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Principal's foreword

Introduction

Dear Sir/Madam

My name is Stephen Loggie and as Principal of the Queensland Academy for Science, Mathematics and Technology I take pleasure in presenting to you the 2008 annual report.

Founded as a Queensland Government Smart State initiative, the Academy opened in January 2007 as a selective senior school which works in partnership with The University of Queensland to nurture highly capable students to achieve their potential so as they take their place as future leaders of our great state.

QASMT offers the International Baccalaureate as its core curriculum and this program features end of course externally moderated exams as its main assessment strategy.

Our classrooms are centres for discussion, debate and above all respect for the opinions and beliefs of others. We have excellent facilities and a dedicated and highly skilled staff.

In 2008 our Academy graduated our first cohort of students. This group of students tackled the rigorous IB Diploma without the advantage of the 1 year Pre IB preparatory program but despite this disadvantage their achievements were remarkable.

Of the 83 Year 12 students:-

13 achieved a university entrance rank of 99 (equivalent of an OP 1)

7 students received scholarships to either UQ, QUT, ANU or UNSW

5 students achieved provisional entry into MBBS at The University of Queensland

Queensland Academy students exceeded the world average IB Score, averaging 30.25.

In addition Academy students exceeded the world average in 20 / 25 subjects offered.

I commend this report to you and invite you to come and see first hand our excellent take the time to come and visit us at one of our regular open days.

Stephen Loggie

Future outlook

QASMT has published a 5 Year Statement of Strategic Intent which clearly articulates priorities and targets for our students, our staff and for the Academy's performance. Copies of this statement are available through our administration.

The major strategic priorities for 2009/10 are:-

- 1) Improving educational outcomes for our students. We are a highly academic senior school that is relentless in our pursuit of excellence.**
- 2) Implementing an Industry Engagement Strategy that provides workforce opportunities to students.**
- 3) Strengthening links between our partners The University of Queensland, Griffith University and QUT to create further learning opportunities for our students.**

School Profile

The Queensland Academy for Science Mathematics and Technology is a coeducational selective senior school for years 10-12. The Academy works in partnership with The University of Queensland to provide a new way of transitioning between senior school and university for highly capable students.

The Queensland Academy for Science Mathematics and Technology is one of three Academies initiated under the Government's Smart State Strategy.

The academy is located in Toowong on the site of the former state college with approximately \$24 million spent on refurbishing the site. The resultant facilities are first class and include a 300 seat lecture theatre, student refectory, 7 university standard laboratories and a showcase New Sciences building.

2008 saw the completion of a new design technology centre, additional teaching spaces, dedicated music facilities, a new gym and refurbishment of the main auditorium/sports hall.

The Academy is presently a Band 9 school with 362 students and the following staff:-

- 1 Principal
- 2 Deputy Principals
- 4 Heads of Department
- 30 Full Time Equivalent class teachers

The Academy is enrolment capped at a total of 450 students and potential students undertake a comprehensive selection which involves an entrance exam with interviews offered to students who meet the benchmark to determine their motivational fit for the program.

The university partnership is governed by a steering committee chaired by the Deputy Vice Chancellor - Academic Professor Debbie Terry and has focused on the following activities:-

- Curriculum Development
- Creating extension opportunities
- Familiarising students with university life
- Creating pathways into university
- Developing a bonus ranking scheme and credit arrangement.

Curriculum offerings

Core Curriculum – The International Baccalaureate Diploma

The International Baccalaureate Organization's Diploma Program (IB) is a demanding pre-university course of study that leads to external examinations. It is designed for highly motivated students aged 16 to 19. The program has earned a reputation for rigorous learning and assessment, and as such gives IB diploma holders access to the world's leading universities.

The program was born of efforts to establish a common curriculum and valid university entry credentials for students moving from one country to another. International educators were motivated by practical considerations but also by an idealistic vision: students should share an academic experience that would emphasize critical thinking, intercultural understanding and exposure to a variety of points of view.

