

Our school at a glance

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Executive's foreword

Introduction

Maiem; Sew Ngapa,

We acknowledge the Traditional Owners of the Torres Strait Nation.
We pay our respects to all Elders, past and present.

The Tagai State College vision statement articulates our commitment to providing a world-class standard of education and training by embracing the Torres Strait Island identity in the development of a YUMI approach to educational service delivery.

The indicators of our success in striving for this goal are varied and more complex than what standardised frameworks accommodate. Therefore the concept of providing an appropriate report on our achievements to our parents, communities and partners is complex.

Rather than shying away from our reporting obligations, however, Tagai State College has published two discrete reports on the 2008 school year:

1. The School Annual Report (SAR) - a mandatory report which illustrates our progress towards the Education Queensland priorities.
2. Tagai State College 2008 Annual Report – a unique document designed to report on our progress towards meeting the Torres Strait Nation's priorities.

The 2008 data presented in this report provides a mixed picture of success, challenges and everything in between. While we celebrate our success, we are not hiding the weaknesses and challenges that we face. Consequently this report has an important function to help our staff, communities and partners join with us in providing the highest standard of education and training in the Torres Strait.

We commend this report to you, the Torres Strait Nation, the community we serve.

Au Kaka Esoau; Eso,

The Tagai State College Executive Team

Our school at a glance

Future outlook

All activities undertaken by Tagai State College are aimed towards enhancing the learning outcomes for all students.

In order to fulfill the commitments made to the Torres Strait Nation, the College has adopted five strategic foundations:

1. **Seamless P-12 Education Pathway:** To implement a rigorous and seamless education pathway to the achievement of the service guarantee through an integration of the phases of learning with highest standards of teaching, assessment and reporting practices.
2. **Proactive Student Services:** To develop targeted educational support services, and proactive partnerships, to ensure the engagement of all students in a seamless education pathway
3. **Excellence in Pacific Studies:** To implement teaching and learning activities which optimise the unique context of the Torres Strait Region, in partnership with local, regional, nation and international parties
4. **Solution-focused Business Services:** o deliver efficient and timely financial, human resource and facilities management services which are agency compliant and solution-focused to meet the short and long term needs of the College
5. **Flexible and Accountable Organisation:** To develop a robust, flexible and dynamic organisation that is committed to and accountable for student outcomes – in partnership with the Torres Strait Nation

These foundations highlight the College's strategic direction for 2008 – 2010 and will act to guide the collective actions of all Campuses and work units.

School Profile

Tagai State College is unlike any other school in the country – comprising of 18 discrete campuses dispersed across an area of approximately 48,000 square kilometres.

Tagai State College delivers education services through 16 primary campuses (PrePrep to Year 7) and one secondary campus (Years 8 - 12). The College also shares joint accountability for the delivery of vocation education and training services in the Region with the Tropical North Queensland Institute of TAFE though a facility based on Thursday Island.

Tagai State College directly services 18 Torres Strait communities: Badu, Boigu, Dauan, Erub, Iama, Kubin, Hammond Island, Horn Island, Mabuiag, Masig, Mer, Poruma, Prince of Wales, Saibai, St Paul's, Thursday Island, Ugar and Warraber.

Total Primary Enrolments

PrePrep	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
153	208	126	166	184	137	150	158	152

Total Primary Enrolments (February 2008)

Year 8	Year 9	Year 10	Year 11	Year 12
73	62	86	67	66

Our school at a glance

Curriculum offerings

Taiga's vision is a student enrolling into "Strait Start", as a 3.5 year old in any of the 17 campuses is taking the first formal step of a 14 year seamless education journey with us.

This journey will lead into higher education or employment.

This journey will pass through early, middle and senior phases of learning.

While these stages have their unique features, as a College, we can ensure the curriculum flows and spirals towards one destination - all our students completing year 12 with the skills and knowledges necessary to continue on their learning journey or to begin employment of their choice.

While our context is spectacularly unique, our charter is not. Whilst we acknowledge and celebrate our context through targeted traditional language and culture instruction, we commit to quality teaching and learning including assessment and reporting standards that could be found in any other Queensland school.

Social climate

YUMI – (Pronounced You-Me) is a term from Torres Strait Creole. In this context, **YUMI** identifies a collective of people, united by a common purpose. It signifies unity and promotes synergy.

YUMI Education

Tagai State College prides itself on delivering the highest standard of teaching and learning within a context that reflects the aspirations of the Torres Strait Nation.

The term used to describe this unique fusion of academic rigour, identity, culture, history and community is **YUMI Education**

Vision

Navigating YUMI to a successful future, by embracing our unique Torres Strait Island Identity, to achieve a worldclass standard of education

Mission Statement

Tagai State College guarantees the highest standards of teaching and learning to achieve the aspirations of the Torres Strait Nation

YUMI Education at Tagai State College is provided through an extensive subject range, incorporating state-based academic studies with contextually relevant learning. Students are challenged and extended to become proud of the unique identity of the Torres Strait and confident in a global society.

