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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
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Principal's foreword

Introduction

Tagai State College was created in 2007 to deliver improved outcomes for the young people of the Torres Strait Nation through a "YUMI" approach to education service delivery. "YUMI Education" is unique to Tagai State College and acts as the foundation of our success.

YUMI Education is academically-robust learning through contextually relevant pedagogy. That is, we respond to the academic, social, emotional and physical needs of students by acknowledging the inherent value of their academic ability, identity, language, spirituality, culture, history and community.

Tagai State College has changed education and training service delivery in the Torres Strait. Our commitment to *YUMI Education* has positioned Tagai State College as the region's preferred education and training provider – offering services across 17 discrete communities for clients aged from three years through to adulthood.

OUR VISION

Navigating YUMI to a successful future, by embracing our unique Torres Strait Island identity, to achieve a world class standard of education.

OUR MISSION

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

OUR SERVICE GUARANTEE

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

- Have engaged with the unique language and culture of the Torres Strait and
- Achieve an OP and university entry, or

Our school at a glance

- Be progressing on a clearly articulated VET pathway, or
- Be in quality paid employment, or
- Have a clearly defined transition plan for identified students.

School progress towards its goals in 2011

To achieve our Towards 2012 position, Tagai State College has set the following six strategic priorities:

1. A World Class Education, Training and Higher Education Pathway
2. Student Performance Enhancement and Outcome Benchmarks
3. Torres Strait Language & Culture
4. Productive Partnerships
5. Student Services
6. Resourcing Potential.

These priorities will act to guide the collective actions of all campuses and work units.

1. A World-class Education, Training and Higher Education Pathway

Goal: Every young person will be prepared for quality economic and social participation through the highest standards of teaching, learning and education

Goals	2010	2011
A seamless curriculum from Pre-Prep to Years 12 with consistent standards of teaching, assessment and reporting	Moderate progress	Significant progress
A curriculum which sponsors healthy lifestyles through promoting nutrition, physical activity and hygiene practices	Moderate progress	Moderate progress
A curriculum which values a sustainable society and economic development by promoting respect for culture and place, customs, social and environmental values	Significant progress	Significant progress
Clear pathways to training and higher education	Moderate progress	Significant progress
Proactive college-wide systems and processes to provide quality student services	Moderate progress	Moderate progress
Flexible delivery models of remote education and training which utilise technology and college-wide resourcing models	Significant progress	Limited progress

Our school at a glance

2. Student performance and outcome benchmarks

Goal: A consistent culture of high expectations for student learning and professional responsibility will drive curriculum delivery and improve educational performance

GOALS	2010	2011
All students achieve the Service Guarantee upon graduation	Limited progress	Significant progress
Minimum achievement standards for all students which stipulate expected literacy and numeracy performance benchmarks and Year 12 outcomes	Moderate Progress	Moderate progress
Minimum student engagement standards for all students which stipulate expected enrolment, attendance and retention benchmarks	Moderate Progress	Moderate progress
Performance framework which embeds a culture of professional accountability for student performance and outcomes	Moderate Progress	Significant progress

3. Language & Culture

Goal: A consistent culture of high expectations for student learning and professional responsibility will drive curriculum delivery and improve educational performance

GOALS	2010	2011
A Language & Culture Framework which scaffolds the knowledge, values, skills and experiences essential for students to strengthen their understanding of the unique Torres Strait identity	Significant progress	Significant progress
Explicit standards and criteria for assessing student attainment within the Language and Culture Framework	Moderate progress	Moderate progress
Productive partnerships with community and other agencies for shared accountability in delivering the Torres Strait's language and culture agenda	Limited progress	Limited progress

Our school at a glance

4. Productive Partnerships

Goal: Productive partnerships will maximise outcomes for students, staff and the Torres Strait Island communities

GOALS	2010	2011
Partnership with TSIREC to align service delivery with the aspirations of the Torres Strait Nation	Significant progress	Significant progress
Partnerships with the Torres Strait Island communities to identify place-based solutions to position Tagai State College as the preferred education and training provider	Moderate progress	Moderate progress
Partnerships with schools and education bodies both domestically and internationally to drive business improvement and promote models of best practice	Limited progress	Limited services
Partnerships with government agencies and the Torres Strait Island communities to raise awareness of healthy lifestyle practices	Moderate progress	Limited progress
Partnerships with other government agencies for increased coordination and accountability of services to ensure all young people engage in, and seamlessly transition between, education, training and employment services	Moderate progress	Moderate progress
Partnerships with Universities to increase access and completion rates of students and college staff	Limited progress	Moderate progress
Partnerships with Industry bodies to create direct pathways from school to higher education or training leading to quality employment	Moderate progress	Significant progress

