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Principal's foreword

Introduction

Dear Sir/Madam

My name is Kath Kayrooz and as Principal of the Queensland Academy for Science, Mathematics and Technology (QASMT) I take pleasure in presenting to you the 2010 annual report.

QASMT is one of the most successful and prestigious selective entry state high schools in Australia. Our Academy is one of three conceived under the Smart State Agenda, aimed at providing a genuine transition for highly capable students in years 10, 11 and 12 between senior school and university. 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. The curriculum is rigorous and was developed in partnership with The University of Queensland ensuring our students experience a smooth transition to tertiary education. Our core curriculum is the International Baccalaureate Diploma; a program that has earned a reputation for rigorous 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 partnership with The University of Queensland ensures students have access and use technologies to gain exposure to the cutting-edge of these disciplines in a manner which values academic rigor.

Our classrooms are designed as hubs 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. Student welfare is implemented through a Mentor Program ensuring all students achieve to their potential.

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'. Student welfare is implemented through a Mentor Program ensuring all students achieve to their potential. 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 achievements of QASMT as compared with state achievements. It is important to note that QASMT is an internationally benchmarked school and therefore international comparisons are paramount.

QASMT performance against the state was extraordinary. Our OP 1 equivalence 46% (State 3%) demonstrates our outstanding achievements. The percentage of students in the OP equivalent 1-15 distribution was 100% (State 74.88%). 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/Applying-CurrentYr12/IBStudies.html> These comparisons are important to make as most parents demand to know how our Academy compares with our state counterparts.

The 2010 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 35.92. Our average score exceeded world wide averages by 5.05 points. The average grade score of 5.41 also exceeded the world average of 4.98.

Of particular recognition is the number of students achieving an IB score of 40 plus 24.24%. Across the entire world only 16% of students achieved a Diploma Score of 40 or greater.

Two of our year 12 graduates attained a perfect score of 45, achieved by only 0.56% of all IB students world wide. Only one student in the entire USA achieved a score of 45.

The support and guidance of their teachers - from INSTEP teachers, classroom teachers and academic Heads of Departments, through to their Year Level Coordinators, and Deputy Principals - was a critical factor in their successes. The 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.

Scores	QASMT	IB World Average
Average Diploma Score	35.92 (Nov 2010)	30.87 (Nov 2009)
Average Subject Score	5.41 (Nov 2010)	4.98 (Nov 2009)
Diploma Score 40+	24.24%	16%

Tertiary Entrance	Percentage
Qld Uni Offers 2010 Graduates	100%

Scholarships	UQ	QUT

Offers to 2010 Graduates

2 x Vice Chancellor

2 x Vice Chancellor

Of the 71 Year 12 IB eligible graduates 2010:

46.5% achieved a **university entrance rank of 99 (equivalent of an OP 1)**

77.5% achieved a **university entrance rank of 99 to 93 (equivalent of an OP 1 to 5)**

100% achieved a **university entrance rank of 99 to 82 (equivalent of an OP 1 to 10)**

Of the 14 IB Ineligible graduates 2010:

21.4% achieved a **university entrance rank of 99 to 93 (equivalent of an OP 1 to 5)**

85.7% achieved a **university entrance rank of 99 to 93 (equivalent of an OP 1 to 10)**

100% achieved a **university entrance rank of 99 to 93 (equivalent of an OP 1 to 15)**

By using these 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. To think we have only seen 3 cohorts' graduate and already we are a strong international competitor.

I am extremely proud of our centre for excellence in learning and all that we espouse to become. Please take some time to read our School Annual Report which I am sure you will find extremely informative.

