


Queensland State School Reporting 2016 School Annual Report

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School Overview

The Queensland Academy for Health Sciences (QAHS) is a selective senior secondary state high school (Years 10-12) with a world-class technology rich learning environment for high-achieving like-minded students. QAHS focuses on nurturing the development of such students with a rigorous innovatively delivered curriculum (International Baccalaureate Diploma) allowing collaborative and accelerated learning, developing unique partnerships with universities and industry. Students are well prepared for tertiary studies through their IB Diploma experience.

Our Mission: We are dedicated to empowering Queensland's brightest students in a collaborative high expectation & supportive educational environment to realise their potential through a world class curriculum, with outstanding educators and excellent facilities.

As a relatively new school (QAHS opened in 2008) our student successes are many and varied. QAHS has been awarded more than a quarter of the total CSIRO Gold CREST Research Awards issued since these awards began in 1995. QAHS has been the winning senior school in the Griffith University Gold Coast Science Competition since we opened in 2008. Every year we have had several students reach the national finals in the BHP Science Awards and have been awarded several Peter Doherty Awards for Excellence in Science Education including best Science School in 2012. Several QAHS students have won places in the Intel Science and Engineering Fair held in the USA. A number of students have made the Australian Stockholm Junior Water Prize finals with all national winners making the International Competition in Sweden. QAHS performs well in the Language Perfect International Championship Winner for French (category 1-50 students) winning the category over several years. Students have won prizes in the Chinese Speech competition including fully funded trips to China. QAHS students have also excelled in the sporting arena with regional winners competing at the state and national levels.

All students complete either a Certificate III in Laboratory Skills or a Certificate III in Active Volunteering during Year 10. All students are involved in Australian Business Week in Year 11. All students are eligible for university course credits including eligibility to progress directly into second year degrees in some university courses.

The Queensland Academies are an innovation in schooling: Integration of best education practice models from around the world; Internationally-recognised curriculum; Excellent facilities; Highest calibre teachers trained in the International Baccalaureate Diploma; Industry experience; Fast-tracking study; Purpose-built facilities: University Standard Research Laboratories, Wireless Network, 500 Seat Lecture Theatre, Indoor Refectory, Information Services Centre, Gymnasium.

Culture of Collaboration: Students work with and learn from each other. Selective entry and the nature of curriculum means fast, challenging learning. Collaborative rather than competitive. 450 students. Student requirements: Demonstrated academic ability; A high level of commitment and application to study; High standards of personal behaviour; Commitment to personal and social development; A sense of citizenship displayed through care and concern for others.

As a selective entry school, potential students undertake the ACER HAST (Australian Council of Educational Research – Higher Ability Selection Test) and if successful, are invited to an interview to discuss and determine their capacity to engage with the International Baccalaureate Diploma Programme. Courses offered: The International Baccalaureate Diploma Programme. QAHS subject offerings: Group 1 English; Group 2 Second Language (beginner or advanced – French or Mandarin); Group 3 Business & Management, Psychology; Group 4 Biology, Chemistry, Physics; Group 5 Mathematics; Group 6 Music, Biology, Chemistry, Physics, Psychology. Students also study: Extended Essay - develops research and writing skills. Creativity, Action and Service - helps students become responsible, compassionate citizens; and Theory of Knowledge - stimulates critical reflection on knowledge and experiences.

2016 IB Results - 33% of IB Diploma students achieved a Tertiary Entrance Rank of 99 and 76% a 92-99. Our mean Diploma score of 36 was above the world average of 29.21. Two top IB scores of 45 were awarded.

As a showcase for public education nationally, the Academy hosts visiting students, educators and industry without disruption to learning programs and deliverables. Together with its core services to its enrolled students, operating hours include after hours, weekends and holidays and delivers programs for students not enrolled in the school, including a program for Young Scholars (high achieving students in grades 4-9 from other schools).

The Queensland Academy for Health Sciences is an Independent Public School.

