

# **Taminmin College**

## **Annual Performance Report to the School Community**

**2016**



# 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 2016 was on consolidating, School Wide Positive Behaviour Support program, implementing Visible Learning and continuing with the Accelerating Literacy Learning Project. In 2016 we began our journey as an Independent Public School.

## Our Staff

In 2016, Taminmin's staff consisted of: one principal, 4 Assistant Principals, 12 Senior teachers and 64 teachers. Three staff identified as Indigenous. Staff attendance was 95% 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

We have continued to employ Teach for Australia Associates, bringing our total to 6. We had quite a high turn over of staff at the commencement of 2016 for a range of reasons, however it became much more stable as the year progressed.

## 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 2016 was 15% compared with 20% in 2015.

## Our Community

Taminmin has a strong community focus. We work closely with our feeder schools and also with local industry which supports our VET programs and work experience/placement. .

## Principal's Report

Our first year as an Independent Public School (IPS) provided us with opportunities to explore the possibilities for providing excellent education for a focus of finding innovative ways for students to succeed. Study tours were undertaken by a number of staff focusing on strategies to raise outcomes for our high achieving students, leading to increases in their ATAR.

In 2016 we continued with our 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 focused on the Visible Learning plan, with an exploration of feedback in 2016.

A part of my year was undertaken with the planning of a new STEM centre at the school.

The Taminmin musical Grease was another wonderful occasion celebrating the talents of our performing arts students and staff. It was a great way to end Semester 1. 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 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 with year 9 students having an urban Darwin experience. World Challenge participants were busy fund raising in readiness for their trip to Africa in the middle of 2017.

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 95.1% NTCET completion rate for eligible students with our highest ATAR at 94.75.

I would like to take this opportunity to thank our staff, students, parents and Council members for their hard work and dedication ensuring that 2016 was again a very successful year.

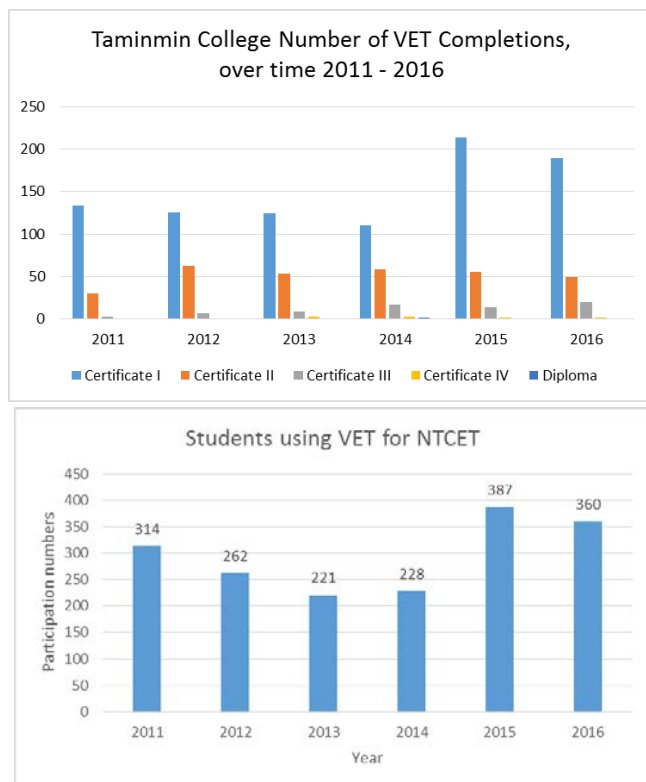
Miriam McDonald  
Principal March 2017

## Goal 2 – Every student a successful learner

### Diverse Pathways

Taminmin College provides a huge diversity and flexibility in curriculum offerings so that every student has the opportunity to be successful. This includes our Special Education Centre, Vocational Education Training programs, High Achieving student focus and Transition to Work programs.

### Vocational Education and Training



VET Completions over time are shown to the left  
Note: The completion rates are much higher for students who study with Taminmin vs going to other Registered Training Organisations.

