

ANNUAL REPORT



2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Tagai State College guarantees the highest standards of teaching and learning to achieve the aspirations of the Torres Strait Nation. Torres Strait Islander Learner Identity is achieved through a world class standard of education as well as embracing the unique language and culture. This is our vision of YUMI education. YUMI Education is provided through the Australian Curriculum and with contextually relevant curriculum. The College has responded to community demands by implementing significant reforms to create the Learner Guarantee. The Learner Guarantee outlines the services and programs that will position students from PrePrep to TAFE to achieve outcomes from each juncture of learning. The college recruits high quality leaders and teachers committed to building a nation as well as recognise local expertise to make traditional Language and Cultural protocols and knowledge mutually inclusive.

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 2016	Attendance >90%; Attendance <85% to reduce to 25% Levels of Achievement: C or higher 80%; A standard 10% NAPLAN: 100% at national minimum standard Upper 2 Bands: 7% in all domains except Spelling 10% VET Completion Rate 100%; QCE Complete Rate 100%; SOS measures >90%



Principal's Forward

Introduction

Sew Ngapa. Maiem. Welcome to the college 2016 School Annual Report – this report is a celebration of our achievements last year as well as an analysis of areas for improvement considered for the college's 2017 planning.

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 universal values of languages, culture and history into the teaching & learning processes.

This School Annual Report describes the 2016 School Improvement priorities of Attendance, Reading and Numeracy initiatives and how quality teaching and effective school community partnerships have helped us to share significant achievements in these areas. The purpose of the 2016 College theme “Lead the Change” was to focus staff and students on leading within the classrooms, leading in the campuses and across the college. Be the change within to be able to bring about positive and measurable change with others.

We believe in our students and working together as one team, one song and one ginar for the journey with the stars.

TAGAI STATE COLLEGE ACHIEVEMENTS IN 2016

- ✓ 100% QCE Completion rates – highest FNQ consecutive rates for the last 4 years
- ✓ 100 % VET completion rates
- ✓ 89% Student Attendance – increased improvement from 2015 Attendance rate at 88%
- ✓ Unexplained Absences reduced by 50% in more than 10 campuses
- ✓ Years 1-9 English Level of Achievement maintained from 62% in 2015 to 62% in 2016
- ✓ Years 1-9 Maths Level of Achievement improved from 61% in 2015 to 62% in 2016
- ✓ Year 3 NAPLAN Reading NMS from 79% in 2015 to 82% in 2016
- ✓ Year 5 NAPLAN Reading NMS from 65% in 2015 to 58% in 2016
- ✓ Year 7 NAPLAN Reading NMS from 58% in 2015 to 65% in 2016
- ✓ Year 9 NAPLAN Reading NMS from 56% in 2015 to 66% in 2016
- ✓ Year 3 NAPLAN Numeracy NMS from 78% in 2015 to 82% in 2016
- ✓ Year 5 NAPLAN Numeracy NMS from 78% in 2015 to 65% in 2016
- ✓ Year 7 NAPLAN Numeracy NMS from 88% in 2015 to 75% in 2016
- ✓ Year 9 NAPLAN Numeracy NMS from 86% in 2015 to 70% in 2016
- ✓ Year 12 Students completed their qualification - Coxswain Grade I & II
- ✓ School Opinion Survey student, staff and community measures consistently >90%
- ✓ Systems Leadership signature way of working delivered to 2 interagency community groups
- ✓ 100% classrooms have data walls and Individual student goal setting targets
- ✓ Family Empowerment strategies implemented
- ✓ More staff are able to confidently complete (ICPs) for students
- ✓ Sports Excellence celebrating primary & secondary peninsula and state sporting achievements
- ✓ Individual case management systems of chronic non- attendance by School Welfare Officers
- ✓ Indigenous Language and culture program implemented in all campuses successfully
- ✓ College professional development schedule delivered for all staff (on-line & face to face)
- ✓ Clear consistent & high quality weekly school improvement messages in Staff Bulletin, Torres Newsletter & webinars
- ✓ Staff wellbeing program developed

We thank the school community for their strong partnerships and confidence in planning. Tagai State College is advancing a nation of proud Aboriginal and/or Torres Strait Islander students and we are excited about the next 4 years ahead – Towards 2020.

Yours in Education,
Judith Ketchell
Executive Principal

School Progress towards its goals in 2016

	2015	2016
<i>2016 "Lead the Change" – Be the change within</i>		
<i>Align Australian Curriculum content descriptors across multi aged classrooms</i>	•	•
<i>Implement Strait Start programs in 2 additional campuses</i>	•	•
<i>Implement Indigenous Language Curriculum in all P-3 classrooms</i>	•	•
<i>Implement Tagai Reading & Numeracy intervention & daily consolidation expectations</i>	•	○
<i>Implement college 5 givens of every learning environment</i>	•	•
<i>Implement PBS strategies & practices</i>	•	•
<i>Embed Tagai model of Explicit Instruction (4 Pillars)</i>	•	○
<i>Implement Tagai 10 Teaching Standards of Practice</i>	○	○
<i>Implement excellence in Land & Sea curriculum practices</i>	•	•
<i>Implement Individual Curriculum Plans for identified students</i>	○	○
<i>Implement the College NAPLAN plan focussing on U2B Reading & Number</i>	•	•
<i>Implement National Quality Standards in the Pre Prep classrooms</i>	•	•
<i>Implement 2014 Financial Audit recommendations</i>	•	•
<i>Recruit high quality teaching and non - teaching staff</i>	•	•
<i>Implement campus Quality Improvement Plans</i>	•	•
<i>Implement 2015 Bi-annual Teachers conference</i>	•	○
<i>Implement Coaching and Mentoring</i>	•	•
<i>Implement Family Empowerment Strategy</i>	•	•
<i>Implement (IPS) School Council Schedule</i>	•	○
<i>Implement Tagai 4 imperatives of student engagement</i>	•	•
<i>Implement goal setting strategy to ensure parents central to their children's learning</i>	•	•
<i>Implementing regular reporting system for P&C; TSIREC; Community meetings & Interagency meetings</i>	•	•
<i>Implement college & campus workshops for parents (Ready Reader, Pre-prep, PBS)</i>	○	○
<i>Refining and Embedding Facilities & WH&S Systems</i>	○	○
<i>Implement Facilities Audit to improve Maintenance, Stocktake and Grounds systems</i>	•	•
<i>Implement Campus Facility Plan in response to Junior Secondary</i>	•	•
<i>Implement Campus ICT Infrastructure Plan to improve classroom teaching & learning</i>	•	•
<i>Refine systems for identifying & monitoring WH&S issues</i>	•	•

TAGAI STATE COLLEGE

I would have loved to have joined you for your Leaders Forum to celebrate achievements and hear about your plans for the future. Unfortunately that was not possible so here are a few words of appreciation for the work that you do to ensure that every student is succeeding.

