



## Djarragun College Ltd - Annual Report 2016

(Based on 2015 data)

### Descriptive Information

Djarragun College is a lighthouse indigenous school, though not exclusively so, with a vision of being the leading Indigenous College in Australia for its co-educational cohort of Prep to Year 12 students, including 20 per cent boarders. The student body come from the greater Cairns area (inc. Yarrabah), Cape, Northern Territory, Gulf and Torres Strait.

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.

As part of Cape York Partnership, the College is driven by the Cape York Agenda which seeks to ensure that *Cape York people have the capabilities to choose a life they have reason to value.*

Djarragun supports that agenda by ensuring that every student achieves their full potential and has the confidence and capacity for hard work, so they can orbit between their cultural connections and the mainstream society, enjoying the best of both.

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 College's mantra of 'no student left behind, no student held back' combines with a high expectation that every Year 12 student will graduate with entry to university, further education or employment.



**School Sector:**

Independent

**School's Address:**

1 Maher Road, Gordonvale, Cairns 4865

**Total Enrolments:**

As at the end of 2015, the total enrolments were 210 students. The average enrolment for the whole of 2015 was 230 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 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. By the end of the year we had 37 boarders in total.

The nature of our student cohort is transitional. Throughout 2015 we had a total of 184 new enrolment, of whom 102 remained by the end of Term 4. The largest body of students were new, in 2015 almost 68% of the school's population has been enrolled for 1 year or less.

**Distinctive Curriculum Offerings:**

With the securement of funding from IAS, the college towards the end of 2015 commenced the delivery of a cultural education program, which encourages student attendance and participation through the delivery of cultural programs including Indigenous dance, art and music lessons and performances.

The funding also allowed the College to deliver a Strength and Conditioning (S&C) and Fitness program including its alignment to the national HPE curriculum across Years 7 – 10.

The College commenced formal careers guidance lessons for senior students and intervention as necessary to ensure post school options are identified and access is optimised. These lessons assist senior students with subject selection, resume writing, QTAC applications and QCE monitoring as well as organising work experience and arranging guest speakers regarding post-school pathways.

For the first time, Djarragun College offered students 'authority subjects' in English, Visual Arts and Hospitality Studies in 2015.

Senior students were offered VET courses throughout 2015 of Cert II Automotive, Cert II Engineering, Cert II in

Aboriginal and/or Torres Strait Islander Primary Health Care and also Cert II Tourism and Recreation.

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 aim of all extra-curricular activities was to encourage students to attend school regularly, improve academic achievement and demonstrate a positive attitude in all aspects of their life.

Culture Day – as in previous years, 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.

Anzac Day – Djarragun College supported the Gordonvale Anzac memorial service. Our students marched in the parade, placed a wreath and spoke at the ceremony. A special assembly was also held at school.

Camps – Students from various year groups attended the Djarragun Wilderness Centre for scheduled camps. This year a special leadership camp was also held for Years 11-12.

Musical workshops – the College was privileged to be visited by Gondwana Choir, the Australian Chamber Orchestra, Musica Viva (Best of Brass) and the Queensland Symphony Orchestra all of whom conducted musical workshops with students from various year groups. During summer, students were also offered the opportunity to join in a ukulele group where they learnt how to play.

Loreto Culture Day – marking the 10<sup>th</sup> anniversary in 2015, the school hosted Year 9 girls from Loreto Normanhurst for a day of cultural activities, including baking damper, which culminated in an assembly with a variety of performances from both schools.

Dance Performances – both Aboriginal and Torres Strait Island dancers performed at a variety of events, the most memorable being the Cairns Show, Laura Dance Festival, the Cape York Indigenous Summit and St Gerard Majella for NAIDOC.

Sports – as well as our usual sporting activities where specialised training and mentoring is offered for students in Rugby League, AFL, Volleyball and Basketball, in 2015 students were also offered the opportunity to join in activities such as Zumba, hip-hop and swimming. The majority of these activities ran at the end of the school day, however mentoring occurred throughout the day with coaches visiting classes and discussing student progress with individuals. Sporting carnivals and galas were also held for Primary and Secondary students.

Arts – an art exhibition showcasing works from various year groups was held at the College. Parents and community were invited to attend, there was a huge turn-out. Hospitality students served beverages to our visitors whilst they viewed the displays and some of the College's student musicians played in the background.

Talks and visits – various visits to the College were made by the Indigenous Defence Force recruitment team.

