Tamborine Mountain State High School

ANNUAL REPORT
2019
Queensland State School Reporting

Every student succeeding
State Schools Improvement Strategy
Department of Education

Queensland Government

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From the Principal

School overview

Following is the My School summary text for Tamborine Mountain State High School provided by ACARA in February 2012, and included in the most recent School Data Profile report: Tamborine Mountain State High School is located in the hinterland behind the Gold Coast. The school was opened in 1999 with a student population of approximately 150 Year 8 and Year 9 students. The school was then an annex of Helensvale SHS (45 minutes away). However, in 2001 the school was given independence and began life as a fully fledged High School. Our school now caters for Years 7-12, with approximately 995 students currently enrolled. The Tamborine community has a strong and passionate association with the school and collectively aspires to an exceptional performance level for its students. Our school is well resourced and technologically sophisticated. Tamborine Mountain State High School is characterised by a focus on literacy/numeracy as the basis for all learning. Our learning is relevant, challenging and responsive to individual and group needs. Staff are committed to excellence in teaching and learning. We have a supportive and disciplined environment in which all students can learn.

Introduction

Our School Annual Report 2019 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 2019 Years 7 and 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 2019

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;
- 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 school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2019	Year 7 - Year 12

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	915	935	988
Girls	471	483	499
Boys	444	452	489
Indigenous	21	26	23
Enrolment continuity (Feb. – Nov.)	92%	95%	95%

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.

In 2019, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

- 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

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

Phase of schooling	2017	2018	2019
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	22	24
Year 11 – Year 12	21	19	18

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 implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at https://education.qld.gov.au/curriculum/stages-of-schooling/p-12.

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.

Co-curricular activities

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.

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here
https://www.qld.gov.au/education/schools/information/programs.

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. The new QCAA – SATE (ATAR) scores.

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, Sport and Recreation and Health).
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.

Either four general subjects and one Essential/Applied/VET qualification to obtain an ATAR; or five general subjects to obtain an ATAR.

Extra-curricular activities

Academic

- Buy Smart Business Competition
- English Competitions
    - ICAS English Competition
    - ICAS Writing Competition
    - Literary Competition
    - Write4fun Schools Writing Competition
- History Competition

Cultural
- ANZAC Ceremony
- Canungra Show Performance
- Closing the Gap
- Landcare
- Premier's ANZAC Competition
- RACQ Road Safety Program
- Tamborine Mountain Show Performance
- Welcome to Country

Leadership
- Leadership Conferences
- Student Council

The Arts
- Band and Ensemble Competitions
- Chorale Fanfare
- Concert Band
- Drama, Art and Film and TV Workshops
- Eisteddfod Performances – Vocal Ensemble, Band, Strings
- Stage Band
- Theatre, Art and Dance Excursions
- Vocal Ensemble
- Wind Symphony

Public Speaking
- AB Paterson College Public Speaking Competition
- Lions Youth of the Year—February
- Rostrum Voice of Youth Public Speaking Competition

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

How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models.

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:

- 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

Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at https://www.qld.gov.au/education/schools/health.

The school employs a range of strategies to support students:

- Principal/Deputy Principal/Student Support Leaders 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

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:	2017	2018	2019
• their child is getting a good education at school (S2016)	97%	92%	97%
• this is a good school (S2035)	93%	92%	95%
• their child likes being at this school* (S2001)	94%	92%	92%
• their child feels safe at this school* (S2002)	96%	94%	99%
• their child's learning needs are being met at this school* (S2003)	92%	91%	95%
• their child is making good progress at this school* (S2004)	96%	93%	92%
• teachers at this school expect their child to do his or her best* (S2005)	99%	98%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	93%	90%
• teachers at this school motivate their child to learn* (S2007)	91%	91%	90%
• teachers at this school treat students fairly* (S2008)	90%	89%	89%
• they can talk to their child's teachers about their concerns* (S2009)	96%	95%	95%

Percentage of parents/caregivers who agree[#] that:	2017	2018	2019
• this school works with them to support their child's learning* (S2010)	93%	91%	94%
• this school takes parents' opinions seriously* (S2011)	89%	91%	93%
• student behaviour is well managed at this school* (S2012)	92%	93%	93%
• this school looks for ways to improve* (S2013)	92%	93%	95%
• this school is well maintained* (S2014)	98%	98%	98%

* 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:	2017	2018	2019
• they are getting a good education at school (S2048)	95%	95%	96%
• they like being at their school* (S2036)	83%	87%	90%
• they feel safe at their school* (S2037)	95%	94%	97%
• their teachers motivate them to learn* (S2038)	88%	88%	90%
• their teachers expect them to do their best* (S2039)	99%	96%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	87%	95%	93%
• teachers treat students fairly at their school* (S2041)	67%	80%	83%
• they can talk to their teachers about their concerns* (S2042)	66%	83%	85%
• their school takes students' opinions seriously* (S2043)	75%	85%	88%
• student behaviour is well managed at their school* (S2044)	88%	89%	92%
• their school looks for ways to improve* (S2045)	90%	93%	96%
• their school is well maintained* (S2046)	93%	93%	98%
• their school gives them opportunities to do interesting things* (S2047)	89%	86%	89%

