

Guide to School Annual Performance Report

The department's Accountability and Performance Improvement Framework promotes a culture of evidence-based decision making to drive improvement. The annual school reporting process provides school communities with information on the school's performance against the strategic plan's five goals. The report provides schools with an opportunity to show case the work being undertaken to support student outcomes. However, there are also a number of national legislative reporting requirements outlined below.

- Schools must publish an annual performance report by end of Term 1 each year.
- School Council and Regional Directors are responsible for endorsing the information contained within the report.
- Under the Australian Education Regulation 2013 it is a requirement that schools report on the following information:
 - contextual information about the school, including the characteristics of the student cohort
 - teacher standards and qualifications including early childhood qualified preschool teachers, highly accomplished and lead teachers
 - workforce composition, including Aboriginal and Torres Strait Islander composition
 - student attendance:
 - (i) rates for each year level and whole school
 - (ii) a description of how non-attendance is managed by the school.
 - student results in NAPLAN where applicable
 - senior secondary outcomes where applicable:
 - (i) percentage of students in Year 12 undertaking VET, school based apprenticeships, and traineeships
 - (iii) percentage of students attaining a Year 12 certificate or equivalent VET qualification
 - post school destinations
 - parent, student and teacher satisfaction with the school, including (if applicable) data collected using the National School Opinion Survey
 - school income broken down by funding source.

To support schools with reporting, data reports are available in the [Business Intelligence Centre](#):

- report number **16031** provides data in relation to student enrolment, attendance and NAPLAN
- report number **16040** provides data for the priority area of **Engage**: increase the number of students attending more than 80% (applies to preschool to Year 12)
- report number **16401** provides data for the priority area of **Engage**: increase the retention of students in Years 10 to 12
- report number **16043** provides data for the priority area of **Grow**: improve students' two year gain in NAPLAN writing in Years 5, 7 and 9 (applies to Transition to Year 9)

(Reports can be found in the [Business Intelligence Centre](#), 'Business Objects' reporting tool, in the 'Annual School Planning' folder – report number 16031 can be found in the 'Reporting' subfolder and report numbers 16040, 16401 and 16043 can be found in the 'Planning' subfolder).

For data in relation to the priority area of **Engage**: increase the participation of children enrolled in FaFT, requests can be made through stats.det@nt.gov.au

For data in relation to the priority area of **Achieve**: Increase the number of Year 12 completions, requests can be made through NTCertification.DET@nt.gov.au.

If you require further assistance, please contact the Reporting Team on 8901 1388 or via email stats.det@nt.gov.au.

All information provided must be de-identified to maintain the privacy of students and staff. Where there are low student numbers and there is a risk of individual students being identified within the report, the reporting of relative achievement levels of those student cohorts will be removed prior to publishing online.

Any priority areas that are not applicable can be deleted and additional priority areas can be added as applicable.

The school council/board will endorse the information contained in the School Annual Performance Report. School Annual Performance Reports are to be submitted to the Senior Director School Improvement and Leadership by the end of Term 1 each year. School Annual Performance Reports are published on the department's [website](#) and schools are encouraged to include the report on their school website (where relevant) and to advise the school community (for example via the school newsletter) of how to access the annual report. Where a parent is unable to access the report via the internet and has requested the report, schools must make arrangements to provide the information to the parent.

Taminmin College

Annual Performance Report to the School Community

2018



TAMINMIN COLLEGE

Inspiring Learning. Empowering Futures.

EDUCATION FOR *life.*

School Overview

Our School

Taminmin College commenced operation in January 1983. It is part of the Arnhem and Palmerston rural region. Located in Challoner Circuit Humpty Doo, the school is the only comprehensive high school for Darwin's expansive rural area. The school's mission is; Inspiring learning. Empowering Futures. Education for Life. The Core Purpose is; 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. The school values are from the acronym REACH; Respect, Effort towards excellence, Achieve your goals, Caring community and Honesty. .

Our Staff

In 2018 Taminmin's staff consisted of one principal, 5 Assistant Principals, 11 senior teachers and 68 teachers. Three staff identified as Indigenous. Staff attendance was 93.4% for the year.

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 2018 enrolments averaged 1091 students. Of these 19% were identified as Indigenous. There are currently 11% of the student population identified as English as Additional Learner. Student turnover for the year was xx%. Attendance averaged at 84.1%. 46% of students are in the bottom quarter of the socio-education advantage index, with only 4% in the top quarter. 79% of potential students from our feeder schools enrolled at Taminmin in 2018, a 1% increase from the previous year. 37.8% of students are identified in the NCCD database.

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 on engagement strategies.

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/placements

Principal's Report

2018 has been another busy and rewarding year at Taminmin College. Our Annual School Improvement Plan focused on the key areas of Curriculum, Instruction, Assessment and Environment using the extensive data sets from the Continuous School Improvement (CSI) journey in 2017. The four areas of School Improvement drove the Annual Strategic plan.

The year began with the greatly anticipated opening of the double storey STEAM Centre which has proven to be a modern world-class facility for all students to learn. During the year Block 1 was totally refurbished giving a spacious visual arts area, a new multi-media class room, a modern staff room, a new modernised home economics centre and refurbished science classrooms. In addition there are two new outdoor learning areas all connected to the STEAM Centre.

The Agriculture students participated in the Freds Pass, Katherine and Darwin Shows gaining many accolades for their participation, skills and animal handling as well as 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 the Gold Coast was undertaken by Tourism students and Cert III Business students explored QLD universities. Students and staff visited Kamitonda Junior High School, and Kamitonda students and staff visited Taminmin in August. Taminmin launched a Girls Academy during 2018, which has had great success for our Aboriginal female students. The school developed a partnership with Engineers Australia, to increase the profile of engineers Aboriginal and female students. This extensive program involved 16 students participating in a rich, learning environment and being mentored by Engineers.

The Musical Rock of Ages was another fabulous experience and highlighted the ongoing development of the performing arts faculty with highly skilled performances from all involved.

The Rural Principal group worked together to promote Rural Public Education at Freds Pass Show, and then focused on writing skills with the Writers Big Day Out which was held at Taminmin.