Principal's Forward

Introduction

The Queensland Academies – Health Sciences Campus is one of three state schools for highly-capable students in Years 10 to 12. The campus is located on the Gold Coast, Australia. Working in partnership with Griffith University, QAHS provides unique opportunities and enrichment activities for students interested in futures in the health sciences, research, science and academic careers. We focus on local and global perspectives to broaden students' view of their place in the world.

2016 successes can be viewed here <https://qahs.eq.edu.au/our-academy/success/>

This 2016 Annual Report includes mandatory information as required by the Department of Education and Training.

School Progress towards its goals in 2016

QAHS Goals - **see outcomes**

- 100% of Year 12 results for every student in subject is above world average →increased IB Diploma mean score/increased subject grade averages.
- Increased % of students in each subject in each year level with 6 or 7.

- No student completes with less than IB 4 in all subjects.
- Each individual student's potential is realised and their QAHS experience is personally enriching.

Developing Leaders Health Sciences, Computer

Staff and Students – see **Leadership**

Enhance internal/external community engagement Students, staff, parents, tertiary partners, business, community – School Council active, ever widening community and business links, see outcomes.

Teacher Designed Schools (TDS) shared vision priorities for 2017: IB Learners: Our students exhibit the characteristics of the IB Learner Profile; Open to new ideas: We foster and extend our e-learning environment; Respect for others: WE cultivate a community where members know each other. See the QAHS most recent Teaching and Learning Audit outcomes High/Outstanding (world class) across all domains <http://qahs.eq.edu.au/our-academy/education-queensland-reporting/> and the outcomes of the latest DET audit of our school culture at <http://qahs.eq.edu.au/our-academy/education-queensland-reporting/>

Continuing focus on the 5 core attributes of the Queensland Academies Brand

Innovative delivery of a world class curriculum, nurturing the development of high achieving students, high performing staff, unique partnerships, selective entry.

Academic Focus

The attention to the goal “each student's potential is realised” is central to the learning and teaching philosophy, approaches and methodologies at QAHS to ensure all are focussed on maximising student results. This approach is actioned by the QAHS TARGET 40+ program which details all student and teacher goal setting, actions, support and activities that focus on academic achievement. All students' personal academic achievement goals are clearly articulated, actively supported by staff and parents, and is the focus of all teacher, student and parent actions.

Every student throughout their 3 year enrolment completes a number of finely developed and personalised, individual educational plan for every subject and curriculum component. Improved results are evident in all subjects. Students, with their teachers, set targets and outline strategies for their Action Plans.

In 2016 this resulted in outstanding outcomes for students including:

- Queensland Academies were the top performing schools in Queensland http://bettereducation.com.au/results/QCE_OP.aspx?yr=2016
- Average Diploma score of 36 (worldwide average Nov 2016 was 29.21).
- Average subject score of 5.53 (world average 5.12).
- 33.7% of students received an equivalent tertiary entrance rank of 99 (Tertiary entrance rank of 99 = OP1) (state 2.77%). 75.9% of Diploma students attained a tertiary rank of 99 - 92 (= OP1-5 - state 21.06%) and 92.8% 99-80 (= OP 1-10) (state 51.93%).
- 2016 top IB score was 45, awarded to 2 students (0.67% worldwide)
- Graduates were made university offers across Australia and overseas including to Harvard University and the University of Pennsylvania.
- A number of scholarships were awarded to graduates across several universities.
- 94% of students received a guaranteed entry offer to Griffith University.
- 99% received an offer from QTAC.
- As well as undertaking IB mathematics, all year 12 students exited with a sound or better in QCAA Mathematics B.