The local forensic crash team also gave a talk to senior students. Seniors visited CQU to experience university life.

Spelling Bee – various year groups attended the local Spelling Bee held twice in 2015.

Solid State Circus – the circus took a number of workshops for the whole school, which ended with a performance of aerobatics and gymnastics.

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. These included AFL training with local coordinators Pyramid Power, tennis coaching, NRL games in particular Cowboys versus Titans, supporting local basketball team the Taipans, members of the Taipans team also visited the school to talk with students, trips to the cinema, beach and bowling, volleyball games on the Esplanade, trips to Lake Eacham and Harvey's Creek, gardening club and hairdressing and make-up activity sessions for our female boarders.

### **Social Climate:**

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 held for staff at the commencement of the year.

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, Qld Sexual Health and Transition Support Officers.

Our boarding students attended chapel once a week with the school chaplain.

General assemblies provided a venue for academic, sporting and behaviour awards to be distributed. A special anti-bullying assembly was also held for all students.

### **Parental Involvement:**

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.

Parents attended the Year 12 Graduation Ceremony at the end of the year.

Parents were invited to a barbeque mid-year and were invited to join school assembly with their child.

Parents are also invited to attend Culture Day and sporting events such as galas and carnivals.

At present, the College does not have a parent committee, however this is on the agenda for 2016.

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.

Community Newsletters were distributed to day students fortnightly while the boarding newsletter was sent

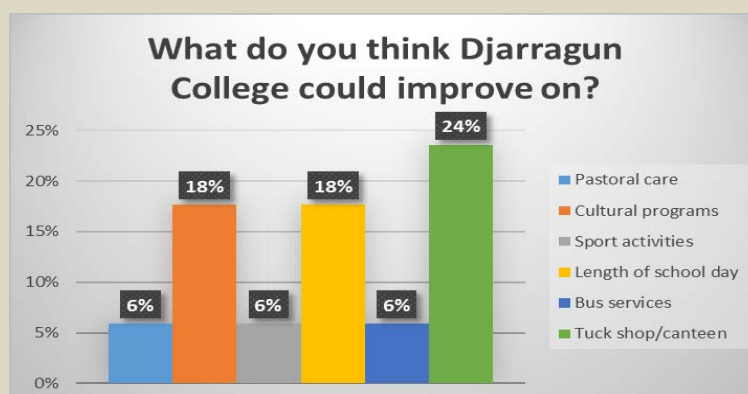
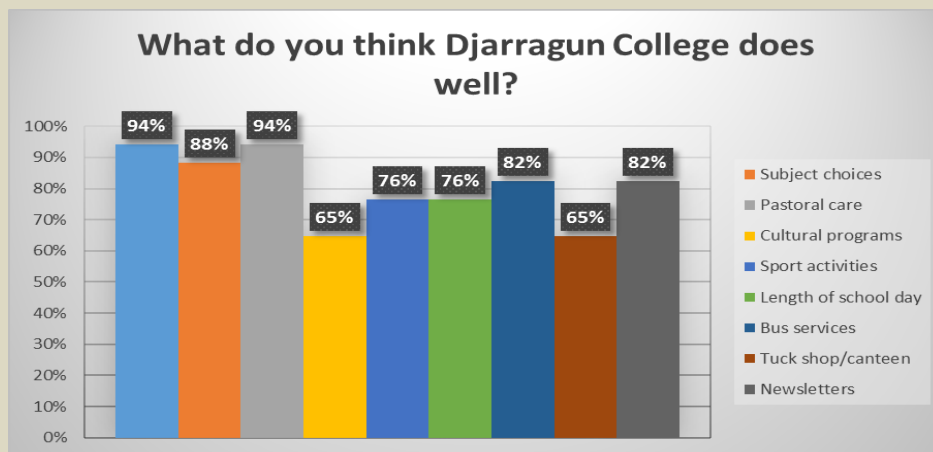
to all boarding families and community and council offices across the Cape and Torres Strait.

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 2015

As part of the parent/teacher interview process, attending parents were asked to complete a one page survey; 17 responses were received. The comments were very positive; parents were very pleased with the quality of the College’s teachers and pastoral care and were generally pleased with the subjects and teaching at the College, and school services (including bus transport and communication). They were quite happy with the length of the school day and the sport offered. They were less contented with cultural programs and the canteen at the school. A few of the parents indicated they would like the cultural programs and the canteen to improve.



