Queensland State School Reporting – 2011
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

Great teachers inspire great learning! At Balmoral, our teachers are highly skilled in developing literacy, numeracy and higher order thinking skills and getting the best from all students. We expect excellent achievement and we work hard with our students to get it. Our results speak for themselves! Every student is encouraged to achieve their personal best and to 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
> we are Learners.

Emphasis is placed on making a difference for every student, while developing a positive work effort, integrity and commitment and our students in all year levels are achieving commendable results. Academically our students are well prepared for University - we currently have graduates attending each of the major Universities in South East Queensland, New South Wales and Victoria, as well as a number of year 12 students studying first year University subjects as part of their year 12 curriculum.

We excel in Vocational Education and Training - we offer an array of Vocational Education Certificates so our students are equipped with nationally - recognised qualifications which will take them into trades anywhere in Australia or to further training. We place our students in School-based Apprenticeships and Traineeships (SATs) - these allow our young people to engage in vital workplace learning and equip them with high level qualifications which, in these times of skills shortages, ensure our graduates are very employable. On a per capita basis Balmoral State School leads the inner Brisbane metropolitan schools in SATs.

Our community consistently celebrates success through academic, sporting, cultural and community pursuits and the school receives state and nationally recognised awards.

This School Annual Report outlines the school's progress and achievements for 2011. Characteristics of the school are highlighted, as well as a description of the curriculum offered by the school. In 2011, a Quadrennial School Review was held. This process was a collaborative, consultative and data-driven process to assess performance. It was also used to inform the strategic direction for the next 4 years School Plan, as we implement State and National reforms, as outlined in Education Queensland's, *United in Our Pursuit of Excellence*.

School progress towards its goals in 2011

An Explicit Improvement Agenda
Revision of QCAR unit plans and Year 10 curriculum – to include the specific teaching of the Literacy, Numeracy, ICT demands of the subjects. Scaffolding Year 10 Curriculum for better transition to Senior Phase of Learning. Modify SET Planning for year 10. Regular tracking for QCE.
Department targets and explicit academic improvement strategy set for each class, line management and reflective conversations.
Implementation of Schoolwide Pedagogy and teaching of Higher Order Thinking Skills.
- **Productive Pedagogies**
- **Assessment "As" "For" "Of" learning**
- **Inquiry-Based Learning**

Revisiting Professional Development on Higher Order Thinking
Analysis and Discussion of Data to drive performance
Improving staff access to, and mandatory analysis of learning outcome data, driving reflective conversations with intent to modify/develop individual learning plans for students.
- **Mighty Minds Data, OneSchool Achievement Data**
- **QCATs, NAPLAN, QSA Data, Year 12 Outcomes Data**
- **School Opinion Survey**

Student interviews, parent communication, strategies to improve student attendance.
Developing a Culture that Promotes Learning
Implementation of SWPBS strategy with reward system – to improve Learning Culture, including a Values Matrix for Staff & Students
Individual learning pathways plans including VET.
Providing student and parent forums to inform planning and communication. Life Skills focus for students in PCA classes.
An Expert Teaching Team
Principal leadership of key system priority areas – literacy, numeracy, ICTs EATSIPs, SWPBS.

2011 School Annual Report

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Realignment of DP, HOD role statements with line management and coaching model. Introduction of Developing Performance Framework (1 cycle in 2011).
Development of class observations and feedback.
Implement ICT Plan to meet 1:1 NSSCF rollout. Targeted teachers to hold ICT Certificate as a minimum qualification and encourage ICT Licence goals for teachers.
Professional development for teacher aides - effective classroom support.
Focus on Differentiation in the classroom.
Systematic Curriculum Delivery and Targeted Use of Resources
Whole school Curriculum plan based on the *EQ Roadmap*. Use of OneSchool for QCARF unit plans, focus on Assessable Elements, QCARF Standards moderation and QCATs. Curriculum committee developed to drive whole school plan. Revision of year 8-12 curriculum to align with ACARA National timelines. Targeted use of resources – whole school plan for IT and laptops.

Future outlook

Analysis of current data including the results of the Quadrennial School Review conducted in 2011 informed the school's strategic planning for 2012 - 2015. This strategic plan focuses on four key priorities:
Student Outcomes
High Teacher Efficacy
Pedagogy
Community Engagement
The 2012 Annual Implementation Plan includes:
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 in 2012. Our faculties have begun developing C2C units and learning materials as part of the National Curriculum.
Our Literacy and Numeracy Strategies will continue to be implemented across all curriculum areas as indicated in the table below.

