



Tamborine Mountain State High School

School annual report

Queensland state school reporting

2020



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 1040 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 2020 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 2020 exiting Year 12 cohort.
- Specific subject offerings within each of our faculties.
- School Opinion Survey outcomes.

School Progress towards its goals in 2020

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.

School context

Coeducational or single sex

Coeducational

Independent Public School

Yes

Year levels offered in 2020

Year 7 – Year 12

Webpages

Additional information about Queensland state schools is located on the:

- [My School](#) website
 - [Queensland Government data](#) website
 - Queensland Government [schools directory](#) website.
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Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Year 7	195	198	190	194	198	190
Year 8	200	193	201	200	195	197
Year 9	166	203	200	166	198	196
Year 10	154	167	178	146	167	177
Year 11	98	138	169	102	132	164
Year 12	131	100	119	128	101	116
Total	944	999	1,057	936	991	1,040

Notes

1. Student counts include headcount of all full- and part-time students at the school.

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

Year Levels	2018	2019	2020
Year 7 – Year 10	22	24	23
Year 11 – Year 12	19	18	18

Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

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 two 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
 - Literary Competition
 - Write4fun Schools Writing Competition
- History Competition

Cultural

- ANZAC Ceremony
- Closing the Gap
- Landcare
- Premier's ANZAC Competition
- RACQ Road Safety Program
- 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

- Lions Youth of the Year—February

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, student and staff satisfaction

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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2018	2019	2020
My child is getting a good education at this school.	91.9%	96.8%	-
This is a good school.	91.9%	95.4%	97%
My child likes being at this school. ²	91.9%	91.6%	93%
My child feels safe at this school. ²	94.4%	98.7%	98%
My child's learning needs are being met at this school. ²	91.1%	95.5%	93%
My child is making good progress at this school. ²	92.7%	92.2%	94%
Teachers at this school expect my child to do his or her best. ²	98.4%	98.7%	98%
Teachers at this school provide my child with useful feedback about his or her school work. ²	93.5%	90.3%	94%
Teachers at this school motivate my child to learn. ²	91.1%	90.1%	95%
Teachers at this school treat students fairly. ²	89.4%	88.7%	93%
I can talk to my child's teachers about my concerns. ²	95.1%	95.4%	99%
This school works with me to support my child's learning. ²	90.8%	94.0%	96%
This school takes parents' opinions seriously. ²	90.5%	93.0%	92%
Student behaviour is well managed at this school. ²	93.5%	92.7%	94%
This school looks for ways to improve. ²	92.5%	94.6%	95%
This school is well maintained. ²	98.4%	98.0%	99%

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree ¹ that:	2018	2019	2020
I am getting a good education at my school.	94.6%	96.2%	94%
I like being at my school. ²	87.4%	89.5%	90%
I feel safe at my school. ²	93.7%	97.1%	97%
My teachers motivate me to learn. ²	88.3%	90.5%	97%
My teachers expect me to do my best. ²	96.4%	95.1%	99%
My teachers provide me with useful feedback about my school work. ²	94.6%	93.3%	95%
Teachers at my school treat students fairly. ²	80.2%	82.9%	88%
I can talk to my teachers about my concerns. ²	82.9%	84.8%	88%
My school takes students' opinions seriously. ²	84.7%	87.5%	89%
Student behaviour is well managed at my school. ²	88.8%	92.3%	94%
My school looks for ways to improve. ²	92.7%	96.2%	98%
My school is well maintained. ²	92.7%	98.1%	94%
My school gives me opportunities to do interesting things. ²	86.4%	89.4%	92%

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree ¹ that:	2018	2019	2020
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I enjoy working at this school.	98.9%	100.0%	-
I feel this school is a safe place in which to work.	96.6%	100.0%	99%
I receive useful feedback about my work at this school.	96.6%	99.0%	-
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	92.5%	91.0%	95%
Students are treated fairly at this school.	98.8%	100.0%	-
Student behaviour is well managed at this school.	98.9%	100.0%	-
Staff are well supported at this school.	98.9%	100.0%	99%
This school takes staff opinions seriously.	98.8%	100.0%	-
This school looks for ways to improve.	98.9%	100.0%	100%
This school is well maintained.	98.9%	99.0%	-
This school gives me opportunities to do interesting things.	97.7%	98.1%	-

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. 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 HOSSES 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

- Emotional Intelligence Program
- 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.