I understand that Tagai is celebrating some of its highest NAPLAN results since testing began in 2008. Your students in Years 3 and 5 achieved their highest scale scores in all test strands except Reading, while their peers in Year 7 achieved their highest scale score in Grammar and Punctuation. These impressive results have contributed to Tagai students gaining on students across the state.

I hear that the Year 3 results are being carried through and sustained in later years. Tagai students who progressed from Year 3 in 2014 to Year 5 in 2016 had greater performance gains in Spelling, and Grammar and Punctuation compared to the Queensland State School average. Tagai students who progressed from Year 5 in 2014 to Year 7 in 2016 also improved at a greater rate than the state school average for Reading, Writing, Grammar and Punctuation and Numeracy.

Finally, the hard work and dedication of staff has ensured that in 2015 all Year 12 students achieved a Queensland Certificate of Education or a Queensland Certificate of Individual Achievement. This impressive result is a continuation of the 100% record of Year 12 achievement. These Year 12 completion rates are notably better than the state average (96.7% in 2015), and are something all Queensland schools should aspire to achieve.

*Thank you for leading the change and encouraging all staff and students to reach their potential. Have a great day,
Warm Regards,
Patea Walton*



	<p>TAGAI STATE COLLEGE 2016 "Lead the Change" <u>EXPLICIT IMPROVEMENT PLAN</u></p> <ol style="list-style-type: none"> Student Engagement – Attendance, Behaviour, Wellbeing Literacy & Numeracy – Reading & Numeracy Entrepreneurship and Innovation 	<p>TAGAI STATE COLLEGE STATE SCHOOLING STRATEGY</p>	<p>TAGAI HEADLINE INDICATORS</p> <table border="1"> <tr> <td>ATTENDANCE</td> <td>95% overall attendance rate 42% of students with 95% attendance</td> </tr> <tr> <td>NAPLAN UPPER 2 BANDS</td> <td>In more than two thirds of areas 40% for Year 3, 42% for Year 5, 42% for Year 7 In more than two thirds of areas 40% for Year 3, 42% for Year 5, 42% for Year 7</td> </tr> <tr> <td>LEVEL OF ACHIEVEMENT</td> <td>95% of all appropriate reading level, in more than two thirds of areas</td> </tr> <tr> <td>SCHOOL LEADERS</td> <td>95% satisfaction 95% satisfaction 95% satisfaction</td> </tr> </table>	ATTENDANCE	95% overall attendance rate 42% of students with 95% attendance	NAPLAN UPPER 2 BANDS	In more than two thirds of areas 40% for Year 3, 42% for Year 5, 42% for Year 7 In more than two thirds of areas 40% for Year 3, 42% for Year 5, 42% for Year 7	LEVEL OF ACHIEVEMENT	95% of all appropriate reading level, in more than two thirds of areas	SCHOOL LEADERS	95% satisfaction 95% satisfaction 95% satisfaction																																																						
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<p>PRIORITY ONE: STUDENT ENGAGEMENT</p> <p><u>Attendance Strategy</u> Implement Attendance system with specific focus on the following:</p> <ul style="list-style-type: none"> Case management of students < 85% and completed Support Provisions Improve unexplained absences by 50% Build culture for parents to apply for 10+ days exemption. Continue to monitor 5 days absences. <p><u>Behaviour Strategy</u></p> <ul style="list-style-type: none"> Responsible Behaviour Plan reviewed A Culture that promotes learning plan SET data used to inform PB4I plan PB4I embedded in campuses <p><u>Student Well Being</u></p> <ul style="list-style-type: none"> Student wellbeing reporting comments used by all staff ACER Student wellbeing survey used to inform college strategy "Student's voice" prioritised and used to inform curriculum, assessment and reporting. T&L Declaration – every child has friends at school <p><u>Staff Well Being</u></p> <ul style="list-style-type: none"> 100% staff complete survey and results are used to inform 2016 campus /college plan 100% beginning teachers supported with their transition with their mentors Well Being strategy/initiatives implemented 	<p>STUDENT ENGAGEMENT DATA</p> <table border="1"> <tr> <th>Attendance</th> <th>Rate</th> <th><85%</th> </tr> <tr> <td>2014</td> <td>88%</td> <td>30%</td> </tr> <tr> <td>2015</td> <td>88%</td> <td>31%</td> </tr> <tr> <td>2016</td> <td>90%</td> <td>20%</td> </tr> </table> <p><u>Behaviour Data</u></p> <ul style="list-style-type: none"> 80% students have "C" and above for Behaviour reporting Secondary decrease number of suspensions by 50% A ratio of 4:1 positive to negative behaviours recorded in One School Over 80% staff profiled by the end of Term 3 <p><u>Student Well Being Data</u></p> <ul style="list-style-type: none"> 100% Student Reporting includes wellbeing comments ACER comparative data reported 100% students have one wellbeing goal Student Opinion survey improved <p><u>Staff Well Being Data</u></p> <ul style="list-style-type: none"> 25% Reduction in work cover claims/sick leave 100% of staff involved in wellbeing activities/program +93% agreement for Staff Opinion survey in <ul style="list-style-type: none"> S2069 I enjoy working at this school S2092 Staff at this school are interested in my wellbeing S2093 Staff at this school have good team spirit S2084 I feel that staff morale is positive at this school S2080 I feel I have a good work life balance 	Attendance	Rate	<85%	2014	88%	30%	2015	88%	31%	2016	90%	20%	<p>PRIORITY TWO: LITERACY & NUMERACY</p> <p><u>Reading Strategy</u></p> <ul style="list-style-type: none"> Implement college reading expectations (Handbook) Implement whole college reading program by term and by age appropriate NAPLAN bands/PM/PROBE gains Provide learning adjustment and opportunities for at risk and high performing students. Students set reading goals: in phonemic awareness, phonics, vocab, reading comprehension and review to set new goals in semester 2 Heads of campus to coach staff in data analysis of reading data at regular staff meetings. Supervisors to provide specific feedback on campus/classrooms reading programs Curriculum team to provide expert reading advice, PD and resources. <p><u>Numeracy Strategy</u></p> <ul style="list-style-type: none"> Implement college Numeracy Expectations (Handbook) TSC Math System Tagai Numeracy Improvement Plan TSC Number Strategy 2013 Role-M Resource Program 	<p>PRIORITY TWO DATA</p> <p>100% students can explain their reading goals to their parents 100% students set term reading goals 100% students have reading data charts on the wall</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Reading</th> <th>Writing</th> <th>Grammar and Punctuation</th> <th>Spelling</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Year 3 (2016)</td> <td>42%</td> <td>42%</td> <td>42%</td> <td>42%</td> <td>42%</td> </tr> <tr> <td>Year 5 (2016)</td> <td>42%</td> <td>42%</td> <td>42%</td> <td>42%</td> <td>42%</td> </tr> <tr> <td>Year 7 (2016)</td> <td>42%</td> <td>42%</td> <td>42%</td> <td>42%</td> <td>42%</td> </tr> </tbody> </table> <p><u>Tagai State College Reading Benchmarks 2016</u></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Reading</th> <th>Writing</th> <th>Grammar and Punctuation</th> <th>Spelling</th> <th>Numeracy</th> </tr> </thead> <tbody> <tr> <td>Year 3 (2016)</td> <td>42%</td> <td>42%</td> <td>42%</td> <td>42%</td> <td>42%</td> </tr> <tr> <td>Year 5 (2016)</td> <td>42%</td> <td>42%</td> <td>42%</td> <td>42%</td> <td>42%</td> </tr> <tr> <td>Year 7 (2016)</td> <td>42%</td> <td>42%</td> <td>42%</td> <td>42%</td> <td>42%</td> </tr> </tbody> </table> <p><u>Reading Database</u></p> <p><u>Numeracy Data</u></p> <ul style="list-style-type: none"> SENA data NAPLAN Numeracy <ul style="list-style-type: none"> Year 3 NAMS: 85% Year 5 NAMS: 85% Year 7 NAMS: 93% Year 9 NAMS: 93% 	Year	Reading	Writing	Grammar and Punctuation	Spelling	Numeracy	Year 3 (2016)	42%	42%	42%	42%	42%	Year 5 (2016)	42%	42%	42%	42%	42%	Year 7 (2016)	42%	42%	42%	42%	42%	Year	Reading	Writing	Grammar and Punctuation	Spelling	Numeracy	Year 3 (2016)	42%	42%	42%	42%	42%	Year 5 (2016)	42%	42%	42%	42%	42%	Year 7 (2016)	42%	42%	42%	42%	42%	<p>PRIORITY THREE: ENTREPRENEURSHIP AND INNOVATION</p> <p><u>Strategy</u></p> <ul style="list-style-type: none"> Promote EDI submission process for campuses to initiate own projects The following submissions have been approved for <ul style="list-style-type: none"> Warraber Campus – "Retaining the Past" Mabbutt Campus – Robotics Expo Sodagoo Campus – Simple Machines Term 3 – Secondary Campus to conduct Robotics finalists from each campus in face to face competition DET Digital Skills Guide embedded in campus curriculum Coding literacy <p><u>TAGAI SECONDARY COMPETITION</u> <i>Design a boat of the future and explain why your boat is the 'boat of the future'.....</i></p> <p>It is said boats have been around for 45,000 years, their design and construction materials has changed considerably since the first sea worthy boat. What will they look like in 2050? Maybe something like is shown below??</p> <p>Entries must include a design brief, how the boat will move and a justification of materials used. Entries will be judged on the criteria sheet.</p>	<p>PRIORITY THREE: DATA</p> <ul style="list-style-type: none"> Implementation of Entrepreneur and Innovation plan/strategy Establishing base line data for Entrepreneurship and Innovation <p><u>Media Reporting</u> The students will participate in an authentic learning experience, developing skills in:</p> <ul style="list-style-type: none"> Developing and running a business Advertising and marketing Food standards and cleanliness Roles and responsibilities Negotiation skills <ul style="list-style-type: none"> Financial literacy <p><u>Warraber Reporting</u></p> <ul style="list-style-type: none"> Traditional <i>Sajiki</i> Cookbook Culinary Feast for school and wider community incorporating the foods that have been grown in the school garden's Students create a tuckshop menu Design and build garden beds School and community gardens Substance farming Publish languages (<i>Ukhalgal Va</i>) Community "Open House" with student presentations Beatty school grounds <p><u>Sodagoo Reporting</u></p> <ul style="list-style-type: none"> The Year 3-6 students will produce Early Simple machines and Lego Machines. The Year 3-6 students will construct products that have been programmed and tested to achieve the desired outcome. <p><u>Mabbutt Reporting</u></p> <ul style="list-style-type: none"> Robotics Expo Year 5&6 will then peer teach robotics and technology to the younger students Technology outcomes for year 5&6
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Future Outlook

