Balmoral State High School
Queensland State School Reporting
2014 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) acran10@eq.edu.au

Principal's foreword

Introduction

Balmoral State High school is focused and committed to our vision:

REAL Opportunities…REAL Outcomes…REAL Futures…

Our work is to deliver the best possibilities in Queensland Education for our students. This includes the best outcomes for each individual to best link each student's goals to their intended pathway. We

believe to achieve this success, a culture of high expectations and continuous improvement, and a focus on the learning of every student, every lesson, every day, must be forged by staff, students and with the involvement of the community.

In 2014, our proud academic record saw 100% of graduates receive a Queensland Certificate of Education, 100% of our graduates leave with at least one nationally recognised Vocational Education Qualification. Outstanding OP results were achieved: 32% of our students achieved an OP 1-5 (State average 20.5%), 86% achieved an OP 1 – 15(State average 86.4). Results in the Queensland Core Skills (QCS) test contributed to this achievement with 80% of our students receiving an A, B or C (state average 78.5%).

School progress towards its goals in 2014

In 2014, the focus on a sustainable and embedded approach to Literacy and Numeracy was a key priority. Staff professional development continued in the Art and Science of Teaching (ASOT) – Dr Robert Marzano, as our pedagogical framework. Considerable progress was made in developing staff expertise with Reading to Learn, our focus literacy program. Balmoral is one of the schools at the head of the optimization of Professor David Rose's data driven and evidence based literacy reform. Significant progress was also made in terms of continuing to embed Spelling Matters and Proportional Reasoning as key programs within our curriculum.

The 2014 NAPLAN results demonstrate the efficacy of the above programs, as Year 9 results show significant growth/value add across the cohort. The percentage of our students above National Minimum Standards was higher than the nation in Reading, Writing, Spelling and Numeracy. We reached our target percentage of students in the upper two bands in Spelling and Grammar/Punctuation.

The school continued as a Tier 2 status school with School Wide Positive Behaviour (SWPBS), which was also aligned with ASOT and our Literacy and Numeracy focus programs.

Flying Start assisted us with a focus on redefining Junior Secondary studies at Balmoral. An audit tool of preparations for Year 7 into high school was conducted with community members, staff and parents. The planning for the commencement of Year 7 students into our school was extensive during 2014. Not only were our teachers trained through professional development, but they were provided with multiple opportunities for professional visits and conversations with their primary colleagues. We organised community forums regarding Year 7 transition and presented information about adolescent learning as well as our plans for the transition. The new Junior Secondary curriculum plan was designed using the six guiding principles of Junior Secondary – Distinct Identity, Quality Teaching, Student well-being, Parent and Community Involvement, Leadership and Local Decision Making.

Identified Priorities for 2015

1. **Literacy improvement – Reading 2 Learn**
2. **Numeracy focussed improvement - Proportional Reasoning**
3. **A Culture that Promotes Learning in Every Classroom – Art & Science of Teaching, SWPBS, AITSL (alignment)**
4. **Community Engagement**

Teachers have committed to an Explicit Teaching Agenda in every class by consistently implementing the following:

> **SWPBS/ASOT implemented in every classroom**
> **WALT and WILF**
> **Learning Goals**
> **Explicit embedding of Literacy and Numeracy into curriculum**
> **Differentiation of Learning Styles**
> **Feedback and Reflection**

2015 Targets

1. **Literacy and Numeracy**
   - NAPLAN Reading   94% (NMS)   15% (U2B)
   - NAPLAN Writing   83% (NMS)   15%(U2B)
   - NAPLAN Numeracy 97% (NMS)   15% (U2B)
2. **A Culture That Promotes Learning**
   - 10% Reduction of SDAs
   - 10% Reduction in Referrals
3. **Effective Teaching Practices**
   - % A, B > 50%
   - % D, E & NR < 10%
   - Attendance rate >85%

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Year 7 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	459	194	265	88%
2013	444	195	249	91%
2014	387	175	212	85%

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

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 2014. 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 32% of our OP eligible students received and OP 1 – 5 (state average 20.5%). 86% of our graduates received an OP 1 – 15.

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, and Murarrie and to a lesser extent, Seven Hills, 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. There is a broad cross section of occupations as well as social and cultural diversity within the school. 92.5% of the population is Australian born, but there are also students from Malaysia, New Zealand, the Pacific Islands, Japan, Taiwan, Hong Kong, China, Brazil, Europe, Vietnam and the Philippines.

