Queensland Academy for Science Mathematics and Technology

ANNUAL REPORT
2019
Queensland State School Reporting

Every student succeeding
State Schools Improvement Strategy
Department of Education

Queensland Government

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School overview

The Queensland Academy for Science, Mathematics & Technology is a selective entry state school for highly-capable students in Years 7 to 12. The campus is located in the inner city suburb of leafy Toowong, in Brisbane, Australia. At QASMT we focus on an international curriculum, a rigorous academic programme, the holistic education of every student and the outstanding commitment of our staff, to ensure students reach their full potential. The International Baccalaureate curriculum has earned a reputation for rigorous learning and assessment, and as such gives IB Diploma holders access to the world's leading universities.

QASMT has a proud history of outstanding academic success. We continually challenge every student to reach their potential by setting high academic goals and expectations. The hard work and dedication of our students, teachers and our community has yielded outstanding results since our Academy saw its first graduates complete their IB Diploma Programme studies in 2008.The Academy works in partnership with The University of Queensland to support our students' aspirations for a broad range of university pathways.

The QASMT vision is to provide a world-class education that nurtures excellence and fosters global citizenship for an ever changing world, with a focus on a STEM education enriched through a broad liberal arts curriculum. Our strategic priorities are to 'Engage Learners' to nurture academic excellence, ensuring every student is able to pursue a university pathway of choice; to 'Empower Teachers' to build capacity of all staff to provide quality instruction and ensure effective delivery of the Explicit Improvement Agenda; and to 'Ensure Success', to foster global citizenship through our positive culture, authentic partnerships and shared purpose and values.

School progress towards its goals in 2019

QASMT is one of the most successful and prestigious selective entry state high schools in Australia. Our Academy is one of three selective entry IB schools, aimed at providing a genuine transition between senior school and university for highly capable students. It is a school whose exceptional academic standards rest easily beside great endeavour and success in a wide range of activities.

Our Academy aims to extend students' learning by blurring the line between school and university. To ensure our students experience a smooth transition to tertiary education, the curriculum is rigorous and founded in genuine partnerships with Queensland's three major universities. Our core curriculum is the International Baccalaureate Diploma; a program that has earned a reputation for explicit learning and assessment, enabling IB Diploma recipients' access to the world's leading universities.

As one would expect, our curriculum has a strong emphasis on the sciences and mathematics. Our students gain exposure to cutting-edge technologies and access a number of world-leading experts through our university partnerships and international opportunities.

Our classrooms are designed as hubs for discussion, debate and above all respect for the opinions and beliefs of others. We have excellent facilities utilised by our dedicated and internationally trained teachers. Student welfare is paramount in ensuring students achieve to their full potential and teachers work closely with students to ensure their academic and wellbeing needs remain a priority.

Underpinning our academic success is an outstanding pastoral care system supporting every student and helping each one to feel a vital part of the QASMT 'family'. We believe in the importance of guiding students to become responsible and caring individuals, who are sensitive, open minded and respectful of all cultures. QASMT aims to develop tomorrow's leaders; individuals who will be internationally minded citizens.

We are fortunate to have outstanding teachers who consistently contribute to the lives of our students. Inspirational teaching and quality learning are our cornerstones ensuring that our Academy is ranked as one of Australia's finest schools, consistently achieving outstanding learning outcomes. This report will demonstrate the wonderful accomplishments of QASMT as compared with international, national and state achievements. It is important to note that QASMT is an internationally benchmarked school and therefore international comparisons are paramount.

The Queensland Academy for Science, Mathematics & Technology is recognised for its academic success locally, nationally and internationally. QASMT IB graduates rank amongst the highest in the world. The maximum Diploma score is 45, comprising a maximum 7 points in each of the six subjects, plus a maximum of three combined points for the Extended Essay and Theory of Knowledge. Our results clearly demonstrate that QASMT is the highest

performing school in Queensland when compared with all state, private and independent schools. The Better Education schools guide (https://www.myschool.edu.au/school/40764) has ranked QASMT as the top performing high school in the state. In all my years as an educator and leader, I have never experienced such consistent and outstanding results across the board. An overview of our outstanding results is provided in the tables below.