The Learner Guarantee outlines the provision of services and programs



Tagai State College P-12 Learning Guarantee



Year Level	Prep	1	2	3	4	5	6	7	8	9	10	11	12
TSIREC Prapa Pathways	Early Years			Upper Primary Years			Junior Secondary			Senior Secondary			
Qualifications							UPCE				JCE		
BEING - Student Identity - Social Emotional, Cultural, Physical, Academic.	Transition Plan	PET Plans						JET Plans			SET Plans	Exit Plan	
	Identity Map / Profile												
	Positive Behaviour Support; Drumbeat ; Kids Matter Peer mentor Support; Tutorial Program ; Transition Events ; Respectful Relationships; Gifted & talented programs												
	Traditional Language - Igili may Ngurpay; Dalagaw Ngurpay; Kemer Kemer Eruer												
BELONGING- Family Empowerment	Primary Family Learning Account									Secondary Family Learning Account			
BECOMING	English												
	Reading	Oral Language Program			Reading Comp, Higher Order Think, Public Speaking			Higher Order /Critical Literacies		Public Speaking - The Great Debate			
	Numeracy												
	STEM	STEM Innovation Challenge						STEM Global Young Leader's program	STEM Subject Selection		Engineering camps		
	Career Education	Career Goals, Community Excursions, Career Role Models, Online Career Expos							Career Markets, Work Experience & Placements		Career Market, University Tour, Tagai Tech, SBA		
	Torres Strait Arts Language and culture	The story of Tagai book, Tagai song & dance, Tagai MusicalTribute, Tagai Branding											

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Early Childhood - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1505	724	781	1439	91%
2015*	1492	718	774	1439	89%
2016	1544	752	792	1469	90%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were 202 students enrolled in a Pre-prep** program. These numbers have increased from 2015 when we enrolled 170 students in a Pre-Prep program. Pre-prep programs operate in all primary campuses and are integrated into the Early Year classrooms with teachers using the Foundations for Success program. The college employs a Pre-prep Coordinator to support teachers to implement the program and meet compliance for audit purposes

** Pre-prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).



Characteristics of the Student Body

Overview

Tagai State College is advancing a nation of proud Aboriginal and/or Torres Strait Islander students. There is a very small population of non-Indigenous students who attend school in the Torres Strait. The majority of students speak English as an additional language with the first language being one of two traditional Indigenous languages. The western island language name is Kala Lagaw Ya and the eastern island language name is Miriam Mir. From the pearling and beche-de-mer era, and through intermarriages, the family descendants in the region today belong to a web of sophisticated extended families speaking the contemporary English based language named YumplaTok. There are 16 primary outer island campuses that feed into the Secondary campus on Thursday Island and there are two 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, childcare and local councils. The greater majority of families attend church services regularly at many varied church denominations on all islands.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	15	16	14
Year 4 – Year 7	18	19	15
Year 8 – Year 10	17	20	20
Year 11 – Year 12	13	14	14

