

Taminmin College

Annual Performance Report to the School Community

2017



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 2017 was on undertaking the Continuous School Improvement process to create a new vision and mission for the school.

Our Staff

In 2017, Taminmin's staff consisted of: one principal, 5 Assistant Principals, 11 Senior teachers and 65 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 8. 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.

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 teachers.

Our Students

In 2017 student enrolments averaged 1059 students. Of these students 19% were identified as Indigenous. There are currently 12.3% of the student population identified as English as Additional Learner. Student turnover for the year was 16%. Attendance averaged at 83%. 45% of students are in the bottom quarter of the socio-educational advantage index, with only 4% in the top quarter. 78% of potential students from our feeder schools enrolled at Taminmin in 2017.

The school has a Home Liaison Officer (HLO) who manages attendance along with the Aboriginal and Islander Educational Worker who works with Aboriginal students. Year level coordinators and the wellbeing team work with students around attendance.

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

During 2017 the school undertook a Continuous School Improvement (CSI) journey using the Victoria Bernhardt research based Continuous School Improvement process. The reason for this was to involve all staff in the process and to focus on the important areas that lead to improvement in student outcomes which are; Curriculum, Instruction, Assessment and Environment. At the end of 2017 the school had identified a new mission, a core purpose and vision statements around the four key areas. This is the blueprint which guide us over the period of the new Strategic Plan 2018 to 2021.

The Taminmin REACH values of; respect, effort towards excellence, achieve your goals, caring community and honesty underpinned the CSI journey and informed all key school activities.

The building and furnishing of the STEAM centre was an exciting time for our school community and complimented the work of the school around 21 century pedagogy, general capabilities, high achiever program and the interdisciplinary inquiry approach. The Taminmin Enriched Literacy (TEL) program was developed to provide a sustainable way of maintaining the literacy work the school had undertaken in previous years. The Visible Learning approach was also embedded into programming, planning and teaching.

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. A trip to Canberra was undertaken by year 7 and 8 students. World Challenge students had a wonderful expedition to Africa in the middle of the year. The Certificate III in Business class visited China, and a group of STEM students visited Melbourne. The VET Tourism class visited the Gold Coast.

Staff were able to continue study tours to Adelaide and Melbourne to look at STEAM facilities and curriculum. A number of staff attended conferences during the year.

The Musical Pop Stars provided an opportunity for the performing and visual arts students to demonstrate their considerable skills.

The Rural Principal group initiated the first combined stand at the Freds Pass Show and also a Writers Picnic involving all year 6 and 7 students in the feeder area including students from Batchelor, Jabiru and Gunbalunya.

Year 12 completions were pleasing 94%, with six female students obtaining ATAR scores above 90. Student retention from year 10 to 12 increased by 7% and a large number of students in years 10, 11 and 12 obtained employment, training and apprenticeships during the year.

Taminmin College
Annual Performance Report to the School Community
2017

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

A school review was undertaken during the year and the recommendations have been incorporated in the 2018 Annual School Improvement Plan and align with the CSI work.

To increase the accountability to parents, communication for all stakeholders and to provide a modern digital interface the school undertook a trial of the Compass school management system. Ultimately the goal is for this program to record attendance so that it's full functionality can be realised, and the school and Board are working with the DoE to progress this work.

I would like to take this opportunity to thank our staff, students, parents and Board members for their hard work and dedication ensuring that 2017 was a very successful year.

Miriam McDonald Principal March 2018

School Council/Board Report

2017 saw the election of the inaugural Taminmin College Board, following a rigorous selection process to become an Independent Public School in 2016. The composition of the Board totals ten (10), which is made up of five (5) parents of students enrolled at the College; two (2) teachers at the College, elected by the teachers teaching at the College; the Principal; and two (2) invited members. The two persons invited to be a member of the Board may be persons whom the board considers to have special qualifications, knowledge or experience that will be able to assist it in the performance of its functions by the giving of information or advice; or the MLA for the electoral division in which the school is located; or a person nominated by the local government board in the area in which the school is located. In accordance with section 7 of the Constitution, when the Board is first established, half of its members must retire at the end of their first year of office. The continuing members for the two year term are myself, Donna Hanrahan and Sandra White. In accordance with Section 14, I continue to hold office as Chairman for the remainder of my term of office as a member. Members completing their one year term are Ian Gibbins and Tabby Fudge. Invited member Tessa Czulowski will continue to serve her two year term and Kat Noonan has completed her one year term. Leanne Thackeray was appointed as Treasurer in accordance with Regulation 37, that is, the Board requested the Principal to direct the Registrar to act as Treasurer. In accordance with Section 13 of the Constitution, the Board created three Committees – Finance, Infrastructure and Student Advisory. The Board called for expressions of interest from the school community and then invited persons to participate on the basis of their knowledge and expertise relevant to the particular activities or role of the committee.

The Board implemented a governance framework, incorporating reference material, Member Duty Statement, Code of Conduct and Terms of Reference.

The College Board is responsible for good governance and is focussed more strategically on achieving the long term vision for the school. In basic terms, this means that issues which affect an individual on a daily basis are operational matters and are the responsibility of the Principal whereas long term matters are the responsibility of the Board, which include:

- . advising the principal about the educational needs of the community and policy implementation
- . assessing and advising on the physical (infrastructure and grounds) needs of the school
- . overseeing work on buildings and grounds being carried out at the school
- . building links between parents and community groups at the school
- . determining the school's annual budget and allocating funds to projects
- . determining community use of school facilities
- . employing school council staff

The Board does not have a role in day to day operational management issues, such as staffing and class structures, which are the responsibility of the Principal.

The major infrastructure project for 2017 was ensuring the magnificent STEAM (Science, Technology, Engineering, Arts and Maths) building was completed for the commencement of the 2018 school year. Whilst many people will think that this building miraculously appeared out of nowhere last year, this project evidences the

finalisation of work commenced in 2011 as a result of a submission which identified the extent of inequity and deficiency in educational facilities provided to our rural students. The lack of science facilities featured heavily – in fact, the science facilities then did not meet work health and safety standards and hands-on learning experiences to further the engagement of students were minimal. It is an understatement to say that the Board is very proud of this achievement and members were delighted to participate in the official opening by the Minister for Education on 16 February 2018. Work will now commence on refurbishing block 1 and the Infrastructure sub committee has identified additional projects to submit for Capital and Minor New Works applications.

Board members participated in the External School Review and were very pleased with the Board receiving five (5) 'Outstanding' and three (3) 'High' performance ratings. The Board is committed to actioning the recommendations of that review and is currently pursuing additional features in the COMPASS application to contribute to more effective communication processes.

Board members also participated in the Continuous School improvement process, including at professional development pupil-free days, which will result in a Business Plan to take us into 2020.

The Board also made representations to the Chief Executive of the Department of Education in regard to the erroneous and seriously overstated financial cash position, which may have impacted the 2018 budget allocations. Following the representations, departmental officers were instructed to amend the reporting documents to reflect the true financial position of Taminmin College (and other NT public schools).

Our strategic vision with our sister school in China was progressed with a reciprocal visit from No 7 Middle School, Anhui Province (to that which myself and the Principal undertook in 2016).

A major focus of the Board in 2017 has been pursuing the reinstatement of school based constable resources. After an unacceptable bureaucratic response from the Police Commissioner, representation has occurred to the Minister for Police (the Chief Minister). The Board has also worked closely with the Council of Government Schools Organisation in relation to this matter, including submitting a motion to the 2017 AGM which was supported. On 13 March 2018 both myself and the President of COGSO were interviewed by radio 104.9 about this matter. The Board will continue to pursue the return of this valuable resource.

In addition, I represented the Board supervising the gates at the Freds Pass Show; the College Musical; COGSO AGM; World Teachers' Day events and at meetings with police to discuss police support to schools.

I would like to acknowledge the support and assistance given to the Board from the Member for Goyder, the Hon Kezia Purick MLA; Member for Nelson, Mr Gerry Wood MLA; and the Member for Daly, Mr Gary Higgins MLA and their electorate staff.

I would also like to thank my fellow Board members for the significant contribution they have made to improving educational outcomes over the past 12 months and the support they provide me, which enables me to convey that I speak with the authority and full confidence of Board. I particularly wish to acknowledge the significant contribution of Ian Gibbins to the inaugural Board and previous Council, who is not seeking re-election due to his daughter completing her studies at Taminmin College. Lastly, I would like to thank Principal Miriam McDonald for her educational

Taminmin College

Annual Performance Report to the School Community

2017

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

leadership, her integrity and lack of self interest. Anyone who has been involved with Taminmin College since 2010 will recognise how far the College has advanced during that time. The Board does not always make her job easy, but her commitment to modelling respectful relationships and her focus on the students and staff are responsible for the great progress that has been made.

Whilst recognising there is still much to be done, the role of each School Board is to leave the College in a better position than it was at the start of the school year. In my view, the inaugural Taminmin College Board in 2017 has achieved this.

