



ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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Department of Education and Training



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School Overview

Balmoral State High School, located 5km from the Brisbane CBD, is situated in the leafy green eastern suburbs, adjacent to the relaxed cafe precinct of Oxford St, Bulimba. Real opportunities, real outcomes, real futures - our vision is to provide opportunities and pathways to meet the individual needs of every learner, building capability through dynamic, rigorous curriculum and interactive, responsive community partnerships. Every student is encouraged to achieve their best and strive for excellence in all they do

We excel in Aerospace Studies (partnership with Aviation Australia) having solid partnerships with the University of Queensland, Griffith University, University of Queensland and a Business enterprise partnership with Boeing Defence Australia developing meaningful and innovative projects from year 7 – 12.

The school is connected to the community through partnerships with 6 local primary schools as a member of the Gateway Learning Community. This partnership ensures smooth transition for students from primary to secondary school.

As an accredited International school, we attract enrolments from overseas students wishing to pursue an academic future in Australian tertiary institutions. We have a reputation for excellence in this area. We also host visiting international teaching professionals.

The established values of this school community provide young people with the purpose and spirit to pursue life goals. Through well defined expectations delivered through our Schoolwide Positive Behaviour Support Program, we focus on 4 REAL expectations: we are Responsible; we strive for Excellence; we Accept the rights of others and we are Learners. Emphasis is placed on making a difference for each student, while developing a positive work ethic, integrity and commitment.

Staff are enthusiastic and dedicated to working at Balmoral High for the best possible outcomes for students. Our community is consistently able to celebrate success through academic, sporting, cultural and community pursuits and the school receives State and Nationally recognised awards. This is already starting to show results, with our school achieving above the state mean in Literacy and Numeracy. REAL Opportunities, REAL Outcomes, REAL Futures are delivered at Balmoral State High School.



Principal's Foreward

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 2016. 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 our students continue to receive an OP1's and 76% 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 2016

The school wide focus on Literacy across the curriculum also was strengthened 2016. All staff were provided with PD in the Read to Learn methodology and their application of this was practiced and refined throughout the year. This embedded approach resulted in outstanding NAPAN results for our year 9 students in Literacy. Balmoral's Spelling Matters program supported teachers and students in the development of excellence in spelling strategies via: data collection, spelling bee and publicity around program. This was celebrated at our annual Spelling Bee in Term 4.

The school improvement priorities for 2016 was developing the capacity of our leaders to act as instructional leaders ensuring consistent pedagogy across all classrooms and improving the data literacy of all teachers. Our school leadership team worked with Lyn Sharratt to develop a culture of

of using data to inform classroom practice. At the end of 2016, teachers were engaged in data conversation with a specific focus on who to support students' learning, through pedagogy in the classroom. Teachers use differentiated strategies with classes and individuals as a result of data knowledge and analysis

