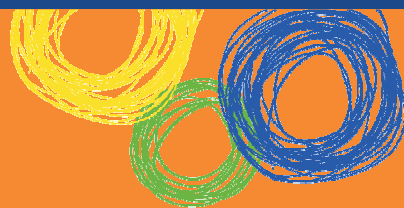


Tamborine Mountain State High School (2265)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

Our School Annual Report 2012 includes the following information:

- Our distinctive curriculum offerings available within our extensive variety of subjects at Tamborine Mountain State High School.
- Our vast range of extra curricular opportunities available to our students, together with our staff commitment to these activities.
- Our teachers' qualifications and a summary of professional development undertaken by our teaching staff.
- Student performance results and key outcomes for our 2012 Year 9 NAPLAN testing and our exiting Year 12 cohort.
- Specific subject offerings within each of our faculties.
- School Opinion Survey outcomes.

School progress towards its goals in 2012

Tamborine Mountain State High School is committed to excellence in learning. Our students will be active and reflective members of the community, with the skills and desire to be lifelong learners. To achieve our purpose, Tamborine Mountain State High School is characterised by:

- a focus on literacy/numeracy as the basis for all learning;
- learning which is relevant, challenging and responsive to individual and group needs;
- productive partnerships throughout the school community;
- staff who are committed to excellence in teaching and learning; a supportive and disciplined environment in which all students can learn.

Our '2012' Annual Report has been developed to provide information to our school community on our goals, achievements and challenges throughout the 2013 year.

Future outlook

DOL (Dimensions of Learning). Develop and implement whole school teacher and learning pedagogical model – D.O.L. Build consistent practices.

Differentiation. Develop clear processes for recording evidence of differentiated practice in teacher planning and student outcomes for all students. Maximise individual staffs and student performance.

Data Informing Practice. Strengthen the collection, use and understanding of data as a means to improve student and staff outcomes.

Digital Learning Agenda. Improve and expand rich cutting edge digital learning environment – new expanded 1:1 program (Years 8-12) and complete rebuild of full school infrastructure.

Performance of our students

School Profile

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

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	661	325	336	92%
2011	652	335	317	93%
2012	639	328	311	89%

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

Characteristics of the student body:

- The area is semi-rural. The majority of students who live in the school's catchment area attend Tamborine Mountain State High School.
- The community comprises a broad section of occupations covering tertiary, professional, business, rural and general employment sectors.
- The student body is derived from a medium to high socio economic background. It is cohesive and reflects minimal social and cultural diversity.
- There are approximately 1.2% indigenous (ASTI) students. .14% of students are "kids in care" and live with foster families.
- The transit nature of students is minimal and tends to be as a consequence of parent/caregiver work needs that require family re-location.
- Parents/caregivers have high expectations and take a keen interest in the education of their children.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3			
Year 4 – Year 10	24	22	21
Year 11 – Year 12	13	17	17

School Disciplinary Absences

Note that the SDA figures below count those students recommended for an SDA, and not just the actual SDA.

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	259	182	197
Long Suspensions - 6 to 20 days	45	28	29
Exclusions	0	10	11
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Tamborine Mountain State High School aims to give all students the power to be knowledgeable and informed, with literacy and numeracy as the basis for all learning. We are committed to providing multiple academic pathways.

Junior Secondary Schooling 8 – 10

The junior secondary program encompasses subjects from the mandated and optional units of the eight Key Learning Areas (KLAs).

Key Learning Areas are:

- English
- Mathematics
- Science
- Technology
- Languages Other Than English (LOTE)
- Health and Physical Education (HPE)
- History
- The Arts

Junior curriculum has seen the introduction of C2C Mathematics, English, History and Science in 2013.

Extra curricula activities

Senior Schooling 11 – 12

Subject selection for the Senior Certificate studied over Year 11 and 12 offers a range of options.

The subjects chosen may reflect a particular specialisation or may allow students, as yet not confirmed in their career choices, to keep their options open. Levels of Achievement awarded on exit for Year 12 form the basis of a student Overall Position (OP) or selection rank.

Vocational Education and Training

Tamborine Mountain State High School recognises the value of vocational education and training (VET) programs for school students as an integral part of a sound general education. Our school is a Registered Training Organisation (RTO), under the Australian Quality Training Framework (AQTF). Our national provider number is 30624.

