

Balmoral State High School

Queensland State School Reporting

2013 School Annual Report



Postal address PO Box 120 Morningside 4170

Phone (07) 3823 8588

Fax (07) 3823 8500

Email the.principal@balmoralshs.eq.edu.au

Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Allison Crane

Principal's foreword

Introduction



This report details the schools 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 2013. If asked to describe our outcomes in person, we'd tell you stories of our students.

Our proud academic record saw 100 % of graduates achieve a Queensland Certificate of Education and Vocational Education qualification and 47% of our OP eligible students received an OP 1 – 10 (state average 45%).

School progress towards its goals in 2013

In 2013, the school nominated priorities in Developing Consistent Pedagogical Practices, Implementation of National Curriculum, Reading, Numeracy, Preparation for Year 7 to transition into High School and Community Engagement. Significant progress has been made towards these goals and will continue into 2014.

Staff professional development in the Art and Science of Teaching, Reading and Spelling Strategies and Proportional Reasoning (Numeracy) was conducted, with consistent buy-in from all subject areas. Queensland Core Skills (QCS) test results in 2013 showed 91% of students achieved an A, B or C result in this test (state average 83%). NAPLAN results show significant improvement in Spelling, being above the Nation, and for Reading and Numeracy, similar to the Nation. National curriculum with use of C2C as a resource was fully implemented in years 8-10 English, Mathematics and Science. Significant effort on the part of staff in these areas is to be commended. Preparations for the full implementation of History in Years 8-10 were also made.

Careful monitoring of Year 11-12 students ensured 100% students graduated with a Queensland Certificate of Education as well as at least one nationally recognised Vocational Qualifications. 21% OP eligible students achieved an OP 1 – 5, while 47.3% achieved an OP 1- 10. This is an outstanding achievement compared with other metropolitan schools. Work was commenced on introduction of the Art and Science of Teaching (ASOT) Pedagogical Framework to enhance teacher quality, using strong research based evidence. The ASOT Academy Team (consisting of the Principal, Deputy Principals and teacher leaders) commenced in-service with all staff. This work continues into 2014. The school advanced to a Tier 2 status with SWPBS, which was also aligned with ASOT. An audit tool of preparations for Year 7 into high school was conducted with community members, staff and parents.

Extensive community consultation through the Parent and Community Engagement Strategy resulted in a uniform review and formulation of marketing materials for year 7 into High School. A new sports uniform and formal uniforms were designed for transition in the 2014 year.

Queensland State School Reporting

2013 School Annual Report



Future outlook

Key priorities for 2014 include:

- Productive partnerships with school community stakeholders
- National Curriculum implementation in English, Mathematics, Science, History and HPE
- Continuous monitoring of student achievement
- Getting Ready for Secondary School (Year 7 transition into High School)
- Art and Science of Teaching consistently implemented across all classes
- Further improvement in reading and numeracy using research based strategies – Introduction of Reading to Learn, continue Proportional Reasoning.
- Instructional leadership development

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	519	236	283	88%
2012	459	194	265	88%
2013	444	195	249	91%

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 22 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. 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 three days a week. A very small number of our students are from an ESL background.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	22	22	24
Year 11 – Year 12	17	16	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	143	84	32
Long Suspensions - 6 to 20 days	17	6	6
Exclusions	8	5	8
Cancellations of Enrolment	3	1	0

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 7 and 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.

Our school at a glance

Extra Curricula activities

Extra-curricula 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.

Robotics 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

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 licence fees.

Our school at a glance

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 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. Most parents will be aware that Balmoral SHS implements the policy of *School Wide Positive Behaviour Support*. This research-based and widely acclaimed program is enormously successful in our school and saw us instated as one of only a handful of Australian schools who practice both Tier 1 and Tier 2 programs.

The School Opinion Survey shows that 100% of parents feel that this school is a safe and supportive.



Parent, student and staff satisfaction with the school

Outcomes for 2013 reflect significant work associated with tracking and monitoring student progress and successful communication with parents.

School Opinion Survey data reports that 100 % of parents are 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.

