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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 2011 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 Academic Success Coaching model 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'. 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.

The Queensland Academy for Science, Mathematics & Technology is recognised for its academic success locally, nationally and internationally. Our outstanding results are achieved by focussing on our vision of nurturing *Excellence*, fostering *Innovation* and celebrating *Diversity*.

Our unparalleled student performance and exponential improvement over time is a result of key targeted practices that include individualised learning pathways, pedagogically rich and rigorous learning experiences and the engagement of key tertiary partners to enrich student learning.



Our success indicators include:

- ✓ An **increase** in the average IB Diploma score (**30.2 in 2008**) of more than 5 points over the past four years and exceeding the world wide average by more than 5 points (**35.8 in 2011**)
- ✓ An **increase** in the percentage of students achieving an IB score of 40+, **5% in 2008 to 20% in 2011** exceeding world averages by 5%
- ✓ An **increase** in average subject grades from **4.84 in 2008 to 5.39 in 2011**
- ✓ An **increase** in the percentage of students achieving a QTAC selection rank of 99 (OP 1 equivalent) from **15.7% in 2008 to 24.8% in 2011**
- ✓ **200% enrolment growth** since 2007 to a capacity enrolment of 450 students

QASMT performance against the state was extraordinary. Our OP 1 equivalence 33% (State 2.6%) demonstrates our outstanding achievements. The percentage of students in the OP equivalent 1-15 distribution was **100%** (State 75.7%). 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 2011 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 **35.8**. Our average score exceeded world-wide averages by 5.1 points. The average grade score of **5.39** also exceeded the world average of 4.92.

Of particular recognition is the number of students achieving an IB score of 40 plus (**20%**). Across the entire world only 16% of students achieved a Diploma Score of 40 or greater.

One of **our year 12 graduates** attained a **perfect score of 45**, achieved by only 0.9% of all IB students world-wide.

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	35.8 (Nov 2011)	30.7 (Nov 2010)
Average Subject Score	5.39 (Nov 2011)	4.92 (Nov 2010)
Diploma Score 40+	20%	16%

Tertiary Entrance	Percentage
Qld Uni Offers 2011 Graduates	100%



Scholarships	UQ	
Offers to 2011 Graduates	1 x Vice Chancellor (\$60 000 each)	1 x Excellence 2 x Merit

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 4 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 2011

Key directions of the Reviewed Strategic Plan (2011– 2012)	Progress
<p>1. Effective Teaching & Learning Specific IB Achievement Targets:</p> <ul style="list-style-type: none"> • 100% of 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) <ul style="list-style-type: none"> ➢ increased subject grade averages ➢ increased IB average score 	<p>SIGNIFICANT PROGRESS</p> <ul style="list-style-type: none"> • 92% of students achieved a passing grade or better in every single subject. • 25 subjects from 30 subjects offered exceeded world averages • There was a significant increase from predicted scores and GPAs to final grades in the upper two grade levels 6 & 7 for all subjects exceeding world averages
<p>2. Instructional Leadership Specific Focus Areas:</p> <p>Explicit Improvement Agenda determined in response to our T&L audit (2010)</p> <ul style="list-style-type: none"> ▪ Continue to focus on instructional leadership and building capacity within the QASMT team ▪ Continue with ongoing PD in Instructional Leadership and ensure further opportunities are engaged <p>Pedagogical Framework commenced in 2010</p>	<p>EMBEDDED PRACTICE</p> <ul style="list-style-type: none"> • Significant PD 2011 in Instructional Leadership • Annual review of Heads of Department enacted 2011 • Term in Reviews presented every term commenced 2011 • Observation schedules enacted 2011





<ul style="list-style-type: none"> ▪ Continue to enhance DoL knowledge and leadership capabilities ▪ Continue to build the capacity of staff to deliver on differentiation and quality teaching and learning 	
<p>3. Data Informed Decision Making Development of an Academic Success Coaching model underpinned by a focus on the forensic (data driven approach) coupled with the moral (student welfare) aimed at unlocking potential and improving student outcomes.</p>	<p>COMMENCED</p> <ul style="list-style-type: none"> • Restructuring of HoDs portfolios for commencement 2012 (process took place 2011) • 2012 PD • Monthly Student tracking and data meetings • Weekly student tracking meetings with INSTEP mentors 2012 • Fortnightly Strategic Team meetings 'Academic Success'

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.