Kath Kayrooz

School progress towards its goals in 2010

Key directions of the Strategic Plan 2008 to 2012	Progress
Recognised locally, nationally and internationally for innovative and productive pedagogies focusing on e-learning and emerging technologies	Commenced
Provide a new and differentiated educational pathways for gifted and talented students	Embedded Practice
Engage in a genuine partnership with the University of Queensland	Embedded Practice
Develop significant industry partnerships fostering improved educational outcomes for students through innovation and emerging technologies	Commenced
Provide professional development programs to teachers across the state	Commenced

Key Priorities and Strategic Activity to be Undertaken in	Progress
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2010 (from the Strategic Plan)	
PEDAGOGY Recognised locally, nationally and internationally for innovative and productive pedagogies focusing on e-learning and emerging technologies	Significant increase in the number of teachers achieving their pedagogical license Professional Development offered to numerous schools A number of conference presentations
PARTNERSHIPS Maintain and grow our partnership with the University of Queensland Develop significant industry partnerships fostering improved educational outcomes for students through innovation and emerging technologies	Significant progress made between UQ and QASMT in supervising EE students Improved engagement strategies Greater involvement in work experience Greater involvement in guest lectures and parent information evenings
OUTREACH Participate widely in Young Scholar and QA workshops	Most teachers involved in outreach programs

Activities in emerging priorities not addressed in existing Strategic Plan	Progress
Complete an IB 5 year Review	Commenced with completion planned by September
Effect HUB (Theory of Knowledge, Extended essay and Creativity Action and Service) as embedded practice in all aspects of Academy life	Embedded practice
Create a business/marketing plan aimed at attracting and retaining highly capable students and teaching staff	Marketing professionals are currently detailing plans
Develop and implement effective strategies aimed at improving educational outcomes specifically aimed at the Higher Level Mathematics and English subjects	Subject Development Plans addressing particular issues Development of professional learning community with QAHS (English) Intensive Revision Strategy formalised Tutorial Program formalised Catch-up Program monitored Engagement strategies trialed and deemed successful in transitioning students Significant improvements in student outcomes for english and mathematics
Embrace the richness of the academy experience through the establishment and promotion of the academy vision, values, philosophy involving parents, students and	QASMT Vision Statement revised QASMT Philosophy and values revised

teachers in the process

Future outlook

QASMT has published a 1 Year Strategic Plan 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. Next year we undertake a quadrennial school review which will result in a 4 year Strategic Plan outlining a new set of core priorities.

The major strategic priorities for 2011 are:-

Key Priorities of the Strategic Plan 2011

Improved Student Outcomes	<ul style="list-style-type: none"> • 100% of IBDP graduating students achieve a grade of 4 or better in every subject studied. (minimum benchmark) • Every IB subject offered at QASMT will meet or exceed November candidate subject averages (aspirational benchmark) • Increase the percentage of students achieving 6+. (Stretch) <p>⇒increased subject grade averages</p> <p>⇒increased IBDP average score</p>
Workforce Planning and Deployment	<ul style="list-style-type: none"> • Workforce recruitment and selection is timed with Transfer Cycle, Tenure and annual Budget Cycle. • • Workforce plan is aimed at preventing gaps in IB expertise within groups and across Academy. • Ensures continuity of Leadership or Leadership Strength
Staff Performance and Development	<ul style="list-style-type: none"> • Individual Performance Plans linked with Group and Academy wide PD plan • Academy wide PD plan focussed upon IB training, Dimensions of Learning, data analysis and maximising student outcomes. • Leadership team is focussed on 'Instructional Leadership' and formalising feedback loops • Aspirants identified and appropriate PD and opportunities provided

Key Activities to be Undertaken in 2011
(identified in Internal School Review, Teaching and Learning Audit and/or National Partnership Action Plan)

