

Queensland State School Reporting 2023 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 200 hectare Gold Coast Health and Knowledge Precinct is a global business destination recognised for transforming lives through healthcare innovation, new knowledge and next-generation technologies. The precinct boasts high-tech industry development, research, collaboration and jobs of the future. Supported by AUD\$5 billion in infrastructure, including Griffith University and the Gold Coast University Hospital, the precinct is also home to the COHORT innovation, a co-working space including the Griffith Innovation Centre and extensive parkland and green space. Students are connected with professionals in the health sciences, research, science and academic industries, setting them up for success in their careers beyond the Academy.

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

Our student successes are many and varied. QAHS has been awarded more than a third of the total CSIRO Gold CREST Research Awards issued since these awards began in 1995. QAHS has been the winning senior school in the Griffith University Gold Coast Science Competition since we opened in 2008. Every year we have had students reach the national finals in the BHP Science Awards and have been awarded several Peter Doherty Awards for Excellence in Science Education including best Science School in 2012. Several QAHS students have won places in the Intel Science and Engineering Fair held in the USA. A number of students have made the Australian Stockholm Junior Water Prize finals with all national winners making the International Competition in Sweden. Award winning students in the Australian High Schools Cancer Competition have engaged in medical research summer internships with the Olivia Newton-John Cancer Research Centre in Melbourne. QAHS performs well in a broad range of second language competitions. QAHS students have also excelled in the sporting arena with regional winners competing at the state, national and international levels.

All students complete an Australian Quality Training Framework accredited Certificate II in Methods and Sampling and Certificate III in Laboratory Skills during Year 10. All students participate in Australian Business Week in Year 11. All students are eligible for university course credits including eligibility to progress directly into second year degrees in some university courses, according to university arrangements for credit for International Baccalaureate Diploma Programme students.

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

Culture of Collaboration: Students work with and learn from each other. Selective entry and the nature of curriculum means fast, challenging learning. QAHS culture is collaborative rather than competitive with capacity for 500 students. Student requirements: Demonstrated academic ability; A high level of commitment and application to study; High standards of personal behaviour; Commitment to personal and social development; A sense of citizenship displayed through care and concern for others.

As a selective entry school, prospective students submit an application inclusive of school and NAPLAN reports, undertake the EDUTEST Entrance test and are invited to an interview to discuss and determine their capacity to engage with the International Baccalaureate Diploma Programme. Courses offered: The International Baccalaureate Diploma Programme. QAHS subject offerings: Group 1 English; Group 2 Second Language (beginner or advanced – French, Mandarin or Spanish); Group 3 Business Management, Economics, Psychology; Group 4 Biology, Chemistry, Computer Science, Physics, Sport, Exercise and Health Science; Group 5 Mathematics; Group 6 Music. Students also study: Theory of Knowledge (TOK) stimulates critical reflection on knowledge and experiences; complete an Extended Essay (EE) which develops research and writing skills; and undertake Creativity, Activity and Service (CAS) which helps students become responsible, compassionate citizens and provides balance to students' academic journey.

As a showcase for public education nationally, the Academy hosts visiting students, educators and industry without disruption to learning programs and deliverables. Together with its core services to its enrolled students, QAHS's operating hours include after hours, weekends and holidays and delivers programs for students not enrolled in the school, including programs for high achievers from other schools and the Queensland Academies Brilliant Futures Gold Coast Program for students in years 7-9.

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

Principal's Forward

Introduction

This 2023 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.

2023 academic results and 2023 highlights can be viewed [here](#)

School Progress towards its goals in 2023

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 2023: 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 2023 this resulted in outstanding outcomes for students including:

- QAHS was in the top three achieving schools statewide by ATAR99+ https://bettereducation.com.au/results/QCE_ATAR.aspx
- Average Diploma score of 37 (world average 2023 was 29)
- *19.4% of students received an equivalent ATAR rank of 99 or higher. *78.5% of Diploma students attained an equivalent ATAR rank of 90 or higher. *96.5% 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.
- 2023 top IB score was 45, achieved by one student (1.34% world) in November 2023, with 12 IB 44s awarded and eight 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 Bond University Vice-Chancellor's Elite Scholarship and the University of Queensland Ramsay Scholarship; the Griffith University, Bond University and University of Queensland Excellence Scholarships.
- 100% received a QTAC offer.
- Year 12 students were eligible to receive credit from our partner universities on graduate entry for studies commencing in 2024:
 - 596 course credits for Griffith University
 - 830 course credits for the University of Queensland
 - 415 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 2023 78 QAHS students received *CSIRO CREST (Creativity in Science and Technology) Awards*:
 - 8 Gold
 - 61 Silver
 - 9 Bronze
- Since the 1995 inception of the CREST program QAHS students have achieved more Gold Awards since 2009, than of any other school in Australia.
- In 2023, Gold CREST nominees worked with expert mentors at Griffith University under the Griffith-QAHS Research Mentor Partnership. Each Gold CREST submission represents over 100 hours of research.

Science Week

- QAHS has won the *Griffith University Gold Coast Schools Science Competition Best Overall Senior School trophy* each year since opening.
- Eight students won prizes at the *2023 Science Teachers' Association Queensland Competition* with one student's Extended Essay project selected by STAQ for entry into the Australian Science Teachers Association i3 Awards.
- A Year 10 team were awarded Highly Commended in the Year 11/12 division of the Australian Nuclear Science and Technology Organisation (ANSTO) National Science Week Hackathon.
- Year 11 students were introduced to scientific research with a seminar which culminated in a keynote address with Dr Peter Bernus, Associate Professor in ICT at Griffith University. Year 11 Science Extended Essay students discussed their research proposals with Griffith University researchers and QAHS Alumni at 'Lunch with Scientists'.
- QAHS Science Survivor saw all students and staff engage in a series of challenging science activities based around the National Science Week theme of 'Innovation: Powering Future Industries' 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 37 papers in the Junior and Senior Divisions of the Biology, Chemistry and Physics Science Olympiads.
- Twelve students participated in the Junior Science Olympiad with two students achieving High Distinctions, four students with Distinctions and six achieving Credits.

Australian Science Innovations (ASI) Big Science Competition

- 49 students entered the Junior and Senior Divisions achieving two High Distinctions, one Distinction and four Credits.

International Chemistry Quiz

- 29 students achieved a Distinction or High Distinction in the International Chemistry Quiz.

UNSW ICAS Science

- 16 students participated in the ICAS Science Competition with results including one High Distinction, three Distinctions, seven Credits and one Merit Award.

National Youth Science Forum

- Three 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.
- One student was accepted into the NYSF experience for January 2024, sponsored by local Rotary International Clubs. The program encourages students to pursue STEM fields.

Peter Doherty Awards in STEM

- One student was recognised in the Peter Doherty Outstanding Student in STEM Awards at the 20th Anniversary of the Awards.

Royal Australian Chemistry Institute (RACI) Competitions

- Two teams participated in the regional Gold Coast Titration Competition with three students progressing to the state finals of the Royal Australian Chemistry Institute Titration Competition, achieving two Gold and one Silver Awards.

University of Queensland SPARQ-ed Research Immersion Program

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

UNSW ICAS English

- 12 Year 10 students sat the ICAS English Test with results including two Distinctions, six Credits and one Merit Award.

Business

- Two QAHS teams reached the semi-finals of *Future Anything's* Student Entrepreneurship Activate Program.
- One team was selected in the final of the Queensland University of Technology's *BlueShift Competition* to pitch their solution to a business case problem to a panel of industry representatives.
- One QAHS team was selected in the final of the Australian Tax Office's *Tax, Super and YOU Competition*.

Computer Studies and Technology

- Two student teams were selected as finalists in the 2023 Mayor's Technology and Innovation Awards, pitching their innovative ideas to an industry judging panel with one team awarded 3rd place in the competition.
- Five students competed in the Computational and Algorithmic Thinking Competition in the intermediate and senior divisions, with three students achieving Credits.
- Two students competed in the Oxford University Computing Challenge with one student progressing to Round Two after receiving Distinction in Round One.

