



Queensland Academy for Science Mathematics and Technology

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

The Queensland Academy for Science Mathematics and Technology (QASMT) is an Education Queensland coeducational selective highschool for Years 10-12. QASMT students study an internationally benchmarked curriculum (the International Baccalaureate) which delivers rigorous learning and assessment, and as such gives IB Diploma holders access to the world's leading universities. Student welfare is explicitly taught through 'Positive Education' and students are supported via an embedded House system ensuring all students achieve to their potential. Students attending QASMT achieve well in sporting, musical and academic pursuits. In 2016, 149 Year 12 leavers attained an IB Diploma and in 2017 99% of graduates were offered a university place.

In keeping with the philosophy of the IB, students may participate in a number of extracurricular activities including theatre/musical productions, sports and community service activities. International competitions and study tours are part of the fabric of QASMT providing students with a rich international perspective. We provide a world class education by nurturing excellence, celebrating diversity and fostering innovation.

Principal's Forward

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 2016 School 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 between senior school and university for highly capable students in years 10, 11 and 12. 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. To ensure our students experience a smooth transition to tertiary education, the curriculum is rigorous and founded in genuine partnerships with Queensland's three major universities. Our core curriculum is the International Baccalaureate Diploma; a program that has earned a reputation for explicit 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 students gain exposure to cutting-edge technologies and access a number of world-leading experts through our university partnerships and international opportunities.

Our classrooms are designed as hubs for discussion, debate and above all respect for the opinions and beliefs of others. We have excellent facilities utilised by our dedicated and internationally trained teachers. Student welfare is paramount in ensuring students achieve to their full potential and teachers work closely with students to ensure their academic and wellbeing needs remain a priority.

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 accomplishments 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. QASMT IB graduates rank amongst 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. Our results clearly demonstrate that QASMT is the highest performing school in Queensland when compared with all state, private and independent schools. The Better Schools Guide (http://bettereducation.com.au/results/QCE_OP.aspx?yr=2016) has ranked QASMT as the top performing high school in the state. In all my years as an educator and leader, I have never experienced such consistent and outstanding results across the board. I am thrilled to announce that four of our students achieved International Baccalaureate Diploma scores of 45 points. These are perfect IB Diploma scores and are achieved by only 0.69 %* of students who undertook this course in the 2016 November sitting. Only 31 Australian students attained an IBD Score of 45 in 2015. (*based on IB Diploma November 2015 Results Released to IB World School)

In addition to these outstanding achievements our IB Diploma graduates have achieved outstanding results across the whole cohort, as is evident in the data below.

Year 12 IB Diploma Graduate Snapshots

	Mean Diploma Score	Median Diploma Score	Mean Subject Grade	Diploma Score 40+
QASMT Average 2016	35.23	35	5.59	21%
World Average 2015	29.21	—	4.84	14%

Interstate Comparison

	QASMT 2016	National Average 2015
ATAR 99+%	32%	2.78%

Local Queensland Comparison

OP Equivalent	QASMT 2016 (with bonus ranks)	State Average 2016	High Performing Private School 2015	High Performing State School 2015
OP 1	33%	2.75%	--	--
OP 1 - 5	72%	20.48%	56.28%	50.29%
OP 1 - 10	100%	51.18%	86.64%	77.35%
OP 1 - 15	100%	79.68%	99.98%	92.64%

QASMT performance against the state was spectacular. Our OP 1 equivalence 33% (State 2.75%) demonstrates our outstanding achievements. The percentage of students in the OP equivalent 1-15 distribution was 100% (State 79.68%). 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 wish to know how our Academy compares with our state counterparts.

The 2016 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 35.23. Our average score exceeded world-wide averages by 6.02 points. The average grade score of 5.59 also exceeded the world average of 4.84.

Of particular recognition is the number of students achieving an IB score of 40 plus (21%). Across the entire world only 14% of students achieved a Diploma Score of 40 or greater.