Literacy

- Whole school Literacy Strategy with specific Reading Strategy
- Dedicated literacy lesson overseen by STLaN in years 8, 9
- Focussed Professional Development for teachers
- Upper 2 Bands achieved by 22 % students
- Targeted approach for Indigenous Students

Numeracy

- Whole school Numeracy Strategy with emphasis on Proportional Reasoning
- Dedicated Numeracy lesson overseen by STLaN in years 8, 9
- Focussed Professional Development for teachers
- Upper 2 Bands achieved by 16% students
- Targeted approach for Indigenous Students

Retention, Attainment and Transition of Students

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

Closing the Gap

Our school will continue to monitor outcomes and attendance for indigenous students. In 2012, we will work to develop an identity for the students as a group.

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.

Our school profile

Coeducational or single sex: Coeducational
Year levels offered: Year 8 - Year 12
Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
519	**236**	**283**	**88%**

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, 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.
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.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	
Year 4 – Year 10	21.7
Year 11 – Year 12	16.9
All Classes	19.3

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	143
Long Suspensions - 6 to 20 days	17
Exclusions	8
Cancellations of Enrolment	3

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Our school profile

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. Our students are taught English, Science, and Maths 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 and Business**
- **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 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 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.

Robotics Club

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 and Stage Band

Gateway Learning Community combined bands

Interschool sporting activities

Recreational sporting activities

How Information and Communication Technologies are used to assist learning

The *eLearning: A Pedagogical Change* project will focus on the inclusion of C4S's within the classroom environment and how the presence of these devices is causing a major pedagogical shift that is seamlessly inclusive of eLearning. Currently at Balmoral this pedagogical shift is only occurring in the minority of classrooms. Current data (2.3.12) indicates only 49% of staff are satisfied with the opportunities to develop their knowledge and skills in making ICT integral to learning. Staff indicated they are delighted that the students have very high access to devises but are unsure how to include them in their classroom pedagogy. Data trends also showed that only 44% of students are satisfied with the opportunities to make use of online learning environments and only 46% are satisfied with the overall way they are using ICT's in the classroom. Improvements in both of these statistics will lead to increased individual students outcomes.

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

- **Educate staff as to the capabilities of the C4Ss & 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 throughout extended twilight meetings that include;**

▪ **EdStudio**	▪ **Interactive whiteboard**	▪ **Photo Story 3**
▪ **Excel**	▪ **Photo Shop**	▪ **Click view**
▪ **One Note**	▪ **Audacity**	▪ **Movie Maker**

- **Data projector presentation systems installed in all teaching spaces.**
- **Revisit with staff the student ICT expectations & map subject areas to expectations being met & also to identifying gaps.**
- **Host school for smart classroom eLearning workshops in edStudio advanced & interactive whiteboard advanced.**
- **Professional discussion allocated at staff meetings on professional practise in the classroom.**
- **Biweekly working group to provide teachers with the opportunity to complete Pedagogical Licence.**
- **Allocated budgeting requirements allocated for professional development, facilities upgrade and licence fees.**
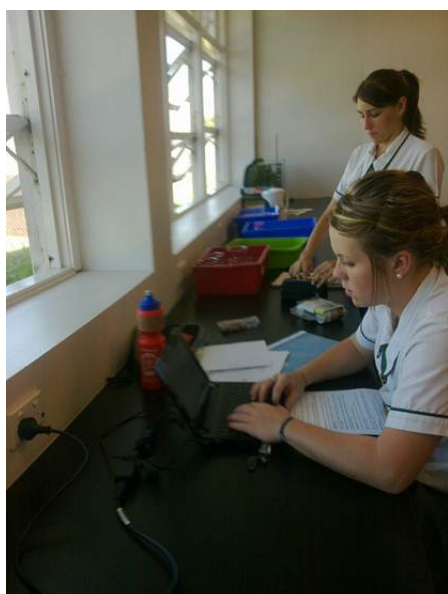
Our school profile

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 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. 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.

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Our school profile

Outcomes for 2011 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 positive.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	71%
Percentage of students satisfied that they are getting a good education at school	54%
Percentage of parents/caregivers satisfied with their child's school	81%
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	68%

DW – Data withheld

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.

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Our school profile

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.

Environmental footprint indicators, 2010-2011

|	Electricity KwH	Water KL
2011	**209,876**	**1,338**
2010	**197,930**	**2,280**
% change 10 - 11	**6%**	**-41%**

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Our school profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	**51**	**22**	**<5**
Full-time equivalents	**47**	**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
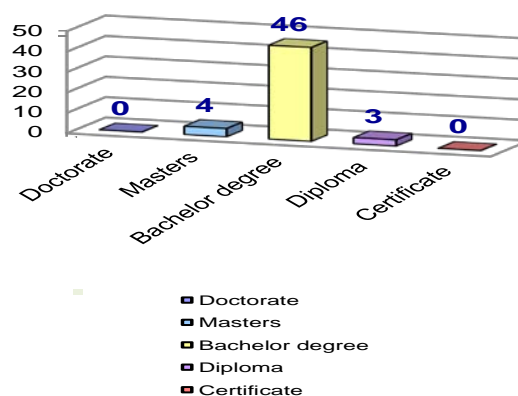
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were $65,000. The major professional development initiatives are as follows:
The major professional development initiatives are as follows:
- **C2C; ACARA – implementing the National Curriculum**
- **Queensland Curriculum Assessment and reporting Framework (QCARF, Essential Learnings)**
- **Literacy and Numeracy across the Curriculum**
- **School wide Pedagogy**
- **E Learning Classroom strategies**
- **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**
- **Queensland Certificate of Education QCE) and Queensland Certificate of Individual Achievement (QCIA)**
- **Curriculum specific learning**
- **Rock and Water**