VET is a structured sequence of training and education, recognised across Australia. It is delivered in the form of accredited competencies from endorsed training packages, leading to recognised qualifications under the Australian Qualifications Framework. Students may be undertaking:

- Recognised VET as part of the post compulsory curriculum programs.
- School Based Apprenticeships or Traineeships while studying for their Senior Certificate.
- Five authority subjects (qualifying them for an Overall Position "OP") and selecting one VET for interest or simply to enhance part time employment opportunities while studying at university.
- Authority subjects where vocational education components are embedded in the programs (e.g. Business Communication and Technologies);
- A course that interests them knowing that they may still qualify for tertiary study by gaining a selection rank.

Subjects which contain VET at Tamborine Mountain State High School are Hospitality Practices, Business Communications and Technologies.

Academic

- ASX Game
- English Competitions
 - May 'What the Dickens' Cost (\$5 after subsidy)
 - ICAS
 - Writing Competition (\$12)
 - Language Competition (\$4)
 - Meanjin Writers Camp (\$180 for week) — September holidays
 - Dorothea McKellar Poetry Competition — July/August
 - The Courier Mail's Spelling Bee
 - Youth Writes Term Four

Performance of our students

- Gene Ethics Essays
- Mathematics Competition (\$4.95)
- National Geography (\$2.50) February
- Rio Tinto Big Science (\$4.95)
- The Courier Mail's Spelling Bee
- Tutoring

Cultural

- ANZAC Ceremony
- Closing the Gap
- Docudrama
- Drumley Walk
- Japanese Competitions
 - multi-media
 - speaking
 - language
- Landcare
- Overseas Study Tours - Japan (September)
- Our Vision
- Theatre Excursions
- Welcome to Country

Leadership

- Student Council
- Leadership Conferences

Performance Arts

- Concert Band
- Dance Group
- Drama Workshops
- Gold Coast Senior Secondary Schools Drama Festival
- Jazz Ensemble
- Street Theatre Group
- Technical Theatre Workshop
- Theatre Excellence Workshops
- Theatre Excursions

Public Speaking

- Lions Youth of the Year—February
- Mooting
- Rostrum Voice of the Youth

Sport

- Athletics
- Basketball
- Cricket
- Cross Country
- Golf
- Netball
- Orienteering
- Rugby League
- Soccer
- Swimming
- Tennis
- Touch Football
- Volleyball

Visual Arts

- Energies Art Exhibition
- Minister's Art Awards
- Tamborine Mountain Show
- Tamborine Mountain Library

How Information and Communication Technologies are used to assist learning

The staff as a whole has embraced technology and have created an exciting technological learning environment, in turn improving student engagement. Teachers have been professionally developed as a whole and as individuals in areas of interest. However the use of ICT to assist learning varies throughout:

- Learning Place – Teachers are actively using the Learning Place for the interactive resources available, accessibility of information for students off campus and to develop pre and post testing via mark book for teacher feedback.
- Outlook Calendar is actively used by staff and introduced to students to assist with improved organisational skills and reminders to meet assessment deadlines.
- IWB and One to One Student laptops - The school is fully fitted with interactive whiteboards which are used regularly by 100% of teachers. The IWB resource is used in conjunction with the student laptops, network drives and interactive resources such as clickers to promote teacher feedback and inform classroom delivery.
- ICT Pedagogy – Teachers embrace the coming together of technical skills, pedagogical practices and understanding of curriculum design to use digital pedagogies effectively which in turn supports, enhances and transforms teaching to provide a diverse and flexible learning.
- Lanschool Software – Staff actively use Lanschool to monitor students and their on task behaviours. The program allows staff to deliver spontaneous or planned in class testing via the student laptops to promote teacher feedback and inform classroom delivery. The software also allows instantaneous communication with students through digital messaging.
- Staff actively uses technology for data collection to inform classroom delivery, individual student plans and differentiation strategies/planning. This software allows teachers to use interactive resources to accommodate and assist with varied level of learning.