Year 12 completions were pleasing with a 96% completion rate. Two male students achieved ATAR results above 90, and 7 female students received ATARs in the 80s. In 2016 there were 202 year 10 students and of those students over their senior years, 53 transitioned into a meaningful pathway through Work Ready program and 135 finished school at the end of year 12, a total of 188 students successfully either completing year 12 or moving into further work or training that is meaningful for them, approximately 93%. This does not take into account enrolments and transfers which at Taminmin fairly well balance each other out each year.

I have been at Taminmin for over 22 years, and have seen the growth and development of the school over the years. For the past 8 years I have been Principal and have been honoured to have this position I thank the staff, students and community for all their support over the years. I was very humbled by the lovely farewells that I received and will always remember the wonderful community that is Taminmin. We are so privileged to have a wonderful leadership team and committed

and capable staff and I am very confident that Acting Principal Lisa George will make a great impact on the school. – All the best Miriam McDonald Principal

Board Chair Report

TAMINMIN COLLEGE BOARD ANNUAL GENERAL MEETING 14 MARCH 2019 **CHAIRMAN'S REPORT**

Taminmin College Board has responsibility for good governance, which involves advisory, supervising and determining/development functions. The composition of the Board totals a maximum of ten (10), which must include 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 may also include 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 who will be able to assist it in the performance of its function by the giving of information or advice; or the MLA for the electoral division in which the school is located. The members of the Board in 2018 were Sandra White, Donna Hanrahan, Tabby Fudge, Faith Evans, Miriam McDonald, Rob McIntosh, Michele Sheahan, Tessa Czislawski, Brooke Burke and myself.

The Board has a governance framework, incorporating governance reference material, Member Duty Statement, Code of Conduct (which was updated in 2018) and Terms of Reference. There are three advisory Sub Committees – Finance, Infrastructure and Student.

The College Board is responsible for good governance and is focused strategically on setting a long term vision for the College. 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. This includes:

- 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 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.

2018 started magnificently with the official opening of the STEAM building by the then Minister for Education, the Hon Eva Lawler MLA. The major infrastructure project that followed and was completed in 2018 was the refurbishment of Block 1, which has provided additional home economics, art, digital media learning spaces, staffroom, outdoor shade linkages and science laboratories.

The Board also advocated strongly for a hard cover replacement over the basketball courts, following damage to the shade cloth in Cyclone Marcus. In December 2018 the Board was advised that a tender process would be commenced. I am delighted to advise that having followed up the status to provide advice to this AGM, I have received confirmation from the Department that the tender is nearly finalised and it is anticipated that the tender will be awarded in the next fortnight.

In 2018 the Board approved expenditure for a range of projects, including

- Electronic music equipment
- Aquaponics project near Block 10
- Tractor
- Forklift
- Funding for Year 10 and 11 students to attend 'Secrets', a stage production focussed on Ice addiction
- Upgrade to gym and stage lighting
- Block 12 upgrades
- Ecotoilet at Woodside Reserve
- Special Education Centre furniture

Taminmin College Board progressed a business case for future proofing of farm funding which received departmental approval; and lodged an objection to the NT Planning Commission in regard to a proposal for a public road through Woodside Reserve. Board members attended several meetings in regard to provision of library services to both the school community and the wider Litchfield municipality, which resulted in the Board entering into a Memorandum of Understanding with Litchfield Council for the provision of library services to both the school community and the wider Litchfield municipality. The Board continued to pursue the reinstatement of school based constable resources, working closely with our three local Members of the Legislative Assembly (MLAs) and the Council of Government School Organisation (COGSO). The Board was delighted with the reintroduction to Taminmin College of two Constables.

I also represented the Board in discussions with the Department of Education in regard to enrolment management and priority enrolment guidelines; the expansion of the COMPASS functionality; initiatives to support aspiring/newly promoted Principals through School Leadership Development; and with Territory Families and Worksafe.

In addition, Board members assisted with the supervision of students running the gates at the Freds Pass Show; participated on the 'Young Change Agents' judging panel; attended the launch of the Girls Academy; participated in the Principal's Review; attended the College Musical; the Ministerial launch of sySTEMic, a

partnership with Engineers Australia; attended World Teachers' Day events; attended the National finals of the Science and Engineering Challenge hosted at Taminmin College; participated in the Principal Selection panel; attended the COGSO AGM; the end of year Taminmin Awards Ceremony and the Girls Academy Awards Ceremony. The success of the Girls Academy has resulted in the Board continuing to pursue a Clontarf program for our indigenous males.

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. There is always much work they are doing behind the scenes to support Taminmin College, which is often unknown or unnoticed.

I would also like to thank my fellow Board members for volunteering their valuable time to improve educational outcomes over the past 12 months and the support they provide which enables me to convey that I speak with the authority and full confidence of the Board. I particularly wish to acknowledge the significant contribution of Tessa Cszlowski and Sandra White, who are not seeking re-election. Tessa's legal expertise has been a highly valued contribution to the Board over the past two years. Sandra has been a member of both the Board and the previous Council, including undertaking the important role of Secretary. Lastly, I would like to thank Principal Miriam McDonald for her educational leadership, integrity and lack of self-interest, not only in 2018 but over the past 22 years. The Board ensured Miriam's contribution to Taminmin College was celebrated on the occasion of her retirement. The progress that Miriam has overseen during her Principalship is exceptional and has resulted in increased diversity of programs; academic achievements; quality teachers; infrastructure improvements; student voice; financial security; and family and community engagement. Her leadership has provided all students the opportunity to be successful in whatever they want to be or want to go in life.

The good governance of the Board has again resulted in Taminmin College being in a better position that it was at the start of 2018 and evidences the importance of strong family and community partnerships.

Beverley Ratahi
Chairman
Taminmin College Board

Engage: Increase the number of students attending school more than 80 per cent
Instructional needs are met for all learners.

Deliverables;

Promote engagement in the learning process
Data is used to differentiate learning needs for students.

Actions;

Develop an attendance plan.
Research and trial new instructional approaches that will increase engagement in learning
Full use of Compass.
QAAC cycle embedded in staff practices.
Data used in PLCs.

