



Balmoral State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Balmoral State High School, located 5km from the Brisbane CBD, is situated in the leafy green eastern suburbs, adjacent to the relaxed cafe precinct of Oxford St, Bulimba. Real opportunities, real outcomes, real futures - our vision is to provide opportunities and pathways to meet the individual needs of every learner, building capability through dynamic, rigorous curriculum and interactive, responsive community partnerships.

We excel in the following areas: Aerospace Studies (partnership with Aviation Australia); partnerships with the University of Queensland, Griffith University, Queensland University of Technology, TAFE colleges; Industry partnerships delivering School-Based Apprenticeships or Traineeships (SATs); Business enterprise partnership with Boeing Defence Australia developing meaningful and innovative projects; individual student mentoring and support.

The school is connected to the community through partnerships with 6 local primary schools as a member of the Gateway Learning Community. This partnership ensures smooth transition for students from primary to secondary school. As an accredited International school, we attract enrolments from overseas students wishing to pursue an academic future in Australian tertiary institutions. We have a reputation for excellence in this area. We also host visiting international teaching professionals.

The established values of this school community provide young people with the purpose and spirit to pursue life goals. Every student is encouraged to achieve their best and strive for excellence in all they do. Through well defined expectations delivered through our Schoolwide Positive Behaviour Support Program, we focus on 4 REAL expectations: we are Responsible; we strive for Excellence; we Accept the rights of others and we are Learners. Emphasis is placed on making a difference for each student, while developing a positive work ethic, integrity and commitment. Staff are enthusiastic and dedicated to working at Balmoral High for the best possible outcomes for students.

Our community is consistently able to celebrate success through academic, sporting, cultural and community pursuits and the school receives State and Nationally recognised awards. The school commitment to improving student performance has seen a 9% increase in students achieving the top bands for university entrance. There has been a 10% increase in the numbers of students undertaking post school university studies. On a per capita basis Balmoral State High School leads the inner Brisbane metropolitan schools in SATs. Our Middle school nurtures adolescents through engaging learning activities and a focussed literacy and numeracy strategy.

This is already starting to show results, with our school achieving above the state mean in some areas. REAL Opportunities, REAL Outcomes, REAL Futures are delivered at Balmoral State High School.

School progress towards its goals in 2018

- Develop public confidence the school, community engagement has been strong, because of partnerships formed and results achieved; our enrolment growth has been significant.
- Focused on improving literacy skills, we continued to see improvements in reading, spelling, grammar & punctuation. 90% of year 9 students at or above National Minimum Standard and <20% in the upper 2 bands in all three areas.
- Implementation of the 2018 Attendance Strategy & Positive Behaviour for Learning, supporting students wellbeing to ensure our school attendance was at 91% *and students attending >85% will be less than 20%*.
- 100% of students graduating in received a Queensland Certificate of Education. We exceeded our target of OP 1-15, with 84% of students gaining an OP at or above 15, 25% of our students received an OP 1-5.

