Tagai State College
Queensland State School Reporting
2013 School Annual Report

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Principal's foreword

Introduction

Tagai State College was established to deliver a world class standard education and training for the young people of the Torres Strait through "YUMI Education" - a 2 way strong approach to education. The college prioritises the whole child - the academic, social, emotional, cultural and physical needs of students by embedding the inherent value of languages, culture and history into the teaching & learning processes. The commitment of "YUMI Education" has positioned the college as the Torres Strait region's preferred education and training provider - offering services across 17 discrete communities for clients from birth to adulthood. 2013 School Improvement Plan prioritised Attendance, Reading and Number initiatives and the school community partnerships have helped us to showcase many achievements in these areas. The purpose of the college theme "YUMI Time to Shine" was to maximise every opportunity to promote student, staff and parent milestones & achievements.

2013 School Annual Report is a summary of successes and areas for further development. We believe in continuing as one team, one song, one ginar the journey of Tagai State College.

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 standard 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 & culture of the Torres Strait and • Achieve an OP and university entry, • Be progressing on a clearly articulated VET pathway • Be in quality paid employment • Or have a clearly defined transition plan for identified students
College Targets 2012	• Levels of Achievement: C or higher 75%; A standard 10% • NAPLAN: 100% at national minimum standard • Upper 2 Bands: 7% in all domains except Spelling 10% • Attendance: >90%

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School progress towards its goals in 2013

IMPROVED QUALITY TEACHING GOALS	2012	2013
Implement Explicit Teaching practices in all classrooms	Moderate progress	Moderate progress
Improved teaching of Reading, Writing and Numeracy	Significant progress	Significant progress
Teachers to implement Australian Curriculum & Foundation programs	Moderate progress	Moderate Progress
Leaders coaching and providing feedback to teachers	Moderate progress	Moderate progress
Build respectful relationships and work collaboratively to promote a learning culture	Significant progress	Significant progress
Honouring Culture - the knowledge, skills and understandings embedded in learning areas	Significant progress	Significant progress
DATA BASED DECISION MAKING GOALS		
Using data to set college benchmarks, targets and short term Individual student goals	Significant progress	Significant progress
Measuring and monitoring school & student improvement (Attendance, Reading & Number)	Significant progress	Significant progress
Staff to use One School more confidently and competently to track individual students	Significant progress	Significant progress
COMMUNITY & BUSINESS ENGAGEMENT GOALS		
Connecting parents and caregivers with their child's Individual Student Goals (Attendance)	Moderate progress	Significant progress
Participate in transition Year 7 to High School discussions, workshops & communication	Significant progress	Significant progress
Partnerships with Universities to increase "teacher education" access and completion rates of school/post school students	Moderate progress	Moderate progress
Partnerships with local Industry to create direct pathway to training /employment in Marine, Business, Hospitality and Defence Force Trades	Significant progress	Significant progress

PLANNING & ACCOUNTABILITY GOALS	2012	2013
Performance framework that promotes a culture of accountability of student achievement	Significant progress	Significant progress
Teachers planning provide multiple opportunities to improve student learning	Limited progress	Moderate progress
Individual Development Plans implemented to guide coaching & mentoring sessions	Moderate progress	Moderate progress
Facilities systems designed in response to WH&S and the Year 7 into 8 reform	Moderate progress	Moderate progress
Implement student support services & language & cultural services in campuses	Moderate progress	Moderate progress

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BUSINESS & FINANCE GOALS	2012	2013
Campuses (Lifelong Learning Hubs) promote community access to quality education	Moderate progress	Moderate progress
Innovative ICT & digital resource remote quality education and training services	Moderate progress	Significant progress
Implement efficient & effective Finance, HR & facility systems to address student learning	Significant progress	Significant progress
Indigenous employment is supported through targeted initiatives - "Growing our own"	Significant progress	Significant progress