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

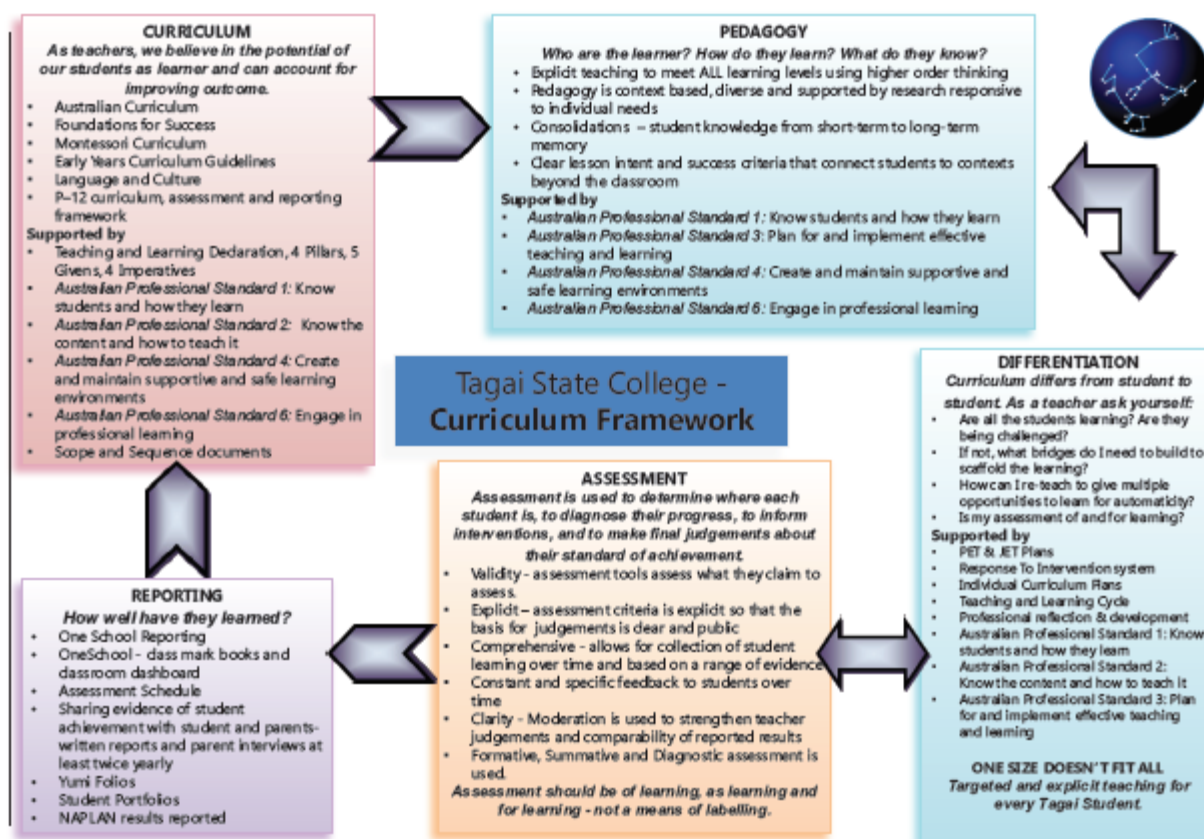
Curriculum Delivery

Our Approach to Curriculum Delivery

Tagai State College provide a comprehensive education program for students enrolled from Pre-Prep through to Year 12. The college works in partnership with TSIREC to

- Promote eight campuses that provide Strait Start, a 0-3 year old Montessori program for early learners.
- Deliver a traditional language in all P-3 classrooms.
- Develop a MOU partnership with FNQTAFE to provide programs that enable students to access University via the VET pathway.

The College implements the Australian Curriculum from Year 1-12 and ensures standards for literacy & numeracy achievement are aligned to state benchmarks as outlined in the Curriculum Framework below.



The Early Years

Program	Age of Children	Duration of Program	Key Documents
Strait Start	0 – 3yrs	15 hours per week	Montessori Curriculum
Pre-Prep	3 ½ yrs – 4 ½ yrs	15 hours per week	National Quality Framework Foundations for Success Early Years Learning Framework Early Years Curriculum Guidelines Montessori Curriculum
Prep	4 ½ yrs – 5 ½ yrs	Full time, normal school hours (6hrs per day)	Montessori Curriculum and Australian Curriculum



Strait Start (0 – 3yrs)

The Torres Strait Islanders' Regional Education Council (TSIREC), Tagai State College and the Montessori Children's Foundation have established a partnership to deliver quality programs in each of the Torres Strait communities that support optimal child development in the first years of life. Branded as "Strait Start", these programs are characterised by a Montessori approach, which is based on an understanding of the ways children develop and recognition of the fundamental role that families and communities play. Strait Start programs are based on working directly with parents, other family members and the community to build their confidence, skills and capacity to create the best conditions for children's development.

Pre-Prep (3 ½ yrs – 4 ½ yrs)

The Pre-Prep program is an early education program for children aged 3½ to 4½ years, which operates for 15 hours per week. Regular attendance is important for establishing a sense of belonging and increasing opportunities to achieve well at school.

Educators are responsible for maintaining Yumi folios, which demonstrate each child's learning journey. Children contribute to their folio and are encouraged to share this with their families regularly. Teachers provide a written report (Early Learning Profile) to parents/carers at the end of each semester and meet with them to discuss their child's learning. Families have a choice of programs – Montessori or state curriculum.

Prep (4 ½ yrs – 5 ½ yrs)

The Preparatory year (Prep) is a non-compulsory program offered in primary schools for children in the year before they start compulsory schooling. It is a full-time program, which children attend from Monday to Friday during normal school hours. Prep is integrated fully into the rest of the school. Classrooms and other facilities are located in school grounds. Prep classes usually have up to 25 students. Teachers provide a written report to parents/carers at the end of each semester and meet with them to discuss their child's learning. Families have a choice of programs – Montessori or state curriculum.

Pre-Prep Professional Development Workshop

Growing Our Future:
Pedagogy and practice in the early years



16–18 March 2016
Thursday Island

A professional learning opportunity for early years educators, focussing on delivering quality Pre-Prep and Kindergarten programs across Cape York and the Torres Strait.

EDUCATION FOR LIFE PROGRAM

Igililmay Ngurpay (Top Western Islands); Danalgaw Ngurpay (Near Western, Kaywalagal & Central Islands); Kemer Eruer (Eastern Islands) is the YUMI Way model of delivering the traditional language and cultural content through the medium of our traditional languages from Prep – Year 3 across Tagai. Our full immersion model is designed to restore the traditional languages and subsequent dialects of Meriam Mir & Kala Lagaw Ya to build on our children’s linguistic and cultural competencies. Igililmay Ngurpay, Danalgaw Ngurpay or Kemer Eruer is a learning journey for our children to be fully immersed in our traditional languages & culture in school, at home and in the community to strengthen & maintain our unique way of life.