Impact;

Attendance strategies were trialled rigorously by the year level coordinators. This has been a difficult area to achieve gains. Overall there has been a 2% decrease in the number of attending 80% or more. See graph for details

	80 to 100% 2017	80 to 100% 2018	60 to 80% 2017	60 to 80% 2018
Year 7	82	79	15	17
Year 8	68	66	20	21
Year 9	68	65	20	22
Year 10	54	63	28	24
Year 11	59	69	23	24
Year 12	66	61	24	21

The introduction of VET courses in year 10 could be a factor in the increase in attendance in that year level.

The sySTEMic Collaboration program partnership with Engineers Australia was also introduced at year 10 level. This involved 16 students and was a highly engaging experience with an impact on student enrolments in higher end Maths and Science subjects – information about the program is further in the report.

Girls Academy was also introduced, opening its doors in term 2 resulting in an increase in attendance and engagement of students in school. More details are below about the program.

Teachers used Compass more in 2018 as a communication strategy with parents and as a repository for learning artefacts. This will be further developed in 2019.

The QAAC cycle was used in faculties to stream line assessment tasks.

Data literacy was enhanced through the support given to staff around interpreting PAT data, and provided opportunities for student and teacher data talks.

Deliverables for 2019;

Engagement strategy plan to be developed to address attendance
Innovation and change professional learning group focused on 'engagement' as a problem of practice.

Professional learning and data coaching of all staff.

Engage: Girls Academy

The Girls Academy commenced in term 2 2018 and catered for 62 girls out of approximately 100 enrolled students with a huge success in engagement and attendance outcomes in such a short time. Average attendance rates for all students was 80.05% with teachers reporting an improved engagement of 27% of Girls Academy students since the program began and only a decline reported for 3 students.

The Girls Academy program aims to develop and empower Aboriginal girls to improve attendance, engagement, participation at school and to transition students effectively into relevant and meaningful post-school options. This is achieved by developing a culture of high expectations combined with the appropriate level of support, mentoring, leadership training and targeted programs/activities needed to help the girls realise their full potential. Students are encouraged and supported to set goals and work positively towards them to achieve successful school and post-school outcomes.

Taminmin Girls Academy has been developed through a strong partnership between Girls Academy and Taminmin College and with a local context in mind. Guidance is provided from the Advisory Committee that meets monthly to ensure the program caters for our student cohort. Representatives on the committee include a parent, community member, Girls Academy staff and Taminmin College school leaders.

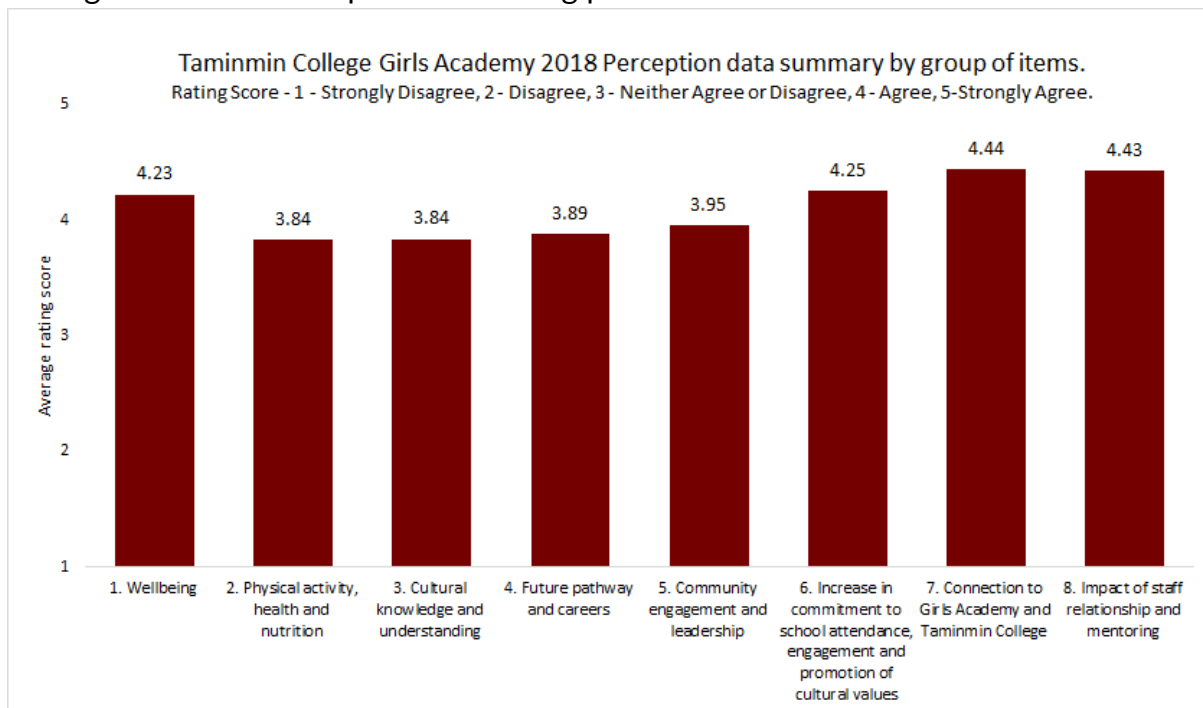
Programs and activities delivered during contact time and during after school, recess and lunch activities target the following five areas:

1. Wellbeing
2. Physical activity, health and nutrition
3. Cultural knowledge and understanding
4. Future pathways and careers
5. Community engagement and leadership

Evaluation and monitoring of the program include gathering and using data to monitor attendance, enrolment, behaviour, transitions, visitors to the Girls Academy room, achievement and engagement in class through and weekly attendance and engagement data wall, teacher feedback, case studies and perception data.

Perception data was gathered from 54 students on the impact of the program related to desired outcomes and areas of focus. This data, as shown below, indicates that on average students have rated highly, between Agree and Strongly Agree, in items relating to; an increase in their wellbeing; commitment to school attendance, engagement and promotion of positive cultural values; increase in connection to the

school and academy; and the positive impact the Girls Academy staff have had through their relationship and mentoring provided to students.



Girls Academy has been a success story and we look forward to ongoing success in increasing student attendance, engagement, year 12 completion and successful post-school transitions.