Our school at a glance

Performance measure <i>(Nationally agreed items shown*)</i>		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	93%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	93%	91%
their child is making good progress at this school* (S2004)	93%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	90%
teachers at this school motivate their child to learn* (S2007)	100%	91%
teachers at this school treat students fairly* (S2008)	93%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	93%	100%
this school takes parents' opinions seriously* (S2011)	93%	90%
student behaviour is well managed at this school* (S2012)	100%	95%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	86%	86%

Performance measure <i>(Nationally agreed items shown*)</i>		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	89%	89%
they like being at their school* (S2036)	83%	86%
they feel safe at their school* (S2037)	77%	88%
their teachers motivate them to learn* (S2038)	75%	88%
their teachers expect them to do their best* (S2039)	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	86%	83%
teachers treat students fairly at their school* (S2041)	68%	75%
they can talk to their teachers about their concerns* (S2042)	72%	66%
their school takes students' opinions seriously* (S2043)	61%	76%
student behaviour is well managed at their school* (S2044)	64%	63%
their school looks for ways to improve* (S2045)	90%	89%
their school is well maintained* (S2046)	66%	81%
their school gives them opportunities to do interesting things* (S2047)	89%	85%

Our school at a glance

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	95%
they feel that their school is a safe place in which to work (S2070)	93%
they receive useful feedback about their work at their school (S2071)	88%
students are encouraged to do their best at their school (S2072)	98%
students are treated fairly at their school (S2073)	96%
student behaviour is well managed at their school (S2074)	88%
staff are well supported at their school (S2075)	79%
their school takes staff opinions seriously (S2076)	82%
their school looks for ways to improve (S2077)	96%
their school is well maintained (S2078)	75%
their school gives them opportunities to do interesting things (S2079)	86%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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. To prepare for Junior Secondary, the school has conducted a number of parent and community forums to discuss our vision for Junior Secondary, to inform and educate parents about adolescent learners and the six principles of Junior Secondary, as well as answer any concerns parents may have.



A group of parents and a team from the school participated in workshops run by Dr George Otero to further understand creating effective and positive partnerships between schools, parents and the community.

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. 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	
	Electricity kWh	Water kL
2010-2011	209,876	1,338
2011-2012	203,762	2,484
2012-2013	215,995	1,423

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

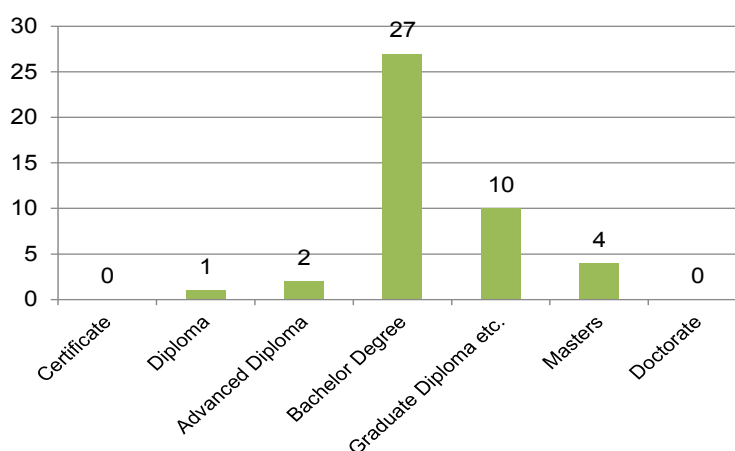
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	44	22	0
Full-time equivalents	40	16	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	2
Bachelor Degree	27
Graduate Diploma etc.	10
Masters	4
Doctorate	0
Total	44



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 20,164.73.

The major professional development initiatives are as follows:

- Data Analysis 2012 Successes
- Art and Science of Teaching - Routines and Procedures
- School Wide Positive Behaviour Support - SWPBS
- Differentiation and Inclusive Learning
- Literacy; Numeracy

Other Professional Learning focused on:

- ACARA and National Curriculum (Years 7 – 10)
- Getting Ready for Secondary School – GRFSS
- NAPLAN – Literacy and Numeracy performance and strategy for improvement, STLaN training
- Curriculum specific learning, including QSA curriculum updates.
- Queensland Certificate of Education (QCE) and Queensland Certificate of Individual Achievement (QCIA)
- Embedding Indigenous and Torres Strait Islander Perspectives in Schools
- Developing Performance Framework
- Essential Skills Training
- Certificate IV in Workplace Training and Assessment
- Workplace Health and Safety, CPR Training
- International School Professional Development
- Rock and Water

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.



Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2013 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	88%	89%	89%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

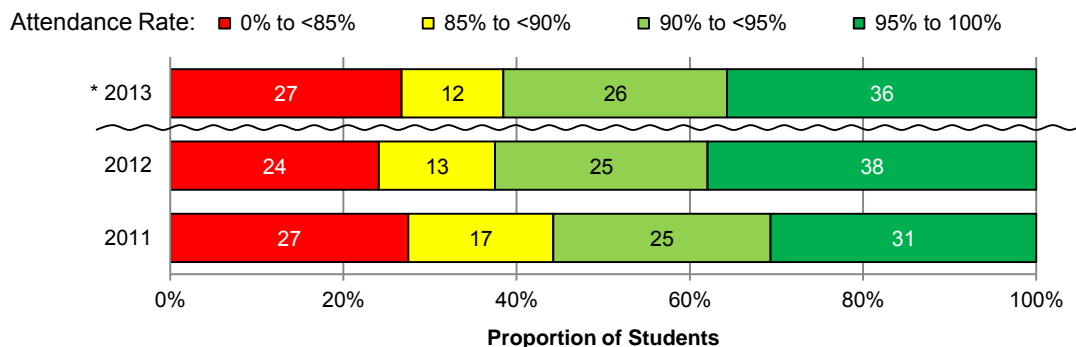
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								90%	88%	86%	89%	90%
2012								92%	89%	86%	90%	91%
2013								92%	89%	87%	86%	90%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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.

Performance of our students

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

The school employs a teacher aide to monitor the academic performance, attendance and well-being of our indigenous students. Our 2013 indigenous students performed very well, including graduates:

- Perry Tracey-Mooney direct entry to Griffith University. B.Contem Aust Indig Art, Cert 111 Media through FM 98.9 Radio
- Maddie Johnson Cert III Media through FM 98.9 Radio, 2014, B. Nursing at Griffith University
- Lekkia Bowie, 2014 Indigenous Captain, continuing Cert 111 media through FM 98.9 Radio
- Dylan Teturia Cert 111 Broadcasting Technology FM 98.9 Radio
- Tanimara Paul Cert 111 Media through FM 98.9 Radio, Dip of Fitness Southbank TAFE



In 2013, the school was successful in acquiring QATSIF funding for all year 11 and 12 students – paying for uniform, resources, transport, personal resources.

Performance of our students

Apparent retention rates Year 10 to Year 12

	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	79%	75%	81%

Outcomes for our Year 12 cohorts

	2011	2012	2013
Number of students receiving a Senior Statement.	89	89	86
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	50	35	38
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	17	25	17
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	85	89	86
Number of students awarded an Australian Qualification Framework Certificate II or above.	42	62	51
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	71	84	86
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	68%	80%	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%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	86%	86%	98%

As at 5 May 2014. The above values exclude VISA students.

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
2011	8	15	11	11	5
2012	3	13	12	7	0
2013	8	10	8	9	3

As at 5 May 2014. The above values exclude VISA students.

Performance of our 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
2011	81	37	6
2012	89	53	20
2013	86	46	22

As at 5 May 2014. The above values exclude VISA students.

In 2013, students were able to study the following Certificate 1 courses:

Certificate 1 in Engineering

Certificate 1 in Construction

Certificate 1 in IDM.

Post-school destination information

Please find below the Next Step 2013 Summary.

Early leavers information

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

At Balmoral State High School, we track individual student performance to ensure the best future outcomes for all students. Should a student exit prior to completing Year 12, we conduct an exit interview to ensure the school is satisfied that the student is fully prepared for the transition to a different school, to TAFE, an apprenticeship or traineeship or full – time employment. The school has well established links with TAFE, local training organizations and businesses who support our students.

NEXT STEP 2014 YEAR 12 DESTINATIONS Balmoral State High School



Introduction

This page presents 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 2013, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2014, 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 2014 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 2013.

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, Balmoral State High School 2014

Number of respondents	Number of students who completed Year 12	Response rate (%)
70	90	77.8

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 2014, 58.6 per cent of young people who completed Year 12 at Balmoral State High School in 2013 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (31.4 per cent). The combined VET study destinations accounted for 27.1 per cent of respondents, including 14.3 per cent in campus-based VET programs, with 7.1 per cent of Year 12 completers entering programs at Certificate IV level or higher.

12.9 per cent commenced employment-based training, either as an apprentice (11.4 per cent) or trainee (1.4 per cent).

In addition to the above study destinations, a further 10.0 per cent of respondents from this school deferred a tertiary offer in 2014 (deferrers are shown in Figure 1 in their current destination).

41.4 per cent did not enter post-school education or training, and were either employed (24.3 per cent), seeking work (12.9 per cent) or not in the labour force, education or training (4.3 per cent).

Figure 1: Main destination of Year 12 completers, Balmoral State High School 2014