 All of these factors promote acceptance and tolerance of others, which is a distinctive feature of the school.

The school prepares students for academic and vocational pathways. We have strong, sustainable partnerships with the University of Queensland, QUT and Griffith University through the Connect Program and TAFE colleges, as well as many industry partnerships for students needing a school based apprenticeship or traineeship.

The school has expansive grounds and has many modern facilities (eg. Learning Centre, State of the Art Science, Film and New Media and Dance, IT) to give students the best possible chance at achieving good educational outcomes. All buildings have WIFI access.

Our Access Centre (supporting Students with Disabilities and Diverse Learners) 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	84	32	33
Long Suspensions - 6 to 20 days	6	6	0
Exclusions#	5	8	4
Cancellations of Enrolment	1	0	1

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.
* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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 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 all the requirements of the National Curriculum, as well as a taste of all electives. In years 9 and 10, students extend studies and pursue areas of strength and interest through a range of core and elective offerings. These students are taught English, Science, Maths, History/Geography and HPE in line with the National Curriculum.

Year 10 facilitates entry into 27 Authority and 10 Authority Registered subjects on offer in Year 11 and 12. Many of these subjects are supported by vocational certificates in:

Engineering; Construction; Information Communication Technology; Tourism, Business; Justice Studies and Sport and Recreation.

Our flexible approach to curriculum offerings sees us offering some subjects through Education Queensland's Virtual Schooling Service or the School of Distance Education. In addition students may follow a flexible pathway including opportunities for a School Based Apprenticeship or Traineeship or TAFE courses while at school. Early start to university is available leading to direct entry into tertiary studies.

Aerospace Studies continues to be offered to Senior students

and the 10 year partnership with Boeing Defence Australia supports extension for our students.

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, who work on real life science, aerospace and business enterprises.
School Musical – a teacher devised drama, dance, music and new media show. (Lucky Star)
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

Lucky Star 2014 Production   Annual Swimming Carnival

How Information and Communication Technologies are used to assist learning

The *eLearning: A Pedagogical Change* project focused on the inclusion of technology within the classroom. The use of devices is causing a major pedagogical shift that is seamlessly inclusive of eLearning.

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

- Educate staff as to the capabilities of laptops or IPads & establish strong links between capabilities and classroom pedagogy
- Meet targeted student ICT expectations
- Establish a specialised staff base to ensure sustainability

ACHIEVING THE OBJECTIVES

- Establish a strong pedagogical link with Smart Classroom framework
- Targeted professional development that includes;

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

- Data projector presentation systems and speakers installed in all teaching spaces.
- Revisit with staff the student ICT expectations & map subject areas to expectations being met & also to identifying gaps.
- Professional discussion allocated at staff meetings on professional practise in the classroom.
- Discussions began re BYOD (Bring your own Device). This will roll out in 2015, 2016.

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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 year coordinators whose main focus is the holistic welfare of students. The school has a specially created Student Support Team which targets and manages the support programs. Professionals on this team include the Guidance Counsellor, the Year Coordinators, the School Chaplain, the School Based Youth Health Nurse, the Indigenous Teacher Aide and members of Administration. Balmoral also offers presentations and programs relevant to the specific pastoral needs of our students.

Our school has a zero tolerance approach to bullying and we engage students in proactive programs to support this stance. On enrolment, all students sign the school's anti bullying pledge. Our Physical Education teachers are trained to deliver Rock and Water – a program for building resilience, and our Drama teachers deliver a social drama program in Year 8 as part of the Acting Against Bullying program. All parents are informed that Balmoral SHS implements the policy of *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