A high number of Taminmin students use VET to gain an NTCET.

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.

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(Aligned to the Department of Education Strategic Plan 2016 – 2018)

Certificate	No. of Enrolment	No. of completion	No of partial completion
Certificate I in AgriFood Operations – Full qual	18	18	0
Certificate I in AgriFood Operations – Darwin Middle School skill set (3 units)	15	13	2
Certificate II in Rural Operations	12	12	0
Certificate III in Agriculture	8	8	0
Certificate I in Automotive Vocational Preparation (TC)	26	25	1
Certificate I in Automotive Vocational Preparation (CSC)	19	18	1
Certificate II in Automotive Servicing Technology (TC)	11	10	1
Certificate II in Automotive Servicing Technology (CSC)	6	3	3
Certificate I in Business	42	36	6
Certificate II in Business – Full qual	3	2	1
Certificate II in Business – skill set (4 units)	9	9	0
Certificate III in Business Administration	5	5	0
Certificate I in Construction (Tam)	31	27	4
Certificate I in Construction (CSC)	9	5	4
Certificate II in Construction – Full qual	13	7	6
Certificate II in Construction – Working at heights skill set	72	72	0
Certificate I in Engineering (CSC)	10	7	3
Certificate I in Engineering (TC)	30	23	7
Certificate I in Engineering (Artistic) (TC)	26	21	5
Certificate II in Engineering Pathways	15	8	7
Certificate I in Racing (Stablehand)	10	9	1
Certificate II in Racing (Stablehand)	9	8	1
Certificate I in Retail	38	37	1
Certificate I in Hospitality – Full qual	32	21	11
Certificate I in Hospitality – Espresso skill set	51	51	0
Certificate II in Kitchen Operations	7	3	5
White Card	49	49	0
<b>Totals</b>	<b>576</b>	<b>507</b>	<b>70</b>
<b>Completion rate Taminmin students (minus CSC &amp; Darwin courses)</b>	<b>89.17%</b>	<b>Completion rate (all students)</b>	<b>88.02%</b>
Taminmin Year 9 students	18	Taminmin Year 10 students	219
Taminmin Year 11 students	62	Taminmin Year 12 students	9

### 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.

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<b>Work Ready Year 12</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
No of students commencing the year	35	68	46
Students enrolled in School Based Apprenticeship (SBA) during the year	7	13	8
Students leaving during the year	11 or 32%	22 or 32%	11 or 24%
Leaving for Apprenticeships	5	7	5
Leaving for FT work	6	9	6
Other forms of study		1	0
Australian Defence Forces		1	0
Interstate		2	0
Maternity		1	0
NTCET complete > 17		1	0
Student destinations at end of year	24 or 69%	46 or 68%	35 or 76%
Apprenticeships/trainees	5	16	13
TAFE or further study	5	1	1
Full Time work	10	23	12
Seeking Full Time work	4	4	5
Interstate		2	1
Unknown			3
NTCET Completions			28

<b>Work Ready Year 11</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
No of students enrolled in the year (note: in 2015 77 commenced and 11 enrolled in July)	75	98	79
Students enrolled in SBA during the year	11	11	5
Students leaving during the year	17 or 23%	6 or 6%	13 or 16%
Leaving for Apprenticeships	5	1	3
Leaving for FT work	10	1	8
Returning to mainstream	2	0	0
School transfer		1	0
Left and > 17		2	0
Maternity		1	0
Interstate			1
Unknown			1
Student destinations at end of year	32 or 43%	46 or 47%	66 or 83%
Apprenticeships	16	20	13
TAFE or further study	3	3	0
Full Time work	8	16	14
Seeking full time work	3	3	2
ADF	1	0	0
Interstate	1	4	2
Unknowns			4
Returning to Taminmin in 2017	43 or 57%	41 or 42%	31 or 47%



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<b>Work Ready Year 10</b>	<b>2016</b>
No of students commencing the year	24
Students enrolled in School Based Apprenticeship (SBA) during the year	2
Students leaving during the year	8 or 33%
FEP	4 2 X apprenticeships 1 X F/T work 1 X unknown
Return to mainstream	4
Student destinations at end of year	16 OR 62%
Apprenticeships/trainees	6
Full Time work	4
Returning to Taminmin 2017	6