The Curriculum is future focused

Deliverables for this priority were;

A whole school future focused Curriculum map is developed and implemented.

There is a whole school focus on developing General Capabilities to empower students for their futures

Actions undertaken were;

Completion of a curriculum map to ensure coherence with inter-disciplinary teaching. Professional learning on explicit teaching and learning of the General Capabilities. Taminmin Enhanced Literacy (TEL) learning approach embedded across the school.

Impact;

The curriculum map was completed enabling inquiry based learning with an inter-disciplinary approach. This was most successful in the High Achievers classes from years 7 to 10 and will be introduced in other classes during 2019.

Professional learning on the teaching of General Capabilities was undertaken at faculty level and during a pupil free day with the Foundation for Young Australians where staff were stretched to plan and prepare some engaging units of work based on the Enterprise framework that maps into the General Capabilities. This work was transferred to programs and will be further developed during 2019.

The TEL learning was partly actioned due to staff movements. In 2019 a staff member has been identified to take leadership in this area.

Deliverables for 2019;

In 2019 the priority focus is on fine tuning work on literacy (through TEL), maths and ICT/digital technologies. These will be whole school and faculty approaches to enable greatest impact.

Engage: Vocational Education Programs

VET is a pathway of choice for many of our students. A large number of students also use the VET Certificates to gain an NT CET. Highlighted subjects are Agricultural based subjects.

Certificate	No. of Enrolment	No. of completion	No of partial completion
Cert I in AgriFood Operations	13	12	1
Cert I in Animal Studies	15 1 non TC student	14 1 non TC student	1
Cert II in Rural Operations	5	3	2
Cert III in Agriculture	11 1 non TC student	9	2 1 non TC student
Cert I in Automotive Vocational Preparation (TC)	44	37	7
Cert I in Automotive Vocational Preparation (CSC) (1 semester)	7 Non TC students	2 Non TC students	5 Non TC students
Cert II in Automotive Servicing Technology	16 3 non TC students	13 3 non TC students	3
Cert I in Business (1 semester)	21	19	2
Cert II in Business	11	5	6
Cert III in Business Administration	25 Includes 6 staff	19 Includes 6 staff	3 partial 3 students continuing,
Cert I in Construction (Tam)	34	29	5
Cert I in Construction (CSC) (1 semester)	11 Non TC students	6 Non TC students	5 Non TC students
Cert II in Construction Pathways	15 2 non TC students	11 1 non TC students	4 1 non TC students
Cert II in Construction - Working at heights skill set	50 15 non TC students	47 15 non TC students	3
Cert I in Manufacturing Pathways (TC)	33 1 non TC students & 1 staff	29 Includes 1 staff	4 1 non TC student
Cert I in Engineering (CSC) (1 semester)	13 Non TC students	11 Non TC students	2 Non TC students
Cert I in Racing (Stablehand)	11 3 non TC students	11 3 non TC students	
Cert I in Retail	32 Includes 1 staff	29 Includes 1 staff	3
Cert I in Hospitality	33 1 non TC student	29 1 non TC student	4
Cert I in Hospitality - Espresso skill set	40	34	6
Cert II in Kitchen Operations	8 1 non TC students	4 1 non TC students	4
Cert II in Tourism	10	7	3
White Card	66 7 non TC & 2 staff	66 7 non TC & 2 staff	
Totals	541 Includes 75 non TC students & 10 staff	458 Includes 58 non TC students & 10 staff	80 Includes 17 non TC students

VET SUMMARY

Certificate Completion rate	85.5%	Taminmin students only
Certificate Completion rate	84.6%	All students
Certificate III students who gained their NTCET		22 students
Year 9 students undertaking a VET course		10
Year 10 students undertaking a VET course		227
Year 11 students undertaking a VET course		71 (Taminmin RTO)
Year 12 students undertaking a VET course		13 (Taminmin RTO)

Grow: Improve students' two year gain in NAPLAN writing in Years 5, 7 and 9
All students are assessment capable

Deliverables for this priority were;

Students are reflective and capable of assessing their own learning and that of their peers.

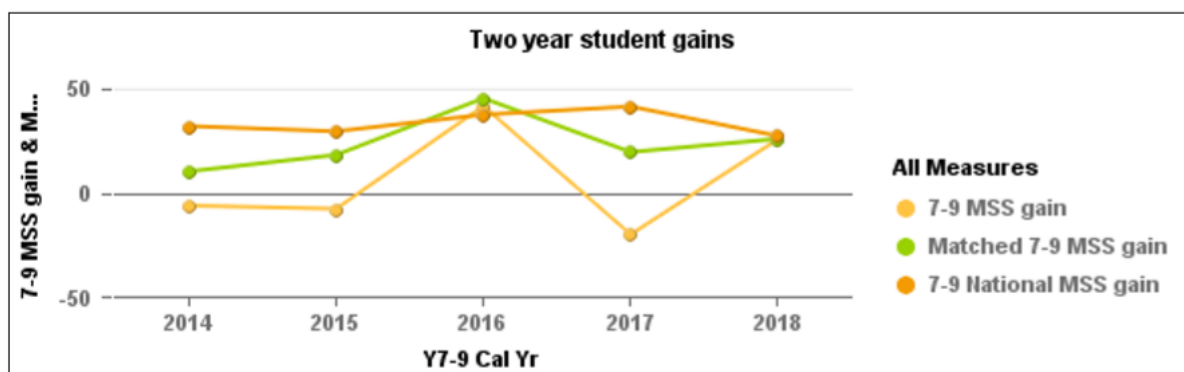
Actions undertaken were;

Imbed Professional Learning Communities through the introduction of the Dylan Willam program – Embedding Formative Assessment.

Impact;

The program was implemented with all staff forming year level groups to go through the structured program. Teacher to teacher professional conversations increased with the observations and follow up that the program required.

Writing gain – The overall gain in writing mean from 2017 was 19 points. Matched data shows that those students reached the same gain as the National gain.



Deliverables for 2019;

In 2019 the priority focus is on fine tuning work on literacy (through TEL), maths and ICT/digital technologies. These will be whole school and faculty approaches to enable greatest impact.