The International Baccalaureate Organization's (IBO) goal is to provide students with the values and opportunities that will enable them to develop sound judgement, make wise choices, and respect others in the global community. The program equips students with the skills and attitudes necessary for success in higher education and employment.

Year 10 Pre IB Program

Year 10 curriculum has been developed with a number of key objectives. These are:-

To ensure that each student is well prepared when they commence the IB Diploma Course in term 3 of Year 10.

To give each student exposure to each subject so that they will make principled subject selections in the IB Diploma.

To provide each student with insight into real world applications of the subjects that they study.

To inspire the students to want to continue to study in these fields in years to come.

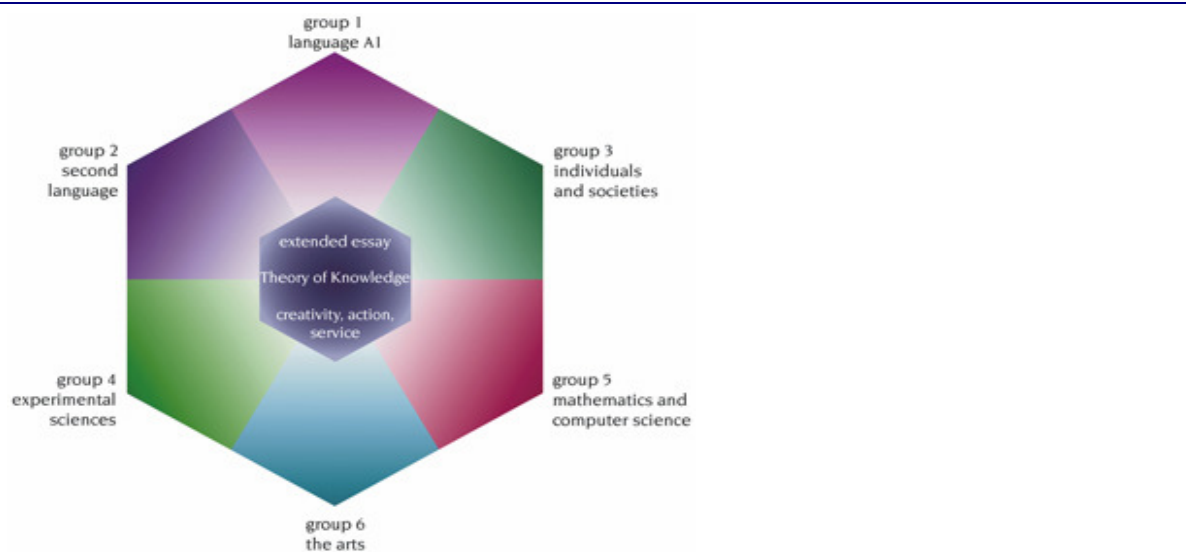
A comprehensive overview of the course content including assessment schedule is published on the Academy e-learning site.

Diploma Program

The program has the strengths of a traditional curriculum, but with three important additional features, shown at the centre of the hexagonal curriculum model.

The IBO's international curriculum planners seek to ensure that the organization's educational aims are embodied in the structure and content of the program itself.

The Diploma Program is displayed in the shape of a hexagon with six academic areas or subject groups surrounding a core of requirements. Students study these subjects concurrently. Students are exposed to the two great traditions of learning: the humanities and the sciences.



At the QASMT, students will have the option of not selecting a subject from Group 6 but instead choose an additional subject from Group 4 or 5.

The IB rates each student's performance within each subject on a scale of 1-7 and offers 3 extra points through additional assessments through Theory of Knowledge and the Extended Essay. Most assessments are carried out externally to ensure validity.

This means that students can achieve a total of 45 points through the program for their Diploma, with a minimum of 24 required to be awarded the Diploma.

