

Taminmin College

Annual Performance Report to the School Community

2015



School Overview

Our School

Taminmin College commenced operation in January 1983. It is part of the Arnhem and Palmerston and Rural Region. Located in Challoner Circuit Humpty Doo, the school is the hub comprehensive high school for Darwin's expansive rural area.

The school's vision is: *"Promoting high achievement in a safe, disciplined and caring environment."* The school's values are embedded in the acronym REACH – R = respect, E=effort towards excellence, A=achieve your goals, C=caring community and H=honesty. The focus of the school in 2015 was on, continuing with the School Wide Positive Behaviour Support program, implementing Visible Learning and continuing with the Accelerating Literacy Learning Project. Our greatest achievement in 2015 was becoming an Independent Public School.

Our Staff

In 2016, Taminmin's staff consisted of: One principal, 5 Assistant Principals, 11 Senior teachers and 59.5 teachers. Three staff identified as Indigenous. Staff attendance was 95.1% for the year. Due to the numerous pathways available at the College, the range of staff skills are diverse, including Vocational Education Training (VET) trainers in a number of industry areas, and specialist staff in academic disciplines. All teaching staff met the professional standards for teachers in the Northern Territory, including having obtained appropriate qualifications for teaching and abiding by the Code of Ethics for Northern Territory

At the start of the year we employed two Teach for Australia Associates. This was our first experience with this program and the teachers have been very successful. Two neophyte teachers joined us in 2015. We lost two staff during the year to health issues and replacing them proved to be difficult.

Our Students

Most of Taminmin students live in the vast rural feeder area. Indigenous students account for 17% of the school population. Students identifying with an Asian background were 13%. The school has 11% EAL/D students. Student turnover in 2015 was 20% compared with 19% in 2014. We welcomed 20 students from year 10-12 from Batchelor Area School.

Average enrolment comparison between 2014 and 2015

<i>Year Level</i>	<i>2014</i>	<i>2015</i>	<i>Year Level</i>	<i>2014</i>	<i>2015</i>
7	174	181	10	188	214
8	173	177	11	157	166
9	188	177	12	112	106
			<i>TOTAL</i>	<i>990</i>	<i>1021</i>

Average Indigenous enrolment comparison between 2014 and 2015

<i>Year Level</i>	<i>2014</i>	<i>2015</i>	<i>Year Level</i>	<i>2014</i>	<i>2015</i>
7	34	33	10	38	42
8	26	32	11	13	32
9	32	28	12	10	8
			<i>TOTAL</i>	<i>152</i>	<i>175</i>

Our Programs

Some key programs at Taminmin are: The Leading Learner program from years 7 to 10, Sports Academy from years 7 to 10, the Centre for Excellence, the Agricultural programs and the VET courses. The Work Ready Vocational program for year 11 and 12 students offers a clear vocational pathway for students. The Special Education Centre for High Needs students continued to grow and consolidate in 2015.

Principal's Report

The introduction of the Global Budget process provided us with more flexibility around our staffing and expenses. We were successful in becoming an Independent Public School (IPS) with our vision for IPS as a 'Community Hub of Learning'. Taminmin was also funded for a Masterplanning process to determine our future infrastructure requirements.

The year commenced with all staff attending the Foundation Day Visible Learning professional learning. This set the scene for our implementation of the Visible Learning journey with the introduction of Learning Intentions and Success Criteria as the first stage. Hand in hand with this was the continuation of the Accelerating Literacy Learning project targeting reading and thinking skills for students from years 7 to 10. Staff were involved in populating the student data wall and tracking student progress during the year. The finely grained data sets that are generated for each student in the class allow teachers to target their teaching based on student needs.

We also undertook PAT-M testing giving us rich data sets along with NAPLAN and A to E reporting to monitor mathematics learning.

The Taminmin musical Hillbilly Haystack was another wonderful occasion celebrating the talents of our performing arts students and staff. It was a great way to end Semester 1. We celebrated Harmony Day with class displays, activities and an assembly. The Anzac Day assembly was incredibly moving with poignant readings, poems and dramatic performances from students. Student leaders represented the school at the Humpty Doo Anzac Parade and the Bombing of Darwin.

Taminmin Agriculture students participated in the Adelaide River, Freds Pass, Katherine and Darwin Shows gaining much accolade for their participation, skills and animal handling and their generous sharing of information to the general public.

Students had many opportunities to learn through their year 7, 8 and 9 year level camps, a Canberra excursion and a visit to Melbourne Show for year 9 agriculture students. World Challenge participants were busy fund raising in readiness for their trip to Vietnam, China and Laos at the end of the year.

Hospitality students catered for the Dinner Under the Stars event for a guest list of DoE officials, local MLA's and important community members.

Students participated in the National Youth Science Forum, and Taminmin students received many awards through the Australian Mathematics Trust Awards. We completed the year with a 98% NTCET completion rate for eligible students with our highest ATAR at 93.35.

I would like to take this opportunity to thank our staff, students, parents and Council members for their hard work and dedication ensuring that 2015 was again a very successful year.

Miriam McDonald
Principal March 2016

Teaching and Learning

National Assessment Program – Literacy and Numeracy (NAPLAN) results

An average of 83% of year 7 students and 84% of year 9 students participated in the testing. The full data set is available in the Appendix.

- Reading and grammar are our strongest areas in years 7 and 9 in comparison to the Australian Mean
- We sit above the NT mean in all 5 areas in years 7 and 9.

Australian Curriculum

The Australian Curriculum was taught in all learning areas from 7 to 10. The Quality Assurance Assessment Cycle was reinforced, ensuring that tasks met the standards required.

Northern Territory Certificate of Education and Training (NTCET)

The 2015 completion rate was 98% compared to 100% in 2014. In 2008 the completion rate was 70%, which indicates the significant gains that have been made over the years. 89 students completed their NTCET in 2015. Cheya Clarke received an ATAR of 93.35. Five Indigenous students completed their NTCET. The mean ATAR was 62, and 45 students obtained an ATAR. Two students received Merit Awards

	2009	2010	2011	2012	2013	2014	2015
NTCET(NTCE) completion rate	86%	83%	92%	93%	97%	100%	98%
Number of NTCET recipients	66	79	97	87	113	108	89
Number of Indigenous NTCET recipients	4	5	8	11	16	8	5

Accelerating Literacy Learning

Taminmin continued the partnership with Griffith University during 2015, to address the low levels of literacy through acceleration and up skilling of staff according to standardized test data. Teachers are coached to analyse student learning needs and to make learning active and engaging for all students. The data at the end of 2015 showed promising acceleration in years 7, 9 and 10 with some gains in year 8. Where core teachers were working together to improve pedagogy the effect sizes were greater.

Middle Years Project

Jane Arnott led a number of maths teachers working on quality assurance for maths materials.

Targets for 2016

In 2016 continue to increase the academic results across the school. The target for NAPLAN results is to close the gap between years 7 and 9 and increase each area by 2% and to improve the participation rate. The target for NTCET is to maintain NTCET completion rate above 95%. The continuing implementation of the Accelerating Literacy project will continue to inform teaching practices, strengthening and enhancing student engagement and up skilling teachers. The target for PAT-M and PAT_R is for demonstrable growth of at least a .4 effect size from the two tests for every student.