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	93%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	93%	91%	95%
their child is making good progress at this school* (S2004)	93%	95%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	95%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	90%	95%
teachers at this school motivate their child to learn* (S2007)	100%	91%	95%
teachers at this school treat students fairly* (S2008)	93%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	93%	100%	95%
this school takes parents' opinions seriously* (S2011)	93%	90%	95%
student behaviour is well managed at this school* (S2012)	100%	95%	90%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	86%	86%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	89%	89%	96%
they like being at their school* (S2036)	83%	86%	89%
they feel safe at their school* (S2037)	77%	88%	96%
their teachers motivate them to learn* (S2038)	75%	88%	92%
their teachers expect them to do their best* (S2039)	98%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	86%	83%	91%
teachers treat students fairly at their school* (S2041)	68%	75%	87%
they can talk to their teachers about their concerns* (S2042)	72%	66%	87%
their school takes students' opinions seriously* (S2043)	61%	76%	90%
student behaviour is well managed at their school* (S2044)	64%	63%	85%
their school looks for ways to improve* (S2045)	90%	89%	97%
their school is well maintained* (S2046)	66%	81%	91%
their school gives them opportunities to do interesting things* (S2047)	89%	85%	90%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		95%	89%
they feel that their school is a safe place in which to work (S2070)		93%	92%
they receive useful feedback about their work at their school (S2071)		88%	80%
students are encouraged to do their best at their school (S2072)		98%	95%
students are treated fairly at their school (S2073)		96%	89%
student behaviour is well managed at their school (S2074)		88%	82%
staff are well supported at their school (S2075)		79%	85%
their school takes staff opinions seriously (S2076)		82%	82%
their school looks for ways to improve (S2077)		96%	92%
their school is well maintained (S2078)		75%	83%
their school gives them opportunities to do interesting things (S2079)		86%	86%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the 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.

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), Cheerleading Parent Support Group, Canteen Management and GLC parent group.

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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	203,762	2,484
2012-2013	215,995	1,423
2013-2014	213,544	7,561

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

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Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	43	23	<5
Full-time equivalents	39	18	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	25
Graduate Diploma etc.**	14
Masters	5
Doctorate	0
Total	**45**
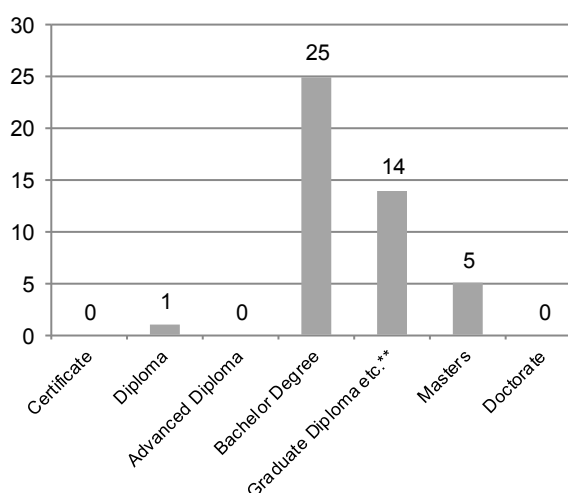
*Teaching staff includes School Leaders

**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 2014 were $69,807

The major professional development initiatives are as follows:

• Analysis and discussion of 2013 data to drive school decision making

• Art and Science of Teaching – Design Questions

• School Wide Positive Behaviour Support - SWPBS

• Differentiation and Inclusive Learning

• GRFSS (Getting Ready for Secondary School)

• Literacy – READING to LEARN; Spelling Matters

• Numeracy and Proportional Reasoning

Other Professional Learning focused on:

- ACARA and National Curriculum (Years 7 – 10)
- Getting Ready for Secondary School – GRFSS & The Adolescent Learner
- 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 & Annual Performance Review
- 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%.

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Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2014 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/.

(The school information below is available on the My School web site. For parents/caregivers who are provided with a printed School Annual Report, school income broken down by funding source must be attached. Schools may wish to copy the information from the My School website).

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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	89%	89%	89%

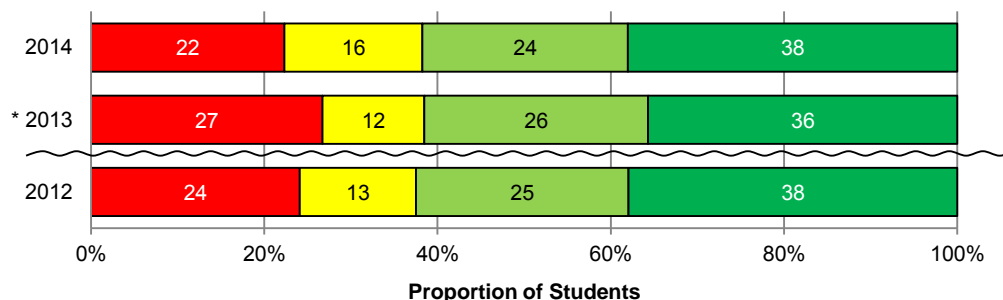The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

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
2012								92%	89%	86%	90%	91%
2013								92%	89%	87%	86%	90%
2014								93%	89%	88%	87%	91%

DW = Data withheld to ensure confidentiality.