Embedded culture of excellence and high expectations

Deliverables for this priority were;

- School wide positive behavior support.
- Development of professional practice providing quality mentoring, coaching and professional development.
- Professional behavior protocols developed.
- Whole school approach to clear and regular communication.

Actions undertaken were;

Professional development on Positive Behaviour processes as per the CSI work.
Strengthen and develop leadership teams to lead the school.
Induction and mentor training.

Impact;

Positive behaviour – suspensions were slightly down on 2017. A positive behaviour engagement space was introduced during term 4 to work in a positive way with students who could be facing suspensions.

REACH tickets are a guide to positive interactions in the classroom and were monitored through Compass. There was an increase in the use of these during the year.

Leadership staff undertook professional learning in Fierce conversations and used these to gain confidence in working with staff. Two staff undertook extensive training with Michael Grinder, and share some of these strategies with staff.

Communication with parents involved;

- Compass use at a class and individual level
- Well attended information and exhibition evenings
- Parent teacher evenings in terms 1 and 3
- Well attended community events such as the Musical
- Well support parent body at rural show

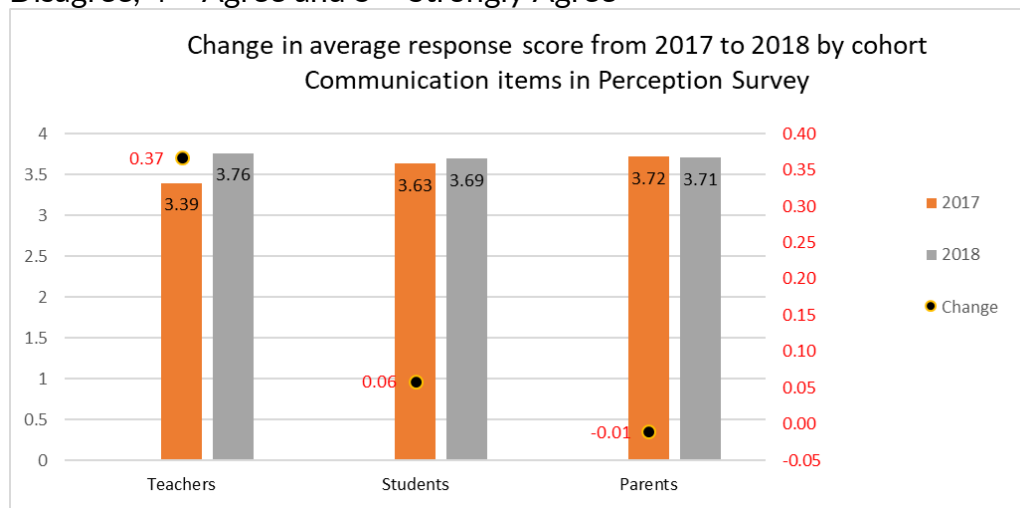
Communication with staff involved;

- Regular Principal updates
- Morning briefings once a week
- Staff morning teas each Friday

Communication with students involved;

- Monday morning assemblies for whole school
- Emails to students on important matters
- News letters sent to students
- Regular year level assemblies

Perception data in this area showed a significant improvement of communication at a school level and students and parents showed less of an increase. The perception survey scaled used was 1 – Strongly Disagree, 2 - Disagree, 3 – Neither Agree or Disagree, 4 – Agree and 5 – Strongly Agree



Deliverables for 2019;

IN 2019 there will be greater support for staff and students through positive behaviour strategies involving research based practices such as trauma informed practices.

Student conferences will focus on learning and will be more stream lined.

Community and industry partnerships will continue to be developed.

Achieve –Increase the number of year 12 completions

Deliverables for this priority were;

A focus on ensuring the year 11 and 12 students were in an employment or training pathway.

Actions undertaken were;

Transition to Work program for students from years 10 to 12

Support for all year 12 students to ensure that they were supported on their chosen pathway

Year 11 certificate III Business option to enhance meaningful pathways

Impact;

Number of students undertaking Transition to Work program;

Year 10 31

Year 11 73

Year 12 50

Number of students with successful pathways

Year 10 13 to traineeships or employment 18 return to Taminmin 2019 - 100%

Year 11 19 left during the year for traineeships or apprenticeships, 23 students Left at the end of the year for training or full time work. 20 returning to Taminmin in 2019.

Year 12 12 left during the year for traineeships or apprenticeships or FT work. 34 of the remaining students all have training or employment pathways.

NTCET

	2012	2013	2014	2015	2016	2017	2018
NTCET(NTCE) completion rate	93%	97%	100%	98%	95%	94%	96%
Number of NTCET recipients	87	113	108	89	81	96	98
Number of Indigenous NTCET recipients	11	16	8	5	5	10	6

Deliverables for 2019;

Continue with the Transition to Work courses

Continue targeted support for staff and students with academic pathways to ensure goals and targets met.

Continue with blending VET and mainstream opportunities for students.

Achieve: Transition to Work

The Transition to Work 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. There has been a marked increase in 2018 to students leaving during the year to take up F/T work and apprenticeships. This may be because of the current economic downturn in employment in the NT and students understanding the scarcity of apprenticeships and F/T work in the NT. There is a culture change in thinking about NTCET and completing year 12 as the only way to achieve this as many students in year 11 have gained apprenticeships or are seeking apprenticeships/traineeships to complete their NTCET pattern. This is evident in the decrease from 2017 of 55% students returning for year 12 to 44% at the end of 2018.