The support and guidance of their teachers - from Heads of House, 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. We have only seen 8 cohorts graduate and yet we are already 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 2016

<p>IB Diploma Attainment</p> <ul style="list-style-type: none"> ⊙ All graduating students will achieve an IB Diploma, QCE and a Certificate II+ ⊙ Student attendance is 97+% across the Academy 	Achieving
<p>Enhancing our Expertise</p> <ul style="list-style-type: none"> ⊙ All teachers are using Student Data Action Plans ⊙ All teachers and leaders use data and data walls to improve student learning outcomes ⊙ All leaders participate in collegial engagement and feedback to inform Annual Performance Review conversations 	Embedded
<p>Strengthening our Partnerships</p> <ul style="list-style-type: none"> ⊙ All staff communicate with parents and students through assemblies and other communication channels ⊙ All faculties have established formal or informal relationships aimed at improved student learning outcomes with universities/industry, wider educational sector and parents 	Ongoing

High performing systems have moved from 'professional or administrative forms of accountability and control' to 'professional forms of work organisations'

Andreas Schleicher, OECD, 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 2017 are:-

The What ~ Our Key Performance Indicators

Creating a Visible Learning Community

IB Diploma Attainment

- 100% of graduating students will achieve a minimum of 12 points across HL
- 100% of graduation students will achieve a minimum total 24 points
- 100% of graduating students will achieve a minimum of 2 points for inner core
- 100% of graduating students will achieve an IB Diploma
- 100% of graduating students achieve an IB Diploma score of 30+ (aspirational bench mark)
- 30% or more of graduating students achieve an IB Diploma score of 40+

IB Targets

- Every IB subject offered at QASMT will exceed the November candidate subject averages, the Strategic Plan targets and previous Academy best averages (exception for subjects achieving GPA of 6.3+)
- Every subject, including Extended Essay and Theory of Knowledge meets the grade boundary targets as set out in Subject Development Plans

Pathway Targets

- 100% of students will achieve a QCE
- 100% of students will achieve a Certificate III+

Attendance Targets

- Average student attendance is 97+% across year levels, Houses and the Academy

Wellbeing Targets

- 80% of students are at a high level of social and emotional wellbeing

Within-School Achievement Targets

- 100% of students at every reporting period achieve a minimum 24 IB points and 12 points across HLs (minimum bench mark)
- 100% students are engaged in significant CAS activities for the duration of their Diploma
- 100% students have Personal Learning Plans developed through academic coaching by subject teachers
- 100% of teachers use valid and reliable assessment practices (including for, as, of learning)
- 100% teachers embed our Pedagogical Framework
- 100% of students have 24/7 access to all of their subject resources
- 0% of students on Academic Review each term (across year level and house)

Enhancing our Expertise

- 100% of teachers collaboratively plan and engage in co-teaching
- 100% of teachers are using Student Data Action Plans and Data Walls to improve student learning outcomes
- 100% of staff demonstrate collective responsibility
- 100% of staff meet Annual Performance Review requirements and actively engage in the Coaching and Feedback process
- 100% of staff trained in Daymap, Accelerus and OneSchool and use all systems to their full potential
- 100% of staff participate actively in ongoing professional learning
- 100% of leaders use student data and student data walls as a coaching tool to improve student learning outcomes
- 100% of leaders participate in the Coaching and Feedback process to provide feedback to teachers at least 3 times per year
- 100% of leaders acknowledge and celebrate staff and student achievements
- 100% of leaders commit to strengthening their leadership capacity

Strengthening our Partnerships

- 100% of staff communicate with parents and students through assemblies and other communication channels
- 100% of family communications are recorded on OneSchool
- 100% faculties have established formal or informal relationships aimed at improved student learning outcomes with universities/industry, wider educational sector and parents

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: Yes
Year levels offered in 2016: Year 10 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	461	214	247	1	97%
2015*	497	240	257	2	97%
2016	543	268	275	1	97%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

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 QCAA 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	25	23	26
Year 11 – Year 12	18	20	19

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

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 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 Programme:

- ✓ 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 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, Activity, Service (CAS).
2. The Diploma Programme 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 4 or 6. 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.

Co-curricular Activities

CAS (Creativity, Activity, 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 program, our CAS program encourages students to share their energy and special talents with others. Students may participate in a comprehensive co-curricular program, musical soirees, arts showcases, competitive and social sporting programs 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, Activity 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

Activity 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 Activity options including:-

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

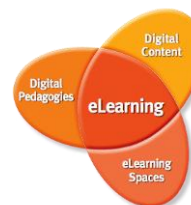
Service encompasses a host of community and social service activities. Some examples include:-

Environmental Community Garden Group
Fundraising for a large variety of charitable organisations
Volunteering
Participating in World Challenge
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 eCurriculum)**
- 3. eLearning 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

Overview

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 organised regularly 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 ran by students. The Academy offers an extensive co-curricular program allowing students to undertake areas of interest with like-minded peers.