Wellbeing

Attendance and Enrolment

The year began with 1,057 students and closed with 1,008 students. Average enrolment was 1024. The average attendance was 84.4% for all students, and for Indigenous students was 78.9%.

Enrolments fluctuated across all year levels with all except year 12 increasing from 2014. The mobility was 20% in 2015 compared with 19% in 2014. The number of notifications of sick or sanctioned absences was up by 5% and 7% respectively, highlighting the success of the MGM messaging program. Un-notified absences decreased by 23%.

Enrolment and engagement programs

The Home Liaison Officer (HLO) and the Aboriginal and Islander Education Worker (AIEW) target students with poor attendance, through a range of strategies in our Attendance Policy. The wellbeing team consisting of wellbeing staff, Assistant Principals and year level co-ordinators met weekly to case manage students. The school Attendance Plan keeps the focus on increasing attendance. Proactive programs facilitated by the wellbeing team in 2015 included: bullying workshops, friendship programs, peer skills training, Love Bites program, R U OK day, White Ribbon Day, participation in health programs as well as individual support and counselling.

Wellbeing Team

The wellbeing team consisted of two counsellors, the Aboriginal and Islander Education Worker, the Home Liaison Officer, a chaplain, the Health Promoting School Nurse and a Youth Engagement Police Officer. They met with coordinators and wellbeing Assistant Principals regularly and provided extensive support for students with wide ranging needs. They were proactive in the transition to high school program and developed a program to induct near year 7 students.

Behaviour

The number of suspensions in 2015 accounted for 4.8% of absences, and the number in 2014 was overall 3.4%. The Responsible Thinking Process (RTP) continued as a way of minimising class disruption and working on perceptions of behaviour to influence positive behaviour. The ongoing analysis of the behaviour data gives direction to the strategies around behaviour.

Pastoral Care

Pastoral care in 2015 was used as an important tool for developing individual skills, school culture and community involvement. Students worked on understanding the school values, REACH, developing macro skills to improve their learning and engagement. The Social and Emotional Learning curriculum was trialled in years 7 and 9.

Targets

A key focus of the Improvement Agenda for 2016 will be the consolidation of the Positive Thinking Process and the School Wide Positive Behaviour Support program. Increasing attendance across all year levels by 2% will be a component of the school's Improvement Agenda. Staff have also requested professional development programs around behaviour management.

Participation, Transitions and Pathways

Taminmin College maintains registration with the Australian Quality Skills Authority (ASQA) allowing the delivery of quality VET programs that are recognised nationally and internationally. As a Registered Training Organisation (RTO), Taminmin College continues to grow the VET programs with an increase in delivery options allowing students to experience the work requirements of different industries assisting students to make informed career choices.

Key Achievements

Students completing qualifications almost doubled this year and key indicators used to measure student satisfaction showed a high level of satisfaction with the training received. The average completion rate for Taminmin students was 84.7% with a total of 242 students completing training. Most Year 10 students participating in VET completed two (2) Certificate I qualifications. This has a significant impact on the successful completion of the NTCET for many students, as well as providing pathways into further training, apprenticeships, traineeships and the workforce. 42 of our NTCET completers used VET to complete. 17 year 12 students were in School Based Apprenticeships or Traineeships.

2015 VET data

Certificate	No. of Enrolment	No. of completion	No of partial completion
Certificate I in AgriFood Operations	20	18	2
Certificate II in Rural Operations	11	7	4
Certificate III in Agriculture	7	7	0
Certificate I in Automotive Vocational Preparation (TC)	34	29	5
Certificate I in Automotive Vocational Preparation (Palmerston)	3	2	1
Certificate I in Automotive Vocational Preparation (CSC)	25	17	8
Certificate II in Automotive Servicing Technology (TC)	11	8	3
Certificate II in Automotive Servicing Technology (CSC)	7	6	1
Certificate I in Business	43	34	9
Certificate II in Business	11	1	10
Certificate III in Business Administration	9	0	9
Certificate I in Construction (Tam)	30	29	1
Certificate I in Construction (CSC)	18	14	4
Certificate II in Construction	18	7	11
Certificate I in Engineering (CSC)	9	8	1
Certificate I in Engineering (TC)	39	36	3
Certificate I in Engineering (Artistic) (TC)	24	22	2
Certificate II in Engineering Pathways	9	6	3
Certificate I in Racing (Stablehand)	16	16	0
Certificate II in Racing (Stablehand)	16	14	2
Certificate I in Hospitality	36	33	3
Certificate II in Kitchen Operations	12	9	3
White Card	114	114	0
Totals	522	437	85
Completion rate Taminmin students	84.7%	Completion rate (all students)	83.7%
Certificate III students who gained NTCET	7		
Taminmin Year 9 students	20	Taminmin Year 10 students	158
Taminmin Year 11 students	56	Taminmin Year 12 students	8

Work Ready

The Work Ready program offers students choosing a Vocational pathway a range of flexible options. A feature of this program is the transition to full time work and/or apprenticeships throughout the year.

Work Ready Year 12	2014	2015	Work Ready Year 11	2014	2015
No of students commencing the year	35	68	No of students enrolled in the year (note: in 2015 77 commenced and 11 enrolled in July)	75	98
Students enrolled in School Based Apprenticeship (SBA) during the year	7	13	Students enrolled in SBA during the year	11	11
Students leaving during the year	11 – 32%	22- 32%	Students leaving during the year	17 – 23%	6 – 6%
Leaving for Apprenticeships	5	7	Leaving for Apprenticeships	5	1
Leaving for FT work	6	9	Leaving for FT work	10	1
Other forms of study		1	Returning to mainstream	2	0
Australian Defence Forces		1	School transfer		1
Interstate		2	Left and > 17		2
Maternity		1	Maternity		1
NTCET complete > 17		1			
Student destinations at end of year	24 – 69%	46 – 68%	Student destinations at end of year	32 – 43%	46 – 47%
Apprenticeships/trainees	5	16	Apprenticeships	16	20
TAFE or further study	5	1	TAFE or further study	3	3
Full Time work	10	23	Full Time work	8	16
Seeking Full Time work	4	4	Seeking full time work	3	3
Interstate		2	ADF	1	0
			Interstate	1	4
			Returning to Taminmin in 2016	43 – 57%	41 – 42%

Centre for Excellence (C4E)

The Centre for Excellence changed focus in 2015 to target all students with higher education aspirations. This has commenced in year 10. Students undertook quality learning experiences with Charles Darwin University and also studied Research Practices in year 10 and Research Project B in year 11 with one student gaining a merit.

Special Education Centre

The high needs Special Education Centre consolidated in 2015 with a total of 24 students, an increase of 9. The programs consolidated life-skills, and enhancement of literacy and numeracy. Students had many opportunities to engage in work experience in the community.

