

Queensland State School Reporting 2021 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 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 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, 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 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 2021 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.

2021 academic results and 2021 highlights can be viewed [here](#)

School Progress towards its goals in 2021

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 2021: 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 2021 this resulted in outstanding outcomes for students including:

- QAHS was in the top four achieving schools statewide
https://bettereducation.com.au/results/QCE_ATAR.aspx
- Average Diploma score of 38 (world average 2021 was 29)
- Average subject score of 5.87 (world average 5.13)
- *26.6% of students received an equivalent ATAR rank of 99 or higher. *74.8% of Diploma students attained an equivalent ATAR rank of 90 or higher. *97.8% 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.
- 2021 top IB score was 45, achieved by four students (1.43% worldwide) in November 2021 exams and a further five students in May 2022 retake exams, with 11 IB 44s awarded and 12 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 Queensland Vice-Chancellor's Scholarship; the full-fee Defence Civilian Undergraduate Sponsorship Program; the Australian National University Scholarship, and; the QUT Corporate Partners in Excellence Scholarship.

- 100% received a QTAC offer.
- Year 12 students were eligible to receive credit from our partner universities on graduate entry for studies commencing in 2022:
 - 727 course credits for Griffith University
 - 1002 course credits for the University of Queensland
 - 357 course credits for Queensland University of Technology

Availability of competition level participation was affected in 2021 by the COVID-19 emergency with many competitions cancelled. This affected the usual rate of participation in awards received, although students impressively adapted to the circumstances.

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 2021 42 QAHS students received *CSIRO CREST (Creativity in Science and Technology) Awards*:
 - 8 Gold
 - 30 Silver
 - 4 Bronze
- Since the 1995 inception of the CREST program QAHS students have achieved 112 Gold Awards since 2009, close to half of all gold awards ever presented.
- The CSIRO sent a film crew to capture our Year 12 students, Alumni, Head of Department Science and Principal in their scientific investigations work, for publishing as a CSIRO CREST Research Awards vignette on the CSIRO Crest Awards Program website.
- In 2021, 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. Two students are in the process of having their research papers published in the *Journal of Emerging Investigators*.

BHP Billiton Science competition

- A Year 11 student and a Class of 2020 Year 12 graduate were named national finalists in the 2021 BHP Billiton Research Awards. There are only 26 nominated nationally each year with the 2021 QAHS finalist being the 39th QAHS finalist over the past 13 years.

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 *2021 Science Teachers' Association Queensland Competition*.
- Year 11 students were introduced to scientific research with a seminar which culminated in a live interview with CSIRO researcher Melissa Lane. Year 11 Science Extended Essay students discussed their research proposals at 'Lunch with Griffith University Mentors'.
- Year 12 STEM Mentors lead workshops at the Griffith University *Cutting Edge for Kids Program*.
- QAHS Science Survivor saw all students and staff engage in a series of challenging science activities based around the National Science Week theme of 'Food: Different by Design'

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

- Students sat 46 papers in the Junior and Senior Divisions of the Biology, Chemistry and Physics Science Olympiads, achieving 4 High Distinctions and 11 Distinctions.
- A Year 12 student was selected to represent Australia at the UNESCO-sanctioned 2021 International Physics Olympiad, competing against students from 76 countries, and was recognised with an Honourable Mention.

Australian Science Innovations (ASI) Big Science Competition

- 14 Year 10 students entered and achieved 2 High Distinctions and 2 Credits.

Beverley and Jock McIlwain Award for Excellence in Science

- Two Year 10 students were awarded this prestigious recognition for their outstanding efforts in scientific research.

UNSW ICAS Science

- 29 students participated in the ICAS Science Competition with two students awarded Distinctions.

NASA

- Two Year 10 students were awarded first place in the 'Titania 9-11' Division of the NASA Scientist for a Day Competition.

National Youth Science Forum

- Two 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.
- Four students were accepted into the NYSF experience for January 2022, sponsored by local Rotary International Clubs. The program encourages students to pursue STEM fields.

