

## Queensland State School Reporting 2022 School Annual Report

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### School Overview

The Queensland Academies Health Sciences campus (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.

QAHS is the only school located in the Gold Coast Health and Knowledge Precinct, Asia-Pacific's emerging Health and Innovation Hub. The precinct boasts a unique global business location for high-tech industry development, research, collaboration and jobs of the future. Supported by \$5 billion in infrastructure, including Griffith University and the Gold Coast University Hospital, the precinct is also home to the COHORT innovation, a co-working space including the Griffith Innovation Centre and extensive parkland and green space. Students are connected with professionals in the health sciences, research, science and academic industries, setting them up for success in their careers beyond the Academy.

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

Our student successes are many and varied. QAHS has been awarded more than a third 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 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. Award winning students in the Australian High Schools Cancer Competition have engaged in medical research summer internships with the Olivia Newton-John Cancer Research Centre in Melbourne. QAHS performs well in a broad range of second language competitions. QAHS students have also excelled in the sporting arena with regional winners competing at the state, national and international levels.

All students complete an Australian Quality Training Framework accredited Certificate II in Methods and Sampling and Certificate III in Laboratory Skills during Year 10. All students participate 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, according to university arrangements for credit for International Baccalaureate Diploma Programme students.

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; 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. QAHS culture is collaborative rather than competitive with capacity for 500 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, prospective students submit an application inclusive of school and NAPLAN reports, undertake the EDUTEST Entrance test and 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, Mandarin or Spanish); Group 3 Business Management, Economics, Psychology; Group 4 Biology, Chemistry, Computer Science, Physics, Sport, Exercise and Health Science; Group 5 Mathematics; Group 6 Music. Students also study: Theory of Knowledge (TOK) stimulates critical reflection on knowledge and experiences; complete an Extended Essay (EE) which develops research and writing skills; and undertake Creativity, Activity and Service (CAS) which helps students become responsible, compassionate citizens and provides balance to students' academic journey.

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, QAHS's operating hours include after hours, weekends and holidays and delivers programs for students not enrolled in the school, including programs for high achievers from other schools and the Queensland Academies Brilliant Futures Gold Coast Program for students in years 7-9.

The Queensland Academies Health Sciences campus is an Independent Public School.

## Principal's Forward

### Introduction

This 2022 Annual Report includes mandatory information as required by the Department of Education and Training.

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' views of their place in the world.

2022 academic results and 2022 highlights can be viewed [here](#)

#### **School Progress towards its goals in 2022**

QAHS Goals - **see outcomes**

- We celebrate above world average results in every subject.

- We create opportunities for each graduating student to achieve 6 or above in every subject.
- All students complete all subjects with an IB 4 or above and successful completion of the IB core.
- The QA experience is personally enriching and supports every student to recognise themselves as IB learners who realise their potential.

## Developing Leaders

Staff and Students – see **Leadership and Service**

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

**Shared vision priorities for 2022:** Excellence; Global Citizenship; Wellbeing; IB Learner characteristics; People and Planet. Our Mission and Values can be viewed [here](#)

## 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 that the QA experience is personally enriching and supports every student to recognise themselves as IB learners who realise their potential 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 three-year enrolment completes a number of finely developed and personalised, individual educational plans for every subject and curriculum component. Students, with their teachers, set targets and outline strategies for their Action Plans.

In 2022 this resulted in outstanding outcomes for students including:

- QAHS was in the top three achieving schools statewide by ATAR99+ [https://bettereducation.com.au/results/QCE\\_ATAR.aspx](https://bettereducation.com.au/results/QCE_ATAR.aspx)
- Average Diploma score of 37 (world average 2022 was 32)
- \*19.3% of students received an equivalent ATAR rank of 99 or higher. \*69.3% of Diploma students attained an equivalent ATAR rank of 90 or higher. \*93.9% of students received an equivalent ATAR rank of 80 or higher. \*All data does not include additional bonus rank points for languages/Higher Level Maths.
- 2022 top IB score was 45, achieved by four students (1.34% world) in November 2022, with 10 IB 44s awarded and 5 IB 43s awarded.
- Graduates were made university offers across Australia and overseas.
- A number of scholarships were awarded to graduates across several universities, including the full-fee University of Melbourne Vice-Chancellor's Scholarship; the Sir Samuel Griffith Scholarship with Griffith University and Bond University Excellence Scholarships.
- 100% received a QTAC offer.
- Year 12 students were eligible to receive credit from our partner universities on graduate entry for studies commencing in 2023:
  - 621 course credits for Griffith University
  - 832 course credits for the University of Queensland
  - 313 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).