## Senior Secondary

	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
NTCET(NTCE) completion rate	83%	92%	93%	97%	100%	98%	95%
Number of NTCET recipients	79	97	87	113	108	89	81
Number of Indigenous NTCET recipients	5	8	11	16	8	5	5



## CONGRATULATIONS to our top ATAR students

Recognition of A grade students;



**Jessie Innes**  
94.75

**Melinda Mees**  
91.5

### A+ Merit

Jessie Innes

Mathematical Applications

### A grades

Jessie Innes  
 Laura Goodrem  
 Adele De Bruyn  
 Samara Carroll  
 Maili Clarke  
 Jessica Opitz

English Communications  
 English Pathways  
 Integrated Learning  
 Research Project B  
 Research Project B  
 Research Project B

Zoe Smith  
 Chutinun Srimongkon  
 Ayla Thorbjornsen  
 Sian Wright  
 Teah McCallum

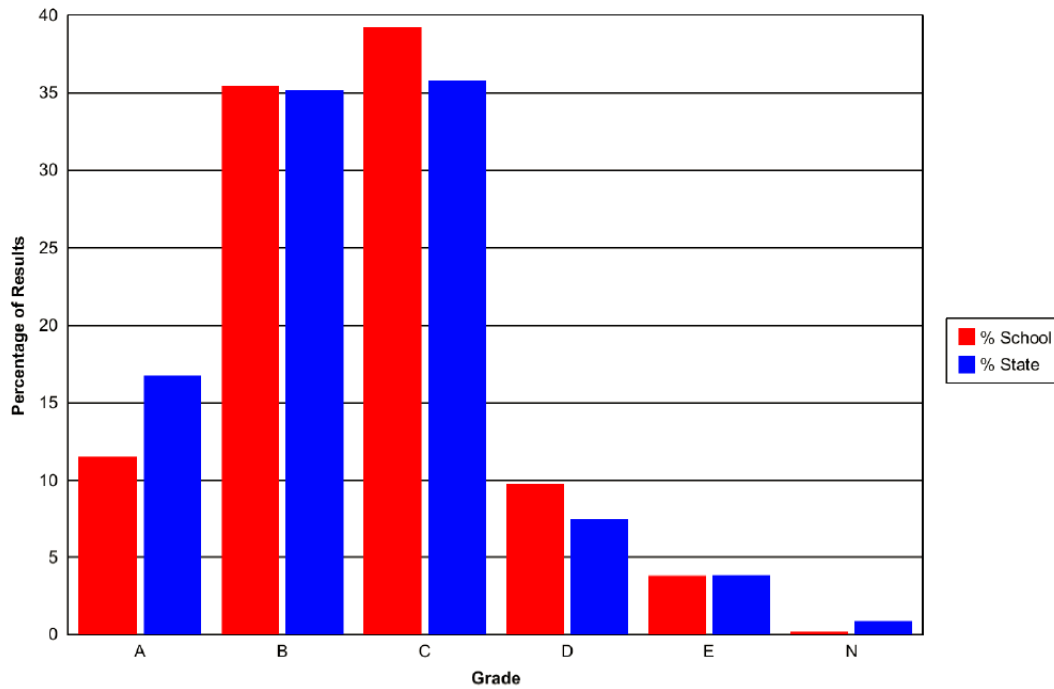
Research Project B  
 Research Project B  
 Research Project B  
 Research Project B  
 Workplace Practices