The major strategic priorities for 2012 are:-

<p>Key Priority Areas and Activities to be Undertaken in 2012</p> <p>The 'United in Our Pursuit of Excellence' document is a reference source for this plan https://oneportal.deta.qld.gov.au/EducationDelivery/Stateschooling/Pages/Unitedinourpursuitofexcellence.aspx</p>
<p>Parents and Wider Community Continue to maintain strong relationships with parents and wider community</p> <p>Admissions /Engagement Continue to advertise and market QASMT to further promote and celebrate success. Continue with all current engagement activities. Continue to research best practice for selective entry</p> <p>Industry and University Relationships Foster genuine and meaningful relationships with industry and extend UQ partnerships to enrich student learning and value add to the IB (Southbank program, Active Volunteering, UQ partnerships)</p>
<p>International Baccalaureate Student Achievement Targets</p>
<p>National Curriculum Investigate the impact of ACARA on the year 10 foundation year Map ACARA for English and Maths 2012 to current year 10 Foundation program</p>
<p>Explicit Improvement Agenda Develop a revised Explicit Improvement Agenda for 2013 informed by 5 year review and QSR</p>



<p>High Quality Teaching Practices Annual Faculty Audits ensuring systematic curriculum delivery Lesson observations by HoDs, DPs and P Professional development focused on effective teaching and learning based on Marzano and Hattie. Focus areas (DoL, differentiation) Faculty meetings focussed on effective teaching and learning (assessment, moderation, reporting, tracking student progress, feedback loops)</p>
<p>Consistent Pedagogical Practice Implementation of our Pedagogical Framework (DoL) Implementation of Marzano's self-reflective questions Provision of effective instructional feedback through feedback loops Enhance e-pedagogy through increasing % teachers attaining DPL Differentiation Coach continues to work with teachers in how to identify areas for differentiation and how to differentiate within their teaching areas</p>
<p>Evidence-based decision-making Implementation of whole Academy Data Plan Ongoing PD through the QASMT Academic Success strategic team and engagement of an expert Explicit targets set by all stakeholders around student outcomes, promoted and published Target attainment reviewed regularly to inform Subject Development Plans</p>
<p>Instructional leadership Continue to work with leaders and teachers in developing a professional learning and collaborative team aimed at improving student learning. This will be accomplished through establishing goals and expectations, strategic resourcing, planning, coordinating and evaluating teaching and the curriculum, promoting and participating in teacher learning and development and ensuring an orderly and supportive environment</p>
<p>Developing Workforce Performance Individual Performance Plans for Teachers aligned with EIA Academy wide PD plan aligned with EIA Continue observation framework aligned with DoL and Marzano's self reflective questions Continue to develop staff through the implementation and achievement of ICT Pedagogical Licenses Leadership team is focussed on 'Instructional Leadership' Aspirants identified and appropriate PD and opportunities provided</p>

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Year 10 - Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
438	223	215	97%

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 2011

Phase	Average Class Size
Prep – Year 3	NA
Year 4 – Year 10	24.2
Year 11 – Year 12	16.5
All Classes	18.8

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	8
Long Suspensions - 6 to 20 days	2
Exclusions	1
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

QASMT offers the International Baccalaureate Organization's Diploma Program (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. 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:

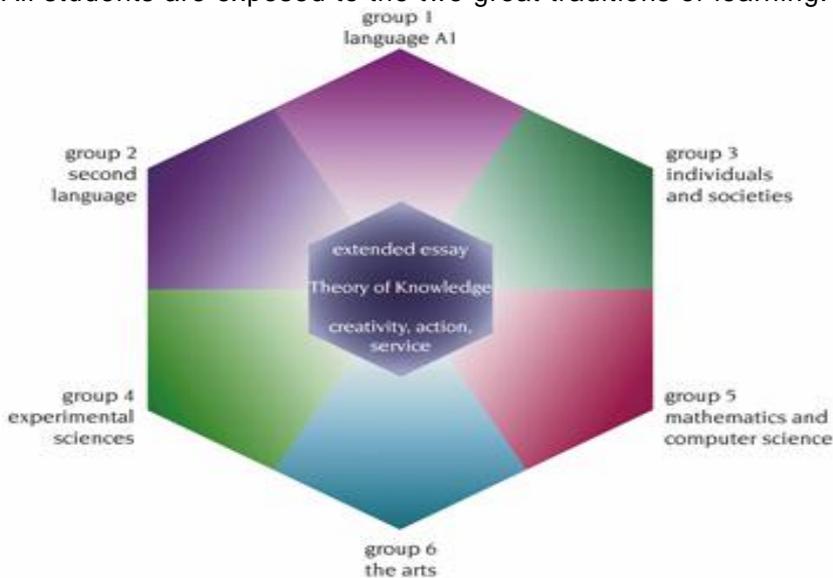
QASMT students commence the diploma program in term 4 year 10.