Future outlook

Our School Improvement Plan Priorities	Performance Indicator
We are all improving our **performance:** • Reading > 3PM levels each semester • Attendance > 90% • English & Maths LOA 80% C> • SOS 90%> Year 12 ■ >98% students with QCE ■ OP (<20) or full vocational certificate; QCS results – >65% C or greater	100% teachers use data to personalise instruction so that: ■ 100% of all eligible students at NMS in reading and numeracy ■ 100% students improve their NAPLAN results ■ 100% of HOCs/DPs coached in **data use** and, with teachers, apply this learning to meet the Service Guarantee : ■ 100% students graduate with a meaningful pathway ■ 100% of teachers invite quarterly lesson **feedback** from a colleague and bi-annual feedback from a supervisor
We are all **visibly learning**	100% teachers complete Explicit Instruction pedagogy training 100% high school students and teachers use **notebook computers** effectively in class 100% of students and 100% of classes have specific learning **goals (PET/JET/SET)**
We are all building **positive culture**	100% students working towards building a **positive culture** that promotes proud learners who are respectful, safe and safe.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013:   Preschool - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb − Nov)
2011	1549	724	825	88%
2012	1534	721	813	87%
2013	1533	730	803	88%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Tagai State College is advancing a nation of proud Aboriginal and/or Torres Strait Islander students The majority of students speak English as an additional language with the first language being one of two traditional Indigenous languages. From the pearling and beche-de-mer era, and through intermarriages, the family decendants in the region today belong to a web of sophisicated extended families. There are 16 primary outer island campuses that feed into the Secondary campus on Thursday Island and there are 2 boarding colleges that accommodate students that have to move from their home island for high school. Parent occupations are varied and range from the fishing industry, public service, hospitality, small business, child care and local councils. The greater majority of families attend church services regularly at many varied church denominations on all islands.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	15	15	15
Year 4 – Year 7 Primary	17	16	18
Year 7 Secondary – Year 10	18	18	19
Year 11 – Year 12	11	14	13

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	161	118	137
Long Suspensions - 6 to 20 days	19	6	14
Exclusions	5	1	0
Cancellations of Enrolment	0	1	4

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Curriculum offerings

Our distinctive curriculum offerings:

Tagai State College provide a comprehensive education program for students enrolled in Pre-Prep through to Year 12 and is highlighted as the foundational years in each child's educational journey. The college works in partnership with TSIREC to promote 5 campuses that provide Strait Start, a 0-3 year old Montessori program for early learners. The college has a partnership with James Cook University to provide programs that enable students to access university via the VET pathway.

The College aligns the primary & secondary education curriculum plan to the Australian Curriculum and ensures standards for literacy & numeracy achievement are aligned to state benchmarks. We support all students to access and engage in learning activities that teach knowledge, skills and processes required for success in further education, training and employment.

| **Foundation Programs**	**Literacy & Numeracy Foundation programs are used to target intervention and accelerating students' literacy & numeracy skills. Students will be better positioned to fully access the Australian Curriculum.**
Malu Os	"Malu Os Special Education Unit (meaning Sea Horse) has been so named to highlight the cultural sensitivity that surrounds disabilities in the Torres Strait Islands District. The name reflects the development of a child throughout all areas of their life as a sea horse, as this animal lives in various parts of the ocean as it grows. The sea horse's skeleton, which is on the outside of its body, as similar to the support given by Malu Os SEU personnel. Even though the skeleton may be different or have flaws, each child is still a human being underneath."
Area of Excellence Language & Culture	Traditional languages are Australia's national treasures that are core to our student and community's culture (way of life) and identity. Before Colonisation, two ancestral languages were spoken across the Torres Strait region and continue to be embedded across our curriculum in all campuses. The traditional languages will be taught in schools after thorough consultation with the community.
Areas of Excellence Land & Sea Sciences	Land & Sea Science Discovery Centre offer an extensive range of programs and activities that provide local & regional conservation and caring for our place priorities. Certificate II Ranger Cadetship program has commenced to offer senior student potential pathways to employment.
Restorative Practice	Restorative Practice is a college approach that provides an ideal framework for working relationally across our campuses. Restorative practices are weaved into managing behaviours and the development of healthy relationships.