### AUSSEF National Team

- Two Year 12 students were selected to The Australian Science and Engineering Fair national team for their scientific investigations to represent Australia at the International Science Fair in Dallas, Texas, USA.

### CSIRO CREST Research Awards

- In 2022 62 QAHS students received *CSIRO CREST (Creativity in Science and Technology) Awards*:
  - 10 Gold
  - 50 Silver
  - 2 Bronze
- Since the 1995 inception of the CREST program QAHS students have achieved 174 Gold Awards since 2009, close to half of all gold awards ever presented.
- The work of our school in the CSIRO Crest Awards is captured in an Awards vignette on the CSIRO Crest Awards Program website.
- In 2022, Gold CREST nominees worked with expert mentors at Griffith University under the Griffith-QAHS Research Mentor Partnership. Each Gold CREST submission represents over 100 hours of research.

### Science Week

- QAHS has won the *Griffith University Gold Coast Schools Science Competition Best Overall Senior School* trophy each year since opening.
- 13 students won prizes at the *2022 Science Teachers' Association Queensland Competition*, including four bursary awards.
- Year 11 students were introduced to scientific research with a seminar which culminated in a live interview with Dr Lotti Tajouri, Associate Professor in Molecular Genetics at Bond University. Year 11 Science Extended Essay students discussed their research proposals at 'Lunch with Griffith University Mentors'.
- QAHS team of Year 10 students were declared finalists in the ANSTO National Science Week Hackathon.
- QAHS Science Survivor saw all students and staff engage in a series of challenging science activities based around the National Science Week theme of 'Glass: More than meets the eye' requiring strong team work and creativity in an inter-house competition. Year 6 students from invited schools also competed in a Junior Science Survivor competition.

### Australian Science Olympiad

- 20 students achieved a Distinction or High Distinction in the Junior and Senior Divisions of the Biology, Chemistry and Physics Science Olympiads.
- A Year 12 student was selected to the Australian Physics Olympiad team to compete at the UNESCO-sanctioned International Physics Olympiad.

### **Australian Science Innovations (ASI) Big Science Competition**

- 55 students sat exams in the Junior and Senior Divisions achieving two 2 High Distinctions, 18 Distinctions and 23 Credits.

### **National Youth Science Forum**

- Six students participated in the NYSF Year 12 program which included a digital component and state-based in-person STEM visit to explore study and career opportunities in Science, Technology, Engineering and Mathematics.
- Three students were accepted into the NYSF experience for January 2023, sponsored by local Rotary International Clubs. The program encourages students to pursue STEM fields.

### **Peter Doherty Outstanding Senior STEM Student Awards**

- Two Year 12 students were awarded this prestigious recognition for their outstanding efforts in scientific research.

### **STEM Teacher Symposium**

- QAHS hosted the 2022 STEM Teacher Symposium with the theme 'innovative STEM education for a sustainable future'.

### **Royal Australian Chemistry Institute (RACI) Competitions**

- 9 students participated in the Royal Australian Chemistry Institute Titration Competition, achieving two High Distinctions, three Distinctions and six Credits. Two teams qualified for the National Titration Finals.

### **University of Queensland SPARQ-ed Research Immersion Program**

- A Year 12 student was awarded the Lions Medical Research Foundation Regional Student Scholarship to attend the UQ SPARQ-ed Research Immersion Program.

### **Business**

- Seven students competed in the Queensland University of Technology Blueshift Business Case competition with two teams representing QAHS in the national finals and one team awarded 2<sup>nd</sup> place overall.
- A Year 11 student was awarded the winner of the Profit Entrepreneur at the University of Queensland's Gen[In] Student Innovation Challenge.
- Four Year 12 students participated in the Bond University Business and Mathematics Extension Program. A Year 12 student was awarded a 25% Bond University academic scholarship.

### **Second Languages**

- Students competed in the Modern Language Teachers Association of Queensland Speech Competition, held at Griffith University, in Mandarin and Russian. Students were awarded Gold, Silver and Bronze in Mandarin and Gold in Russian.

