



Djarragun College Ltd - School Annual Report 2015
(Based on 2014 data)



DESCRIPTIVE INFORMATION

Djarragun College is a distinctive far North Queensland school with an almost exclusively Aboriginal and Torres Strait Islander student body, of whom approximately 20% are boarders. The boarders come from the Torres Strait, Cape York, other parts of Queensland and interstate. The College has long been recognised as a centre of excellence in the area of indigenous education. Originally administered by the Anglican Church, Djarragun College has been governed by a Board of Directors since 2011, comprised of members of Cape York Partnerships (CYP) and others. The board is chaired by long-time Djarragun advocate and Cape York indigenous leader Noel Pearson.

The school uses a form of explicit teaching, Direct Instruction (DI) method and curriculum across years Prep to 9. From Year 10, students are moved into the Senior School. DI is a scripted, step-by-step approach to teaching literacy and numeracy to students who are grouped together by ability not by age. The College's belief is that children must be taught the basics well, and DI is very effective.

The school day is structured to accommodate three learning domains: Class, Club and Culture. To cater for Club and Culture activities, the school day extends to 5pm and is compulsory for boarding students. Day students have the option to participate, and for those who do, transport home is provided at the end of the day.

Senior schooling is more traditional and in 2014 we introduced some new curriculum, of which VET forms a part. This decision was made following research carried out with our Year 9 and 10 students, who in 2013

were given the opportunity to select subjects from a list of options. Where possible, these preferred subjects have formed the basis of the new curriculum now being taught.

There is an expectation at Djarragun that all students will achieve a QCE. The College has a mantra of 'high expectations' and strives to ensure that every Year 12 student will graduate with entry to university, further education or employment.

Passion for sport is synonymous with many indigenous youth. Djarragun Sports Academy aims to give every student 'a sporting chance' with their learning. This program offered specialised training and mentoring for eligible students in Rugby League, AFL, volleyball and basketball. The goal of the academy program is to improve students' attendance and retention, to develop a positive and respectful attitude and improve academic outcomes. The aim is to motivate and inspire all academy students to develop leadership qualities.

We continued to embed Values Education further into our timetable throughout 2014, with the aim of having students leaving the College with life-long skills, behaviours, attitudes and values that equip them with a 'can do' attitude.

Djarragun College also underwent a complete re-branding during this period, which involved a local advertising campaign to promote our new look logo, school uniform and a new motto "Learn, Connect, Succeed". Backed by our professional new look, we reached out to the community throughout 2014, visiting schools and community around the Cairns region, communities throughout the Cape and also through the Torres Strait.

2014 was also a great year for our teaching staff who enthusiastically participated in an extensive range of professional development, particularly in explicit instruction.

The Djarragun College program shares the Cape York Institute vision for children to achieve their full potential, talent and creativity and have the confidence and capacity for hard work so they can orbit between two worlds and enjoy the best of both. The staff at Djarragun firmly believe that every child deserves success.



School sector:

Independent

School's address:

1 Maher Road, Gordonvale, Cairns 4865

Total enrolments:

An average of 312 students

Year levels offered:

Prep to Year 12.

Co-educational or single sex:

Co-educational

Characteristics of the student body:

98% of students attending Djarragun College are indigenous. The student body for Prep to Year 7 is in almost equal proportions of male and female, whereas for Year 8 to Year 12 just under two thirds of the cohort is female. The majority of the student body comes from Yarrabah, Gordonvale and the greater Cairns area. These students are transported by bus to school daily.

The Year 8 to 12 boarders mostly come from indigenous communities in Cape York and the Torres Strait Islands. Over the year, the proportion of male to female students remained more or less equal with 29 boys and 35 girls; we had 64 boarders in total.

Distinctive curriculum offerings:

VET offerings were expanded in 2014 to include automotive and engineering certificates, with the re-opening of the Trade Training Centre in Semester 2.

Values Education continued school-wide; the aim was to have students leaving the College with life-long skills, behaviours and values that equip them with 'can do' responsible and independent attitudes, high self-esteem, a strong work ethic and respect for self and others. Values Education has had a significant positive impact in the classrooms, the playground and on the sports field including vastly improved interaction between students and between students and staff.

Direct Instruction (DI), introduced in 2011, continued to be the method of choice for delivery of mathematics and literacy subjects across Years Prep to 9. Maths in Years 8 to 9 followed the Australian curriculum. A highly structured teaching model, DI is a scripted, explicit step-by-step approach to teaching. Children were grouped according to ability, not age, and as they mastered each section were moved to the next level and grouping. There was also the flexibility available to move students back to a group which afforded them the opportunity to fully understand the concepts being taught before progressing to the next level. It is Djarragun's belief that students must be taught the basics well, and DI has proved to be the best way to do it.

Extra-curricular activities:

The Sports Academy Program offered specialised training and mentoring for students in Rugby League, AFL, Volleyball and Basketball. The sporting aspect of this program ran at the end of the school however, mentoring occurred throughout the day with coaches visiting classes and discussing student progress with individuals. The aim of the program was to encourage students to attend school regularly, improve academic achievement and demonstrate a positive attitude in all aspects of their life.

Students were encouraged to join Culture groups. The groups congregated once a week during school time, after school during Club and Culture and there was an additional session scheduled for boarding

students one evening a week. Students involved had the opportunity to perform publically at various venues throughout the year.

We had boarding students involved in sporting clubs. They attended practice sessions and played games, with remaining boarders in attendance to support.