- Once again our Year 12 students have received credit from our partner universities on graduate entry in 2016:
 - 464 course credits for Griffith University
 - 162 course credits for the University of Queensland
 - 127 course credits for Queensland University of Technology

University Credit Arrangements Embedded and Extended

- Credit established for QAHS students in: Arts, Communication, Journalism, Criminology and Criminal Justice, Arts in Applied Theatre, Education, Business, Laws/Business, Exercise Science, Exercise Science (Pre-Physiotherapy, Health Science, Biomedical Science, Pharmaceutical Science, Oral Health in Dental Science, Oral Health Therapy, Dental Technology, Medical Science, Environment/Marine Science, Engineering, Information Technology, Multimedia, Aviation, Biomolecular Science, Forensic Science, Photonics and Nanoscience, Science, Science (advanced) and Science with Honours (accelerated).

CSIRO CREST Research Awards

- In 2016 46 QAHS students received CSIRO CREST (Creativity in Science and Technology) awards:
 - 16 Gold
 - 13 Silver
 - 17 Bronze
- Since the 1995 inception of the CREST program QAHS students have achieved 84 Gold Awards since 2009, close to half of all gold awards ever presented.

BHP Billiton Science competition

- 2 QAHS student reached the national finals in Melbourne totalling 31 QAHS finalists since 2009.

Stockholm Junior Water Prize

- We celebrated our fifth student in six years to travel to Sweden for the Stockholm Junior Water Prize as Australian winners of the Australian SJWP.

Science Week

- QAHS won the Griffith University Gold Coast Schools Science Competition Best Overall Senior School trophy for the ninth year running.
- Student results included 3 x 1st places, 4 x 2nd places, 5 x 3rd places and 2 x Highly Commended.
- 13 students won prizes at the 2016 Science Teachers' Association Queensland Competition.
- Outstanding Senior STEM Student prize at the Peter Doherty Awards for Excellence in STEM Education awarded to a Year 12 student.
- Three Year 12 students participated in overseas student conferences.
- QAHS Science Survivor saw all students and staff engage in a series of challenging science activities requiring strong team work and creativity in an inter-house competition.

Australian Science Olympiad

- Students were involved in the very challenging Science Olympiads where a number of medals including Gold, Silver, Bronze, High Distinctions, Distinctions and Credits were awarded.

UNSW ICAS Science

- Year 11 students sat the ICAS Science Test and 46% were awarded a High Distinction, Distinction, Credit or Merit.

Australian National Chemistry Competition

- 61% of students received a High Distinction or Distinction or Credit.

ASI Big Science Competition

- All year 10 students entered and 37% of students achieved a High Distinction, Distinction or Credit.

National Youth Science Forum

- Six students were accepted into the NYSF.

Peter Doherty Award

- A 2016 Student award contributes to a total of 6 Peter Doherty Awards since 2010 with two student awards, two staff awards, one Industry Partnership Award and the 2012 Best Science School Award.

UNSW ICAS English

- Our students in all year levels achieved well above the state mean in every facet of the testing components.
- Awards included 3 High Distinctions, 33 Distinctions, and 90 Credits and 52 Merit Awards.

UNSW Australian School of Business Studies Competition

- Year 11 and 12 students of Business and Management participated in this competition with results including 1 High Distinction, 15 Distinctions and 29 Credits.
- State winner of the CPA Plan your own Enterprise Competition.

Australian Mathematics Competition

- 85% of students achieved a Proficiency or better with 1 Prize winner and 65 students achieving a High Distinction or Distinction.

Second Languages

- At the Gold Coast MLTAQ Griffith University Speech Competition our results included: 2 x 1st places, 2 x Highly Commended Awards
- Students participated in the Chinese Language Teachers Association of Queensland with a number of awards including 2 x 1st places, 2 x Highly Commended Awards.
Alliance Française Song and Poetry Competition: 2 x 1st places, 1 x 2nd place.
- Success in the Language Perfect French completion saw students presented with Elite, Gold, Silver and Bronze Awards.
- 2 Students participated in study tours to China.

University Experiences

- Students participated in a range of programs at Griffith University, Bond University, Queensland University of Technology and the University of Queensland.
- QAHS students have membership at Griffith University Library.
- Year 12 Chemistry and Biology students undertake high level pracs at Griffith.

