

Balmoral State High School (2043) Queensland State School Reporting 2012 School Annual Report



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Principal's foreword

Introduction



Allison Crane

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.

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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 2012, the first year of our four year Strategic Plan (2012-2015). Characteristics of the school are highlighted, as well as a description of the broad curriculum offered by the school and our priorities to improve student achievement and engagement.



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School progress towards its goals in 2012

Key directions of the Strategic Plan 2012 to 2015					
Student Achievement (Year 12 Outcomes, Literacy, Numeracy, Student Achievement 8-12)					
High Expectations, High Teacher Efficacy (Instructional Leadership, Building Capacity)					
Whole School Pedagogy, ePedagogy (C2C, Differentiation)					
Community Engagement (Partnerships, Reputation, Reward and Recognition)					
Student Achievement	<ol style="list-style-type: none"> Staff knowledge and alignment with EQ and school strategies (United in the Pursuit of Excellence) Systematic delivery of quality curriculum programs for Junior and Senior Secondary Staff use systemic & school data to drive improvement Operational Plans target resources to meet student needs <p>Targets:</p> <p>% students achieving QCE, OP</p> <p>1-15, VET qualification</p> <p>% students in U2B NAPLAN</p> <p>% Improvement in SOS data – getting a good education at Balmoral SHS</p>	<ol style="list-style-type: none"> Whole school Curriculum & Assessment Plan Literacy Action Plan Numeracy Action Plan Faculty Action Plans Explicit NAPLAN, Destination QCE, QCS Strategies EATSIPs Strategy Developing Performance Framework SWPBS Data Tracking Tool 	Begin	Consolidate	Complete
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	
				✓	

High Expectations, High Teacher Efficacy	<ol style="list-style-type: none"> Create a Culture of Success Instructional Leadership, Line Management Model Focus on “Effective Teaching” Differentiated and Personalised Learning Measuring & Celebrating Success of Staff Performance <p>Targets:</p> <p>100% Professional development links directly to whole school priorities or Developing Performance Plans.</p> <p>Demand high expectation for student success e.g. 80% students achieve a C or better.</p> <p>Differentiation strategies evident for all classrooms.</p> <p>Individual learning plans developed for all students.</p> <p>% staff acknowledged for excellent performance.</p>	<ol style="list-style-type: none"> Developing Performance Plans written and implemented Instructional Leadership Model (One Team, One Purpose) from P, DPs, HODs, HOSES SWPBS Strategy Data Analysis Plan Staff Induction Faculty Operational Plans 	Begin	Consolidate	Complete
				✓	
				✓	
				✓	
				✓	
				✓	
				Met	
				Met	
			✓		
			✓		
				✓	

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Whole School Pedagogy, e Pedagogy			Begin	Consolidate	Complete
<div><div><div>1. All teachers conversant with and implementing research-based pedagogical model.</div><div>2. Belief by all staff that improvements in student learning are dependent upon on-going improvements in pedagogy.</div><div>3. Strong Instructional Leadership drives a focus on pedagogy</div><div>4. Quality Assurance measures – PD, reflection and rich dialogue on quality pedagogy</div></div><div>Targets:</div><div>ICT targets achieved</div><div>Parent student feedback indicates high level of engagement.</div></div>	<div><div>1. Whole School Curriculum Plan</div><div>2. Whole School Pedagogy implemented</div><div>3. Explicit feedback model</div><div>4. ICT eLearning Plan</div><div>5. Individual Learning Plans</div></div>	<div><div>✓</div><div>✓</div><div>✓</div><div>✓</div><div>✓</div></div>	<div><div>✓</div><div>✓</div><div>✓</div><div>✓</div><div>✓</div></div>	<div><div>✓</div><div>✓</div><div>✓</div><div>✓</div><div>✓</div></div>	

Community Engagement	Staff knowledge and alignment with EQ and school strategies (Community Engagement Framework)	Planned opportunities for communication and feedback through:	Begin	Consolidate	Complete
	<div><div>1. Reward and value excellent behaviour and performance</div><div>2. Value and acknowledge the achievements of our team members</div><div>3. Support each other to maintain high morale</div><div>4. Our community is aware of our policies and supports us in our endeavours</div></div> <div>Targets:</div> <div>% Improvement of SOS data – that BSHS is a good school</div>	<div>1. Staff, Faculty, SET Forums, LPP and Parent Meetings, ID Attend, Student Forums</div> <div>2. P & C Association, Alumni Association</div> <div>3. Gateway Learning Community</div> <div>4. e Newsletter</div> <div>5. ID Attend</div> <div>6. Transition Strategy</div> <div>7. Marketing Strategy</div> <div>8. Ceremony</div>		<div>✓</div> <div>✓</div>	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>