Events:

Anzac Day – Djarragun College supported the Gordonvale Anzac memorial service. Our students marched in the parade, placed a wreath and spoke at the ceremony.

I20 Summit – our dancers performed at this event and our Hospitality students were involved in the catering.

Cairns Show – Both Aboriginal and Torres Strait Island dancers performed at the Cairns Show.

Harmony Day – We celebrated Harmony Day with visual and performing arts and guest speakers.

Culture Day – In Term 1 we invited family members to attend a whole day of cultural activities. Students and families rotated around activities such as boomerang painting, storytelling, song and dance. Lunch was served to all our students and visitors and the day concluded with a variety of performances from our students and families and from community members who joined us for the celebration.

State of Djarragun – a series of competitions (academic, sporting, and problem solving) – Staff versus Students and sadly the students outperformed the staff.

Camps – Students from various year groups attended the Djarragun Wilderness Centre for scheduled camps.

Chapel – Our school had a chaplain. An area was set aside for spiritual development. Boarding students attended chapel once a week. Visitors from local churches and youth groups were invited to these sessions. Our students frequently sang hymns and performed individually or in groups.

Boarding Excursions – Our students participated in weekend excursions. Some of the more memorable ones included a Townsville trip to watch the Cowboys, Mungalli Falls for a day of challenges, and a trip to watch the Taipans play basketball. Our students performed their cultural dancing there and at half time our students were selected to play on court as part of the entertainment.

The social climate of the school:

The school's Responsible Behavior Plan for Students required students to be respectful, responsible and safe. From a school perspective our enrolment policy was tightened, a behavioural benchmark was set and staff were trained in NVCI. The school continued to implement a zero tolerance approach to bullying or violent behaviour with serious consequences (including cancellation of enrolment) for those in breach. The Child Protection Policy was reviewed and professional development sessions for the commencement of 2015 were developed.

Values Education operated for the full year – 20 minutes each morning. This program involved the explicit teaching of the values needed to be a good citizen and a productive learner. The Values Education time was used to build relationships and promote positive, productive behaviours. It was also a time used for form teachers to assess the immediate wellbeing of students.

The Student Services team provided additional pastoral care and liaised with agencies to provide additional support. Agencies included Wuchopperen, Birdwings, Mind Matters, and Transition Support Officers.

The school continued to develop a culture of celebrating success. Presentation Day was the biggest event of the year involving the greatest parent turn out.

General assemblies provided a venue for academic, sporting and behaviour awards to be distributed.

Parental involvement:

Four report cards were produced throughout the year. Parent interviews were held twice in the year at 3 different locations, to yield maximum turn out of parents.

Additional parent interviews were held for parents of students in Year 12, and Year 6 and 7 students transitioning to secondary education.

Parent volunteers assisted in food preparation for our Cultural Day and our Presentation Day. Parents assisted by singing for our cultural dancers for Cultural Day, Presentation Day and the Year 12 Formal.

Community Newsletters were distributed to day students fortnightly while the boarding newsletter was sent to all boarding families and community and council offices across the Cape and Torres Strait. We provided accommodation and meals to families who come to settle their children into school. This proved to be a very effective way to support boarding students.

Parent, teacher and student satisfaction with the school:

Parent Satisfaction Survey 2014

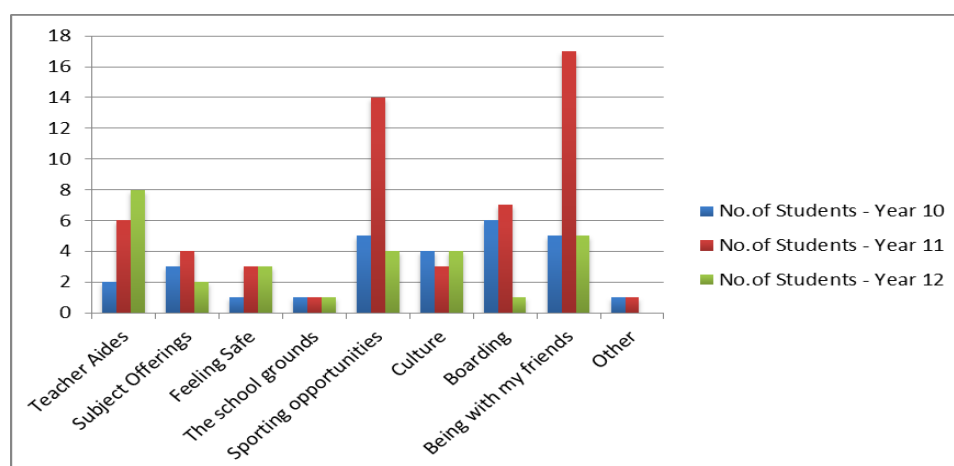
As part of the parent/teacher interview process, attending parents were asked to complete a one page survey. The comments were very positive; parents were happy that the College provided good teaching staff, subject choices, pastoral care, cultural programs, sports activities, length of school day, tuckshop/canteen and newsletters. One person wanted additional staffing on our school buses.

Student Satisfaction Survey 2014

Feedback from a survey of 45% of the senior school students at Djarragun College about their experiences offered some key educational themes for further investigation.