Goal 2 – Every student a successful learner

Taminmin College provides diverse and flexible learning so that every student has the opportunity to be successful. This includes our Special Education Centre, Vocational Education Training Program, High Achiever student focus and Transition to Work programs.

The focus in 2017 was on using the CSI approach to develop and implement engaging, supportive whole school instructional approaches that meet the needs of all students, as well as creating a team approach to collaboration amongst staff. Another focus was on the incorporation of Social Emotional Learning (SEL), Careers, student voice and peer-coaching. Another goal to create Professional Learning Communities (PLC) was commenced with the work of the high achiever leading learner teachers.

A number of CSI Measuring Programs and Processes (MPP) groups were formed to look at the priority areas. This is focused, deep work involving a commitment over a period of time to ensure that the programs are rigorous, match the school values and mission and are owned by the school community. The program that undertook the majority of work was the School Wide Positive Behaviour Support (SWPBS) and relied heavily on data from perception surveys and behaviour records. At the end of the year a SWPBS document was developed.

Vocational Education and Training

Transition to Work Year 12	2014	2015	2016	2017
No of students commencing the year	35	68	46	47
Students enrolled in School Based Apprenticeship (SBA)	7	13	8	9
Students leaving during the year	11 – 32%	22-32%	11 – 24%	8 – 17%
Leaving for Apprenticeships	5	7	5	3
Leaving for FT work	6	9	6	4
Other forms of study		1	0	
Australian Defence Forces		1	0	
Interstate		2	0	
Maternity		1	0	
NTCET complete > 17		1	0	
Leaving for P/T work				1
Student destinations at end of year	24 – 69%	46 – 68%	35 – 76%	39 – 83%
Apprenticeships/trainees	5	16	13	9
TAFE or further study	5	1	1	0
Full Time work	10	23	12	16
Part time work				5
Seeking Full Time work	4	4	5	2
Interstate		2	1	3
Unknown			3	4
NTCET Completions			28	26

Taminmin College
Annual Performance Report to the School Community
2017
(Aligned to the Department of Education Strategic Plan 2016 – 2018)

Transition to Work Year 11	2014	2015	2016	2017
No of students enrolled in the year	75	98 77 commenced and 11 enrolled in July	79	67
Students enrolled in SBA during the year	11	11	5	6
Students leaving during the year	17 – 23%	6 – 6%	13 – 16%	18 – 26%
Leaving for Apprenticeships	5	1	3	7
Leaving for FT work	10	1	8	4
Returning to mainstream	2	0	0	2
School transfer		1	0	1
Left and > 17		2	0	
Maternity		1	0	
Interstate			1	2
Unknown			1	2
Student destinations at end of year	32 – 43%	46 – 47%	66 – 83%	49 – 73%
Apprenticeships	16	20	13	8
TAFE or further study	3	3	0	0
Full Time work	8	16	14	9
Seeking full time work	3	3	2	2
ADF	1	0	0	0
Mainstream				1
Interstate	1	4	2	0
Unknowns			4	2
Returning to Taminmin in 2018	43 – 57%	41 – 42%	31 – 47%	27 – 55%

Work Ready Year 10	2016	2017
No of students commencing the year	24	24
Students enrolled in School Based Apprenticeship (SBA) during the year	2	1
Students leaving during the year	8 – 33%	5
Flexible Engagement Plan	4 2 X apprenticeships 1 X F/T work 1 X unknown	4 1 X apprenticeship 3 x F/T work
Return to mainstream	4	1
Student destinations at end of year	16 – 62%	19
Apprenticeships/trainees	6	3
Full Time work	4	2
Returning to Taminmin 2017	6	14

Taminmin College
Annual Performance Report to the School Community
2017

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

VET Data from Taminmin Registered Training Organisation

Certificate	No. of Enrolment	No. of completion	No of partial completion
Certificate II in Rural Operations	15	13	2
Certificate III in Agriculture	9	7	2
Certificate I in Automotive Vocational Preparation (TC)	38	30	6
Certificate I in Automotive Vocational Preparation (CSC)	17 Non TC	12 Non TC	2 Non TC
Certificate I in Automotive Vocational Preparation (Motoscouts)	9	6	
Certificate II in Automotive Servicing Technology (TC)	16 3 non TC	10 3 non TC	4
Certificate I in Business	36 1 non TC	28	5
Certificate II in Business	1	1	
Certificate III in Business Administration	26	24	2 (cont)
Certificate I in Construction (Tam)	34	23	11
Certificate I in Construction (CSC)	6 Non TC	3 Non TC	3 Non TC
Certificate II in Construction	11 1 non TC	7 1 non TC	4
Certificate II in Construction – Working at heights skill set	50 15 non TC	42 13 non TC	8 2 non TC
Certificate I in Engineering (TC)	25 2 non TC	20 2 non TC	3
Certificate I in Engineering (CSC)	9 Non TC	8 Non TC	
Certificate I in Racing (Stablehand)	9 1 non TC	6 1 non TC	2
Certificate I in Racing (Stablehand) – (Yirara, Alice Springs)	9 Non TC	5 Non TC	2 Non TC
Certificate II in Racing (Stablehand)	7 2 non TC	5 2 non TC	2
Certificate I in Retail	34	29	5
Certificate I in Hospitality	29	21	8
Certificate I in Hospitality – Espresso skill set	38	30	8
Certificate II in Kitchen Operations	10 5 non TC	7 5 non TC	3
Certificate II in Tourism	11	6	5
White Card	62 12 non TC	62 12 non TC	
Totals	511 83 non TC	405 67 non TC	87 9 non TC
Completion rate Taminmin students only.	79%	Completion rate (all students)	79%
Certificate III students who gained NTCET	31		
TC Year 9	0	TC Year 10	353
TC Year 11	70	TC Year 12	5

Taminmin College Annual Performance Report to the School Community 2017

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

A number of year 9 Taminmin students accessed VET training through another provider to provide them with additional time to develop work readiness skills. In 2017 30 year 9 students participated in this program which was under the auspice of the Student Services Coordinator.

NTCET Data

	2011	2012	2013	2014	2015	2016	2017
NTCET(NTCE) completion rate	92%	93%	97%	100%	98%	95%	94%
Number of NTCET recipients	97	87	113	108	89	81	96
Number of Indigenous NTCET recipients	8	11	16	8	5	5	10