National Science and Technology Centre (Questacon)

- Two Year 10 students participated in an online event supported by the National Science and Technology Centre (Questacon) and the Embassy of the United States of America. The live Zoom event allowed students to engage in an inspiring presentation by space roboticist at NASA's Jet Propulsion Laboratory, Dr Vandana Verma,

Royal Australian Chemistry Institute (RACI) Competitions

- 15 students participated in the Royal Australian Chemistry Institute Titration Competition, achieving 3 Distinctions and 3 Credits.
- 13 Chemistry students received High Distinctions in the RACI International Chemistry Quiz with one student achieving in the top 1% of students who sat the exam in Queensland.

University of Queensland SPARQ-ed Research Immersion Program

- Two students were selected to attend the UQ SPARQ-ed Research Immersion Program.

UNSW ICAS English

- Our students in all year levels achieved well above the state mean in every facet of the testing components.
- 2021 awards included 1 High Distinction, 3 Distinctions, 7 Credits and 4 Merits.

Business

- A team of Year 10 students were awarded 1st place in the Office of Fair Trade's *Buy Smart* Competition for designing a public awareness campaign regarding online scams.
- A Year 11 student won the 2021 *Plan your own enterprise* Competition run by the Business Educators Association of Queensland.
- Four students participated in the Griffith University *Responsible Leaders of the Future* Conference.
- 16 Year 12 students participated in the Bond University Business and Mathematics Extension Program. Four students were awarded a bursary and one student a 25% Bond University academic scholarship.

Computer Studies and Technology

- Two Year 10 students were invited to speak at the launch of the 'Tech Girls Movement 2021' at Parliament House, Brisbane.
- Four student teams were selected as finalists in the 2021 Mayor's Technology and Innovation Awards, pitching their innovative ideas to an industry judging panel.

Second Languages

- Students competed in the Modern Language Teachers Association of Queensland Speech Competition, held at Griffith University, in Mandarin, Spanish and French. Students were awarded 3 Gold in French and a Highly Commended, 4 Gold and 3 Silver awarded in Mandarin and 2 Gold, 1 Silver and 1 Bronze in Spanish plus 2 Highly Commended.

Debating and Public Speaking

- Students competed in the *AB Paterson Public Speaking Competition* with one student awarded 1st place in the Year 11 competition and one student awarded 3rd place in the Year 10 competition.
- Seven debating teams qualified for the *Gold Coast Debating Association* Finals with QAHS teams awarded 2021 Champions in the Intermediate A and Senior B Grand Finals with one student awarded the 'Speaker of the Debate'.
- QAHS was awarded the 'Champion School' Award in the Gold Coast Debating Association Competition, honouring the collective involvement of 60 students across 12 teams.
- 12 students participated in a public speaking development program with International Toastmaster Mr Mark Hunter

Mooting

- Three student teams entered the Griffith University High Schools Mooting Competition and were awarded a 2nd and 3rd place Individual Best Oralist Award and one team was awarded 1st place competition winners.

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.

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, 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;
 - QAHS hosted the national launch of the AMEB Online Orchestra, a national collaboration featuring the music arrangement of 'Morning Star and Evening Star', featuring a QAHS Alumna from the Yugambeh Youth Choir.
- 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

- 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, Water Polo, Golf, Swimming and Tennis.
- Regional and State representation in triathlon.
- State team National representation in Surf Lifesaving and Triathlon. National representation in the National Track and Field Championships at Sydney Olympic Park in Discus, Hammer and Shot Put.
- A Year 10 student competed at the Australian Weight Lifting Championships and is the U15 Australian National Weight Lifting Champion.
- QAHS participated in the Gold Coast Basketball Cup, placing top three 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.
- 16 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.
- Nine nominated students were recipients of leaders awards across multiple fields as part of the International Women's Day Youth Leadership Awards.
- Three students were sponsored by their local Rotary Club in Rotary District 9640 to participate in the Rotary Youth Program of Enrichment.
- QAHS Student Executive were given the opportunity to attend Queensland Parliament House at the invitation of Southport State Member, Mr Robert Molhoek MP.