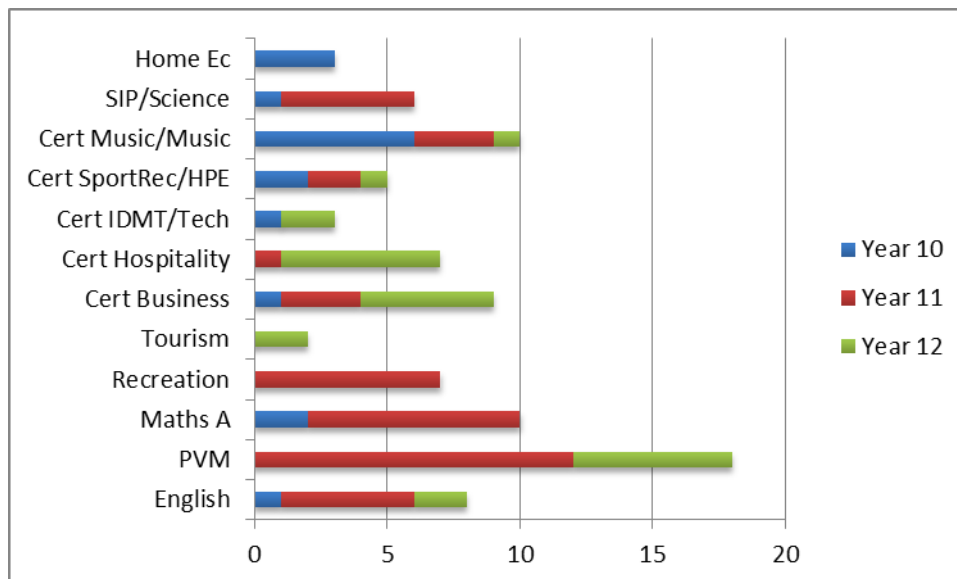
The survey sought aspects of College life that students most liked. It is not surprising that 'being with my friends' and 'sporting opportunities' scored highly in this questionnaire. The respondents valued Boarding and the support of Teacher Aides. Whilst the students were asked to nominate only two aspects from the nine categories listed, interestingly many students' selected more than two categories, suggesting that they found multiple aspects of school life enjoyable as evident in Figure 2.

Figure 2 Aspects of the College 'Most Liked' by Students



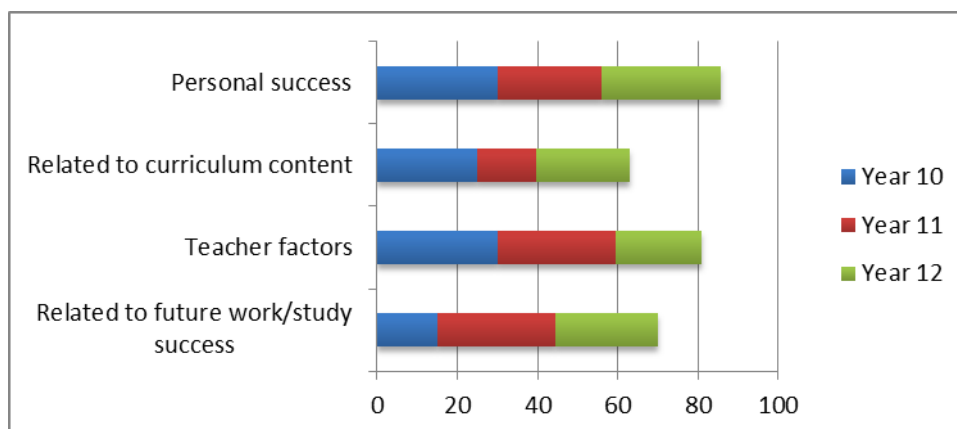
In Question 2 students did not follow instructions regarding the two most liked subjects so little can be gleaned from this data set. The only conclusion that can be drawn with any confidence is that no one subject was definitively most enjoyed by respondents in any particular year or across multiple year levels.

Figure 3 Subjects Enjoyed Most by Respondents



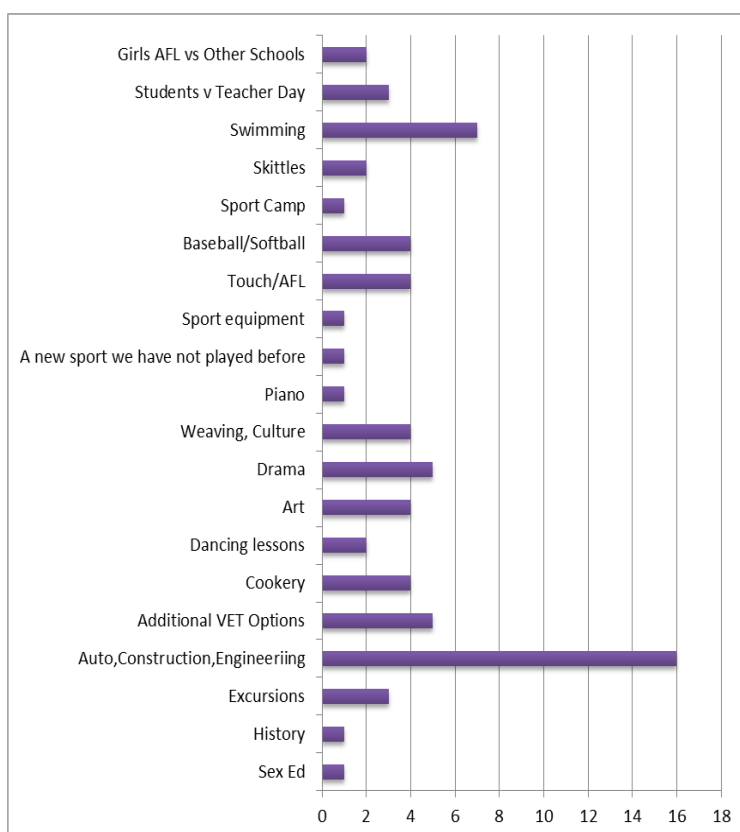
Students across Years 10, 11 and 12 identified similar reasons for their joy in learning which could be a motivation for attendance at school. Teacher factors included that the teacher made the work interesting and/or was a fun person, whilst personal success pointed to intellectual challenge and doing well. The importance of schoolwork being seen as a pathway for post-school success was apparent in the responses and to a lesser extent the nature of the learning experiences, such as practical work and interesting topics.