To create a family atmosphere, students are placed within a vertically aligned INSTEP group and assigned to an INSTEP teacher who acts as their on campus mentor. Students collaborate across year levels facilitating the development of a peer led support network within the INSTEP group.

At QASMT we believe that wellbeing should be at the heart of education. As such, we have implemented a whole-school approach to Positive Education. This means that the principles of personal wellbeing are not only taught to students, but also to parents, teaching and non-teaching staff, and the wider community. Positive Education emphasises the importance of training the heart as well as the mind in education.

“A school curriculum that incorporates wellbeing will ideally prevent depression, increase life satisfaction, encourage social responsibility, promote creativity, foster learning and even enhance academic achievement.”(Waters, 2014)

Our program incorporates Seligman’s PERMA model to explicitly teach our students how to flourish:

P – Positive Emotions: Feeling positive emotions such as joy, gratitude, interest, hope.

E – Engagement: Being fully absorbed in activities that use your skills yet challenge you.

R – Relationships: Having positive relationships.

M – Meaning: Belonging to and serving something you believe is bigger than yourself.

A – Accomplishment: Pursuing success, winning achievement and mastery.

The INSTEP Program is a key mechanism to ensure the wellbeing of all Academy students. Regular House, 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 with focus on being a caring global citizen.

Parent, Student and Staff Satisfaction

Parent opinion survey

PERFORMANCE MEASURE			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	99%	95%	100%
this is a good school (S2035)	96%	99%	96%
their child likes being at this school* (S2001)	98%	93%	98%
their child feels safe at this school* (S2002)	100%	96%	100%
their child's learning needs are being met at this school* (S2003)	99%	92%	98%
their child is making good progress at this school* (S2004)	95%	89%	98%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	85%	93%
teachers at this school motivate their child to learn* (S2007)	96%	88%	96%
teachers at this school treat students fairly* (S2008)	96%	88%	98%
they can talk to their child's teachers about their concerns* (S2009)	94%	96%	98%
this school works with them to support their child's learning* (S2010)	95%	88%	96%
this school takes parents' opinions seriously* (S2011)	87%	85%	91%
student behaviour is well managed at this school* (S2012)	99%	93%	98%
this school looks for ways to improve* (S2013)	96%	93%	94%
this school is well maintained* (S2014)	100%	95%	98%

Student opinion survey

PERFORMANCE MEASURE			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	100%	98%
they like being at their school* (S2036)	87%	97%	95%
they feel safe at their school* (S2037)	96%	98%	96%
their teachers motivate them to learn* (S2038)	82%	95%	89%
their teachers expect them to do their best* (S2039)	98%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	87%	97%	71%
teachers treat students fairly at their school* (S2041)	69%	85%	80%
they can talk to their teachers about their concerns* (S2042)	81%	80%	76%
their school takes students' opinions seriously* (S2043)	54%	77%	61%
student behaviour is well managed at their school* (S2044)	89%	98%	91%
their school looks for ways to improve* (S2045)	87%	93%	87%
their school is well maintained* (S2046)	96%	97%	98%
their school gives them opportunities to do interesting things* (S2047)	91%	98%	98%

Staff opinion survey

PERFORMANCE MEASURE			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	91%	93%	95%
they feel that their school is a safe place in which to work (S2070)	96%	93%	98%
they receive useful feedback about their work at their school (S2071)	79%	93%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	67%	72%
students are encouraged to do their best at their school (S2072)	96%	98%	98%
students are treated fairly at their school (S2073)	94%	95%	91%
student behaviour is well managed at their school (S2074)	91%	98%	98%
staff are well supported at their school (S2075)	77%	83%	75%
their school takes staff opinions seriously (S2076)	68%	67%	75%
their school looks for ways to improve (S2077)	89%	93%	95%
their school is well maintained (S2078)	96%	100%	100%
their school gives them opportunities to do interesting things (S2079)	85%	95%	96%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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 whom provides a valuable forum for consultation on a range of issues including uniform selection, fundraising, events and extracurricular activities. The P & C meets each month to support the school vision and school priorities. The Academy also has a School Council which meets each term. School council members are heavily involved in the area of academic review that occurs each term, school annual review processes and strategic planning.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	1	0	4
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	429,028	8,212
2014-2015	416,288	2,165
2015-2016	437,755	7,688

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.

