

Balmoral State High School Queensland State School Reporting 2015 School Annual Report



Postal address	PO Box 120 Morningside 4170
Phone	(07) 3823 8588
Fax	(07) 3823 8500
Email	principal@balmoralshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Gerowyn Lacaze (glaca1@eq.edu.au)



Principal's foreword

Introduction

This report details the school's commitment to its core values of Responsibility, Excellence, Acceptance and Learning and the high standards expected of staff and students in their efforts to aspire to these values. We are tremendously proud of our students and the teachers who help our students in so many ways. This Annual Report provides a sample of the achievements and results from Balmoral State High School in 2015. If asked to describe our outcomes in person, we'd tell you stories of our students. This is a school where students are known by their teachers and the administration team and where the positive engagement in learning is a core priority.

Our proud academic record three of our students received an OP1, 27% of our students received an OP 1 – 5 (state average 20.5%). 74% of our graduates received an OP 1 – 15. Also 100 % of graduates achieved a Queensland Certificate of Education and Vocational Education qualification.

We are a school that invests heavily in the success of our students. We are a school that values family and community; a place where everyone can feel safe; where students know they are supported and where we are serious about teaching and learning.

School progress towards its goals in 2015

In 2015, the focus on a sustainable and embedded approach to Literacy and Numeracy was a key priority. Staff professional development continued in the Art and Science of Teaching (ASOT) – Dr Robert Marzano, as our pedagogical framework. Considerable progress was made in developing staff expertise with Reading to Learn, our focus literacy program. Balmoral is one of the schools at the head of the optimization of Professor David Rose’s data driven and evidence based literacy reform. Significant progress was also made in terms of continuing to embed Spelling Matters and Proportional Reasoning as key programs within our curriculum. The school continued as a Tier 2 status school with School Wide Positive Behaviour (SWPBS), renamed Positive Behaviour for Learning (PBL), which was also aligned with ASOT and our Literacy and Numeracy focus programs.

Future outlook

In 2016, the explicit improvement agenda for our school will focus on three key priorities:

- The building of capacity for the school leaders to act as instructional leaders with a specific focus on ASOT implementation
- Building the data culture of the school and improving data literacy for teachers
- A continued Schoolwide Focus on Literacy and Numeracy across the Curriculum

In addition, the school will focus on continuing to grow our reputation within the local area as a school of choice and work to build community engagement.

2016 Targets

1. Literacy and Numeracy

- NAPLAN Reading 94% (NMS) 15% (U2B)
- NAPLAN Writing 83% (NMS) 15%(U2B)
- NAPLAN Numeracy 97% (NMS) 15% (U2B)

2. A Culture That Promotes Learning

- 10% Reduction of SDAs
- 10% Reduction in Referrals

3. Effective Teaching Practices

- % A, B, C > 50%
- % D, E & NR < 10%
- Attendance rate >85%

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	444	195	249	24	91%
2014	387	175	212	22	85%
2015	435	200	235	36	93%

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.

Characteristics of the student body:

Balmoral State High School is situated on 10 hectares in Morningside, approximately six kilometres from the GPO. The school is well serviced by bus and rail transport. Students are drawn from the adjacent areas of Bulimba, Balmoral, Morningside, Cannon Hill, and Murarrie and to a lesser extent, Seven Hills, Belmont, Tingalpa and Norman Park. The school enrolment was well above 1000 until the 1980s when the nature of the community changed with an aging population and the gentrification of the river suburbs.

The school is accredited to host full fee-paying overseas students and currently has 26 student enrolments from China, Japan, Italy, Germany, France and Korea. These students come for periods of three months to five years.

The school community is predominantly from middle socio-economic cross section of society. There is a broad cross section of occupations as well as social and cultural diversity within the school.

92.5% of the population is Australian born, but there are also students from Malaysia, New Zealand, the Pacific Islands, Japan, Taiwan, Hong Kong, China, Brazil, Europe, Vietnam and the Philippines.

All of these factors promote acceptance and tolerance of others, which is a distinctive feature of the school.

The school prepares students for academic and vocational pathways. We have strong, sustainable partnerships with the University of Queensland, QUT and Griffith University through the Connect Program and TAFE colleges, as well as many industry partnerships for students needing a school based apprenticeship or traineeship.

The school has expansive grounds and has many modern facilities (eg. Learning Centre, State of the Art Science, Film and New Media and Dance, IT) to give students the best possible chance at achieving good educational outcomes. All buildings have WIFI access. In 2016, a Trade Skills Centre began construction.

Our Access Centre (supporting Students with Disabilities and Diverse Learners) currently supports 10% of our student population. Another 10% of our students are indigenous. Our indigenous students are supported through Tugulawa, our school meeting place and through the support of a teacher aide. A very small number of our students are from an ESL background.



Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Year 7 Secondary – Year 10	24	22	22
Year 11 – Year 12	17	16	17

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	32	33	31
Long Suspensions - 6 to 20 days	6	0	2
Exclusions	8	4	1
Cancellations of Enrolment	0	1	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.

Curriculum delivery

Our curriculum is designed to ensure that all students have the opportunity to achieve success and reach their potential. There is strong emphasis to build engagement in and relevance to learning through Real Opportunities, Real Outcomes, Real Futures with extension and support programs provided to enhance and extend the skills of gifted and talented students as well as to support students requiring extra assistance.

At Balmoral we believe that we need to provide a platform for further development and growth to enable students to progress successfully through their schooling. This can be provided via the subject offerings we provide and the essential elements within the subjects we deliver.

We strive to provide a quality education by developing exciting and stimulating programs that provide for a wide range of learning styles and abilities through a variety of pedagogical formats. We place a

high emphasis on developing thinking skills in students and support this through a framework of scaffolding.

Year 7 and 8 students are provided with a supported transition from primary school and a course of study addressing all the requirements of the National Curriculum, as well as a taste of all electives. In years 9 and 10, students extend studies and pursue areas of strength and interest through a range of core and elective offerings.

These students are taught English, Science, Maths, History/Geography and HPE in line with the National Curriculum. Year 10 facilitates entry into 27 Authority and 10 Authority Registered subjects on offer in Year 11 and 12. Many of these subjects are supported by vocational certificates in:

Engineering; Construction; Information Communication Technology; Tourism, Business; Sport and Recreation.

Our flexible approach to curriculum offerings sees us offering some subjects through Education Queensland's Virtual Schooling Service or the School of Distance Education. In addition students may follow a flexible pathway including opportunities for a School Based Apprenticeship or Traineeship or TAFE courses while at school. Early start to university is available leading to direct entry into tertiary studies. Aerospace Studies continues to be offered to Senior students and the 11 year partnership with Boeing Defence Australia supports extension for our students.

Extra curricula activities

Extra-curricular activities are many and diverse. These include:-

Boeing Enterprise Team – The Boeing Enterprise Team consists of Balmoral State High School students, who work on real life science, aerospace and business enterprises.

School Musical – a teacher devised drama, dance, music and new media show.

Coding and Micromakers Club

Cheerleading and Dance Ensemble.

Debating and Youth speaking competitions, Public speaking courses.

Australian Mathematics Competition – open to all year levels

Australian Science competition – selected Science students from all year levels are encouraged to participate.

Concert Band and Stage Band

Gateway Learning Community combined bands

Interschool sporting activities

Recreational sporting activities



How Information and Communication Technologies are used to improve learning

The *eLearning: A Pedagogical Change* project focused on the inclusion of technology within the classroom. The use of devices is causing a major pedagogical shift that is seamlessly inclusive of eLearning.

The *eLearning: A Pedagogical Change* projects objectives are as follows:

- Educate staff as to the capabilities of laptops or iPads & establish strong links between capabilities and classroom pedagogy
- Meet targeted student ICT expectations
- Establish a specialised staff base to ensure sustainability

ACHIEVING THE OBJECTIVES

- Establish a strong pedagogical link with Smart Classroom framework
- Targeted professional development that includes;

▪ EdStudio	▪ Interactive whiteboard	▪ Photo Story 3
▪ Excel	▪ Photo Shop	▪ Click view
▪ One Note	▪ Audacity	▪ Movie Maker
- Data projector presentation systems and speakers installed in all teaching spaces.
- Revisit with staff the student ICT expectations & map subject areas to expectations being met & also to identifying gaps.
- Professional discussion allocated at staff meetings on professional practice in the classroom.
- Discussions continue re BYOD (Bring your own Device). This will roll out in 2015, and be reviewed in 2016.



Social Climate

Balmoral SHS has a particular focus on student support through a range of programs and networks that ensure every young person is known by a staff member and every young person has an opportunity to be heard by an adult. Additionally all students participate in 70 minutes of a structured program every week which covers a range of age appropriate topics. The school supports year coordinators whose main focus is the holistic welfare of students. The school has a specially created Student Support Team which targets and manages the support programs. Professionals on this team include the Guidance Counsellor, the Year Coordinators, the School Chaplain, the School Based Youth Health Nurse, the Indigenous Teacher Aide and members of Administration. Balmoral also offers presentations and programs relevant to the specific pastoral needs of our students.