Figure 4 Reasons that students selected most enjoyed subjects (%)



When asked for ideas to improve the curriculum offerings at Djarragun, students provided a wide range of ideas as reflected in Figure 5. The data strongly supported the Semester 2 introduction in Certificates in Engineering and Automotive.

Figure 5 Suggested Curriculum Enhancements x Number of Students (Years 10-12)



Summary:

The data provided some ideas worthy of further investigation, affirmed the decision to introduce the workshop-based subjects and demonstrated the need for rigour when gathering data to inform school level decisions.

Teacher Satisfaction Survey 2014

During 2014 a Staff Centre was created. It was here that weekly meetings for teaching staff took place and where staff could share information, good ideas and problem solve.

A survey was undertaken at the end of 2014, where teachers were asked to indicate their subject preference to teach the following year. 100% of requests/first choices were met by the College. The College intends to conduct a full teacher satisfaction survey in 2015.

Contact person for further information:

Title: Miss Sian Marshall, EA to Principal Robyn Hughes

School Income broken down by funding source:

For information on school income and funding sources please visit <http://www.myschool.edu.au/>.

STAFFING INFORMATION

Staff composition, including Indigenous staff:

With very few exceptions the majority of teaching staff were full-time in 2014. The DI Tutors were in the main part-time as were the Teacher Aides. The administration and facilities management teams were all

full-time. Boarding parents are employed on a full-time basis, supplemented by casual and on-call staff members when necessary.

The College employed a total of 66 staff in 2014. This figure included both teaching and non-teaching staff, as well as casual employees composed of 7 boarding parents and 7 caretakers, drivers and cleaners. Of the total, 3 employees identified themselves as Indigenous, although the College felt this figure to be too low and has recently undertaken an HR exercise to re-establish the number of Indigenous staff, we expect the number to at least double for next year's report.

Qualifications of all teachers:

<i>Highest Achieved Qualification</i>	<i>% of classroom teachers and school leaders at the school who hold this qualification</i>
Doctorate or higher	
Masters	9.5%
Bachelor Degree	81%
Diploma incl Graduate Diplomas	9.5%
Certificate	

Expenditure on and teacher participation in professional development:

Teacher participation in PD

<i>Description of PD activity</i>	<i>Number of teachers participating in activity</i>
Explicit Direct Instruction Workshop with John Hollingsworth	21
Denbigh Training	21
All of Secondary Professional Development Day: Learning, Earning and Yearning	9
Analysing reading assessment data	16
Cannabis Information Session	14
Teacher meeting: Wellbeing	16
Teacher meeting: Writing	18
QSA (Queensland VET Development) x 3 trips	1
Assessment & management of anxiety in children & young people	2
Professional learning for Australian curriculum geography	1
School Management Series Semester 1 (ISQ Webinar)	1
School Management Series Semester 2 (ISQ Webinar)	1
NAPLAN - The Literacy of Numeracy	1
NAPLAN - Language Conventions & Spelling	1
CPR	6
First Aid	15
VET in Schools	3
ISQ VET Coordinators Workshop	1
TAE40110 Cert IV in Training & Assessment	1
Weekly all of teacher meetings	21
Principal's Briefing (weekly)	21
DI Paired Practice	10
First Class Training	1
Non-Violent Crisis Intervention	19

Expenditure on PD

<i>Total Number of Teachers (only)</i>	<i>Total expenditure on teacher PD</i>	<i>Average expenditure on PD per teacher</i>
21	\$23,483.70	\$1,118.27

The total funds expended on teacher professional development in 2014 was \$23,483.70.

The major professional development initiatives were as follows: Explicit Direct Instruction Workshop, Direct Instruction training, weekly team meetings and ongoing weekly DI paired practice sessions. These sessions included school leaders and teacher aides as well as teachers.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

<i>Number of Permanent Staff</i>	<i>Number of School Days</i>	<i>Total Days Staff Absences</i>	<i>Average Staff Attendance Rate</i>
52	187	327	97%

Proportion of teaching staff retained from the previous year:

<i>Number of permanent teaching staff at end of 2013</i>	<i>Number of these staff retained in 2014</i>	<i>% retention rate</i>
29	24	82.76%

KEY STUDENT OUTCOMES

Average student attendance rate (%) for the whole school:

Some students attended for a number of days, weeks, others for a number of months and as this section on student attendance relates to the entire year and the entire student body, the data presented is based on the average student body for the whole of the year.

