

Queensland Academy for Health Sciences

School-led review executive summary

Schools are identified to participate in a school-led review following extensive data and context conversations. As part of the school-led review process, schools undertake activities to evaluate the current state of their students' learning and wellbeing. This evaluation is then validated by School and Region Reviews through community consultation.







Acknowledgement of Country

We acknowledge and pay respects to the Traditional Owners of these lands and waters, the Koombumerri people of the Yugambah Language group, and we acknowledge all their descendants. We also acknowledge the many Aboriginal people from other regions as well as Torres Strait and South Sea Islander people who now live in the local area and have made an important contribution to the community

About the school

Education region	South East Region
Year levels	Years 10 to 12
Enrolment	494
Indigenous enrolments	0.8%
Students with disability	16%
Index of Community Socio-Educational Advantage (ICSEA) value	1114

About the review

 4 reviewers from 13 to 14 August 2024	 61 school staff	 35 students
 10 community members and stakeholders	 3 parents and carers	 1 school council executive member

Key improvement strategies

Key improvement strategies are listed in order of priority. This is informed by the school-led evaluation and School and Region Review validation.

Domain 1 – Driving an explicit improvement agenda
Collaboratively refine strategic planning, including actions, success measures, roles and responsibilities, and communicate a clear Explicit Improvement Agenda to all community members to harness collective efficacy in driving academy priorities.

Domain 3 – Promoting a culture of learning
Collaboratively sustain whole-academy approaches, responsive to diverse student and staff needs to maintain a balance between academic success and wellbeing.

Domain 7 – Differentiating teaching and learning
Collaboratively develop a shared language and understanding of differentiation to strengthen staff capability to effectively meet the personalised learning needs of students in their classes.

Domain 8 – Implementing effective pedagogical practices
Refine the shared language of, and whole-academy approach to, pedagogy to support collaborative decision-making using the principles of pedagogy and monitor the effectiveness of teaching practices.

Key affirmations



A collective commitment to excellence in learning and wellbeing is valued by staff, students and parents.

Staff, students and parents highlight a 'culture of learning' where high expectations for achievement, engagement and wellbeing drive the academy's approach to teaching and learning. Leaders communicate that a high priority is placed on initiatives that build relationships and positivity while maintaining academic rigour. Students emphasise that wellbeing and positive relationships underpin academy life. Students speak of the explicit and differentiated support provided to help them find a balance between study load and wellbeing. Staff and students articulate that high expectations balanced with proactive and systematic wellbeing support are the foundations of exceptional academic results.



An unwavering belief is held across the academy that every student is a highly capable learner who can achieve academic and personal excellence.

Staff reference the benefits of selective entry, and value students' individual capability and characteristics. Staff, parents and community stakeholders praise students for their talent, commitment and pursuit of personal and academic excellence. They speak of students being 'like-minded in academic goals and united in the desire to learn'. Leaders highlight students' commitment and motivation to succeed. Students and staff articulate they help each other to achieve collectively and individually. Staff promote that working towards success for the highly capable students 'motivates us to be our best'.



A strong sense of community and belonging is shared across the academy community, including alumni.

Academy community members hold the academy in high regard and express a strong sense of belonging and teamwork. The community actively participates in collaborative events, such as the World Café, to guide future thinking. Staff, students, alumni, parents and community members value the opportunity to celebrate milestones and individual staff and student success. The alumni keenly maintain connections to the 'QAHS family' and support students with their learning and future pathways.



Staff, students and parents praise the quality of the teaching team and their commitment to teaching excellence.

Leaders and teachers highlight that a professional learning culture of mutual trust and respect drives a collective commitment to building high-performing staff. Leaders, parents and students appreciate the expert disciplinary knowledge of the teaching team and recognise their commitment to the International Baccalaureate (IB) Diploma Programme. Teachers talk about their commitment to building their own capability in the IB and specialty areas to support excellence. They express they have autonomy to make professional decisions and actively support each other with problem-solving. They identify a strong collaborative culture within and across faculties, and convey willingness to collaborate through formal and informal opportunities.



A rich data culture is the foundation of learning excellence.

Leaders speak of the deliberate investment in data capture systems, analytics and personnel to optimise the purposeful use of data. Staff speak of strong engagement with data to identify trends and actions through faculty collaboration and cross-academy sharing. They communicate that data analysis informs teaching practice at an individual, subject and cohort level, and highlights opportunities to celebrate success.



A range of strong and enduring partnerships with multiple agencies optimises students' learning and wellbeing outcomes.

Staff, parents and community partners highlight the many long-standing, strategic relationships that provide access to experiences, support and intellectual and/or physical resources external to the academy. Partners convey appreciation for the purposeful engagement, and express their appreciation for staff and community volunteers who actively support a range of programs and learning experiences. Staff, students and parents speak highly of the Creativity Activity Service program, and value the opportunities to work as part of the academy community.