Future outlook



2019 EXPLICIT IMPROVEMENT AGENDA

Priority	Focused Performance indicators	Our School's Performance indicators	Our Teachers' Performance indicators
<p>Writing for Thinking</p> <p>Improving students Writing through Thinking skills & Instructional Coaching</p>	<p>Reading To Learn (R2L): Plan and implement within the school-wide framework – Balmoral Blue Print</p> <p>Including also:</p> <ul style="list-style-type: none"> - Grammar bites - Spelling Matters - Vocabulary (Frayer model) 	<p>ALL YEARS</p> <ul style="list-style-type: none"> • Over all students show measurable improvement in achievement • Footprint on students work indicate effective teacher / peer feedback • All students can articulate how they can improve their writing skills. <p>SENIOR</p> <ul style="list-style-type: none"> • Yr 12 QCS Writing data • Yr 11 ISMG's reflect improvement in communication criteria 	<p>ALL YEARS</p> <ul style="list-style-type: none"> • I routinely use R2L strategies and Balmoral Writing improvement strategies • I work with my colleagues to plan and implement experiences that expose students to specific writing tasks, followed with feedback for improvement. • I engage in the assessment cycles for R2L and use these cycles to inform practice in my classroom and student feedback. • Every student has improved his or her Writing, Spelling and Grammar and Punctuation.
	<p>Develop a systematic whole school pedagogy that supports inquiry based learning to improve student outcomes</p>	<p>ALL YEARS</p> <ul style="list-style-type: none"> • Pedagogical framework reflects and supports inquiry based learning. • Evidence of developing teacher capability through staff meetings, PDP's and Professional Learning <p>SENIOR</p> <ul style="list-style-type: none"> • YR 12 QCS RESULTS 35% A AND <10% D / >15% OP 1-5; >80% OP 1-15 • YR 11 – all students satisfactory in all subjects <p>JUNIOR</p> <ul style="list-style-type: none"> • Australian Curriculum general capabilities learning area content descriptions and elaborations: critical and creative thinking are evidenced in the whole school curriculum framework • >50% RESULT A OR B, >95% C OR BETTER 	<p>ALL YEARS</p> <ul style="list-style-type: none"> • My classroom practices demonstrated that understand that cognitive skills can support the process of developing deeper understanding and mastery of knowledge. <p>SENIOR</p> <ul style="list-style-type: none"> • SATE planning reflects 21st century skills <p>JUNIOR</p> <ul style="list-style-type: none"> • Curriculum planning in 7-10, reflect the critical thinking matrix
	<p>Teachers use a range of evidence and coaching to regularly reflect on their teaching, PDP & collaboration (Balmoral Learning Teams BLTs; problem based / solutions focused)</p> <p>All students Learn – Balmoral Blue Print: Were they are going:</p> <ul style="list-style-type: none"> - Learning Goals - Success Criteria <p>Where the learner is now:</p> <ul style="list-style-type: none"> - Data placement, - checking for understanding and formative assessment <p>How to get there:</p> <ul style="list-style-type: none"> - Feedback - Bump it up walls (JNR SEC) 	<p>ALL YEARS</p> <ul style="list-style-type: none"> • >50% result A or B, >95% C or better • Overall Students show measurable improvement in achievement (1year growth for 1yr learning - *Hattie) <p>SENIOR</p> <ul style="list-style-type: none"> • 100% graduate with a QCE / QCIA • All student improve their result over yr11/12 • 100% QTAC applicants receive an offer • QCS results (yr12) 35% A and <10% D • >15% OP 1-5; >80% OP 1-15 • Yr11's can articulate their LOA and set the own goals for improvement <p>JUNIOR</p> <ul style="list-style-type: none"> • All 7/9 students increase the relative gain in NAPLAN by one band or more • All eligible students reach the NMS in Reading & Numeracy or have a plan to do so • 100% of student have access to Technology support their learning 	<p>ALL YEARS</p> <ul style="list-style-type: none"> • I have helped students keep As or move from B to A or C to B • 95% of my students have achieved at least a C • The language of Balmoral Blue Print is embedded in my practice • I use my PDP to guide my development – Educator impact • I use professional learning to improve my practice • I can articulate how I have enhanced my pedagogy through feedback and instructional coaching • I collect and interrogate a range of evidence to reflect on my teaching practice • I work collaboratively to guarantee high quality outcomes for all my students. • My students demonstrate effective learning behaviours through PBL • My students are challenged and I provide differentiated support to ensure appropriate levels of learning.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	494	514	554
Girls	224	250	267
Boys	270	264	287
Indigenous	40	42	45
Enrolment continuity (Feb. – Nov.)	93%	92%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

Characteristics of the student body

Overview

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, Norman Park, Morningside, Cannon Hill, and Murarrie and to a lesser extent, Seven Hills, Belmont and Tingalpa.

The school is accredited to host full fee-paying overseas students and currently has over 30 student enrolments from China, Japan, Italy, Germany, France and Korea. These students come for periods of three months to five years.

At 1013 our ICSEA index is above median. 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.

Families seeking enrolment at our school are aspirant for their child's education, are well informed, researched and make qualitative decisions to enrol their child at Balmoral State High School. Typically, parent choice is in response to our school's calm and assuring learning environment and high expectations for standards. Our school reflects the general Australian urban demographic profile with a diverse range of cultural and ethnic groups represented.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Year 7 – Year 10	23	22	22
Year 11 – Year 12	16	15	14

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

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.

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 Australian 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 Australian National Curriculum.

Year 10 facilitates entry into 27 General 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; Business; 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.

Co-curricular activities

Extra-curricular activities are many and diverse. These include:

Football Academy

Boeing Enterprise Team – The Boeing Enterprise Team consists of Balmoral State High School students, who work on real life science, aerospace and business enterprises.

Touch Football Excellence Program

Concert Band, Stage Band and Rock Band

School Musical / Arts production – a teacher devised drama, dance, music and new media show.

Coding and Micromakers Club

Cheerleading and Dance Ensemble.

Debating and Youth speaking competitions, Public speaking courses.

Australian Mathematics and Science Competition

Interschool sporting activities

Recreational sporting activities

How information and communication technologies are used to assist learning

Balmoral is a Bring your Own Device school and we encourage all students to engage in ICT in every classroom. The use of devices is causing a major pedagogical shift that is seamlessly inclusive of eLearning.

Social climate

Overview

Balmoral State High School core business is learning. We are committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

Our philosophical approach to behaviour management is enacted throughout our school as a focus on being **Responsible; Excellent; Accepting** and a **Learner - REAL**

Our Philosophy

- Positive Behaviour for Learning Strategy.
- Our school recognises the worth of all individuals and supports all students in their efforts to derive the benefits of a broad education.
- Our role is to help all members of the community to live more respectful, purposeful lives, to develop integrity and compassion within students, and lay foundations for a safe and caring school

community. We strive to promote the ideals of co-operation, self-respect, respect for and tolerance of others.