Extra Curricular Activities

CAS is a fundamental part of the Diploma Program experience. The CAS requirement takes seriously the importance of life outside the world of scholarship, providing a refreshing counter balance to the academic self-absorption some may feel within a demanding Academy environment.

The IB goal of educating the whole person and fostering a more compassionate and active citizenry comes alive in an immediate way when students reach beyond themselves and their books - a spirit of community.

In keeping with the philosophy of the International Baccalaureate program, our CAS program encourages students to share their energy and special talents with others. Students may participate in theatre or musical productions, sports and community service activities. Through these activities students will develop greater awareness of themselves and concern for others, engagement with the world of ideas as well as the ability to work cooperatively with other people. Students are expected to be involved in CAS activities for the equivalent of 150 hours by the completion of the Diploma Program.

A system of self-evaluation encourages students to reflect on the benefits of CAS participation to themselves and others and to evaluate the understanding and insights acquired.

Creativity is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects.

In 2008 the Academy offered a comprehensive range of Creativity options including:-

- Ball room dancing
- Hip hop dancing
- Cheer leading
- Painting
- Robotics
- Instrumental music
- Choir
- Debating / Mooting

Action can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects.

In 2008 the Academy offered a comprehensive range of Action options including:-

- Interschool cricket, netball, basketball, cross country, soccer, swimming and athletics
- Rowing
- Martial arts
- Lawn bowls
- Gym
- Tennis
- Fencing
- Yoga
- Indoor Soccer
- Badminton

Service encompasses a host of community and social service activities. Some examples include helping children with special needs, visiting hospitals and working with refugees or homeless people.

In 2008 the Academy offered a comprehensive range of Service options including:-

- Environmental Community Garden Group (Vera Street, Toowong)
- Assisting at the McIntyre Centre, Riding for the Disabled
- Forming student based service associations including Greenpeace, Lions and Environmental warriors.
- Tutoring African Refugees in English
- Big Brother / Big Sister Program for underprivileged children
- Homeless Soccer and social club
- Statewide appeal for resources for schools in PNG.

How computers are used to assist learning

Every student has their own personal graphics tablet which is fundamental to learning and is at the centre of our paperless classrooms.

Our ICT capacity enables students to take control of their learning through flexible, collaborative, self-paced 24/7 any place learning. Their tablet is used to access lesson content, process and manipulate data and manage their knowledge.

Our campus is fully wireless and each teaching space has at least one data projector to facilitate digital collaboration.

Our staff have all undertaken additional training that enables them to fully utilise this exceptional infrastructure and ensure that technology is a feature of every class everyday.

Social climate

The philosophy of the role of Student Services is to assist students in 'unlocking their potential'; help students develop their own self awareness resulting in reliance on self to deal with life choices; assist students in their development of a purposeful life and taking responsibility for their actions; and to provide programs that understand all students at QASMT and to know who they are as a person.

Student Services consists of the following Staff:

Director of Students	Troy Gorman
Talent Development Counselor	Anne Crossan
Guidance Officer	Trish Barney
Youth Health Nurse	Matt McFadden
Chaplain	Bena Asafu-Adjaye

The Director of Student Services leads and manages the following areas:

Student support services

Student welfare (Instep)

Student compliance (responsible behaviour management)

Creativity, Action & Service (CAS)

Enhancement programs (SMT+)

Homestay program

Students with special requirements

Extra curricular programs and events

INSTEP Program

Academy students study an extremely rigorous curriculum which requires them to adopt new approaches to learning. With this in mind, QASMT implemented the Instep Program to ensure that all students achieve to their potential through keeping them “in step” with the range of strategies and behaviours that will be critical success factors.

Under the program each student is assigned an Instep mentor who acts as their on campus parent. Each Instep mentor is assigned approximately 12 students and is responsible for:-

- a) Meeting with their Instep group on a daily basis
- b) Mentoring the group to develop appropriate study and learning skills
- c) Monitor the academic progress of each of their students
- d) Liaise with parents
- e) Meet with each student 1 to 1 on a regular basis to discuss progress and provide mentoring.