One parent commented that they would like to see more indigenous support workers at the College – a sentiment supported by the College. The IAS funding approved in 2015 enabled the school to engage indigenous art and dance tutors to further develop the students’ knowledge of their cultural backgrounds and stories. Significant resources will be used to purchase equipment, resources and costumes to enhance this program. It is expected that the number of indigenous staff increases for 2016.

#### Student Satisfaction Survey 2015

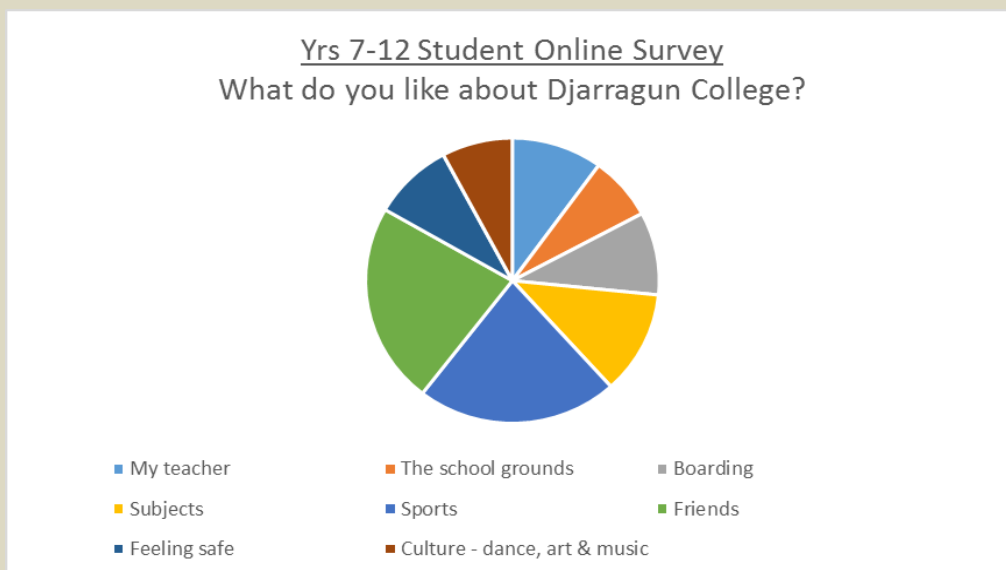
The College conducted multiple student surveys Years 5-12, online and on paper, as well as focus groups and

interviews with students by classroom teachers and Heads of Department and Deputy Principal. Both senior primary and secondary students reflect moderate to high satisfaction with the school. Their friends and sports were the most liked aspect of their experience at school. Feeling safe at school is either positively identified or not even commented on; feeling safe appears not to be a concern at Djarragun. Of the whole secondary school, a number of students in focus group discussions identified bullying, fighting or teasing as an issue that they would like to be addressed.

Student surveys reveal a wide range of interests and talents that would prove challenging for a much larger school to meet, however students are interested in having more IT resources, sport including greater access to the gym and the swimming pool, more VET courses and whole of school fun activities including talent shows and fun days. All secondary students successfully completed the online survey without any problems. To feel more included in the school, one suggestion from our junior secondary focus group was to have Djarragun College hats and socks while others suggested a school disco. Our Year 6 students requested a special Year 6 graduation shirt. Student surveys demonstrate enormous diversity in views about relationships in the school. While some students are extremely satisfied with what the school offers and the relationships they have with staff and students, others identified bullying and students who do not want to learn, as areas to be improved. Some students wanted more cultural dance time, whilst others believed too much time was spent on cultural studies.

There was general satisfaction with the subjects offered at the school, a broader curriculum in the senior school was requested, the secondary students most enjoyed learning science and HPE with their favourite subject being HPE and cooking. Secondary students indicated a strong interest in these subjects because “it is an interesting subject” and because “they do fun things in class”. There was good interest in learning to do construction, teachers agreed there should be a greater breadth of curriculum with more VET subjects offered.

There were clear divides between the more and less academically focused students, with the former noting the advantages such as ‘getting a better education’ and ‘a better life’, while the latter focused on sport, swimming and excursions. Overall students were satisfied (on a scale of 1 to 10) with the school and averaged at 7.5/10 with the upper primary students rating the school higher than the secondary students, which is hardly surprising; a similar pattern would be seen in other schools. Students are pretty happy at school.