Underlying Action Plans

<p>Data Informed Planning/Decisions (encompassing Individual Tracking of Students)</p>	<p>Professional Development Plan 2011 (mapped out)</p> <ul style="list-style-type: none"> ✓ Data collection, analysis and meaningful use (engaging an expert) <p>Strategic Teams</p> <ul style="list-style-type: none"> ✓ Maximising Achievement (Chaired HoD Maths) ✓ Academy Alignment (Chair HoD English) <p>Strategic Planning</p> <ul style="list-style-type: none"> ✓ Targets and Priorities clearly articulated ✓ Data Collection Process (schedule) ✓ DPs and HoDs Strategic Plans linked with Targets and Priorities ✓ Subject Development Plans linked with Targets and Priorities ✓ PDPs linked with Targets and Priorities
<p>Pedagogy (encompassing differentiation – emphasis on G&T)</p>	<p>Professional Development Plan 2011 (mapped out)</p> <ul style="list-style-type: none"> ✓ DOL ✓ G&T (Professional readings/engaging an expert) ✓ Differentiation (individual tracking of students) <p>Strategic Teams</p> <ul style="list-style-type: none"> ✓ Pedagogy - Dimensions of Learning (Chair HoD Science) ✓ E-Learning (Chair HoD e-Learning)
<p>Leadership Capabilities (coaching/mentoring)</p>	<p>Professional Development Plan 2011 (mapped out)</p> <ul style="list-style-type: none"> ✓ Leadership Development (SLT, LTM – Steve Francis plus professional readings – looking at joining a coaching circle) <p>Strategic Teams</p> <ul style="list-style-type: none"> ✓ Staff and Student Welfare (Chaired HoD Student Services) <p>Line Management and Monitoring</p> <ul style="list-style-type: none"> ✓ Regular line management meetings (both supervision and coaching/mentoring – leadership development) ✓ Term review of HoDs and managers (Peer and line manager review) – HoDs provide a status report ✓ Annual Formal Report provided to HoDs by line managers ✓ All HoDs will be provided with a non-teaching line to complete classroom visits and provide meaningful feedback to staff ✓ Senior Leadership Team planning day each term ✓ Leadership Team planning day oncer per term ✓ Faculties planning day once per semester

School Profile

Coeducational

Year levels offered: 10 to 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
395	198	197	92%

Characteristics of the student body:

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 QSA 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.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3					
Year 4 – Year 10	25	100%	91%	9%	0%
Year 11 – Year 12	15	99%	99%	0%	1%
All Classes	18	99%	96%	3%	1%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	5
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	1

Curriculum offerings

QASMT offers the International Baccalaureate Organization's Diploma Program (IB)

The 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 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.

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

Key Objectives of the Year 10 Pre IB Program :

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:

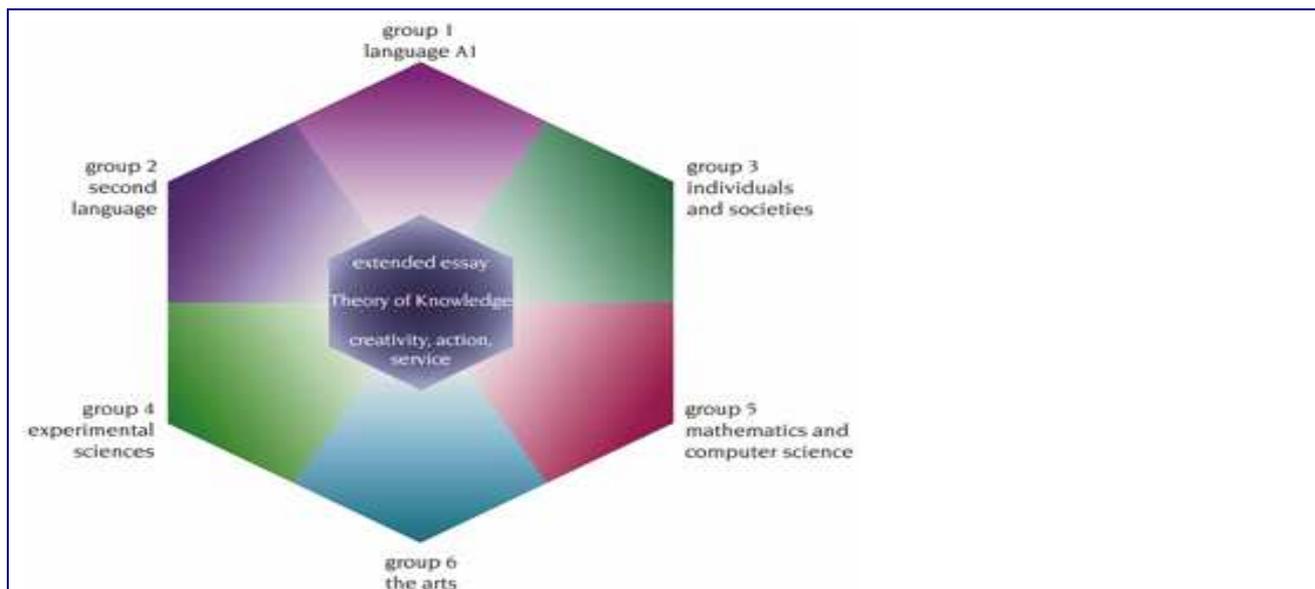
QASMT students commence the diploma program in term 4 year 10.