5. Entrepreneurial-based Approach to Business

Goal: The college business model will capitalise on commercial opportunities to achieve organisational objectives

GOALS	2010	2011
A Torres Strait-based business model which delivers training services to meet the commercial and community needs of the region - focusing on Marine, Business, Hospitality, Tourism & Trades	Limited Progress	Moderate Progress

Our school at a glance

Partnerships with business and industry bodies for ongoing sponsorship of college initiatives	Limited progress	Limited progress
College is preferred provider of cultural induction and training for government agencies in the region	Limited progress	Limited progress
College provides consultancy services to educational bodies and government agencies	Limited progress	Limited progress
College is preferred provider of TSIREC's YUMI Education Support Services initiatives in the Torres Strait	Significant progress	Significant progress

6. Resourcing Capacity

Goal: Corporate governance, human resources, performance monitoring and finance systems will be aligned to enable more effective and flexible use of college resources

GOALS	2010	2011
Campuses are Lifelong Learning Hubs promoting community access to quality education and training services	Limited progress	Moderate progress
Innovative technology-based solutions to resource remote quality education and training services	Moderate progress	Limited progress
College-led human resources processes which meet the evolving demands of the Torres Strait	Moderate progress	Significant progress
Torres Strait Islander employment is prioritised and supported through targeted identification and capacity-building initiatives	Significant progress	Significant progress
A Professional Development Framework that is informed by the YUMI Education Frame and the Professional Framework for Public Sector Employees is informed by college's priorities	Significant progress	Significant progress
Financial systems which support the evolving needs of the college	Significant progress	Significant progress
School and staff accommodation facilities which meet the evolving needs of the Torres Strait	Moderate progress	Significant progress

Our school at a glance

Future outlook

2012 presents the next chapter in our YUMI Education journey with the Torres Strait Nation.

Torres Strait Islanders are seafarers, using the stars to charter our course. Today, Tagai State College builds on this practice, reflecting on the Tagai constellation's movement ever forward across the sky, to navigate towards a successful future.

We write this next chapter believing in the potential of our young people and the combined leadership strengths of our staff. Learning from the experiences of the past, both our successes and challenges, we will continue to revolutionise and strengthen Tagai's trademark design of education and training - the YUMI way.

We are proud to serve the Torres Strait and celebrate our strong partnerships with the Nation's people and place. Together, we will herald a new era in education and training, one in which the Torres Strait community will lead the college to national and international excellence.

We believe in continuing as one team, one song, one ginar the journey of Tagai State College because we know that the YUMI way - the right way, the only way - works.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Pre-Prep - Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
1549	724	825	88%

Characteristics of the student body:

Torres Strait Islanders are a spiritual Melanesian race of people. During the 1800's pearl, trochus shell and bech-de-mer attracted people from all over the world. Through intermarriages the descendants of these people belong to a web of sophisticated extended families who remain in this region to this day. Students of Tagai State College are of mixed ethnic backgrounds; with the majority of the student body that identify as proud Torres Strait Islanders. A large proportion of our students speak English as their second or third language.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	15.2
Year 4 – Year 10	17.9
Year 11 – Year 12	11.3
All Classes	14.9

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	161
Long Suspensions - 6 to 20 days	19
Exclusions	5
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

The 16 primary campuses of Tagai State College provide comprehensive education programs for students enrolled in Pre-Prep through to Year 7. Seen as the foundational years in each child's educational journey, our college's primary education curriculum is aligned to Queensland's Early and Middle Phases of Learning agenda and will be transitioning to the National Curriculum in 2012. We support all students to access and engage in learning activities which target the appropriate knowledge, attitudes, skills and processes required for success in further education and training.

Extra curricula activities

Many primary campuses provide **supervised Active After-School Sport activities such as:**

Rugby League, Volleyball, Touch Football, Basketball, Table Tennis, Australian Rules, Athletics etc.

The school site is often the venue for community preparation for special occasions such as "Tombstone Openings" and important cultural celebrations.

How Information and Communication Technologies are used to assist learning

The area of technology presents a major challenge. In an area with so many sites, great distances and often poor communication connections the maintenance of an efficient system is an ongoing challenge. The school is continually striving to improve students' access to the latest technology in learning. The present computer ratio is 1 computer for every 4 students which is the recommended ratio. Interactive whiteboards were installed in most classrooms by the end of 2011.