NTCET completion rate 95% 81% of students completed NTCET using VET courses

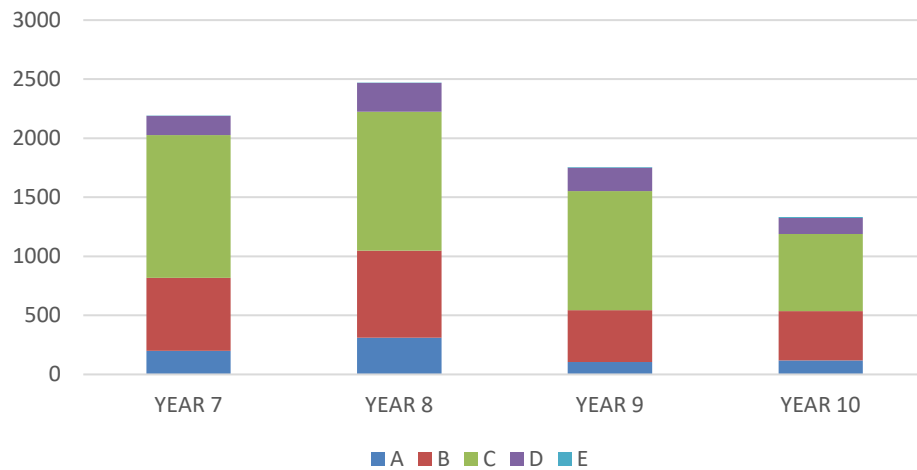
Of the 46 mainstream students who completed their NTCET 10% are unknown, 48% were intending to go into higher education, 4% into defence and 37% into apprenticeships or full-time work.

## Stage 1 A to E results 2016

Stage 1 School Subject Results - by Grade Distribution



A TO E GRADES 2016 SEMESTER 2





# Taminmin College

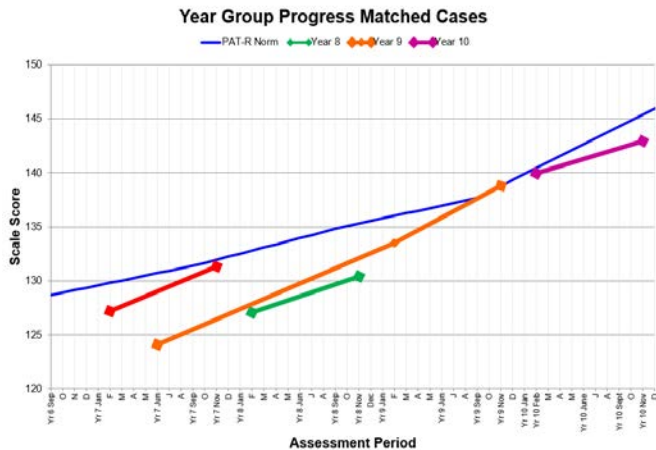
## Annual Performance Report to the School Community

### 2016

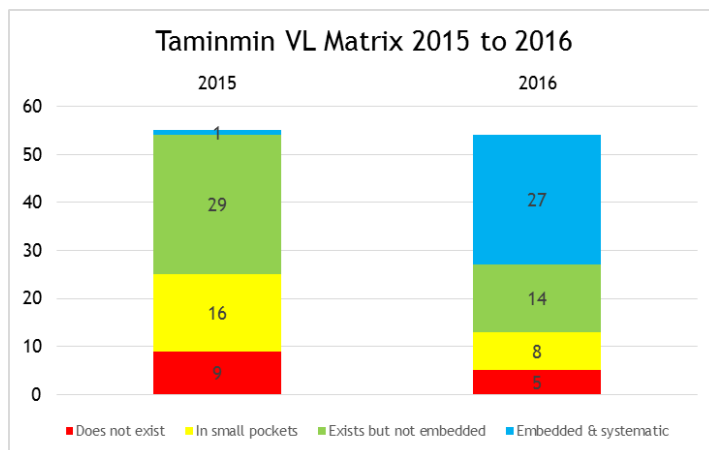
(Aligned to the Department of Education Strategic Plan 2016 – 2018)

To enhance academic learning we continued to use the Accelerating Literacy Learning program initiated through Griffith University. Visible Learning was also a key focus of improving teaching and learning.

#### Accelerating Literacy Learning



This graph shows the improvement to the PAT-R norm in reading. This data was triangulated with the NAPLAN data for 2016 which showed similar growth.



