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Principal's foreword

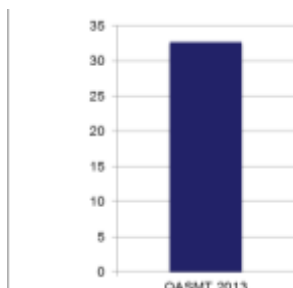
Introduction

The Queensland Academy for Science Mathematics and Technology (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.

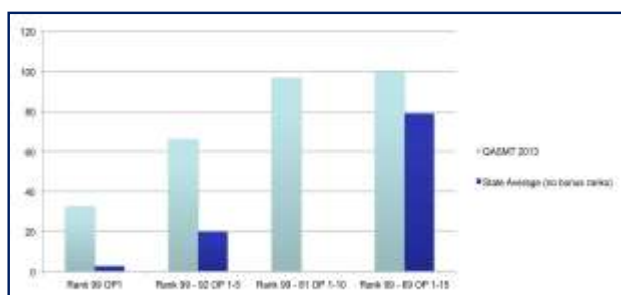
School progress towards its goals in 2013

Scores	QASMT	IB World Average 2013
Average Diploma Score	35	29.95
Average Subject Score	5.26	4.94
Tertiary Entrance	Percentage	
Qld University Offers 2013 Graduates	100%	
Scholarships	UQ	Other
Offers to 2013 Graduates	3 * UQ Merit Scholarship (\$6000/year)	1* ANU National Merit Scholarship (\$6500/year) 2 * UNSW Co-Op Program Scholarship (\$16750/year + training, mentoring/support) 3 * Monash Excellence Scholarship (\$6000/year) Engineering Scholarship Commerce/Economics Scholarship

2013 OP1 Ranking Equivalent Ranks in Percentages



2013 Results compared with OPs



QASMT performance against the state was spectacular. Our OP 1 equivalence 32% (State 3%) 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 2013 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. Our average score exceeded world-wide averages by 5.05 points. The average grade score of 5.26 also exceeded the world average of 4.94.

Of particular recognition is the number of students achieving an IB score of 40 plus 1 (8%). 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 Department, through to their Year Level Coordinators, and Deputy Principals - were critical factors in their success. 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 enabled a wide range of quality tertiary opportunities for our graduating students.

By using this data, we have been able to benchmark our senior results against local, interstate and international schools and the outcomes for Year 12 QASMT students compare most favourably with equivalent schools both nationally and internationally.

It is important to recognise the unparalleled consistency and quality that these results represent, which is not only a reflection of our students' efforts throughout their schooling at QASMT, but is equally a product of the quality of the Academy's teaching practices and educational programs. We have only seen six 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 that I am sure you will find very informative.

Judy Neilson, Principal

School progress towards its goals in 2013

<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"> • 23/31 subjects exceeded worldwide averages • 18/28 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 • Embedded 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 2014

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 2014 are:-

<p>Visible Learning</p>	<ul style="list-style-type: none"> ⊙ 98% of graduating students achieve an IB Diploma (min bench mark) ⊙ 100% of students at every reporting period achieve a minimum 24 IB points with no less than 12 points in HL (minimum bench mark) ⊙ Every student achieves an IB Diploma score of 30+ (aspirational bench mark) ⊙ Every IB subject offered at QASMT will meet or exceed November candidate subject averages (aspirational bench mark) ⊙ Every IB subject offered at QASMT increases the percentage of students achieving 6+ above world averages (Stretch) ⊙ Minimum school attendance for all students is 95% or greater (min bench mark) ⊙ 100% teachers embed our Pedagogy Framework (DoL) ⊙ 100% students and 100% of classes have specific learning and performance goals ⊙ 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 incorporate digital pedagogies regularly within classrooms ⊙ 100% of students have access to all their subjects online through the Learning Place ⊙ 100% teachers coach students for Academic Success ⊙ 100% teachers have set their own performance targets aligned with the EIA ⊙ 100% teachers complete symphony of learning training ⊙ 100% teachers completed training in coaching ⊙ 25% teachers coached by the Pedagogy Coach and Data Coach ⊙ 100% teachers are engaged in the peer observation program ⊙ 100% students are engaged in significant duration CAS activities that promote balance
<p>Instructional Leadership</p>	<ul style="list-style-type: none"> ⊙ 100% of staff demonstrate instructional leadership ⊙ 100% of leaders use data as a coaching tool to improve student learning outcomes ⊙ 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 work with teachers on classroom analysis document ⊙ 100% of leaders acknowledge and celebrate staff and student achievements ⊙ 100% of leaders complete an annual performance review

