

## Queensland State School Reporting 2019 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.

As a relatively young school (QAHS opened in 2008) 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. 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 a Certificate III in Laboratory Skills 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; 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 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 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, 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) develops research and writing skills; and undertake Creativity, Activity and Service (CAS) 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 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 Queensland Academies Brilliant Futures Gold Coast for students in years 7-9.

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

## Principal's Forward

### Introduction

This 2019 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' view of their place in the world.

2019 academic results and 2019 highlights can be viewed [here](#)

## School Progress towards its goals in 2019

### 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.

**Teacher Designed Schools (TDS) shared vision priorities for 2019:** Life-long Learners: We practise inquiry-based learning in which we embed purposeful technological pedagogy; 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 last Teaching and Learning Audit](#) outcomes High/Outstanding (world class) across all domains.

### 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 2019 this resulted in outstanding outcomes for students including:

- QAHS was in the top ten achieving schools statewide  
[https://bettereducation.com.au/results/QCE\\_OP.aspx?yr=2019](https://bettereducation.com.au/results/QCE_OP.aspx?yr=2019)
- Average Diploma score of 35.1 (world average Nov 2019 was 29.21)
- Average subject score of 5.33 (world average 4.54)
- \*39.4% of students received an equivalent tertiary entrance rank of 99-97 (tertiary entrance rank of 99 = OP1-2 - state 6.88%). 51.8%\* of Diploma students attained a tertiary rank of 99 - 92 (= OP1-5 - state 22.50%) and 91.1%\* 99-80 (= OP 1-10 - state 54.29%) \*All data includes bonus rank points for languages/Higher Level Maths.
- 2019 top IB score was 44 (1.76% worldwide), with 3 IB 44s 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 Bond University Vice Chancellor's Scholarship.
- 100% received a QTAC offer.
- As well as undertaking IB mathematics, all year 12 students exited with a sound or better in QCAA Mathematics B.

- Year 12 students received credit from our partner universities on graduate entry in 2019:
  - 275 course credits for Griffith University
  - 161 course credits for the University of Queensland
  - 184 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 2019 68 QAHS students received *CSIRO CREST (Creativity in Science and Technology) Awards*:
  - 3 Gold
  - 11 Silver
  - 54 Bronze
- Since the 1995 inception of the CREST program QAHS students have achieved 94 Gold Awards since 2009, close to half of all gold awards ever presented.

### **CSIRO Innovator to Market Bootcamp**

- One QAHS student was selected to join the 18 participants from across Australia into the *CSIRO Innovator to Market Bootcamp* held in Canberra.

### **BHP Billiton Science competition**

- 2 QAHS students reached the national finals in Melbourne totalling 38 QAHS finalists since 2009.

### **Science Week**

- QAHS won the *Griffith University Gold Coast Schools Science Competition* Best Overall Senior School trophy for the twelfth year running, with Brilliant Futures Gold Coast students in Years 7 and 8 also submitting entries. Student results included 4 x 1<sup>st</sup> places, 3 x 2<sup>nd</sup> places, 4 x 3<sup>rd</sup> places and 5 x Highly Commended.
- 6 students won prizes at the *2019 Science Teachers' Association Queensland Competition*.
- 6 students and 2 teachers represented both QAHS and Australia at the *2019 Asia-Pacific Forum for Science Talented* where students won numerous leadership, participation, teamwork, performance and progressive awards.
- 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.

### **Artificial Intelligence**

- Three Year 11 students were awarded state winners of the AI for Good Challenge and were placed 2<sup>nd</sup> in the national competition.

### **Australian Science Olympiad**

- Students were involved in the very challenging Science Olympiads with one student accepted into the National level Biology Olympiad.

### **ASI Big Science Competition**

- All year 10 students entered and achieved 3 High Distinctions, 8 Distinctions and 33 Credits.

### **University of New South Wales REACH Science**

- Year 11 students sat the *REACH Science Test* with 60% awarded an Exemplary, Outstanding or Commendable Awards.

### **University of Queensland Public Health Hackathon**

- QAHS placed 1st in the inaugural *University of Queensland, Public Health Hackathon*.

### **Australian National Chemistry Competition**

- Chemistry students undertook the *RACI quiz* and received 1 High Distinction Excellence, 27 High Distinctions, 55 Distinctions and 52 Credits.

