

# Queensland Academy for Science Mathematics and Technology

## Queensland State School Reporting

### 2014 School Annual Report



Postal address	PO Box 303 Toowong 4066
Phone	(07) 3377 9333
Fax	(07) 3377 9300
Email	the.principal@qasmt.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> 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 2014 annual report.

QASMT is one of the most successful and prestigious selective entry state high schools in Australia. Our Academy is one of three selective entry IB schools, aimed at providing a genuine transition 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 genuine partnerships with Queensland's three major Universities, 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 recipient's access to the world's leading universities.

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

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 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.

QASMT IB graduates rank among the highest in the world. The maximum diploma score is 45, comprising a maximum 7 points in each of the six subjects, plus a maximum of three combined points for the Extended Essay and Theory of Knowledge. The average worldwide score is consistently around 30. Our students' average diploma score at QASMT, however, is close to 36. Those scoring over 40 points join a genuine international elite, and universities around the world know that these students will provide something special. We are extremely proud of the 24% of our students achieving a 40+ IB score especially when only

10.9% worldwide achieved such scores. We are also very proud of our student achieving a perfect IB score of 45, a result achieved by only 125 students in the world last year.

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. I invite you to read the following snapshot outlining our outstanding achievements.

#### QASMT Year 12 Qualifications

IB Diploma Attainment	QCE Attainment	Certificate II and/or III Attainment
98%	98%	97.3%

#### Year 12 IB Graduate Diploma Snapshots

	Mean Diploma Score	Median Diploma Score	Mean Subject Grade	Extended Essay $\geq$ C	TOK $\geq$ C	Diploma Score 40+
QASMT Average 2014	35.57	36	5.67	90.9%	95%	24%
World Average 2014	29.94	--	4.9	83%	79.6%	10.9%

#### Interstate Comparison

	QASMT Average 2014	National Average 2014
ATAR 99+%	74.4%	2.59%

#### Local Queensland Comparison

OP Equivalent	QASMT 2014	State Average 2013	High Performing state high school	High performing private school
OP 1	38%	2.8%	--	--
OP 1 – 5	67.8%	20%	47.9%	49%
OP 1 – 10	95.9%	49.3%	--	--
OP 1 – 15	100%	79.2%	--	--

QASMT performance against the state was spectacular. Our OP 1 equivalence 38% (State 2.8%) demonstrates our outstanding achievements. The percentage of students in the OP equivalent 1-15 distribution was 100% (State 79.2%). Whilst Academy students will never receive an OP as such, each IB score is translated to a QTAC ranking based on the ATAR (Australian Tertiary Admissions Rank). In turn these QTAC rankings can be translated to an OP equivalent score allowing for comparisons to be made. Useful tables that provide the best guide as to what these are likely to be (and they vary for each year) are publicly available. One such table is provided by the Queensland Tertiary Admissions Centre and can be viewed at the following link: <http://www.qtac.edu.au/for-schools/international-baccalaureate-ib--studies/international-baccalaureate-ib-studies>

These comparisons are important to make as most parents demand to know how our Academy compares with our state counterparts.

The 2014 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 35.57. Our average score exceeded world-wide averages by 5.63 points. The average grade score of 5.67 also exceeded the world average of 4.9.

Of particular recognition is the number of students achieving an IB score of 40 plus (24%). Across the entire world only 10.9% 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 this data, we have been able to benchmark our senior results against some local, interstate and international schools, and, without a doubt, the outcomes for Year 12 QASMT students compare most favourably indeed with equivalent schools both nationally and internationally.

It is important to recognise the unparalleled consistency and quality that these results represent which is not only a reflection of our students' efforts throughout their schooling at QASMT, but is equally a product of the quality of the Academy's teaching practices and educational programs. To think we have only seen 7 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 2014**