Extra curricula activities

Sports Activities	Rugby League Volleyball Basketball Australian Rules Touch Football
The Arts	School Choir Ukulele Group Traditional Dance Team Project Clubs
Cultural Activities	Junior Ranger programs Community Preparation for cultural events such as "Tombstone Unveilings"
After School Care Programs	After school care programs operate in the majority of campuses across the college
Homework Programs	The 2 Boarding facilities offer homework & study programs for students

How Information and Communication Technologies are used to assist learning.

Tagai State College aspires to a world class delivery of innovative ICT service in teaching and learning; professional development; curriculum provision and delivery, and equitable access to services and opportunities. Tagai State College's ICT environment is one of the most vast and complex in Queensland currently supporting 1600 students and 165 teachers across 17 campuses located on very remote Torres Strait Islands spreading over a geographic area of approximately 48 000 square kilometres. The bandwidth varies across the college; 2 campuses rely on satellite links; 5 campuses that are dependent on the weather conditions. The present computer ratio is 1 computer for every 4 students which is the recommended ratio.   Interactive whiteboards were installed in every classroom by the end of 2013. All campuses are networked and wireless access points in all buildings that house teaching areas. Teachers integrate ICTs into nearly all units of work throughout the year which elevates student engagement in their work. 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. Staff and students are successfully using technology in these key areas.
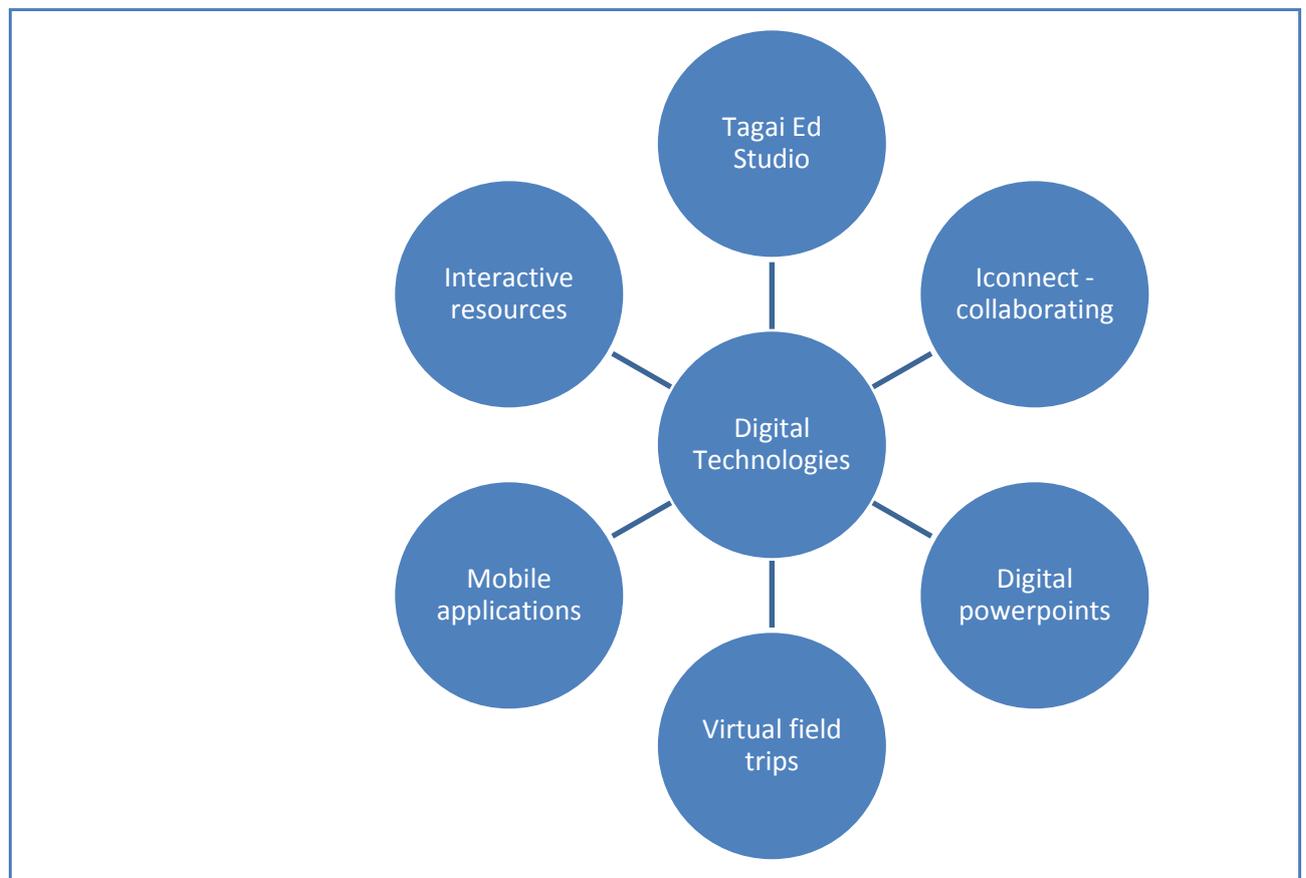
Social climate