Our top 6 NTCET students



Sian Wright
96.45



Ayla Thorbjornsen
94.50



Maili Clarke
92.70



Zoe Smith
92.70



Jessica Opitz
91.90

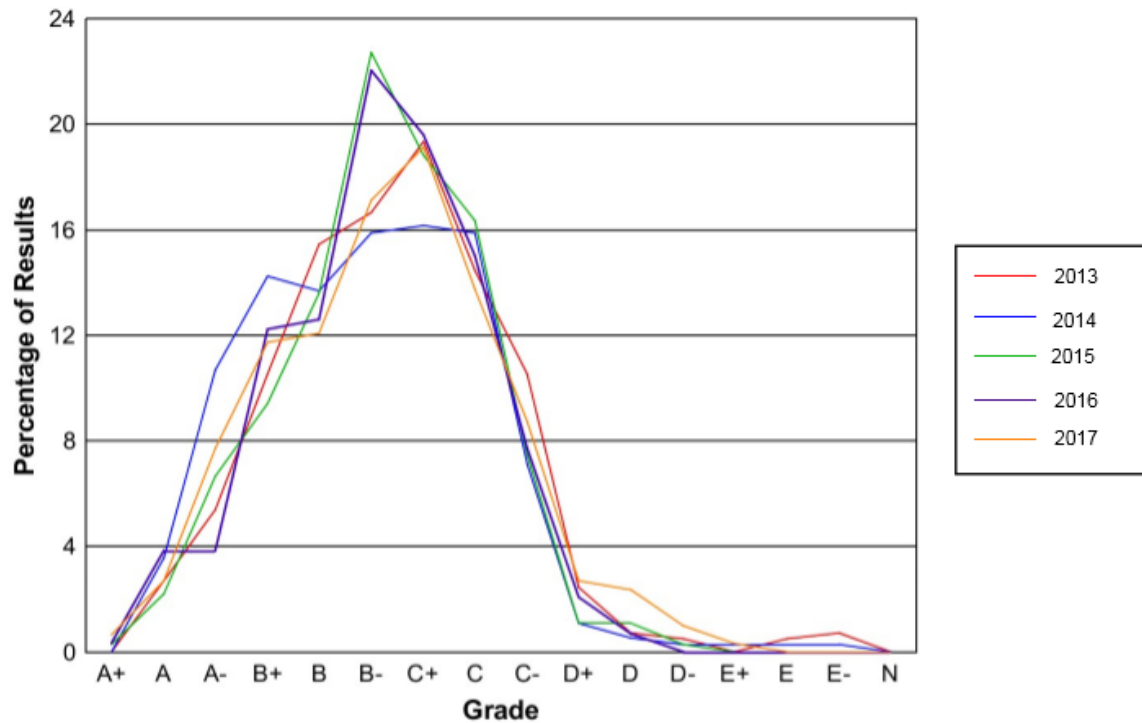


Samara Carroll
90.45

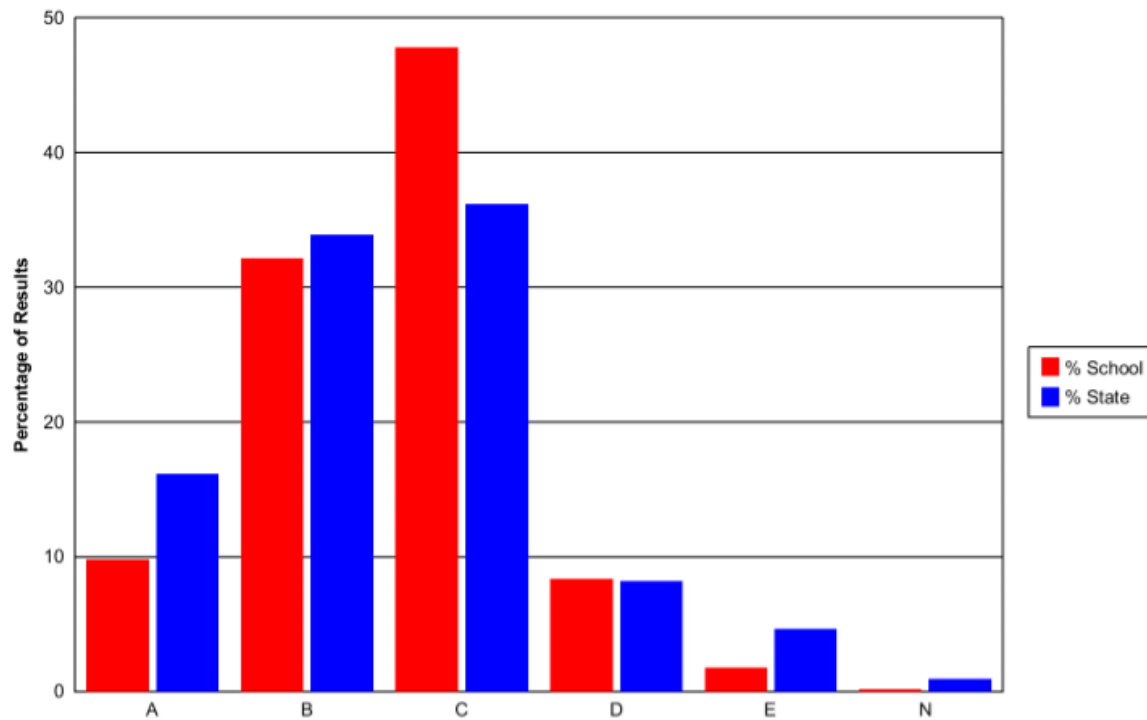
A key piece of work during 2017 was the blending of Cert III Business into an academic pathway. This involved a number of our top humanities students, and culminated in the study tour of China.

Taminmin College
Annual Performance Report to the School Community
2017
(Aligned to the Department of Education Strategic Plan 2016 – 2018)

Stage 2 School Subject Results - by Grade Distribution by Year



Stage 1 School Subject Results - by Grade Distribution



Taminmin College Annual Performance Report to the School Community 2017

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

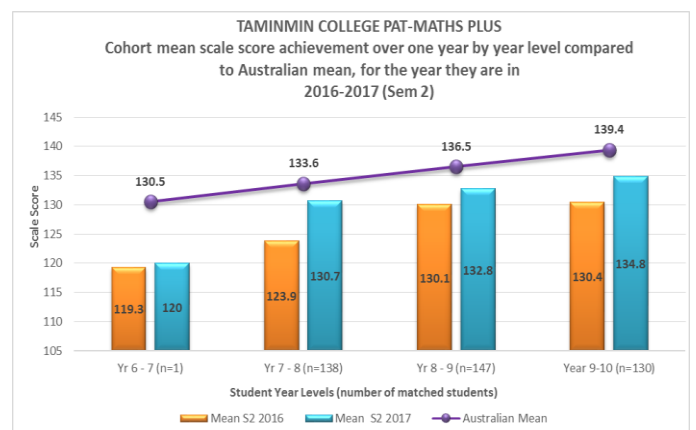
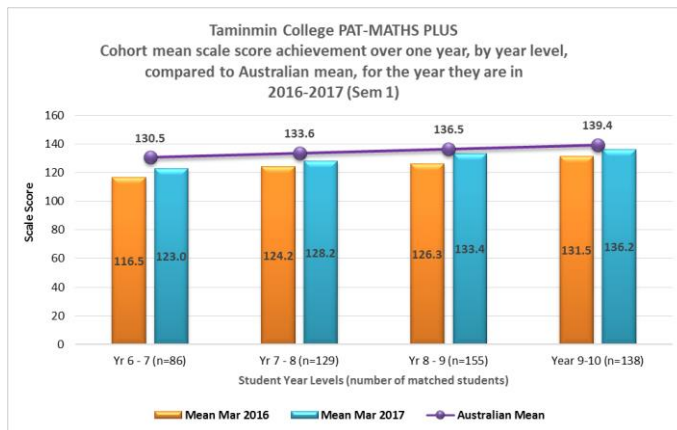
PAT DATA

Taminmin staff used the PAT data to inform teaching and learning of their students, and through the TEL program were able to use this to differentiate instruction in classes.

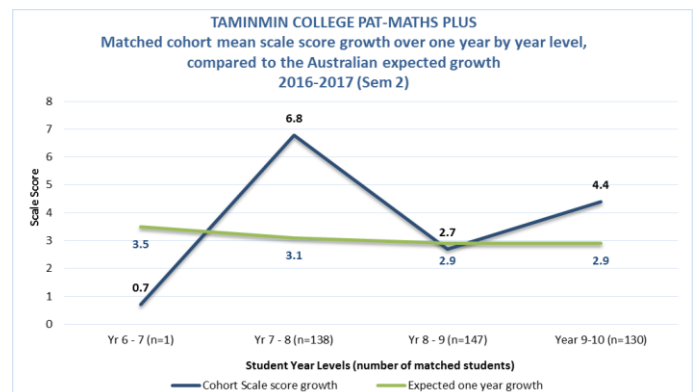
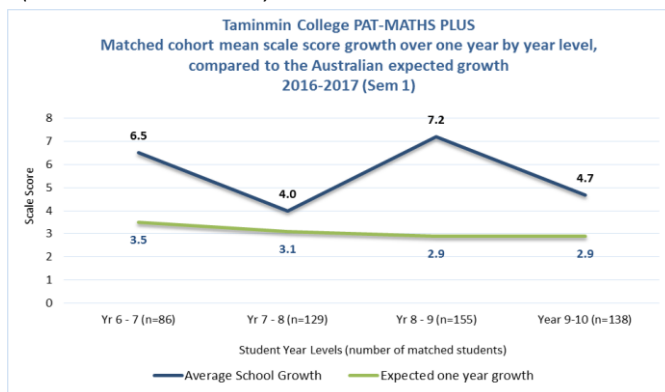
PAT-Maths Plus – Taminmin College

Data Source: ACER Online Assessment and Reporting

Average School Means, by year level as measured against the Australian Year Level Means for 2016-2017 (Semesters 1 and 2).

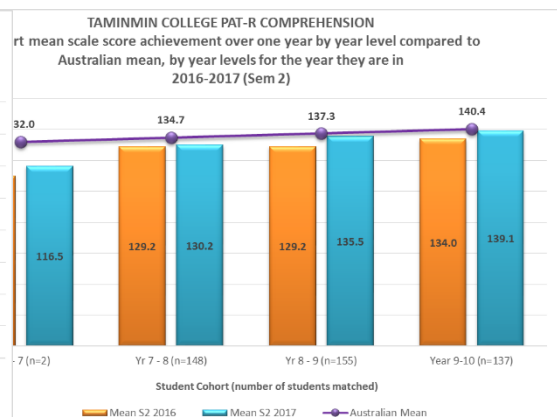
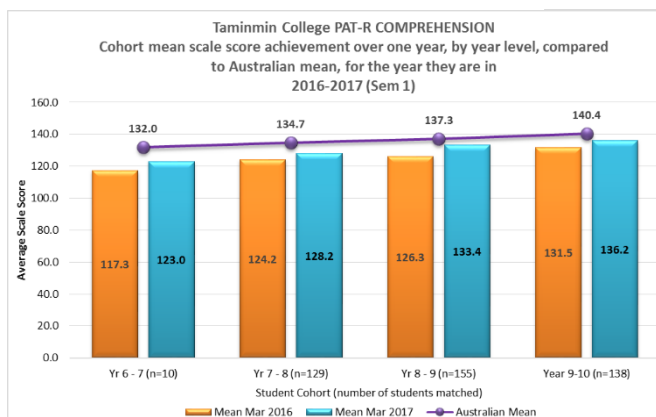


School Average scale score achievement growth by year level over time for 2016-2017 (Semesters 1 and 2).