Year 12 IB Diploma Graduate Snapshots

	Mean Diploma Score	Mean Subject Grade	Diploma Score 40+
QASMT Average 2019	35.05	5.52	20.00%
World Average 2018	28.55	4.58	14.35%

Interstate Comparison

	QASMT 2018 (with bonus ranks)	National Average 2017
ATAR 99+%	25.8%	2.85%

Local Queensland Comparison

OP Equivalent	QASMT 2019 (with bonus ranks)	State 2019
OP 1	25.8%	2.9%
OP 1 – 5	70.0%	22.5%
OP 1 – 10	98.7%	54.3%
OP 1 – 15	100%	82.9%

QASMT performance against the state was spectacular. Our OP 1 equivalence 25.8% (State 2.9%) demonstrates our outstanding achievements. The percentage of students in the OP equivalent 1-15 distribution was 100% (State 82.9%). Whilst Academy students will never receive an OP as such, each IB score is translated to a QTAC ranking based on the ATAR (Australian Tertiary Admissions Rank). In turn these QTAC rankings can be translated to an OP equivalent score allowing for comparisons to be made. Useful tables that provide the best guide as to what these are likely to be (and they vary for each year) are publicly available. One such table is provided by the Queensland Tertiary Admissions Centre and can be viewed at the following link: http://www.qtac.edu.au/for-schools/international-baccalaureate--ib--studies/international-baccalaureate-ib-studies. These comparisons are important to make, as most parents wish to know how our Academy compares with our state counterparts.

The 2019 Year 12 students were a motivated and determined group who made the maximum use of their abilities. They were very committed in their focus on their studies and their preparation for and undertaking of the IB exams with an overall Diploma Score of 35.05, our highest ever mean Diploma score. Our average score exceeded world-wide averages by 6.5 points. The average grade score of 5.52 also exceeded the world average of 4.58 by a significant margin.

Of particular recognition is the number of students achieving an IB score of 40 plus (20%). Across the entire world only 14.35% of students achieved a Diploma score of 40 or greater.

The support and guidance of our teachers - from House Deans, InStep teachers, classroom teachers and academic Heads of Departments, through to Deputy Principals – all of our staff were a critical factor in our students' successes. Our results further highlight evidence of the Academy's commitment to the outcomes of all students with the entire population tertiary eligible. Unsurprisingly, these results encouraged a wide range of quality tertiary opportunities for our graduating students.

By using this data, we have been able to benchmark our senior results against some local, interstate and international schools, and, without a doubt, the outcomes for Year 12 QASMT students compare most favourably indeed with equivalent schools both nationally and internationally.

It is important to recognise the unparalleled consistency and quality that these results represent which is not only a reflection of our students' efforts throughout their schooling at QASMT, but is equally a product of the quality of the Academy's teaching practices and educational programs. We have only seen 11 cohorts' graduate and yet we are already a strong international competitor.

Aside from our academic successes, 2019 saw significant progress against our EIA targets.

Engage Learners ◎ All graduating students will achieve an IB Diploma, QCE and a Certificate II+ ◎ Student attendance is 97+% across the Academy	Achieving
Empower Teachers ◎ All teachers are using Student Data Action Plans ◎ All teachers and leaders use data and data walls to improve student learning outcomes ◎ All leaders participate in collegial engagement and feedback to inform Annual Performance Review conversations	Embedded
Ensure Success ◎ All staff communicate with parents and students through assemblies and other communication channels ◎ All faculties have established formal or informal relationships aimed at improved student learning outcomes with universities/industry, wider educational sector and parents	Ongoing

Future outlook

The Queensland Academy for Science, Mathematics and Technology (QASMT) is part of the Queensland Government's *Building Future Schools (BFS)* program, which is investing more than $800 million to support growing communities across Brisbane and the state. QASMT is expanding to cater for students from Years 7-12, moving forward QASMT will cater for Year 7 to 9 students over the period 2019 to 2021. We accepted our first Year 7 intake in 2019 and grew to offer Year 7, 8, 10, 11 and 12 students in 2020. Our building works are now completed and we are able to offer state of the art brand new facilities.