Genuine Partnerships	<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 teachers are trained in One School ⊙ 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
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School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 10 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	438	223	215	97%
2012	432	209	223	93%
2013	436	195	241	99%

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		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	23	26
Year 11 – Year 12	17	16	16

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	8	7	7
Long Suspensions - 6 to 20 days	2	0	0
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

QASMT offers the International Baccalaureate Organization's Diploma Programme (IBDP). The IBDP is a demanding pre-university course of study that leads to external examinations. It is designed for highly motivated students aged 16 to 19 and holds an international reputation for rigorous learning and assessment. The goal of the programme 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 4 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 Programme:

QASMT students commence the Diploma Programme 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 Programme is displayed in the shape of a series of concentric circles 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 IB are maintained.

Extra-curricular activities

CAS (creativity, action, service) is a fundamental part of the Diploma Programme experience. The CAS requirement takes seriously the importance of life outside the world of scholarship, providing a refreshing counter balance to the academic self-absorption some may feel within a demanding Academy environment. The IB goal of educating the whole person and fostering more compassionate and active citizens comes alive in an immediate way when students reach beyond themselves and their books and embrace a spirit of community.

In keeping with the philosophy of the International Baccalaureate programme, our CAS programme 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 that 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/public speaking

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
cross country	Basketball
Badminton	Martial arts
Lawn bowls	Gym
Tennis	Fencing
Yoga	Indoor Soccer
Swimming	Soccer
Athletics	

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. 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, Tabitha and Antipodeans Abroad

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 members 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 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 and showcases are some of the many and varied social activities offered to and often run by students.

Due to the rigorous nature of the IB programme 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 mentor is responsible for:-

- a) Meeting with their Instep group on a daily basis
- b) Mentoring the group to develop appropriate study and learning skills
- c) Engaging in academic success coaching and assisting students in formulating iSMART 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 growth coaching.
- 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. IB Learners are reflective, caring thinkers, knowledgeable, open-minded inquirers and risk-taking, principled but balanced communicators.

Parent, student and staff satisfaction with the school

From the 2013 school opinion survey, the following conclusions may be drawn: 100% of parents believe their child is receiving a good education and that QASMT is a good school. 100% of parents believe that teachers at this school expect their child to do their best and provide useful feedback about their schoolwork.

The student survey revealed 100% of students believe they are getting a good education at this school. 92% of students believed the school gave them opportunities to do interesting things. 97% of students felt that behaviour was well managed at QASMT.

Teachers reported that 94% enjoyed working at QASMT and that the school is a safe place to work (98%). 98% of teachers felt that they encourage students to do their best.

Performance measure (<i>Nationally agreed items shown*</i>)		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	91%	100%
this is a good school (S2035)	82%	100%
their child likes being at this school* (S2001)	100%	97%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	91%	97%
their child is making good progress at this school* (S2004)	91%	97%
teachers at this school expect their child to do his or her best* (S2005)	91%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	100%
teachers at this school motivate their child to learn* (S2007)	91%	94%
teachers at this school treat students fairly* (S2008)	100%	97%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%
this school works with them to support their child's learning* (S2010)	82%	100%
this school takes parents' opinions seriously* (S2011)	73%	93%
student behaviour is well managed at this school* (S2012)	91%	100%
this school looks for ways to improve* (S2013)	91%	97%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	91%	95%
they feel safe at their school* (S2037)	96%	98%
their teachers motivate them to learn* (S2038)	96%	92%
their teachers expect them to do their best* (S2039)	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	91%	97%
teachers treat students fairly at their school* (S2041)	91%	93%
they can talk to their teachers about their concerns* (S2042)	87%	95%
their school takes students' opinions seriously* (S2043)	70%	62%
student behaviour is well managed at their school* (S2044)	96%	97%
their school looks for ways to improve* (S2045)	95%	97%
their school is well maintained* (S2046)	96%	100%
their school gives them opportunities to do interesting things* (S2047)	93%	92%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	94%
they feel that their school is a safe place in which to work (S2070)	98%
they receive useful feedback about their work at their school (S2071)	85%
students are encouraged to do their best at their school (S2072)	98%
students are treated fairly at their school (S2073)	94%
student behaviour is well managed at their school (S2074)	98%
staff are well supported at their school (S2075)	77%
their school takes staff opinions seriously (S2076)	70%
their school looks for ways to improve (S2077)	93%
their school is well maintained (S2078)	93%
their school gives them opportunities to do interesting things (S2079)	96%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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 that 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 that 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 that 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
- support of the Vera St community garden
- Increased water consumption has been as a result of dry conditions and the need to refill water tanks from the town supply. The electricity consumption has increased as a result of air conditioning the auditorium.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	229,924	7,400
2011-2012	261,425	8,090
2012-2013	436,518	9,090