PAT-R Comprehension – Taminmin College

Average School Means, by year level as measured against the Australian Year Level Means for 2016-2017 (Semesters 1 and 2).

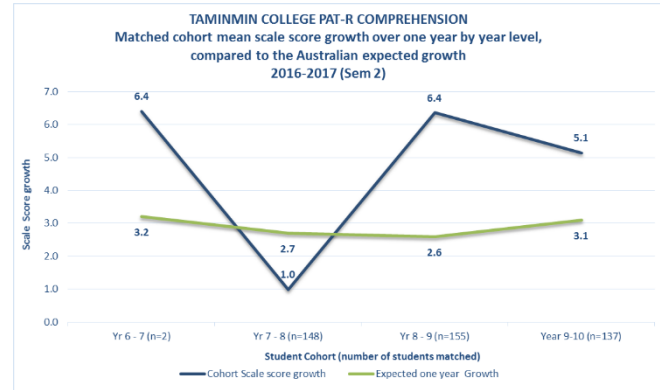
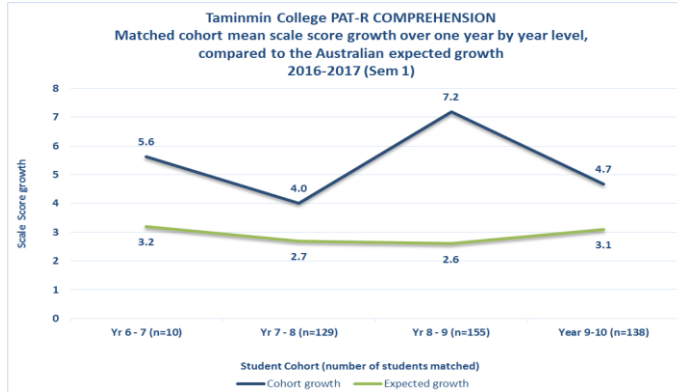


Taminmin College Annual Performance Report to the School Community 2017

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

PAT – R Comprehension (cont)

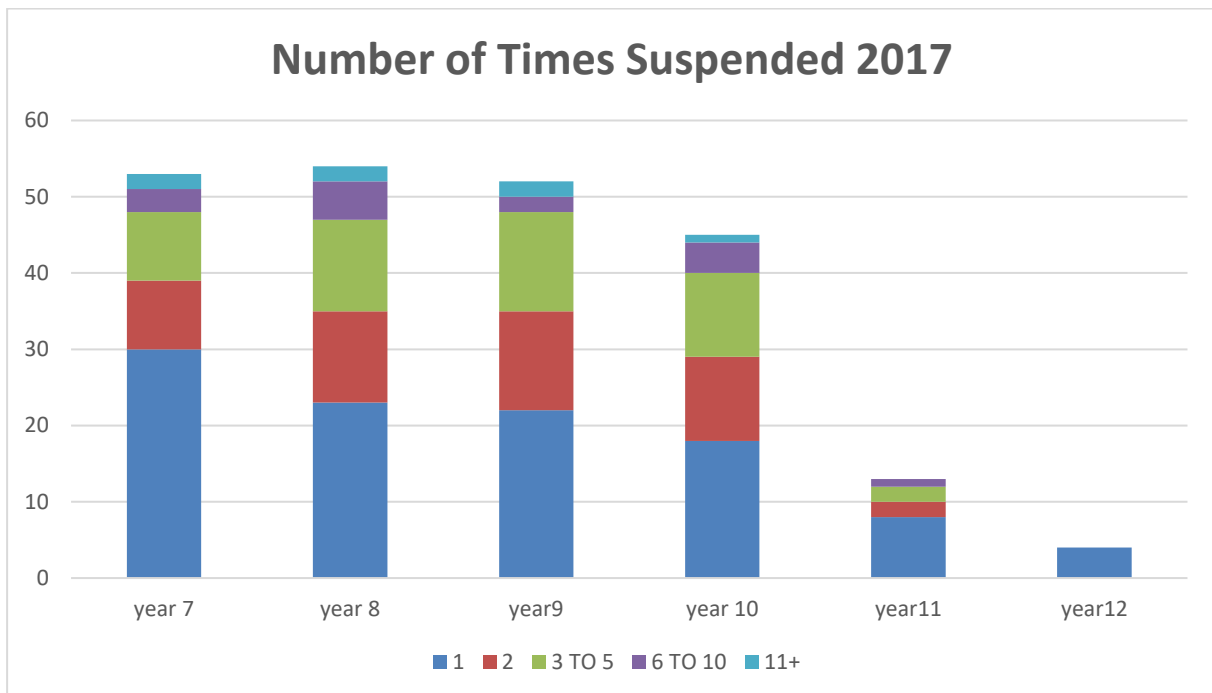
School Average scale score achievement growth by year level over time for 2016-2017
(Semesters 1 and 2).



Taminmin College matched cohort growth in PAT-READING COMPREHENSION Average scale score by year level, 2016 - 2017 (March)						
Current Year level	PAT-R No students	Mean Mar 2016	Mean Mar 2017	Cohort growth	Australian Mean	Expected one year growth
Yr 5 - 6 (n=)					127.0	4.3
Yr 6 - 7 (n=10)	10	117.3	123.0	5.6	130.5	3.5
Yr 7 - 8 (n=129)	129	124.2	128.2	4.0	133.6	3.1
Yr 8 - 9 (n=155)	155	126.3	133.4	7.2	136.5	2.9
Year 9-10 (n=138)	138	131.5	136.2	4.7	139.4	2.9
	432					

TAMINMIN COLLEGE matched cohort growth in PAT-READING COMPREHENSION Average scale score by Year Level, 2016 - 2017 (Sem 2)						
COHORT	No students	Mean S2 2016	Mean S2 2017	Cohort Scale score growth	Australian Mean	Expected one year Growth
Yr 6 - 7 (n=2)	2	110.1	116.5	6.4	132.0	3.2
Yr 7 - 8 (n=148)	148	129.2	130.2	1.0	134.7	2.7
Yr 8 - 9 (n=155)	155	129.2	135.5	6.4	137.3	2.6
Year 9-10 (n=137)	137	134.0	139.1	5.1	140.4	3.1
	442					

Suspension Data 2017



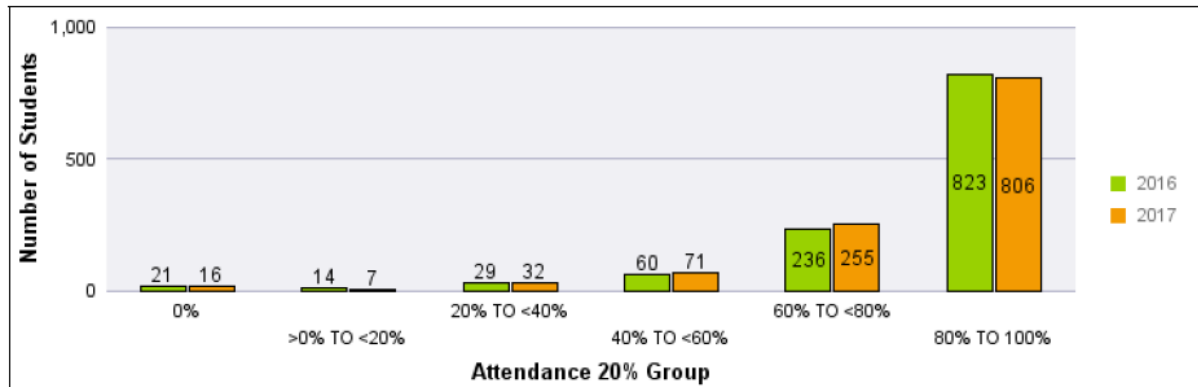
The SWPBS work that was undertaken has informed the actions around behaviour for 2018. This includes a focus on improving the engagement of teaching and learning and more targeted support for the students who have been suspended more than 6 times during the year.

Taminmin College
Annual Performance Report to the School Community
2017
(Aligned to the Department of Education Strategic Plan 2016 – 2018)

Attendance Data 2017

Number and Proportion of Students Attending by 20% decile

2016 to 2017



Attendance continues to be a challenge particularly in the area of 60% to 80%. This group of students will be targeted in 2018.