Social climate

The school employs a range of strategies to support students:

- Principal/Deputy Principal/Year Co-ordinator is in charge of each year level.
- Each year level is divided into a number of form classes, each with a form teacher who supports that particular group through successive year levels.
- The Year Co-ordinator is usually the first point of call for parents wishing to discuss issues that affect their child's education.
- Other support services in place include a guidance officer, school-based health nurse, youth worker, and a chaplain with a particular focus on students at risk of leaving school early.
- Each term the school holds parent/teacher interviews which are a good venue for discussing a child's academic and social progress through the school.

Parent and student surveys reveal that the students are happy at school and they regard it as a safe place.

Performance of our students

Parent, student and staff satisfaction with the school

In general, students and parents are very supportive of the school. This is evidenced by the high levels of parents and students who believe that the children at Tamborine Mountain State High School are accessing a good education. Teachers are also very supportive of the school with the overwhelming percentage of staff also satisfied with the morale at our school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	94.4%
their child likes being at this school*	88.6%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	97.2%
their child is making good progress at this school*	94.1%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	94.4%
teachers at this school motivate their child to learn*	94.1%
teachers at this school treat students fairly*	88.2%
they can talk to their child's teachers about their concerns*	97.2%
this school works with them to support their child's learning*	97.0%
this school takes parents' opinions seriously*	85.3%
student behaviour is well managed at this school*	97.1%
this school looks for ways to improve*	93.5%
this school is well maintained*	97.2%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	99.0%
they like being at their school*	96.3%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	99.1%
their teachers expect them to do their best*	99.1%
their teachers provide them with useful feedback about their school work*	98.1%
teachers treat students fairly at their school*	97.1%
they can talk to their teachers about their concerns*	97.1%
their school takes students' opinions seriously*	97.2%
student behaviour is well managed at their school*	99.0%
their school looks for ways to improve*	99.1%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	97.1%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	96.3%
with the individual staff morale items	95.3%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Performance of our students

Involving parents in their child's education

Involvement of parents and members of our local community in school operations is critical to our school's continued success.

Tamborine Mountain State High School operates a Parents' and Citizens' Association. The main aim of this organisation is to encourage parent involvement in school operations and policies.

In addition to the Parents and Citizens Association, the support and involvement of parents and the wider community is sought through key activities:

- Participation on the Behaviour Management Committee;
- Members of Vocational Education Review teams;
- Parent "feedback" morning teas;
- Involvement in internal school review and service delivery evaluation as part of the High Performance Schools Project;
- Curriculum related workshops to maximise parent effectiveness/support for their child e.g. Year 12 Orientation, Understanding Senior Assessment, Stress Management;
- Frequent contact between teachers and parent through emails and texts;
- New newsletter format.

Tamborine Mountain State High School hopes, that through a variety of forums, parents and the wider community are provided with valuable opportunities to be actively involved in the schooling lives of young people whilst developing effective partnerships with our school staff.

Reducing the school's environmental footprint

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

Tamborine Mountain State High School adopted a three pronged approach to sustainability – individual, curriculum and school operations.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	213,798	0
2010-2011	3,056	0
2011-2012	216,180	0

Staff composition, including Indigenous staff

Staff development priorities for 2012

- Dimensions of Learning
- Syllabus and Study Area Specification (SAS) implementation in Years 8 to 12 (Queensland Studies Authority)
- Whole school participation in Literacy and Numeracy training
- Implementation of the AQTF standards for a Registered Training Organisation (Vocational Education and Training - VET)
- Leadership
- Behaviour management
- Promotion of resilience and mental health in young people