Second Languages

- Students competed in the Modern Language Teachers Association of Queensland Speech Competition, held at Griffith University, in Mandarin, Spanish and French with 7 x 1st places and 12 top three placings in the event. A stunning Chinese Dance performed by QAHS

students also featured at the event.

Debating and Public Speaking

- Students competed in the *AB Paterson Public Speaking Competition* with one student awarded 2nd place in the Year 11 competition with three students reaching the finals round.
- Three debating teams qualified for the *Gold Coast Debating Association Finals* with a QAHS team awarded 2023 Champions in the Open B Grand Final.
- 12 students participated in a public speaking development program with International Toastmaster Mr Mark Hunter

Mooting

- Two student teams entered the Griffith University High Schools Mooting Competition with one team awarded 1st place champions and three students receiving 1st, 2nd and 3rd place individual mooting awards.
- Two student teams entered the University of Southern Queensland High Schools Mooting Competition with one team progressing to the quarter finals.

University Experiences

- Students participated in a range of programs at Griffith University, Bond University, Queensland University of Technology and the University of Queensland.
- Nine students attended the Bond University Health Experience Day.

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.
- The QAHS Dragon Dancing CAS group performed at The EKKA event, Brisbane in August.
- 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:
 - Six students participating in the State Honours Ensemble Program held at the Queensland Conservatorium.
 - 29 students attending the QACI Music Composition Camp.
 - Rebranded QAHS Musical Showcase events well attended by families informal twilight evenings featuring a great variety of instrumental and vocal solos.
 - 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 were represented at the Gold Coast Eisteddfod, Australia's leading performing arts showcase for high schools, and was awarded an A-Grade Silver Award (3rd place) in Strings, 3rd place in the Concert Band and a Platinum Award (1st place) in the Jazz Band category.

- 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 embraced a new model for sport at QAHS, aligned with the IB Learner attributes of being balanced and a risk-taker with students engaged in bouldering, ice skating, nature walks, wellness yoga, Griffith sports and table tennis.
- Students participated in the QAHS Cross-Country and interschool sports across Basketball, and Volleyball.
- South-Coast Representation in a range of sports, including Cross-Country, Water Polo, Golf, Swimming.
- A number of students were selected for national, state and regional sporting teams achieving awards at national and/or state level in archery, badminton, golf, surf life saving, swimming, track and field, weightlifting and volleyball.
- Two students were recognised as 2023 Australian Olympic Committee's Change Makers for their commitment and leadership in their respective sports – athletics, weightlifting and golf.
- Four students were invited to attend the *After the Siren* event at Griffith University for young athletes.
- One student completed her tenure with the Gold Coast Sports Academy.
- One student is part of the Australian Institute of Sport squad for power lifting and represented Australia.
- QAHS participated in the Gold Coast Basketball Cup with one team and the Volleyball Queensland Senior Schools Cup event with three teams.
- Seven students achieved their Surf Lifesaving Bronze Medallion and Surf Rescue Certificates and nine students received their Observer's and Radio Operator's Awards as part of the QAHS-Mermaid Beach Surf Lifesaving Club partnership.

Leadership and Service

- Students participated in Leadership Workshops and Leadership learning events with various keynote speakers from the QAHS Alumni and Gold Coast community.
- Nine students took part in the Duke of Edinburgh Adventurous Journey facilitated by Numinbah Valley Environmental Education Centre with one student completing the five day Silver Duke of Edinburgh Youth Voyage in Cairns.
- Eight students (two teams) participated in the 96km Stan Bisset Cup of the 2023 Kokoda Challenge and thirty seven (nine teams) participated in the 48km Jim Stillman Cup.
- 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.
- Two Year 11 students were selected to be part of the YMCA Queensland Youth Parliament.
- Five students were appointed to the 2023 Queensland Global Youth Summit Advisory Council.
- One student participated in the National Schools Constitutional Convention in Canberra.
- 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.
- 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