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Future outlook

The 2013 Annual Implementation Plan focuses on the following key areas for improvement:

- Implement the Australian Curriculum
- Implement whole school pedagogical practices
- Using data to inform teaching practice
- Develop instructional leadership with a focus on workforce performance
- Develop productive partnerships with students, staff, parents, and the community
- Improve school performance
- Plan to transition Year 7 to high school



School Profile**Coeducational or single sex:** Coeducational**Year levels offered in 2012:** Year 8 - Year 12**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	558	271	287	89%
2011	519	236	283	88%
2012	459	194	265	88%

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

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 8% of our student population. Another 8% 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.

Average Class sizes:

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	N/A	N/A	N/A
Year 4 – Year 10	20	22	22
Year 11 – Year 12	14	17	16

School Disciplinary Absences:

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	86	143	84
Long Suspensions - 6 to 20 days	12	17	6
Exclusions	1	8	5
Cancellations of Enrolment	2	3	1

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. 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.

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 focused 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.

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



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 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.



Parent, student and staff satisfaction with the school

Outcomes for 2012 reflect significant work associated with tracking and monitoring student progress and successful communication with parents.

School Opinion Survey data reports that the over 90 % of parents satisfied or very satisfied that this was a good school, 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 (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	92.9%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	92.9%
their child is making good progress at this school*	92.9%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	92.9%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	92.9%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	92.9%
this school takes parents' opinions seriously*	92.9%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	85.7%
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	88.9%
they like being at their school*	83.1%
they feel safe at their school*	77.1%
their teachers motivate them to learn*	75.4%
their teachers expect them to do their best*	98.3%
their teachers provide them with useful feedback about their school work*	86.1%
teachers treat students fairly at their school*	68.1%
they can talk to their teachers about their concerns*	71.6%
their school takes students' opinions seriously*	60.7%
student behaviour is well managed at their school*	64.1%
their school looks for ways to improve*	90.4%
their school is well maintained*	66.1%
their school gives them opportunities to do interesting things*	89.0%

Percentage of school staff who agree:	
that they have good access to quality professional development	2012 [#]
with the individual staff morale items	78.1%
* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.	
[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.	86.8%

DW = Data withheld to ensure confidentiality.

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.

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. The School 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.



*Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

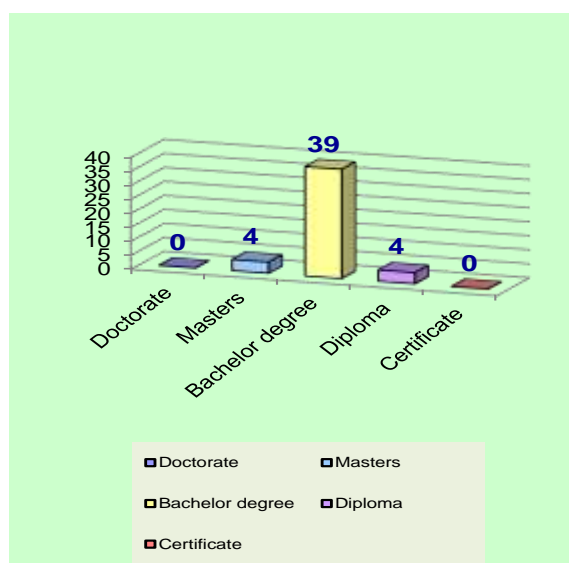
Environmental footprint indicators		
	Electricity kWh	Water kL
2009-2010	197,930	2,280
2010-2011	209,876	1,338
2011-2012	203,762	2,484

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	47	22	0
Full-time equivalents	43.8	15.8	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	39
Diploma	4
Certificate	0

**Expenditure on and teacher participation in professional development**

The total funds expended on teacher professional development in 2012 were \$29,663.93.

