QUEENSLAND STATE SCHOOL REPORTING - 2010

Balmoral State High School (2043)

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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, Murarrie and to a lesser extent, 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.

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Principal's foreword

Introduction

2010 has seen Balmoral State High School continue to develop a culture of excellence across all areas of school operations, with major initiatives in the fostering of VET partnerships, School Wide Positive Behaviour Support and Schoolwide Pedagogy. ICT integration has been another major focus both in terms of infrastructure management and pedagogy.

The school has developed structures enabling it to be futures focussed, developing creative and innovative thinking within our young people, so that they can engage purposefully and competitively with any future they choose. Our vision is to deliver the best learning possibilities – the best student results; the best outcomes; the best links with student goals.

The established values of this school community provide young people with the purpose and spirit to pursue life goals. Every student is encouraged to achieve their best and strive for excellence in all they do. 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. The school commitment to improving student performance has seen a 9% increase in students achieving the top bands for university entrance. There has been a 10% increase in the numbers of students undertaking post school university studies. On a per capita basis Balmoral State High School leads the inner Brisbane metropolitan schools in SATs. Our Middle school nurtures adolescents through engaging learning activities and a focussed literacy and numeracy strategy. This is already starting to show results, with our school achieving above the state mean in some areas. REAL Opportunities, REAL Outcomes, REAL Futures are delivered at Balmoral State High School.

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Balmoral State High School (2043)

School progress towards its goals in 2010

2010 saw the school:-

Continue to focus on building a culture of excellence in academic areas through:

Target literacy and numeracy strategies across curriculum areas

Develop Consistent Pedagogical Practices (quality assure effective Teaching & Learning)

Embed effective IT practices within each subject

Grow Innovative Practices

Continue the focus on development of partnerships to support and improve access to further career education, training and employment

Enhance ICT integration through Professional Development and infrastructure

Build knowledge and capacity around assessment, pedagogy and positive behaviour management for all staff

Improve student Outcomes

Empower Staff to access and utilize data sets to inform practice

Identify individualised student needs

Implement Personal Development Plans for all staff members

Continue to build strong links with GLC and other schools in the primary and secondary sector with the aim to improve enrolments and build staff capacity

Focus on Transition Programs (Yr 7→ 8)

Work towards Continuous improvement in Closing the Gap data

Refurbish the Science Faculty Building and a new state of the industry drama/dance studio

Future outlook

Analysis of current data including the results of the school audit conducted in 2010 will inform school strategic planning for the next few years. In 2011, the school will undergo a quadrennial school review. Collecting and analysing data is the key to refocussing the school in planning a better future to ensure improved outcomes for our students. The Schoolwide Positive Behaviour Support Program will continue to provide data to drive whole school practices that foster a safe, respectful and responsible learning environment for all.

Queensland Curriculum and Reporting Framework work programs implemented in 2009/10 will provide the platform for the delivery of ACARA at Balmoral. Our faculties have begun reviewing current offerings in light of emerging information re the National Curriculum.

Our Literacy and Numeracy Strategies will continue to be implemented across al curriculum areas and 2012 will see a dedicated period provided for focus on these vital learning areas.

Systematic tracking of each student's personalised learning plan and performance will provide a basis for

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early intervention programs. This process provides an understanding of possibilities for the future and a pathway leading to the student's destination. The focus on attendance and completion of courses of study will continue.

Strengthening partnerships with the University of Queensland, Griffith University, TAFE and business and industry (including Aviation Australia, Boeing and South East Brisbane Chamber of Commerce) will enhance student pathways.

Upgrades to school facilities will continue, in particular, upgrades to ICT infrastructure (including bandwidth and wireless connectivity) and systems that align and promote 21ST Century Learning.

School Profile

Coeducational

Year levels offered: Year 8 -12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
558	271	287	81%

Characteristics of the student body:

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The school is accredited to host full fee-paying overseas students and currently has 30 student enrolments from China, Japan, Brazil, 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.   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 and Griffith University through the Connect program, as well as many industry partnerships for students needing a school based apprenticeship or traineeship.