Tagai State College has a school wide positive behavior support system being implemented across all campuses. The college behavior expectation matrix is based on: "We are proud learners who are respectful, responsible and safe".

The college anti bullying policy and procedures is aligned to the each campus Responsible Behaviour plan. Consultations with community have resulted in the employment of school welfare officers to improve communication and awareness of attendance and school expected behaviours.

Essential Skills Classroom Management	All teachers use the 10 Essential Skills to manage classroom behaviours
Build trusting relationships with all students and staff	All staff use the Emotional Bank Account to build trust with each other. Mina pawa and wati pawa - good and bad ways of working
Establish a culture of high expectations	Establish a positive classroom learning tone Develop and value each students' cultural identity Ensure every student feels valued and respected Ensure each student has friends at school Provide work at student's ability level

Parent, student and staff satisfaction with the school

There has a very significant increase of satisfied parents and staff satisfaction in the School Opinion Survey. This data provides the college with positive feedback relating to the specific programs and strategies being implemented in classrooms. We also value the vital link between parent, community and the school to support students to be successful.

Performance measure *(Nationally agreed items shown*)*

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	92%	93%
this is a good school (S2035)	90%	95%
their child likes being at this school* (S2001)	92%	95%
their child feels safe at this school* (S2002)	89%	95%
their child's learning needs are being met at this school* (S2003)	91%	92%
their child is making good progress at this school* (S2004)	92%	97%
teachers at this school expect their child to do his or her best* (S2005)	95%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	95%
teachers at this school motivate their child to learn* (S2007)	92%	95%
teachers at this school treat students fairly* (S2008)	89%	93%
they can talk to their child's teachers about their concerns* (S2009)	97%	98%
this school works with them to support their child's learning* (S2010)	92%	94%
this school takes parents' opinions seriously* (S2011)	90%	89%
student behaviour is well managed at this school* (S2012)	85%	78%
this school looks for ways to improve* (S2013)	89%	93%
this school is well maintained* (S2014)	88%	91%

Performance measure *(Nationally agreed items shown*)*

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	93%	96%
they like being at their school* (S2036)	94%	97%
they feel safe at their school* (S2037)	92%	92%
their teachers motivate them to learn* (S2038)	94%	96%

their teachers expect them to do their best* (S2039)	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	88%	92%
teachers treat students fairly at their school* (S2041)	86%	93%
they can talk to their teachers about their concerns* (S2042)	84%	91%
their school takes students' opinions seriously* (S2043)	79%	84%
student behaviour is well managed at their school* (S2044)	70%	77%
their school looks for ways to improve* (S2045)	92%	95%
their school is well maintained* (S2046)	85%	92%
their school gives them opportunities to do interesting things* (S2047)	88%	95%

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	94%
they feel that their school is a safe place in which to work (S2070)	91%
they receive useful feedback about their work at their school (S2071)	89%
students are encouraged to do their best at their school (S2072)	96%
students are treated fairly at their school (S2073)	91%
student behaviour is well managed at their school (S2074)	80%
staff are well supported at their school (S2075)	84%
their school takes staff opinions seriously (S2076)	83%
their school looks for ways to improve (S2077)	93%
their school is well maintained (S2078)	89%
their school gives them opportunities to do interesting things (S2079)	88%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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Involving parents in their child's education

Tagai State College recognizes parents as vital partners and central to each child's learning progress. The college employs a Community Partnership Officer who travels to outer island campuses to conduct parent workshops in the area of attendance and reading.