EALD

EAL/D learners will develop proficiency in Standard Australian English (SAE) that will enable them to access the Australian curriculum. Tagai students will achieve the same level of educational success as other students in their age cohort across Australia. Tagai State College implements a 3 layered approach – college specific English/EALD curriculum, pedagogy; Campus and Classroom PD support for our EAL/D students.

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. Two ancestral languages were spoken across the Torres Strait region and continue to be taught in the Early Years in partnership with school communities.



Areas of Excellence 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.



CO-CURRICULA ACTIVITIES

Sports Activities	Rugby League Competitions Volleyball Carnival; Basketball Competitions; Australian Rules Competitions Touch Football Carnival; Bamaga/NPA Exchange
The Arts	School Choir Ukulele Group Traditional Dance Team Project Clubs Gab Titui Student Art Exhibition
Academic Activities	Reading Challenge Turtle Tagging Excursion Engineering Camp After school tutoring at Waybeni Campus
Lunch time Activities	Book Club activities Student Council activities Sport practices sessions
Cultural / Environmental Activities	Junior Ranger programs – Clean up Australia etc. Leadership Camps Community Preparation for cultural events such as “Mabo Day” Island Dance practice sessions for students and staff
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

Waybeni Koey Ngurpay Mudh Peer Mentors



Gabrielle Bani



Melita Muhamad



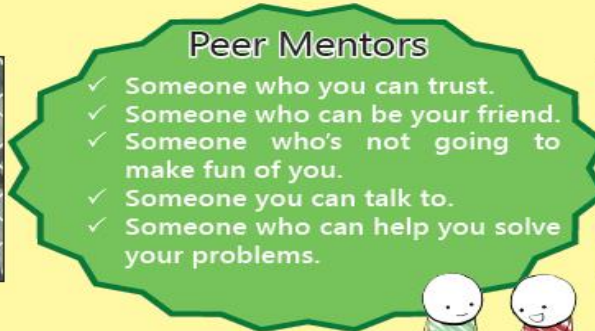
Kasaya Carpinter



Sadita Tamwoy



Paris Bruce



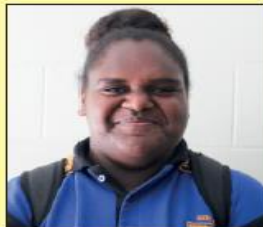
Tatianna Lui



Onice Matthew



Yessica Bann



Melora Mosby



Athima Nona

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 secondary campus ensures all students from year 9-12 are provided with access to a device to support teaching and learning in the classrooms as well as complete assessments at home.

- The present computer ratio is one computer for every four 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.
- Internet access continues to be problematic in 2016 with some campuses with very frequent downtimes.
- The use of ICT is integral to the delivery of professional learning to all staff. Teachers currently participate in moderation and can join into the college online training schedule throughout the year.
- The college has registered the following software licences: Olivia, Mathletics, Agresso,
- Webinars are being used to engage weekly with all leaders and each term with P&C representatives on the outer islands.
- The Contemporary Practice Resource has been designed by classroom teachers to support all Qld teachers to implement the Australian Curriculum in a contemporary 21st century classroom.

IMPACT Booster Project classes in the Torres Strait



by Meiko Stephen
Literacy and Numeracy
Coach
Waybeni Buway
Ngurpay Mudh

Selected Year 5 students from seven campuses across Tagai State College are currently participating in online classes for writing and numeracy. The Impact Booster Project classes are designed to boost student confidence and achievement towards the upper two bands in NAPLAN.

Online teachers in Brisbane deliver live web conference lessons to students in the Torres Strait and around Queensland. Each campus has a supervisor to assist students as well. The live lessons occur once a week for

60 minutes over 12 school weeks.

Additional activities are also available for students to access online resources from the *eLearn* website and students are encouraged to blog regularly after their lessons. This site can also be accessed at home any time by the students.

In the *Just Write* (Writing) classes students are learning how successful writers create and develop ideas to engage their audience and keep their interest. *Solve it* (Numeracy) classes are focussing on solving

problems, especially multi-step problems.

Students often can do the maths but may not follow a process to solve problems or interpret the question correctly.

Students look forward to their classes each week. They have quickly developed skills to log into a live class online and use the whiteboard tools on a web conference. Navigating around 'break out' rooms to work in small groups can be challenging at times but students thoroughly enjoy the interaction.



Social Climate

OVERVIEW

Tagai State College values all learners and believes all students can learn. We focus on the development of the whole child to be "two way strong" and meet the Service Guarantee.

We believe that:

- It is our responsibility to teach the whole learner
- It takes a whole village to raise a child
- All children are valued for their contribution to the school community

Tagai State College endorses a whole school approach to promote, encourage and support appropriate behaviours in all students. An essential part of the Positive Behaviour for Learning (PBL) framework, is that positive behaviour is explicitly taught throughout the year and at every "teachable moment" opportunity.

Inclusive Education: Learning for ALL



SYSTEMATIC TEACHING OF BEHAVIOUR EXPECTATIONS

At Tagai State College, we emphasise the importance of explicitly teaching and modelling expected behaviours. These expectations are taught and communicated to students through:

- Use of the explicit teaching and learning cycle to teach social and emotional skills including You Can Do It (YCDI) Education.
- Focussed lessons and activities as determined by analysis of data.
- Reinforcement of pro-social skills by all staff.
- Teaching differentiated behaviour routines and skills as required by data and case management processes, enabling the necessary supports for students across classroom and non-classroom settings.
- Use of positive language, Mina Pawa, Debe Tonar.



- Building positive relationships.
- Promoting and using restorative practices.

The college Anti bullying policy and procedures is aligned to each campus's Responsible Behaviour Plan. The reporting of "bullying" is taken seriously and each campus has developed a response plan to support students, staff and parents. Demand and consultations with community have resulted in the employment of **School Welfare Officers** to improve attendance and school expected behaviours. The college has launched a standard of practice called "restorative practice" which explicitly teaches staff and students to restore and maintain respectful relationships with each other.