### **Australian High Schools Cancer Competition**

- 76 Year 10 students participated in the *Australian High Schools Cancer Competition* run by the University of Melbourne, with two students awarded a week-long summer internship with the Olivia Newton-John Cancer Research Institute.

### **National Youth Science Forum**

- Four students were accepted into the NYSF 12 day residential camp experience in Canberra to encourage continued studies in STEM fields.

### **Peter Doherty Awards**

- QAHS celebrates 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.
- 2019 awards included 2 High Distinctions, 24 Distinctions, and 94 Credits and 24 Merits.
- One student was awarded the ICAS English Competition Medal for performing in the top 1% in Australia out of 980 000 participants.

### **Business**

- Three Year 11 students successfully competed against schools across Australia, Sri Lanka and China in a business case competition for high school students hosted by the Queensland University of Technology's Business School to take home the title of *2019 BlueShift Champions*.
- Three students participated in the *Business Educators Association of Queensland (BEAQ) Plan your own Enterprise Competition* with one student awarded 1<sup>st</sup> place in the Individual category and two students awarded 2<sup>nd</sup> place in the Group category.
- Three Year 12 students participated in the Bond University Year 12 Business Extension Program receiving a High Distinction and two Credits.

### **Australian Mathematics Competition**

- 91% of students achieved a Proficiency or better with 53 students achieving a High Distinction or Distinction.

### **Second Languages**

- Many students participated in a comprehensive suite of Chinese or French speaking competitions and were awarded 8 x 1<sup>st</sup> places, 4 x 2<sup>nd</sup> places, 4 x 3<sup>rd</sup> places, 1 Highly Commended and 1 Merit prize across the *Griffith University Modern Language Teachers*

*Association of Queensland (MLTAQ) Competition and Queensland University of Technology Mandarin Speaking Competition.*

- Success in the Language Perfect competition saw students presented with Elite, Gold, Silver and Bronze Awards.
- 39 students and 4 teachers participated in the QAHS China Study Tour for language and cultural immersion.
- Year 10 students attended a Language and Culture Camp sponsored by the Confucius Institute, Queensland University of Technology.

### **Debating and Public Speaking**

- The Intermediate B team were awarded 1st place champions in the *Gold Coast Debating Association Competition* and the Intermediate A team were awarded Runners-Up in the Final. Two debaters were awarded 'speaker of the debate' in the Final.
- Year 10 and Year 11 students competed in the *AB Paterson Public Speaking Competition* with two Year 11 students awarded 1<sup>st</sup> place and 2<sup>nd</sup> place in the competition.
- 12 students participated in the *Bond University High School Model United Nations* and were awarded the Outstanding School Award for embracing the spirit and values of the United Nations.

### **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 laboratory 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.
- 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.
- Students were involved in work experience across a range of industries.

### **International/Global Experiences**

- Two students were selected into the Queensland/Quebec Commonwealth Games Student Exchange Program with a six week fully funded exchange to Quebec.
- A student was the scholarship recipient of the *2019 Shanghai International Sister Cities Youth Camp*.
- Three students were selected as *Queensland-Switzerland Student Exchange Ambassadors* and welcomed their exchange students from Switzerland to enjoy QAHS campus life.
- QAHS hosted a study tour group from Japan.
- A Year 10 student was selected to participate in the STEM Taiwan Student Exchange Program with a two week all-inclusive trip to Taiwan.
- QAHS Dragon Dancers performed at Southport's China Town on several occasions and at The Royal Queensland Show (Brisbane's EKKA).

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

- Students participated in the Gold Coast Junior Council and United Nations Youth Assembly.

- Key fundraisers included: Interact events, Shave for a Cure, Animal Welfare League, Jeans for Genes Day, the Cancer Council's Australia's Biggest Morning Tea, Tracky Dack Day for TLC Kids.
- Music continues to grow at QAHS with:
  - the inaugural 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;
  - Various students performed in auditions and Eisteddfods with numerous 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> places and other commendations.
  - A Year 12 student competed against 51 soloists to be awarded the winner of the *Queensland Symphony Orchestra 2019 Young Instrumentalist Prize*.
- Students were involved in Debating, Mooting, International Women's Day, subject excursions, Brain Bee, Bond University Mooting, Griffith University Science Quiz and the Griffith Engineering Challenge.

### **Sport and Fitness**

- All Year 10 students were involved in interschool sports, including touch football, tennis, volleyball, basketball, netball, soccer, table tennis and futsal.
- 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 and national representation in water polo, AFL, baseball, cross-country.
- National representation in International Competition in Thailand as a member of the Volleyball Australia Junior Women's Development Program.