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

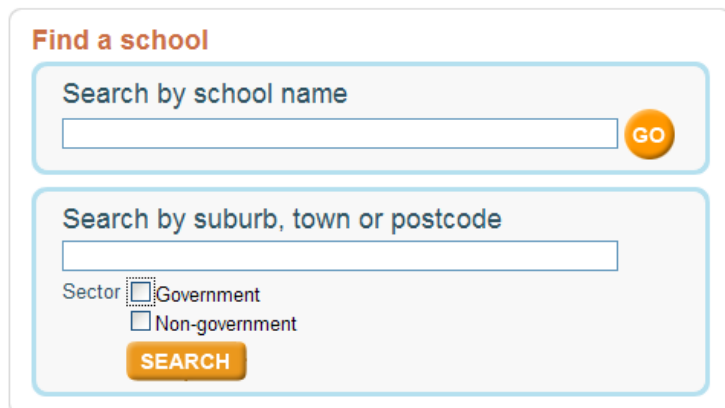## Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2011 school year.

Our school profile

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

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

Find a school

Search by school name

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☐ Government
       ☐ Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.
School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of   income   by   funding   source.

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Key student outcomes
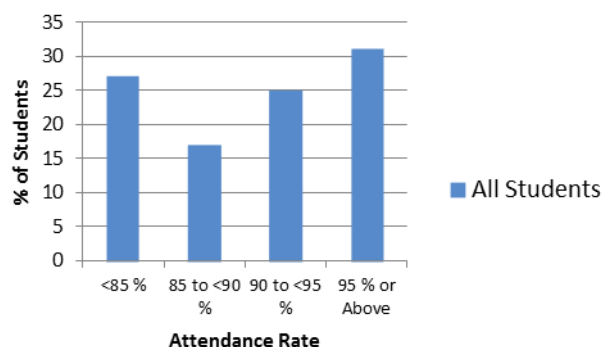

Student attendance - 2011

**The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 88%.
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.**

Student attendance rate 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
							90%	88%	86%	89%	90%

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 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.
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.
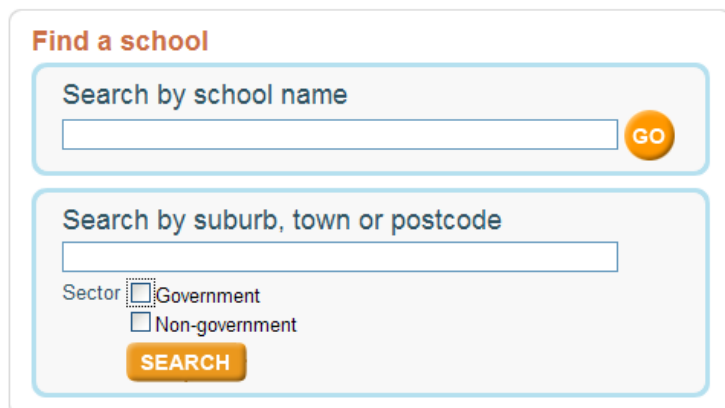**Our office staff sends text messages to parents regarding any unexplained absence. Student attendance is managed by Form teachers and Year Coordinators in the first instance with follow up phone calls for consecutive absences. Continued absenteeism may result in phone calls from the Guidance Officer 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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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.

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.

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Performance of our students

Year 12 student enrolment as a percentage of the Year 10 student cohort.   **91%**

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	**89**
Number of students awarded a Queensland Certificate Individual Achievement.	**0**
Number of students receiving an Overall Position (OP).	**50**
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	**17**
Number of students awarded one or more Vocational Educational Training qualifications.	**85**
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	**42**
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	**71**
Number of students awarded an International Baccalaureate Diploma (IBD).	**0**
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	**68%**
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.	**97%**
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	**86%**

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
8	**15**	**11**	**11**	**5**

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
81	**37**	**6**

Certificate I courses offered in 2011:
- ➢ **Certificate I Work Education**
- ➢ **Certificate I Information Technology**
- ➢ **Certificate I General Construction**
- ➢ **Certificate I Engineering**

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 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 with transition programs that lead into either full time employment or alternate training pathways such as Get Set for Work or TAFE.

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