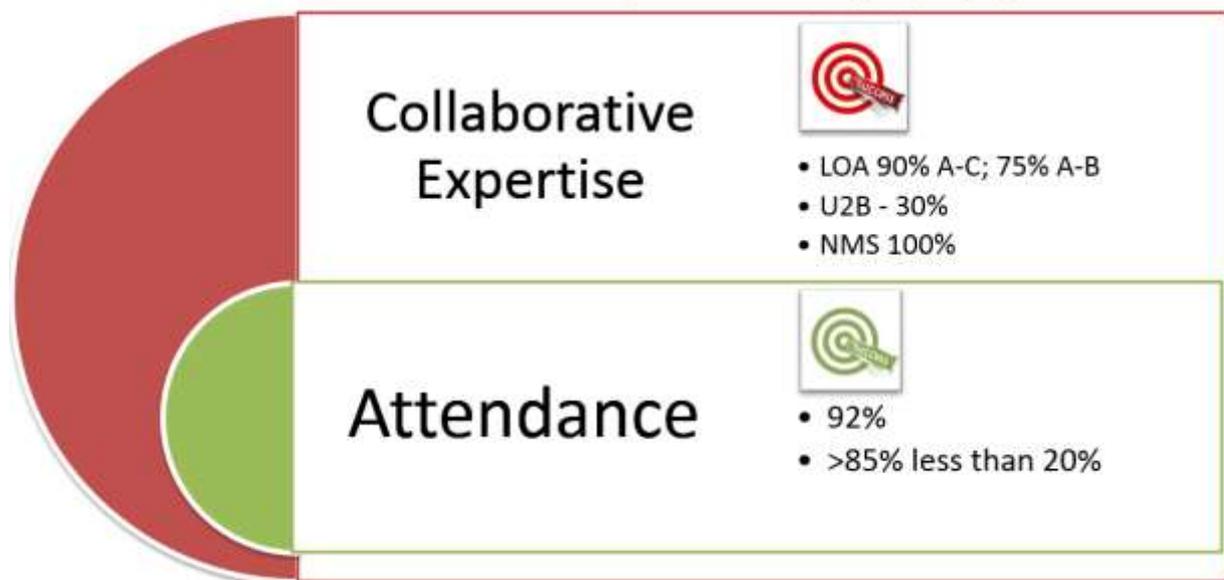
Future Outlook

In 2017 we are focusing on a culture that promotes learning and ensuring that we are supporting our students' attendance. Our target for 2017 is 92%

We are also continuing to work with our staff in developing their capacity for collaborative expertise. Ensuring that data is used to improve student outcomes and student engagement in the classroom. We are also ensuring that in the Junior Secondary (yr7-9) that we have a clear Curriculum Planning process and that the literacy demands are met through Read to Learn framework and are an integral part of the planning process.

BALMORAL EXPLICIT IMPROVEMENT AGENDA

Student achievement – through increased staff capability





Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	387	175	212	22	85%
2015*	435	200	235	36	93%
2016	494	224	270	40	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

Overview

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 is accredited to host full fee-paying overseas students and currently has 32 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 was opened and in 2017 an Indoor sports facility will be completed.

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	22	22	23
Year 11 – Year 12	16	17	16

*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

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.

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 Australian 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 Australian 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.

Co-curricular 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 Assist Learning

Balmoral is a Bring your Own Device school and we encourage all students to engage in ICT in every classroom. 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

Social Climate

Overview

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 45 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 97% of parents feel that Balmoral State High School is a good school and that the school works with them to support their child's learning.



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)	100%	100%	94%
this is a good school (S2035)	100%	100%	97%
their child likes being at this school* (S2001)	100%	93%	95%
their child feels safe at this school* (S2002)	100%	93%	95%
their child's learning needs are being met at this school* (S2003)	95%	100%	94%
their child is making good progress at this school* (S2004)	91%	100%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	100%	94%
teachers at this school motivate their child to learn* (S2007)	95%	100%	91%
teachers at this school treat students fairly* (S2008)	100%	100%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	95%
this school works with them to support their child's learning* (S2010)	95%	100%	97%
this school takes parents' opinions seriously* (S2011)	95%	100%	97%
student behaviour is well managed at this school* (S2012)	90%	100%	87%
this school looks for ways to improve* (S2013)	100%	100%	95%
this school is well maintained* (S2014)	100%	87%	94%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	94%	98%
they like being at their school* (S2036)	89%	92%	96%
they feel safe at their school* (S2037)	96%	94%	93%
their teachers motivate them to learn* (S2038)	92%	94%	90%
their teachers expect them to do their best* (S2039)	98%	96%	99%
their teachers provide them with useful feedback about their school work* (S2040)	91%	88%	93%
teachers treat students fairly at their school* (S2041)	87%	84%	78%
they can talk to their teachers about their concerns* (S2042)	87%	78%	81%
their school takes students' opinions seriously* (S2043)	90%	84%	83%
student behaviour is well managed at their school* (S2044)	85%	77%	76%
their school looks for ways to improve* (S2045)	97%	94%	95%
their school is well maintained* (S2046)	91%	90%	94%
their school gives them opportunities to do interesting things* (S2047)	90%	93%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	89%	92%	91%
they feel that their school is a safe place in which to work (S2070)	92%	92%	93%
they receive useful feedback about their work at their school (S2071)	80%	84%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	75%	75%
students are encouraged to do their best at their school (S2072)	95%	96%	96%
students are treated fairly at their school (S2073)	89%	92%	88%
student behaviour is well managed at their school (S2074)	82%	82%	81%
staff are well supported at their school (S2075)	85%	84%	79%
their school takes staff opinions seriously (S2076)	82%	80%	79%
their school looks for ways to improve (S2077)	92%	94%	91%
their school is well maintained (S2078)	83%	84%	72%
their school gives them opportunities to do interesting things (S2079)	86%	92%	83%