Transition to Work Year 12	2014	2015	2016	2017	2018
No of students commencing the year	35	68	46	47	50
Students enrolled in School Based Apprenticeship (SBA) during the year	7	13	8	9	9
Students leaving during the year	11 - 32%	22-32%	11 - 24%	8 - 17%	12 - 24%
Leaving for Apprenticeships	5	7	5	3	4
Leaving for FT work	6	9	6	4	8
Other forms of study		1			
Australian Defence Forces		1			
Interstate		2			
Maternity		1			
NTCET complete > 17		1			
Student destinations at end of year	24 - 69%	46 - 68%	35 - 76%	39 - 83%	38 - 76%
Apprenticeships/trainees	5	16	13	9	3
TAFE or further study	5	1	1	0	3
Full Time work	10	23	12	16	18
Part time work				5	0
Seeking Full Time work	4	4	5	2	8
Interstate		2	1	3	0
Unknown			3	4	5
NTCET Completions			28	26	16

Transition to Work Year 11	2014	2015	2016	2017	2018
No of students enrolled in the year	75	98	79	67	73
Students enrolled in SBA during the year	11	11	5	6	9
Students leaving during the year	17 - 23%	6 - 6%	13 - 16%	18 - 26%	28 - 38%
Leaving for Apprenticeships	5	1	3	7	9
Leaving for FT work	10	1	8	4	10
Returning to mainstream	2	0		2	2
School transfer		1		1	
Left and > 17		2			5
Maternity		1			1
Interstate			1	2	1
Unknown			1	2	1
Student destinations at end of year	32 - 43%	46 - 47%	66 - 83%	49 - 73%	45 - 61%
Apprenticeships	16	20	13	8	6
TAFE or further study	3	3			
Full Time work	8	16	14	9	9
Seeking full time work	3	3	2	2	8
ADF	1				
Mainstream				1	
Interstate	1	4	2		
Unknowns			4	2	
School transfer					2
Returning to Taminmin in 2018	43 - 57%	41 - 42%	31 - 47%	27 - 55%	20 - 44%
SBA's in 2019					3

Work Ready Year 10	2016	2017	2018
No of students commencing the year	24	24	31
Students enrolled in School Based Apprenticeship (SBA) during the year	2	1	6

Students leaving during the year	8 - 33%	5	7 - 22%
FEP	4 2 X apprenticeships 1 X F/T work 1 X unknown	4 1 X apprenticeship 3 x F/T work	4 1 x apprenticeship 3 x work
Return to mainstream	4	1	3
Student destinations at end of year	16 - 62%	19	24
Apprenticeships/trainees	6	3	2
Full Time work	4	2	4
Returning to mainstream			3
Returning to Taminmin TTW	6	14	15
SBA			4

Achieve: Taminmin Farm

The Taminmin Farm is a Targeted program. The Taminmin Farm was established in 1983 with the commencement of Taminmin High School as an integral component of this comprehensive high school serving the rural area of Darwin. The Taminmin Farm has become an important entity for the Department of Education and the Northern Territory. The farm aligns to the pillar of agriculture in the NT Economic Framework and is the only secondary school in the NT operating an industry standard farm. Through the practical hands on inquiry focus of learning on the farm, it has a critical role to realise the school mission of; Inspiring Learning, Empowering Futures; Education for Life. The following goals reflect our yearly targets.

Certificate	No. of Enrolment	No. of completion	No of partial completion
Cert I in AgriFood Operations	13	12	1
Cert I in Animal Studies	15 1 non TC student	14 1 non TC student	1
Cert II in Rural Operations	5	3	2
Cert III in Agriculture	11 1 non TC student	9	2 1 non TC student
Cert I in Racing (Stablehand)	11 3 non TC students	11 3 non TC students	
TOTAL - 89% Completion rate	55	49	6

	2019 to 2023	2018 data
Australian Curriculum – Proportion of students with a C grade or better in Agriculture subjects.	No less than 90%	A – 22.1%, B 30.8%, C- 34.54% - TOTAL 87.47% C grade or better.
Successful completion of Agriculture based VET courses and/or skillsets	No less than 90%	89.1%

Model best practice in animal husbandry through the breeding of quality Boer goats, Brahman cattle and maintain sustainable stock levels of poultry, goats, cattle and horses.

Minimum Stock-levels	2019 - 2023	2018 data
Poultry	80	80
Goats	50	44
Horses	12	12
Cattle	35	50

Provide opportunities to explore careers in the agriculture and science industries.

	2019 - 2023	2018
Year 7 & 8 Compulsory	325	325
Year 9 Elective	70	70
Year 10 Elective	42	42
Year 11 & 12	24	12

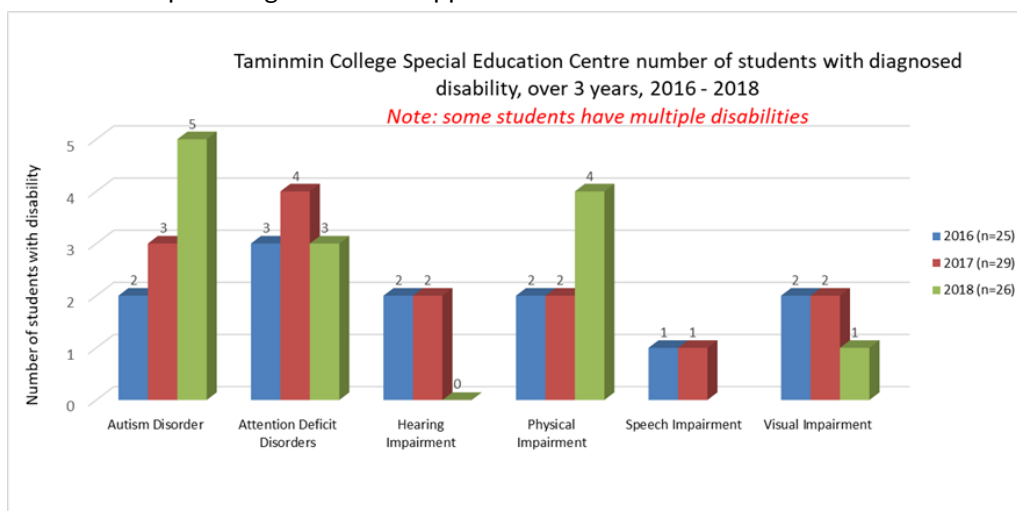
Be a beacon of best agricultural practice for the rural community in the NT and nationally, through participation and advocacy of the agricultural industry at rural shows and expos.

Shows attended 2018	Student numbers	Stock shown	Outcomes	Projection 2019-2023
Katherine Show	10	10 cattle	Won some divisions	Want to win supreme champion
Freds Pass Show	25 12 12	25 goats 8 horses 12 cattle	Won all divisions Placed in some divisions Won most divisions	Win as much as possible and continue to beat CDU at Rural Young Achievers category.
Darwin Show	25 12	25 goats 16 Cattle	Won all divisions Won most divisions	Keep winning with goats & cattle
Beef Australia Rockhampton	4	2	Received placings for their class	Competing 2021 Taking a full team

Achieve: Special Education Centre

The Special Education Centre is a targeted program.