## Yrs 7-12 Student Online Survey How happy are you at school?



- Extremely happy
- Very happy
- Moderately happy
- Slightly happy
- Not happy at all

## Yrs 7-12 Student Online Survey What is your favourite subject?



- Engineering
- HPE
- History
- Art
- Science
- Cooking
- Music
- Geography
- Maths
- English
- Automotive
- Indigenous Health

## Yrs 7-12 Student Online Survey Why is this your favourite subject?



- I am good at this subject
- I like my teacher
- it is interesting
- It will be useful when I finish school
- I have to think hard and I like being challenged
- Lots of practical work
- We do fun things in class

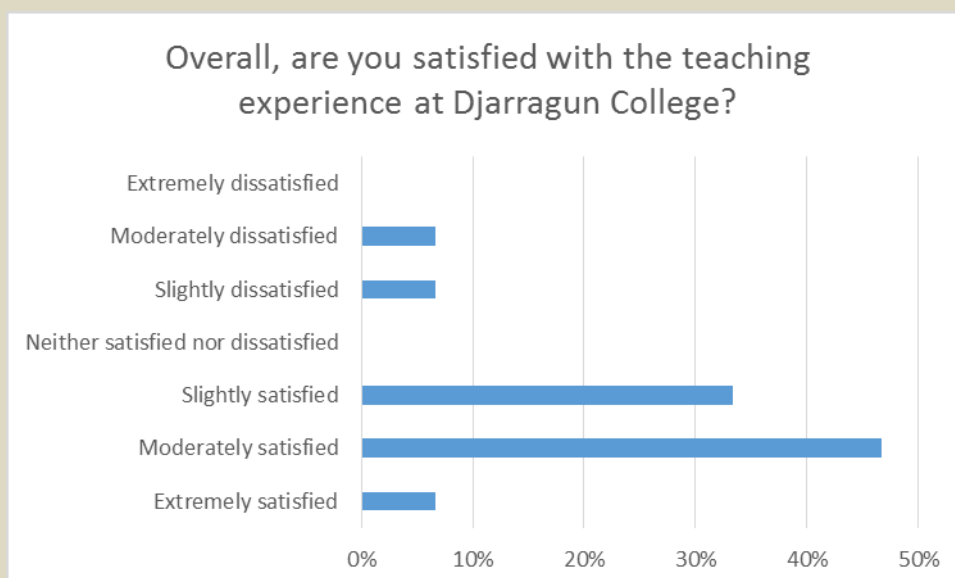
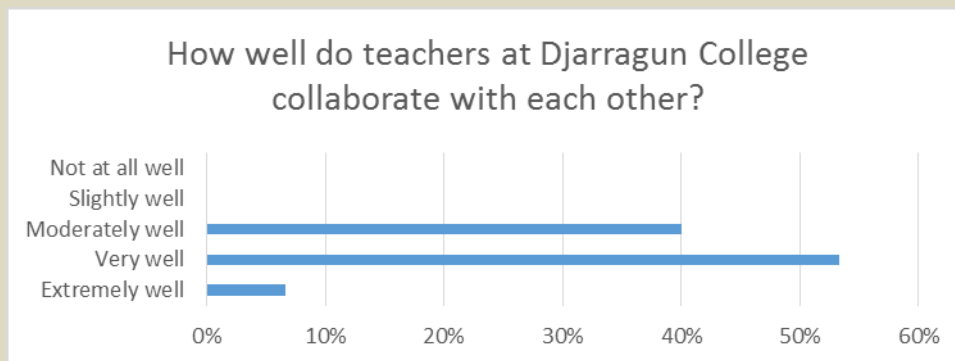
## Teacher Satisfaction Survey 2015

Towards the end of 2015, the College brought all secondary teachers together in one workspace, the Staff Centre, to encourage communication and working together in a learning community.