There is a broad cross section of occupations as well as social and cultural diversity in the community 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.

The school is well spread out and has many modern facilities (eg. State of the art Science, Film and New Media and Dance, IT) to give students the best possible chance at achieving good educational outcomes.

Our Special Education Classroom currently supports 4% of our student population. Another 4% of our students are indigenous and they are supported by an indigenous teacher aide four days a week. A very small number of our students are from an ESL background.

Our school at a glance

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3					
Year 4 – Year 10	20	99%	95%	4%	1%
Year 11 – Year 12	14	96%	95%	1%	4%
All Classes	17	97%	95%	3%	3%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	86
Long Suspensions - 6 to 20 days	12
Exclusions	1
Cancellations of Enrolment	2

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Curriculum offerings

Our distinctive curriculum offerings:

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 are 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 8 students are provided with a supported transition from primary school and a course of study addressing key essentials across eight key learning areas of the national curriculum. In years 9 and 10 students extend studies and pursue areas of strength and interest through a range of core and elective offerings

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 Communications Technology

Justice Studies

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 complete a School Based Apprenticeship or Traineeship and be eligible for direct entry into University or TAFE courses while at school.

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Extra 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 along with year 7 students from the GLC primary schools, who work on real life business enterprises.

Common Thread – a student devised drama, dance, music and new media show, mentored by professional artists.

Cheerleading and Dance Ensemble.

Youth speaking competitions.

Australian Mathematics Competition – open to all year levels

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

Concert Band

Stage Band

Gateway Learning Community combined bands

Interschool sporting activities

Recreational sporting activities

Sport Age Champions 2010

2010 Cheerleaders – World Cup Cheer and Dance Asia Pacific Grand Finals 2010 2nd Place.

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How Information and Communication Technologies are used to assist learning

Four computer laboratories are available, along with computers allocated to a range of general teaching classrooms, for use by all students to assist in research and application, higher order thinking strategies and extension activities. Specific curriculum tasks are redesigned by teachers so that computers can be used as an additional tool for learning. Interactive whiteboards are also available to staff across the school to enable engagement in learning through peer tutoring and instant replay and application. 2010 has seen the consolidation of a developmental plan for the integration of computer technology across the curriculum, including the purchase of laptops to be rolled out to Senior students in 2011.

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 five 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 Officer, the 5 Year Coordinators, the School Chaplain, the School Based Youth Health Nurse, the Youth Support Coordinator, the Community Education Counsellor and members of Administration. Balmoral also offers presentations and programs relevant to the specific pastoral needs of our students.

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Parent, student and teacher satisfaction with the school

Outcomes for 2010 reflect significant work associated with tracking and monitoring student progress and successful communication with parents.

School Opinion Survey data reports that the majority of parents and students were satisfied or very satisfied: that their child was safe and happy at school; that the school was improving their child's literacy; that their child was getting a good education.

Students report that they are very satisfied with curriculum offerings, the school climate and their opportunities to become involved in school activities.

Staff report that their relationships with students are very good.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	53%
Percentage of students satisfied that they are getting a good education at school	45%
Percentage of parents/caregivers satisfied with their child's school	61%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	53%
Percentage of staff members satisfied with morale in the school	71%

Involving parents in their child's education.

Parent involvement in the school is encouraged and actively supported. Parents have representation on formal input groups including School Council and P & C. 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), Canteen Management and GLC parent group.

Parents are also invited to formal Parent/Teacher conferences in the form of Learning Pathway Planning (LPP) 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.