Service Guarantee

Our commitment to providing a YUMI Education(**bold**) is articulated through, and measured against, the College's Service Guarantee:

Tagai State College guarantees that every student, upon graduating Year 12, will:

- *Have an understanding of the cultural heritage of the Torres Strait islands and...*
- *achieve an OP and university entry, or*
- *be progressing on a clearly articulated VET pathway, or*
- *be in quality paid employment, or*
- *have a clearly defined transition plan for identified students at educational risk.*

Our school at a glance

Involving parents in their child's education.

Tagai State College considers the Torres Strait Nation as the leaders of education in the region. It is the community demand for the highest standards of education and training which we, as service providers, aim to meet through the YUMI Education approach.

YUMI Education values community-based support structures, which are inherent to the Torres Strait culture. In this way, our service delivery model is focused on the coming together of stakeholders as equal participants committed to sharing the responsibility of supporting the student throughout their seamless pathway.

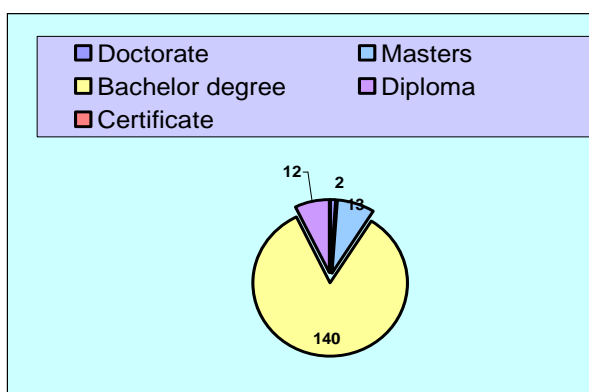
The College seeks to engage community in productive partnerships through:

- Acknowledging the privilege we have as educators of their children
- Seeking a common understanding
- Seeking their ongoing approval and permission
- Actively listening
- Valuing communities' knowledge, culture and aspirations
- Recognising community protocols
- Adapting materials to joint priorities
- Corresponding in a shared language, at a shared time, in a community space
- Inviting feedback & discussion

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	13
Bachelor degree	140
Diploma	12
Certificate	0



Expenditure on and teacher participation in professional development.

Tagai State College aims to provide all staff with access to effective, targeted professional learning that is aligned with the College's five strategic foundations and meets the needs of staff throughout their careers.

In 2008, Tagai State College explored professional development initiatives to promote professional dialogue, interaction, practice, reflection and analysis. The range of opportunities and experiences offered during 2008 to meet the College's present and future organisational objectives, may be divided into three focus areas:

1. High capacity workforce
2. Leadership & management development
3. Indigenous employment & leadership development

The total funds expended on teacher professional development in 2008 was \$455,266.50 .

Total	\$455,266.50
Staff Supported	\$424.00
\$ per staff	\$2,576.20

The involvement of the teaching staff in professional development activities during 2008 was 86%.

Average staff attendance

Staff attendance was calculated using only short-term absence data (<5days).

The Tagai State College workforce took an average of 5.5 days of absence in 2008. Non-teaching staff recorded higher rates of absence than teaching staff, with an average of 6.8 days per staff member compared with 3.5 days.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 88 %.

In 2008, Tagai State College established an attendance target:

Every Tagai State College student will achieve an attendance rate of at least 95%

Student achievement of 2008 Attendance Target:

Primary Students	476
Secondary Students	70
Total	546

Key outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Domain	Measures		Yr 3	Yr 5	Yr 7	Yr 9
Reading	Average score for the school		282	359	433	475
	Average score for Queensland		371.1	466.1	528.1	568.2
	For the school the percentage of students at or above the national minimum standard.	2008	60%	34%	52%	41%
Writing	Average score for the school		318	397	454	459
	Average score for Queensland		391.8	468.9	522.7	555.3
	For the school the percentage of students at or above the national minimum standard.	2008	74%	59%	66%	39%
Spelling	Average score for the school		308	397	463	493
	Average score for Queensland		366.7	462.0	528.0	567.8
	For the school the percentage of students at or above the national minimum standard.	2008	71%	59%	72%	51%
Grammar and Punctuation	Average score for the school		270	346	406	464
	Average score for Queensland		370.4	476.6	518.0	563.2
	For the school the percentage of students at or above the national minimum standard.	2008	57%	35%	39%	42%
Numeracy	Average score for the school		289	380	448	501
	Average score for Queensland		367.9	458.2	539.0	570.7
	For the school the percentage of students at or above the national minimum standard.	2008	59%	57%	74%	68%

Results in the Year 2 Diagnostic Net

	Percentage of students not requiring additional support
Reading	52%
Writing	52%
Number	61%

Performance of our students

Apparent retention rates Year 10 to Year 12.	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	84%

Outcomes for our Year 12 cohort of 2008	
Number of students awarded a Senior Statement.	59
Number of students awarded a Queensland Certificate Individual Achievement (QCIA).	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	16
Number of students awarded an International Baccalaureate Diploma (IBD).	26
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	8
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT).	10
Number of students receiving an Overall Position (OP).	24
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	80%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	59%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	82%

Post-school destination information	
At the time of publishing this School Annual Report, the results of the 2008 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.	