The college has a Family Empowerment strategy that guides every campus to provide multiple opportunities for parents to communicate, engage and participate into decision making processes.

Each campus has their own P&C association who actively fundraise to support children's resources in schools. The P&C Association has contributed to the consultations about the college "school council". The P&C associations all advocated supporting the ongoing consultation for Independent Public School Council.

Reducing the school's environmental footprint

Children live on remote islands that experience the devastating effects of climate change on their homes, culture and lifestyles during high tides and storm surges. The following programs are implemented to reduce the environmental indicators:

1. Powersavvy - children learning to be smart with power and working to reduce electricity use at school and reduce environmental impact. The consistency of all campuses implementing Powersavvy impacts on how well the whole college reduces the electricity.

2. Nominated as a Finalist in the Premier's Sustainability awards in 2013

3. Water consumption has also reduced as a result of trialling water saving devices in campuses. We aim to roll out across all campuses in 2014.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	1,637,720	5,910
2011-2012	1,511,524	3,791
2012-2013	1,528,853	3,559

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

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Staff composition, including Indigenous staff

The "Growing our own" strategy was implemented to support and sustain aspiring leaders within the college. There are a core group of 12 Indigenous leaders who are undertaking coaching opportunities as an initiative through the national project, MATSITI. (More Aboriginal and Torres Strait Islander teachers). In 2014, these teachers will play an active role in promoting "Teaching is Deadly" as a career pathway to young students.

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	164	172	154
Full-time equivalents	161	125	126

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	5
Advanced Diploma	1
Bachelor Degree	147
Graduate Diploma etc.	1
Masters	9
Doctorate	1
Total	**164**
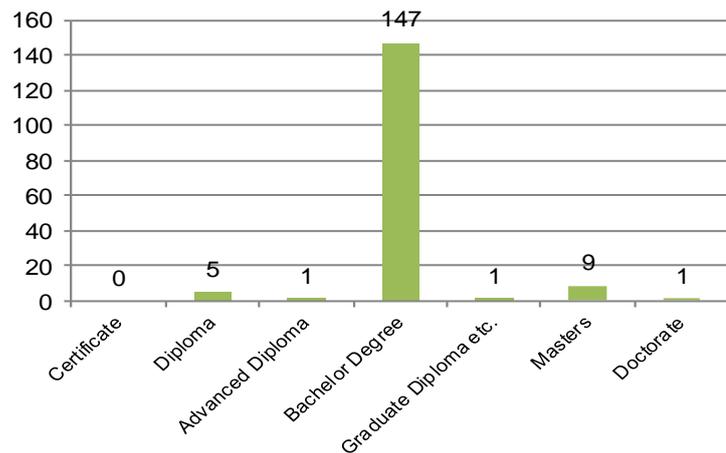
* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 was $ 337,396

The major professional development initiatives are as follows:

Leaders Professional Development forums

Coaching for teachers - Reading

4T strategy - Teachers visiting other teachers

SWPBS coaching

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Montessori Education training

Independent Public School training

Principal meetings

Classroom profiling training

ICT Training

MSSWD training

Leadership coaching

Assessment and Reporting

Language for Learning

Early Years National Quality Standards

Teacher Aide professional development

Language and cultural protocols training

Torres Strait orthography

Sports coaching training

Groundsman Workshop

Admin Officer's Coaching & Training

Ready Reader program training

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2013 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

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☐ Government
        ☐ Non-government

SEARCH

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	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	87%	85%	85%