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 – The Art and Science of Teaching Framework
- 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 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.8%	95.3%	95.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89.5% of staff was retained by the school for the entire 2012 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

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

Key student outcomes



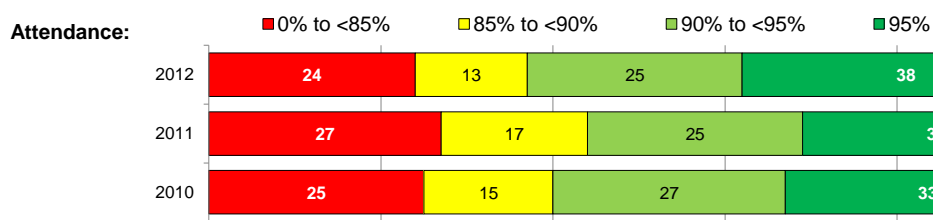
Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	89%	88%	89%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010								91%	89%	86%	89%	90%
2011								90%	88%	86%	89%	90%
2012								92%	89%	86%	90%	91%

Student Attendance Distribution

DW = Data withheld to ensure confidentiality.

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

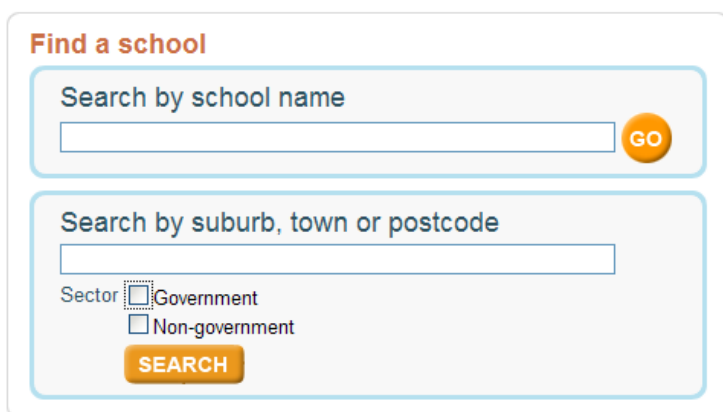
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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.

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

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 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. Each year an Indigenous student is chosen as a Senior Leader in the school.



At the end of 2012, Shonai Moffatt (pictured right) was appointed to the Youth Reference Committee with the Healing Foundation in Canberra. Shonai was the first member of her extended family to graduate high school.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	86%	79%	75%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	82	89	89
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	46	50	35
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	14	17	25
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	77	85	89
Number of students awarded an Australian Qualification Framework Certificate II or above.	39	42	62
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	66	71	84
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.	72%	68%	80%
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.	98%	97%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	78%	86%	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
2010	9	5	19	9	4
2011	8	15	11	11	5
2012	3	13	12	7	0

As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).			
	Certificate I	Certificate II	Certificate III or above
2010	71	36	7
2011	81	37	6
2012	89	53	20

As at 2 May 2013. The above values exclude VISA students.

Certificate I courses offered in 2012:

- Certificate I Work Education
- Certificate I Information Technology
- Certificate I General Construction
- Certificate I Engineering
- Certificate II Active Volunteering

Early leavers information

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

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.

NEXT STEP 2013 YEAR 12 DESTINATIONS Balmoral State High School



Introduction

This report documents a summary of results of the annual *Next Step* survey for Balmoral State High School. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2012, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Government Statistician conducted the survey between March and June 2013, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey. Statewide and regional reports from the *Next Step* survey will be available on the *Next Step* website in September 2013 at www.education.qld.gov.au/nextstep.

Response rate for Balmoral State High School

Table 1 below reports the response rate for Balmoral State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended Balmoral State High School in 2012.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from this school.

Table 1: Survey response rate

Number of respondents	Number of students Who completed Year 12	Response rate (%)
75	98	76.5

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep.

Summary of findings

In 2013, 60.0 per cent of young people who completed Year 12 at Balmoral State High School in 2012 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (32.0 per cent). The combined VET study destinations accounted for

28.0 per cent of respondents, including 18.7 per cent in campus-based VET programs, with 14.7 per cent of Year 12 completers entering programs at Certificate IV level or higher.

9.3 per cent commenced employment-based training, either as an apprentice (2.7 per cent) or trainee (6.7 per cent).

In addition to the above study destinations, a further 1.3 per cent of respondents from this school deferred a tertiary offer in 2013 (deferrers are shown in Figure 1 in their current destination).

40.0 per cent did not enter post-school education or training, and were either employed (20.0 per cent), seeking work (18.7 per cent) or not in the labour force, education or training (1.3 per cent).

