

# Tamborine Mountain State High School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

Our School Annual Report 2015 includes the following information:

- Our 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 2014 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 2015

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 vision (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..

### Future outlook

- Implementation of High Yield Program (Reading, Numeracy, Brain Training, Literacy, Spelling).
- Certificate III expansion – 50% of Year 10 cohort successfully complete a Certificate III qualification, Business/Sport and Recreation.
- Introduced Diploma for twelve months for Business (only one of two high schools offering this).
- Timetable re-structure – greater flexibility.
- Reflection on Year 7 Flying Start Implementation/NAPLAN (Years 7 and 9) adjustments.
- Learning Support/Special Needs QSIL Framework.
- Axiom – Certificate II courses are also offered to Years 10 – 12 in 2016.

## Priority Areas of Development (Culture of Unity)

- DOL (Dimensions of Learning). Develop and implement whole school teacher and learning pedagogical model. Build consistent practices.
- Differentiation. Develop clear process for recording evidence of differentiated practice in teacher planning and improving student outcomes for all students. Maximise individual staff and student performance.
- Data Informing Practice. Strengthen the collection, use and understanding of data as a means to improve student outcomes. Distance travelled identified and applied (effect size). Use research to inform strategies.
- Digital – 21<sup>st</sup> Century Leader.

## Our school at a glance

### School Profile

**Coeducational or single sex: Coeducational**

**Independent Public School: No**

**Year levels offered in 2015: Year 7 - Year 12**

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	672	349	323	8	93%
2014	704	370	334	7	93%
2015	836	439	397	12	91%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### 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 1.5% indigenous (ASTI) students.
- There are approximately 1.07% students that are "kids in care" and live with foster families.
- The transient 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		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	24	23
Year 11 – Year 12	18	18	18

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	135	158	202
Long Suspensions - 6 to 20 days	19	11	18
Exclusions	9	23	16
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

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 7 – 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/Geography/LOTE
- The Arts

Students are assessed and reported upon four times per year to ensure parents/caregivers and students are informed of individual progress. In addition Parent/Teacher Interviews are conducted three times per year to ensure up to date communication between parents/caregivers, students and the school occurs.

### **Extra curricula activities**

#### **Senior Schooling 11 – 12**

Subject selection for the Senior Certificate studied over Years 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 works in partnership with Binnacle to provide Certificate III opportunities for students on-site (Business and Sport and Recreation).

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 a 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.
- A course that interests them knowing that they may still qualify for tertiary study by gaining a selection rank.

#### **Extra curricula activities**

##### **Academic**

- ASX Game
- Buy Smart Business Competition
- English Competitions
  - ICAS English Competition
  - ICAS Writing Competition
  - Literary Competition
  - Write4fun Schools Writing Competition
  - Dorothea McKellar Poetry Competition — July/August
- Gene Ethics Essays
- History Competition
- ICAS (Maths and Science) The Australian Maths Competition
- Japanese
  - Language Perfect Competition
- National Geography February
- OzCLO – The Australian Computational and Linguistics Olympiad
- Tutoring

##### **Cultural**

- ANZAC Ceremony
- Closing the Gap
- Docudrama
- Drumley Walk

- Japanese Competitions
  - multi-media
  - speaking
  - language
- Landcare
- Overseas Study Tours - Japan (September)
- Welcome to Country

#### Leadership

- Leadership Conferences
- Student Council

#### The Arts

- Band and Ensemble Competitions
- Concert Band (Senior and Junior)
- Dance Group
- Drama, Art and Film and TV Workshops
- Energies Art Exhibition
- Eisteddfod Performances – Vocal Ensemble, Band, Dance
- Jazz Band
- Minister's Art Awards
- String Ensemble
- Theatre, Art and Dance Excursions
- Vocal Ensemble

#### Public Speaking

- AB Paterson Public Speaking Competition
- Bond University Mooting Competition
- Lions Youth of the Year—February

#### Sport

- Athletics
- Basketball
- Cricket
- Cross Country
- Fitness and walking groups
- Golf
- Netball
- Soccer
- Swimming
- Touch Football
- Volleyball
- Zumba

### How Information and Communication Technologies are used to improve learning

The staff as a whole has embraced technology and have created an exciting technological learning environment, in turn improving student engagement. Teachers have undertaken whole school professional development as well as individual professional development in areas of interest/need. However the use of ICT to assist learning varies throughout:

- Introduction of Lumosity for Years 7 and 9 Science classes (Brain Training) three times per week.
- 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.
- Implementation of IPAD use as embedded programs in Special Education and the Arts Faculty
- Transition to digital drawing using Wacom Tablets across all Arts KLAs.
- Teachers integrate a range of electronic media to create dynamic, current, differentiated classroom instruction.

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 vehicle 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.

### Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	98%	98%	96%
this is a good school (S2035)	100%	97%	96%
their child likes being at this school (S2001)	95%	98%	96%
their child feels safe at this school (S2002)	100%	97%	98%
their child's learning needs are being met at this school (S2003)	95%	95%	95%
their child is making good progress at this school (S2004)	100%	99%	96%
teachers at this school expect their child to do his or her best (S2005)	98%	98%	99%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	94%	94%
teachers at this school motivate their child to learn (S2007)	95%	95%	93%
teachers at this school treat students fairly (S2008)	89%	93%	90%
they can talk to their child's teachers about their concerns (S2009)	97%	94%	97%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
this school works with them to support their child's learning (S2010)	95%	95%	96%
this school takes parents' opinions seriously (S2011)	95%	93%	95%
student behaviour is well managed at this school (S2012)	98%	95%	97%
this school looks for ways to improve (S2013)	98%	96%	94%
this school is well maintained (S2014)	100%	99%	99%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	99%	96%
they like being at their school (S2036)	95%	95%	82%
they feel safe at their school (S2037)	97%	100%	98%
their teachers motivate them to learn (S2038)	97%	98%	90%
their teachers expect them to do their best (S2039)	99%	99%	99%
their teachers provide them with useful feedback about their school work (S2040)	99%	100%	94%
teachers treat students fairly at their school (S2041)	93%	94%	83%
they can talk to their teachers about their concerns (S2042)	94%	96%	85%
their school takes students' opinions seriously (S2043)	95%	96%	92%
student behaviour is well managed at their school (S2044)	95%	96%	96%
their school looks for ways to improve (S2045)	99%	98%	98%
their school is well maintained (S2046)	98%	100%	97%
their school gives them opportunities to do interesting things (S2047)	96%	94%	82%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	96%	99%
they feel that their school is a safe place in which to work (S2070)	100%	99%	99%
they receive useful feedback about their work at their school (S2071)	93%	96%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	96%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	99%
students are treated fairly at their school (S2073)	97%	100%	99%
student behaviour is well managed at their school (S2074)	99%	100%	100%
staff are well supported at their school (S2075)	97%	97%	99%
their school takes staff opinions seriously (S2076)	94%	96%	99%
their school looks for ways to improve (S2077)	99%	100%	99%
their school is well maintained (S2078)	100%	97%	100%
their school gives them opportunities to do interesting things (S2079)	97%	96%	96%

# '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

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;
- Involvement in internal school review and service delivery evaluation as part of the High Yield teams;
- 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;
- Flying Start Transition;
- Year Co-ordinator updates to parents/caregivers.

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

For any students who have been formally verified/ascertained with specific learning needs, parents/caregivers meet with Tamborine Mountain State High School HOSES and individual adjustments to the students timetable, assessment plan is discussed and formulated. All teachers are required to prepare a Differentiation Action Plan (DAP) for the student in their classes. In more significant individual circumstances, students have Individual Curriculum Plans (ICP) in consultation with parent/caregiver.

## 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	253,069	0
2013-2014	251,416	0
2014-2015	268,089	

\*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.



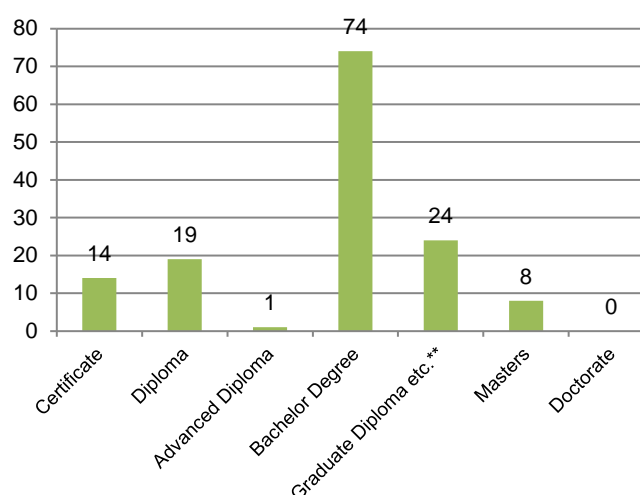
## Our staff profile

### Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	67	34	<5
Full-time equivalents	59	25	<5

Highest level of attainment	Number of Teaching Staff *
Certificate	14
Diploma	19
Advanced Diploma	1
Bachelor Degree	74
Graduate Diploma etc.**	24
Masters	8
Doctorate	0
<b>Total</b>	<b>140</b>



\*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 2015 was \$63,200.

The major professional development initiatives are as follows:

- Literacy
- Numeracy
- D.O.L./Coaching
- C2C Digital

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

- OSA Workshops – new syllabus releases and necessary re-write of work programs, panel workshops, assessment workshops.
- WSA – assessment – senior teachers
- One School training – officestaff
- Focus on writing genre.
- Specialist programs – Special Needs and Library staff
- Health and welfare training sessions
- Subject specific skills based workshops e.g. Art, Health and Physical Education and Home Economic staff.
- Faculty specific PD lead by Heads of Department – all faculties

**Average staff attendance**

	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

**Proportion of staff retained from the previous school year**

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 school year.