Industry Experiences

- Students undertaking their Extended Essay have taken up opportunities for support by a range of mentors from University and Industry including Smart Water.

- 99% of Year 10 students gained a Certificate III in Laboratory Techniques or a Certificate III in Active Volunteering.
- Students were involved in work experience across a range of industries.

International / Global Experiences

- A number of students experienced study tours of varying lengths to France or China.
- QAHS hosted a study tour group from Japan.
- QAHS students hosted a number of students from France on exchange.
- QAHS organised study tour to China was well subscribed.

Co-Curricular highlights and opportunities

- Students participated in the Gold Coast Junior Council, UNYA and the National Constitutional Convention.
- Other fundraisers included: Oaktree events, Interact events, Shave for a Cure and Tracky Dack Day.
- Music continues to grow at QAHS with: Symphony Orchestra, Jazz Band, String Ensembles Rock Bands, Concertino and a number of students were involved in AMEB, and Eisteddfods.
- Students were involved in the Kokoda Challenge, the Gold Coast Multicultural Community Youth Ambassador Project, and Red Cross Ambassador Program.
- Students were involved in Debating, Mooting, International Women's Day,, subject excursions, Brain Bee, Bond University Mooting, Griffith University Science Quiz, Griffith Engineering Challenge, and Lunch with a Scientist at Café Scientifique.
- A successful Ski trip to Victoria in August.

Sport

- All Year 10 students were involved in interschool sports.
- All students participated in the QAHS Cross-Country.
- Broadwater District Representation in: Swimming, Cross Country, Athletics.
- South-Coast Representation in a range of sports.
- State representation in athletics.
- National representation in gymnastics and rowing

Leadership

- Students participated in Leadership Workshops and Leadership learning events.
- All Year 10 students experience a purpose designed Leadership Curriculum.
- Various individual students and groups of students were involved in a comprehensive range of leadership opportunities on and off campus.

Staff

- QAHS teachers have facilitated Master Classes for students in a local cluster school initiative for high performing upper primary/lower secondary students.
- Teachers were awarded QAHS eLearning Accreditation.
- Staff have been engaged in a range of professional learning experiences including DET mandated training, IB workshops, Gifted and Talented training and Effective Teaching and Learning professional development.

Other

- Year 12 Retreat, Formal and Valedictory
- Year 10 and 11 Camps

- QAHS Careers Expo was held in term 2. Organisations attending included, GU, UQ, QUT, Southern Cross, Bond, JCE, USQ, TAFE, Australian Defence Force.
- QAHS has established a Duke of Edinburgh program with students undertaking the requirements to achieve Bronze and Silver awards in the first instance.
- The QAHS Health and Wellbeing Committee has been active in ensuring a focus of all at QAHS on personal wellness.
- A range of information sessions for students and parents held throughout the year.
- The QAHS 2016 edition of METIS was published. METIS - Musings, Explorations, Transcripts, Investigations and Scholarly works - includes samples of our students' research from 2016 graduates and represents the sophisticated learning that is a part of our culture.

Future Outlook

Key Strategic Priorities for 2017

- Ensure all Year 12 completing students meet requirements for the award of the International Baccalaureate Diploma and the Queensland Certificate of Education.
- All graduating students have tertiary pathways defined.
- Broaden partnerships and pathways to Griffith University across a range of GU faculties.
- Focus on ensuring student, parent, teacher satisfaction remains high to very high across all domains of the School Opinion Survey.
- Leadership Learning @ QAHS - a structured leadership learning programme composed of a 3 year cyclical curriculum, covering four complementary elements: Inspiration and Motivation, Strategies and Insights, Reflection and Leadership in Action. Students engage in learning experiences that include themes of Intrapersonal (managing self, ethics and beliefs, self-awareness), Interpersonal (listening, assertiveness, influencing, understanding difference) and Strategic/Organisational (planning, team building, problem solving, decision making, risk taking, innovating).
- Response to IBO 5 Year Review commendations/recommendations and prepare for next IBO Review in 2021.
- Formalise practices supporting Positive Education experiences informed by Positive Psychology and the IB's Approaches to Teaching and Learning.
- Work with QTAC and QCAA for further recognition of superior level of the IB Diploma.
- Further develop our focus on our positive work environment.