Indigenous Student Support

Indigenous years 10, 11 & 12

- Foundations for Young Australians (FYA) - Young Indigenous Leadership Program supporting years 10, 11 & 12: In 2015 this Program accepted 3 year 10 students, pre-existing 4 year 11 students and 3 year 12 students.
- UNSW Winter Science Summer School - Sydney –2015: 2 year 11 students attended.
- Anglicare Art Group (Art Project) AIEW assisted: 4 year 10 male and 4 female year 10 students were involved in creating an indigenous art painting that was displayed in the Anglicare Office situated in Palmerston.

- NT Careers Expo: 6/59 year 11 + 12 indigenous students attended this event.
- Visiting Interstate Universities: David Unaipon College of Indigenous Education and Research, UniSA: 4 year 11 students attended this info session.

2015 School-based Apprenticeships and Traineeships:

- QANTAS – 1 female student
- Conservation & Land Management: 1 male student
- National Botanica Gardens (Traineeship) – 2 male students
- Department of Health – 2 female students in Human Resources, and Drug & Alcohol Education and Training Unit
- NT Stores – 1 female student.
- NEC – 1 female student

Indigenous students attended the year level camps for years 7, 8 and 9. The AIEW attended the Canberra excursion. The AIEW supports students in classes with support where required.

The Aboriginal and Islander Education Worker (AIEW) provided an open office for Indigenous students to:

- assist with school work, assessments, research, learning resources, cultural advice;
- wellbeing concerns;
- provide appliances to heat food or store food, supply emergency food to students;
- assist senior students in seeking to pursue their interest areas of work experience, employment and future career options, School Based Apprenticeships, Traineeships, Cadetships, Scholarships and Work Ready programs.
- Parent, teacher discussions, student mediations.

The AIEW's office is visited daily by approximately 5-20 students indigenous and non-indigenous.

Destinations of year 12 students who completed the year in 2015

Destination	Yr 12 leaving end of year		WR Year 12	WR Year 11	WR Year 11
	% of students	No of students	No leaving during the year	No leaving during the year	No students leaving at end of year
Apprenticeship	20	21	7	1	20
University	15	15			
Gap Year and Uni 2017	5	5			
TAFE	6	6	1	1	3
Employed	42	43	9		16
Defence	1	1	1		
Still completing NTCET	3	3			
Unemployed – seeking employment	7	7			3
Other – interstate / maternity			4	4	4

Transitions and Young Scholars

Key transition points are targeted. These include the years 6 to 7, 9 to 10 and 11 to 12 transitions. All these key transitions include programs to support students and parents. Parent information sessions regarding transitions were very well attended in 2015.

In 2015 we introduced a Young Scholars program to target students in our feeder schools in years 5 and 6 who have high ability. This program was very successful with 44 successful applicants.

Targets

Taminmin will continue to offer a broad range of programs for students to achieve successful pathways. The target is to continue with a certificate completion rate over 85% for Taminmin students. The support for Indigenous students will continue with a similar suite of programs as in 2015. Transition programs will continue to be refined for key points. The Young Scholars program will continue in 2016.

Partnerships

Student, staff and community survey

This survey was undertaken in term 3 of 2015.

Fairness. 85% of parents believe their students are treated fairly. 100% of staff believe students are treated fairly and 78% of students think they are treated fairly.

Safety. 85% of parents believe their students are safe. 91% of staff believe students are safe and 85% of students believe they are safe.

Learning Needs. 78% of parents believe their students learning needs are being met. 91% of staff believe student learning needs are being met and 86% of students believe their teachers motivate them.

Behaviour. 71% of parents believe behaviour is well managed at school. 77% of students believe behaviour is well managed and 58% of staff believe behaviour is well managed. This is an area for improvement.

Professional Development

Pupil free days focused on the School Wide Positive Behaviour Support program and the Accelerating Literacy Learning project with Griffith University and Visible Learning. These PD days are well organised and planned and provide staff with quality and valuable learning opportunities and the time to develop quality collegial professional relationships.

Staff Wellbeing and Recognition

In addition to regular staff morning teas and opportunities for recognition of achievements, it was possible to highlight the contribution of a number of staff for World Teachers Day awards, and also for the Annual school awards evenings as detailed previously.

Kate Eadie was successful in winning the NT Secondary Teacher of the year for the PAR regions. Matt Deveraux was successful as Trainer of the Year at the NT Training Awards. Robyn Morrison and Rob McIntosh were recognised as teacher leaders of the year at our Awards evening.

Student Leadership

Opportunities for student leadership are given across the school on a regular basis. This year the Student Leadership Group met on a regular basis. This consisted of students across the school, developing their leadership skills and representing the school at special occasions.

Exchange programs

In line with the Territory and National focus on Asia, the Principal undertook a study tour to the Anhui Province in China. A relationship was established with No 7 Middle School in Hefei and it is anticipated that this will be formalised into a MOU in 2016 providing wonderful and rich global opportunities for students and staff in the future years.

Aquaculture

We visited an aquaculture facility at Kangaroo Island with staff from Durack school. The reason was to scope a possible partnership between this IPS to supply them with barramundi for release into Durack Lakes as well as contribute to the learning in many KLAS. Taminmin would upgrade

our facilities to include aquaponics and integrate the learning into the classroom. We would also train in Cert II Aquaculture. The feasibility plan continues into the 2016 year.

Targets

To improve information to students and parents about individual progress of students. To strive towards increasing community satisfaction with the College's programs and improve behaviour. To continue to provide students with the opportunities for excursions and exchanges to enhance their learning. Continue to provide leadership for students, and recognition for staff and student achievements.

Leadership

The Executive consisting of Principal, Assistant Principals and Business Manager meet weekly to set and enact on the strategic direction of the school. Each week the Leadership team meets which adds the Senior Teachers to the mix. It is here where decisions are confirmed and tested with robust and professional discussion.

Staff have been actively involved in professional learning activities and have completed surveys with feedback around their learning needs for 2016.

A number of staff were given the opportunity to act in leadership roles as the Principal had a very busy year being involved in the Executive Leaders Course, the Australian Secondary Principals' Board as well as travel relating to Masterplanning and NT priorities.

The Visible Learning Coalition worked towards the roll-out of the Visible Learning strategies and professional learning contextualised to the school. Most of this team took on roles as Impact Coaches.

The Principal took on the role of Vice President of the Northern Territory Principals' Association, NTPA, involving local and interstate commitments.

School promotions

Taminmin's enews was emailed regularly to parents, staff and other subscribers. The enews provides information to our community about the programs and events taking place in the school. The promotions strategy included features in NT News and on the DOE extranet. Schools Facebook site and website were consistently updated with news. A messaging system MGM, is used to communicate student absences and to promote special events. This has proven to be very successful.