### **Leadership and Service**

- Students participated in Leadership Workshops and Leadership learning events with various key note speakers from the QAHS Alumni and *International Baccalaureate Schools Australasia Speaker Series*.
- 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.
- Four students took part in the *Gold Coast High Schools Leadership Summit*.
- A Year 11 student was elected Deputy Mayor of the *Gold Coast Junior Council*.
- STEM Student Mentors engaged with:
  - Year 7 and Year 8 students in the *Brilliant Futures Gold Coast Program* as part of the STEM Camp and independent research submissions for the Griffith University Gold Coast Science Competition;
  - 50 Year 6 students across six Gold Coast Primary Schools to deliver the online *STEM Masterclass Program* via iConnect.
- Students were involved in the Kokoda Challenge, the Gold Coast Multicultural Community Youth Ambassador Project, Homeless Connect and Red Cross Ambassador Program. A Year 11 student participated in the Kokoda Youth Foundation Program.
- Twelve students and two students participated in the *Future Health Leaders Study Tour* to remote regions of the Northern Territory and Western Australia for cultural-service-health learning with medical and health professionals in First People's Health.

### **Staff**

- Teachers were awarded QAHS eLearning Accreditation.

- 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.
- Members of the Mathematics Faculty were involved in the teaching of advanced Mathematics to groups of local primary school students as part of an outreach program for high achievers.
- Members of the QAHS Leadership Executive participated in the *IB Global Conference* in Hong Kong sharing learning with staff as part of focused work in continued development as a globally excellent school.

## Other

- Year 12 Retreat, Formal and Valedictory
- Year 10 and 11 Camps
- Year 10 Ski Trip to Victoria.
- QAHS Duke of Edinburgh program saw students undertaking the requirements to achieve Bronze awards in the first instance.
- 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 2019 edition of METIS was published. METIS - Musings, Explorations, Transcripts, Investigations and Scholarly works - includes samples of our students' research from 2018 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 2019

- 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, 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 2021.
- 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.
- Teacher Designed Schools (TDS) shared vision priorities for 2019: Respect for others: We cultivate a community where members know each other. Open to New Ideas: We foster and extend our e-learning environment; Life Long Learners: We practise inquiry based learning in which we embed purposeful technological pedagogy.
- 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

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2017</b>	281	169	112	1	96%
<b>2018</b>	331	202	129	2	94%
<b>2019</b>	372	213	159	1	95%

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

### 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 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.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2017	2018	2019
Year 10	20	23	24
Year 11 – Year 12	18	17	17

## 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, 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. 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 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, 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, Peer support program, QAHS Dance Troupe.

### **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 50Mbps. 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.

Data projectors are 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.
- As per the 2019 School Opinion Survey total agreement:
  - Parents: I understand how computers and other technologies are used at this school to enhance my child's learning: 97.5%
  - Students: I use computers and other technologies at my school for learning: 100%

In 2019 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 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 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.

The 2019 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 2019 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:	2017	2018	2019
their child is getting a good education at school (S2016)	100%	100%	99%
this is a good school (S2035)	97%	96%	98%
their child likes being at this school* (S2001)	97%	91%	99%
their child feels safe at this school* (S2002)	98%	97%	98%
their child's learning needs are being met at this school* (S2003)	98%	97%	98%
their child is making good progress at this school* (S2004)	100%	99%	95%
teachers at this school expect their child to do his or her best* (S2005)	98%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	97%	94%
teachers at this school motivate their child to learn* (S2007)	97%	99%	93%
teachers at this school treat students fairly* (S2008)	84%	91%	94%
they can talk to their child's teachers about their concerns* (S2009)	93%	96%	95%
this school works with them to support their child's learning* (S2010)	95%	91%	94%
this school takes parents' opinions seriously* (S2011)	90%	93%	95%
student behaviour is well managed at this school* (S2012)	95%	94%	90%
this school looks for ways to improve* (S2013)	96%	94%	94%
this school is well maintained* (S2014)	97%	97%	99%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2017	2018	2019
they are getting a good education at school (S2048)	100%	100%	98%
they like being at their school* (S2036)	93%	94%	97%
they feel safe at their school* (S2037)	98%	97%	99%
their teachers motivate them to learn* (S2038)	95%	92%	98%
their teachers expect them to do their best* (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	97%	96%
teachers treat students fairly at their school* (S2041)	83%	94%	96%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2017	2018	2019
they can talk to their teachers about their concerns* (S2042)	90%	84%	81%
their school takes students' opinions seriously* (S2043)	92%	86%	94%
student behaviour is well managed at their school* (S2044)	94%	97%	95%
their school looks for ways to improve* (S2045)	98%	97%	97%
their school is well maintained* (S2046)	100%	100%	99%
their school gives them opportunities to do interesting things* (S2047)	100%	98%	98%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2017	2018	2019
they enjoy working at their school (S2069)	100%	94%	98%
they feel that their school is a safe place in which to work (S2070)	100%	96%	100%
they receive useful feedback about their work at their school (S2071)	100%	92%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	87%	88%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	94%	98%
student behaviour is well managed at their school (S2074)	100%	92%	96%
staff are well supported at their school (S2075)	100%	94%	96%
their school takes staff opinions seriously (S2076)	100%	90%	96%
their school looks for ways to improve (S2077)	100%	96%	98%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	98%	96%	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 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. 2019 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 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