- Behaviour development is the responsibility of all members of the school community including students, teachers, administration, support staff and parents.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	94%	95%	92%
• this is a good school (S2035)	97%	92%	84%
• their child likes being at this school* (S2001)	95%	95%	84%
• their child feels safe at this school* (S2002)	95%	95%	92%
• their child's learning needs are being met at this school* (S2003)	94%	91%	92%
• their child is making good progress at this school* (S2004)	94%	95%	89%
• teachers at this school expect their child to do his or her best* (S2005)	95%	96%	92%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	93%	89%
• teachers at this school motivate their child to learn* (S2007)	91%	91%	86%
• teachers at this school treat students fairly* (S2008)	94%	93%	77%
• they can talk to their child's teachers about their concerns* (S2009)	95%	96%	86%
• this school works with them to support their child's learning* (S2010)	97%	92%	86%
• this school takes parents' opinions seriously* (S2011)	97%	90%	83%
• student behaviour is well managed at this school* (S2012)	87%	78%	80%
• this school looks for ways to improve* (S2013)	95%	93%	85%
• this school is well maintained* (S2014)	94%	89%	92%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	90%	84%
• they like being at their school* (S2036)	96%	87%	80%
• they feel safe at their school* (S2037)	93%	83%	79%
• their teachers motivate them to learn* (S2038)	90%	85%	81%
• their teachers expect them to do their best* (S2039)	99%	95%	92%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	90%	84%
• teachers treat students fairly at their school* (S2041)	78%	80%	68%
• they can talk to their teachers about their concerns* (S2042)	81%	72%	67%
• their school takes students' opinions seriously* (S2043)	83%	68%	62%

Percentage of students who agree# that:	2016	2017	2018
• student behaviour is well managed at their school* (S2044)	76%	60%	54%
• their school looks for ways to improve* (S2045)	95%	86%	83%
• their school is well maintained* (S2046)	94%	80%	74%
• their school gives them opportunities to do interesting things* (S2047)	96%	85%	80%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	91%	92%	96%
• they feel that their school is a safe place in which to work (S2070)	93%	90%	96%
• they receive useful feedback about their work at their school (S2071)	81%	76%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	75%	85%	86%
• students are encouraged to do their best at their school (S2072)	96%	98%	98%
• students are treated fairly at their school (S2073)	88%	94%	96%
• student behaviour is well managed at their school (S2074)	81%	81%	87%
• staff are well supported at their school (S2075)	79%	85%	86%
• their school takes staff opinions seriously (S2076)	79%	84%	82%
• their school looks for ways to improve (S2077)	91%	92%	93%
• their school is well maintained (S2078)	72%	75%	79%
• their school gives them opportunities to do interesting things (S2079)	83%	85%	95%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parent involvement in the school is encouraged and actively supported. Parents have representation on formal input groups including School Council and Parents & Citizens' Association. 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 traditional curriculum parent teacher interviews 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.

In terms of community engagement, Balmoral State High School participates in local events such as Anzac Day and the Morningside Festival. There are community links with local businesses and organisations such as Zonta.

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

Our school is a positive behavior for learning school. All our students are explicitly taught the value of positive relationships and ways in which RESPECT is demonstrated in a daily basis. Our senior students also participate in the 'Love Bites' program through the school nurse and the Youth Pathways officer. Our Junior students also are engaged in programs throughout the school year focusing on topics such as Respectful relationships, being safe on-line and the Rock and Water program.

School disciplinary absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school. In 2017, we implemented a revised Responsible Behaviour Plan for students, which changed the expectations of behaviour at Balmoral State High School.

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	49	139	136
Long suspensions – 11 to 20 days	8	7	15
Exclusions	3	2	2
Cancellations of enrolment	0	2	4

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	239,332	243,435	274,478
Water (kL)	1,426	2,507	2,045

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

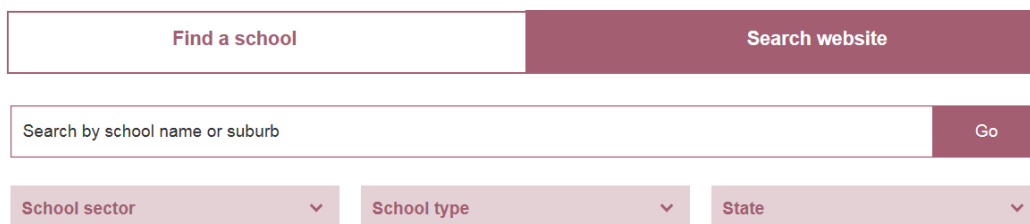
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	55	26	<5
Full-time equivalents	52	21	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	0	
Masters	5	
Graduate Diploma etc.*	16	
Bachelor degree	50	
Diploma		
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$50 000

The major professional development initiatives are as follows:

- Reading to Learn Methodology
- Leadership capability and development
- Australian Curriculum implementation and new Queensland Certificate of Education (implemented in 2019)

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2018.

