

Queensland Academy for Science Mathematics and Technology (5684)

Queensland State School Reporting 2012 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Kath Kayrooz (Principal)

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 2012 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 founded in a genuine 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 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. 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.



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Our success indicators include:

INTERNATIONAL

- ✓ **Increase** in average IBD score (**30.2 in 2008**) exceeding the world wide average by more than 5 points (**35.78 in 2012**)
- ✓ **Increased** percentage of students achieving an IBDP 40+, **5% in 2008, 18% in 2012** exceeding world averages by 5%
- ✓ **Increase** in average subject grades from **4.84 in 2008** to **5.46 in 2012**

Score	QASMT	IB World Average
Average Diploma Score	35.78	30.6
Average Subject Score	5.46	4.94

NATIONAL

Score	QASMT	National ATAR Average
ATAR 90+	84%	17%

LOCAL

- ✓ **Increased percentage of students achieving a QTAC selection rank of 99 from 15.7% in 2008 to 41% in 2012**

Score (Equivalence)	QASMT	State Average
OP1	41%	2.7%
OP1-5	77%	19.7%
OP1-10	99%	48.9%
OP1-15	100%	78.9%

- ✓ **200% enrolment growth** since 2007 - **enrolment capacity in 2011**

QASMT performance against the state was spectacular. Our OP 1 equivalence 41% (State 2.7%) demonstrates our outstanding achievements. The percentage of students in the OP equivalent 1-15 distribution was 100% (State 78.9%). 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/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 2012 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 35.77. Our average score exceeded world-wide averages by 5.76 points. The average grade score of 5.46 also exceeded the world average of 4.94.

Of particular recognition is the number of students achieving an IB score of 40 plus 18%. Across the entire world only 10% of students achieved a Diploma Score of 40 or greater.

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.

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 5 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

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School progress towards its goals in 2012

<p>1. Effective Teaching & Learning</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 	<ul style="list-style-type: none"> • 80% graduates attained grades of 4 or better in all their subjects • 23/29 subjects exceeded worldwide averages • 13/29 subjects cite additional stretch above world average in their attainment of 6 and 7s
<p>2. Instructional Leadership</p> <ul style="list-style-type: none"> ✓ 100% of leaders have specific training in instructional leadership ✓ 100% of leaders trained in data identification, interrogation and use ✓ 100% teachers trained by HoDs in data identification, interrogation and use ✓ 100% of leaders participate in lesson observations and provide feedback to teachers at least 3 times per year ✓ 100% of leaders complete an annual performance review 	<ul style="list-style-type: none"> • Term in Reviews presented every term commenced 2011 • Commenced data interrogation and analysis • All leaders conduct lesson observations • Annual review of Heads of Department Term 4
<p>3. Making our Partnerships Real</p> <ul style="list-style-type: none"> ✓ 100% teachers communicate regularly with students and parents through newsletter, email, phone calls, face to face ✓ 100% of family communications are recorded on oneschool ✓ 100% faculties have established formal or informal relationships aimed at improved student outcomes with UQ and/or parents 	<ul style="list-style-type: none"> • Teachers are regularly communicating with students and parents • Increased use of oneschool • Greater focus required in 2013

Future outlook

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 2013 are:-

Our Priorities	Our Performance Indicators
<p>Improving our Teaching and Learning</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 ⊙ 100% teachers complete intensive Pedagogy Framework Training (DoL) ⊙ 100% teachers complete differentiation training ⊙ 25% teachers coached in differentiation by the Differentiation Coach ⊙ 60% teachers achieve their DPL ⊙ 100% of teachers use explicit teaching within their classrooms ⊙ 100% of teachers incorporate pre and post testing and utilise Hattie effect sizes to improve learning outcomes ⊙ 100% teachers complete intensive training in coaching students for Academic Success ⊙ 100% students and 100% of classes have specific learning and performance goals ⊙ 100% of students have access to all their subjects online through the Learning Place ⊙ 100% of students are engaged in CAS activities that bring balance to their lives and are significant in duration ⊙ 100% teachers invite regular lesson feedback from a colleague
<p>Improving our Leadership</p>	<ul style="list-style-type: none"> ⊙ 100% of leaders have specific training in instructional leadership ⊙ 100% of leaders trained in data identification, interrogation and use ⊙ 100% teachers trained by HoDs in data identification, interrogation and use ⊙ 100% of leaders participate in lesson observations and provide feedback to teachers at least 3 times per year utilising this information in effective IDP conversations ⊙ 100% of leaders acknowledge and celebrate staff and student achievements ⊙ 100% of leaders complete an annual performance review
<p>Making our Partnerships Real</p>	<ul style="list-style-type: none"> ⊙ 100% of leaders communicate with parents and students through assemblies and other communication means regarding Academy operations and strategic plans ⊙ 100% of teachers communicate regularly with students and parents through newsletter, email, phone calls, face to face ⊙ 100% of family communications are recorded on oneschool ⊙ 100% faculties have established formal or informal relationships aimed at improved student outcomes with UQ and/or parents