- Gold Coast Junior Council representatives attended the Junior City Connect Expo where they networked with Gold Coast City Council representatives and navigated future planning exercises.
- A 2020 Alumna was one of 10 Queensland State High School students to receive the prestigious 2020 TJ Ryan Memorial Medal and Scholarship.
- A Year 12 student continued appointment to the Ministerial Student Advisory Council and met with the State Member for Education on matters impacting on students' learning and wellbeing.
- Two students took part in the *Gold Coast High Schools Leadership Summit* at Griffith University.
- STEM Student Mentors engaged with:
 - Year 7 and Year 8 students in the *Brilliant Futures Gold Coast Program* as part of the STEM Camp;
 - 50 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.
- 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.
- 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 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 2021 edition of METIS was published. METIS - Musings, Explorations, Transcripts, Investigations and Scholarly works - includes samples of our students' research from 2020 graduates and represents the sophisticated learning that is a part of our culture.
- 'QAHS Connections' Podcast series was launched in 2019 with QAHS graduates sharing their post-QAHS progress and how the IB Diploma Programme has helped them in their university studies.

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 2021

- 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 2026.
- 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

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2019:	Year 10 - Year 12
Student enrolments for this school:	

Table 1: Student enrolments by year level

Year Level	February			August		
	2019	2020	2021	2019	2020	2021
Year 10	176	146	172	171	139	166
Year 11	139	146	124	136	145	122
Year 12	68	136	147	66	136	142
Total	383	428	443	373	420	430

Notes

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

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	2019	2020	2021
Year 10	24	20	22
Year 11 – Year 12	17	18	17

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. 21st Century pedagogical practices and the application of researched models
4. Deliberate Practice
5. EQ Excellence in Lesson Design
6. Teacher Knowledge & Skill Standards for Gifted and Talented Education
7. Symphony of Learning
8. TARGET 40+ (Aspirational target)

Co-curricular Activities

A core component of the IBDP is student involvement in Creativity, Activity and Service (CAS). CAS activities cover a balance of sporting/fitness, community service and creative development programs. Students must complete 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, Duke of Edinburgh Program, Australian Business Week, Interschool Debating, Interschool Sport, Yoga, Fitness training (gym), Interact, International community service projects, Kokoda Challenge, 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.

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 2021 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 2021 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:	2019	2020	2021
This is a good school.	97.6%		95.6%
My child likes being at this school. ²	98.8%		95.6%
My child feels safe at this school. ²	97.6%		97.4%
My child's learning needs are being met at this school. ²	97.6%		92.9%
My child is making good progress at this school. ²	95.2%		92.0%
Teachers at this school expect my child to do his or her best. ²	95.2%		96.5%
Teachers at this school provide my child with useful feedback about his or her school	94.0%		88.5%
Teachers at this school motivate my child to learn. ²	92.9%		91.2%
Teachers at this school treat students fairly. ²	94.0%		93.8%
I can talk to my child's teachers about my concerns. ²	95.2%		91.9%
This school works with me to support my child's learning. ²	93.9%		92.0%
This school takes parents' opinions seriously. ²	95.0%		90.3%
Student behaviour is well managed at this school. ²	90.4%		96.5%
This school looks for ways to improve. ²	94.0%		88.2%
This school is well maintained. ²	98.8%		97.3%