We also continued to implement the Visible Learning program. The matrix in the graph below highlights the growth from 2015 to 2016 and notes especially the number of embedded visible learning practices.

We will continue to offer our students a wide range of subject offerings so that they can

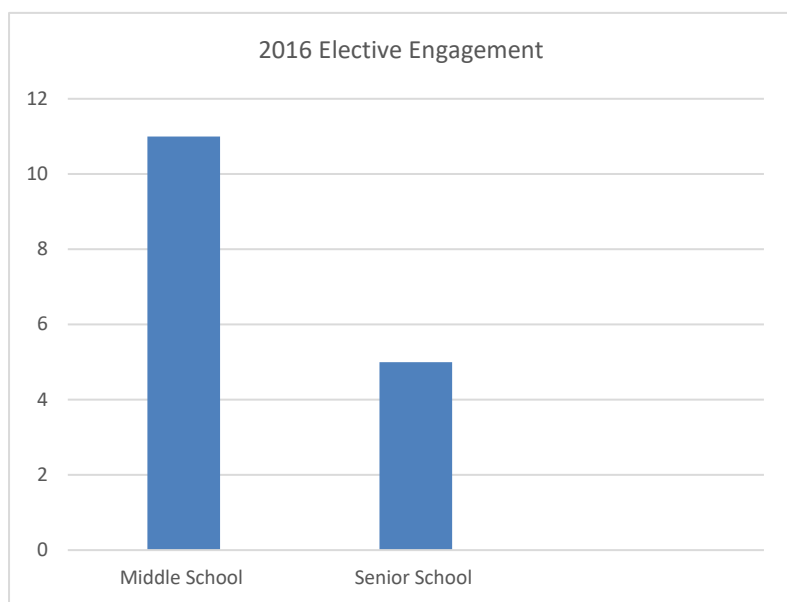
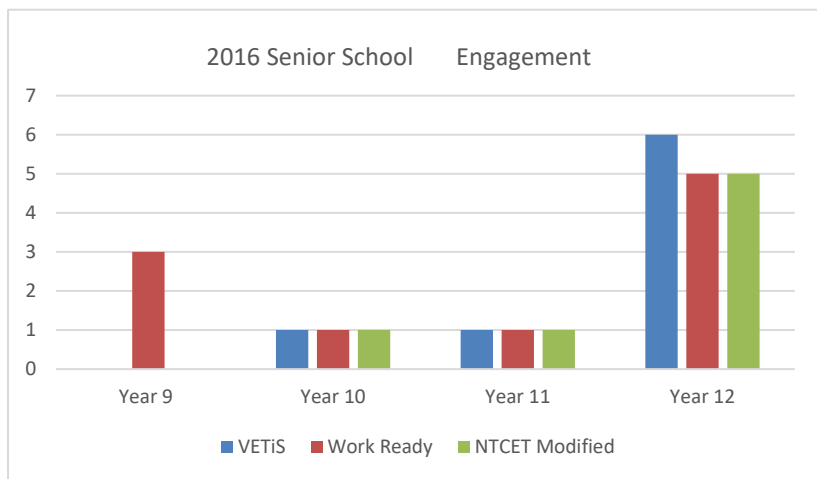
achieve success in their school studies leading onto work, training, higher education. The professional learning focus on literacy and visible learning will continue to be consolidated. In 2017 we introduced a new VET subject “Retail” which will provide skills for a large number of students across abilities and equip them with important work ready skills.

#### Special Education Centre [Framework Domain Link D2, D3, D7, D9](#)

The Taminmin College Special Education Centre aims to involve students in engaging learning and personal development learning platforms. 2016 is also the first year the TC SEC has gathered inferential data to support an educational improvement agenda with a focus on; explicit curriculum design and delivery, student engagement and achievement, staff expertise and pedagogical practices and school-community partnerships. 2016, TC SEC Year 9, 10, 11 and 12 students’ accessed various strands of VETiS participating at a certificate 1 level (modified); Accessed work experience or volunteer placements and successfully achieved Completed (C) for all approved NTCET Modified LAP’s. Selected Stage 1 LAP’s were designed to support NTCET Modified points on their pattern. Middle school students engaged in off-campus outdoor environmental studies and students had the opportunity to access mainstream elective lines of their selection with support.