Explicit Improvement Agenda:

- 100% of graduating students achieve a grade of 4 or better in every subject studied (minimum benchmark).
- Every IB subject will meet/exceed November candidate subject averages (aspirational benchmark).
- Increase the percentage of students achieving 6+ (Stretch).
- Each individual student's potential is realised and their QAHS experience is personally enriching.
- Developing Leaders - Staff and Students
- Enhance internal/external community engagement - Students, staff, parents, tertiary partners, business, community.
- Teacher Designed Schools (TDS) shared vision priorities for 2017: Open to New Ideas: We foster and extend our eLearning environment; We promote opportunities to broaden cultural and creative aspects of the school. Respect for others: We focus on personal, social, professional and academic development.

- The IB Learner Profile drives pedagogy and supports students to become: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced, Reflective
- Continued focus on the 5 core pillars of the Queensland Academies Brand 1. Innovative Delivery of a World Class Curriculum 2. Nurturing the Development of High Achieving Students 3. High Performing Staff 4. Unique Partnerships 5. Selective Entry.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Year 10 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	278	163	115	4	94%
2015*	270	165	105	4	94%
2016	302	184	118	3	93%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Students at QAHS gain entry to the Academy through an extensive rigorous selection process. The process requires students to sit a Higher Ability Selection Test and if successful at this stage, they undertake an interview with a panel of Academy staff. Students attend the Academy after completing year 9 in both government and non-government schools. The cultural, social and economic background of students is varied.

Students come from across the Gold Coast and northern NSW region and also from Brisbane areas and regional Queensland. Students may homestay with an Academy Family.

The most significant characteristic of our cohort other than academic capability, is their “like-mindedness” toward study and academic achievement. Unlike the QCAA system, where students compete for limited OP places in each band, students at the Academy work collaboratively to achieve the best results possible in a criteria based external assessment system.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	23	23	23
Year 11 – Year 12	16	17	16

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our distinctive curriculum offerings

QAHS is an International Baccalaureate World School offering the International Baccalaureate Diploma Programme. The International Baccalaureate Diploma Program (IBDP) is comprised of 6 subject groupings and core IBDP components including Theory of Knowledge, Extended Essay and CAS (Creativity, Activity and Service):

- English
- Second Language (French, Mandarin)
- Individuals & Societies (Business & Management, Psychology). These subjects can be fast-tracked and completed in one year
- Mathematics (3 Levels)
- Experimental Sciences (Biology, Chemistry, Physics)
- Arts (Music)

Most subjects are offered at Higher and Standard level

Curriculum delivery is aligned to the QAHS Pedagogical Framework that is comprised of evidence-based teaching and learning strategies including:

1. Gradual Release of Responsibility
2. International Baccalaureate: IB World School, How Students Learn Best, IB Learner Profile, Approaches to Teaching and Learning. Command Terms
3. 21st Century pedagogical practices and the application of researched models
4. Deliberate Practice
5. EQ Excellence in Lesson Design
6. Teacher Knowledge & Skill Standards for Gifted and Talented Education
7. Symphony of Learning
8. TARGET 40+ (Aspirational target)

Co-curricular Activities

A core component of the IBDP is student involvement in Creativity, Activity and Service (CAS). CAS activities cover a balance of sporting/fitness, community service and creative development programs. Students must complete approximately 150 hours of CAS concurrently with the study of the IB Diploma in Years 11 and 12.