* 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:	2017	2018	2019
• they enjoy working at their school (S2069)	99%	99%	100%
• they feel that their school is a safe place in which to work (S2070)	99%	97%	100%
• they receive useful feedback about their work at their school (S2071)	98%	97%	99%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	92%	91%
• students are encouraged to do their best at their school (S2072)	99%	99%	100%
• students are treated fairly at their school (S2073)	99%	99%	100%
• student behaviour is well managed at their school (S2074)	99%	99%	100%
• staff are well supported at their school (S2075)	99%	99%	100%

Percentage of school staff who agree[#] that:	2017	2018	2019
• their school takes staff opinions seriously (S2076)	99%	99%	100%
• their school looks for ways to improve (S2077)	99%	99%	100%
• their school is well maintained (S2078)	99%	99%	99%
• their school gives them opportunities to do interesting things (S2079)	95%	98%	98%

* 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

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at https://education.qld.gov.au/parents-and-carers/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:

- 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;

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.

Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community, Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships

- 'Putting Youth in the Picture' – Years 11 and 12 two day program
- Peer Mediation (trained students) to assist in student conflict issues
- School based psychologist (full time) working with identified students (violence – DV background)

- Student Support Leaders working with individual students

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

School disciplinary absences

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

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	278	230	211
Long suspensions – 11 to 20 days	6	10	12
Exclusions	8	15	12
Cancellations of enrolment	0	0	0

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

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	303,840	327,567	366,919
Water (kL)	N/A	N/A	N/A

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

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.

Search by school name or suburb		School sector	School type	State	Q

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

View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

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	85	42	<5
Full-time equivalents	74	31	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools in performed by an appropriately qualified person, that has successfully completed either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- https://www.qct.edu.au/registration/qualifications

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2019 were $44,156.35.

The major professional development initiatives with the new SATE (ATAR) system is as follows:

- QCAA – SATE Workshops

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

- QCAA Workshops – new syllabus releases and necessary re-write of work programs, panel workshops, assessment workshops.

- QCAA – assessment – senior teachers
- One School training – office staff
- 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
- Beginning Teachers on-line modules
- Web based conferences

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 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	2017	2018	2019
Overall attendance rate* for students at this school	93%	92%	92%
Attendance rate for Indigenous** students at this school	89%	91%	92%

* 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.

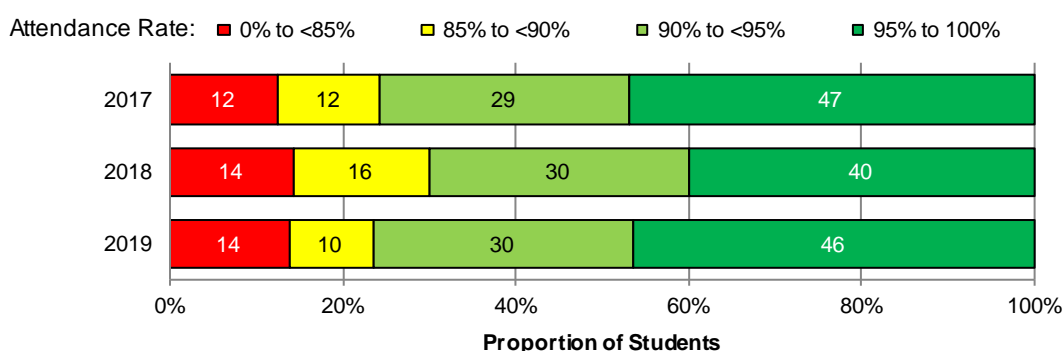Table 12: Average student attendance rates for each year level at this school

Year level	2017	2018	2019
Year 7	93%	93%	94%
Year 8	91%	91%	91%
Year 9	90%	90%	90%
Year 10	94%	91%	93%
Year 11	93%	95%	94%
Year 12	95%	94%	94%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2017	12	12	29	47
2018	14	16	30	40
2019	14	10	30	46

Proportion of Students

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.

NAPLAN

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.

Search by school name or suburb		School sector ∨	School type ∨	State ∨	🔍

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

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN ∨	Attendance	Finances	VET in schools	Senior secondary	Schools map

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	2017	2018	2019
Number of students who received a Senior Statement	140	125	97
Number of students awarded a QCIA	0	2	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	140	123	96
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	52	57	29
Percentage of Indigenous students who received an OP	0%	60%	50%
Number of students awarded one or more VET qualifications (including SbAT)	113	104	93
Number of students awarded a VET Certificate II or above	109	103	92
Number of students who were completing/continuing a SbAT	21	30	23
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	96%	100%	100%
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	99%	100%
Percentage of QTAC applicants who received a tertiary offer.	99%	100%	100%

Notes:

- The values above:
  - are as at 05 February 2020
  - 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	2017	2018	2019
1-5	21	19	16
6-10	22	25	12
11-15	7	13	1
16-20	2	0	0
21-25	0	0	0

Note:

The values in table 14:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	8	0	5
Certificate II	24	29	42
Certificate III or above	104	96	84

Note:

The values in table 15:

- are as at 05 February 2020
- 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	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	88%	90%	96%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort		200%	150%

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.

Schools work 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.

Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

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://tamborinemtnshs.eq.edu.au.