Community Engagement

Engaging with families and the community has been a feature of 2015. Some of the ways this has been achieved are:

- Parent teacher evenings each semester
- Year 7 Greet the Teacher BBQ
- Year 9 formal
- World Challenge community quiz night
- Health Forum
- Taminmin Cares Challenges for year 7 students
- Improved teacher and parent phone, email, social media (educational) contacts
- Involvement by the three members of the Legislative Assembly with student awards and other support
- Harmony Day activities incorporating the school values REACH."
- Community Art exhibitions
- School musical, which opened for 4 performances including 300 students from feeder and other secondary schools.
- Work experience and work placements.
- Athletics and Cross Country events.
- Students working with feeder primary schools.
- Community Library facilitating a wide range of events incorporating the school and wider community.
- Biggest Morning tea
- A number of students received Duke of Edinburgh awards during the year due to their community involvement.
- Outstanding involvement by the Agriculture students in the Adelaide River, Freds Pass, Darwin and Katherine shows.
- The year 9 Agriculture class visited Melbourne Show and were outstanding in showing their skills at the cattle and sheep judging. This was a wonderful promotion of our programs.
- Second debutante ball.

- Taminmin LipDub, a mime to music, organised by Kate Eadie and her pastoral care class.
- Carol Hartshorn and Danielle Hazelton produced an amazing musical theatre production called Jungle Fever as part of a community theatre group which provided a fun way to end the year.
- After Bell Café was a positive support for students, with a number of teachers volunteering their time to assist students after school.

Facilities

- During 2015 the old canteen was refurbished to become a drama facility.
- Several classrooms were outfitted with new furniture.
- Future facilities and infrastructure will be informed by the Taminmin Masterplan.

Targets for Improvement

Continue to foster school and community links in all areas of the school operations. To continue to improve the school facilities.

Audited Financial Statements

TAMINMIN COLLEGE COUNCIL INCORPORATED
ANNUAL FINANCIAL STATEMENTS
for the year ending 31 December 2015

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TAMINMIN COLLEGE COUNCIL INCORPORATED
FINANCIAL REPORT
YEAR ENDED 31st December 2015

CONTENTS	PAGE
Council Statement	3
Independent Audit Report	4
Statement of Financial Position	5-6
Income Statement	7-8
Notes to and forming part of the Accounts	9

TAMINMIN COLLEGE COUNCIL INCORPORATED

**FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2015**

As Chairperson of the Taminmin College Council Incorporated I state to the best of my knowledge and belief that the accompanying financial report, which has been prepared by the School's management in accordance with the reporting requirements of the Northern Territory Department of Education does fairly reflect the financial position of the School and its performance for the year ended 31 December 2015.

At the date of this statement, I have obtained assurance from the School Principal that there were reasonable grounds to believe that the School will be able to pay their debts as and when they fall due.

Chairperson

Dated:

The accompanying notes form part of the financial report and are to be read in conjunction with the attached audit report.

INDEPENDENT AUDIT REPORT***To the members of Taminmin College Council Incorporated***

We have audited the accompanying financial report of Taminmin College Council Incorporated, which comprises the Statement of Financial Position as 31/12/15 and the Income Statement for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information and the School Council statement.

School Council responsibility for the financial report

The School Council of Taminmin College Council Incorporated are responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards and the *Education Act* where applicable and for such internal control as the Council determine is necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

Auditor's responsibility

Our responsibility is to express an opinion on the financial report based on our audit. We conducted our audit in accordance with Australian Auditing Standards. Those standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance about whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial report whether due to fraud or error. In making those assessments, the auditor considers internal control relevant to the Schools preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of the accounting policies used and the reasonableness of accounting estimates made by the School as well as evaluating the overall presentation of the financial report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Independence

In conducting our audit, we have complied with the independence requirements of the Australian professional accounting bodies.

Audit Report qualification***Basis for qualified opinion***

Receipts from cash self-generated funds are a source of revenue for the Taminmin College Council Incorporated. The College has determined that it is impracticable to establish control over the collection of cash revenue prior to entry in its financial records. Accordingly, as the evidence available to us about cash revenue was limited, our audit procedures for this revenue had to be restricted to the amounts recorded in the financial records. We therefore are unable to express an opinion on whether cash self-generated revenue obtained by the Taminmin College Council Incorporated are complete.

Qualified opinion

In our opinion, except for the possible effects of the matter described in the Basis for Qualified Opinion paragraph, the financial report Taminmin College Council Incorporated presents fairly in all material respects in accordance with the accounting policies described in Note 1 to the financial statements, the financial position of the Taminmin College Council Incorporated at 31 December 2015 and its financial performance for the year then ended.



Susanne Lee FCPA
Director
20/01/2016

TAMINMIN COLLEGE COUNCIL INCORPORATED

Statement of Financial Position

December 2015

	This Year	Last Year
ASSETS		
Current Assets		
Cash at Bank		
NAB Main Account	\$28,292.78	\$231,150.61
Cash Drawer	\$0.00	\$80.00
Total Cash at Bank	\$28,292.78	\$231,230.61
Cash on Hand		
NAB Travellers Card	\$29.42	\$126.37
Petty Cash - Reception 1	\$100.00	\$100.00
Petty Cash-SEC Float	\$500.00	\$0.00
Petty Cash -Finance	\$100.00	\$500.00
Float - Student Reception	\$600.00	\$100.00
Petty Cash - Reception 2	\$100.00	\$100.00
Total Cash on Hand	\$1,429.42	\$926.37
On Call or Short Term Deposits		
NAB Maximiser Cash Management	\$1,413,274.14	\$1,077,342.23
Trade Debtors		
Retail Manager Trade Debtors	\$0.00	\$270.00
Prepayments		
Prepaid Expenses	\$3,706.38	\$3,409.52
Inventories		
Stock on Hand - Uniforms	\$69,015.00	\$56,959.72
Stock on Hand - Book Packs	\$11,367.00	\$10,279.11
Stock-Calculators & Stationery	\$9,059.30	\$12,516.94
Total Inventories	\$89,441.30	\$79,755.77
Other Assets		
Capital Grant Arrears Recovery	\$1,536,144.02	\$0.00
Total Current Assets		\$1,392,934.50
Non-Current Assets		
Plant & Equipment	\$942,721.03	\$926,866.03
Accumulated Depreciation	-\$721,383.17	-\$646,307.50
Total Plant and Equipment	\$221,337.86	\$280,558.53
Total ASSETS	\$221,337.86	\$1,673,493.03

