Principal’s foreword

Introduction

The Queensland Academies are selective senior secondary schools, with world-class, technology rich learning environments for high-achieving, like minded senior students. Queensland Academies focus on nurturing the development of such students, with a rigorous, innovatively delivered curriculum allowing collaborative and accelerated learning, developing unique partnerships with universities and industry, recruiting, high achieving staff who are innovative practitioners.

The Queensland Academies provide a way for Queensland’s high achieving students to accelerate their studies, complete extension and enrichment work with universities and work with industry to combine career-based and university level studies.

The Queensland Academy for Health Sciences (QAHS):

- Is a showcase state school with enterprise partnerships established between Griffith University and Education Queensland.
- Provides a new mode of transition from secondary school to university, through pathways that more effectively cater for students who display exceptional intellectual capacity.
- Operates as a “school” that has exceptional performance expectations with respect to the development of the intellectual, social and employment capital of each individual learner (student and teacher).
- Exceeds the expectations of students, staff, parents and the university culture in which it is immersed.

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, weekend and programs for students not enrolled in the school, including a program for Young Scholars (high achieving students in grades 5-9 from other schools).

QAHS is an Independent Public School.

This 2013 Annual Report includes mandatory information as required by the Department of Education, Training and Employment.

School progress towards its goals in 2014

Key priorities for 2013 - progress

Improve Student Performance

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

Staff and Students – see Leadership and Staff

Enhance internal/external community engagement

Students, staff, parents, tertiary partners, business, community – School Council established, ever widening community and business links, see outcomes
Teacher Designed Schools (TDS) shared vision priorities for 2013

Cater for gifted learners; leaders in differentiation; inquiry based learning with embedded purposeful technological pedagogy; IB Learner Profile drives pedagogy; opportunities to broaden cultural and creative aspects of the Academy; lifelong learning – Significant progress made in 2013 – see Teaching and Learning Audit outcomes High/Outstanding (world class) across all domains, 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

One to One (not one to many) underpins the learning and teaching philosophy and methodology at QAHS to ensure all are focussed on maximising student results. One to One 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 at the beginning of their final school year, has a finely developed and personalised, individual educational plan for every subject and curriculum component. Improved results are evident in all subjects.

All students in Years 10 and 11 also regularly review their performance, set targets and detail strategies in their Action Plans.

In 2013 this resulted in outstanding outcomes for students including:

- Average Diploma score of 35.19 (worldwide average Nov 2013 was 29.95).
- Average subject score of 5.41 (world average 5.18)
- 28% of students received an equivalent tertiary entrance rank of 99 (Tertiary entrance rank of 99 = OP1) (state 2.7%)
- 68.5% of Diploma students attained a tertiary rank of 99 - 92 (= OP1-5 - state 19.96%) and 96.3% 99-80 (= OP 1-10 (state 49.28%).
- Our top IB score achieved by 4 students was 43 (top 2% worldwide)
- 100% of students received a guaranteed entry offer to Griffith University
- 98% received an offer from QTAC (1 student not eligible to apply through QTAC)
- Eight students were accepted in to Medicine.
- Once again our Year 12 students have received credit from our partner universities on graduate entry in 2014:
  - 487 course credits for Griffith University
  - 185 course credits for the University of Queensland
  - 169 course credits for Queensland University of Technology

University Credit Arrangements Embedded and Extended

- Health Sciences Certificate - 7 QAHS students participated in this course which will lead to credit for the full first year of the Health Sciences Degree at Griffith University
- 100% of 2013 QAHS Year 12 Cohort received early offers/guaranteed entry to Griffith University for 2014 in a range of courses including Biomedical Science, Engineering, Law, Business, Exercise Science, Education, Psychology and Health Sciences.

CSIRO CREST Research Awards

- 41 QAHS students received CSIRO CREST (Creativity in Science and Technology) awards in 2013
  - 13 Gold
  - 1 Silver
  - 27 Bronze
- Since the 1995 inception of the CREST program more than one quarter of all gold awards have been presented to QAHS students in the last six years

BHP Billiton Science competition

- 4 QAHS student reached the national finals in Melbourne
- 1 student won a trip to the INTEL Science and Engineering Fair in Los Angeles, USA