The Instep Program is the key mechanism to ensure the wellbeing of all Academy students.

Involving parents in their child's education.

The Academy community is spread over a wide geographical area and for this reason it is difficult for them to play an active role in day to day Academy life.

To counteract this challenge, the Academy established a comprehensive secure website which provided parents with both an e-forum as well as rich source of a wide range of information including:- curriculum, assessments, learning portfolios and events and activities.

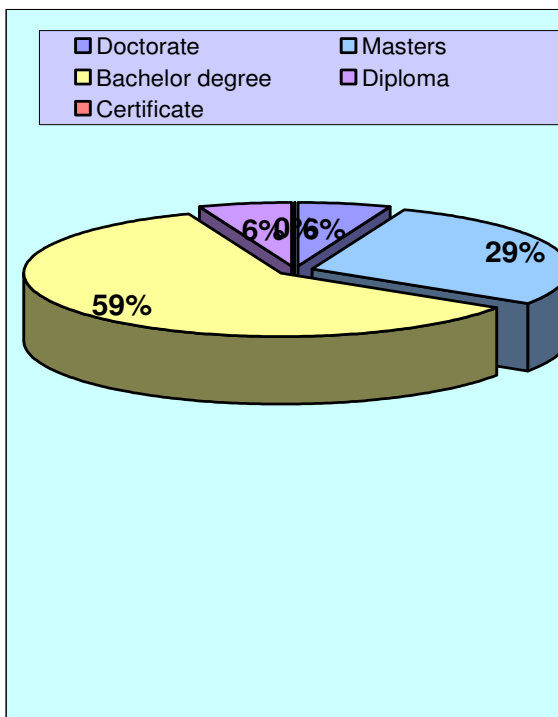
Each family was also appointed a staff member as first point of contact and this system was highly utilised and valued by families.

The Academy has a P&C which provided a valuable forum for consultation on a range of issues including governance, uniform selection, extra curricular activities and policy development. The P & C meet each month to develop our vision, statement of purpose and five year statement of strategic intent.

The P&C has recently introduced teleconferencing so that travel issues no longer exclude participation.

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	10
Bachelor degree	21
Diploma	2
Certificate	



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$35237. The major professional development initiatives are as follows: New teachers to undertake Level one IB training and existing teachers to upgrade IB skills by completing higher level IB training.
- The involvement of the teaching staff in professional development activities during 2008 was 100 %.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 98% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 100 % of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 95%.

Key outcomes

PLEASE NOTE: NAPLAN RESULTS NOT AVAILABLE FOR SMT. WE ARE A HIGH SCHOOL FOR YEARS 10-12 ONLY.

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	90% Result
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Outcomes for our Year 12 cohort of 2008

Number of students awarded a Senior Statement.	83
Number of students awarded a Queensland Certificate Individual Achievement (QCIA).	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	64
Number of students awarded an International Baccalaureate Diploma (IBD).	66
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	1
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT).	0
Number of students receiving an Overall Position (OP).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	90
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	83
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	91

Post-school destination information

Introduction

This report is based on the findings of the Queensland Government *Next Step* survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2008, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between 30 March and 6 May 2009, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interviewing with a paper-based survey collected from a small number of students for whom telephone details were not available.

The statewide and regional reports of the *Next Step* survey can be located at the *Next Step* website at www.education.qld.gov.au/nextstep

Response rate for Queensland Academy for Science Mathematics and Technology

Table 1 below reports the response rate for Queensland Academy for Science Mathematics and Technology. It expresses the number of respondents from this school, as a percentage of all Year 12 completers attending Queensland Academy for Science Mathematics and Technology in 2008.

It has not been possible to ascertain how representative these responses are of all students at this school.