The consumption data is sourced from the validated utilities expenditure return that the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

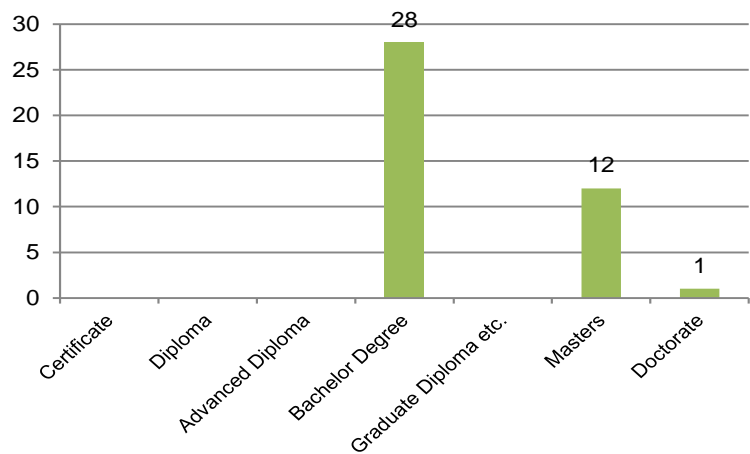
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	42	19	0
Full-time equivalents	41	17	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	
Advanced Diploma	
Bachelor Degree	28
Graduate Diploma etc.	
Masters	12
Doctorate	1
Total	41



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$55,570.

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, Differentiation, Instructional Leadership, Digital Pedagogical Licenses, Growth Coaching and e-Learning.

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Our staff profile

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2013 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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a yellow "SEARCH" button.

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.

Performance of our students

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	95%	96%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

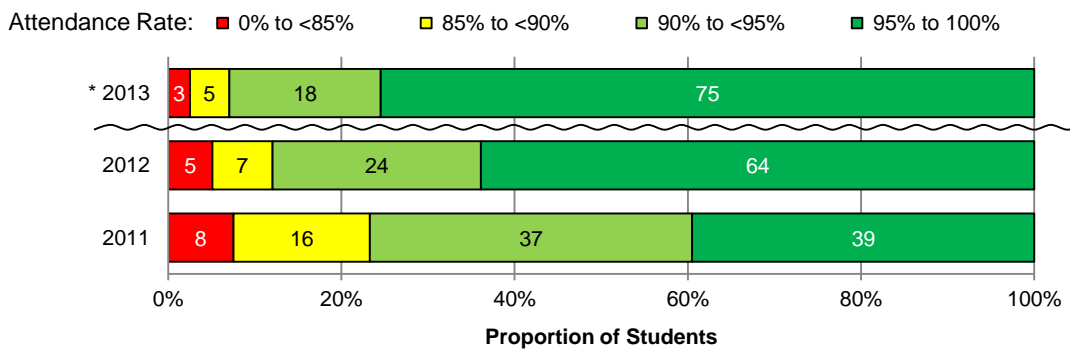
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011										96%	91%	91%
2012										97%	95%	93%
2013										98%	97%	94%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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

Performance of our students

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 (Senior Schooling). "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.

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.

QASMT is a High School for students in years 10 to 12 and therefore NAPLAN results are not available for this school.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	70%	79%	83%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	125	138	137
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).	0	0	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	54	70	19
Number of students awarded an Australian Qualification Framework Certificate II or above.	54	70	18
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	115	134	117
Number of students awarded an International Baccalaureate Diploma (IBD).	89	107	104
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	99%	99%	98%
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%	98%	87%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

As at 5 May 2014. The above values exclude VISA students.

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
2011	0	1	54
2012	0	0	70
2013	1	0	18

As at 5 May 2014. The above values exclude VISA students.

Certificate I and III in Laboratory Skills from Southbank TAFE.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website 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) that 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. Students exiting the Academy receive a "one on one" interview and support and are offered assistance as they transition back to a QSA school.