Distinctive skills of the staff

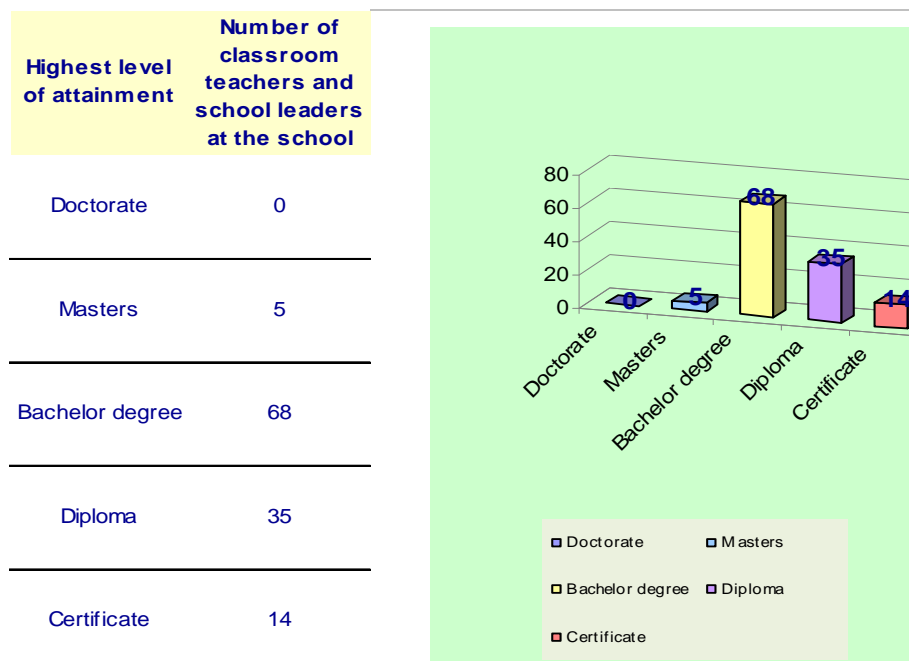
Relatively large number of staff with:

- Certificate IV in Assessment & Workplace Training
- Level I and II Sport Coaching Certificate
- Qualifications in Information and Communication Technologies (ICTs)
- Training in current behaviour management strategies

Performance of our students

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	59	29	<5
Full-time equivalents	49.8	20.4	<5

Qualifications of all teachers



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 was \$25,131.

The major professional development initiatives are as follows:

- Literacy
- Numeracy
- D.O.L. Coaching
- C2C Introduction (History)

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

The major professional development initiatives are as follows:

- QSA Workshops – new syllabus releases and necessary re-write of work programs
- WSA – assessment – senior teachers
- One School training – ancillary staff
- NAPLAN Training – English and Maths staff
- Specialist programs – Special Needs and Library staff

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Performance of our students

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.5%	95.1%	94.9%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92.6% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

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

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

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

Key student outcomes

Student attendance

	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	90%	94%	91%

The overall attendance rate in 2012 for all Queensland State Secondary schools was 88%.

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

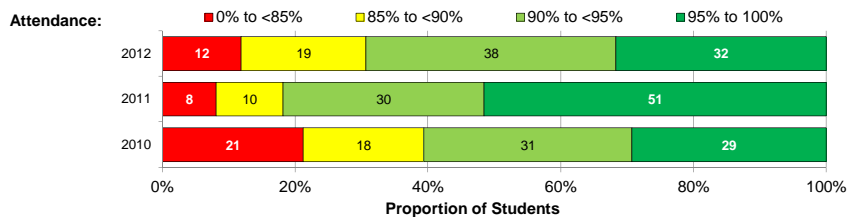
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010								91%	88%	89%	90%	92%
2011								94%	91%	92%	95%	96%
2012								91%	90%	90%	93%	93%

DW = Data withheld to ensure confidentiality.

Performance of our students

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

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

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Tamborine Mountain State High School uses a computer software program (ID Attend) specifically designed for tracking and reporting student attendance at school. The program allows extensive import and export functions to One School to help keep track of student attendance and movement in and out of the school. For security and safety reasons, students must be signed in or out at the office if they arrive late to or leave early from school, or need to attend sick bay during the day.

The Education Act requires children between the ages of 5 and 15 to attend school each day unless there is a valid reason for absence. The school requires a notification from parents when a student is absent from school. Routine telephone calls will be made to the homes of students who are absent for three days or more and from whom there has been no notification to the school.

Students enrolled at the school who are absent on the day assessment items are due, are required to produce a medical certificate for illness or a parent may telephone the relevant Administration Office to explain exceptional circumstances. Students in Years 11-12 will be assessed in accordance with the QSA Late or Non-submission policy. (Please refer to the Senior Agreement document).

Parents intending to take students for holidays during the school year are required to apply to the school in writing stating the dates the students will be absent from school and the reason why the absence is necessary. Students will have work organised prior to their absence to avoid them missing essential components of their course.

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/>.