### **Debating and Public Speaking**

- Three debating teams qualified for the *Gold Coast Debating Association* Finals with QAHS teams awarded 2022 Champions and Runner Up Champion in the Intermediate A Grand Finals with one student awarded the 'Speaker of the Debate' and Runner Up Champions in the Open B competition.
- QAHS was awarded the 'Champion School' Award in the Gold Coast Debating Association Competition for the second year running, honouring the collective involvement of 61 students.
- Senior Debaters competed in the regional debating Championships for Queensland.
- 12 students participated in a public speaking development program with International

Toastmaster Mr Mark Hunter

### **Mooting**

- QAHS continued its history of strong participation in local and national level competition in mooting with a Year 12 student team successful in multiple rounds of the Bond University High Schools Mooting competition, awarded Runner Up Champions in the National Grand Final.

### **University Experiences**

- Students participated in a range of programs at Griffith University, 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.
- 100% of Year 10 students gained a Certificate III in Laboratory and a Certificate II in Sampling Methods with the certificate programs run on campus and in the field with the Registered Training Provider.

### **Co-Curricular highlights and opportunities**

- Students participated in United Nations Youth Assembly.
- 16 students and four staff participated in the Kokoda Challenge – 2 teams in the Stan Bisset 96kms Cup and 2 teams in the 48kms event.
- Key fundraisers included: Interact events, Shave for a Cure, Animal Welfare League, Jeans for Genes Day, Tracky Dack Day for TLC Kids.
- Music continues to grow at QAHS with:
- the Battle of the Bands House Challenge, Symphony Orchestra, Jazz Band, String Ensembles Rock Bands and Concertino;
- a number of students were involved in AMEB examinations with four students attending the AMEB Graduation Ceremony and receiving either the AMusA or LMusA, the highest grades possible from the Australian Music Examination Board;
- Selection of students for the State Honours Ensemble Program, one for clarinet and one for violin.
- Year 10 students participated in the QAHS Change in Action intensive solving a real-world problem through the lens of the United Nations Sustainability goals. Presentations were critiqued before a regional panel.

### **Sport and Fitness**

- The QAHS-Mermaid Beach Surf Lifesaving Program was awarded 'Best Community Education' Program at the National Surf Lifesaving Awards. 26 QAHS students received their Surf Life Saving qualification through the Mermaid Beach SLSC.
- Students participated in the QAHS Cross-Country and interschool sports across Basketball, Futsal, Netball, Soccer, Table Tennis and Volleyball.
- South-Coast Representation in a range of sports, including Cross-Country, Golf, Swimming and Tennis.
- National representation in the Youth Weightlifting Championships and Australian national team representation at the Oceanic Athletics Championships.
- National Track and Field Championships representation.
- A Year 11 student competed in the Australian Open Junior Tennis Championships.
- A Year 12 student was crowned National Champion in the Surf Boat female crew in the Australian Surf Lifesaving Championships.

- QAHS participated in the Gold Coast Basketball Cup, placing top four in their division and the Netball Alliance Cup against state and independent schools.

### Leadership and Service

- Students participated in Leadership Workshops and Leadership learning events with various keynote speakers from the QAHS Alumni and Gold Coast community.
- Two Year 11 students were selected to the Gold Coast Junior Council Executive with one of them appointed Gold Coast Junior Mayor. Junior Council representatives attended the Junior City Connect Expo networking with Council representatives to navigate future planning.
- 12 students took part in the Duke of Edinburgh Adventurous Journey facilitated by Numinbah Valley Environmental Education Centre with one student completing their 'Qualifier' journey for the Bronze Award.
- All Year 10 students experience a purpose designed Leadership Curriculum.
- A Leadership Camp and Leadership Workshops were held for House Leaders and the Student Executive.
- STEM Student Mentors engaged with:
  - Year 7 and Year 8 students in the *Brilliant Futures Gold Coast* Program as part of the STEM Camp;
  - Year 6 students across six Gold Coast Primary Schools to deliver the online *STEM Masterclass* Program.

### Staff

- Staff have been engaged in a range of professional learning experiences including DoE mandated training, IB workshops, Gifted and Talented and highly capable learners training, maximising digital technology, data and excellence in teaching and learning professional development.
- Nominated staff were honoured at the Gold Coast State Secondary Principals' Alliance Education Excellence Award in the categories of Teacher Excellence, Leadership Excellence and Educational Support Excellence.

### Other

- Year 12 Retreat, Formal and Valedictory
- Year 10 Camp
- QAHS Duke of Edinburgh program saw students undertaking the requirements to achieve Bronze awards.
- The QAHS Health and Wellbeing Committee has been active in ensuring a focus on personal wellbeing
- A range of information sessions for students and parents were held throughout the year.
- The QAHS 2022 edition of METIS was published. METIS - Musings, Explorations, Transcripts, Investigations and Scholarly works - includes samples of our students' research from 2021 graduates and represents the sophisticated learning that is a part of our culture.