Special Education Centre

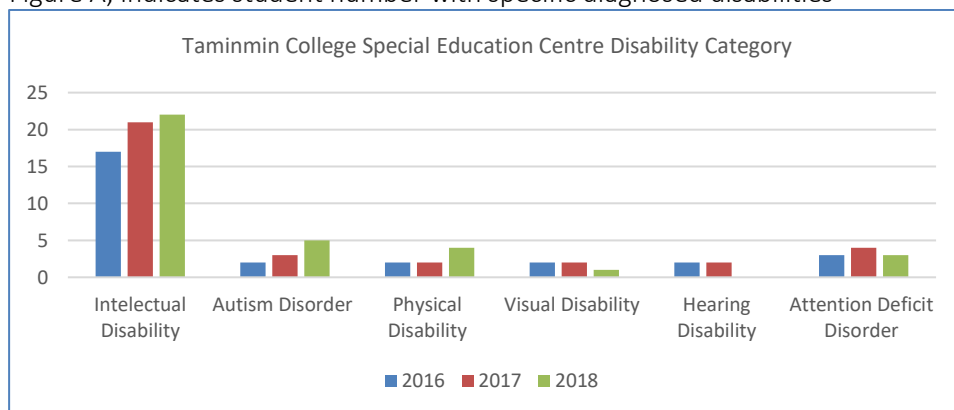
Taminmin College Special Education Centre (TSEC) is a highly functional, progressive, inclusive learning Centre that integrates highly adjusted curriculum and pedagogy, positive social and emotional learning and real world experiences that empower each student to achieve to the best of their ability. Taminmin College SEC caters for students with an Intellectual Disability (ID), multiple Disabilities and/or additional complex medical areas of need.

The Centre is in the Forming phase of specific data gathering and evaluation that support an educational improvement agenda with a focus on; explicit curriculum design and delivery for all year levels, student Wellbeing, engagement and achievement, staff expertise and pedagogical practices, and school-community partnerships. Special Education Support Officers are employed to support teachers in providing additional support mechanisms to all students.

Every student enrolled in the Centre must have a comprehensive Education or Transition Plan that details the level of educational intervention aligning to achievable individual goals. Many students will also have a health care or medical care plan. Eligibility criteria and verification processes ensure that the wellbeing and educational needs of every student are carefully considered and assessed.

All students have the opportunity to access and participate in mainstream year level electives, VETiS courses, Pre-vocational opportunities, and Work or Volunteer Experience placements. There is a significant emphasis on the level of development and involvement from all year 10 to year 12 students in the Northern Territory Certificate of Education and Training Modified (NTCET Modified).

Figure A; indicates student number with specific diagnosed disabilities



Taminmin College
Annual Performance Report to the School Community
2017
(Aligned to the Department of Education Strategic Plan 2016 – 2018)

Figure B; illustrates Co-aligning additional Needs

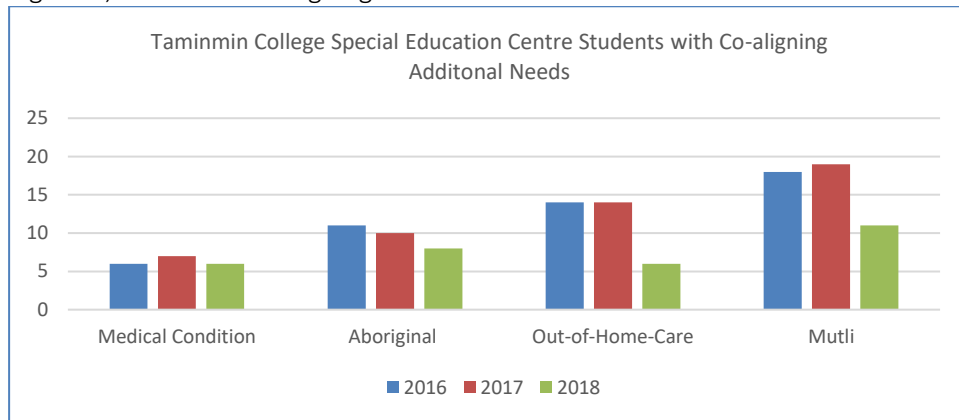
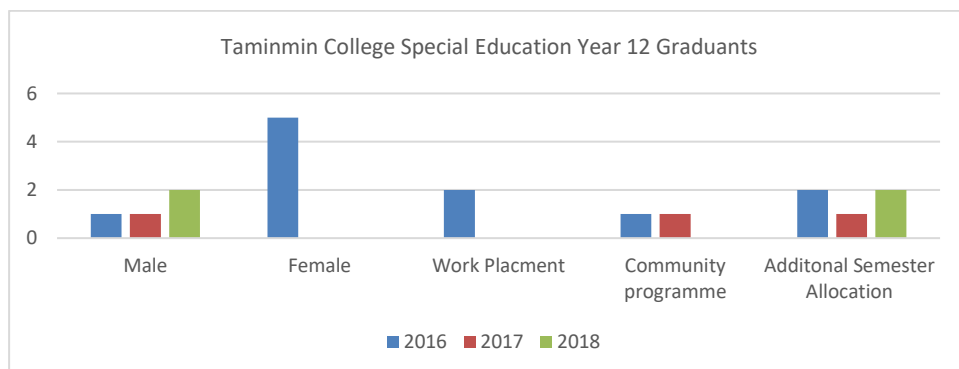


Figure C; illustrates Graduating Year 12 students Post School indicators



Goal 3 – Quality leaders, quality educators

A focus for Taminmin in 2017 was developing the capacity of leaders. The CSI processes were particularly important to develop skills in data analysis and strategic intent, and were a key focus of the work undertaken during the year. The identification and support of teaching staff with leadership capabilities was a key component in developing leadership capacity across the school.

Building a quality workforce continues to be a key component of our work at Taminmin. To this end we have continued to recruit Teach for Australia (TFA) Associates who add a passion for improving student outcomes. During 2017 we had six TFA Associates, and three graduates.

The school had to employ recruitment agencies to source staff during the year. This has been a costly process to the school budget.

Daniel Townsend was named the NT Secondary Teacher for the year in 2017. His contribution over a short time to the performing arts music programs has been nothing short of spectacular.

Carmel LeLay was accredited with HALT status during the year. Her contribution to the work of the school has been significant with her passion for research and study in the area of special needs, pedagogy and positive psychology.

Professional learning at Pupil Free days was focused around the CSI journey that was our priority.

A number of study tours were undertaken to further develop the work around the high achiever, inquiry based learning and STEM curriculum.

In 2018 the programs will be consolidated and a targeted focus will be on the instructional leadership capabilities for all staff. The introduction of Professional Learning Communities will increase the amount of collaboration amongst staff. Staff will be using the Dylan Wiliam *Assessment for Learning* program to increase collaboration with a student outcome focus. This program focuses on teachers working together to develop assessment skills and compliments the work that has been undertaken with the Visible Learning approach to date.

Goal 4 – Coherent and capable organisation

The College has had a magnificent Board to work with in the first years of the Independent Public School journey. This was evident when the School Review gave this area many outstanding ratings.

At the 2017 AGM the School Council became a School Board with 10 members. These are 5 parents, 2 staff members, 1 principal and 2 invited members. The Business Manager was a non-voting participant and took on the role of Treasurer. The three sub committees of; infrastructure, finance and student advisory commenced meeting to inform the board.

The CSI work provided a clear, rigorous blueprint for the development of the four year Strategic Improvement Plan documenting the vision and actions for the school over the next four years in the areas of curriculum, instruction, assessment and environment. At the end of the year the school had a new mission, a core purpose, and a vision for the four CSI key areas.



TAMINMIN COLLEGE

Inspiring Learning. Empowering Futures.
EDUCATION FOR life.

Core Purpose: To nurture, inspire, and prepare young people to REACH for possibilities and seize opportunities that enable them to positively contribute to their community, society, and the world.

REACH VALUES

Respect **E**ffort towards Excellence **A**chieve your Goals **C**aring Community **H**onesty

Vision

Curriculum

How we work with and utilise the curriculum to plan meaningful programs that engage learners.
The curriculum is purposeful, differentiated and collaboratively planned for real world learning.

Instruction

How do we teach the curriculum in a way that makes it accessible and maximises student learning and wellbeing outcomes.
Instruction is based on best practice approaches that engage and enhance learning for all students.

Assessment

How we monitor and assess learning for and with students.
Teachers use authentic, relevant practices to develop assessment capable students and to drive further learning opportunities.

Environment

The environment we create to facilitate effective learning.
Inclusive and engaging learning environments are created through respectful and positive relationships which cultivate a sense of belonging and promote effective learning.

The CSI School Data profile is a substantial document which includes the 'story of Taminmin' through rich data sets, and will be updated annually. I must acknowledge the wonderful work of our Assistant Principal Catherine Scott-Jones who led us on this journey.

The STEAM centre building commenced in second semester and it was an exciting time for the school to await in anticipation of the wonderful opportunity we have with this world class facility. Thanks to the Business Manager Leanne Thackeray and her staff for the extra work that this project entailed. This commitment led to the project

Taminmin College**Annual Performance Report to the School Community****2017***(Aligned to the Department of Education Strategic Plan 2016 – 2018)*

being finished in time for the start of the 2018 school year. The next stage of infrastructure development is the refurbishment of Block 1, which includes the arts, digital media, home economics and science classrooms.