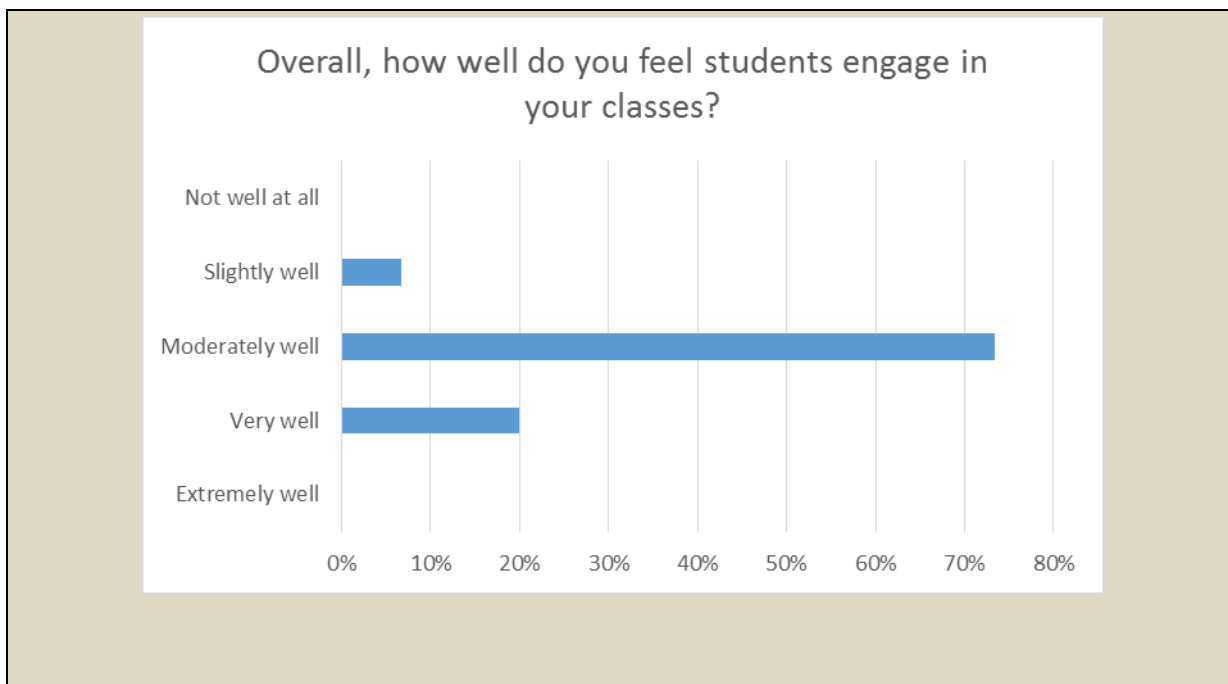
Teachers were surveyed online. Results showed that teachers felt they collaborated very well with each other and felt safe at work. They felt that their students engaged moderately well to very well in their class. Some teachers said that students needed careers advice and guidance to get them into further education and employment and that counselling services needed to be provided. At the end of 2015, the school employed both a Careers Adviser and Clinical Psychologist through IAS funding.

There were a number of staff comments made acknowledging the work of Student Services that behaviour management processes could be further improved.

The survey showed that teachers felt the overall supervisor feedback was useful but could be improved. They indicated the school paid some attention to their professional growth but that the school could do better. Staff clearly believed they got little support from parents, but were overall satisfied with their teaching experience at the College.







**Contact Person for Further Information:**

The title of a school-based contact person for further information on the school and its policies

Title: Miss Sian Marshall, EA TO Principal Don Anderson

**School Income Broken Down by Funding Source**

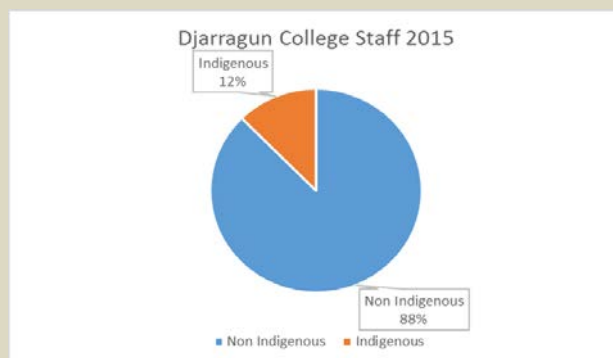
For information on school income and funding sources please visit <http://www.myschool.edu.au/>.

**Staffing Information**

**Staff Composition, Including Indigenous Staff:**

Our 21 qualified teachers were all full-time in 2015. The majority of the rest of our teaching staff, including the DI Tutors were in the main part-time, as were the Teacher Aides. The administration and facilities management teams were mainly all full-time. Boarding parents are employed on a full-time basis, supplemented by casual and on-call staff members when necessary.

By the end of 2015, the College employed a total of 55 staff (46.7 FTE). This figure included both teaching and non-teaching staff, as well as casual employees composed of 10 boarding parents and 7 caretakers, drivers and cleaners. Of the total, 6 employees identified themselves as Indigenous.