- A QAHS staff team were selected to present at the IB Global Conference in Adelaide in March and the PESA – Positive Education Schools Association Wellbeing in Education Queensland Conference on ‘The power of grit in the pursuit of personal success in the Diploma Programme’.
- QAHS welcomed Griffith University’s School of Education and Professional Studies with final year preservice teachers from the National Institute of Education, Singapore on their global connect experience.
- 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
- The QAHS Health and Wellbeing Committee has been active in ensuring a focus on personal wellbeing
- QAHS celebrated Gifted Awareness Week themed “The Diverse Faces of Giftedness” with guest presenters and break activities in the Green Heart.
- A range of information sessions for students and parents were held throughout the year.
- The QAHS 2023 edition of METIS was published. METIS - Musings, Explorations, Transcripts, Investigations and Scholarly works - includes samples of our students’ research from 2022 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 2024

- 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 in the Gold Coast Health and Knowledge Precinct 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 International Baccalaureate Office's 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.
- Develop a cohesive understanding across the three campuses of Queensland Academies of the teaching and learning environment for highly capable learners to thrive, published to the QA website.
- 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
Webpages:	Additional information about Queensland state schools is located on the:
Student enrolments for this school:	<ul style="list-style-type: none"> • My School website • Queensland Government data website • Queensland Government schools directory website.

Characteristics of the Student Body

Table 1: Student enrolments by year level

Year Level	February			August		
	2021	2022	2023	2021	2022	2023
Year 10	172	163	177	166	159	174
Year 11	124	156	154	122	153	151
Year 12	147	119	147	142	119	147
Total	443	438	478	430	431	472

Notes

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

Overview

Students at QAHS gain entry to the Academy through an extensive rigorous selection process. The process requires students to submit an application with school and other (eg. NAPLAN) reports, sit an EduTest Entrance Test and if successful at this stage, they undertake an interview with a panel of Academy staff. Students attend the Academy after completing Year 9 in both government and non-government schools. The cultural, social and economic background of students is varied.

Students come from across the Gold Coast and northern New South Wales region and also from Brisbane areas and regional Queensland. The most significant characteristic of our cohort other than academic capability, is their “like-mindedness” toward study and academic achievement. Students at the Academy work collaboratively to achieve the best results possible in a criteria-based external assessment system.

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

AVERAGE CLASS SIZES			
Phase	2021	2022	2023
Year 10	22	24	22
Year 11 – Year 12	17	18	19

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, Sports Exercise and Health Science)
- Arts (Music)

Most subjects are offered at Higher and Standard level

Curriculum delivery is aligned to the QAHS Pedagogical Approach 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. Universal Design for Learning
5. EQ Excellence in Lesson Design
6. Teacher Knowledge & Skill Standards for Gifted and Talented Education
7. TARGET 40+ (Aspirational target)

Co-curricular Activities

A core component of the IBDP is student involvement in Creativity, Activity and Service (CAS). CAS activities cover a balance of sporting/fitness, community service and creative development programs. Students must complete an action plan for each CAS pursuit detailing the outcomes they seek to attain and submit reflections throughout the duration of the endeavour and upon completion.

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

Respectful relationships education

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

How Information and Communication Technologies are used to improve learning

The Queensland Academies Health Sciences Campus is a rich e-Learning Bring Your Own Device (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. 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 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 2023 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 2023 School Opinion Survey shows a very high degree of parent, student and staff satisfaction across a comprehensive range of components and well above like schools and state averages.

Parent, Student and Staff Satisfaction

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

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

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2021	2022	2023
This is a good school.	95.6%	97.2%	98.8%
My child likes being at this school. ²	95.6%	97.9%	98.2%
My child feels safe at this school. ²	97.4%	97.2%	98.2%
My child's learning needs are being met at this school. ²	92.9%	92.3%	96.3%
My child is making good progress at this school. ²	92.0%	91.5%	95.7%
Teachers at this school expect my child to do his or her best. ²	96.5%	97.2%	98.8%
Teachers at this school provide my child with useful feedback about his or her school work. ²	88.5%	93.0%	96.9%
Teachers at this school motivate my child to learn. ²	91.2%	93.7%	95.7%
Teachers at this school treat students fairly. ²	93.8%	94.4%	93.9%
I can talk to my child's teachers about my concerns. ²	91.9%	95.1%	96.2%
This school works with me to support my child's learning. ²	92.0%	94.2%	96.3%
This school takes parents' opinions seriously. ²	90.3%	90.5%	89.6%
Student behaviour is well managed at this school. ²	96.5%	95.1%	98.8%
This school looks for ways to improve. ²	88.2%	89.6%	98.0%
This school is well maintained. ²	97.3%	97.8%	98.1%