<b>1. Creating a Visible Learning Environment</b> <ul style="list-style-type: none"> <li>✓ 100% of graduating students achieve a grade of 4 or better in every subject studied. (minimum benchmark)</li> <li>✓ Every IB subject offered at QASMT will meet or exceed November candidate subject averages (aspirational benchmark)</li> <li>✓ Increase the percentage of students achieving 6+. (Stretch)</li> <li>➤ increased subject grade averages</li> <li>➤ increased IB average score</li> </ul>	<ul style="list-style-type: none"> <li>• 95% graduates attained grades of 4 or better in all their subjects</li> <li>• 20/31 subjects exceeded worldwide averages</li> <li>• 17/31 subjects cite additional stretch above world average in their attainment of 6 and 7s</li> </ul>
<b>2. Instructional Leadership</b> <ul style="list-style-type: none"> <li>✓ 100% of leaders have specific training in instructional leadership</li> <li>✓ 100% of leaders trained in data identification, interrogation and use</li> <li>✓ 100% teachers trained by HoDs in data identification, interrogation and use</li> <li>✓ 100% of leaders participate in lesson observations and provide feedback to teachers at least 3 times per year</li> <li>✓ 100% of leaders complete an annual performance review</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing data interrogation and analysis</li> </ul>
<b>3. Making our Partnerships Real</b> <ul style="list-style-type: none"> <li>✓ 100% teachers communicate regularly with students and parents through newsletter, email, phone calls, face to face</li> <li>✓ 100% of family communications are recorded on Oneschool</li> <li>✓ 100% faculties have established formal or informal relationships aimed at improved student outcomes with UQ and/or parents</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are regularly communicating with students and parents</li> <li>• Increased use of Oneschool</li> <li>• Continued focus required in 2015</li> </ul>

**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 2015 are:-

Our Priorities	Our Performance Indicators
<b>Creating a Visible Learning Community</b>	<b>IB Diploma Attainment</b> <ul style="list-style-type: none"> <li>⊙ 100% of graduating students achieve an IB Diploma (minimum total 24 points and 12 points across HLs)</li> <li>⊙ Every student achieves an IB Diploma score of 30+ (aspirational bench mark)</li> </ul> <b>IB Targets</b> <ul style="list-style-type: none"> <li>⊙ Every IB subject offered at QASMT will exceed November candidate subject averages</li> <li>⊙ Every IB subject offered at QASMT increases the percentage of students within grade boundaries</li> <li>⊙ % Targets across ground boundaries as designated within Subject Development Plans including Extended Essay and Theory of Knowledge</li> </ul> <b>Pathway Targets</b> <ul style="list-style-type: none"> <li>⊙ 100% of student will achieve a QCE</li> <li>⊙ 100% of students will achieve a Certificate II+ Attendance</li> <li>⊙ Average student attendance is 97+% across the Academy</li> </ul> <b>Within-School Achievement</b> <ul style="list-style-type: none"> <li>⊙ 100% of students at every reporting period achieve a minimum 24 IB points and 12 points across HLs (minimum bench mark)</li> <li>⊙ 100% students are engaged in significant CAS activities for the duration of their Diploma promoting balance and global citizenship</li> <li>⊙ 100% students and 100% of classes have Personal Learning Plans</li> <li>⊙ 100% of teachers incorporate formative assessment and analyse learning progression to feed forward, inform teaching practice and differentiate</li> <li>⊙ 100% teachers embed our Pedagogical Framework</li> <li>⊙ 100% of students have 24/7 perpetual access to all their subjects</li> <li>⊙ 100% teachers coach students for Academic Success</li> </ul>
<b>Enhancing our Expertise</b>	<ul style="list-style-type: none"> <li>⊙ 100% teachers are using Class Data Action Plans for 100% of their classes</li> <li>⊙ 100% teachers completed training in coaching</li> <li>⊙ 100% of teachers are trained in Oneschool</li> <li>⊙ 100% teachers are engaged in WOW</li> <li>⊙ 100% of leaders use data as a coaching tool to improve student learning outcomes</li> <li>⊙ 100% of leaders participate in Instructional Snapshots and provide feedback to teachers at least 3 times per year utilising this information in effective Annual Performance Review conversations</li> <li>⊙ 100% of leaders acknowledge and celebrate staff and student achievements</li> <li>⊙ 100% of leaders complete an annual performance review</li> </ul>
<b>Strengthening our Partnerships</b>	<ul style="list-style-type: none"> <li>⊙ 100% of staff communicate with parents and students through assemblies and other communication channels</li> <li>⊙ 100% of family communications are recorded on Oneschool</li> <li>⊙ 100% faculties have established formal or informal relationships aimed at improved student learning outcomes with universities/industry and/or parents</li> </ul>

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Year 10 - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	432	209	223	93%
2013	436	195	241	99%
2014	461	214	247	97%

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		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	26	25
Year 11 – Year 12	16	16	18

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*

Short Suspensions - 1 to 5 days	7	7	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	2	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## 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 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 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 circle with six academic areas or subject groups surrounding a core of requirements. Students study these subjects concurrently.
3. All students are exposed to the two great traditions of learning: the humanities and the sciences.

At QASMT, students will have the option to choose an additional subject from Groups 3 or 4. 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 for the two years of the IB programme.

A system of self-evaluation encourages students to reflect on the benefits of CAS participation to themselves and others and to evaluate the understanding and insights acquired.