<i>Number of school days in program year</i>	<i>Average number of students</i>	<i>Total number of student absences (based on student average)</i>	<i>Average Attendance Rate %</i>
58,344	312	15,359	73.6%

The average attendance rate for the whole school as a percentage in 2014 was 73.6%

Average student attendance rate for each year level:

<i>Year levels</i>	<i>Average attendance rate for each year level as a % in 2014</i>
Pre-Primary	67%
Year 1	74%
Year 2	82%
Year 3	82%
Year 4	78%
Year 5	76%
Year 6	75%
Year 7	63%
Year 8	82%
Year 9	69%
Year 10	64%
Year 11	72%
Year 12	76%

Non-Attendance Management:

Djarragun College used a variety of strategies to manage non-attendance. Form class teachers entered the rolls electronically and this was cross checked by administration. The Student Services officer looked at absences and made phone calls home accordingly. Once every 2 weeks class lists with attendance to date were printed and a Student Services officer and Deputy Principal Wellbeing went through the list and discussed actions for each student. Actions may have included home visits or an attendance warning letter. The school held three attendance letter templates. The degree of absenteeism and the efforts made by the school to improve attendance determined which letter was sent to the family.

Student Services endeavoured to tackle attendance in a supportive way. An officer greeted students each morning as they arrived at school, in order to ascertain if there have been any community issues the night before that might affect attendance. Key people in the community were used to supply knowledge that would help the team to determine the course of action. Where possible the school supported a child to attend school. This might be through providing temporary lodging, lunch (on a temporary basis) or assisting the family to connect with Health Services.

NAPLAN results for Years 3, 5 and 7 and 9 in 2014

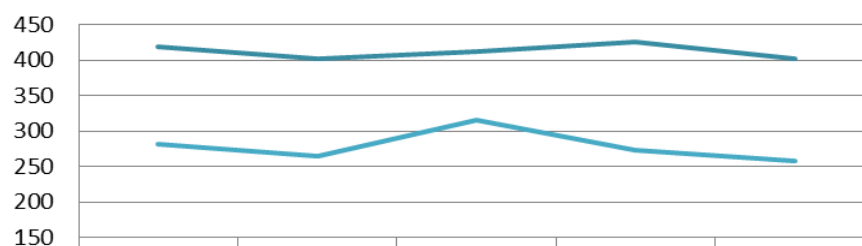
For information on the 2014 NAPLAN results for Years 3, 5, 7 and 9 Djarragun College students please visit <http://www.myschool.edu.au/ResultsInNumbers/Index/89412/DjarragunCollege/48111/2014>. The data in the chart below was taken directly from the 'MySchool' website.

ACARA removed the College's ICSEA index and we cannot be compared with 'like schools', but based on our overall performance compared with previous years and those of similar schools in previous years, we have done extremely well and our results are very comparable. Indeed, checking MySchool for similar schools in our social and regional demographic for 2014, we have exceeded the results achieved in many sectors.

	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	281 248 – 314		265 239 - 292		315 285-345		274 239-309		257 230-284	
		ALL 418		ALL 402		ALL 412		ALL 426		ALL 402
Year 5	388 361-414		340 315-364		446 421-470		378 350-407		373 348-398	
		ALL 501		All 468		All 498		ALL 504		ALL 488
Year 7	423 380-467		378 326-431		488 443-533		417 368-465		429 387-471	
		ALL 546		ALL 512		ALL 545		ALL 543		ALL 546
Year 9	464 445-483		395 370-420		486 465-507		463 442-485		476 457-494	
		ALL 580		ALL 550		ALL 582		ALL 574		ALL 588

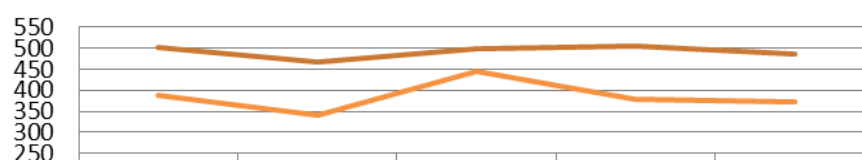
BENCHMARK DATA FOR YEAR

Year 3 NAPLAN Results 2014



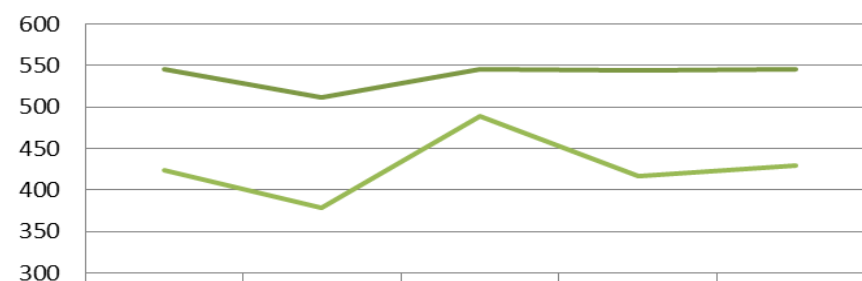
	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NATIONAL 2014 Mean Scale Scores	418.6	402.1	411.9	426.2	401.8
DJARRAGUN COLLEGE 2014 Mean Scale Scores	281.1	265.3	314.9	273.9	257.1
% at or above National Minimum Standard	66.7%	60.0%	73.3%	66.7%	53.3%

Year 5 NAPLAN Results 2014



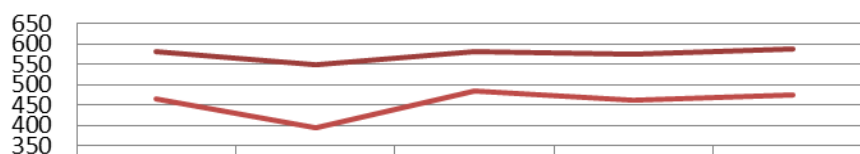
	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NATIONAL 2014 Mean Scale Scores	500.7	468.2	497.7	504.1	487.2
DJARRAGUN COLLEGE 2014 Mean Scale Scores	387.6	339.7	445.5	378.4	372.7
% at or above National Minimum Standard	70.0%	50.0%	86.4%	50.0%	56.2%