The program has the strengths of a traditional curriculum, but with three important additional features:

Extended Essay (EE), Theory of Knowledge (TOK) and Creativity, Action, Service (CAS).

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.

All students are exposed to the two great traditions of learning: the humanities and the sciences.



At the QASMT, students will have the option of either selecting a subject from Group 6 or alternatively they are able to choose an additional subject from Groups 4 or 5.

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.

Extra-Curricular Activities

CAS (creativity, action, service) 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 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 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. To be awarded the Diploma, students are required to be involved in 150 hours of CAS activities.

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 2010 the Academy offered a comprehensive range of Creativity options including:-

- Ball room dancing
- Cheer leading
- Robotics
- Choir
- Hip hop dancing
- Painting
- Instrumental music
- 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 2010 the Academy offered a comprehensive range of Action options including:-

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

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 2010, the Academy offered a comprehensive range of Service options including:-

- Environmental Community Garden Group (Vera Street, Toowong)
- Working with primary school students at the local feeder schools
- [Fundraising for a large variety of charitable organisations \(Shave for a Cure; Jeans for Genes Day, 40 hr Famine\)](#)

How Information and Communication Technologies 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.

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

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 SUPPORT STRUCTURE:

Our school at a glance

Head of Department	Troy Gorman
Talent Development Counselor	Ann Crossan
Guidance Officer	James Seaton
Youth Health Nurse	Rosie Hollett
Chaplain	Kwan Song

The Head of Department (Student Services) leads and manages the following areas:

Student support services
Student welfare (INSTEP)
Creativity Action & Service (CAS)
Homestay Program
Students with special requirements
Extra-curricular programs and events

Parent, student and teacher satisfaction with the school

From the 2010 school opinion survey, the following conclusions may be drawn:

Parents /caregivers are very satisfied with the quality of education their student receives at QASMT. Our satisfaction rate (100%) in this area is well above the state and like school means. For all questions on the Parent survey, QASMT parents rated this school more highly than the state and like school counterparts. In all performance areas, QASMT parents rated statistically higher than the state average and like schools. In 2010, our parent satisfaction in all performance areas either increased or remained the same as the 2009 survey results.

Students at QASMT rated this school higher than the state average or like schools in all areas. In 2009 the area of curriculum was rated below the state mean, but in 2010, this improved to be higher than both the state and like school means. Despite the fact that QASMT offers a restrictive curriculum in accordance with the IBO regulations, students are now very satisfied with this.

Staff at QASMT rated this school at or above state and like school means in all areas except for operations and work roles. In 2009, the areas of operations and work roles, staff rated below the means for all questions except taking responsibility for their own work. In the area of work roles, staff identified concerns with respect to being able to cope with the demands of the job and being unsure of what their work responsibilities are. Staff showed very high levels of satisfaction in the areas of relationships within the school and the physical school environment. They acknowledged that provision of ICTs as strength of the school. 2009/10 has seen changes in the QASMT management team. In response to the staff opinion survey results, strategic teams have been developed to address these concerns.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	100%

Our school at a glance

Percentage of students satisfied that they are getting a good education at school	86%
Percentage of parents/caregivers satisfied with their child's school	95%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	72%
Percentage of staff members satisfied with morale in the school	82%

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 some families to play an active role in day to day Academy life.