Creativity is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects. QASMT offers a comprehensive range of Creativity options including:-

Crafts	Drama
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	Scuba
Yoga	Indoor Soccer

Service encompasses a host of community and social service activities. Some examples include:-  
Helping children with special needs

Environmental Community Garden Group (Vera Street, Toowong)

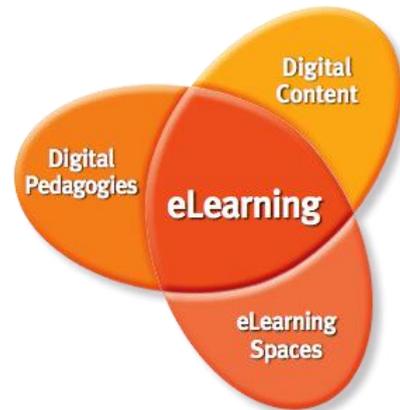
Fundraising for a large variety of charitable organisations (Shave for a Cure; Jeans for Genes Day, 40 hr Famine)

Working with Murgon State School and fundraising on their behalf  
 Volunteering at the Wesley Hospital  
 Participating in World Challenge, Tabitha, Antipodeans  
 Participating in Duke of Edinburgh

### How Information and Communication Technologies are used to assist learning

Our 21st Century learning environment provides students with an infrastructure and pedagogy that places the Academy at the forefront of real world learning. Technology is fundamental to developing new approaches and new attitudes to student engagement. Real-time and virtual learning spaces can be empowered by students and teachers using and sharing resources that heighten the ability to communicate learning and ideas in an articulate, visual manner. The Academy one-to-one Laptop Program supports the paradigm shift to learner-centered education, using multi-media for multi-intelligence. The Smart Classrooms' strategy for eLearning is comprised of three interrelated and co-dependent components:

1. **Digital Pedagogy**
2. **Digital Content (including e-Curriculum)**
3. **e-Learning Spaces.**



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

At the Academy, every student has his or her own personal tablet or laptop, which is fundamental to learning and is at the centre of our paperless classrooms. Our ICT capacity enables students to take control of their learning through flexible, collaborative, self-paced 24/7 any place learning. Their tablet is used to access lesson content, process and manipulate data and manage their knowledge.

The QASMT campus is fully wireless and each teaching space has at least one data projector to facilitate digital collaboration. Our staff have all undertaken additional training that enables them to fully utilise this exceptional infrastructure and ensure that technology is a feature of every class, every day.

### Social Climate

Academy students study an extremely rigorous curriculum, which requires them to adopt new approaches to learning. There are four (4) houses within the Academy named after famous scientists and mathematicians. House competitions are run weekly 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 run by, our 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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	91%	100%	99%
this is a good school (S2035)	82%	100%	96%
their child likes being at this school* (S2001)	100%	97%	98%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	91%	97%	99%
their child is making good progress at this school* (S2004)	91%	97%	95%
teachers at this school expect their child to do his or her best* (S2005)	91%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	100%	96%
teachers at this school motivate their child to learn* (S2007)	91%	94%	96%
teachers at this school treat students fairly* (S2008)	100%	97%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	94%
this school works with them to support their child's learning* (S2010)	82%	100%	95%
this school takes parents' opinions seriously* (S2011)	73%	93%	87%
student behaviour is well managed at this school* (S2012)	91%	100%	99%
this school looks for ways to improve* (S2013)	91%	97%	96%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure	2012	2013	2014
Percentage of students who agree# that:			

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	98%
they like being at their school* (S2036)	91%	95%	87%
they feel safe at their school* (S2037)	96%	98%	96%
their teachers motivate them to learn* (S2038)	96%	92%	82%
their teachers expect them to do their best* (S2039)	100%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	91%	97%	87%
teachers treat students fairly at their school* (S2041)	91%	93%	69%
they can talk to their teachers about their concerns* (S2042)	87%	95%	81%
their school takes students' opinions seriously* (S2043)	70%	62%	54%
student behaviour is well managed at their school* (S2044)	96%	97%	89%
their school looks for ways to improve* (S2045)	95%	97%	87%
their school is well maintained* (S2046)	96%	100%	96%
their school gives them opportunities to do interesting things* (S2047)	93%	92%	91%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		94%	91%
they feel that their school is a safe place in which to work (S2070)		98%	96%
they receive useful feedback about their work at their school (S2071)		85%	79%
students are encouraged to do their best at their school (S2072)		98%	96%
students are treated fairly at their school (S2073)		94%	94%
student behaviour is well managed at their school (S2074)		98%	91%
staff are well supported at their school (S2075)		77%	77%
their school takes staff opinions seriously (S2076)		70%	68%
their school looks for ways to improve (S2077)		93%	89%
their school is well maintained (S2078)		93%	96%
their school gives them opportunities to do interesting things (S2079)		96%	85%