All campuses are networked and wireless access points in all buildings that house teaching areas. The integration of ICTs is Integral to planning, delivery and reporting of curriculum. Teachers integrate ICTs into nearly all units of work throughout the year which elevated student interest in their work. The use of ICTs to facilitate learning will continue to be a major focus in curriculum delivery at the school. The use of ICT is also integral to delivery of professional learning to staff across the college with teachers participating in PD, moderation and online training throughout the year.

Our school at a glance

Social climate

In 2011 the College formed a School wide Positive Behaviour Support (SWPBS) Leadership team to begin strategic planning for implementation in 2012. Within the SWPBS Framework, four college wide behaviour expectations have been established with the intention to further develop an overview, resources and lesson plans to explicitly teach each expectation. The College Anti-Bullying Policy and Procedures accompany the Responsible Behaviour Plan to support the roll out of SWPBS. This initiative is both a regional priority and a College response to feedback resulting from the Teaching and Learning Audit and School Opinion Survey. Consultations with parents and community were conducted to ascertain support to establish a Chaplaincy and Student Welfare Program in 2012.

Parent, student and teacher satisfaction with the school

The increasing number of satisfied parents/caregivers confirms that the strategies and programs the College has in place is contributing to the engagement of parents and community as a vital link to the success of all our students.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	75%
Percentage of students satisfied that they are getting a good education at school	66%
Percentage of parents/caregivers satisfied with their child's school	80%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	55%
Percentage of staff members satisfied with morale in the school	80%

DW – Data withheld

Our school at a glance

Involving parents in their child's education

Torres Strait Islanders Regional Education Council (TSIREC) was formed in 1981 as an educational advocacy body, representing the interest of the Torres Strait Region, including Northern Peninsular Area. TSIREC has continued to connect the Torres Strait community with key government officials for almost 30 years, providing advice through Departmental reforms and strategic policy development. The Council is comprised of a representative from each island community.

In addition a Regional Community Education Councillor supports and works closely with the 17 Parent and Citizen Associations across Tagai State College. A delegation of P&C representatives attends the annual QCPCA forum in southern centres.

College Executive were inspired by the success of the Passport Program being implemented at Neerigen Brook Primary School in Western Australia as a strategy for engaging parents in their child's education. The College will work with TSIREC to determine the possibility of customising the program for proposed implementation in 2012.

Reducing the school's environmental footprint

Children attending the 17 campuses of Tagai State College in the Torres Strait live on remote islands that regularly experience the devastating effects of climate change on their homes, culture and lifestyle during high tides and storm surges. These islands cover 48 000 square kilometres.

Powersavvy is an Ergon Energy program that aims to reduce electricity consumption, greenhouse gas emissions and the overall cost of electricity supply in Queensland's isolated communities served by diesel-fuelled power stations.

In 2011, all 17 campuses became *powersavvy*, learning to be smart with power and working hard to reduce electricity use at school, and reduce their environmental impact.

In 2011 the campuses collectively cut \$57, 478 off the College's annual total power bill (compared with 2010). This also saved 75, 629 litres of diesel fuel and 204 tonnes of greenhouse gas emissions.

Children from different islands competed to see who could reduce the most, and regular feedback and ideas sessions were shared through Education Queensland's web conferencing tool Elluminate.

Tagai State College was a Finalist in the Premiere Sustainability awards for 2011 (Community Award)

Our school at a glance

	Electricity KwH	Water KL
2011	1,637,720	5,910
2010	1,800,018	0
% change 10 - 11	-9%	N/A

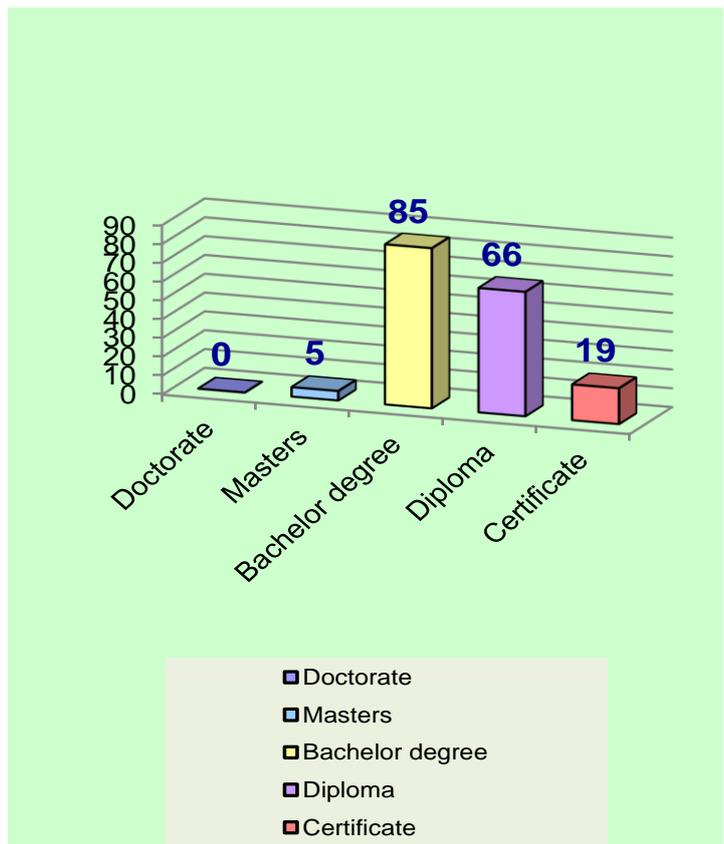
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	181	181	137
Full-time equivalents	177	130	112