**School income broken down by funding source**

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

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

**Find a school**

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile 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**

	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	93%	93%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

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

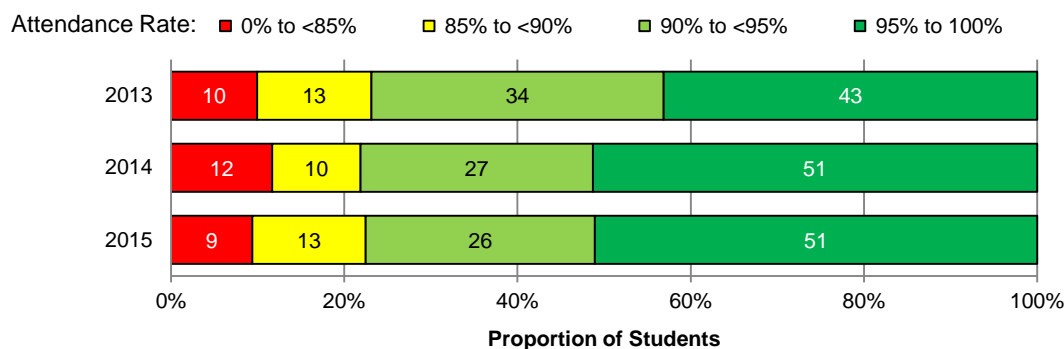
Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
								92%	90%	92%	94%	95%
								94%	91%	91%	95%	94%
						93%	94%	93%	92%	95%	94%	

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### 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 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.

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.

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/caregivers 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/caregiver may telephone the 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/caregivers 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.

### 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

The image shows a search form titled 'Find a school'. It has a dark blue background. At the top, there is a white input field for 'School name' with a red 'GO' button to its right. Below this is another white input field for 'Suburb, town or postcode'. Underneath that, the text 'Sector:' is followed by two checkboxes: one for 'Government' (checked) and one for 'Non-government' (checked). At the bottom of the form is a large red button with the word 'SEARCH' in white capital letters.

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

Tamborine Mountain State High School has made definite progress this year in "Closing the Gap". The Year 12 indigenous students at the school are given the opportunity to apply for scholarships and direct entry at Griffith University through the GUMURRI unit from Gold Coast University. All indigenous students have the opportunity to attend an excursion in Term 4 to visit the Yugembeh Museum and Jacobs Well Cultural Centre to further inform them of the local and national indigenous history. The school actively informs the indigenous students/parents of advertised career and leadership opportunities including University/TAFE options through the Guidance Counsellor, Tamborine Mountain State High School Work Placement Officer and Administration.

The school has attained excellent links with the community identifying local elders who can assist students and their families to confirm aboriginality and networks for regular cultural activities for all students to extend their knowledge and learn more about the local area's rich indigenous heritage. Indigenous Garden and Yarning circle was planned, constructed and officially opened by local Indigenous community members in Term 3, 2015. Since then it has been utilized by staff (via professional development) and classes. We will assist in further educating students about the Indigenous Culture, in turn further helping to maintain an inclusive environment.

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

- Southern Cross University
- Rory O'Connor - Yugembeh Museum
- Drumley Walk (Tamborine Mountain)

- Jacobs Well Cultural Centre
- ISSU – Indigenous School Support Unit
- Griffith University – GUMURRI
- Deadly Choices
- Kalwan Indigenous Health

Indigenous student attendance and/or retention has not been a problem to date and all of the students are case managed by two Deputy Principals who oversee results, attendance, source opportunities to improve results and offer support where necessary. Students have the choice of who they would like to communicate with from indigenous committee teachers who work with them closely throughout the year.

<b>Apparent retention rates Year 10 to Year 12</b>	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	78%	88%	86%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	100%	0%

<b>Outcomes for our Year 12 cohorts</b>	2013	2014	2015
Number of students receiving a Senior Statement	116	101	112
Number of students awarded a Queensland Certificate of Individual Achievement.	0	3	3
Number of students receiving an Overall Position (OP)	75	46	55
Percentage of Indigenous students receiving an Overall Position (OP)	0%	100%	
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	9	5	15
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	114	98	94
Number of students awarded an Australian Qualification Framework Certificate II or above.	53	59	63
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	113	98	108
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	
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%	98%	91%
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%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	89%	91%	90%

As at 16 February 2016. 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
2013	17	23	20	12	3
2014	16	18	11	1	0
2015	9	24	17	5	0

As at 16 February 2016. 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
2013	114	45	18
2014	96	49	28
2015	78	29	49

As at 16 February 2016. The above values exclude VISA students.

Tamborine Mountain State High School students completed the following VET Certificates – Business, Sport and Recreation.

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### Early school leavers information

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

Two students chose to leave school early in 2015, due to full-time work and TAFE.