* 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

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..

Respectful relationships programs

Our school is a positive behavior for learning school. All our students are explicitly taught the value of positive relationships and ways in which RESPECT is demonstrated in a daily basis. Our senior students also participate in the 'Love Bites' program through the school nurse and the Youth Pathways officer. Our Junior students also are engaged in programs throughout the school year focusing on topics such as Respectful relationships, being safe on-line and the Rock and Water program.

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	33	31	49
Long Suspensions – 6 to 20 days	0	2	8
Exclusions	4	1	3
Cancellations of Enrolment	1	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

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
2013-2014	213,544	7,561
2014-2015	224,581	1,201
2015-2016	239,332	1,426

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 standardized 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

Sector:

Government

Non-government

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	47	24	<5
Full-time Equivalent	43	19	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	16
Bachelor degree	47
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours 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 \$39 000.

The major professional development initiatives are as follows:

- Reading to Learn Methodology
- Capability development –Leadership team
- Teaching & Learning _ art and Science of Teaching
- Curriculum Development
- Coaching – Data driven conversations

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.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2016.

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).	89%	91%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	85%	77%

*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									93%	89%	88%	87%	91%
2015								92%	92%	93%	88%	90%	90%
2016								94%	88%	88%	89%	88%	89%

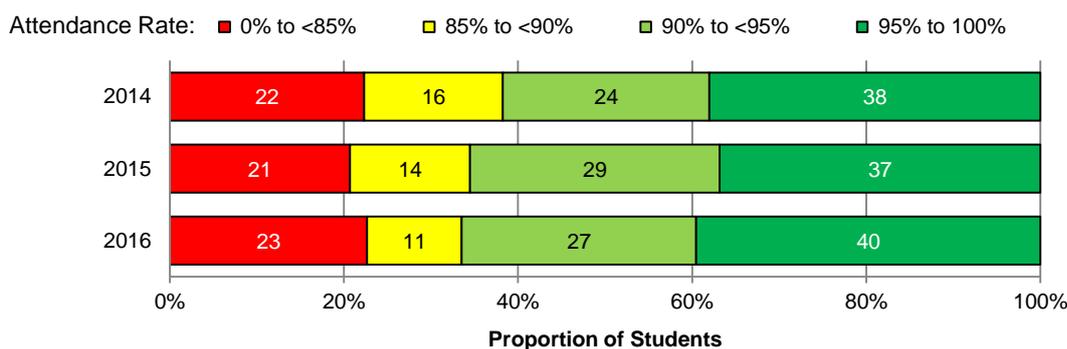
*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed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

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.

NAPLAN

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.

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 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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	67	62	75
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	22	27	31
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	50%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	25	11	21
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	67	62	75
Number of students awarded an Australian Qualification Framework Certificate II or above.	52	55	72
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	67	62	75
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.	86%	70%	74%
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.	93%	97%	90%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	7	3	9	3	0
2015	4	9	6	8	0
2016	5	6	12	8	0

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	67	44	22
2015	61	55	7
2016	75	72	7

As at 3rd February 2017. 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.

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.	73%	82%	89%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	67%	100%	150%

* 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:

<http://www.balmoralshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early 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).