The 2018 SIP and ASIP were developed from the data from the CSI work and this work will continue to inform our direction along with the DoE Strategic plan into the future. .

Goal 5 – Working together

Key work at Taminmin is 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. The College was rocked by a number of student and parent deaths in the community which impacted heavily on the Taminmin community.

Wellbeing Team

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 and Health Promoting School Nurse. Furthermore the school provides a year level coordinator at each year level, a careers counsellor and a student services coordinator. In addition the Special Education Centre supports young people who meet the criteria for this level of support.

Flexible Learning Centre

This continued to develop to meet the needs of at-risk learners through providing a number of targeted programs. This space continues to be driven by research based practices and aims to work on the skills required by the young person to successfully engage fully in the classroom.

Compass

The Compass App was utilised to record student behaviour and to ensure that the SWPBS processes such as the Responsible Thinking Centre and Senior on Duty support processes are utilised to improve student engagement. The number of students suspended decreased in 2017.

Young Scholars

This program which targets year 5 and 6 students in our feeder schools has grown astronomically and is in high demand. 2017 saw another successful year with over 100 students participating in the program. These students attend Taminmin for 3 days of enrichment each year and most are able to obtain a place in the Leading Learner high achiever program on entry to year 7.

Sister Schools

We were delighted to host the executives from our Chinese sister school in Anhui Province – No 7 High School. A group of Taminmin students reciprocated the visit in semester 2 when they participated in a study tour relating to their Cert III in business. In 2018 No 7 students will visit Taminmin. We will also be hosting the Kamitonda Junior High School students.

Exhibition Evenings

In 2017 we commenced showcasing student work at Exhibition Evenings. This was primarily taken up by high achiever classes, however by term 4 many mainstream classes were presenting their work. This saw a large number of parents and families have first hand contact with the learning outcomes of their children.

New Information Evening

In 2017 we trialled a new approach to information evenings for years 9, 10 and 11 (2018) students. This involved setting up the gymnasium with stands for each subject area highlighting subject pathways through senior years. This gave students and parents the opportunity to have meaningful conversations with teachers helping the students to understand the course requirements and their suitability for the course.

Rural Hub

In 2017 the Rural Hub consisting of Principals from our feeder schools participated together in two significant events. The first was the Freds Pass Show where we had a joint stall highlighting rural education. Each school had a banner made to show a united front. The second initiative was the Writers Picnic held at Taminmin in term 3. This involved all year 6 and 7 students as well as some Arnhem schools. Each school worked on providing a number of provocations and students were given journals to use for their writing. It was a wonderful day and will be enhanced and developed in 2018.

Rural Shows

The agricultural programs at the school including mainstream and VET classes participate in the rural shows. This continues to be a wonderful way to showcase the animal handling skills of students and to promote our programs. Our students received a number of positive accolades from members of the public who comment on their knowledge of the animals, their politeness and respectful manner.

Musical Performances

Students developed their instrumental and vocal music skills through the wonderful work of our music teacher Daniel Townsend. This enabled them to perform at assemblies, special events and in the community.

Sporting Events

The Taminmin teams performed exceptionally well in team sports with other schools and the PARR region.

Partnerships

In 2017 we met with Engineers Australia to develop awareness of Engineering career paths and opportunities.. Our students also had the opportunity to work with the Halikos company and undertake Work Experience in their Hotel H. Both these partnership will continue in 2018 as well as the continued partners we have amongst industry. As part of the CSI work a Partnership Plan is being developed.

In 2018 all the above programs will continue to be developed and consolidated.

NAPLAN

2016		Participating		Achieved NMS	
		No of Students	% of Students	No of Students	% of Students
Year 7	Reading	170	97%	148	87%
	Writing	171	98%	129	75%
	Spelling	171	98%	142	83%
	Grammar	171	98%	144	84%
	Numeracy	164	94%	150	91%
Year 9	Reading	165	89%	142	86%
	Writing	169	91%	97	57%
	Spelling	169	91%	121	72%
	Grammar	169	91%	126	75%
	Numeracy	166	89%	153	92%

Taminmin College
Annual Performance Report to the School Community
2017
(Aligned to the Department of Education Strategic Plan 2016 – 2018)

2017		Participating		Achieved NMS	
		No of Students	% of Students	No of Students	% of Students
Year 7	Reading	175	98%	150	86%
	Writing	174	97%	131	75%
	Spelling	177	99%	151	85%
	Grammar	177	99%	143	81%
	Numeracy	170	95%	157	92%
Year 9	Reading	183	88%	146	80%
	Writing	190	92%	94	49%
	Spelling	188	91%	146	78%
	Grammar	188	91%	138	73%
	Numeracy	183	88%	172	94%

Taminmin College
Annual Performance Report to the School Community
2017
(Aligned to the Department of Education Strategic Plan 2016 – 2018)

2016		Below NMS		At NMS		Above NMS	
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 7	Reading	22	13	54	32	94	55
	Writing	42	25	48	28	81	47
	Spelling	29	17	43	25	99	58
	Grammar	27	16	57	33	87	51
	Numeracy	14	9	46	28	104	63
Year 9	Reading	23	14	52	32	90	55
	Writing	72	43	28	17	69	41
	Spelling	48	28	44	26	77	46
	Grammar	43	25	43	25	83	49
	Numeracy	13	8	59	36	94	57

Taminmin College
Annual Performance Report to the School Community
2017
(Aligned to the Department of Education Strategic Plan 2016 – 2018)

2017		Below NMS		At NMS		Above NMS	
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 7	Reading	25	14	40	23	110	63
	Writing	43	25	57	33	74	43
	Spelling	26	15	41	23	110	62
	Grammar	34	19	34	19	109	62
	Numeracy	13	8	42	25	115	68
Year 9	Reading	37	20	53	29	93	51
	Writing	96	51	35	18	59	31
	Spelling	42	22	51	27	95	51
	Grammar	50	27	49	26	89	47
	Numeracy	11	6	67	37	105	57

Student Enrolment, Attendance and Learning

Year Level	Previous Year				Reporting Year			
	Aboriginal		All		Aboriginal		All	
	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance
7	40	84.8%	175	88.7%	33	85.4%	172	88.5%
8	38	78.4%	199	85%	43	79.3%	190	84.4%
9	32	79.3%	186	82.7%	39	77.8%	203	83.9%
10	30	72.1%	199	82.6%	41	70.5%	200	80.6%
11	32	81.4%	180	83.3%	24	78.5%	169	84.7%
12	14	83.8%	97	86.7%	23	87%	130	85%
ALL	187	79.8%	1037	84.6%	202	78.9%	1064	84.4%

Senior Secondary Outcomes [include where applicable]	Percentage
Students in Year 12 undertaking vocational or trade training	36%
Students in Year 12 attaining a Year 12 certificate or equivalent VET qualification	94%

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.

Taminmin College
Annual Performance Report to the School Community
2017
(Aligned to the Department of Education Strategic Plan 2016 – 2018)

Student Destinations	University	VET	Apprenticeship/ Traineeship	Employment	Other
Year 10			1	3	4
Year 11			15	13	5
Year 12	20		27	55	34

School Survey Results

PARENTS	I feel welcome at my children's school	My children are safe at school	My children are cared for during school	My children are cared for before and after school	I am informed about my children's progress at school	The school responds to my concerns in a timely manner	I know what my children's teachers expect of my child	My children know what his/her teachers expect of him/her	I have a positive relationship with my children's teachers	I have a positive relationship with support staff at school	I received the support I needed when my children began at this school
TOTAL (N=182)	4.06	3.87	3.96	3.58	3.71	3.75	3.62	3.86	3.73	3.72	3.84
All cultural groups are made to feel welcome at the school	The school provides an adequate calendar of school activities	The school clearly communicates how parent volunteers can help	Parent volunteers are made to feel appreciated	Members of the school council are representative of the student groups in the school	Parent feedback is considered in school decision-making	Community feedback is considered in school decision-making	I know the school's improvement goals	I respect the school's teachers	I respect the school's leadership team	The school succeeds at preparing its students for further training	The school succeeds at preparing its students for lifelong learning
3.72	3.68	3.10	3.31	3.28	3.35	3.32	3.15	4.19	3.98	3.77	3.80
Students are treated fairly by the teachers	Students are treated fairly by school leaders	Students are treated fairly by other students	The school meets the social needs of the students	The school meets the academic needs of the students	The school expects quality work of its students	The school's assessment practices are fair	Overall, the school performs well academically	There is adequate recognition of student successes	Teachers help me know how to support my children's learning at home	I support my children's school learning at home	Overall, the school is well respected
3.62	3.66	3.12	3.63	3.82	3.91	3.76	3.76	3.75	3.36	4.13	3.74
I have a clear understanding of the values that guide the school	The school's values are important to me	Different cultural groups are respected across the school	Indigenous cultural values are promoted positively in the school	Indigenous cultural ways of doing things are respected at school	Indigenous cultural knowledge is valued in school	It is important that this school provide an education that supports students from all cultural groups	I would recommend this school to other families	The school provides adequate information to students about university education options after graduation	The school provides adequate information about vocational education and training options	The school succeeds at preparing its students to transition from school to work	
3.64	4.03	3.69	3.61	3.61	3.60	4.17	4.08	3.70	3.88	3.79	