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Special Education Centre – these graphs show the range of activities students were engaged in across the school



## Goal 3 – Quality leaders, quality educators

A focus for Taminmin in 2016 has been on building a quality workforce. To this end we have continued to recruit Teach for Australia (TFA) Associates who add a passion for improving student outcomes. In 2016 we had 6 TFAs and provided them with the necessary mentoring to support them in their teaching journey.

90 % of middle management in the school undertook Growth Coaching to enhance their skills in working with and developing their teams of staff.

Toni Smid became a HALT teacher during the year and her expertise was utilised in conceptualising a project based inquiry learning model for our high achieving students to commence in 2017.



At World Teacher Day Michele Sheahan and Trudie Clarke were recognised for their excellent contribution to education. Michele as Special Education Centre teacher of excellence and Trudie as Trainer of the year.

Professional Development continued to be a strong focus in the areas of Accelerating Literacy Learning, Visible Learning, behaviour management with Ian Luscombe and a whole school wellbeing day with Stephen McDonald from Kaya. The Middle Years team provided individual and focused support assisting teachers with the QAAC process in years 7 to 9.

Staff performance development process continued with embedded walkthroughs, and coaching at a faculty level.

A number of study tours were undertaken by staff as part of our IPS vision to provide innovative teaching and learning. These studies focused on;

Developing a vision for improving student outcomes by;

- Amalgamating VET and NTCET subjects,
- Interrogation of models of STEM education
- Understanding Professional Learning Communities and
- Best practice models of Career education.

These study tours provided the enthusiasm and vision for developing new approaches to teaching and learning for 2017

### **Special Education Centre** [Framework Domain Link D3, D5, D7](#)

In 2016, staff of the Special Education Centre were engaged in professional development that included whole school teaching and learning pedagogical practices, data interpretation and representation, First Aid, medical and health certifications as well as personal development opportunities. Teachers of senior students were engaged in NTCET Modified clarification and moderation and that senior teacher was selected to stand on assessment panel. Senior Teacher was awarded “Teacher of the Year in a Special School” Palmerston and Rural and undertook Growth Coaching training. TC SEC conducted a formal Middle School Transition programme involving local feeder school, school site visits, conferencing and communication with new students and families. Visible Learning and Communication means are used in all SEC rooms

## **Goal 4 – Coherent and capable organisation**

As an Independent Public School the School Council worked towards becoming a Board. Models were studied from other IPS schools which led to the structure of the board being developed to suit the Taminmin context.

The new constitution was finalised in September and signed off by the Chief Executive ready for the 2017 school year. The Board will operate with 10 members; 5 parents, 2 staff, 1 principal and 2 invited members. Sub committees operating are finance, infrastructure and student advisory. The Board members attended training organised by COGSO.

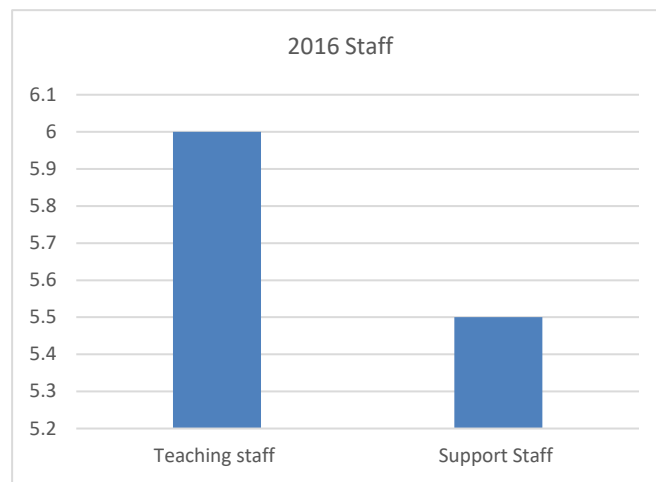


The Taminmin Masterplan was signed off early in the year and planning for the new STEM building was undertaken during the year. This involved the Council chair, Principal and interested science/maths teachers. Study tours were undertaken of best practice centres in Victoria and plans were developed for a futures focused building with a focus on sustainability. The Principal was taken off line for over a term to focus on the work required for the consultation and development of the plans. Staff, students and community were extensively consulted so that there was broad ownership of the project.