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	2017	2018	2019
Short Suspensions – 1 to 10 days	0	0	3
Long Suspensions – 11 to 20 days	0	0	4
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

## 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
2016-2017	580, 052	709
2017-2018	546, 596	3, 900
2018-2019	536, 519	663

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.

### How to access our income details

Click on the *My School* link <http://www.myschool.edu.au/>.

Enter the school name or suburb of the school you wish to search.

School sector ▼
School type ▼
State ▼
🔍

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

View School Profile

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

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2019 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	34	19	0
Full-time Equivalents	33	15	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	15
Graduate Diploma etc.**	19
Bachelor degree	6
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 2019: \$89,458.36

The major professional development initiatives are as follows:

- International Bacculaureate Diploma Programme training
- High Level e-teaching and ICTs
- Gifted and Talented
- 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 2019 was 100%

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	98%	96%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2019.

## 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 2017			
Description	2017	2018	2019
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	94%	DW

\*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 2019 for all Queensland Secondary schools was 89%.

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
2017											97%	94%	92%
2018											97%	96%	90%
2019											95%	94%	93%

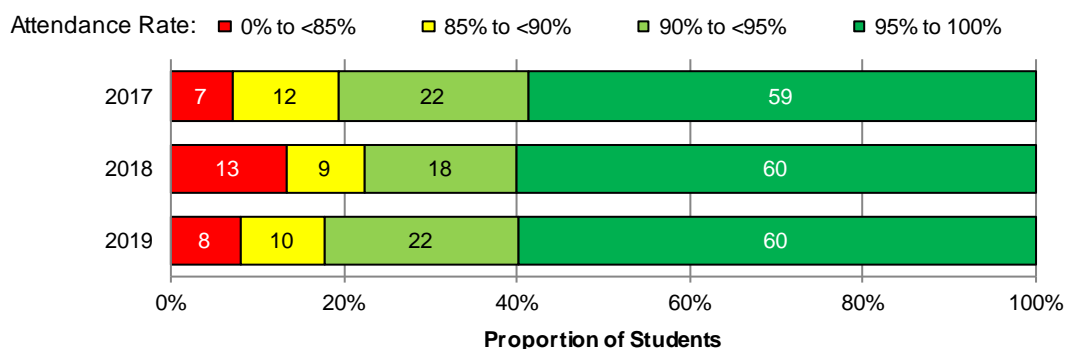
\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed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

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2017	2018	2019
Number of students receiving a Senior Statement	83	107	64
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	80	106	64
Percentage of Indigenous students awarded a QCE at the end of Year 12		100%	
Number of students receiving an Overall Position (OP)	0	0	0
Percentage of Indigenous students receiving an Overall Position (OP)		0%	
Number of students awarded one or more VET qualifications (including SAT)	76	104	59
Number of students awarded a VET Certificate II or above	76	104	59
Number of students who were completing/continuing a SAT	0	1	1
Number of students awarded an IBD	66	86	54
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	81%	80%	84%
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	99%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	98%	100%

As at 11 February 2019. The above values exclude VISA students.

### OVERALL POSITION BANDS (OP)

IB students do not receive or need an OP

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
2017	0	52	75
2018	0	55	103
2019	0	41	59

As at 11 February 2019. The above values exclude VISA students.

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.

### Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort.	86%	88%	86%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	0%	50%	

\* 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 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.

### Next Step – Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

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

## 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.