### Future Outlook

#### QAHS Goals:

- We celebrate above world average results in every subject.
- We create opportunities for each graduating student to achieve 6 or above in every subject.
- All students complete all subjects with an IB 4 or above and successful completion of the IB core.
- The QA experience is personally enriching and supports every student to recognise

themselves as IB learners who realise their potential.

### **Key Strategic Priorities for 2023**

- 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 commensurate with our unique position as a high school in the Gold Coast Health and Knowledge Precinct together with pathways to Griffith University across a range of GU faculties.
- Focus on ensuring student, parent, and 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 2026. Extend the collegial sharing of our practice in student-centred wellbeing at the IB Global Conference in Adelaide, March 2023.
- Formalise practices supporting Positive Education experiences informed by Positive Psychology and the IB's Approaches to Teaching and Learning.
- Work with QTAC, QCAA and partner universities for further recognition of superior level of the IB Diploma.
- Further develop our focus on our positive work environment.
- Developing Leaders - Staff and Students
- Enhance internal/external community engagement - Students, staff, parents, tertiary partners, business, community.
- Continued development of our work with Positive Psychology to be well to do well.
- 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

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2019:</b>	Year 10 - Year 12
<b>Webpages:</b>	Additional information about Queensland state schools is located on the:
<b>Student enrolments for this school:</b>	<ul style="list-style-type: none"> <li>• <a href="#">My School</a> website</li> <li>• <a href="#">Queensland Government data</a> website</li> <li>• Queensland Government <a href="#">schools directory</a> website.</li> </ul>

## Characteristics of the Student Body

**Table 1: Student enrolments by year level**

Year Level	February			August		
	2020	2021	2022	2020	2021	2022
<b>Year 10</b>	146	172	163	139	166	159
<b>Year 11</b>	146	124	156	145	122	153
<b>Year 12</b>	136	147	119	136	142	119
<b>Total</b>	428	443	438	420	430	431

**Notes**

1. Student counts include headcount of all full- and part-time students at the school.

### Overview

Students at QAHS gain entry to the Academy through an extensive rigorous selection process. The process requires students to submit an application with school and other (eg. NAPLAN) reports, sit an EduTest Entrance 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 New South Wales region and also from Brisbane areas and regional Queensland. The most significant characteristic of our cohort other than academic capability, is their “like-mindedness” toward study and academic achievement. Students at the Academy work collaboratively to achieve the best results possible in a criteria-based external assessment system.

**Table 2: Average Class Size information for each phase of schooling**

AVERAGE CLASS SIZES			
Phase	2020	2021	2022
Year 10	20	22	24
Year 11 – Year 12	18	17	18

**Notes**

1. Classes are measured against the target of 25 students per teacher in Years 11 to 12, and target of 28 students per teacher in Year 10

## 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 six subject groupings and core IBDP components including Theory of Knowledge, Extended Essay and CAS (Creativity, Activity and Service):

- English
- Second Language (French, Mandarin, Spanish)
- Individuals and Societies (Business Management, Economics, Psychology).
- Mathematics (4 Levels)
- Experimental Sciences (Biology, Chemistry, Computer Science Physics, Sport, Exercise and Health Science)
- 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. 21<sup>st</sup> 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. 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 an action plan for each CAS pursuit detailing the outcomes they seek to attain and submit reflections throughout the duration of the endeavour and upon completion.

Example CAS activities: Art, Creative Writing, Music, Dance, Calligraphy, Community Garden, Digital Photography, Duke of Edinburgh Program, Australian Business Week, Interschool Debating, Sport, Yoga, Fitness training (gym), Interact, International community service projects, Kokoda Challenge, Gym Fitness, Peer support program, QAHS Dance Troupe, Mooting, Model United Nations Assembly.

### Respectful relationships education

To support students' learning, health and wellbeing all state schools are required to implement respectful relationships education through the Prep to Year 10 Australian Curriculum and through school pastoral care programs across Prep to Year 12. At QAHS, the Respectful Relationships program is implemented across Years 10 to 12 in the Global Learners Program.

## How Information and Communication Technologies are used to improve learning

The Queensland Academies Health Sciences Campus is a rich e-Learning BYOD environment. All students have their own self provided 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 600Mbps. An additional 20 loan tablet computers are available for use with network connection and are used as loan devices to students as required. A fleet of 10 iPads loaded with a suite of apps are dedicated for use in Sports, Exercise and Health Science.

