



Taminmin College, Northern Territory

About us

We are a large, co-educational, year 7-12 public secondary school located 40km south of Darwin in the rural area of Humpty Doo, Northern Territory. Approximately 20% of our student population identifies as Indigenous.

Our approach

Over the past 7 years, we have been analysing data from ACER PAT tests, NAPLAN and A-E reports in order to improve reading across all curriculum areas and have built a common understanding over that time that literacy is a whole-school responsibility. Our teachers now have students reading in every subject area.

We encourage students to do their best in PAT and NAPLAN tests, and use videos and classroom roadshows matched with follow-up work analysing results to have the whole-school community focus on progress.

A collaboration with Griffith University helped us start, running PAT reading tests three times a year, and holding intensive workshops looking at school, year level and individual class data. We used data walls to map the growth of individual students.

We later implemented *Powerful Practices for Reading Improvement* (Kathryn Glasswell, Willemina Mostert, Lindsey Judd & Lesly Mayn), a resource that guides teachers with suggested activities. We had a small group of teachers volunteer to work within their faculties to help colleagues interpret data and use new devices.

We developed the *Taminmin Enriched Literacy* (TEL) program and helped staff embed TEL strategies in their programs. We started paired reading activities where one student reads through a text while the other listens. This introduced students to vocabulary and ideas related to key topics.

We now have a dedicated TEL teacher who organises data into teacher-friendly spreadsheets and encourages students to own their learning and seek out test feedback from teachers as soon as possible after the test.

Showing students their academic record on screen (using our e-dash system and others), and over time, is a powerful way of demonstrating that effort and results matter. We emphasise personal improvement as our priority measure (as opposed to comparison with others) and for students struggling with literacy this is particularly important.

For three years we have employed staff to work with small groups of students requiring extra reading support. They work with classroom teachers to improve student understanding, skills and most importantly, reading confidence.

Our profile

ENROLMENTS **1,110** LBOTE **15%** INDIGENOUS **20%** ICSEA **934**