Stockholm Junior Water Prize

- 3 2013 graduates were the three national finalists in the Australian Stockholm Junior Water Prize with the QAHS winner travelling to Sweden for the international event in 2014
Science Week
- QAHS won the Griffith University Gold Coast Schools Science Competition Best Overall Senior School trophy for the sixth year running.
- Student results included: 3 x 1st Places, 3 x 2nd Places, 2 x 3rd Places, 3 x Highly Commended Awards
- 7 students won prizes at the 2013 Science Teachers’ Association Queensland Competition with 2 students also receiving bursaries
- 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 Distinctions and Credits were awarded

UNSW ICAS Science
- Year 11 students sat the ICAS Science Test and 51% were awarded a High Distinction, Distinction or Credit

Australian National Chemistry Competition
- 45% of students received a High Distinction or Distinction with 2 students winning bursaries

Rio Tinto Big Science Competition
- All year 10 students entered and 50% of students achieved a High Distinction, Distinction or credit

Peter Doherty Award
- QAHS won the prestigious Peter Doherty Best Science School Award in 2012 – schools can only win this prize once

UNSW ICAS English
- Our students in all year levels achieved well above the state mean in every facet of the testing components
- Awards included 7 High Distinctions, 44 Distinctions, and 117 Credits

Australian Mathematics Competition
- 75% of students achieved a Credit or above

Gold Coast MLTAQ Griffith University Speech Competition
- Over a 1000 students from the Gold Coast and beyond enter this competition. QAHS results included:
  - 2 x 1st Places, 1 x 2nd Places, 1 x 3rd Place, 8 x Highly Commended Awards

Alliance Francaise Competition
- Students were also involved in the Alliance Francaise - Le Concours de Chansons et Poesie 2013 with one student winning first prize and a trip to New Caledonia

Chinese Language Teachers Association of Queensland
- 9 students of mandarin participated in the MLTAQ Chinese speaking competition with a 3rd place awarded to non-background Year 11 student

University Experiences
- Throughout Term 2 a series of Griffith University Experience Days were attended by QAHS students.
- QAHS students have membership at Griffith University Library
- Year 12 Chemistry and Biology students undertake high level prac at Griffith
- The GU Glycomics Institute runs regular seminars presented by its Honours, Masters and Post-Doctoral Fellows on their research. These are advertised to QAHS students who apply to attend through the Teacher-Librarian.
- Students participated in a range of programs at Bond University, Queensland University of Technology and the University of Queensland.

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

International / Global Experiences
- 2 week Study and Cultural trip to China
- Students studying mandarin attended the QUT Confucious Institute Chinese Immersion Camp
- 6 week Study and Cultural trip to France
Co-Curricular highlights and opportunities

- All Year 11 students participated in the Australian Business Week Competition
- Students participated in the Gold Coast Junior Council and UNYA
- Other fundraisers included: Oaktree events, Interact events, Shave for a Cure and Relay for Life
- Students at QAHS took up the challenge of the 40 hour Technology Famine
- Music continues to grow at QAHS with: Symphony Orchestra, Jazz Band, String Ensembles Rock Bands, Concertino and Academy Voices
- Students of music had their own compositions played and recorded by Professional Performing Group Topology
- A student was a participant in Creative Generations, one of the state’s largest performing arts events and 2 students were selected to participate in the Queensland Conservatorium State Honours Ensemble Program
- Students were involved in the Kokoda Challenge, the Gold Coast Multicultural Community Youth Ambassador Project, Schools Constitutional Convention and Red Cross Ambassador Program
- Students were involved in, Debating, Mooting, International Women’s Day events, Earth Week, Harmony Week, Brain Bee, Bond University Mooting and Best on the Coast
- Ten students attended the United Nations Youth Australia Conference
- 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 and gold medals in athletics and swimming
- State representation in rowing
- National representation in swimming

Leadership

- Students participated in Leadership Workshops and Leadership Breakfast 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
- 3 teachers were awarded QAHS eLearning Accreditation
- 1 mandarin teacher was awarded the Endeavour Language Teacher Fellowship
- The Principal was a finalist in the School Library Association of Queensland Principal award
- Staff have been engaged in a range of professional learning experiences including DETE 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
- A range of information sessions for students and parents held throughout the year

Future outlook

Key Strategic Priorities for 2014

- Ensure all Year 12 completing students meet requirements for the award of the International Baccalaureate Diploma or International Baccalaureate Certificate and the Queensland Certificate of Education.
- All graduating students have tertiary pathways defined
- Maximise opportunities for QAHS students to have guaranteed entry to degrees at Griffith University
- 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.

Work with QTAC and QSA for further recognition of superior level of the IB Diploma.