Smart Interactive Board technology is fitted in all rooms. ICTs are core to our Curriculum, Communication, Learning and Teaching. All curriculum is online and accessible via MyQA. Collaborative documents use is via MyQA and OneDrive. 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 the MyQA Learning Management System.
- 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.
- Teachers and students access Web conferencing (iConnect, Blackboard Collaborate, Microsoft Teams) to extend learning interactions, invite expert consults and tutorials – all recordable for later viewing by students.
- Skype and Zoom are 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.

## 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 Global Learning Community (GLC), a care and mentoring group with structured learning programs and close relationships with their GLC Teacher and fellow students. A Head of Department Global Learners oversees program development and delivery. Our Guidance Officer works closely with students, parents and staff in a pastoral and career capacity. A School-based Youth Health Nurse and a School Chaplain are 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.

The 2022 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 above the state



average or “like schools” average, for Student Outcomes, Curriculum, Pedagogy, Learning Climate, School Climate, School-Community Relations, Resources and General Satisfaction.

The 2022 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. A new time series started in 2021 and data from this collection is not considered directly comparable with earlier collections due to significant methodology changes.

For state level information go to the [School Opinion Survey webpage](#).

**Table 3: Parent/Caregiver Survey**

Percentage of parents/caregivers who agree <sup>1</sup> that:	2021	2022
This is a good school.	95.6%	97.2%
My child likes being at this school. <sup>2</sup>	95.6%	97.9%
My child feels safe at this school. <sup>2</sup>	97.4%	97.2%
My child's learning needs are being met at this school. <sup>2</sup>	92.9%	92.3%
My child is making good progress at this school. <sup>2</sup>	92.0%	91.5%
Teachers at this school expect my child to do his or her best. <sup>2</sup>	96.5%	97.2%
Teachers at this school provide my child with useful feedback about his or her school work. <sup>2</sup>	88.5%	93.0%
Teachers at this school motivate my child to learn. <sup>2</sup>	91.2%	93.7%
Teachers at this school treat students fairly. <sup>2</sup>	93.8%	94.4%
I can talk to my child's teachers about my concerns. <sup>2</sup>	91.9%	95.1%
This school works with me to support my child's learning. <sup>2</sup>	92.0%	94.2%
This school takes parents' opinions seriously. <sup>2</sup>	90.3%	90.5%
Student behaviour is well managed at this school. <sup>2</sup>	96.5%	95.1%
This school looks for ways to improve. <sup>2</sup>	88.2%	89.6%
This school is well maintained. <sup>2</sup>	97.3%	97.8%

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.

**Table 4: Student Survey**

Percentage of students who agree <sup>1</sup> that:	2021	2022
I like being at my school. <sup>2</sup>	93.3%	86.7%
I feel safe at my school. <sup>2</sup>	100.0%	90.9%
My teachers motivate me to learn. <sup>2</sup>	100.0%	96.8%
My teachers expect me to do my best. <sup>2</sup>	100.0%	96.7%
My teachers provide me with useful feedback about my school work. <sup>2</sup>	100.0%	90.3%
Teachers at my school treat students fairly. <sup>2</sup>	93.8%	84.8%
I can talk to my teachers about my concerns. <sup>2</sup>	86.7%	83.3%
My school takes students' opinions seriously. <sup>2</sup>	87.5%	75.8%
Student behaviour is well managed at my school. <sup>2</sup>	100.0%	87.9%
My school looks for ways to improve. <sup>2</sup>	86.7%	90.3%
My school is well maintained. <sup>2</sup>	100.0%	100.0%
My school gives me opportunities to do interesting things. <sup>2</sup>	100.0%	96.8%

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.

**Table 5: Staff Survey**

Percentage of staff who agree <sup>1</sup> that:	2021	2022
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	92.3%	100.0%
I enjoy working at this school. <sup>2</sup>	93.1%	93.3%
I feel this school is a safe place in which to work. <sup>2</sup>	93.1%	100.0%
I receive useful feedback about my work at this school. <sup>2</sup>	82.8%	95.5%
Students are encouraged to do their best at this school. <sup>2</sup>	100.0%	100.0%
Students are treated fairly at this school. <sup>2</sup>	96.6%	100.0%
Student behaviour is well managed at this school. <sup>2</sup>	93.1%	95.5%
Staff are well supported at this school. <sup>2</sup>	82.8%	93.2%
This school takes staff opinions seriously. <sup>2</sup>	75.9%	84.4%
This school looks for ways to improve. <sup>2</sup>	89.7%	100.0%
This school is well maintained. <sup>2</sup>	100.0%	97.7%
This school gives me opportunities to do interesting things. <sup>2</sup>	96.6%	93.2%

## Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed staff items.