TAMINMIN COLLEGE COUNCIL INCORPORATED

Statement of Financial Position

December 2015

	This Year	Last Year
LIABILITIES		
Current Liabilities		
Deposits Held - 3rd Parties		
ASPIRE Scholarship	\$4,000.00	\$3,178.97
International Student Deposits	\$4,000.00	\$4,000.00
2009 Pre-paid Text Book Deposit Scheme	\$8,391.00	\$8,991.00
Clearing Account (Overpayments/Centrelink)	\$488.55	\$13,099.70
Clearing Account (Donations)	\$0.00	\$1,000.00
Community Access	\$679.65	\$675.00
Vietnam Veterans Scholarship	\$820.00	\$900.00
World Challenge 2015 Mongolia	\$0.00	\$1,386.59
Locker Hire Deposit	\$3,470.00	\$3,090.00
2010 Pre-paid Txt Book Deposit Scheme	\$4,839.72	\$8,539.72
2011 Pre-paid Txt Book Deposit Scheme	\$8,748.66	\$10,098.66
2012 Resource Scheme Deposit	\$12,888.15	\$14,448.15
2013 Resource Scheme Deposit	\$18,701.33	\$21,401.33
2015 Resource Scheme Deposit	\$16,895.00	\$19,495.00
2015 Resource Scheme Deposit	\$22,090.00	\$0.00
Social Club	\$1,570.55	\$2,435.80
RATS	\$10,679.00	\$0.00
Total Deposits Held - 3rd Parties	\$118,261.61	\$112,739.92
Deposits Held-NTG Schools		
NTOEC	\$580.14	\$607.14
Trade Creditors		
Trade Creditors	\$40,419.06	\$28,579.41
GST Liabilities		
GST Paid	-\$1,139.91	\$0.00
Other Accrued Expenses		
Accrued Expenses	\$50,028.54	\$34,893.98
Provision for Audit	\$6,800.00	\$6,500.00
Total Other Accrued Expenses	\$56,828.54	\$41,393.98
Unearned Revenue		
Prepaid Revenue	\$500.00	\$6,091.84
Employee Entitlements		
Annual Leave Entitlement	\$28,152.61	\$36,602.00
Long Service Leave Entitlement	\$2,642.00	\$7,743.00
Paid Parental Leave	\$3,547.80	\$0.00
Total Employee Entitlements	\$34,342.41	\$44,345.00
Total Current Liabilities	\$249,791.85	\$233,757.29
Non-Current Liabilities		
Total Non-Current Liabilities	\$0.00	\$0.00
Total LIABILITIES	\$249,791.85	\$233,757.29
NET ASSETS	\$1,507,690.03	\$1,439,735.74
EQUITY		

Accumulated Funds	\$1,439,735.74	\$1,347,211.71
Surplus/Deficit Current Year	\$67,954.29	\$92,524.03

Total EQUITY **\$1,507,690.03** **\$1,439,735.74**

The accompanying notes form part of the financial report and are to be read in conjunction with the attached audit report.

TAMINMIN COLLEGE COUNCIL INCORPORATED
Income Statement
January-December 2015

	This Year	Last Year
INCOME		
Grants and Subsidies		
Commonwealth Grants via DoE	\$20,500.00	\$380,806.12
Other Grants from DoE	\$3,205,127.01	\$2,502,809.34
Other Grants From NTG Departments	\$152,811.28	\$292,178.06
3rd Party Grants - External	\$5,312.99	\$14,221.35
Total Grants and Subsidies	\$3,383,751.28	\$3,190,014.87
Sale Of Goods and Services		
School Council Projects	\$454,551.36	\$488,543.04
Student Activities	\$135,356.79	\$112,878.92
Total Sale of Goods & Services	\$589,908.15	\$601,421.96
Interest Received		
Interest Received	\$37,841.84	\$45,719.17
Total INCOME	\$4,011,501.27	\$3,837,156.00
EXPENSES		
Employee Expenses		
Salaries & Related Expenses	\$1,402,694.36	\$1,344,818.65
Superannuation	\$132,115.35	\$121,675.82
Total Employee Expenses	\$1,534,809.71	\$1,466,494.47
Purchase of Goods & Services		
School General Expenses	\$477,861.25	\$402,930.18
Administrative Expenses	\$83,804.69	\$50,191.88
Motor Vehicle Expenses	\$56,370.29	\$68,180.19
Student Activities	\$325,421.01	\$171,385.01
Student Information Technology	\$59,075.24	\$82,506.14
Admin It And Communication	\$78,017.54	\$66,431.99
Curriculum	\$302,719.82	\$376,451.36
School Non-Core Activities	\$19,385.52	\$22,148.30
Total Purchase of Goods & Services	\$1,402,655.36	\$1,240,225.05
Repairs & Maintenance		
Urgent Minor Repairs	\$134,271.13	\$172,192.99
Non Urgent Minors	\$26,326.83	\$10,165.38
Total Repairs & Maintenance	\$160,597.96	\$182,358.37
Depreciation and Amortisation		
Depreciation and Amortisation	\$75,075.67	\$95,148.94
Property Management		
Essential Services	\$578,032.19	\$519,837.90
Cleaning	\$16,193.31	\$13,915.55
Grounds	\$5,711.23	\$6,612.81
Property Management Other	\$170,471.55	\$220,038.88
Total Property Expenses	\$770,408.28	\$760,405.14
Total EXPENSES	\$3,943,546.98	\$3,744,631.97
Operating PROFIT/(LOSS)	\$67,954.29	\$92,524.03

TAMINMIN COLLEGE COUNCIL INCORPORATED
Income Statement
January-December 2015

	This Year	Last Year
Other INCOME		
Capital Grants		
Commonwealth Capital Grants via DoE	\$0.00	\$4,672.00
Other EXPENSES		
Capital Grant Expense	\$0.00	\$4,672.00
Net PROFIT/(LOSS)	\$67,954.29	\$92,524.03

The accompanying notes form part of the financial report and are to be read in conjunction with the attached audit report.

TAMINMIN COLLEGE COUNCIL INCORPORATED

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS for the year ended 31st December 2015

Note 1: Statement of Accounting Policies.

These financial statements are a special purpose financial report prepared for the Council in order to satisfy the requirements of the Northern Territory Department of Education and the School Council Constitution. In accordance with the powers in S71H(1) of the Education Act (NT), the Secretary of the Department of Education has prescribed the manner in which the School Council is to prepare this report, and in so doing, has determined the accounting policies to be adopted in preparing the report.

In general, the statements have been prepared on the accruals basis and under the historic cost convention.

(a) Scope of the School Council's financial reporting

This financial report records only the revenues and associated expenditure of funds allocated to, or raised by, the School. It does not include teaching and administrative staff salaries and allowances, including leave provisions, since these personnel are employees of the Department, and their employment costs are met by the Department. The School does receive funding for casual relief teachers and other relief staffing, and although this activity is controlled by the School's management on behalf of the Department, it is included in this financial report.

(b) Revenue recognition

Revenue from grants is recognised upon receipt, except where invoices are raised on the Department for reimbursable funded items, including essential services, property management and some relief personnel. In those instances, the revenue is recognised when the invoice is raised. Minor New Works and Capital grant balances are transferred to the balance sheet at year end. Receipts from fund raising activities are recognised when they have been received by the School.

(c) Income Tax

The School is exempt from income tax under provisions of the Income Tax Assessment Act that apply to Government bodies.

(d) Capital expenditure

The School does not own the land on which the School is situated, so does not record the cost or value of the buildings on that land. The land and buildings are assets of the Northern Territory Government.

From the 2010 financial year and in accordance with the Department of Education requirement, only assets with a cost of \$10,000 or higher are recorded as an asset. Only assets exceeding that amount are carried as recorded in the balance sheet.

(e) Depreciation

Assets carried in the balance sheet will be depreciated on a straight line basis @ 15%.

(f) Receivables

Revenue from reimbursement from the Department of Education for over-expenditure in grant funded activities is brought to account when received.

(g) Inventories

Inventories are measured at the lower of purchase cost and net realisable value.