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2019	2020	2021
I like being at my school. ²	97.0%		93.3%
I feel safe at my school. ²	99.0%		100.0%
My teachers motivate me to learn. ²	98.0%		100.0%
My teachers expect me to do my best. ²	100.0%		100.0%
My teachers provide me with useful feedback about my school work. ²	96.0%		100.0%
Teachers at my school treat students fairly. ²	96.0%		93.8%
I can talk to my teachers about my concerns. ²	81.4%		86.7%
My school takes students' opinions seriously. ²	93.8%		87.5%
Student behaviour is well managed at my school. ²	94.9%		100.0%
My school looks for ways to improve. ²	96.9%		86.7%
My school is well maintained. ²	99.0%		100.0%
My school gives me opportunities to do interesting things. ²	98.0%		100.0%

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2019	2020	2021
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	88.5%		92.3%
I enjoy working at this school. ²	97.9%		93.1%
I feel this school is a safe place in which to work. ²	100.0%		93.1%
I receive useful feedback about my work at this school. ²	100.0%		82.8%
Students are encouraged to do their best at this school. ²	100.0%		100.0%
Students are treated fairly at this school. ²	97.9%		96.6%
Student behaviour is well managed at this school. ²	95.7%		93.1%
Staff are well supported at this school. ²	95.7%		82.8%
This school takes staff opinions seriously. ²	95.6%		75.9%
This school looks for ways to improve. ²	97.8%		89.7%
This school is well maintained. ²	100.0%		100.0%
This school gives me opportunities to do interesting things. ²	97.8%		96.6%

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed staff items.
3. 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. 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	2019	2020	2021
Short Suspensions – 1 to 10 days	3	0	4
Long Suspensions – 11 to 20 days	4	0	0
Exclusions	1	0	0
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.

<input type="text" value="Search by school name or suburb"/>	<input type="text" value="School sector"/>	<input type="text" value="School type"/>	<input type="text" value="State"/>	<input type="button" value="Q"/>
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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.

<input type="button" value="School profile"/>	<input type="button" value="NAPLAN"/>	<input type="button" value="Attendance"/>	<input type="button" value="Finances"/>	<input type="button" value="VET in schools"/>	<input type="button" value="Senior secondary"/>	<input type="button" value="Schools map"/>
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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

2021 WORKFORCE COMPOSITION									
Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Headcount	34	42	42	19	20	23			
FTE	33	40	40	15	16	19			

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. 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

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2021: \$31,818.58. The major professional development initiatives are as follows:

- International Baccalaureate 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 2021 was 100%.

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			
Description	2019	2020	2021
The overall attendance rate* for the students at this school (shown as a percentage).	95%	92%	95%

*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.

In 2021, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2021 and previous years' attendance data should not be made.

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
2019											95%	94%	93%
2020											96%	92%	89%
2021											97%	96%	91%

*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.

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

Outcome	2019	2020	2021
Number of students who received a Senior Statement at the end of Year 12	64	136	141
Percentage of students awarded a Queensland Certificate of Education (QCE) or QCIA at the end of Year 12	100%	99%	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)	59	119	135
Number of students who were completing/continuing a SAT	1	1	2
Number of students awarded a VET Certificate I	0	1	0
Number of students awarded a VET Certificate II	41	61	134
Number of students awarded a VET Certificate II+	59	119	135
Number of students awarded a VET Certificate III+	59	119	135
Number of students awarded an IBD	54	127	136
Percentage of IBD eligible students that were awarded an IBD	84%	93%	96%

Notes

1. The 2020 cohort was the first to complete Year 12 under the new senior assessment and tertiary entrance system. The new system has redeveloped senior syllabuses, strengthened school-based assessment, introduced a common external assessment in each senior General subject area and General (extension) and replaced the OP rank with the Australian Tertiary Admission Rank (ATAR). This represents a break in time-series for the Queensland Certificate of Education.
2. ATARs are calculated by Queensland Tertiary Admissions Centre (QTAC). ATAR data is not held by the department.
3. Prior to 2020, visa students (students who are not Australian citizens or permanent residents of Australia) were excluded. From 2020 visa students are included.
4. 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.

Next Step – Post-school destinations

The results of the 2022 *Next Step* post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2021), will be uploaded to this school's website in September 2022.

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.