Notes

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

Table 4: Student Survey

Percentage of students who agree ¹ that:	2021	2022	2023
I like being at my school. ²	93.3%	86.7%	100.0%
I feel safe at my school. ²	100.0%	90.9%	100.0%
My teachers motivate me to learn. ²	100.0%	96.8%	100.0%
My teachers expect me to do my best. ²	100.0%	96.7%	100.0%
My teachers provide me with useful feedback about my school work. ²	100.0%	90.3%	100.0%
Teachers at my school treat students fairly. ²	93.8%	84.8%	100.0%
I can talk to my teachers about my concerns. ²	86.7%	83.3%	88.9%
My school takes students' opinions seriously. ²	87.5%	75.8%	100.0%
Student behaviour is well managed at my school. ²	100.0%	87.9%	100.0%
My school looks for ways to improve. ²	86.7%	90.3%	100.0%
My school is well maintained. ²	100.0%	100.0%	100.0%
My school gives me opportunities to do interesting things. ²	100.0%	96.8%	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.

Table 5: Staff Survey

Percentage of staff who agree ¹ that:	2021	2022	2023
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	92.3%	100.0%	95.7%
I enjoy working at this school. ²	93.1%	93.3%	100.0%
I feel this school is a safe place in which to work. ²	93.1%	100.0%	100.0%
I receive useful feedback about my work at this school. ²	82.8%	95.5%	97.4%
Students are encouraged to do their best at this school. ²	100.0%	100.0%	100.0%
Students are treated fairly at this school. ²	96.6%	100.0%	97.5%
Student behaviour is well managed at this school. ²	93.1%	95.5%	92.5%
Staff are well supported at this school. ²	82.8%	93.2%	94.9%
This school takes staff opinions seriously. ²	75.9%	84.4%	76.9%
This school looks for ways to improve. ²	89.7%	100.0%	100.0%
This school is well maintained. ²	100.0%	97.7%	94.9%
This school gives me opportunities to do interesting things. ²	96.6%	93.2%	97.4%

Notes

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

Parent and community engagement

QAHS has an open door policy. Parents engage with the school freely, formally and informally through forums (both face-to-face and online), ready contact with all staff (policy of maximum 24 hour response time to parents) and Open Days and Academy events. Academy survey data and anecdotal reports show that parents consider they are well informed via weekly newsletters, email, website, sms messaging, MyQA Parent Portal, Facebook and Instagram. 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	2021	2022	2023
Short Suspensions – 1 to 10 days	4	2	2
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	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](http://www.myschool.edu.au) website.

How to access our income details

Click on the [My School](http://www.myschool.edu.au) link [http://www.myschool.edu.au/](http://www.myschool.edu.au).

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

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

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 2023: \$86,649.29. 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 2023 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	2021	2022	2023
The overall attendance rate* for the students at this school (shown as a percentage).	95%	95%	94%

*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.

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
2021											97%	96%	91%
2022											96%	95%	92%
2023											96%	95%	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

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

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

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

Table 10: Year 12 Outcomes

Outcome	2021	2022	2023
Number of students who received a Senior Statement at the end of Year 12	141	119	147
Percentage of students awarded a Queensland Certificate of Education (QCE) or QCIA at the end of Year 12	98%	98%	99%
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)	135	118	144
Number of students who were completing/continuing a SAT	2	3	2
Number of students awarded a VET Certificate II	134	118	144
Number of students awarded a VET Certificate II+	135	118	144
Number of students awarded a VET Certificate III+	135	118	144
Number of students awarded an IBD	136	114	144
Percentage of IBD eligible students that were awarded an IBD	96%	96%	98%

Notes

1. ATARs are calculated by Queensland Tertiary Admissions Centre (QTAC). ATAR data is not held by the department.
2. 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 2024 *Next Step* post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2023), will be uploaded to this school's website in September 2024.

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

This school's report will be available at <https://qahs.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.