(h) Employee Entitlements

The School employs staff on casual, award and/or contract arrangements and has incurred a liability for employee entitlements.

ATTACHMENT B

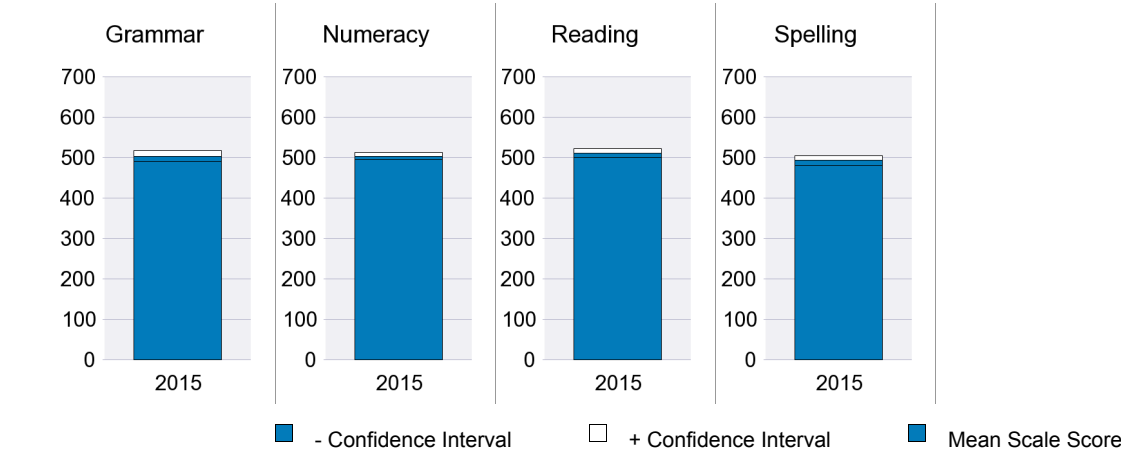
NAPLAN data

When comparing NAPLAN results from year to year, it is important to consider several technical aspects to test if any differences in the results are real. One way to do this is to calculate 'confidence intervals' which describe how confident we are that the result is an accurate estimate. In the following graphs the 'confidence intervals' are shown as error bars at the top of each graph. As a general rule of thumb, where confidence intervals overlap, average scores should not be considered as statistically different. i.e. they should be considered to be the same.

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

Year Level 7

School Mean Scale Scores



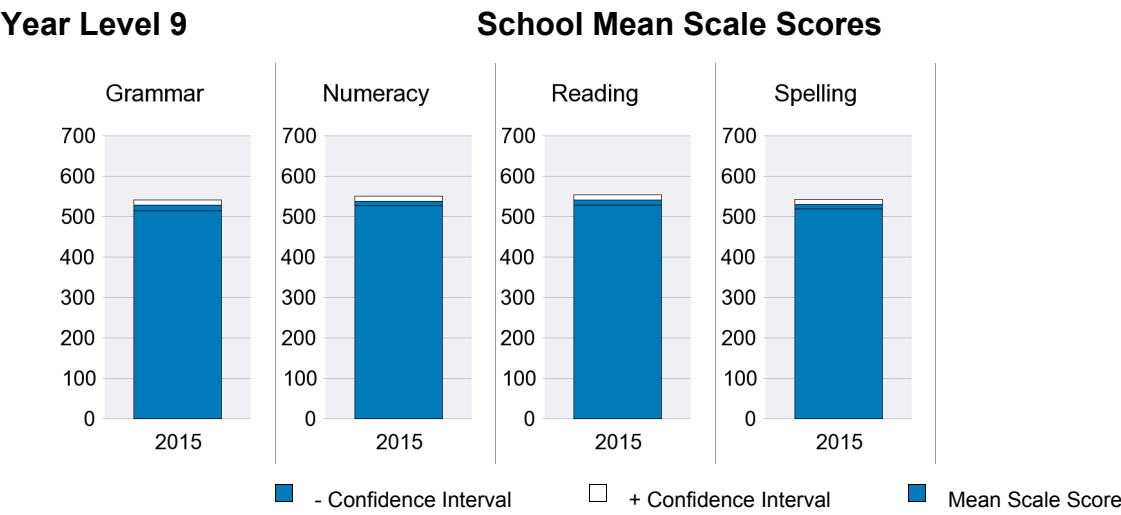
In the following table 2009 - 2014 comparisons are shown with the School Mean, NT Mean and Australian Mean. In addition, the range of values that your school's results may actually fall into (ie. School Mean with Confidence Intervals) are shown as School Mean Range. As with above, as a general rule of thumb, where the ranges overlap (between years), average scores should not be considered as statistically different i.e. they should be considered to be the same.

Mean Scale Scores - Comparison

2015		
Grammar	School Mean Range	491 - 518
	School Mean	504
	NT Mean	453
	Aust Mean	541
Numeracy	School Mean Range	495 - 512
	School Mean	504
	NT Mean	482
	Aust Mean	543
Reading	School Mean Range	500 - 522
	School Mean	511
	NT Mean	481
	Aust Mean	546
Spelling	School Mean Range	482 - 506
	School Mean	494
	NT Mean	460
	Aust Mean	546
Writing (Persuasive)	School Mean Range	451 - 483
	School Mean	467
	NT Mean	407
	Aust Mean	511

When comparing NAPLAN results from year to year, it is important to consider several technical aspects to test if any differences in the results are real. One way to do this is to calculate 'confidence intervals' which describe how confident we are that the result is an accurate estimate. In the following graphs the 'confidence intervals' are shown as error bars at the top of each graph. As a general rule of thumb, where confidence intervals overlap, average scores should not be considered as statistically different. i.e. they should be considered to be the same.

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.



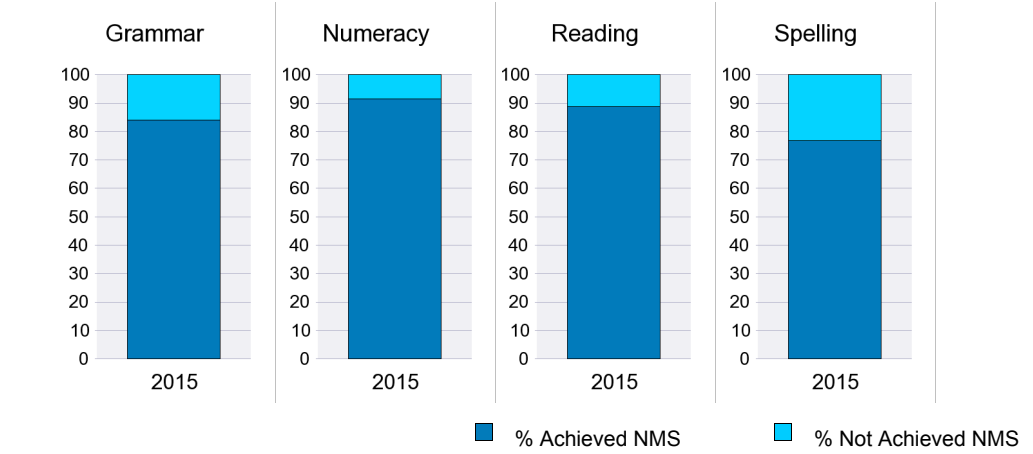
In the following table 2009 - 2014 comparisons are shown with the School Mean, NT Mean and Australian Mean. In addition, the range of values that your school's results may actually fall into (ie. School Mean with Confidence Intervals) are shown as School Mean Range. As with above, as a general rule of thumb, where the ranges overlap (between years), average scores should not be considered as statistically different i.e. they should be considered to be the same.