Domain	Measures	Yr 9	
Reading	Average score for the school in 2012	581	
	Average score for Australia in 2012	575	
	For the school the percentage of students at or above the national minimum standard.	2008	96%
		2009	96%
		2010	98.6%
		2011	92%
		2012	96.2
	For the school the percentage of students in the upper two bands	2008	22%
		2009	23%
		2010	26%
2011		23%	
2012		16.5%	
Writing	Average score for the school in 2012	580	
	Average score for Australia in 2012	554	
	For the school the percentage of students at or above the national minimum standard.	2008	95%
		2009	93%
		2010	95%
		2011	89%
		2012	90.8%
	For the school the percentage of students in the upper two bands	2008	25%
		2009	32%
		2010	32%
2011		33%	
2012		24.6%	
Spelling	Average score for the school in 2012	593	
	Average score for Australia in 2012	577	
	For the school the percentage of students at or above the national minimum standard.	2008	92%
		2009	96%
		2010	97.3%
		2011	94%
		2012	97.8%
	For the school the percentage of students in the upper two bands	2008	33%
		2009	22%
		2010	22.4%
2011		18.5%	
2012		27.6%	
Grammar and Punctuation	Average score for the school in 2012	601	
	Average score for Australia in 2012	573	
	For the school the percentage of students at or above the national minimum standard.	2008	94%
		2009	96%
		2010	97%
		2011	94%
		2012	97%
	For the school the percentage of students in the upper two bands	2008	18%
		2009	22%
		2010	31%
2011		20.2%	
2012		30.6%	

Performance of our students

Domain	Measures	Yr 9	
Numeracy	Average score for the school in 2012	576	
	Average score for Australia in 2012	584	
	For the school the percentage of students at or above the national minimum standard.	2008	97%
		2009	97%
		2010	97%
		2011	97%
		2012	96.9
	For the school the percentage of students in the upper two bands	2008	17%
		2009	20%
		2010	17.6%
2011		17.7%	
2012		11.5%	

Achievement – Closing the Gap

TMSHS has made definite progress this year in "Closing the Gap". The Year 12 indigenous students at the school have been given the opportunity to attend "Live the Deam" leadership camp and are pro-actively in the process of applying for scholarships to Griffith University. The students were visited by a representative of the GUMURRI unit from Gold Coast University informing them of the options regarding QTAC, alternate paths, scholarships, tutoring opportunities and life on campus in general. All indigenous students will be attending the FOGS careers exhibition September to further assist with career options and networks to create opportunities. Year 10 students have the opportunity to attend the "Dare to Dream" leadership camp scheduled for late June.

Then school has attained excellent links to the community identifying local elders who can assist students and their families to confirm aboriginality and is in the process of arranging some regular cultural activities for the students to familiarise them and other students in the school regarding the local history and culture.

The support network is growing and TMSHS have developed excellent partnerships with the following identities:

- Gold Coast Titan – Beyond Tomorrow (Linda Biunaiwais)
- Trisha Hutcinson – Department of Education
- Terry Green – EATSIPS Project Officer
- ISSU – Indigenous School Support Unit
- Griffith University – Graham Cougill

Indigenous student attendance and/or retention has not been a problem thus far in 2012-2013 within the school however all of the students are case managed by the Acting Deputy Principal who oversees results, attendance, sources opportunities to improve results and offer support where necessary. 2013 has seen the introduction of EATSIPS mentors who students individually select from the team of teachers on the EATSIPS committee and who work with them throughout the year.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	77%	72%	69%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	106	100	99
Number of students awarded a Queensland Certificate Individual Achievement.	5	1	3
Number of students receiving an Overall Position (OP).	37	42	42
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	23	18	19
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	102	100	97
Number of students awarded an Australian Qualification Framework Certificate II or above.	47	25	33
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	96	97	94
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.	95%	86%	90%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	98%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	98%	96%

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

Performance of our 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
2010	5	15	15	2	0
2011	9	15	12	6	0
2012	9	17	12	4	0

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

Vocational Educational Training qualification (VET)

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

	Certificate I	Certificate II	Certificate III or above
2010	91	39	13
2011	100	19	15
2012	96	12	24

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

(SIT2027) CERTIFICATE II IN HOSPITALITY

SIS30510 CERTIFICATE III IN SPORT AND RECREATION

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this report in September.

Early leavers' information

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

A very small minority of students chose to 'leave school early'. 2012 saw two (2) students apply for exemptions to leave school early as they had attained full-time work, TAFE entry or full-time apprenticeships.