As our first IPS year we sought to extensively study and plan the best way forward for the future and thought it would not be timely to develop a new Strategic or Business plan in the first year. Therefore this process will be undertaken during 2017 when we implement the Continual School Improvement process as the key improvement agenda.

**Special Education Centre [Framework Domain Link D5, D7, D8](#)**

Staffing in the Centre comprises of Teachers as Educators and Support staff at AO3/4 level. Senior teacher holds a Master of Education-Special Needs and one staff member completed her Master of Education – Special Needs with one staff member obtaining permanent position under Special Measures policy. All teaching staff were involved in the Performance Development and Growth Management process and Support staff were involved in the Capability and Leadership Framework (CLF) process. The design of a systemic student data base and registration with SACE and SOL, track student engagement and achievements in learning, work placements and qualifications allowing for clear linear progressions and supports the continuous improvement agenda of the SEC for the future. SEC is allocated an annual budget, co-managed by coordinator.





## Goal 5 – Working together

Key work at Taminmin is in supporting the wellbeing of staff and students. Secondary years and particularly middle years are very challenging times for young people and it is important to have extensive support in place for their needs so that they can be successful learners.

Support for young people at Taminmin includes the wellbeing team which consists of a Counsellor, Youth Worker, Chaplain, Home Liaison officer, Aboriginal and Islander Education Worker, Health Promoting School Nurse and the school based Police Officer. Furthermore the school provides a year level coordinator at each year level, a careers counsellor (shared position in 2017) and a student services coordinator. In addition the Special Education Centre supports young people who meet the criteria for this level of support.

A highly successful introduction in 2016 was the Flexible Learning Centre which was developed by the student services coordinator and the year 7-9 Assistant Principal. This space is driven by research based practices and aims to meet the whole needs of the student with the end goal being their return back to the classroom. Each student is individually counselled and supported. Small groups of literacy and numeracy are also held in this space.

In 2016 Taminmin commenced interrogating the Social and Emotional Learning curriculum for introduction as a pilot school in 2017. With increasing pressures on young people this is a space that must be continually supported.



School survey data in 2016 indicated that parents increased in satisfaction about talking to teachers about concerns with their child, however the main concern was around behaviour management which also had improved since 2015.

Staff survey also reflected that of the parent survey with most staff feeling supported at the school.

Student results showed positive growth from 2015 to 2016.

The highest ranking item was; 'my teachers expect me to do my best', and the lowest was about student behaviour. Staff were concerned that not all students indicated that they had an adult who understood them and who they could talk to,

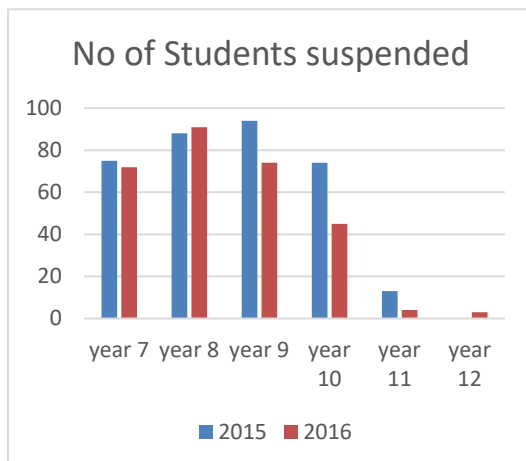
and considerable effort was placed into setting up structures where students could feel that there was someone who cared about them. One of the reasons for the growth in the student responses could be the emphasis on student voice in 2016. Students took weekly assemblies, often in a skit style to emphasise important issues occurring in the school. These students also undertook many leadership roles in the school during the year and even presented at the Middle Years Conference in September which all Taminmin staff attended.