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

Additionally, the school produces a fortnightly newsletter and an end of term review newsletter which is emailed to all families.

Parents/caregivers are very comfortable in emailing the school/individual staff members with concerns or requests for information.

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

Parents are heavily involved in the area of academic review which occurs each term. Parents are notified of academic concerns and attend interviews to discuss support options.

Reducing the school's environmental footprint

To reduce our carbon footprint, QASMT has undertaken the following:

- installation of solar panels on the MLC block roof
- installation of water tanks behind the auditorium. The water is used to clean pathways and provide water to the toilets adjacent to the refectory
- introduced recycling as a whole of Academy focus. We successfully approached the Brisbane City Council and acquired six recycling bins
- all toilets are dual flush
- limit the use of heating and cooling where & when appropriate
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- Additionally, the P&C is investigating the cooling of the Auditorium using solar powered cooling units.
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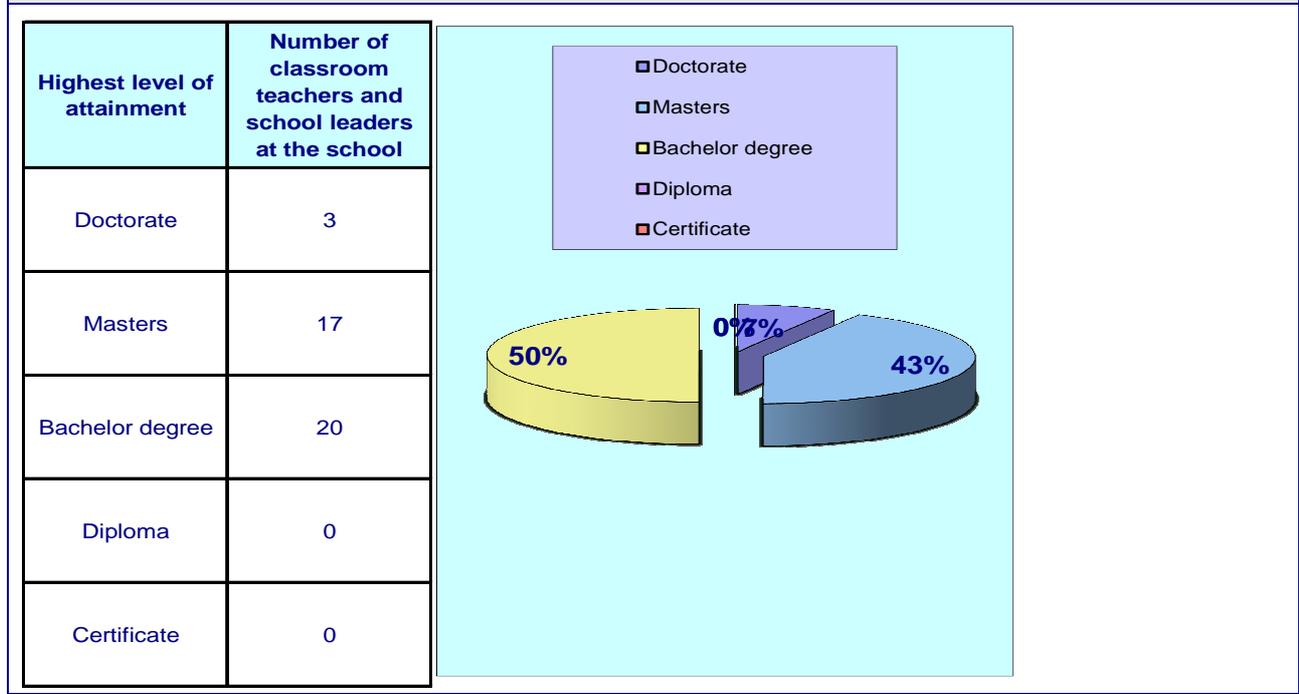
Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KWH	Water KL	Gas MJ
2010	\$122,322	\$77,554	\$8,270	\$12,758	\$19,774	\$669	\$3,297	364,103	6,166	58
2009	\$106,741	\$73,463	\$0	\$0	\$14,786	\$690	\$17,802	441,603	7,632	0
% change 2009 - 2010	15%	6%	N/A	N/A	34%	-3%	-81%	-18%	-19%	N/A