TAGAI STATE COLLEGE BEHAVIOUR EXPECTATIONS MATRIX				
Setting	WE ARE PROUD LEARNERS	WE ARE RESPECTFUL	WE ARE SAFE	WE ARE RESPONSIBLE
ALL SETTINGS classrooms, undercover areas, oval, assembly library, toilets, walkways, excursion/transport	<ul style="list-style-type: none"> I am proud of who I am I come prepared for school I represent my school with pride I make good choices I always report any problems I am resilient; setbacks are part of learning 	<ul style="list-style-type: none"> I use positive language I am respectful and tolerant of others I respect other peoples property 	<ul style="list-style-type: none"> I belong to a safe school I follow instructions I ask permission to leave any setting I keep my hand and feet to myself I will use equipment and materials safely I wear correct uniform I always cooperate with others I always walk safely 	<ul style="list-style-type: none"> I will take responsibility for my actions I seek assistance when required I care for the environment I follow safety rules
CLASSROOM	<ul style="list-style-type: none"> I try my best in every learning situation I participate in all classroom activities 	<ul style="list-style-type: none"> I listen to the person who is talking I make my hand to speak I always use inside voice 	<ul style="list-style-type: none"> I sit properly on my chair I help keep my classroom organised 	<ul style="list-style-type: none"> I ask questions when needed I use materials responsibly I am a reliable member of my class
WHOLE SCHOOL PARADES	<ul style="list-style-type: none"> I listen to all speakers I walk up and receive awards/ certificates with confidence and pride 	<ul style="list-style-type: none"> I remove my hat I applaud appropriately 	<ul style="list-style-type: none"> I walk to and from undercover areas in an orderly manner 	<ul style="list-style-type: none"> I sit quietly in my class group
PLAYGROUND / OVAL	<ul style="list-style-type: none"> I am a good team member 	<ul style="list-style-type: none"> I always include others in activities I always wear my hat 	<ul style="list-style-type: none"> I stay in approved areas 	<ul style="list-style-type: none"> I always report inappropriate behaviours to an adult I think before I act
TOILETS	<ul style="list-style-type: none"> I have a pass from my teacher if I go to the toilet during class time 	<ul style="list-style-type: none"> I use the toilets appropriately I keep the toilets clean and tidy by using the bins provided 	<ul style="list-style-type: none"> I wash my hands after using the toilet 	<ul style="list-style-type: none"> I report any damage/graffiti/ broken equipment immediately I report any inappropriate behaviour
EMERGENCY PROCEDURES	<ul style="list-style-type: none"> I know and follow the emergency procedures 	<ul style="list-style-type: none"> I will follow all instructions given to me 	<ul style="list-style-type: none"> I will move promptly and orderly 	<ul style="list-style-type: none"> I will listen and follow directions
UCA's, TUCKSHOP & BREAK TIME	<ul style="list-style-type: none"> I always model appropriate behaviours I make healthy choices 	<ul style="list-style-type: none"> I always place my rubbish in the bin I always wait in line quietly 	<ul style="list-style-type: none"> I always play safely I always sit down to eat my lunch 	<ul style="list-style-type: none"> I encourage others to behave correctly
WALKWAYS	<ul style="list-style-type: none"> I move to class promptly and quietly 	<ul style="list-style-type: none"> I walk quietly so others can continue learning I stand quietly until prompted to enter the room 	<ul style="list-style-type: none"> I stay to the left when walking 	<ul style="list-style-type: none"> I am always courteous to others when using walkways



Five Givens for Every Learning Environment

- A culture of high expectations
- High standards of student presentation
- Effective and regular feedback to and from each student
- Effective and timely feedback is provided: timely specific and related to the learning, constructive in a variety of forms
- Stimulating learning environments
- Positive learning tone in all learning environments - Learning tone refers feels like and sounds like. ; Families and community feel welcome in the classroom; Model respect, courtesy, manners and honesty; Model enthusiasm and resilience.

Wrap-Around Model



Tagai State College uses a Wrap-Around model to support student learning – in curriculum delivery and in the provision of intervention. The Wrap-Around model acknowledges that students with additional and/or significant needs may require case management, interventions and/or differentiation. The Three Tier Model outlines student needs and the corresponding supports.

At Tagai State College, Layer 2 and 3 students receive Wrap-Around support from the CARE team and inter-agencies. The Tagai State College Specialist CARE team include Guidance Officers, Head of



Special Education Services, Inclusive Practices Coach, SWD teachers, Behaviour Support teacher, Speech Language Pathologist, and Student Participation Officer.

DIFFERENTIATION

Teachers provide students with differentiated curriculum/pedagogy so that they can access curriculum that is responsive to student's individual needs.

In 2016, Tagai teachers have developed their capabilities to use OneSchool for ICPs for:

- students with a verified disability
- students working below year level
- students who are gifted and talented
- students who require learning support
- students with behavioural concerns
- students with mental health concerns
- students with health concerns
- students in care
- students with sensory issues
- students with less than 85% attendance
- Student with English as an Additional Language/Dialect (EALD)



Tagai Teachers are building their capabilities to make adjustments to the teaching process, environment, product and/or content. All adjustments are recorded on OneSchool in the Student Plan and are endorsed by student's family.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	95%	93%	93%
this is a good school (S2035)	97%	95%	95%
their child likes being at this school* (S2001)	96%	96%	96%
their child feels safe at this school* (S2002)	93%	94%	93%
their child's learning needs are being met at this school* (S2003)	94%	92%	90%
their child is making good progress at this school* (S2004)	96%	95%	92%
teachers at this school expect their child to do his or her best* (S2005)	97%	95%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	91%	93%
teachers at this school motivate their child to learn* (S2007)	97%	95%	95%
teachers at this school treat students fairly* (S2008)	90%	89%	91%
they can talk to their child's teachers about their concerns* (S2009)	95%	95%	95%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school works with them to support their child's learning* (S2010)	94%	93%	93%
this school takes parents' opinions seriously* (S2011)	93%	90%	90%
student behaviour is well managed at this school* (S2012)	83%	84%	88%
this school looks for ways to improve* (S2013)	96%	93%	94%
this school is well maintained* (S2014)	94%	94%	91%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	96%	92%
they like being at their school* (S2036)	95%	96%	94%
they feel safe at their school* (S2037)	90%	91%	90%
their teachers motivate them to learn* (S2038)	97%	95%	97%
their teachers expect them to do their best* (S2039)	96%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	91%	92%	92%
teachers treat students fairly at their school* (S2041)	91%	91%	89%
they can talk to their teachers about their concerns* (S2042)	84%	86%	83%
their school takes students' opinions seriously* (S2043)	86%	87%	84%
student behaviour is well managed at their school* (S2044)	75%	79%	75%
their school looks for ways to improve* (S2045)	94%	94%	95%
their school is well maintained* (S2046)	89%	89%	88%
their school gives them opportunities to do interesting things* (S2047)	91%	92%	91%



Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	96%	95%
they feel that their school is a safe place in which to work (S2070)	96%	97%	97%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they receive useful feedback about their work at their school (S2071)	94%	94%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	97%	95%
students are encouraged to do their best at their school (S2072)	97%	98%	97%
students are treated fairly at their school (S2073)	94%	96%	95%
student behaviour is well managed at their school (S2074)	83%	85%	90%
staff are well supported at their school (S2075)	89%	89%	90%
their school takes staff opinions seriously (S2076)	89%	90%	92%
their school looks for ways to improve (S2077)	95%	96%	96%
their school is well maintained (S2078)	92%	92%	91%
their school gives them opportunities to do interesting things (S2079)	90%	88%	86%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.