Gateway Learning Community Under 8's Day

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 value 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.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	$63,725	$37,404	$10,816	$6,062	$5,198	$3,991	$254	197,930	2,280	202,147
2009	$58,434	$39,833	$0	$0	$3,196	$72	$15,333	224,511	3,143	0
% change 2009 - 2010	9%	-6%	N/A	N/A	63%	5443%	-98%	-12%	-27%	N/A

SWPBS Mascot – *'Perry'*

School Leadership Team

Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	55	22	<5
Full-time equivalents	49	16	<5

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	46
Diploma	3
Certificate	0

Doctorate
Masters
Bachelor degree
Diploma
Certificate

6% 0% 8%
86%

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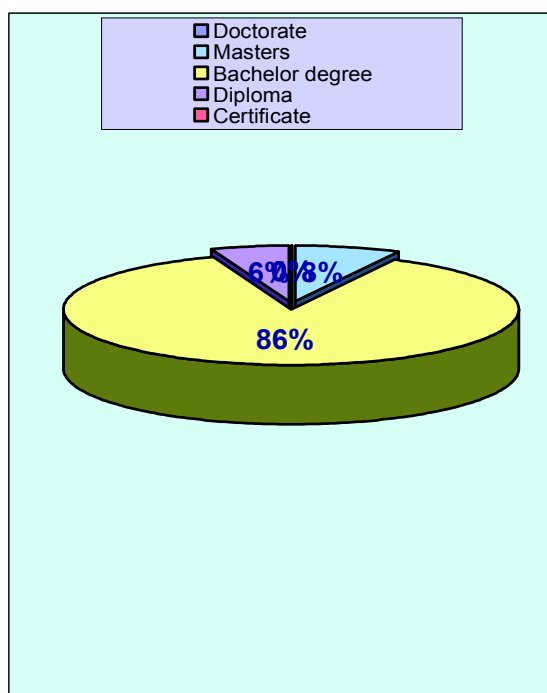
Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was $69,782.

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

The major professional development initiatives are as follows:

- Queensland Curriculum Assessment and reporting Framework (QCARF, Essential Learnings)
- Queensland Certificate of Education QCE) and Queensland Certificate of Individual Achievement (QCIA)
- School wide Pedagogy
- ICT Certificate, ICT Pedagogical Licence
- Student Protection Policy, Code of Conduct
- Embedding Indigenous and Torres Strait Islander Perspectives in Schools Project
- Developing Performance Framework
- School wide Positive Behaviour Support Program (SWPBS)
- NAPLAN – Literacy and Numeracy performance and strategy for improvement
- Essential Skills Training
- Certificate IV in Workplace Training and Assessment
- Workplace Health and Safety, CPR Training
- STLaN training
- International School Professional Development

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 98% of staff were retained by the school for the entire 2010 school year.

Key student outcomes

Attendance

Student attendance - 2010	
The average attendance rate for the whole school as a percentage in 2010 was 89%.	

Student attendance for each year level											
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
							91%	89%	86%	89%	90%

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. Our office staff sends text messages to parents regarding any unexplained absence. Student attendance is managed by Form teachers and Year Coordinators in the first instance with follow up phone calls for consecutive absences. Continued absenteeism may result in phone calls from the Guidance Officer and follow up visits by the school chaplain. Where necessary, in cases of continued non-attendance, a series of truancy letters will be sent to parents.

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Achievement – Years 3, 5, 7, and 9

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 MySchool website at http://www.myschool.edu.au/

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following **'Find a school' text box**.

Where it says '**Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>.**

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

Achievement – Closing the Gap

Our indigenous students have personalised learning plans, monitoring and tracking key areas – literacy, numeracy and attendance. These learning plans also reflect student goals.

The school has begun embedding Aboriginal and Torres Strait Islander perspectives across the curriculum.

School Based Traineeships and Apprenticeships

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	100%

Outcomes for our Year 12 cohort of 2010	
Number of students receiving a Senior Statement.	82
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	0
Number of students receiving an Overall Position (OP).	46
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	14
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	78

Performance of our students

Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	37
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	66
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	72%
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.	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	78%

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.				
OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
9	5	19	9	4

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).		
Certificate I	Certificate II	Certificate III or above
72	35	5

Please write a brief description just of the types of Certificate 1 courses your students undertook. Leave this blank if there were no Certificate 1 students in your school.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

Early school leavers at Balmoral State High School are supported into alternate training pathways.