Year 7 NAPLAN Results 2014



	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NATIONAL 2014 Mean Scale Scores	545.8	511.5	545.3	543.9	545.9
DJARRAGUN COLLEGE 2014 Mean Scale Scores	423.5	378.2	488.3	416.7	429.2
% at or above National Minimum Standard	33.3%	40.0%	83.3%	50.0%	40.0%

Year 9 NAPLAN Results 2014



	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
NATIONAL 2014 Mean Scale Scores	580.2	550.1	581.7	573.5	587.8
DJARRAGUN COLLEGE 2014 Mean Scale Scores	464	394.9	485.9	463.2	475.8
% at or above National Minimum Standard	24.2%	13.3%	54.5%	33.3%	44.8%

Apparent retention rate:

	Year 10 Base (2012)	Year 12 (2014)	Apparent Retention Rate %
Number of Students	23	38	165%

Year 12 outcomes:

Outcomes for our Year 12 cohort 2014	
Number of students awarded a Senior Education Profile	23
Number of students awarded a Queensland Certificate of Individual Achievement	-
Number of students who received an Overall Position (OP)	-
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	4
Number of students awarded one or more Vocational Education and Training (VET) qualifications	23
Number of students awarded a Queensland Certificate of Education at the end of Year 12	16
Number of students awarded an International Baccalaureate Diploma (IBD)	-
Percentage of Year 12 students who received an OP1-15 or an IBD	-
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	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	-

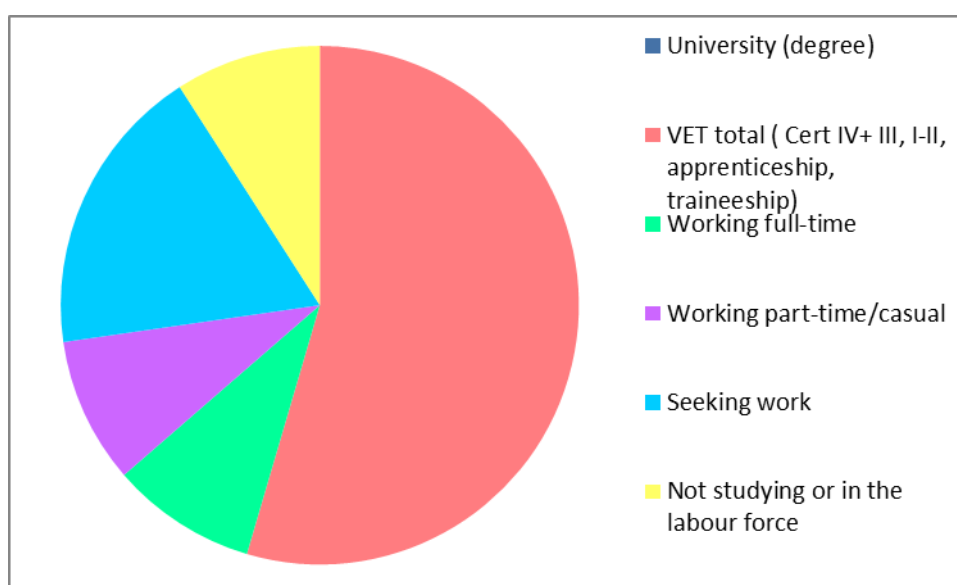
Post-school destination information from the current Next Steps survey is as follows:

Background information:

The Destination Survey card was distributed to the 2014 Year 12 cohort. They were advised to complete and return by the due date in 2014. However, as responses were not forthcoming, our Student Services department continued to contact students and their parents in order to ascertain what our years 12s were doing at the beginning of 2015 after completing school. the school managed to find out about half of the leavers, many of whom joined the Forces and were in training. The school also had a student commence a mid-year entry in Nursing at university and another who had applied for an apprenticeship as a fitter and turner.

<i>Number of Year 12 students at the end of 2014</i>	<i>Number of responses received from students</i>	<i>Percentage response rate</i>
23	11	48%

<i>School Year 2014</i>	<i>Number of Students in each category</i>	<i>Percentage of Students in each category</i>
University (degree)		
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	6	55%
Working full-time	1	9%
Working part-time/casual	1	9%
Seeking work	2	18%
Not studying or in the labour force	1	9%
Total Year 12 students Responses	11	48% of total students



Other information of interest

In January, Richard Barba and Francis Solomon, both Year 11 students were chosen by Djarragun to go and represent the college at the University of Queensland (UQ) for a week, learning and appreciating the engineering faculties. This is their story.....

“This is a privilege for indigenous students to learn more on engineering careers. We are grateful to UQ and Rio Tinto.

We tried designing floating houses for people in wet regions where there is mass flooding. These activities taught us there is so much more that engineers can design and assist the world to be a better place.

We also visited the construction site at the Legacy Way Tunnel. It is amazing how the construction is being built, and particularly influenced both of us to want to do engineering in the future. We had a tour of the BP refinery and the amazing work of engineers; we had so much to see in so little time, but we did benefit a lot.

We also went to see the sponsors in Rio Tinto and had discussions about how Rio Tinto sponsors indigenous students and their commitment in continuing with the program, as it really benefits the indigenous students and gives us an idea of the engineering world.