Taminmin College
Annual Performance Report to the School Community
2017
(Aligned to the Department of Education Strategic Plan 2016 – 2018)

STUDENTS	I feel safe at this school	I feel like I belong at this school	I have opportunities to choose my own work at school	Teachers encourage me to assess the quality of my own work	This school is preparing me well for what I want to do in the future	My teachers treat me fairly	My school leaders treat me fairly	Other students at this school treat me fairly	The work at this school is challenging	The work at this school is interesting	I feel successful at school	This school is fun
TOTAL (N=574)	3.42	3.26	3.23	3.50	3.31	3.46	3.36	3.11	3.30	3.05	3.30	3.18
I like this school	This is a good school	I like the students at this school	Students at this school like me	I like to learn	Doing well in school makes me feel good about myself	I am doing my best in school	Working hard at school helps me progress well in my school learning	Working hard at school will help me have a good future	Working hard at school helps me to contribute to my community	Participating in after school hours learning activities is important to me	Participating in Indigenous culture learning activities in school is important to me	Participating in Intercultural learning activities in school is important to me
3.37	3.43	3.12	3.15	3.41	3.71	3.64	3.64	3.87	3.24	2.66	2.76	2.89
Learning to read and write in my first language is important to me	Learning to read and write in an Indigenous language is important to me	Indigenous knowledge is valued in school	I know what the school's REACH values expect of me	I respect the school values	Indigenous cultural protocols(ways) are respected at school	Indigenous cultural values are important to me	I have a responsibility to model Indigenous cultural values for others	My teachers expect students to do their best	My teachers expect me to do my best	My teachers are understanding when students have personal problems	My teachers set high standards for learning in their classes	My teachers help me gain confidence in my ability to learn
3.65	2.69	3.13	3.71	3.67	3.29	3.23	3.06	3.96	3.99	3.28	3.68	3.45
My teachers know me well	My teachers care about me	My teachers make learning fun	My teachers are excited about what they teach	My teachers give me help when I need it	My teachers respect me	My teachers listen to me	My teachers give me useful feedback on my work	My teachers explain what I need to learn	My teachers support me in my learning	In my classes time is spent; listening to the teacher talk	In my classes time is spent; participating in whole class discussions	In my classes time is spent; working collaboratively in groups
3.17	3.31	3.13	3.26	3.49	3.50	3.39	3.50	3.58	3.52	3.59	3.29	3.28
In my classes time is spent; answering questions from a book or worksheet	In my classes time is spent; participating in hands on learning activities	In my classes time is spent; working on set assessment tasks	In my classes time is spent; doing work that I find important	In my classes time is spent; using technology as a part of learning	I learn well when the teachers explain really well what we need to learn	I learn well when We have class discussions about our learning	I learn well when I work in a collaborative learning group	I learn well when I am working by myself	I learn well when	I learn well when we are participating in hands on learning activities	I learn well when I am working on set assessment tasks	I learn well when I am interested in what I am learning
3.59	3.26	3.63	3.36	3.44	3.76	3.47	3.35	3.52	3.28	3.54	3.49	3.59
I learn well when I use technology as a part of learning	I learn well when I plan my own learning goals	I learn well when I know what I am supposed to be learning	I learn well when I check my progress to reach my learning goals	I learn well when I feel welcome at school	I learn well when I have a positive relationship with my teachers	I learn well when The teachers are organised	I learn well when Our classroom environments enable us to learn	I learn well when My family supports me in my schooling	I am ready in reference to my ability to; read	I am ready in reference to my ability to; write	I am ready in reference to my ability to; apply maths skills	I am ready in reference to my ability to; research information
3.48	3.26	3.61	3.24	3.39	3.50	3.50	3.36	3.75	3.96	3.91	3.79	3.93
I am ready in reference to my ability to; think critically	I am ready in reference to my ability to; be creative	I am ready in reference to my ability to; communicate positively with others	I am ready in reference to my ability to; use technologies	I am ready in reference to my ability to; learn on my own outside of a classroom	I am ready in reference to my ability to; work with others	I am ready in reference to my ability to; work effectively in cross cultural environments	I am ready in reference to my ability to; confidently explore new learning experiences	I am ready in reference to my ability to; problem solve	I am ready in reference to my ability to; take responsibility for my own learning	I am ready in reference to my ability to; be innovative	I am ready in reference to my ability to; manage my time effectively	I am ready in reference to my ability to; commit to tasks
3.83	3.88	3.87	3.89	3.90	3.86	3.68	3.81	3.83	3.85	3.71	3.71	3.82

Taminmin College

Annual Performance Report to the School Community

2017

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

	I feel:							I work with people who:						
STAFF	like I belong at this school	that other staff care about me	that learning can be fun	that learning is fun at this school	recognised for good work	intrinsically rewarded for doing my job well	clear about what my job is at this school	clear about what my job is at this school	treat me with respect	listen if I have ideas about doing things better	collaborate to improve pedagogy across the school	who trust each other	believe all children can learn	believe they are change agents in whole school improvement
TOTAL (N=125)	3.66	3.70	4.09	3.40	3.23	3.45	3.73	3.18	3.89	3.62	3.31	3.35	3.82	3.33
My leaders:									I have the opportunity to					
treat me with respect	are effective instructional leaders	facilitate communication effectively	support me in my work with students	support me in my work with teams	support shared decision making	collaborate on student learning	allow me to be an effective instructional leader	are effective in helping us reach our vision	develop my skills	think for myself, not just carry out instructions	working at this school	seeing the results of my work with students	seeing school improvements making a difference for learners	
3.73	3.56	3.24	3.51	3.45	3.41	3.42	3.52	3.44	3.77	3.87	3.62	4.08	3.91	
I believe:														
every student can learn	the instructional program at this school is challenging	this school provides an atmosphere where every student can succeed	quality work is expected of all students at this school	quality work is expected of me	quality work is expected of all the adults working at this school	this school is respected in the community	this school is respected in the region	I can improve my effectiveness by using technology with students	I can improve my effectiveness by using technology to collaborate with others	in the school's mission	the school's mission guides what I am asked to do in my job	the school's mission guides what I am asked to do in my extracurricular responsibilities	I have a responsibility to model values that are consistent with the school's mission	
4.34	3.50	3.19	2.88	3.94	3.54	3.33	3.26	3.60	3.70	3.69	3.48	3.32	3.98	
I believe:														
the school mission guides the programs at our school	school leaders guide the work of the school in accordance with the school's mission	teachers guide the work of the school in accordance with the school's mission	we have a vision that will realise our mission	the vision for this school is clear	the vision for this school is shared	we have an action plan that will enable us to reach our vision	members of the school board are representative of the student groups in the school	members of our school community are involved in school decision-making	parent feedback is considered in school decision-making	community feedback is considered in school decision-making	it is important that the school respects all cultural groups	respect for all cultural groups is reflected in the daily operation of our school	Indigenous culture is promoted positively within the school	
3.38	3.40	3.31	3.19	3.06	3.10	3.16	3.19	3.36	3.38	3.31	4.06	3.50	3.70	
I believe:						I work effectively with:								
engaging in Indigenous cultural ways within the school is important	the Indigenous cultural ways that take place within school are genuine	it is important to communicate often with parents	I communicate with parents often about their child's progress	I communicate with parents often about class activities	My communication with parents is effective	special education students	English as Additional Language (EAL/D) students	ethnically diverse students	Australian Indigenous students	low-achieving students	high-achieving students	students with challenging behaviours		
3.91	3.62	4.06	3.53	3.16	3.61	3.53	3.51	3.78	3.76	3.76	3.72	3.59		

Taminmin College
Annual Performance Report to the School Community
2017
(Aligned to the Department of Education Strategic Plan 2016 – 2018)