Mean Scale Scores - Comparison

2015		
Grammar	School Mean Range	515 - 542
	School Mean	529
	NT Mean	491
	Aust Mean	568
Numeracy	School Mean Range	527 - 551
	School Mean	539
	NT Mean	538
	Aust Mean	592
Reading	School Mean Range	529 - 555
	School Mean	542
	NT Mean	519
	Aust Mean	580
Spelling	School Mean Range	519 - 543
	School Mean	531
	NT Mean	506
	Aust Mean	583
Writing (Persuasive)	School Mean Range	438 - 483
	School Mean	460
	NT Mean	438
	Aust Mean	546

Year 7

Percentage of Students Achieving NMS (%)



Note: % Achieved includes students who were either At or Above NMS divided by the number of students participating in the test (including exempt students). The % Not Achieved NMS includes students who were Below NMS or Exempt from testing divided by the number of students participating in the test (including exempt students).

		Below NMS		At NMS		Above NMS		Total No of Students
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Grammar	2015	24	16%	27	18%	100	66%	151
Numeracy	2015	13	9%	44	29%	95	63%	152
Reading	2015	17	11%	39	26%	96	63%	152
Spelling	2015	35	23%	26	17%	90	60%	151
Writing (Persuasive)	2015	41	27%	40	26%	70	46%	151

NAPLAN Results 2015

Taminmin College

16020 NAPLAN School Summary 2015

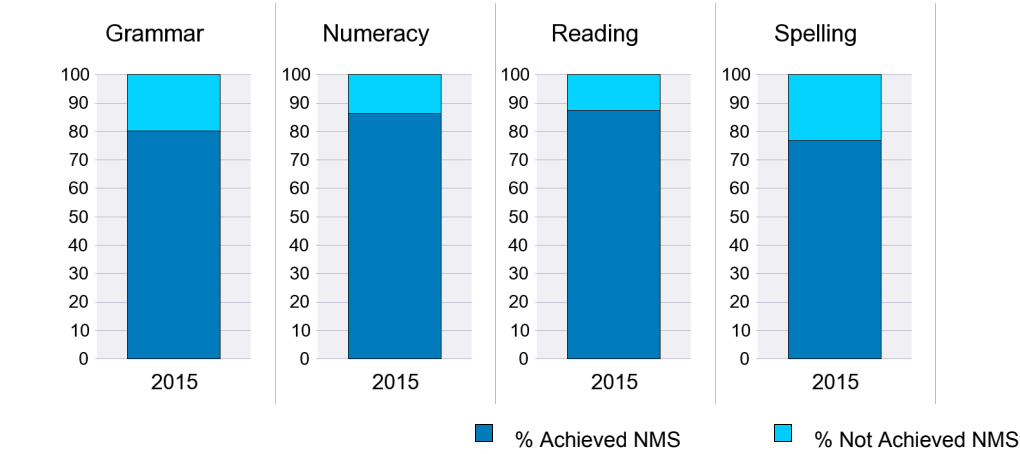
Last Refreshed: 08/02/2016

Refreshed by: miriam.mcdonald

Note: In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in genre, post 2010 Writing results should not be compared to previous years.

Year 9

Percentage of Students Achieving NMS (%)

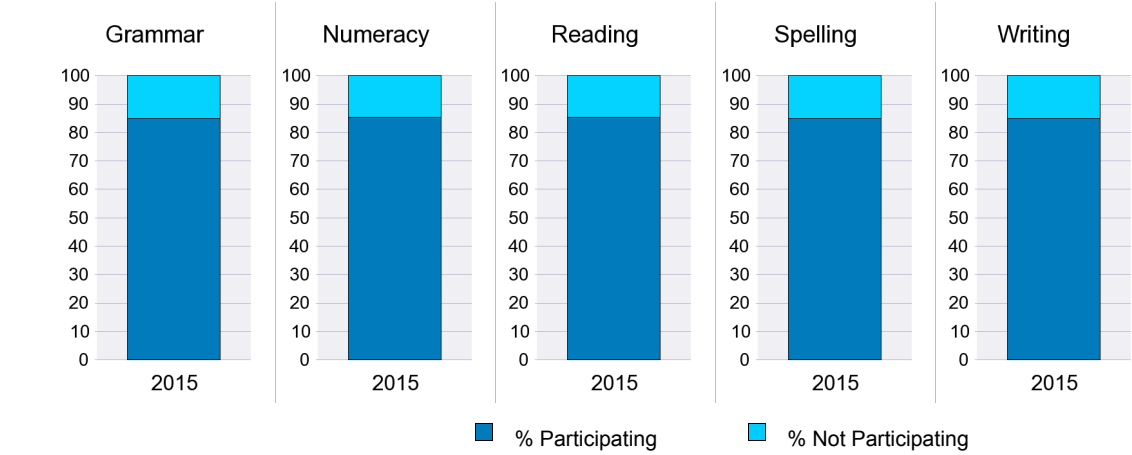


Note: % Achieved includes students who were either At or Above NMS divided by the number of students participating in the test (including exempt students). The % Not Achieved NMS includes students who were Below NMS or Exempt from testing divided by the number of students participating in the test (including exempt students).

		Below NMS		At NMS		Above NMS		Total No of Students
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Grammar	2015	30	20%	45	30%	76	50%	151
Numeracy	2015	21	14%	37	24%	96	62%	154
Reading	2015	19	13%	46	30%	86	57%	151
Spelling	2015	35	23%	41	27%	75	50%	151
Writing (Persuasive)	2015	70	46%	33	22%	48	32%	151

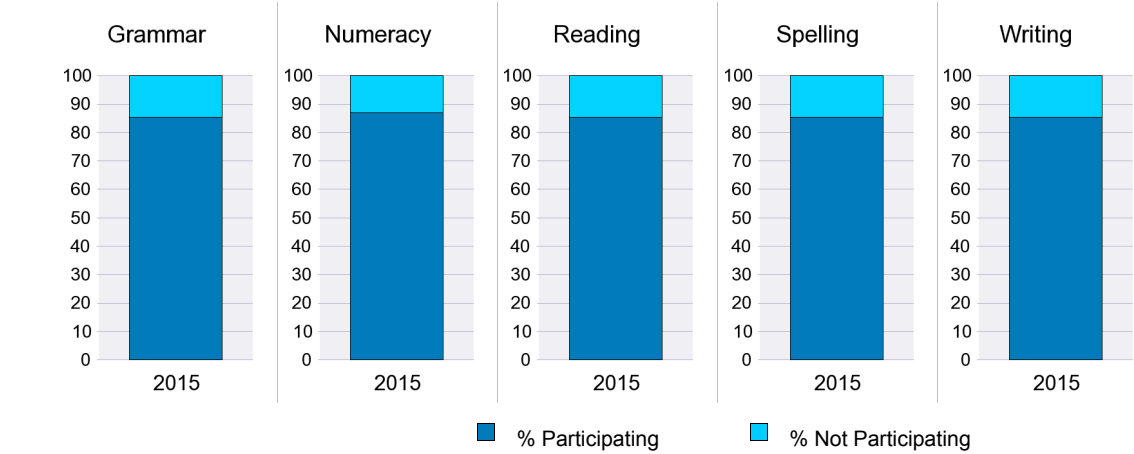
Year 7

Percentage of Students Participating (%)



Note: % Participating includes students who were either Present or Exempt divided by the total number of students in the test population. The % Not Participating includes students who were Absent, Withdrawn or Sanctioned Abandonment from testing divided by the total number of students in the test population.