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.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2018	2019	2020
Short Suspension	230	211	38
Long Suspension	10	12	12
Exclusion	15	12	19
Cancellation	0	0	0
Total	255	235	69

- Notes
1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
 2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
 3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised 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.

The screenshot shows a search interface with a search bar containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State", each with a downward arrow. A magnifying glass icon is positioned to the right of the "State" dropdown.

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

[View School Profile](#)

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

The screenshot shows a navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a dark background, indicating it is the selected option.

Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- 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
- 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
- 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 link:

- <https://www.qct.edu.au/registration/qualifications>

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	81	85	90	38	42	49	<5	<5	<5
FTE	69	74	78	30	31	35	<5	<5	<5

Notes

- Teaching staff includes school leaders.
- Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
- FTE = full-time equivalent

Student performance

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate for students at this school	92%	92%	94%

Notes

- The student attendance rate is based on Semester 1 each year and 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.
- Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2018	2019	2020
Year 7	93%	94%	94%
Year 8	91%	91%	94%
Year 9	90%	90%	93%
Year 10	91%	93%	95%
Year 11	95%	94%	95%
Year 12	94%	94%	95%

- Notes
1. The student attendance rate is based on Semester 1 each year and 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.
 2. Full-time students only.
 3. DW = Data withheld to ensure confidentiality

NAPLAN

Due to COVID-19 NAPLAN was not held in 2020.

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

How to access our NAPLAN results

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



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



4. Click on *NAPLAN* and select a year to view school NAPLAN information.



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

Year 12 Outcomes

Details about the types of outcomes for students who finish Year 12 are available in the annual Queensland Curriculum and Assessment Authority (QCAA) [Year 12 Certification Summary](#).

Year 12 outcomes information are also available via the [My School](#) website.

Additional information about the Australian Qualifications Framework (AQF) and the International Baccalaureate Diploma (IBD) program is available at www.aqf.edu.au and www.ibo.org.

Table 10: Year 12 Outcomes

Outcome	2018	2019	2020
Number of students who received a Senior Statement at the end of Year 12	125	97	120
Number of students awarded a Qld Certificate of Individual Achievement (QCIA)	2	0	3
Percentage of students awarded a Queensland Certificate of Education (QCE) or QCIA at the end of Year 12	100%	99%	100%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%	100%	100%
Number of students awarded one or more VET qualifications (including SAT)	104	93	112
Number of students who were completing/continuing a SAT	30	23	27
Number of students awarded a VET Certificate I	0	5	1
Number of students awarded a VET Certificate II	29	42	56
Number of students awarded a VET Certificate II+	103	92	111
Number of students awarded a VET Certificate III+	96	84	98

Notes

1. The 2020 cohort was the first to complete Year 12 under the new senior assessment and tertiary entrance system. The new system has redeveloped senior syllabuses, strengthened school-based assessment, introduced a common external assessment in each senior General subject area and General (extension) and replaced the OP rank with the Australian Tertiary Admission Rank (ATAR). This represents a break in time-series for the Queensland Certificate of Education.
2. ATARs are calculated by Queensland Tertiary Admissions Centre (QTAC). ATAR data is not held by the department.
3. Prior to 2020, visa students (students who are not Australian citizens or permanent residents of Australia) were excluded. From 2020 visa students are included.

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

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 2021 *Next Step* post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2020), will be uploaded to this school's website in September 2021.

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://tamborinemtshs.eq.edu.au>.

Post-school destinations information is also available via the [My School](#) website.