### Behaviour

To support behaviour in the school a number of processes have been developed. This includes the Responsible Thinking Centre which is where students reflect on their behaviour and have an opportunity to negotiate with their teachers to enable joint understanding. The school is always working through the School Wide Positive Behaviour Support process to embed practices across the school.

The number of students suspended decreased in all year levels except year 8 last year.





Communication with our school community as a key partner is important. In 2016 we further developed our social media strategy to meet a wider market. We also were part of a trial of the education support program Compass which has far reaching implications for quality communication and data for all stakeholders.

### **Young Scholars**

Another key initiative that continued into 2016 was the Young Scholar program which targets students in

years 5 and 6 in our Feeder School. These students attend Taminmin for 3 days of enrichment each year. In 2016 the numbers doubled of students who were trying to gain entry into the program.



### **Sister schools**

Other productive partnerships were the Rural Hub Principals working together, a visit to No 7 High School in Herfei China to become a sister school, an exchange with our Japanese sister school Kamitonda Junior High School and many opportunities for our students to build relationships and confidence through excursions.

### **VET Open Day**

The VET Open Day was initiated in 2016 showcasing the wide range of programs that we have on offer. All of our information evenings were very well supported by parents, and the musical Grease was absolutely outstanding with three amazing performing arts teachers; Taryna Deslandes, Daniel Townsend and Catherine Hansen. Students celebrated transitions with the year 9 and 12 formals. Likewise the visual art teachers along with digital media provided a wonderful display of the art works in November.

### **Rural Shows**

Taminmin agriculture students continue to be wonderful ambassadors for our school through the representation at the Rural shows.

### **Special Education Centre** [Framework Domain Link D1, D2, D3, D6, D7, D8, F9](#)

2016 TC SEC began a journey of greater possibilities and upskilling for student's transitioning from school. This exposure and opportunities permeated through the whole SEC and college, inciting greater levels of involvement and learning risks. The introduction of Student Lead Conferencing twice annual and a formal EAP report engaged family/carers members in their child's learning pathway. Paraprofessional and key stakeholder engagement for student wellbeing and health/medical care matters continues to be focus of an inclusive holistic specialised educational centre. SEC senior students attended the Year 12 formal and graduation ceremony with peers and took great pleasure being part of the planning processes. We hosted the annual Art and Craft staff to raise funds for the Sensory Garden, planned for completion in 2017.

## NAPLAN

## Student Enrolment, Attendance and Learning

Include student enrolment and attendance data for all students and Indigenous students for each year level including preschool and Families as First Teachers Programs and whole school. For example:

Year Level	Previous Year				Reporting Year			
	Indigenous		All		Indigenous		All	
	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance
7	33	83.9	181	87.4	41	83.9	176	87.5
8	32	81.4	177	84.5	39	77.2	200	83.4
9	28	70.4	177	82.7	32	78.1	187	80.7
10	42	74.9	214	81.3	31	71.3	200	81.1
11	32	81.7	166	85.7	32	81.1	180	83.2
12	8	89.2	106	87.3	14	84.6	96	87.0
<b>ALL</b>	<b>176</b>	<b>78.0</b>	<b>1021</b>	<b>84.4</b>	<b>188</b>	<b>79.0</b>	<b>1040</b>	<b>83.4</b>

Senior Secondary Outcomes [include where applicable]	Percentage
Students in Year 12 undertaking vocational or trade training	47%
Students in Year 12 attaining a Year 12 certificate or equivalent VET qualification	95%

*Note: under the Australian Education Regulation 2013 it is a requirement that schools report on post school destinations such as number undertaking further study, training, or in work. This information may be captured through student exit surveys/interviews or identified through planning of personalised learning strategies.*

Student Destinations	University	VET	Apprenticeship/ Traineeship	Employment	Other
Year 10	0		8	5	
Year 11	0	1	16	22	4
Year 12	24		28	34	10

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# School Survey Results

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# **Audited Financial Statements**