Participating Present				Participating Exempt		Not Participating Absent		Not Participating Withdrawn		Total No of Students
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Grammar	2015	146	82%	5	3%	24	13%	3	2%	178
Numeracy	2015	147	83%	5	3%	23	13%	3	2%	178
Reading	2015	147	83%	5	3%	23	13%	3	2%	178
Spelling	2015	146	82%	5	3%	24	13%	3	2%	178
Writing	2015	146	82%	5	3%	24	13%	3	2%	178



Note: % Participating includes students who were either Present or Exempt divided by the total number of students in the test population. The % Not Participating includes students who were Absent, Withdrawn or Sanctioned Abandonment from testing divided by the total number of students in the test population.

		Participating Present		Participating Exempt		Not Participating Absent		Not Participating Withdrawn		Total No of Students
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	No of Students	% of Students	
Grammar	2015	149	84%	2	1%	26	15%			177
Numeracy	2015	152	86%	2	1%	22	12%	1	1%	177
Reading	2015	149	84%	2	1%	25	14%	1	1%	177
Spelling	2015	149	84%	2	1%	26	15%			177
Writing	2015	149	84%	2	1%	26	15%			177

Student Enrolment, Attendance and Learning

Year Level	Previous Year				Reporting Year			
	Indigenous		All		Indigenous		All	
	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance
7	34	83.5	174	88.4	33	83.9	181	87.4
8	26	81.6	173	86.3	32	81.4	177	84.5
9	32	78.6	188	84.5	28	70.4	177	82.7
10	38	73.9	188	80.7	42	74.9	214	81.3
11	13	83.9	157	85.9	32	81.7	166	85.7
12	10	85.1	112	85.7	8	89.2	106	87.3
ALL	152	79.8	990	85.1	175	78.9	1021	84.4

Learning and Engagement Plans		
	All	Indigenous
Number of students in first year of schooling to Year 10 with a Learning and Engagement Plan in place	97	26
Proportion of students in first year of schooling to year 10 with a Learning and Engagement Plan	14%	4.5%
Proportion of students in first year of schooling to year 10 whose parent/carer have worked with the teacher to develop a Learning and Engagement Plan	100%	100%

Note: Learning and Engagement Plans are plans that address the learning and engagement needs of students, including attendance, behaviour, flexible learning and NTCET Personalised Learning Plans.

Senior Secondary Outcomes [include where applicable]	
Students in Year 12 undertaking vocational or trade training	68
Students in Year 12 attaining a Year 12 certificate or equivalent VET qualification	98%

Annual School Improvement Plan Targets		Review date: insert	Reviewed by: insert
Key Result Area	Measurable Improvement Target established for 2015 academic year	Target Achieved/ Not Achieved	Response/Progress towards target if not achieved
Teaching and Learning	NAPLAN – 5% increase was the goal. The area of greatest improvement was in reading and grammar. This reflects the literacy and development of thinking skills program.	Not achieved	This continues to be a work in progress and our targets for 2016 should be less general and more specific. We will need to improve the participation rate in 2016.
	NTCET – target above 95% completion rate	Achieved	The NTCET completion rate was 98%
	Accelerating Literacy Learning to show improved effect size in PAT-R	Partially	Improvements were seen in all year levels. Year 7 9 and 10 had an overall positive effect size.
	A to E reporting 7 to 10 to show 5% growth during the year.	See comment	Need to use more finely grained targets for 2016.
Wellbeing	School Wide Positive Behaviour Support System implementation to be further developed.	Achieved	The Responsible Thinking Centre became more streamlined decreasing disruption in classes. The Social and Emotional Learning curriculum was trialled.
	Suspensions and withdrawals decreased by 2% - not achieved	Not Achieved	This continues to be an area of improvement for us to focus on. In 2016 we will provide more quality professional learning around behaviour management.
	Attendance – notifications to be increased - Attendance – percentage to be increased.	Achieved Not achieved	Pleasing increase in parental notifications during 2015. In 2016 we will need to focus more on lifting the attendance particularly at years 9 and 10.

Annual School Improvement Plan Targets		Review date: insert	Reviewed by: insert
Key Result Area	Measurable Improvement Target established for 2015 academic year	Target Achieved/ Not Achieved	Response/Progress towards target if not achieved
Participation, Transitions and Pathways	VET – Certificate completion above 85% No of students participating in VET – increased	84.7% not achieved Achieved	The VET Certificate completion rate was pleasing and very close to the ambitious target set. The result of 84.7% is very pleasing. VET continues to be an effective and positive program for our students with xxx of year 12 students gaining their NTCET due to VET subjects.
	Student destinations – increase higher education and training outcomes	Achieved	Increase in students undertaking apprenticeships and University enrolment
Partnerships	Young Scholar program implemented	Achieved	Forty four students from our feeder schools participated in this program.
	Walkthroughs to be implemented	Achieved	Walkthroughs were implemented through the ALL program targeting classroom pedagogy and student engagement.
	Recognition of staff and students	Achieved	Matt Deveraux won Trainer of the Year at both DoE and Training Awards. Kate Eadie won secondary teacher of the year for the PARR region. Robyn Morrison and Rob McIntosh were awarded school leader awards. Regular assemblies recognised students for their academic achievement and effort. The end of year awards ceremonies highlighted overall top achievements.

Annual School Improvement Plan Targets		Review date: insert	Reviewed by: insert
Key Result Area	Measurable Improvement Target established for 2015 academic year	Target Achieved/ Not Achieved	Response/Progress towards target if not achieved
	Use staff, student and parent survey to set improvement goals	Achieved	Data was interrogated at staff level to inform practice.
Leadership	Professional development – quality staff development to be undertaken around Visible Learning and Accelerating Literacy Learning.	Achieved	PD undertaken and staff implementation of Visible Learning strategies of Learning Intentions and Success Criteria was high.
	Principal and Assistant Principal complete leadership course	Achieved	Principal participated in the QELI Executive Development Leadership Course and one Assistant Principal completed the emerging leaders course
	Student leadership enhanced across school	Achieved	Student leaders met weekly with the Principal and represented the school on numerous occasions
Response in identified focus of School Strategic Improvement Planning			