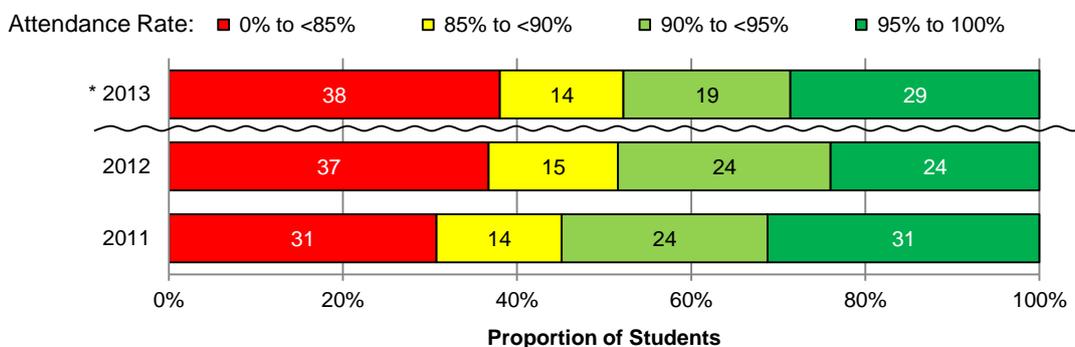The overall attendance rate in 2013 for all Queensland state P-10/P-12 schools was 89%.

Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	87%	88%	91%	90%	89%	90%	91%	88%	79%	75%	80%	81%
2012	85%	86%	86%	88%	88%	88%	89%	86%	80%	77%	75%	75%
2013	83%	85%	86%	85%	88%	87%	88%	83%	78%	81%	83%	83%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

	0% to <85%	85% to <90%	90% to <95%	95% to 100%
* 2013	38	14	19	29
2012	37	15	24	24
2011	31	14	24	31

Proportion of Students

* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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.

Tagai One School Guidelines clearly explains to teachers how to generate lists from OneSchool such as class rolls, sport rolls and excursion rolls to record student attendance and absences. Teachers are required to ensure all rolls contain as a minimum: roll class; year; teacher's name; student details including EQ identification number, year level and birth date; date (day, month and year) of each day to be marked; sufficient blank lines to accommodate additional students and space for the roll marker's initials

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to certify accuracy of records.

Tagai One School Guidelines explicitly explains to teachers how to record all student absences in OneSchool using an appropriate code for full & part time absences including records of late arrivals and early departures. The college guidelines clearly explain the absence codes for reasonable excuses to determine if a student has a satisfactory reason for their absence. The unexplained absences are noted and information is passed back to administration & liaison officers to track and monitor with parents/caregivers.

Tagai published "Attendance" and Being on Time" Posters to promote positive messages in the community of the importance of going to school and going to school on time.

Tagai has commenced publishing attendance data weekly on the leader's newsletter and the local newspaper. Some work has commenced on unexplained absences.

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.**

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.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	82%	81%	73%

Performance of our students

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	48	50	50
Number of students awarded a Queensland Certificate Individual Achievement.	1	1	0
Number of students receiving an Overall Position (OP).	9	6	10
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	8	6	5
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	33	38	42
Number of students awarded an Australian Qualification Framework Certificate II or above.	32	37	29
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	44	46	48
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	67%	50%	20%
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%	96%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	57%	67%	67%

As at 5 May 2014. The above values exclude VISA students.

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
2011	0	1	5	3	0
2012	0	0	3	3	0
2013	0	0	2	8	0

As at 5 May 2014. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

	Number of students awarded certificates under the Australian Qualification Framework (AQF).		
	Certificate I	Certificate II	Certificate III or above
2011	1	31	5
2012	12	35	9
2013	30	29	3

As at 5 May 2014. The above values exclude VISA students.

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Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early leavers information

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

Students who leave the secondary campus early are predominately students who transfer to other schools on the mainland. There are a smaller number of students who leave the college early to seek employment or return home to the outer islands.

A more detailed analysis of tracking early leavers has been targeted for 2014. This will involve data collected from the secondary campus, the 2 boarding facilities; outer island Heads of Campus and local council officers.