QASMT has published a 5 Year Strategic Plan, one year Annual Implementation Plan and Explicit Improvement Agenda which clearly articulate the priorities and targets for our students, our staff and for the Academy's performance. Copies of this statement are available on our website. The major strategic priorities for 2020 are to Engage Learners, Empower Teachers and Ensure Success.
Our key performance indicators for 2020 are:

The What ~ Our Key Performance Indicators - 2020

Engage Learners

IB Diploma Attainment
- 100% of graduating students will achieve a minimum of 12 points across HL
- 100% of graduating students will achieve a minimum total 24 points
- 100% of graduating students will achieve a minimum of 2 points for inner core
- 100% of graduating students will achieve an IB Diploma
- 100% of graduating students achieve an IB Diploma score of 30+ (aspirational bench mark)
- 30% or more of graduating students achieve an IB Diploma score of 40+

Diploma Programme Targets
- Every IBDP subject offered at QASMT will exceed the November candidate subject averages, the Subject Development Plan targets and previous Academy best averages (exception for subjects achieving GPA of 6.3+)
- Every IBDP subject, including Extended Essay and Theory of Knowledge meets the grade boundary targets as set out in Subject Development Plans

Middle Years Programme Targets
- 100% of students will achieve a minimum grade of 5 across all Language & Literature, Mathematics, Sciences, Individuals & Societies, Language Acquisition
- 100% of students will achieve a minimum grade of 4 across all subjects
- 100% of students achieve U2B in NAPLAN strands Reading, Spelling, Grammar & Punctuation and Numeracy

Pathway Targets
- 100% of students will achieve a QCE
- 100% of students will achieve a Certificate II+

Within-School Achievement Targets
- 100% of students at every reporting period are on track to achieve an IB Diploma
- 100% of students have Personal Learning Plans developed through academic coaching by subject teachers
- 100% of teachers use valid and reliable assessment practices (including for, as, of learning)
- 100% of students have 24/7 access to all of their subject resources
- 0% of students on Academic Review each term (across year level and House)

Empower Teachers

- 100% of teachers embed our Pedagogical Framework
- 100% of teachers engage in collaborative practices (planning, co-teaching, moderating)
- 100% of teachers are using Student Data Action Plans and Data Walls to improve student learning outcomes
- 100% of teachers demonstrate collective responsibility
- 100% of teachers participate in Collegial Engagement and leaders provide feedback to teachers at least three times per year
- 100% of teachers trained in Daymap, Accelerus, OneSchool and ManageBac and use all systems to their full potential
- 100% of teachers participate actively in ongoing professional learning
- 100% of teachers analyse student data and use student data walls to improve student learning outcomes
- 100% of leaders commit to strengthening their leadership capacity

Ensure Success

Attendance Targets
- Average student attendance and punctuality is 97+% across year levels, Houses and the Academy

Student & Staff Wellbeing Targets
- 10% improvement in students' social and emotional wellbeing
- 5% improvement in staff morale on the School Opinion Survey
- 100% of our community acknowledge and celebrate staff and student achievements

House Targets
- 100% of students are tracked by their House Dean to ensure students are fully engaged in their course of study

Education Outside The Classroom Targets
- 100% of our community understand the importance of and support Education Outside the Classroom (EOTC) Curriculum
- 100% of students are engaged in significant CAS activities for the duration of their Diploma Programme

Partnership Targets
- 100% of staff communicate with parents and students through assemblies and other communication channels
- 100% of family communications are recorded on OneSchool
- 100% of faculties have established formal or informal relationships aimed at improved student learning outcomes with universities/industry, wider educational sector and parents

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2019	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	541	642	841
Girls	261	313	414
Boys	280	329	427
Indigenous	1	1	4
Enrolment continuity (Feb. – Nov.)	98%	97%	96%

Notes:

1. Student counts are based on the Census (August) enrolment collection.

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Students at QASMT gain entry to the Academy through an extensive rigorous selection process. The process requires students to sit an entrance examination and if successful at this stage, they undertake an interview with Academy staff.

Students come from a wide geographic area stretching from the Sunshine Coast in the north to the far southern suburbs of Brisbane and Logan City. Each year our incoming cohort comprises approximately 50% from the private sector.