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 10 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	395	198	197	92%
2011	438	223	215	97%
2012	432	209	223	93%

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

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.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3			
Year 4 – Year 10	25	24	23
Year 11 – Year 12	14	17	16

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	5	8	7
Long Suspensions - 6 to 20 days	0	2	0
Exclusions	0	1	0
Cancellations of Enrolment	1	0	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:

1. Extended Essay (EE), Theory of Knowledge (TOK) and Creativity, Action, Service (CAS).
2. 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.
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 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. QASMT offers a comprehensive range of Creativity options including:-

Ball room dancing	Hip hop dancing
Cooking	Painting
Robotics	Instrumental music
Choir	Debating / Mooting

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

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

Service encompasses a host of community and social service activities. Some examples include helping children with special needs,

Our school at a glance

visiting hospitals and working with refugees or homeless people. The Academy offers 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)
Working with Murgon State School and fundraising on their behalf
Volunteering at the Wesley Hospital
Participating in World Challenge and Tabitha
Participating in Duke of Edinburgh

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

Academy students study an extremely rigorous curriculum which requires them to adopt new approaches to learning. With this in mind QASMT has implemented an Academy Spirit Team whose role is to implement a range of balanced activities for Academy students. There are four (4) houses within the Academy named after famous scientists and mathematicians. House competitions are run daily with the awarding of the annual House Trophy. Dances, carnivals, camps, musicals, showcases are some of the many and varied social activities offered to and often ran by students.

Due to the rigorous nature of the IB program the Academy implements the Instep Program to ensure that all students achieve to their potential through keeping them "instep" with the range of strategies and behaviours that will be critical to their success. These strategies and behaviours will assist students to develop self-awareness, self-reliance and awareness of others.

Each student is placed within a vertically aligned InStep group and assigned to an Instep mentor who acts as their on campus parent. Each Instep mentors are responsible for:-

- a) Meeting with their Instep group on a daily basis
- b) Mentoring the group to develop appropriate study and learning skills
- c) Engaging in academic success coaching and assisting students in formulating SMART goals
- d) Facilitating the development of a peer led support network within the Instep group
- e) Monitoring the academic progress of each of their students
- f) Liaising with parents
- g) Meeting with each student 1 to 1 or in small groups on a regular basis to discuss progress and provide mentoring.
- h) Recording relevant information on Oneschool

The Instep Program is a key mechanism to ensure the wellbeing of all Academy students. Regular 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 especially the attribute of being a caring global citizen.

Parent, student and staff satisfaction with the school

From the 2012 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 across all areas ranges from 91% to 100% which is well above the state and like school means. For most questions on the Parent survey, QASMT parents rated this school more highly than the state and like school counterparts.

Students at QASMT rated this school higher than the state average or like schools in all areas. In 2012, 100% of students indicated that they are receiving a good education at QASMT. This is up 12% from 2011.

Staff satisfaction with access to professional development opportunities rose during the year from 80.5% in 2011 to 84% in 2012 and morale also rose significantly. Staff at QASMT rated this workplace higher than state and like school averages. 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.