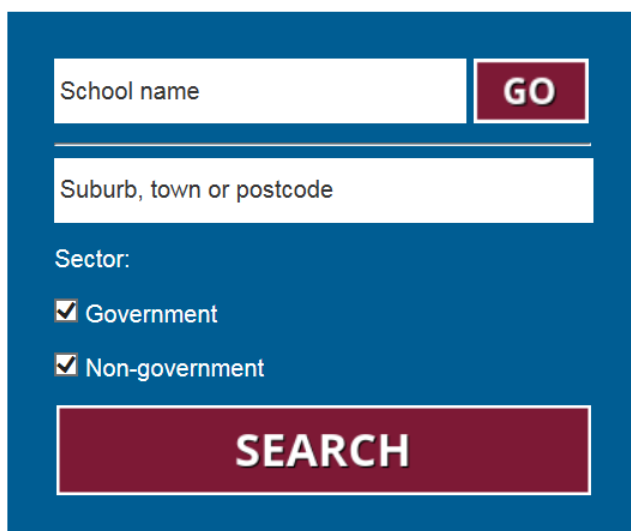
School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and 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



Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	51	22	0
Full-time Equivalents	49	18	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	5
Masters	14
Graduate Diploma etc.**	8
Bachelor degree	24
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors' Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$132, 687.

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 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for the entirety of 2016. It should be noted that all Academy teachers are employed on a fixed tenure.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	97%	96%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	97%	DW

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

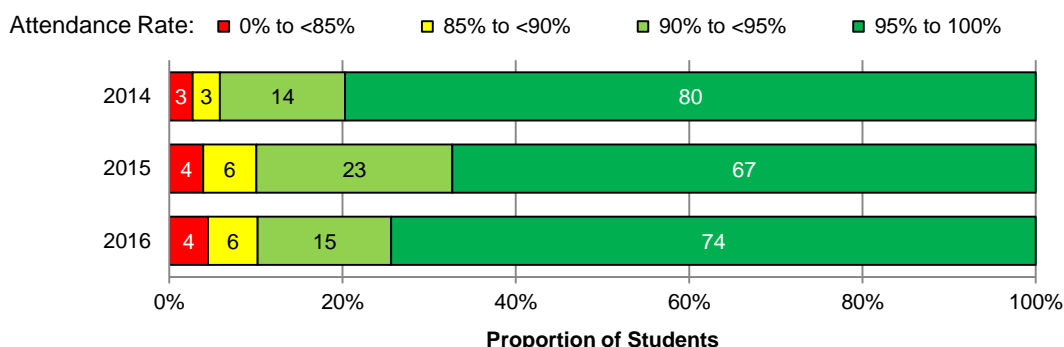
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014											97%	97%	97%
2015											97%	95%	94%
2016											98%	96%	94%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

ROLL MARKING:

In accordance with [Roll Marking in State Schools](#), 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 Heads of Department and Heads of House as per the Attendance Flowchart.

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 both the [Roll Marking in State Schools](#) and [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#) procedures. Daily unexplained absences are identified and office staff text parent/guardians to seek an explanation. Absences which remain unexplained are followed up with parents. Students with 2 days of absence are referred to the Heads of House.

NAPLAN

QASMT does not have students in Years 7-9 and therefore there are no NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	140	132	153
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	0	0	0
Percentage of Indigenous students receiving an Overall Position (OP)		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).	139	132	153
Number of students awarded an Australian Qualification Framework Certificate II or above.	139	132	153
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	135	132	153
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.		100%	
Number of students awarded an International Baccalaureate Diploma (IBD).	118	117	149
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	89%	89%	97%
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.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	99%	99%

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	0	139	3
2015	0	131	29
2016	1	152	42

As at 3rd February 2017. The above values exclude VISA students.

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

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	93%	93%	92%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.		100%	

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<https://gasmt.eq.edu.au/our-academy/education-queensland-reporting/>

Early leavers' information

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

Because of QASMT's selective entry requirements, attrition rates in any given cohort cannot be offset 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 (G&T and/or highly aspirational) and the nature of the IB program, QASMT has devised a number of goals and strategies designed to ensure students are engaged in an appropriate study course either within the Academy or in a QCAA school. 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.