The most significant characteristic of our cohort, other than academic ability, is their "like-mindedness" toward study and academic achievement. Unlike the QCAA system, where students compete for limited OP places in each band (1 to 25), students at the Academy work together supportively to achieve the best results possible.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2017	2018	2019
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	24	24
Year 11 – Year 12	18	19	20

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum implementation

Our approach to curriculum delivery

The International Baccalaureate (IB) offers an education for students that focuses on teaching students to think critically and independently, and how to inquire with care and logic. The IB prepares students to succeed in a world where facts and fiction merge in the news, and where asking the right questions is a crucial skill that will allow them to flourish long after they have left the programmes. The IB is taught in almost 5,000 schools globally, in over 150 countries around the world.

At the heart of the IB is the learner profile, a long-term, holistic vision of education that underpins all three programmes and puts the student at the centre of everything we do. The learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The 10 aspirational qualities of the learner profile inspire and motivate the work of teachers, students and schools, providing a statement of the aims and values of the IB and a definition of what we mean by "international-mindedness".

The learner profile unites us all with a common focus: on the whole person, as a lifelong learner. The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet help to create a better and more peaceful world.
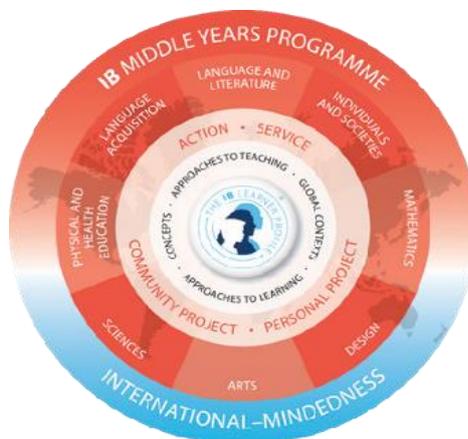
QASMT Curriculum | IB Middle Years Programme

The aim of an IB Education is to provide students with the values and opportunities that will enable them to develop sound judgements, make wise choices and respect others in the global community. The IB Middle Years Programme (MYP) was originally developed by the International Schools Association and then further developed by schools during the early 1990s. It is a purpose-built framework (taught at QASMT in Years 7-9) for both national and international schools and is now being taught and implemented worldwide. Teaching and learning in the MYP "focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside" (IB, 2018). The IB MYP also relies on connecting classroom pedagogical practices and content to the world outside through the Global Contexts and the learner profile. The IB MYP prepares students for the IB Diploma Programme, which was established to provide students with a balanced education, facilitate geographic and cultural mobility and to promote international understanding.

QASMT adopted the IB MYP because the philosophy and objectives of this programme reflect those of the Academy. In addition, the IB MYP:

- is an international framework that delivers the Australian Curriculum
- provides assessment, within the IB MYP subjects, which share a common approach by being criterion-based and inquiry-led,
- has strong, interdisciplinary elements

The assessment within each subject is designed to help students and parents recognise a student's individual strengths and non-strengths according to the particular set of skills necessary for achievement. Further information can be found in the QASMT Assessment Policy available on the school website.

The IB MYP curriculum model

QASMT Curriculum | IB Diploma Preparation Programme | Year 10

Students entering QASMT in Year 10 will study a Diploma Preparation Programme course in the subjects they will complete for their IB Diploma Programme. Our Diploma Preparation Programme course is designed to consolidate curriculum learning while building skills and student capacity in preparation for the Diploma Programme in Years 11 and 12.

At QASMT, we are also supporting the delivery of the curriculum through meaningful and relevant experiences that include such areas as biotechnology, nanotechnology and health sciences. The purpose of this process is to ensure maximum opportunity is taken to further these critical elements within our curriculum. The outcomes of this work provide a suitable platform for higher learning opportunities and to develop student awareness of career opportunities.

The Year 10 Curriculum has been developed with a number of key objectives. These are to:

- develop the necessary skills and curriculum foundations required to meet the demands of the IB Diploma Programme
- provide each student with insight into real world applications of the subjects that they study
- inspire the students to want to continue to do further work in these fields in years to come.

A comprehensive overview of the course content including assessment schedule will be published on the QASMT website.

Key Objectives of the Year 10 Diploma Preparation Programme:
- To ensure that each student is well prepared when they commence the IB Diploma Course in Year 11.
- 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.