We had dinner with NRL superstars Justin Hodges and Jarrol Yow-Yeh, and the managers of the engineering places we visited.

It was really lovely being hosted in Brisbane. We were not only there for engineering, but some team-building activities. We climbed Story Bridge and went to Dreamworld.”



Friday 28 February was the first of our big celebration days this year at Djarragun, Cultural Day. We held a full day of great activities to celebrate the many cultures for all our students from the Preppies to Year 12. There was painting, dancing, music, arts and crafts, food and a concert as well as other activities. All parents and guardians were invited to join us.



On 21 March Mr Noel Pearson, our owner and patron, came to help us celebrate Harmony Day at the school. Mr Pearson addressed the whole school, with parents, guardians and families in attendance, to tell his story. The day was a celebration of intercultural harmony between the many communities represented in our beautiful school.

Our Principal, Robyn Hughes, travelled to the Torres Strait islands of Horn, Badu, Mabuiag, Saibai, Murray, and Boigu during Term 1. The purpose of the trip was to meet with families of some of our boarders and also to connect with the wider communities on each of the islands. Robyn also visited the communities of Hope Vale, Coen, Lockhart and Aurukun, accompanied by Rob McBride and Linda Goodwin-White from Student Services. These trips are important in order to connect with some of our students' families and also talk to prospective Djarragun College students.

During Term 1, a group of our students attended the Mount Sheridan Shopping Plaza Spelling Bee. The Primary School team of Kirrama Hooligan, Niranja Patterson and Alexis Ryan from Years 3, 4, and 5. We also had O'sharny Ross-Kelly joining a team with two of our Middle School students in a Year 6, 7 and 8 team. Our students did very well and got into semi-finals.



Our Primary school students attended swimming lessons during Terms 1 and 4.

The 2014 Cairns FOGS Indigenous Employment and Careers Expo was held in March; here are some of our student's experiences:

Peah Salee - The FOGS was an awesome experience it allowed us to see different sort of jobs that were available. It was amazing meeting new people and asking them what their job is about.



Justin Hill - I went to most of the stalls, but the one I was mostly interested in was the Defence Force, because I want to work in the Army or Navy. Also, I met Ben Barba, Scott Prince and Justin Hodges and got a picture with Ben and Scott. I got four bags full of information from the stalls.

Shonika Creed - There were different stands from different places and also information on how to apply for a job. I experienced a lot of things and learnt how to make my life possible for myself in the future. It was a pleasure to see all the jobs there to support us in life. There were a lot of opportunities for young students at the Convention Centre.

Mishayla Booth - As I walked into the expo, the first thing that caught my eye was the Army stand, but I didn't go anywhere near the stand, because I thought it was for males only. As I went to different stands to get lollies and chocolate, after a while I started going to the stands that I have interest in, which were: Police Academy, Army, Navy, Air Force Trades.

Monique Roughsey - As I walked into the expo, I saw lots of kids from different schools. We went in to look at the different kinds of jobs that you can do when you finish school. I collected a lot of information about health, because I want to be a nurse when I'm finished school. I had a great day.



On Thursday 24 April, Djarragun College held an ANZAC Commemorative Service. This year the College's Commemorative Service included the opening of a memorial garden and a commemorative plaque unveiled by Councilor Steve Brain and Principal Robyn Hughes.

Librarian, Ms Jenny Vanderzee, acquired the plaque through the ANZAC Day Commemoration Committee (ADCC). The

ADCC of Queensland has developed a program to establish a memorial in every school within Queensland. The Committee supplied the plaque and the School set up the rock and the garden.

Councilor Brain was a Commanding Officer of 51st Battalion, Far North Queensland Regiment, which has a high proportion of Indigenous Australians amongst its personnel. He related his experiences to the students and talked about ANZAC values and how they apply to the students of today.



One of our Senior students, Clifford Johnny, was selected to participate in the U18 Touch State Championship at Hervey Bay in May.

Devanna Wilson-Neal, who came third in the Mulgrave Cross Country Carnival and Merci Baird, who came first in her age group, both qualified for Under 12 and Under 10 District Cross country respectively and participated in the Peninsula Cross Country Carnival.



Antonio Epseg was selected for the Peninsula Under 15s Volleyball team and also travelled to Brisbane to compete in the Volleyball State Championships.

On 16 June, we held our Primary Athletics Carnival and on 17 June the Secondary Athletics Carnival. Parents came along to watch their children participating. We always enjoy seeing our parents encouraging the students in their school activities.



During Term 2 all the primary students participated in the National Simultaneous Storytime in the library. All over Australia in classrooms and libraries the book was read. It is to promote literacy among children and expose them to the magic and excitement of reading. This picture shows the Prep/Year One class enjoying the book, "Too many Elephants in this House." They enjoyed the story and making masks. There were certainly too many elephants in the library!



The Senior School Business students attended the Business Liaison Association Careers and Education Expo, which is a major trade-show style Expo attracting over 3000 Year 10, 11 and 12 secondary students from around the North Queensland region. Exhibitors from universities, training and professional organisations, government departments, and corporate and private companies are invited to introduce young people and the public to industry and educational opportunities. Our students had an opportunity to view the showcase of opportunities and discuss their options with the exhibitors.

On Friday 30 May, thirteen senior school boys went to Skills 360 at Cairns TAFE for their 'Try a Skill' Event. It was a fantastic day where the boys got to have a go at cabinet making, carpentry and plaster boarding. All the boys thoroughly enjoyed the day and some, such as Izzak Toby and Richard Barba, expressed a keen interest in carpentry and cabinet making. They all displayed great construction skills and many now want to look for a career and training in these industries. It was a brilliant day.