Example CAS activities: Art, Creative Writing, Music, Dance, Astronomy Club, Calligraphy, Digital Photography, Australian Business Week, Interschool Debating, Interschool Sport, Yoga, Fitness training (gym), Oak Tree Foundation, International community service projects, Interact, Gym Fitness, Tutoring Refugees Program, Clean Up Australia Day, Green Gen, Young Scholars support program.

How Information and Communication Technologies are used to improve learning

The Queensland Academies Health Sciences Campus is a rich elearning BYOD environment. All students have their own parent purchased Tablet or Laptop - a 1-1 computer setting. All classrooms are equipped for student laptop usage with wireless LAN technology throughout the Academy with a current bandwidth of 20Mbps. An additional 20 tablet computers are also available for use with network connection.

Data projectors are fitted in all rooms as well as DVD Players and Document Cameras. Remote desktop software that is available to staff allows them to work in a collaborative environment with students. e-Learning is core to our Curriculum, Communication, Learning and Teaching. All curriculum is online and accessible via MyQA. All staff are trained and skilled in ICTs. A Head of Department Contemporary Teaching and Learning further supports all students and staff. Some examples of practices include:

- All teachers and students are enrolled into relevant subjects and forums online with MyQA LMS).
- All subject areas access a range of Web 2.0 technologies (Forums, Blogs and Wikis) to deepen and create new knowledge as well as use of vodcasts and podcasts.
- Maths and Chemistry utilise online quizzes and utilise online Gradebooks.
- Teachers and students access Web conferencing (iConnect) to extend learning interactions, invite expert consults and tutorials – all recordable for later viewing by students.
- Skype is used to support staff in PD and meetings.
- A range of websites, other digital content and a range of digital pedagogies developed by all teachers to extend student learning.
- As per the 2016 School Opinion Survey total agreement:
 - Parents: I understand how computers and other technologies are used at this school to enhance my child's learning. 97%
 - Students: I use computers and other technologies at my school for learning. 97.4%

In 2016 QAHS teachers were supported to achieve a locally designed Digital Pedagogy Licence.

Social Climate

Overview

The Queensland Academies Health Sciences Campus is a world-class learning environment for high-achieving, like minded senior students. Our focus is on nurturing the development of high-achieving students through excellent care, mentoring and leadership enhancement programs that develop resilience, self-management and equip students with a high level of capacity for involvement in school governance.

Synergy of like-minded students is evidenced through:

- Students working with and learning from each other
- Working in teams
- Selective entry and the nature of curriculum means fast, challenging learning
- A collaborative rather than competitive environment

At QAHS all students belong to a Mentor Learning Community (MLC), a care and mentoring group with structured learning programs and close relationships with their MLC teacher and fellow students. A Head of Department Student Services oversees program development and delivery. Our Guidance Officer works closely with students, parents and staff in a pastoral and career and teaching capacity. A School based Youth Health Nurse is available to students one day per week. Year level Coordinators are closely involved with students across a range of aspects. The QAHS Health and Well-being committee continually introduces and maintains programs of wellness support for students and staff.