QASMT Curriculum | IB Diploma Programme | Years 11 – 12

QASMT offers the International Baccalaureate Organization's Diploma Programme (IBDP). The IBDP is a demanding pre-university course of study that leads to external examinations. It is designed for highly motivated students aged 16 to 19 and holds an international reputation for rigorous learning and assessment. The goal of the program is to provide students with the values and opportunities that will enable them to develop sound judgments make wise choices and respect others in the global community.

eThe Diploma Programme is displayed in the shape of a circle with six academic areas, or subject groups surrounding a core of requirements (Extended Essay, Theory of Knowledge and Creativity, Action & Service). Students study these subjects concurrently.

Additionally, the program equips students with the skills and attitudes necessary for success in higher education and employment.

QASMT students commence the Diploma Programme in Year 11. The program has the strengths of a traditional curriculum, but with three important additional features:

1. Extended Essay (EE), Theory of Knowledge (TOK) and Creativity, Activity, Service (CAS).
2. The Diploma Programme is displayed in the shape of a circle with six academic areas or subject groups surrounding a core of requirements. Students study these subjects concurrently.
3. All students are exposed to the two great traditions of learning: the humanities and the sciences.

At QASMT, students will have the option to choose an additional subject from Groups 4 or 6. The IB grades each student's performance within subjects on a scale of 1-7 and offers 3 extra points through additional assessments

from Theory of Knowledge and the Extended Essay. This maximum score that students can achieve in completing the IB Diploma is 45 points. A minimum of 24 points is required to be awarded the Diploma. In accordance with the requirements of the International Baccalaureate Organisation (IBO), the majority of IB assessment tasks are carried out externally. This ensures that the validity of assessment and the integrity of the IBO are maintained.

Co-curricular activities

CAS (Creativity, Activity, Service) is a fundamental part of the Diploma Programme 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 more compassionate and active citizens comes alive in an immediate way when students reach beyond themselves and their books and embrace a spirit of community.

In keeping with the philosophy of the International Baccalaureate Programme, our CAS program encourages students to share their energy and special talents with others. Students may participate in a comprehensive co-curricular program, musical soirees, arts showcases, competitive and social sporting programs 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. To be awarded the Diploma, students are required to be involved in a variety of CAS activities, which encompass the three domains of Creativity, Activity and Service for the two years of the IB Programme.
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. QASMT offers a comprehensive range of

Creativity options including:

- Crafts, Cooking, Robotics, Choir, Drama, Painting, Instrumental music, Debating / Mooting

Activity can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects. QASMT offers a comprehensive range of Activity options including:

- Interschool cricket, netball, basketball, cross country, soccer, swimming and athletics
- Social and team sports badminton, lawn bowls, tennis, yoga, martial arts, gym, fencing, indoor soccer

Service encompasses a host of community and social service activities. Some examples include:

- Environmental Community Garden Group, Fundraising for a large variety of charitable organisations, Volunteering, World Challenge, Duke of Edinburgh

How information and communication technologies are used to assist learning

Our 21st Century learning environment provides students with an infrastructure and pedagogy that places the Academy at the forefront of real world learning. Technology is fundamental to developing new approaches and new attitudes to student engagement. Real-time and virtual learning spaces can be empowered by students and teachers using and sharing resources that heighten the ability to communicate learning and ideas in an articulate, visual manner.

The Academy one-to-one Laptop Program supports the paradigm shift to learner-centered education, using multi-media for multi-intelligence. The Smart Classrooms' strategy for eLearning is comprised of three interrelated and co-dependent components:

1. **Digital Pedagogy**
2. **Digital Content (including eCurriculum)**
3. **eLearning Spaces**

If one component is missing the approach is unbalanced and less effective. *(Education QLD, 2008,p 2).*

At the Academy, every student has his or her own personal tablet or laptop, 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.

The QASMT 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, every day.

Social climate

Overview

Academy students study an extremely rigorous curriculum, which requires them to adopt new approaches to learning. There are six (6) houses within the Academy named after famous scientists and mathematicians. House competitions are organised regularly with the awarding of the annual House Trophy. Dances, carnivals, camps, musicals and showcases are some of the many and varied social activities offered to and often ran by students. The Academy offers an extensive co-curricular program allowing students to undertake areas of interest with like-minded peers.