Mario Assan stands proudly beside Leota Munro-Tom and Jessie Dabah. Mario Assan is the team leader for the Tobacco and Healthy Lifestyle Program. Together with Djarragun College, they put together a Smoking Comic that not only uses some of our students as the basis of certain characters, but also sends a strong message to the School and the Community- cigarettes are out!





Our dancers were invited to Skill360 and the Cairns Show; their performances were excellent and the crowds loved every minute of it. Both groups performed several dances and gave the audience a glimpse into their cultures. Our little primary school students (in particular our Preppies) did very well and the crowd loved how enthusiastic they all were. Rob McBride did a great job as always with practices and the performances, and the day proved to be even better with the addition of a didgeridoo player at the last minute!



'Values Education in Action' - here is a little snippet from Team Grevillea (Years 5, 6 & 7), who as a collaborative and co-operative group work task, made a banner of RESPECT to hang up in their classroom. They discussed what it meant to show respect for yourself and others.



On Thursday 7 August, 176 girls and 17 staff from Loreto Normanhurst school in Sydney paid their annual visit to the school. The students had a great day immersed in a number of cultural activities which included rock art, Island dancing, Indigenous sport, weaving, spear throwing, Aboriginal dancing, face painting and Indigenous songs. The afternoon ended with a school concert, presentations and a lot of tired but happy students.



A Year 11 Camp was held at Djarragun College's Wilderness Centre in Term 2. A later combined Camp for Years 7, 8 and 9 was held in Term 4. Activities included bush walking, swimming, team building activities and games and fishing. The Wilderness Centre is a unique asset to the college that offers a natural learning environment for Djarragun students.



Our Islander dancers performed at the official opening of the Great Pyramid Race and Country Fair held on 9 August. Our dancers performed to a very warm and welcoming crowd; it was a great performance by Jonathon Toby and Stanton Waia. This year Joseph Waldon, one of our Year 12 students, competed in the main race and completed the gruelling 12 km adventure race up Djarragun (Walsh's Pyramid) in 2 hours 46 minutes to be the 121st runner back. Well done Joseph!



In August, our Year 9 and 10 students went on Science excursions to the Atherton Tablelands to complement their studies about ecosystems and natural communities. Both groups of Science students completed fieldwork at the Malanda Falls Visitor Centre and Lake Barrine Visitor Centre. They collected data on biotic and abiotic factors, undertook quadrant analysis, constructed food webs and completed the rainforest walks.



Some of our Year 10 students attended Get Into Uni Residential Camp, run by JCU. The following is a message from Mikaela Dockrill, who is the Team Leader School Engagement at James Cook University in Townsville:

"It gives me great pleasure to inform you that the 2014 JCU Get into Uni Year 10 Residential Camps were an immense success. Jamaya Bulmer, Jodie Callaghan, Antonio Epsag and Kabai Kabai were an absolute delight to have on the program and were exemplary ambassadors for Djarragun College...

Over the two camps, we hosted a total of 185 students from 40 HEPPP priority schools across the North and Far North Queensland regions. Students were engaged in a range of activities, from sample lectures, subject tasters and a moot court, to team building challenges, and creative activities, all of which aimed to provide a first-hand experience of university life for the students.

Perhaps the strongest memories your students will have is of the new friends that were made and their interactions with our JCU Student Ambassadors. We saw them all flourish over the week and build their confidence in their own abilities as future students. I'd like to personally thank you for encouraging your students to attend the Camp and for supporting them in their preparations. We look forward to your students becoming 'Get into Uni' Ambassadors in your school, and in their community, and continuing to strive to achieve all that they aspire to do and be."

The photos were taken at Graduation night where we celebrated the aspirations and achievements of all participating students.



Four of our Year 12 Hospitality students undertook work experience at the Cairns RSL during Term 3. Throughout the work experience the students had direct supervision from Ms Peggy Chigeza who said the students added value to the group of customers they were serving. The work experience managed to reflect a range of operational skills in which the students were competent, they used practical skills and basic industry knowledge, they demonstrated they could work as a team, they took instruction and gave feedback at the end.



On Wednesday 16 July, our students participated in Journey to Recognition in Cairns and our Torres Strait Islander and Aboriginal dancers also performed at the ceremony. The Journey was an epic relay across the Cairns community in support of recognition for Aboriginal and Torres Strait Islander peoples in the Constitution and the removal of racially discriminatory provisions from it.



In August, senior students Jessie Dabah, Elizabeth Kebisu and Shenice Savo were selected to represent Djarragun College at the annual Griffith University Hands Up program. This was held at Griffith University on the Gold Coast over a week where students explored medical and health career pathways including Nursing, Dentistry and various therapies.



Senior Djarragun College students were amongst a group of 50 indigenous students from around Australia to get their first taste of magic and wonderment at the Melbourne University annual Residential Indigenous Science Experience (RISE) in November. RISE is about exposing participants to possibilities as future leaders in science, experiencing the dormitory lifestyle in a prestigious university and exploring the cultural delights of Melbourne, such as the Wilin Centre for Indigenous Arts & Cultural Development, the National Gallery of Victoria, Federation Square and dinner at Southbank.

And finally, big smiles all round for our Year 12 Graduation Day, where our Torres Strait Islander and Aboriginal dancers performed for our Year 12 students.