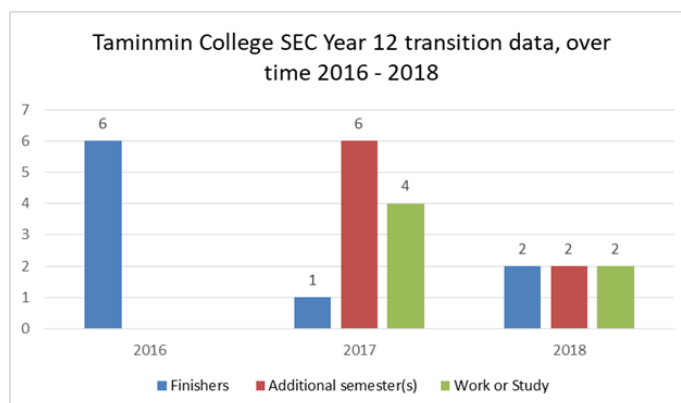
The Special Education Centre at Taminmin is a highly functional, progressive, inclusive learning Centre that integrates highly adjusted curriculum and pedagogy, positive social and emotional learning and real world experiences to empower each student to achieve to the best of their ability. Taminmin College Special Education Centre caters for students with an Intellectual Disability (ID), multiple Disabilities and/or additional complex medical areas of need. Special Education Support Officers are employed to support teachers in providing additional support mechanisms to all students.



A

students educational placement in a Special Educational Setting is either * Full – meeting criteria of an Intellectual Disability or *Functional – historic record of complex needs and an identified disability. 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. Figures D.75 and D.76 show the range of disabilities catered for at the college.

All students have equal 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 achieving their Northern Territory Certificate of Education and Training Modified (NTCET Modified).



Achieve: High Achiever

The High Achiever program (funded through Centre for Excellence), operates from years 7 to 10. For the past four years the program has offered a targeted inquiry learning approach with a balanced focus on learning content, including interdisciplinary learning and enterprise skills (general capabilities). In particular at least each semester students will participate in significant interdisciplinary inquiry group learning projects that are designed specifically to challenge and extend learners while preparing them for the world of work.

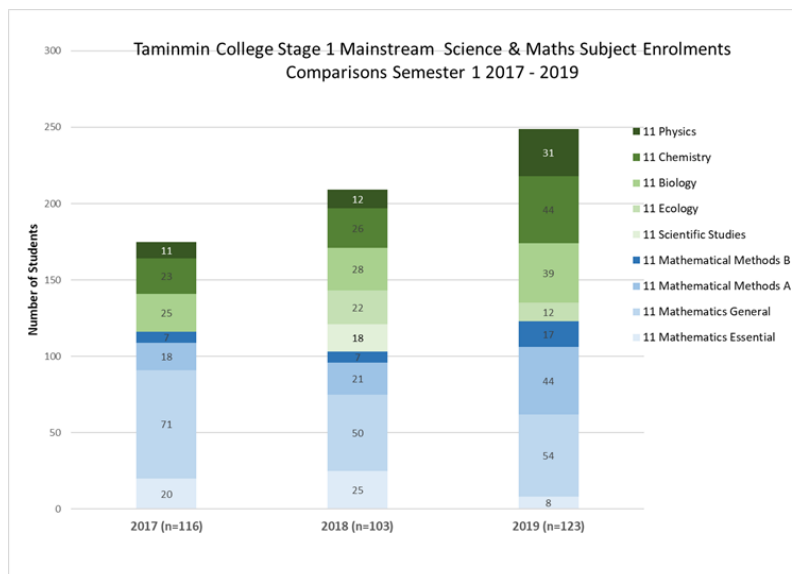


Year 10 and sySTEMic Collaboration

In year 10 students begin to focus in on areas of interest and are prepared for high end Senior School subjects. In addition to core classes 2018 began our first year of a collaboration with Engineers Australia and the development of the sySTEMic Collaboration program. The program aims to increase the number of young people achieving post-school STEM related qualifications, by encouraging and supporting young people; particularly female and Aboriginal students, to learn about Engineering and STEM related occupation and to develop 21st Century skills through real world learning experiences. Written as a Stage 1 (year 11) subject it provides credit towards their NT Certificate of Education.

Throughout the program students participated in numerous industry site visits and problem solving days where they gained a real understanding of engineering and the pathways that led to engineering and other STEM related occupations. As well as this, and importantly, through these experiences they developed mentoring relationships with local engineers who worked with them on their projects throughout the semester where they design a solution to a local NT problem.

This is an outstanding STEM program of learning that develops extensively the General Capabilities (Australian Curriculum) and 'The New Work Smarts', "Smart Learning, Smart Thinking and Smart Doing" as documented in the New Work Smarts publication from the Foundation for Young Australians



(<https://www.fya.org.au/report/the-new-work-smarts/>). The impact of this program, along with some other school improvement factors, has been a more than a 100% increase in enrolments of students in Maths Methods, Physics and Chemistry as shown in the graph above.

NAPLAN

Include data available in BIC Report 16031:

- Number and percentage of students participating in NAPLAN for each domain
- Percentage of students achieving National Minimum Standard for each domain
- Number and percentage of students below, at and above National Minimum Standard for each domain.