To create a family atmosphere, students are placed within a vertically aligned INSTEP group and assigned to an INSTEP teacher who acts as their on campus mentor. Students collaborate across year levels facilitating the development of a peer led support network within the INSTEP group.

At QASMT we believe that wellbeing should be at the heart of education. As such, we have implemented a whole-school approach to Positive Education. This means that the principles of personal wellbeing are not only taught to students, but also to parents, teaching and non-teaching staff, and the wider community. Positive education emphasises the importance of training the heart as well as the mind in education.

"A school curriculum that incorporates wellbeing will ideally prevent depression, increase life satisfaction, encourage social responsibility, promote creativity, foster learning and even enhance academic achievement" (Waters, 2014).

Our program incorporates Seligman's PERMA model to explicitly teach our students how to flourish:

P – Positive Emotions: Feeling positive emotions such as joy, gratitude, interest, hope

E – Engagement: Being fully absorbed in activities that use your skills yet challenge you

R – Relationships: Having positive relationships

M – Meaning: Belonging to and serving something you believe is bigger than yourself

A – Accomplishment: Pursuing success, winning achievement and mastery

The INSTEP Program is a key mechanism to ensure the wellbeing of all Academy students. Regular House, year level and whole Academy assemblies are held to support learning and build on a positive culture. As part of the embedding of the IB learner profile, aspects such as bullying are communicated in an age appropriate and sensitive way. All Academy students embrace the learner profile with focus on being a caring global citizen.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	96%	100%	100%
• this is a good school (S2035)	96%	91%	96%
• their child likes being at this school* (S2001)	95%	97%	92%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	89%	97%	96%
• their child is making good progress at this school* (S2004)	96%	97%	96%
• teachers at this school expect their child to do his or her best* (S2005)	98%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	86%	88%
• teachers at this school motivate their child to learn* (S2007)	95%	97%	92%
• teachers at this school treat students fairly* (S2008)	91%	91%	96%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• they can talk to their child's teachers about their concerns* (S2009)	93%	82%	92%
• this school works with them to support their child's learning* (S2010)	91%	88%	96%
• this school takes parents' opinions seriously* (S2011)	90%	81%	85%
• student behaviour is well managed at this school* (S2012)	100%	97%	100%
• this school looks for ways to improve* (S2013)	92%	88%	92%
• this school is well maintained* (S2014)	98%	97%	91%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	96%	99%
• they feel safe at their school* (S2037)	100%	100%	99%
• their teachers motivate them to learn* (S2038)	100%	85%	94%
• their teachers expect them to do their best* (S2039)	100%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	78%	94%
• teachers treat students fairly at their school* (S2041)	92%	89%	91%
• they can talk to their teachers about their concerns* (S2042)	96%	78%	86%
• their school takes students' opinions seriously* (S2043)	83%	67%	76%
• student behaviour is well managed at their school* (S2044)	92%	94%	95%
• their school looks for ways to improve* (S2045)	91%	89%	94%
• their school is well maintained* (S2046)	93%	98%	95%
• their school gives them opportunities to do interesting things* (S2047)	98%	98%	97%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	88%	85%	90%
• they feel that their school is a safe place in which to work (S2070)	93%	95%	94%
• they receive useful feedback about their work at their school (S2071)	81%	82%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	58%	81%
• students are encouraged to do their best at their school (S2072)	98%	98%	96%
• students are treated fairly at their school (S2073)	97%	91%	91%
• student behaviour is well managed at their school (S2074)	91%	91%	93%
• staff are well supported at their school (S2075)	81%	75%	78%
• their school takes staff opinions seriously (S2076)	74%	64%	68%

Percentage of school staff who agree# that:	2017	2018	2019
• their school looks for ways to improve (S2077)	93%	82%	84%
• their school is well maintained (S2078)	97%	97%	93%
• their school gives them opportunities to do interesting things (S2079)	93%	86%	91%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at https://education.qld.gov.au/parents-and-carers/community-engagement

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Positive Education

Our Positive Education Program is an integrated wellbeing program that is unique to QASMT and enables our whole community to flourish. Positive Education is underpinned by the science of positive psychology based on Professor Martin Seligman's concept of PERMA. This model has been adapted to develop six core elements of psychological well-being and happiness: Positive Emotion, Engagement, Relationships, Purpose, Health and Accomplishment. Seligman believes that these six elements can help people reach a life of fulfilment, happiness, and meaning. Our Positive Education Program has been developed by integrating positive psychology with the attributes of the IB learner profile and Character Strengths.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	8	2	26
Long suspensions – 11 to 20 days	1	1	0
Exclusions	0	0	0
Cancellations of enrolment	0	1	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	476,654	463,320	512,967
Water (kL)		9,291	