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 curricula 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 a variety of CAS activities which encompass the three domains of Creativity, Action and Service to the equivalent of approximately 150 hours combined.

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 2011 the Academy offered a comprehensive range of Creativity options including:-

- Ball room dancing
- Running club
- 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 2011 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 2011, 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

Our school at a glance

actions; and to provide programs that understand all students at QASMT and to know who they are as a person.

STUDENT SERVICES SUPPORT STRUCTURE:

Head of Department	Dianne Goggi
Talent Development Counselor	Ann Crossan
Guidance Officer	Robyn Drake
Youth Health Nurse	Rosie Hollett
Chaplain	TBA

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

Parent, student and teacher satisfaction with the school

From the 2011 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 2011, our parent satisfaction in all performance areas either increased or remained the same as the 2010 survey results.

Students at QASMT rated this school higher than the state average or like schools in all areas. In 2011, 88% of students indicated that they are receiving a good education at QASMT. This is up 2% from 2010. Student responses in the area of curriculum offerings may be directly linked to the restrictive curriculum that is offered at QASMT, in accordance with the IBO regulations.

Staff satisfaction with access to professional development opportunities rose during the year from 72% in 2010 to 80% in 2011. 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.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	100%
Percentage of students satisfied that they are getting a good education at school	88%
Percentage of parents/caregivers satisfied with their child's school	100%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	80%
Percentage of staff members satisfied with morale in the school	72%

DW – Data withheld

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.

Our school at a glance

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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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 which are used by staff and students
- all toilets are dual flush
- limit the use of heating and cooling where & when appropriate
- the P&C is investigating the cooling of the Auditorium using solar powered cooling units.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	229,924	7,400
2010	364,103	6,166
% change 10 - 11	-37%	20%

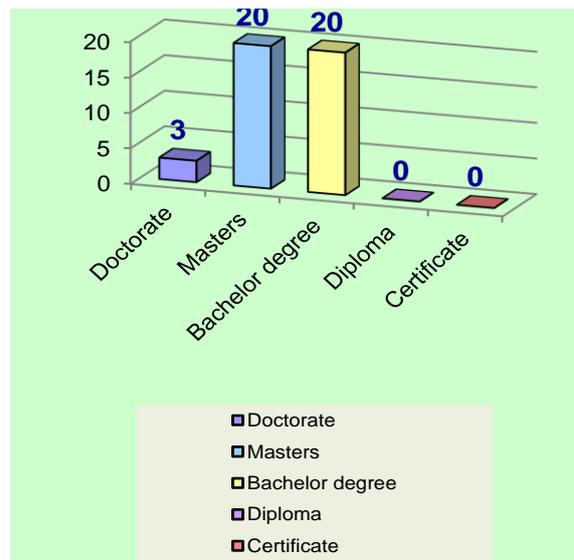
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	42	21	0
Full-time equivalents	40	17	0

Qualifications of all teachers

Doctorate	3
Masters	20
Bachelor degree	20
Diploma	0
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$75 437.99. The major professional development initiatives are as follows:

- New teachers to undertake category 1 IB training
- Existing teachers to upgrade IB skills by completing higher level IB training.
- Professional development aligned with our Explicit Improvement Agenda, specifically Dimensions of Learning, Art and Science of Teaching, Differentiation, Instructional Leadership, Digital Pedagogical Licenses and e-Learning.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 79% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at

<http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

Key student outcomes

Student attendance - 2011

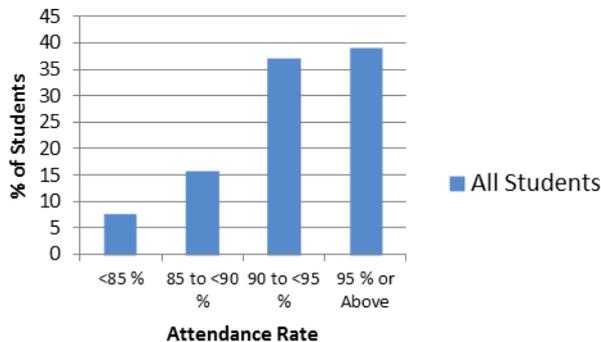
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%. The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate 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
NA	96%	91%	91%								

Student Attendance Distribution

The proportions of students by attendance range.



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 2011, no indigenous students were enrolled at QASMT

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.

67%

Performance of our students

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 2011

Number of students receiving a Senior Statement.	125
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	NA
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	0
Number of students awarded one or more Vocational Educational Training qualifications.	54
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	54
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	115
Number of students awarded an International Baccalaureate Diploma (IBD).	89
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	99%
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.	92%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%

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	1	54

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 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

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12. 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.