Our school has a zero tolerance approach to bullying and we engage students in proactive programs to support this stance. On enrolment, all students sign the school's anti bullying pledge. Our Physical Education teachers are trained to deliver Rock and Water – a program for building resilience, and our Drama teachers deliver a social drama program in Year 8 as part of the Acting Against Bullying program. All parents are informed that Balmoral SHS implements the policy of *Positive Behaviour for Learning*. This research-based and widely acclaimed program is enormously successful in our school and saw us instated as one of only a handful of Australian schools who practice both Tier 1 and Tier 2 programs.

The School Opinion Survey shows that 100% of parents feel that student behaviour is managed well at this school.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	100%	100%	93%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child feels safe at this school (S2002)	100%	100%	93%
their child's learning needs are being met at this school (S2003)	91%	95%	100%
their child is making good progress at this school (S2004)	95%	91%	100%
teachers at this school expect their child to do his or her best (S2005)	95%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	90%	95%	100%
teachers at this school motivate their child to learn (S2007)	91%	95%	100%
teachers at this school treat students fairly (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	100%	95%	100%
this school takes parents' opinions seriously (S2011)	90%	95%	100%
student behaviour is well managed at this school (S2012)	95%	90%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	86%	100%	87%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	89%	96%	94%
they like being at their school (S2036)	86%	89%	92%
they feel safe at their school (S2037)	88%	96%	94%
their teachers motivate them to learn (S2038)	88%	92%	94%
their teachers expect them to do their best (S2039)	98%	98%	96%
their teachers provide them with useful feedback about their school work (S2040)	83%	91%	88%
teachers treat students fairly at their school (S2041)	75%	87%	84%
they can talk to their teachers about their concerns (S2042)	66%	87%	78%
their school takes students' opinions seriously (S2043)	76%	90%	84%
student behaviour is well managed at their school (S2044)	63%	85%	77%
their school looks for ways to improve (S2045)	89%	97%	94%
their school is well maintained (S2046)	81%	91%	90%
their school gives them opportunities to do interesting things (S2047)	85%	90%	93%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	95%	89%	92%
they feel that their school is a safe place in which to work (S2070)	93%	92%	92%
they receive useful feedback about their work at their school (S2071)	88%	80%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	94%	75%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
students are encouraged to do their best at their school (S2072)	98%	95%	96%
students are treated fairly at their school (S2073)	96%	89%	92%
student behaviour is well managed at their school (S2074)	88%	82%	82%
staff are well supported at their school (S2075)	79%	85%	84%
their school takes staff opinions seriously (S2076)	82%	82%	80%
their school looks for ways to improve (S2077)	96%	92%	94%
their school is well maintained (S2078)	75%	83%	84%
their school gives them opportunities to do interesting things (S2079)	86%	86%	92%

[#] '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

Parent involvement in the school is encouraged and actively supported. Parents have representation on formal input groups including School Council and Parents & Citizens' Association. Parents are involved in other consultative bodies as the need arises. In addition the school has active working parties and representation on the Balmoral High Instrumental Program (BHIP), Cheerleading Parent Support Group, Canteen Management and GLC parent group.

Parents are also invited to formal Parent/Teacher conferences in the form of Learning Pathway Planning (LPP) once a year, traditional curriculum parent teacher interviews twice a year and there is formal reporting to parents about progress four times a year. Parents are encouraged to attend all major school functions and productions and to participate in enriching the learning environment.

In terms of community engagement, Balmoral State High School participates in local events such as Anzac Day and the Morningside Festival. There are community links with local businesses and organisations such as Zonta.

Reducing the school's environmental footprint

Balmoral State High School has a green policy to reduce our carbon footprint. As part of this, we promote responsible use of resources including power and water, recycling, these values are embedded in our curriculum programs. The school has specific leadership roles to raise awareness and promote green attitudes. These captains lead the school's environment committee. Our school mascot – Perry is a crocodile from Perrin Creek. He spreads a positive environmental message within our school community.



Environmental footprint indicators		
Years	Electricity kWh	Water kL
2012-2013	215,995	1,423
2013-2014	213,544	7,561
2014-2015	224,581	1,201

*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.

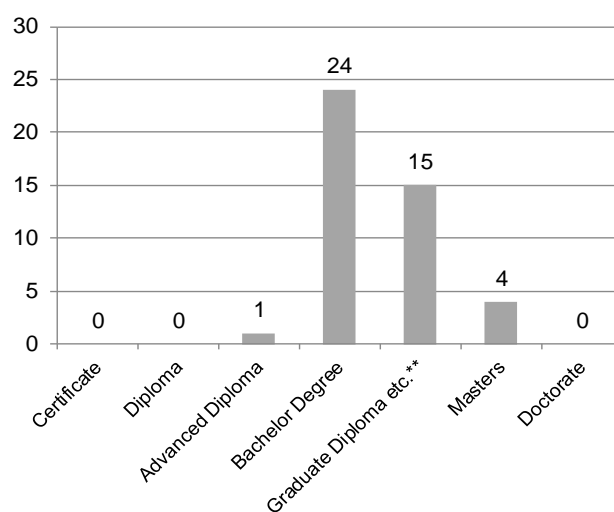
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	45	23	<5
Full-time equivalents	42	18	<5

Qualifications of Teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	1
Bachelor Degree	24
Graduate Diploma etc.**	15
Masters	4
Doctorate	0
Total	44



*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 2015 were \$81,276.