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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

1. Click on the *My School* link http://www.myschool.edu.au/.

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

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. 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

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	72	33	0
Full-time equivalents	70	30	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools in performed by an appropriately qualified person, that has successfully completed either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- https://www.qct.edu.au/registration/qualifications

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	3
Masters	19
Graduate Diploma etc.*	27
Bachelor degree	32
Diploma	1
Certificate	0

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)

- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2019 were $190 117. 90.

The major professional development initiatives are as follows:

- IB Middle Years training
- New teachers undertake Category 1 or 2 IB training
- Existing teachers upgrade their IB skills through ongoing engagement with the IB and other providers, in higher levels of IB training
- Professional development is specifically targeted to align with the Explicit Improvement Agenda to develop the capacity of our teachers to deliver the very highest calibre of teaching. Specifically, teachers have been trained in multiple pedagogical approaches to teaching international curriculum, data informed teaching and learning, high yield teaching and learning strategies.

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	96%	96%	97%
Attendance rate for Indigenous** students at this school	DW	DW	97%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2017	2018	2019
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

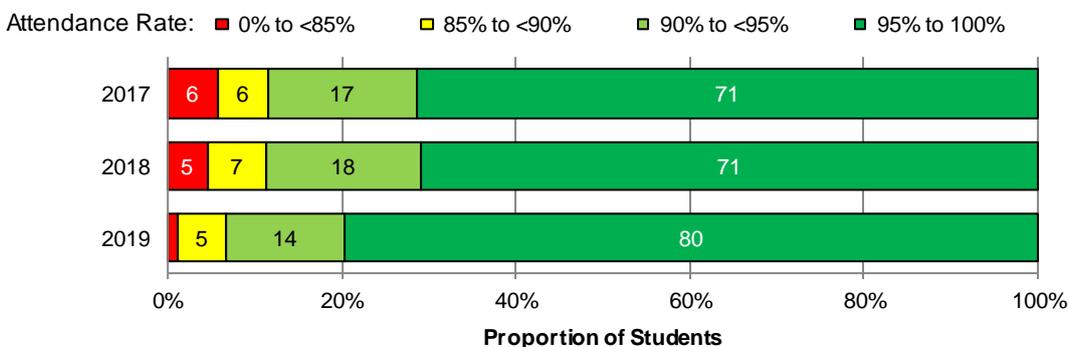| Year level	2017	2018	2019
Year 7			99%
Year 8			
Year 9			
Year 10	98%	98%	98%
Year 11	96%	96%	97%
Year 12	94%	94%	94%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2017	6	6	17	71
2018	5	7	18	71
2019		5	14	80

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

| Search by school name or suburb | School sector ⌄ | School type ⌄ | State ⌄ | 🔍 |

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

> View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

| School profile | NAPLAN ⌄ | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2017	2018	2019
Number of students who received a Senior Statement	139	198	145
Number of students awarded a QCIA	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	138	197	145
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%		
Number of students who received an OP	0	0	0

Description	2017	2018	2019
Percentage of Indigenous students who received an OP	0%		
Number of students awarded one or more VET qualifications (including SbAT)	139	197	144
Number of students awarded a VET Certificate II or above	139	197	144
Number of students who were completing/continuing a SbAT	0	1	0
Number of students awarded an IBD	134	195	144
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	96%	98%	99%
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	98%	100%	

Notes:

- The values above:
  - are as at 05 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2017	2018	2019
1-5	0	0	0
6-10	0	0	0
11-15	0	0	0
16-20	0	0	0
21-25	0	0	0

Note:

The values in table 14:

- are as at 05 February 2019

- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	1	0	1
Certificate II	139	44	37
Certificate III or above	36	196	144

Note:

The values in table 15:

- are as at 05 February 2019

- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	85%	90%	89%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	100%		

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

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 destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step — Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at https://qasmt.eq.edu.au.