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 2014: Open to New Ideas: we embrace innovation in education; Respect for Others: we reach out to the local and global community; Strive for Academic Excellence: we operate in a culture of high expectations
- The IB Learner Profile drives pedagogy and supports students to become: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced, Reflective
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2013: Year 10 - Year 12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>305</td>
<td>170</td>
<td>135</td>
<td>92%</td>
</tr>
<tr>
<td>2012</td>
<td>303</td>
<td>165</td>
<td>138</td>
<td>93%</td>
</tr>
<tr>
<td>2013</td>
<td>286</td>
<td>157</td>
<td>129</td>
<td>95%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

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 ability, is their “like-mindedness” toward study and academic achievement. Unlike the QSA 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 assessment system.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Prep - Year 3</td>
<td></td>
</tr>
<tr>
<td>Year 4 - Year 7 Primary</td>
<td></td>
</tr>
<tr>
<td>Year 7 Secondary - Year 10</td>
<td>21</td>
</tr>
<tr>
<td>Year 11 - Year 12</td>
<td>17</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>1</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

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 and Extended Essay and CAS (Creativity, Action 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

Extra curricula activities

A core component of the IBDP is student involvement in Creativity, Action and Service (CAS). CAS activities cover a balance of sporting, 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.


How Information and Communication Technologies are used to assist learning

The Queensland Academy for Health Sciences 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 4Mb GWAP. 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 The Learning Place 24/7. 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 every subject online (Blackboard and/or Project Rooms – Learning Place).
- 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.
- English utilises the use of Voice Thread (an interactive forum utility), and digi-circles (a QAHS teacher’s innovation).
- Maths and Chemistry utilise online quizzes and utilise online Gradebooks.
- Chemistry uses online submission of student work for assessment.
- Chemistry and Business and Management accesses Web conferencing (iConnect) to extend learning interactions, invite expert consults and tutorials – all recordable for later viewing by students.
- A range of websites, other digital content and a range of digital pedagogies developed by all teachers to extend student learning.
- As per the 2013 School Opinion Survey:
  - Parents: I understand how computers and other technologies are used at this school to enhance my child’s learning. 100%  
  - Students: I can access (and use) computers and other technologies at my school for learning. 100%

In 2013 all QAHS teachers engaged in professional development in Symphony of Learning. This program further enhanced the cutting edge work that students and staff are immersed in.
Our school at a glance

Social climate

The Queensland Academy for Health Sciences 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.

2013 School Opinion Survey shows that parents and students 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.

A recent National Safe Schools Audit shows student satisfaction at QAHS is high across a comprehensive range of components including:
- I feel safe and secure at this school: 93.5% Strongly Agree/Agree.
- I am worried about being bullied at this school: 92% Strongly Disagree/Disagree.
- I am proud to be a part of this school: 93.8% Strongly Agree/Agree.

Parent, student and staff satisfaction with the school

School Opinion Surveys and other locally initiated surveying of parents, students and staff reveal high levels of satisfaction across a comprehensive range of school domains.

Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>their child likes being at this school* (S2001)</td>
<td>91%</td>
<td>95%</td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school* (S2003)</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work* (S2006)</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns* (S2009)</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning* (S2010)</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously* (S2011)</td>
<td>86%</td>
<td>100%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>100%</td>
<td>95%</td>
</tr>
</tbody>
</table>
Our school at a glance

<table>
<thead>
<tr>
<th>Performance measure (Nationally agreed items shown*)</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students who agree that:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>91%</td>
<td>94%</td>
</tr>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>91%</td>
<td>96%</td>
</tr>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work* (S2040)</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school* (S2041)</td>
<td>97%</td>
<td>84%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>86%</td>
<td>88%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously* (S2043)</td>
<td>92%</td>
<td>88%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school* (S2044)</td>
<td>99%</td>
<td>94%</td>
</tr>
<tr>
<td>their school looks for ways to improve* (S2045)</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>their school is well maintained* (S2046)</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things* (S2047)</td>
<td>96%</td>
<td>98%</td>
</tr>
</tbody>
</table>

Performance measure

<table>
<thead>
<tr>
<th>Percentage of school staff who agree that:</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>98%</td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>98%</td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>96%</td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>98%</td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>98%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>96%</td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>98%</td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>98%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>96%</td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>98%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>98%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.
* Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.
Our school at a glance

Involving parents in their child’s education

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 newsletters, email, website, sms messaging, Facebook and Twitter. School Opinion Survey data shows high or very high levels of satisfaction with school-community relations. 2013 data for the Queensland Academy for Health Sciences is at/above the state and “like schools” averages for 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 informed of student progress.