2015 School Opinion Survey shows that parents, students and staff are satisfied, or very satisfied, across the full range of performance standards. For parents and students, QAHS is at, or mostly above the state average or "like schools" average, for Student Outcomes, Curriculum, Pedagogy, Learning Climate, School Climate, School-Community Relations, Resources and General Satisfaction. 2016 School Opinion Survey shows a very high degree of parent, student and staff satisfaction across a comprehensive range of components and well above like schools and state averages.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	96%	95%
this is a good school (S2035)	100%	96%	97%
their child likes being at this school* (S2001)	97%	96%	92%
their child feels safe at this school* (S2002)	99%	96%	97%
their child's learning needs are being met at this school* (S2003)	96%	93%	92%
their child is making good progress at this school* (S2004)	93%	96%	91%
teachers at this school expect their child to do his or her best* (S2005)	97%	96%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	89%	94%
teachers at this school motivate their child to learn* (S2007)	97%	89%	89%
teachers at this school treat students fairly* (S2008)	93%	89%	97%
they can talk to their child's teachers about their concerns* (S2009)	96%	89%	98%
this school works with them to support their child's learning* (S2010)	94%	85%	97%
this school takes parents' opinions seriously* (S2011)	94%	92%	97%
student behaviour is well managed at this school* (S2012)	99%	96%	95%
this school looks for ways to improve* (S2013)	97%	96%	92%
this school is well maintained* (S2014)	99%	96%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	99%
they like being at their school* (S2036)	97%	97%	96%
they feel safe at their school* (S2037)	100%	100%	96%
their teachers motivate them to learn* (S2038)	100%	98%	92%
their teachers expect them to do their best* (S2039)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
their teachers provide them with useful feedback about their school work* (S2040)	97%	99%	95%
teachers treat students fairly at their school* (S2041)	100%	94%	88%
they can talk to their teachers about their concerns* (S2042)	96%	95%	88%
their school takes students' opinions seriously* (S2043)	97%	93%	94%
student behaviour is well managed at their school* (S2044)	99%	98%	92%
their school looks for ways to improve* (S2045)	100%	99%	95%
their school is well maintained* (S2046)	100%	100%	99%
their school gives them opportunities to do interesting things* (S2047)	100%	99%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	98%	100%
they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
they receive useful feedback about their work at their school (S2071)	98%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	85%	75%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	98%	100%	100%
student behaviour is well managed at their school (S2074)	98%	100%	100%
staff are well supported at their school (S2075)	98%	100%	100%
their school takes staff opinions seriously (S2076)	91%	100%	100%
their school looks for ways to improve (S2077)	98%	100%	100%
their school is well maintained (S2078)	95%	100%	100%
their school gives them opportunities to do interesting things (S2079)	91%	100%	98%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

QAHS has an open door policy. Parents engage with the school freely, formally and informally through forums (both face-to-face and online), ready contact with all staff (policy of maximum 24 hour response time to parents) and Open Days. Academy survey data and anecdotal reports show that parents consider they are well informed via weekly newsletters, email, website, sms messaging, Facebook, Instagram and Twitter. School Opinion Survey data shows high or very high levels of satisfaction with school-community relations. 2016 data for the Queensland Academies Health Sciences Campus is at/above the state and "like schools" averages across almost all performance areas. In response to parent input, QAHS established a School Council in 2013.

Formal OneSchool reporting occurs at the end of each term. Two whole of school parent-teacher-student meeting evenings are scheduled each year. Parents are welcome at any time to meet with staff and are kept well informed of student progress.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

All students experience a structured personal development curriculum through MLC (Mentor Learning Community) that covers, amongst other elements, the direct teaching of skills of social and emotional wellbeing as well as a range of other processes and skills to support students to develop positive practices, productive interpersonal abilities and self-management processes.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	8	2	2
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	1

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

QAHS was established in 2008 with 60,000 litre in-ground water tanks that service gardens and toilets. In 2010 a student facilitated Environmental Club was established. This group worked collaboratively with staff to implement a series of procedures to reduce the QAHS footprint. This included the installation of solar panels (2 Kw) with a 6 Kw installed in 2012. A student group Green Gen is also closely involved in environmental awareness activities. The school's Facilities Manager is excellent with preventative maintenance and attention to our environment.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	638,386	763
2014-2015	641,236	1,112
2015-2016	617,756	1,952

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.



Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	31	19	<5
Full-time Equivalents	30	14	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	14
Graduate Diploma etc.**	11
Bachelor degree	5
Diploma	
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$41,729.42

The major professional development initiatives are as follows:

- International Baccalaureate Diploma Program training for all staff.
- High Level e-Learning and ICT's Professional Development.
- Gifted and Talented Professional Development.
- Developing Performance Planning activities
- Positive Psychology

Ongoing Developments:

- Continued IB subject area Professional Development (Level 2 and 3 training)
- Queensland Academies Staff Interaction Network (QASI-NET)
- Maximise MyQA PD to enhance learning and teaching and to increase number of teachers with Digital Pedagogical Accreditation.
- All staff have Performance Development Plans in action.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	95%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	89%	92%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

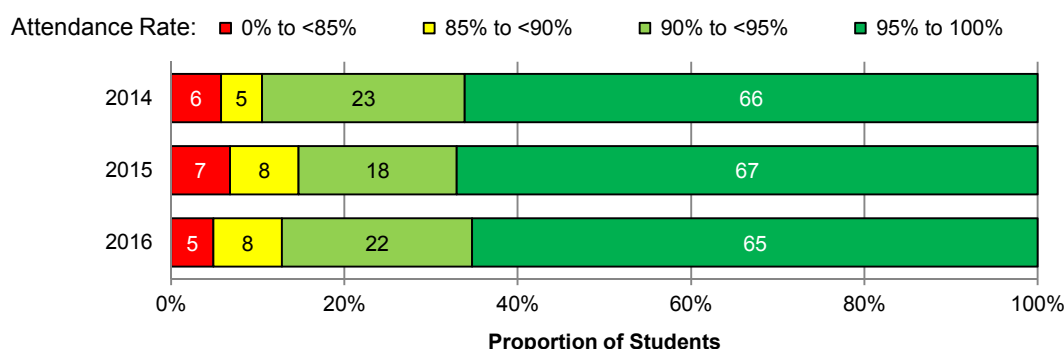
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014											97%	95%	94%
2015											97%	95%	94%
2016											96%	95%	95%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

QAHS uses electronic roll marking - ID Attend, recorded on OneSchool. The Student Absence Line provides an opportunity for parents to inform QAHS of student absences and reasons. Any unexplained absence is followed up by office staff following Lesson 1 roll marking before 8.45am each day. Parents are contacted by phone/sms/email. This results in 100% explained absences. ID Attend is used for every lesson throughout the day.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	87	75	82
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	0	0	0
Percentage of Indigenous students receiving an Overall Position (OP)		0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	1	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	83	69	80
Number of students awarded an Australian Qualification Framework Certificate II or above.	83	69	80

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	80	73	82
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.		100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	64	59	76
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	88%	79%	93%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	97%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	99%	99%

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	0	1	83
2015	0	1	69
2016	1	0	80

As at 3rd February 2017. The above values exclude VISA students.

All Year 10 students undertake either a Certificate III in Laboratory Techniques through Southbank Institute of Technology or a Certificate III in Active Volunteering through Volunteering Queensland.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	78%	77%	79%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.		100%	33%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September. The report will be available at: <https://qahs.eq.edu.au/our-academy/education-queensland-reporting/>

Early leavers information

The Queensland Academies' enrolment policy differs from other state schools as early leaver numbers cannot be off-set by incoming enrolments. This can contribute to a higher attrition rate than other Queensland schools as do other factors such as the program expectations, new school transition outside traditional models and often long travel times to and from school. QAHS Enrolment Support Plans outlines in detail, the range of strategies that the school utilises to minimise the challenges that students might face in making the transition to an Academy. Despite the comprehensive enrolment support program some students decide that the unique pathway and challenges of the pathway may not best serve their goals and they are assisted to return to a QCAA

school, most usually at the end of Year 10 or early in Year 11 where they complete to year 12. Of course some students leave a school due to family relocation.

Conclusion

QAHS is an exceptional school where learning is highly valued by students, parents and staff. High expectations of students and staff see our students often comment that they have exceeded their own expectations of what they thought they could achieve.

This sentiment is reflected in the DET 2016 Trial Survey Readiness for Learning and Student Engagement which reported student responses for QAHS significantly above state averages for every question in the survey.

QAHS graduates are extremely well prepared for tertiary studies through their experience with the International Baccalaureate Diploma and upon return to QAHS proclaim their appreciation for the special opportunity they experienced here.