The major professional development initiatives are as follows:

2015 will see a focus on Art and Science of Teaching as the school's overarching Pedagogical Framework, the teaching of Reading and Numeracy. The Annual Teacher Performance based on AITSL standards implementation will continue allowing us to track the growth of Professional Capability of all teaching and ancillary staff, as well as attention to key priorities as indicated in the Strategic Plan 2012-2015 and the AIP 2015.

- Australian Curriculum roll out, C2C, ongoing QCAA syllabus PD
- Schoolwide Pedagogy: Marzano: The Art and Science of Teaching (see Action plan)
- Using data to inform teaching practice (see Data Plan)
- Differentiation/Dashboard, Inclusive Education
- Junior Secondary Implementation
- Literacy- Reading 2 Learn, Spelling Matters, U2B
- Numeracy – U2B Project, Proportional Reasoning
- School Wide Positive Behaviour Support
- Closing the Gap
- Attendance and Engagement

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

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 entire 2015 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

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	89%	89%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	79%	87%	85%

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

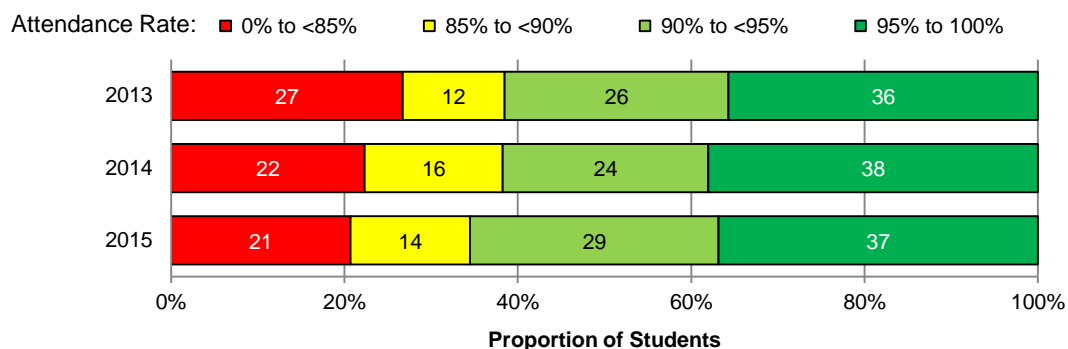
Student attendance rate for each year level (shown as a percentage)												
Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013								92%	89%	87%	86%	90%
2014								93%	89%	88%	87%	91%
2015							92%	92%	93%	88%	90%	90%

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

The school has a clear process to monitor student attendance in all classes every day. ID Attend informs unexplained absences from School or classes. Text messages are sent to parents to notify them of any unexplained absence. Follow up phone calls home by Year Coordinators or the Deputy Principal occur in regard to extended unexplained absences.

Strategies to improve attendance are negotiated with parents. Student engagement is the most effective strategy.

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

Where it says '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 NAPLAN information is available by selecting 'NAPLAN' 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 our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	81%	73%	82%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	75%	67%	100%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	86	67	62
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving an Overall Position (OP)	38	22	27
Percentage of Indigenous students receiving an Overall Position (OP)	20%	0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	17	25	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	86	67	62
Number of students awarded an Australian Qualification Framework Certificate II or above.	49	52	55
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	86	67	62
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	68%	86%	70%
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.	98%	93%	97%

As at 16 February 2016. 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
2013	8	10	8	9	3
2014	7	3	9	3	0
2015	4	9	6	8	0

As at 16 February 2016. 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
2013	86	43	22
2014	67	44	22
2015	61	55	7

As at 16 February 2016. The above values exclude VISA students.

The school offers students vocational education courses as follows:

Certificate I and II in Information Digital Media and Technology, Certificate II in Active Volunteering, Certificate I Engineering, Certificate I in General Construction, Certificate II in Tourism, Certificate II in Sport and Recreation.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are often due to relocation. Balmoral has diverse and individualised transition plans for students at risk of early departure prior to completing Senior Phase of Learning. These include, but are not limited to TAFE enrolment, the involvement of Registered Training Organisations (RTOs) and Job Services Australia (JSA).