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 Facility Manager is excellent with preventative maintenance and attention to our environment.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity kWh</td>
<td>Water kL</td>
</tr>
<tr>
<td>2010-2011</td>
<td>539,551</td>
</tr>
<tr>
<td>2011-2012</td>
<td>862,382</td>
</tr>
<tr>
<td>2012-2013</td>
<td>624,181</td>
</tr>
</tbody>
</table>

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the school’s environmental footprint.
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2013 Workforce Composition</th>
<th>Teaching Staff *</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>32</td>
<td>21</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>28</td>
<td>14</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>8</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>8</td>
</tr>
<tr>
<td>Graduate Diploma etc.</td>
<td>13</td>
</tr>
<tr>
<td>Masters</td>
<td>8</td>
</tr>
<tr>
<td>Doctorate</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

* Teaching Staff includes School Leaders
** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $44,963.29

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.
- The proportion of the teaching staff involved in professional development activities during 2013 was 100%.
Our staff profile

Ongoing Developments:
- Continued IB subject area Professional Development (Level 2 and 3 training)
- Queensland Academies Staff Interaction Network (QASI-NET) deployed to full organisational capacity including site flexibility and work shadowing.
- Maximise Symphony of Learning PD to increase number of teachers with Digital Pedagogical Licence.
- QA staff recognised and supported in presenting at local, national and international conferences (IB and broader forums).
- QA staff mentored by university and enterprise partners to support professional, academic and industry based growth.
- All staff have Performance Development Plans in action.

### Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>97%</td>
<td>97%</td>
<td>97%</td>
</tr>
</tbody>
</table>

### Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2013 school year.

### School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](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:

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>95%</td>
<td>96%</td>
<td>95%</td>
</tr>
</tbody>
</table>

The overall attendance rate for the students at this school (shown as a percentage).

The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.

Student attendance rate for each year level (shown as a percentage)

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>96%</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td>2012</td>
<td>97%</td>
<td>96%</td>
<td>94%</td>
</tr>
<tr>
<td>2013</td>
<td>97%</td>
<td>94%</td>
<td>95%</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance Rate:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>5</td>
<td>8</td>
<td>19</td>
<td>68</td>
</tr>
<tr>
<td>2012</td>
<td>5</td>
<td>6</td>
<td>20</td>
<td>70</td>
</tr>
<tr>
<td>2011</td>
<td>7</td>
<td>9</td>
<td>26</td>
<td>59</td>
</tr>
</tbody>
</table>

Proportion of Students

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: 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 can be used throughout the day. Teachers also record student attendance/absence in individual record books.
Performance of our students

Achievement – Closing the Gap

Indigenous students’ attendance – 87.4% (one student on extended sick leave)
Retention 2012-13 - 100%

Attainment: Percentage A-E equivalent grading final report 2013
- English 100% A/B
- Mathematics 75% C or >
- Science 100% C or >

Apparent retention rates Year 10 to Year 12

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 student enrolment as a percentage of the Year 10 student cohort.</td>
<td>76%</td>
<td>75%</td>
<td>77%</td>
</tr>
</tbody>
</table>

Outcomes for our Year 12 cohorts

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>76</td>
<td>95</td>
<td>89</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).</td>
<td>10</td>
<td>6</td>
<td>74</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework Certificate II or above.</td>
<td>10</td>
<td>6</td>
<td>74</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.</td>
<td>61</td>
<td>82</td>
<td>82</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>44</td>
<td>72</td>
<td>53</td>
</tr>
<tr>
<td>Percentage of OP/IBD eligible students with OP 1-15 or an IBD.</td>
<td>92%</td>
<td>94%</td>
<td>95%</td>
</tr>
<tr>
<td>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.</td>
<td>82%</td>
<td>86%</td>
<td>93%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>100%</td>
<td>99%</td>
<td>98%</td>
</tr>
</tbody>
</table>

As at 5 May 2014. The above values exclude VISA students.
Performance of our students

Vocational Educational Training qualification (VET)

<table>
<thead>
<tr>
<th>Year</th>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>0</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>2012</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2013</td>
<td>3</td>
<td>2</td>
<td>74</td>
</tr>
</tbody>
</table>

As at 5 May 2014. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school’s website in September.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The Queensland Academies’ enrolment policy differs from other schools as attrition rates cannot be off-set by incoming enrolments. This can contribute to a higher attrition rate than other Queensland schools as does 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 QSA school, most usually at the end of Year 10 or early in Year 11 and complete to year 12.