Students participating in NAPLAN					
Year 7	Grammar	Numeracy	Reading	Spelling	Writing
Number	202	199	202	202	202
Percentage	95	93	95	95	95
Year 9					
Number	176	175	177	176	176
Percentage	86	86	87	86	86
Meeting National Minimum Standard					
Year 7	83	94	87	80	72
Year 9	78	89	84	71	58

Year 7	Below NMS		At NMS		Above NMS		TOTAL
	No of students	% of students	No of students	% of students	No of students	% of students	
Grammar	35	17	58	28	113	55	206
Numeracy	13	6	50	25	140	69	203
Reading	26	13	41	20	139	67	206
Spelling	41	20	42	20	123	60	206
Writing	59	29	65	32	82	40	206

Year 9	Below NMS		At NMS		Above NMS		TOTAL
	No of students	% of students	No of students	% of students	No of students	% of students	
Grammar	40	22	48	27	71	43	180
Numeracy	20	11	49	27	110	61	179
Reading	29	16	47	26	105	58	181
Spelling	52	29	44	24	84	47	180
Writing	75	42	39	22	66	37	180

Student Enrolment, Attendance and Learning

Year Level	Previous Year				Reporting Year			
	Aboriginal Students		All Students		Aboriginal Students		All Students	
	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance
7	33	85.4%	172	88.5%	39	85.4%	215	86.5%
8	43	79.3%	190	84.4%	34	77.4%	171	83.1%
9	39	77.8%	203	83.9%	50	77.3%	207	80.1%
10	41	70.5%	200	80.6%	35	72.8%	202	81.0%
11	24	78.5%	169	84.7%	29	74.1%	163	79.0%
12	23	87%	130	85%	14	84.4%	117	84.0%
ALL	202	78.9%	1064	84.4%	200	78.1%	1074	82.3%

Senior Secondary Outcomes [include where applicable]	Percentage
Students in Year 12 undertaking vocational or trade training (In Work Ready program)	37%
Students in Year 12 attaining a Year 12 certificate or equivalent VET qualification	96 %

Note: under the Australian Education Regulation 2013 it is a requirement that schools report on post school destinations such as the number of students undertaking further study, training, or working. 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			7	7	
Year 11			15	19	8
Year 12	21 offers 15.6%	6	7	36	15

School Survey Results

Note: under the Australian Education Regulation 2013 it is a requirement that schools report on parent, student and teacher satisfaction with the school, including (if applicable) data collated using the National School Opinion Survey.

Taminmin College conducts annual perception survey with Education for the Future and the National School Survey as well as the Gallup Poll on Hope, Wellbeing and Engagement every two years, the next to be in 2019. Data from the surveys in 2019 have shown significant improvements overall in perceptions by staff and some improvements in different areas for students and parents. The improvement reflect a strong focus in 2017 on developing the schools' mission and vision done collaboratively with the whole school and a targeted focus on employment and retention of quality teachers. A summary of some important items that were of focus for 2018 are included below. A full report can be sourced from the school.

STUDENT PERCEPTIONS

Item Description Student Responses	2017	2018	Change
I feel safe at this school.	3.421	3.510	0.089
I feel like I belong at this school.	3.262	3.420	0.157
I feel safe at this school.	3.421	3.510	0.089
I feel like I belong at this school.	3.262	3.420	0.157
I like the students at this school.	3.119	3.172	0.053
Students at this school like me.	3.152	3.180	0.028
Expect students to do their best.	3.96	3.97	0.01
Expect me to do my best.	3.99	4.03	0.04
Are understanding when students have personal problems	3.28	3.34	0.06
Set high standards for learning in their classes.	3.68	3.71	0.03
I feel welcome at school.	3.39	3.48	0.09
I have a positive relationship with my teachers.	3.50	3.62	0.12
The teachers are organised.	3.50	3.67	0.17
Our classroom environments enable us to learn.	3.36	3.59	0.23

PARENT PERCEPTIONS

Item Description	2017	2018	Change
I feel welcome at my children's school.	4.06	4.01	-0.04
My children are safe at school.	3.87	3.60	-0.26
My children are cared for during school.	3.96	3.84	-0.12
My children are cared for before and after school.	3.58	3.45	-0.13
I respect the school's teachers.	4.19	4.15	-0.04
I respect the school's leadership team.	3.98	3.91	-0.07
Students are treated fairly by the teachers.	3.62	3.51	-0.11
Students are treated fairly by school leaders.	3.66	3.43	-0.22
Students are treated fairly by other students.	3.12	2.99	-0.13
The school meets the social needs of the students.	3.63	3.40	-0.24
The school meets the academic needs of the students.	3.82	3.66	-0.16
The school expects quality work of its students.	3.91	3.84	-0.07
The school's assessment practices are fair.	3.76	3.69	-0.07
Overall, the school performs well academically.	3.76	3.61	-0.15
There is adequate recognition of student successes.	3.75	3.57	-0.18

STAFF PERCEPTIONS

Item Description Staff Survey responses		2017	2018	Change
I feel	like I belong at this school.	3.66	3.86	0.19
I feel	That other staff care about me.	3.70	3.93	0.24
I work with people who	Facilitate communication effectively.	3.24	3.39	0.15
I work with people who	Treat me with respect.	3.89	4.05	0.16
I work with people who	Listen if I have ideas about doing things better.	3.62	3.74	0.12

I work with people who	Who trust each other.	3.35	3.36	0.01
I work with people who	Treat me with respect.	3.73	3.97	0.24
I work with people who	Support me in my work with students.	3.51	3.73	0.22
I work with people who	Support me in my work with teams.	3.45	3.71	0.26
I work with people who	Are effective in helping us reach our vision.	3.44	3.70	0.26
I have the opportunity to	Develop my skills.	3.77	3.94	0.18
I have the opportunity to	Think for myself, not just carry out instructions.	3.87	4.12	0.25
I love	Working at this school.	3.62	3.83	0.21
	Quality work is expected of all students at this school.	2.88	3.16	0.28
	Quality work is expected of me.	3.94	4.01	0.07
	Quality work is expected of all adults working at this school.	3.54	3.67	0.13
	We have a vision that will realise our mission.	3.19	3.75	0.56
	The vision for this school is clear.	3.06	3.79	0.74
	The vision for this school is shared.	3.10	3.74	0.65
	We have an action plan that will enable us to reach our vision.	3.16	3.59	0.43
I believe	It is important to communicate often with parents.	4.06	4.35	0.30
	I communicate with parents often about their child's progress.	3.53	3.83	0.30
	I communicate with parents often about class activities.	3.16	3.52	0.36
	My communication with parents is effective.	3.61	3.88	0.26

Audited Financial Statements

TAMINMIN COLLEGE COUNCIL INCORPORATED
ANNUAL FINANCIAL STATEMENTS
for the year ending 31 December 2018

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