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Bachelor degree	85
Diploma	66
Certificate	19



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were \$370,973
The major professional development initiatives are as follows:

Whole of College Staff Meeting
Head of Campus Meetings every term
John Fleming – Explicit Instruction PD
Haileybury College observation visit
Independent schools Western Australia tour
Staff Visits to NPA college
Teacher Aide Professional Development Seminar
TSIREC / P&C / College Leadership Meetings
Individual Teacher Identified PD
Classroom Profiling Training

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 78% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box**.

Our staff profile

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 87%.

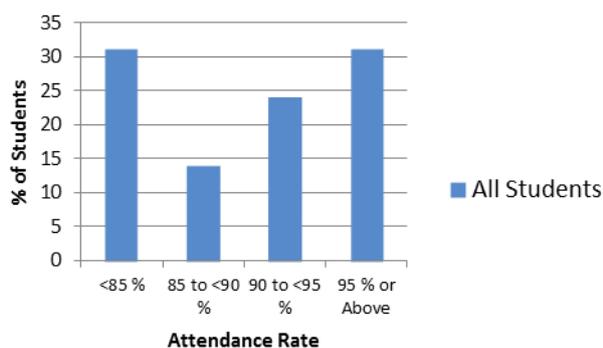
The overall attendance rate for all Queensland state Primary-Secondary Combined schools over the same period was 89%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
87%	88%	91%	90%	89%	90%	91%	88%	79%	75%	80%	81%

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked twice a day in Primary years and 4 times a day in Secondary and data from these manual rolls is entered into the school management system. Students who have unexplained absences are followed up initially by their classroom teacher. If

Performance of our students

teachers are not satisfied with the explanations they receive, they then telephone parents or carers. Administration contacts parents or carers if students have three consecutive days of unexplained absence. If parents cannot be contacted by telephone, the first of the letters mentioned in the departmental processes outlined above is sent out to parents and the departmental process is followed through from that point.

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.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box**.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" (which is selected) and "Non-government", and a yellow "SEARCH" button.

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**'.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Performance of our students

Achievement – Closing the Gap

2011 Closing Gap report highlighted the large gains that Tagai College has made in Closing the Gap. Tagai State College is an Indigenous Focus School and a Low SES School. Of the 1739 students, 96% are indigenous. In 2011,

NAPLAN Performance

- Year 3 Indigenous Students continued to make significant gains on previous years and have improved their Naplan Performance in Reading, Writing and Numeracy

Student Attendance

- Our attendance rose again in 2011 to 91.1% (a 0.3% improvement on 2010)
- 66% of our students had an attendance rate higher than 90%.

Retention Rate

- Our overall retention rate (Year 10 to Year 12) dropped in 2011, but still remains above the FNQ Region and State Retention Rate.

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 88%

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	48
Number of students awarded a Queensland Certificate Individual Achievement.	1
Number of students receiving an Overall Position (OP).	9
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	8
Number of students awarded one or more Vocational Educational Training qualifications.	33
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	32

Performance of our students

Number of students awarded a Queensland Certificate of Education at the end of Year 12.	44
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	67%
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.	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	57%

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
0	1	5	3	0

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
1	31	5

Our school offers Certificate I in Work Education for all Yr10 students to study.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 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.

Performance of our students

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The small percentage of students who leave our school early, do so to move onto full time apprenticeships/traineeships, full time employment or move for personal/family reasons. Students are supported through this process, and meet with staff from different areas of our Student Services team prior to them leaving school, to provide them with the appropriate level of support needed for their situation.