Staff Perception Survey continued

Enthusiasm for the educational process is high on the part of:						Items for QUALIFIED teaching staff only:								
teaching staff	students	leadership team	admin/support staff	school board	family members	the leaders within the community the school is a part of	Student outcomes for my class(es) are clear to me	Student outcomes for my class(es) are clear to my students	Teachers in this school collaborate to make student learning consistent across grades/cohorts	I know the achievement/performance standards	I teach to the achievement/performance standards	I assess using the achievement/performance standards	Learning is fun in my classroom	I love to teach
3.52	2.90	3.65	3.53	3.59	3.23	3.42	3.81	3.63	3.25	3.90	3.82	3.82	3.64	4.05
I believe student achievement can increase through:														
students feeling welcome at school	experiential (active) learning approaches	differentiating instruction	using English as an Additional Language (EAL/D) Pedagogies	explicitly teaching literacy within all learning areas	effective professional learning related to our vision	Integrating learning across different learning areas	the use of Inquiry learning	developing students general capabilities	teaching to achievement standards	teachers modelling learning requirements	instruction using varied technologies	teachers modelling the use of technology	providing a safe environment	
4.21	4.14	4.08	3.84	3.97	3.82	3.95	3.85	3.98	3.59	4.00	3.89	3.85	4.29	
I believe student achievement can increase through:														
close personal relationships between students and teachers	a strong partnership with the wider community	instructing to student learning styles	effective parent involvement	using ongoing student assessments related to achievement standards	developing assessment capable learners	teacher use of student achievement data	co-operative learning activities	valuing students cultural backgrounds	EAL/D students using first language to unpack new concepts	high expectations	well-managed classrooms	feedback-feedforward	using Learning Intentions – Success Criteria	
3.99	3.87	3.95	3.96	3.74	3.69	3.72	3.93	3.98	3.66	4.03	4.21	4.01	3.69	

Taminmin College

Annual Performance Report to the School Community

2017

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

Audited Financial Statements

TAMINMIN COLLEGE COUNCIL INCORPORATED
ANNUAL FINANCIAL STATEMENTS
for the year ending 31 December 2016

SUSANNE LEE & ASSOCIATES PTY LTD

CERTIFIED PRACTISING ACCOUNTANTS

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TAMINMIN COLLEGE COUNCIL INCORPORATED
FINANCIAL REPORT
YEAR ENDED 31st December 2016

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

TAMINMIN COLLEGE COUNCIL INCORPORATED

**FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2016**

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 2016.

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.

Beverley Klatai

Chairperson

Dated: 30/1/17.

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 31/12/2016 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 2016 and its financial performance for the year then ended.



Susanne Lee FCPA
Director
12 January 2017

TAMINMIN COLLEGE COUNCIL INCORPORATED

Statement of Financial Position

December 2016

	This Year	Last Year
ASSETS		
Current Assets		
Cash at Bank		
NAB Main Account	\$23,321.78	\$28,292.78
Cash on Hand		
NAB Travellers Card	\$4,172.49	\$29.42
Petty Cash - Reception 1	\$100.00	\$100.00
Petty Cash-SEC Float	\$500.00	\$500.00
Petty Cash -Finance	\$100.00	\$100.00
Float - Student Reception	\$600.00	\$600.00
Petty Cash - Reception 2	\$100.00	\$100.00
Travel Advance	\$118.49	\$0.00
Total Cash on Hand	\$5,690.98	\$1,429.42
On Call or Short Term Deposits		
NAB Maximiser Cash Management	\$2,028,550.42	\$1,413,274.14
Prepayments		
Prepaid Expenses	\$3,593.09	\$3,706.38
Inventories		
Stock on Hand - Uniforms	\$64,074.00	\$69,015.00
Stock on Hand - Book Packs	\$12,438.00	\$11,367.00
Stock-Calculators & Stationery	\$7,969.84	\$9,059.30
Total Inventories	\$84,481.84	\$89,441.30
Total Current Assets	\$2,145,638.11	\$1,536,144.02
Non-Current Assets		
Plant & Equipment	\$1,000,800.89	\$942,721.03
Accumulated Depreciation	-\$796,524.85	-\$721,383.17
Total Plant and Equipment	\$204,276.04	\$221,337.86
Total ASSETS	\$2,349,914.15	\$1,757,481.88

TAMINMIN COLLEGE COUNCIL INCORPORATED

Statement of Financial Position

December 2016

	This Year	Last Year
LIABILITIES		
Current Liabilities		
Deposits Held - 3rd Parties		
ASPIRE Scholarship	\$8,935.52	\$4,000.00
International Student Deposits	\$12,175.00	\$4,000.00
2009 Prepaid Text Book Deposit School	\$8,391.00	\$8,391.00
Clearing Account	\$1,498.15	\$488.55
Donations - clearing account	\$1,000.00	\$0.00
Community Access	\$3,009.92	\$679.65
Vietnam Veterans Scholarship	\$1,117.27	\$820.00
World Challenge	\$4,095.07	\$0.00
Dukes	\$10.00	\$0.00
Locker Hire Deposit	\$3,140.00	\$3,470.00
2010 Prepaid Txt Bk Deposit School	\$3,729.72	\$4,839.72
2011 Prepaid Txt Bk Deposit School	\$6,448.66	\$8,748.66
2012 Resource Scheme Deposit	\$9,688.15	\$12,888.15
2013 Resource Scheme Deposit	\$16,016.33	\$18,701.33
2014 Resource Scheme Deposit	\$13,895.00	\$16,895.00
2015 Resource Scheme Deposit	\$17,990.00	\$22,090.00
Taminmin Fishos	\$1,705.55	\$1,570.55
RATS	\$365.00	\$10,679.00
Staff Function	\$1,775.00	\$0.00
Total DEPOSITS HELD -3RD PARTIES	\$114,985.34	\$118,261.61
Deposits Held-NTG Schools		
NTOEC	\$1,473.19	\$580.14
Trade Creditors		
Trade Creditors	\$2,761.12	\$40,419.06
GST Liabilities		
GST Paid	-\$282.65	-\$1,139.91
Other Accrued Expenses		
Accrued Expenses	\$44,808.50	\$50,028.54
Provision for Audit	\$7,000.00	\$6,800.00
Total Other Accrued Expenses	\$51,808.50	\$56,828.54
Unearned Revenue		
Prepaid Revenue	\$0.00	\$500.00
Employee Entitlements		
Annual Leave Entitlement	\$39,981.07	\$28,152.61
Long Service Leave Entitlement	\$996.00	\$2,642.00
Paid Parental Leave	\$0.00	\$3,547.80
Total Employee Entitlements	\$40,977.07	\$34,342.41
Total Current Liabilities	\$211,722.57	\$249,791.85
Non-Current Liabilities		
Total Non-Current Liabilities	\$0.00	\$0.00
Total LIABILITIES	\$211,722.57	\$249,791.85
NET ASSETS	\$2,138,191.58	\$1,507,690.03
EQUITY		
Accumulated Funds	\$1,507,690.03	\$1,439,735.74
Surplus/Deficit Current Year	\$630,501.55	\$67,954.29
Total EQUITY	\$2,138,191.58	\$1,507,690.03

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

Income Statement January-December 2016

	This Year	Last Year
INCOME		
Grants and Subsidies		
Commonwealth Grants via DoE	\$375,314.94	\$20,500.00
Other Grants from DoE	\$3,982,233.20	\$3,205,127.01
Other Grants From NTG Departments	\$186,340.24	\$152,811.28
3rd Party Grants - External	\$34,903.47	\$5,312.99
Total Grants and Subsidies	\$4,578,791.85	\$3,383,751.28
Sale Of Goods and Services		
School Council Projects	\$437,724.58	\$454,551.36
Student Activities	\$102,897.18	\$135,356.79
Total Sale of Goods & Services	\$540,621.76	\$589,908.15
Interest Received		
Interest Received	\$27,853.85	\$37,841.84
Total INCOME	\$5,147,267.46	\$4,011,501.27
EXPENSES		
Employee Expenses		
Salaries & Related Expenses	\$1,737,548.47	\$1,402,694.36
Superannuation	\$158,932.51	\$132,115.35
Total Employee Expenses	\$1,896,480.98	\$1,534,809.71
Purchase of Goods & Services		
School General Expenses	\$526,416.45	\$477,861.25
Administrative Expenses	\$102,698.12	\$83,804.69
Motor Vehicle Expenses	\$84,781.52	\$56,370.29
Student Activities	\$205,717.79	\$325,421.01
Student Information Technology	\$116,510.77	\$59,075.24
Admin It And Communication	\$117,363.48	\$78,017.54
Curriculum	\$309,863.25	\$302,719.82
School Non-Core Activities	\$10,315.74	\$19,385.52
Payments to Other Government Schools/Departments	\$30,330.01	\$0.00
Total Purchase of Goods & Services	\$1,503,997.13	\$1,402,655.36
Repairs & Maintenance		
Urgent Minor Repairs	\$159,552.26	\$134,271.13
Non Urgent Minors	\$21,867.92	\$26,326.83
Total Repairs & Maintenance	\$181,420.18	\$160,597.96
Depreciation and Amortisation		
Depreciation and Amortisation	\$75,141.68	\$75,075.67
Property Management		
Essential Services	\$616,496.18	\$578,032.19
Cleaning	\$20,814.36	\$16,193.31
Grounds	\$15,761.60	\$5,711.23
Property Management Other	\$206,653.80	\$170,471.55
Total Property Expenses	\$859,725.94	\$770,408.28
Total EXPENSES	\$4,516,765.91	\$3,943,546.98
Net PROFIT/(LOSS)	\$630,501.55	\$67,954.29

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 2016

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.