Parent and community engagement

Tagai State College recognizes parents as vital partners and central to each child's learning progress. Each campus has their own P&C association who actively fundraise to support children's resources in schools. The P&C associations all advocated supporting the operations of the College School Council. Our college has implemented a range of strategies to ensure our parents are well informed are provided with multiple opportunities to participate in school activities:

- Parent Teacher parent information sessions
- Weekly newsletter published in the Torres News
- Parent Invitations to Weekly parades for special awards
- Campus Noticeboards
- Campus Postcards to parents
- Parent Advisory Groups for Special Needs
- Parent Volunteers to supervise on excursions & class activities
- Parents & Elders as guest speakers to students
- Men's & Women's business parades for secondary students

Family Empowerment Strategy - A Whole School Community Approach that focuses on parents as the first teachers of their children. This strategy is designed to empower families, community to be actively engaged, and participating in their child/ren's decision making for education and life choices. We need effective families. We need effective communities. When schools, families and communities work together in education, everybody does well." By Dr George Otero – Centre for Relational Learning



What is the YUMI WAY?

Whenever you hear someone from Tagai school communities make reference to the phrase the *YUMI WAY*, they are referring to a process for ensuring inclusiveness and ownership of a system that has been quality assured by the Indigenous people of the Torres Strait since time immemorial. Depending on the context, the phrase *YUMI WAY*, could be referring to a small group of people, a selected group of people, and a large group of people or a nation of people.

The *YUMI WAY* incorporates a demonstration of respect for the peoples, languages, cultures and protocols in order to do business correctly in the Torres Strait region or when working with Torres Strait Islanders in other contexts.

The *YUMI WAY* is not only about using common sense, it is about implementing what works and best practice. Incorporating and applying the *YUMI WAY* into policies and procedures will ensure these will be more effective when implemented in the Torres Strait context. Whenever we use the *YUMI WAY* for doing business we can feel confident and assured that the *YUMI WAY* is Our Way, the Right Way and the Only Way. *Steve Foster on behalf of Tagai Executive Team, 2014*

RESPECTFUL RELATIONSHIP PROGRAMS

All campuses focused on two major events to promote awareness of safety programs and activities:

- Domestic Violence Week
- White Ribbon Day
- “One Punch can kill” awareness campaign.

The Behaviour Expectation Matrix provides the overview for campuses to plan their weekly focus behavior expectation. Qld Health and Qld Police liaison officers provide professional advice and support sessions to make students aware of what to do in unsafe situations. The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.



Camp 1 students from Badhulgaw, Waybeni Buway, St Pauls, Kubin, Poruma and Warraber.



Camp 2 students from Mer, Erub, Masig, Malu Kiyay, Dauan, Kadhego, Iama, Narupay and Sacred Heart.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	148	286	309
Long Suspensions – 6 to 20 days	4	8	10
Exclusions	1	1	0
Cancellations of Enrolment	3	10	3

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

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. Power savvy – children and staff learning to be smart with power and working to reduce electricity use at school and reduce environmental impact. The consistency of all campuses implementing Power savvy impacts on how well the whole college reduces the high electricity costs.

2. Water quality has varied across campuses in 2016 with three campuses having to organise shipments of water for consumption. The college has completed the rollout of installing water saving devices in campuses.



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	1,499,389	0
2014-2015	1,262,427	
2015-2016	1,592,472	27,028

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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.

Find a school

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by

clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile



Workforce Composition

2016 WORKFORCE COMPOSITION

Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	166	167	132
Full-time Equivalents	164	123	110



Qualification of all teacher

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	10
Graduate Diploma etc.**	2
Bachelor degree	147
Diploma	10
Certificate	10

*Teaching staff includes School Leaders

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



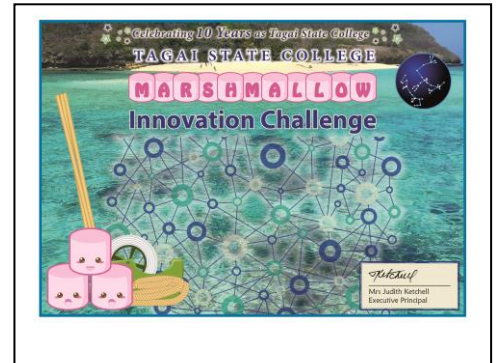
Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$ 850,000.

The proportion of the teaching staff involved in professional development activities during 2014 was 75%. The major professional development initiatives are as follows:

- Systems Leadership training workshops
- Leadership coaching
- Newly appointed Induction PD
- Profiling and ESCM coaching
- Beginning Teacher mentoring Service
- 4T strategy – Teachers visiting other teachers classrooms
- Pre prep qualification Upgrade
- PBS Coaching
- Cairns Principals Business meetings
- ICT Training
- Inclusive education practices workshop
- Assessment, Reporting & Moderation PD
- Language for Learning – EALD strategies in English
- Language & Cultural Induction
- Torres Strait language orthography PD
- Cleaners & Grounds training workshop
- Early Years Training – National Quality Standards
- Reading & Numeracy workshop
- Workplace Health & Safety training
- Sports coach training clinics
- One School Training



The major professional development initiatives are as follows:

The proportion of the teaching staff involved in professional development activities during 2016 was 100 %.

Staff Attendance and Retention

Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
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, 84% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Entrepreneurship and innovation grant



by Paula Tweedie
Head of Campus
Kadhego Ngurpay Lag

Earlier this year we received a \$2,000 grant for our Entrepreneurship and Innovation application to the Tagai State College executive.

Our Lego materials have arrived and the students have been enthusiastic to use them.

The Prep and Year 1 students are using a kit that requires them to build using screwdrivers. The Year 2, 3 and 4 students are using a kit that requires them to make simple machines.

The Year 5 and 6 students will be designing and programming models using

Lego WeDo 2.0. They have constructed their models using the instructions provided and are about to start programming their model onto our iPads.

The children are super excited to use these innovative materials!



Leeroy and Hariba celebrate their Lego WeDo 2.0 creation.



Shiellarina, Butu, Brendan and Ricky have built their Lego creations.



Kaitha and Tolowa collaborate to build their Lego WeDo 2.0.

