

Queensland Academies Health Sciences Campus

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Queensland Academies Health Sciences Campus** from **3 to 5 August 2020**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Lee Goossens	Internal reviewer, EIB (review chair)
Darren McGregor	Peer reviewer
Valerie Hadgelias	External reviewer



1.2 School context

Location:	Edmund Rice Drive, Southport	
Education region:	South East Region	
Year levels:	Years 10 to 12	
Enrolment:	422 Year 10: 141 Year 11: 145 Year 12: 136	
Indigenous enrolment percentage:	0.81 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	1.08 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	10.66 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1104	
Year principal appointed:	2019	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, four Heads of Department (HOD), two Business Managers (BM), guidance officer, 33 teachers, two teacher aides, four administration officers, two scientific operations officers, 17 student leaders, 26 students, four school council representatives and five parents.

Community and business groups:

- President of Science Teachers Association Queensland (STAQ), Griffith University Project Lead STEM Network representative, Griffith University Program Director for Medical Sciences, Queensland Academy for Health Sciences (QAHS) Alumni member and STEM (Science, Technology, Engineering and Mathematics) Champion South-East Region.

Partner schools and other educational providers:

- Principal Ashmore State School, deputy principal Benowa State School and HOD Bellevue Park State School.

Government and departmental representatives:

- State Member for Southport and ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Plan 2020
Investing for Success 2020	Curriculum planning documents
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
School pedagogical framework	Responsible Behaviour Plan for Students
School Opinion Survey 2019	Wellbeing Action Plan 2020
2019 IB Statistics Report	QAHS Student Profile
Professional development plans	Workforce Plan 2020
Queensland Academies Strategic Plan 2018-2022	International Baccalaureate (IB) Learner Profile
Gifted and Talented Action Plan 2020-2021	Professional learning plan 2020 & Staff connection and Development Program 2020
IB curriculum, assessment and reporting framework	Evaluation of the Queensland Academies: Impact and future directions 2017
School newsletters, staff weekly updates and website	Key Accountabilities and Responsibilities – 2020
2019 Compendium of METIS (Musings, Explorations, Transcripts, Investigations and Scholarly) works	School improvement targets – Target 40+ Action Plan 2020



2. Executive summary

2.1 Key findings

Academy leaders are united and committed in driving and enacting a vision and core values to improve learning outcomes for all students in the academy.

Leaders of the academy are dedicated to empowering some of Queensland's brightest students in a collaborative, supportive educational environment to realise their potential through a world-class curriculum and facilities. This dedication and commitment is supported by all staff who strive to deliver on the academy's vision of *'Enabling transformative opportunities in an excellent global education'*.

The academy strives to maintain a working environment that is safe, tolerant and inclusive, and that promotes intellectual rigour.

The academy ethos is built around high expectations and a commitment to excellence. High expectations are apparent throughout the academy and are articulated by staff and students. The wellbeing of staff and students is central to the academy's improvement agenda and is supported in whole-academy initiatives including a positive psychology approach. Components of positive psychology are outlined in the Queensland Academies Health Sciences Campus (QAHS) Wellbeing Action Plan 2020 and are explicitly taught to students each week. Staff articulate that the academy's wellbeing framework positively supports students within a high expectations environment.

The leadership team recognises that highly effective teaching is the key to improving student learning.

The leadership team has a clear position on the types of teaching they wish to see occurring in classrooms. Teachers indicate that they are aware of, and implement, some elements of the pedagogical framework. The extent to which these strategies are implemented in classes across the academy varies. Teachers express the view that classrooms across the campus are somewhat autonomous, and articulate they feel that academy leaders trust them to implement quality teaching and learning in their classrooms.

Academy leaders place a high priority on building a professional team of expert teachers and actively encourage a culture of continuous professional improvement.

The principal and other leaders participate in professional learning within and beyond the academy. They promote the importance of ongoing professional learning for all staff members. There is a strong commitment to supporting teachers and non-teaching staff to expand and hone their skills in a collaborative and supportive environment. A number of teachers articulate a strong interest in being able to access more frequent opportunities to engage in coaching and mentoring experiences, and observation and feedback processes.



The academy's commitment to success for all students is readily apparent.

Academy leaders convey the importance of classroom teachers understanding and addressing the needs of individual students in their day-to-day classroom teaching. PD regarding differentiated teaching and learning is a regular component of the academy's efforts in building teacher capability. Many teachers are able to describe a range of effective differentiation strategies that form part of their daily practice, with some teachers having a high level of expertise in this area. There is some variation in teacher confidence in being able to differentiate their practice to fully address the learning needs of all students. Some teachers articulate that they would like to refine their practice and further build their capability in differentiation in order to 'stretch' highly capable students. They express that they would appreciate further PD in this area, including the opportunity to learn from their colleagues.

Academy leaders take a strategic and intentional approach to establishing and evolving world-class partnerships with families, businesses and community organisations.

As the only school located in the Gold Coast Health and Knowledge Precinct, the academy is uniquely positioned to forge productive and innovative partnerships both locally and globally. The academy is well placed to foster partnerships that are mutually beneficial to advance high-tech industry development, research collaboration and career opportunities for the future.

The academy is a contemporary, well-maintained and well-resourced educational facility.

The academy seeks to creatively source and deploy available resources in a targeted manner to meet the needs of a select group of highly capable students studying the International Baccalaureate Diploma Programme (IBDP). It presents as an attractive and welcoming learning environment conducive to 21st Century learning with Information Technology (IT) infrastructure and facilities that are systematically maintained and upgraded.

Students at the academy engage with a world-class curriculum that prepares them for a highly successful transition to University study.

The IBDP is an internationally recognised curriculum whereby students study from six broad categories of learning. Transformational opportunities in a global education exist, with students exploring their own areas of passion through Extended Essays (EE), community activities and service programs.



2.2 Key improvement strategies

Collaboratively develop and implement whole-academy processes to promote academy-wide consistency in teaching and learning practices and ensure appropriate rigour in Quality Assurance (QA) processes.

Collaboratively develop a more extensive and systematic program of coaching and mentoring, and observation and feedback, to support the professional growth of all teachers across the academy.

Enhance teachers' capability to adjust their pedagogical skills to provide further challenge and engagement for high performing students in line with the academy's stated targets.

Implement processes to promote the sharing of best practice in providing purposeful and effective differentiation to support the learning of all students.

Collaboratively and intentionally promote and advance the academy as a research hub for teaching and learning.