Performance of our students

In 2018, developing student's literacy skills was one of our key focus areas. Creating engaging classrooms and a clear focus on high expectations of behavior and attendance was clearly set and rewarded through our Positive Behavior for Learning Framework. Academic excellence is also highlighted with outstanding year 12 results once again for Balmoral SHS.

Below outlines the improvement in our school over the past 12 months.

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	92%	91%
Attendance rate for Indigenous** students at this school	77%	85%	86%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

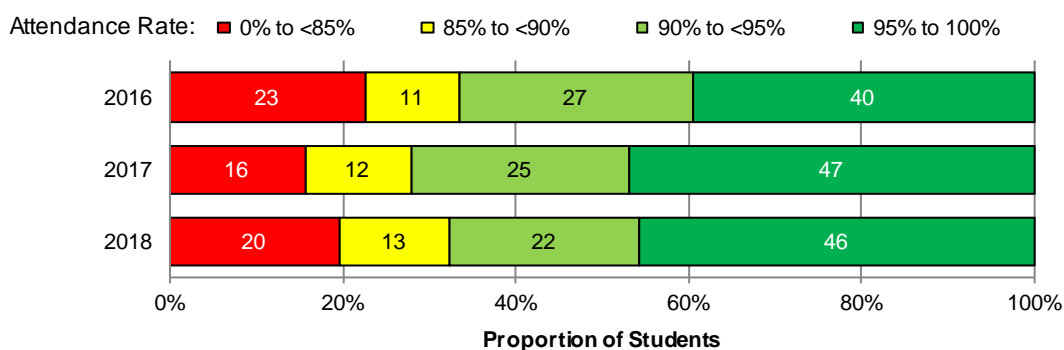
Year level	2016	2017	2018
Year 7	94%	94%	93%
Year 8	88%	93%	90%
Year 9	88%	92%	90%
Year 10	89%	88%	91%
Year 11	88%	92%	88%
Year 12	89%	92%	92%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

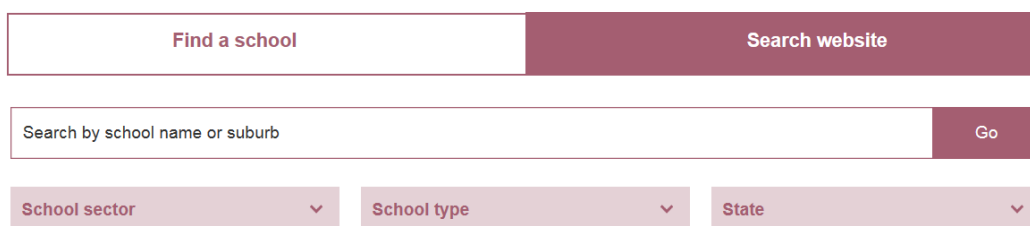
Our school since 2017 has adopted attendance targets and early intervention methodology to progress our “good to great” school improvement agenda. Roll marking is conducted in 7 Period 1 classes by teacher marking of electronic rolls and records of attendance compiled in accordance with Department of Education and Training policy. Rolls are electronically marked each lesson, attendance checked and reconciled with off campus and other curriculum activities and anomalies followed up same day by 10.30am each day.

An Attendance Officer manages data input and quality assurance, personalizes parental contact either by telephone or email and consecutive unexplained absences resolved with parents. Positive rewarding good attendance and the impact of the Heads of in both Junior and Senior school on student welfare, attendance and sharper tailored family communications has achieved high levels of attendance. Student engagement is the most effective strategy.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.



4. Click on ‘NAPLAN’ to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school’s NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	75	82	53
Number of students awarded a QCIA	0	0	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	75	82	52
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	31	39	25
Percentage of Indigenous students who received an OP	50%	29%	25%
Number of students awarded one or more VET qualifications (including SAT)	75	82	53
Number of students awarded a VET Certificate II or above	72	77	29
Number of students who were completing/continuing a SAT	21	24	12
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	74%	77%	84%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	90%	94%	96%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	5	6	2
6-10	6	8	13
11-15	12	16	6
16-20	8	8	4
21-25	0	1	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	75	77	48
Certificate II	72	77	26
Certificate III or above	7	14	8

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	89%	96%	80%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	150%	88%	100%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Balmoral SHS works closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers supported these students into alternative training pathways, several through the newly established Pathways College.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<https://balmoralshs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/next-step-summary-report.pdf#search=Next%20steps>