Table 1 Survey response rate

Number of respondents	Number of students who completed Year 12	Response rate (%)
77	83	92.8

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep

Summary of findings

In 2009, 93.5 per cent of young people who completed their Year 12 at Queensland Academy for Science Mathematics and Technology in 2008 continued in some recognised form of education and training in the year after they left school.

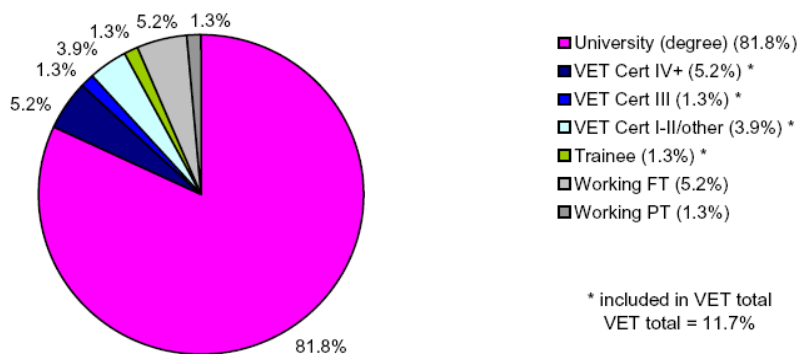
The most common study destination was university (81.8 per cent). The combined VET study destinations accounted for 11.7 per cent of respondents, including 10.4 per cent in campus-based VET programs, with 5.2 per cent of Year 12 completers entering programs at Certificate IV level or higher.

1.3 per cent commenced employment-based training, all as trainees.

In addition to the above study destinations, a further 1.3 per cent of respondents from this school deferred a tertiary offer in 2009 (deferrers are shown in Figure 1 in their current destination).

6.5 per cent did not enter post-school education or training, and all were employed.

Figure 1 Main destinations of Year 12 completers



Performance of our students

Value added

The 2008 graduating cohort at SMT was the first group to graduate from the Academy since its opening in 2007. These students commenced the challenging diploma course upon entry without the benefit of a 1 year preparation program that all subsequent cohorts will enjoy.

Of the 17 students who did not get their diploma in 2008, 2 students withdrew before final exams, 7 students amassed enough points for the diploma but did not meet all the other criteria.

13 students achieved the highest possible university admissions ranking (99).

7 students were awarded scholarships to UQ, QUT, Griffith and UNSW.

5 students received provisional entry into the MBBS at The University of Queensland.

Students from the graduating cohort also achieved the following in 2008:-

Silver Medalist (highest placed Australian) at the International Physics Olympiad.

15 students selected for the honours ensemble at the Queensland Young Conservatorium of Music.

4 students completed first year university subjects.

2 students received Australian Defense Force Scholarships.

82% of the 83 students received a credit or higher in the UNSW ICAS Science competition with 11% receiving high distinctions.

69% of the 83 students received a credit or higher in the Australian Chemistry competition with 27% receiving high distinctions.

79% of students received a credit or higher in the UNSW ICAS English competition with 5% receiving high distinctions.

64% of students received a credit or higher in the UNSW ICAS Maths competition 14% receiving high distinctions

A student was elected to represent Queensland at the Australian Constitutional Convention.

Parent, student and teacher satisfaction with the school

Students

89% satisfied or very satisfied that they get a good education at this school

78% satisfied or very satisfied that the school is preparing for further training

85% satisfied or very satisfied that they are encouraged to be responsible for their learning.

80% satisfied or very satisfied that the teachers help them do their best.

Parents

95% satisfied or very satisfied that the school is develop their child's technology skills

84% satisfied or very satisfied that the school is preparing their child for the future

90% satisfied or very satisfied that the school provides good learning opportunities

Teachers

97% satisfied or very satisfied they have good relationships with other staff

91% satisfied or very satisfied that the staff are enthusiastic about their work

94% satisfied or very satisfied that they are happy working at this school