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

# 'Agree' represents the 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 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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	261,425	8,090
2012-2013	436,518	9,090
2013-2014	429,028	8,212

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

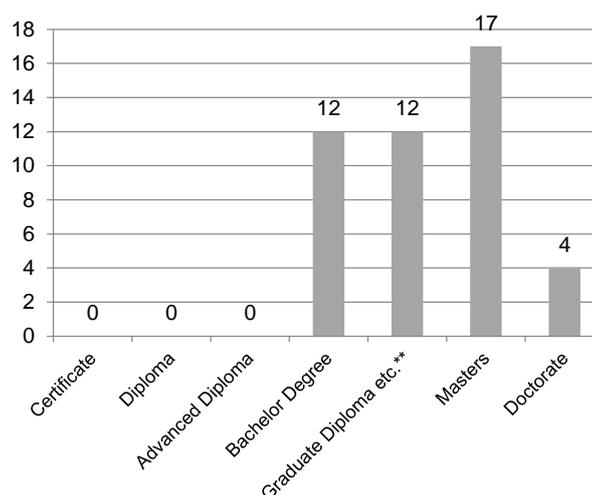
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	45	19	0
Full-time equivalents	43	17	0

## Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	12
Graduate Diploma etc.**	12
Masters	17
Doctorate	4
<b>Total</b>	<b>45</b>



\*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 2014 were \$42,630.

The major professional development initiatives are as follows:

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

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

### Average staff attendance

	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2014 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

**GO**

---

Search by suburb, town or postcode

Sector  Government  
 Non-government

**SEARCH**

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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. 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

<b>Student attendance</b>	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	96%	97%

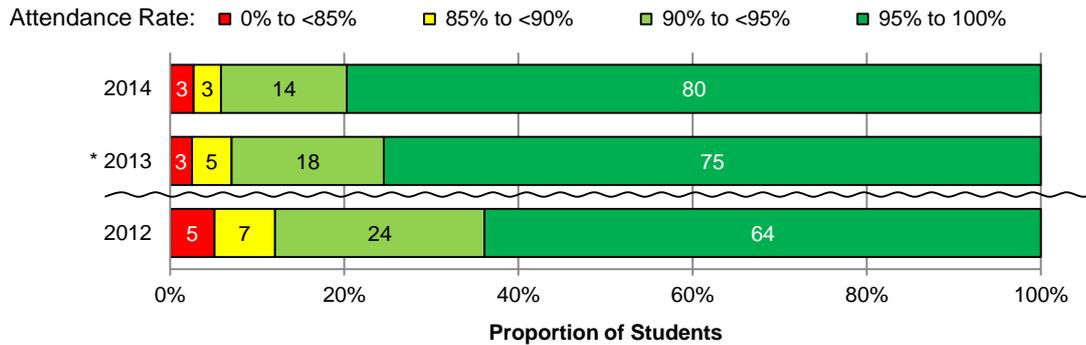
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

	Year 10	Year 11	Year 12
2012	97%	95%	93%
2013	98%	97%	94%
2014	97%	97%	97%

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 after 2012 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 DETE 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 for each lesson period of the day and also in a roll marking lesson (INSTEP). 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 and Year Level Coordinator.

#### 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 office staff text parent/guardians to seek an explanation. Absences which remain unexplained the following day are followed up with an email to the parent/guardian. Students with 3 days of absence are referred to the DP and Year Level Coordinators.

### 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.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, 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 whose NAPLAN results 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 able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

We are unable to report on our Closing the Gap data due to the small number of students however all data indicates no gap.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	79%	83%	93%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	138	137	140
Number of students awarded a Queensland Certificate of 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).	70	19	139
Number of students awarded an Australian Qualification Framework Certificate II or above.	70	18	139
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	134	117	135
Number of students awarded an International Baccalaureate Diploma (IBD).	107	104	118
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	99%	98%	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.	98%	87%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

As at 19 February 2015. The above values exclude VISA students.

### Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	0	0	0	0	0
2013	0	0	0	0	0
2014	0	0	0	0	0

As at 19 February 2015. The above values exclude VISA students.

### Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2012	0	0	70
2013	1	0	18
2014	0	139	3

As at 19 February 2015. The above values exclude VISA students.

Students complete a Certificate II in Active Volunteering as preparation for their Creativity, Action and Service Diploma subject. Students are also offered opportunities such as Certificate III in Laboratory Skills

### 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 school leavers information

Due to 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 and this has been very successful. 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 QCAA school.