Student Attendance

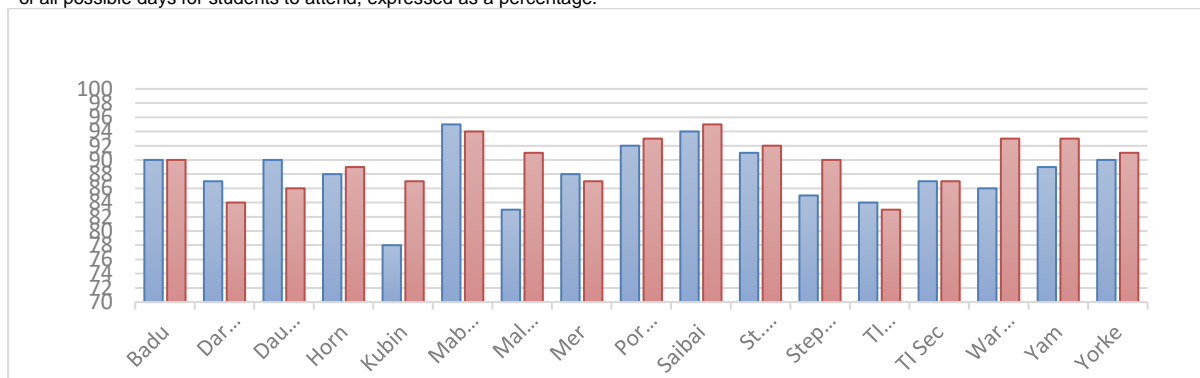
Student attendance



The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	88%	88%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	87%	89%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.



The overall student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	85%	87%	89%	89%	89%	89%	91%	89%	89%	88%	83%	87%	89%
2015	85%	86%	87%	90%	90%	89%	89%	93%	85%	82%	85%	83%	90%
2016	86%	88%	89%	92%	92%	92%	92%	93%	88%	82%	84%	81%	85%

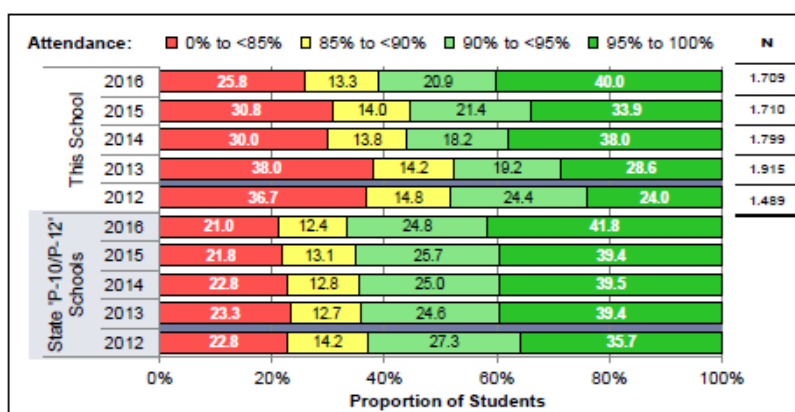
*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:

Attendance Rate Range (Semester 1)



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *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 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. Significant work was undertaken to reduce unexplained absences.

Tagai has employed school welfare officers who have a key role in case managing students who have less than 85% attendance rate to school.

NAPLAN

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.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.



Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	50	46	39
Number of students awarded a Queensland Certificate of Individual Achievement.	2	1	1
Number of students receiving an Overall Position (OP)	6	12	8
Percentage of Indigenous students receiving an Overall Position (OP)	12%	25%	19%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	3	1	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	40	39	33
Number of students awarded an Australian Qualification Framework Certificate II or above.	34	37	33
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	48	45	38
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	96%	98%	97%
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.	50%	25%	50%
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%	98%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	83%	92%	100%

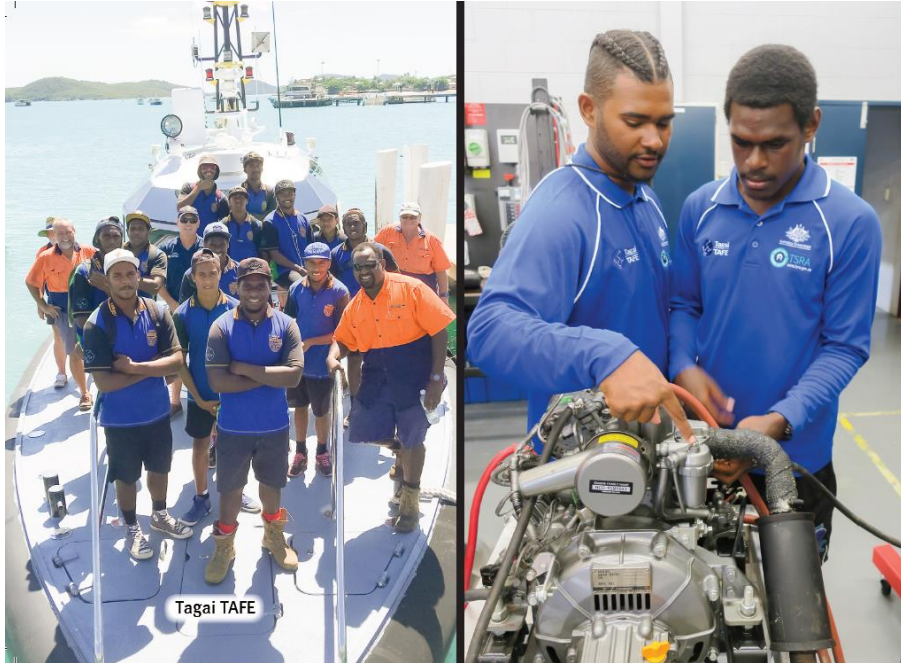
As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	0	0	3	3	0
2015	0	0	3	7	2
2016	0	1	3	4	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	25	26	9
2015	21	37	8
2016	15	33	0

As at 3rd February 2017. The above values exclude VISA students.



Tagai State College delivered the following VET courses in 2016:

- Cert II Business
- Cert II Hospitality
- Cert II Construction
- Cert II CALM (Land & Sea management)
- Cert III Education
- Cert III Health Services



Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	73%	70%	79%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	75%	68%	76%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.tagaisc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

EARLY LEAVERS INFORMATION

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12. Early Leavers 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; return home to the outer islands or travel to the mainland to care for extended family members.

A more detailed analysis of tracking early leavers has been implemented in 2016. This has involved data collected from the secondary campus, Year 12 students & families; the 2 boarding facilities; outer island Heads of Campus and local council officers. This program, Tagai Alumni project will be completed at the end of 2016.

Conclusion



2016 SCHOOL IMPROVEMENT REVIEW KEY FINDINGS

- Tagai State College has strong systems and protocols in place to support the consistency of practice.
- Tagai State College leadership Team has established and is driving a strong improvement agenda grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes.
- Data is used extensively in college decision making for student outcomes.
- Tagai State College works to maintain a learning environment that is safe, respectful, tolerant and inclusive.
- Tagai State College has clear expectations for student behaviour and learning.
- Tagai State College leadership teams have developed systems to proactively respond to the wide range of challenges in managing financial, human and physical resources across 17 geographically isolated campuses.
- Workforce Planning is a priority and there is a range of proactive strategies to recruit, induct and support staff.
- Tagai State College has implemented a significant language program that values traditional practices in each community. Professional Learning is classroom based and linked to priorities.
- The college leaders have a deep awareness and strong commitment to working respectfully with the community. The YUMI way is embedded in all aspects of college life.
- The college has implemented processes to ensure students make successful transitions across all sectors.