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Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	22	16	24	38
* 2013	27	12	26	36
2012	24	13	25	38

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 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 DETE 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.

The school has a clear process to monitor student attendance in all classes every day. ID Attend informs unexplained absences friom School or classes. Text messages are sent to parents to notify them of any unexplained absence. Follow up phone calls home by Year Coordinators or the Deputy Principal occur in regard to extended unexplained absences.

Strategies to improve attendance are negotiated with parents. Student engagement is the most effective strategy.

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.

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Achievement – Closing the Gap

Group identity, trust and a positive culture of learning has grown for Indigenous students at Balmoral SHS. Led by our HOD Senior Schooling, regular parent/community forums, opportunities for work experience, traineeships and apprenticeships, promotion of flexible pathways and a **no excuses philosophy** has resulted in successful outcomes for these students. QATSIF scholarships in the senior phase enable students to overcome learning barriers.

Tugulawa is the indigenous name for the area on which our school is built. At Balmoral, it is a space that houses our indigenous education mentoring centre. Our indigenous student support officer operates from here. Our students are linked with TRACKERS QLD, the Indigenous Schools at Griffith University and Southbank Institute of Technology as well as many local businesses to provide supported, relevant pathways. Activities such as our "Back to Country" trip to Cherbourg engage our students and prevent early drop out from school. At least one of our graduates is the first of her extended family to complete Year 12 successfully.

Closing the Gap Report

In 2014, our **Attendance data for indigenous students** rose to 87%, closely mirroring non-indigenous student attendance (89.5%). Also the **apparent retention data** for Year 10 to Year 12 has closed significantly to a 6.7% difference – well above Queensland State Schools and Metropolitan Region schools. This data clearly demonstrates that the gap is closing at Balmoral in attendance, retention and attainment for Aboriginal and Torres Strait Islander students.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	75%	81%	73%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	89	86	67
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	35	38	22
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	25	17	25
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	89	86	67
Number of students awarded an Australian Qualification Framework Certificate II or above.	62	51	52
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	84	86	67
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.	80%	68%	86%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	100%	100%

Outcomes for our Year 12 cohorts	2012	2013	2014
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	86%	98%	93%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	3	13	12	7	0
2013	8	10	8	9	3
2014	7	3	9	3	0

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2012	89	53	20
2013	86	46	22
2014	67	44	21

As at 19 February 2015. The above values exclude VISA students.

The school offers students vocational education courses as follows:

Certificate I and II in Information Digital Media and Technology, Certificate II in Active Volunteering, Certificate I Engineering, Certificate I in General Construction, Certificate II in Tourism, Certificate II in Sport and Recreation.

Post-school destination information

Please find below the Next Step– Student Destination Report (2014 Year 12 cohort)

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are often due to relocation. Balmoral has diverse and individualised transition plans for students at risk of early departure prior to completing Senior Phase of Learning. These include, but are not limited to TAFE enrolment, the involvement of Registered Training Organisations (RTOs) and Job Services Australia (JSA).

NEXT STEP 2015
DESTINATIONS OF 2014 YEAR 12s
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 2014, 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 2015, approximately six months after the young people left school. Responses were collected online and via computer-assisted telephone interviewing.

Statewide and regional reports from the *Next Step* survey will be available on the *Next Step* website in September 2015 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 2014.

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 2015

Number of respondents	Number of students who completed Year 12	Response rate (%)
62	69	89.9

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 2015, 56.5 per cent of young people who completed Year 12 at Balmoral State High School in 2014 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (30.6 per cent). The combined VET study destinations accounted for 25.8 per cent of respondents, including 14.5 per cent in campus-based VET programs, with 4.8 per cent of Year 12 completers entering programs at Certificate IV level or higher.

11.3 per cent commenced employment-based training, either as an apprentice (9.7 per cent) or trainee (1.6 per cent).

In addition to the above study destinations, a further 8.1 per cent of respondents from this school deferred a tertiary offer in 2015 (deferrers are shown in Figure 1 in their current destination).

43.5 per cent did not enter post-school education or training, and were either employed (21.0 per cent), seeking work (21.0 per cent) or not in the labour force, education or training (1.6 per cent).

Figure 1: Main destination of Year 12 completers, Balmoral State High School 2015