Our school at a glance

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

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	90.9%
this is a good school	81.8%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	90.9%
their child is making good progress at this school*	90.9%
teachers at this school expect their child to do his or her best*	90.9%
teachers at this school provide their child with useful feedback about his or her school work*	90.9%
teachers at this school motivate their child to learn*	90.9%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	81.8%
this school takes parents' opinions seriously*	72.7%
student behaviour is well managed at this school*	90.9%
this school looks for ways to improve*	90.9%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	100.0%

Our school at a glance

they like being at their school*	90.9%
they feel safe at their school*	96.4%
their teachers motivate them to learn*	96.4%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	90.9%
teachers treat students fairly at their school*	90.9%
they can talk to their teachers about their concerns*	87.0%
their school takes students' opinions seriously*	70.4%
student behaviour is well managed at their school*	96.4%
their school looks for ways to improve*	94.5%
their school is well maintained*	96.3%
their school gives them opportunities to do interesting things*	92.7%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	84.0%
with the individual staff morale items	90.9%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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 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	
	Electricity kWh	Water kL
2009-2010	364,103	6,166
2010-2011	229,924	7,400
2011-2012	261,425	8,090

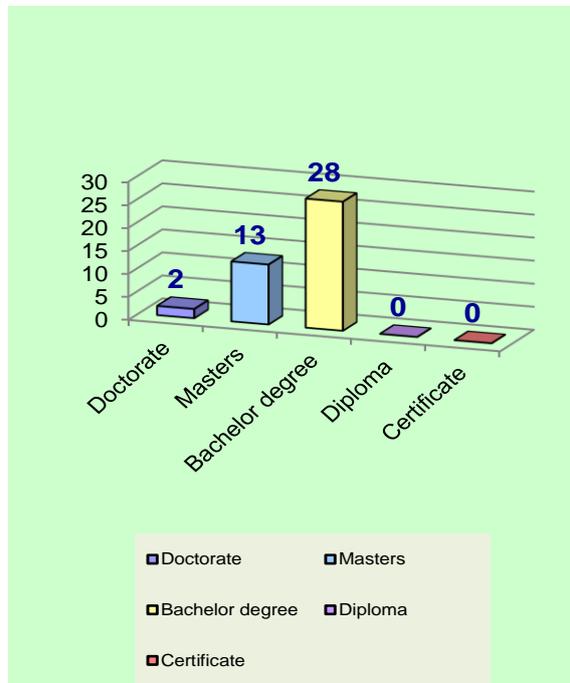
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	43	20	0
Full-time equivalents	40.8	17.3	0

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	13
Bachelor degree	28
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$110,343. The major professional development initiatives are as follows:

- New teachers to undertake category 1 or 2 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.

Our staff profile

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.5%	96.1%	96.6%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92.6% of staff was retained by the school for the entire 2012 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 e

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	97%	93%	95%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

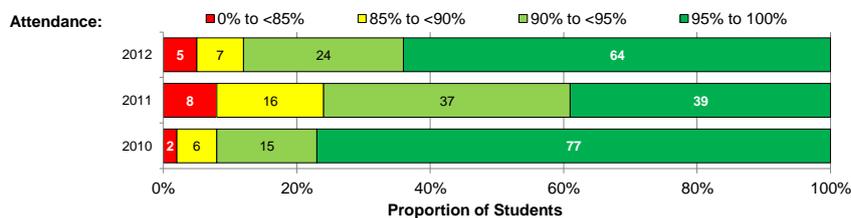
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	NA	97%	97%	95%								
2011	NA	96%	91%	91%								
2012	NA	97%	95%	93%								

DW = Data withheld to ensure confidentiality.

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

Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

This is a senior school and does not enroll students in the years that Naplan is tested.

Achievement – Closing the Gap

In 2012, no indigenous students were enrolled at QASMT

Apparent retention rates Year 10 to Year 12

	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	68%	70%	79%

Outcomes for our Year 12 cohorts

	2010	2011	2012
Number of students receiving a Senior Statement.	84	125	138
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	0	0	0
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	1	0	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	2	54	70
Number of students awarded an Australian Qualification Framework Certificate II or above.	1	54	70
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	75	115	134
Number of students awarded an International Baccalaureate Diploma (IBD).	66	89	107
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	93%	99%	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.	89%	92%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

As at 2 May 2013. The above values exclude VISA 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
2010	0	0	1
2011	0	1	54
2012	0	0	70

As at 2 May 2013. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's 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 Engagement Strategies Plan (2013).

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.