Performance of our students

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	40	20	0
Full-time equivalents	38	16	0

Qualifications of all teachers



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$76 351.31

- The major professional development initiatives are as follows:
- New teachers to undertake level one IB training
- Existing teachers to upgrade IB skills by completing higher level IB training.

Performance of our students

- Professional conferences
-

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 100% of staff were retained by the school for the entire 2010 school year.

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 97%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
									97%	97%	95%

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

ROLL MARKING:

In accordance with SMS-PR-036, rolls are marked at the start of the day (INSTEP) and for each lesson period of the day. QASMT uses an electronic roll marking system. A roll marking policy has been produced which incorporates instructions on how to roll mark if the wireless network is unavailable. Anomalies are identified by an office staff member and these are referred to DP (students) & HOD (Student Services)

ABSENCES:

QASMT has developed a policy to monitor student attendance. This policy includes the monitoring of lateness to school and classes. The QASMT policy complies with the requirements set out in SMS-PR-029 and SMS-PR-017: Enforcement of Compulsory Schooling and Compulsory Participation Phase. Daily unexplained absences are identified and because of the small numbers, office staff are able to call parent/guardians to seek an explanation. Absences which remain unexplained are referred to the DP (Students) & HOD (Student Services). "3-day" letters and the letters relating to long term non-attendance/absences are produced and forwarded to parent/guardians in accordance with the schedules outlined in the EPPR policy documents.

Achievement – Closing the Gap

In 2009, QASMT had one indigenous student enrolled in the IB program in year 12. This student gained entry to the Academy through the normal selective entry recruitment process. In all areas of the program offered under the International Baccalaureate Diploma Program, this student achieved at an above average level by comparison with the remainder of the cohort.

During 2009, funds provided under the Closing the Gap initiative were used to provide additional tutoring where and when deemed necessary to supplement the already extensive support program offered at the Academy.

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	66%
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Because entry to the Academy is restricted to one entry point (the commencement of year 10), this data shows the real retention rate as opposed to an apparent rate at all QSA schools, where students are able to move between schools during and at the end of each school year.

As such, this data should not be compared to the apparent retention rates of QSA schools, either State or Private

Outcomes for our Year 12 cohort of 2010

Number of students receiving a Senior Statement.	84
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	0
Number of students receiving an Overall Position (OP).	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	1
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	2
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	75
Number of students awarded an International Baccalaureate Diploma (IBD).	66
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	93%
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.	89%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%

Performance of our students

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).		
Certificate I	Certificate II	Certificate III or above
0	0	1

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

Because of QASMT’s selective entry requirements, attrition rates in any given cohort cannot be off-set by incoming enrolments from other schools. The Academy recognises that this presents a ‘risk’ for QASMT in terms of student retention. Given the special program on offer, the nature of our students (highly aspirational, many perfectionists who exhibit high anxiety) and nature of the IB program, QASMT has devised a number of goals and strategies (both reactive and pro-active) which are designed to improve retention rates. This information is outlined in more detail in our Attrition Management Plan (2010).

The majority of students exiting the Academy do so during the year 10 year. Students exiting the Academy receive a “one on one” interview and support and are offered assistance as they transition back to a QSA school.