**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 and Academy events. 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. 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 programs that focus on appropriate, respectful, equitable and healthy relationships.

All students experience a structured personal development curriculum through GLC (Global 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

Table 6: Count of school disciplinary absences at this school

SCHOOL DISCIPLINARY ABSENCES			
Type	2020	2021	2022
Short Suspension	0	4	2
Long Suspension	0	0	0
Exclusion	0	0	0
Cancellation of Enrolment	0	0	0

### Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to other years.

## 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.

### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



The screenshot shows a search bar with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned to the right of the "State" dropdown.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



A rectangular button with a thin border and the text "View School Profile" centered inside.

4. Click on 'Finances' and select the appropriate year to view the school financial information.



The screenshot shows a horizontal navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a dark background, indicating it is the selected option.

# Our Staff Profile

## Workforce Composition

### Teacher standards and qualifications

The *Teacher registration eligibility requirements policy* states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers (APST)*. A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

<https://www.qct.edu.au/registration/qualifications>

### Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

2022 WORKFORCE COMPOSITION									
Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Headcount	42	42	41	20	23	24			
FTE	40	40	39	16	19	20			

#### Notes

- Teaching staff includes school leaders.
- Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
- FTE = full-time equivalent

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	18
Graduate Diploma etc.**	22
Bachelor degree	9
Diploma	
Certificate	

\*Teaching staff includes School Leaders

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

## Professional Development

### Teacher Participation in Professional Development

The major professional development initiatives are as follows:

- International Baccalaureate Diploma Programme training
- High Level e-teaching and ICTs
- Gifted and Talented, Highly Capable learners
- Developing Performance Planning activities
- Positive Psychology, Health and Wellbeing

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 2022 was 100%.

## Performance of Our Students

### Key Student Outcomes Student Attendance

#### Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and other years' attendance data should not be made.

**Table 8: Overall student attendance at this school**

STUDENT ATTENDANCE			
Description	2020	2021	2022
The overall attendance rate* for the students at this school (shown as a percentage).	92%	95%	95%

Notes

1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
2. Full-time students only.

**Table 9: Student attendance rates for each year level at this school**

Year Level	Year 10	Year 11	Year 12
2020	96%	92%	89%
2021	97%	96%	91%
2022	96%	95%	92%

Notes

1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
2. Full-time students only.

#### Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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, uploaded to 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

Details about the types of outcomes for students who finish Year 12 are available in the annual Queensland Curriculum and Assessment Authority (QCAA) [Year 12 Certification Summary](#).

Year 12 outcomes information are also available via the [My School](#) website.

Additional information about the Australian Qualifications Framework (AQF) and the International Baccalaureate Diploma (IBD) program is available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

**Table 10: Year 12 Outcomes**

Outcome	2020	2021	2022
Number of students who received a Senior Statement at the end of Year 12	136	141	119
Percentage of students awarded a Queensland Certificate of Education (QCE) or QCIA 99% at the end of Year 12	98%	98%	98%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Number of students awarded one or more VET qualifications (including SAT)	119	135	118
Number of students who were completing/continuing a SAT	1	2	3
Number of students awarded a VET Certificate I	1	0	0
Number of students awarded a VET Certificate II	6	134	118
	1		
Number of students awarded a VET Certificate II+	119	135	118
Number of students awarded a VET Certificate III+	119	135	118
Number of students awarded an IBD	127	136	114
Percentage of IBD eligible students that were awarded an IBD	93%	96%	96%

### Notes

1. ATARs are calculated by Queensland Tertiary Admissions Centre (QTAC). ATAR data is not held by the department.
2. Prior to 2020, visa students (students who are not Australian citizens or permanent residents of Australia) were excluded. From 2020 visa students are included.
3. Data for each year is the latest available.

All Year 10 students undertake a Certificate III in Laboratory Techniques and a Certificate II in Sampling Methods through Registered Training Organisation ABC Training and Consulting.

## Student Destinations

### Post-school destination information

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

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. Some students leave a school due to family relocation.

Schools work closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

### **Next Step – Post-school destinations**

The results of the 2023 *Next Step* post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2022), will be uploaded to this school's website in September 2023.

This school's report will be available at <https://qaahs.eq.edu.au>.

Post-school destinations information is also available via the [My School](#) website.

## 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.

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.