### Qualifications of all Teachers:

| Qualification       | Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification |
|---------------------|---|
| Doctorate or higher |   |
| Masters             |   |
| Bachelor Degree     | 21  |
| Diploma             |   |
| Certificate         |   |

### Expenditure on and Teacher Participation in Professional Development:

#### a) Teacher Participation in Professional Development

| Description of PD activity   | Number of teachers participating in activity |
|--|--|
| A total of 3 weeks in-house staff PD sessions in Terms 1, 2 and 4. Activities included Direct Instruction workshops, First Aid & CPR, Curriculum mapping scope & sequence, ESCM and behaviour, Child Safety, NVC training. | All  |
| Weekly all of teacher meetings   | All  |
| Principal's Briefing (weekly)  | All  |
| School Moderator Training  | 1  |
| Cultural Discussion  | All  |
| Bandscales ISQ Training  | 2  |
| I-Pad training   | 1  |
| VET Workshop   | 1  |
| Managing Behaviours  | 1  |
| Eventbrite   | 1  |
| Effective Limits Training  | 30   |
| ISQ Mentoring  | 2  |
| SWD Training   | 2  |
| Tips for Building Positive Relationships with Students workshop  | All  |

#### b) Expenditure on Professional Development

| Total Number of Teachers   | Total expenditure on teacher PD | Average expenditure on PD per teacher |
|--|---------------------------------|---------------------------------------|
| 21   | \$16,816.55                     | \$800.79                              |
| The proportion of the teaching staff involved in professional development activities during 2015 |                                 | 100%                                  |

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

| Number of Staff*  | Number of School Days | Total Days Staff Absences | Average Staff Attendance Rate |
|---|-----------------------|---------------------------|-------------------------------|
| 31  | 183                   | 152                       | 97.3%                         |
| For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 97.3% in 2015 |                       |                           |                               |

*\* Where staff means permanent and temporary classroom teachers and school leaders*

**Proportion of teaching staff retained from the previous year:**

| Number of permanent teaching staff at end of previous year                                | Number of these staff retained in the following year (the program year) | % retention rate |
|---|---|------------------|
| 20  | 17  | 85%              |
| From the end of 2014, 85% of teaching staff were retained for the entire 2015 school year |   |                  |

**Key Student Outcomes**

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

The average attendance rate for the whole school as a percentage in 2015 was 71%

**Average student attendance rate for each year level:**

| Year levels | Average attendance rate for each year level as a percentage in 2015 |
|-------------|---|
| P           | 74.4%   |
| Y1          | 69.7%   |
| Y2          | 69.1%   |
| Y3          | 74.0%   |
| Y4          | 75.0%   |
| Y5          | 76.2%   |
| Y6          | 70.1%   |
| Y7          | 79.4%   |

|     |       |
|-----|-------|
| Y8  | 70.7% |
| Y9  | 77.1% |
| Y10 | 58.7% |
| Y11 | 61.3% |
| Y12 | 69.7% |

A description of how non-attendance is managed by the school:

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. 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 2015**

For information on the 2015 NAPLAN results for Years 3, 5, 7 and 9 Djarragun College students please visit <https://www.myschool.edu.au/ResultsInNumbers/Index/100357/DjarragunCollege/48111/2015>. The data in the chart below was taken directly from the 'MySchool' website.

ACARA reinstated the College's ICSEA index and so for 2015 we are able to compare our results with 'like schools'. Our overall performance in most subject areas is higher than the average of similar schools.

## Benchmark Data for Year

| <b>Reading</b>                 |                        |                                    |                          |   |
|--------------------------------|------------------------|------------------------------------|--------------------------|---|
| Year                           | Average Score (School) | Average Score from similar schools | Average Score (National) | % at or above National minimum standard |
| Year 3 (2015)                  | 325                    | 287                                | 426                      |   |
| Year 5 (2015)                  | 382                    | 370                                | 499                      |   |
| Year 7 (2015)                  | 439                    | 423                                | 546                      |   |
| Year 9 (2015)                  | 485                    | 450                                | 580                      |   |
| <b>Writing</b>                 |                        |                                    |                          |   |
| Year                           | Average Score (School) | Average Score from similar schools | Average Score (National) | % at or above National minimum standard |
| Year 3 (2015)                  | 294                    | 265                                | 416                      |   |
| Year 5 (2015)                  | 361                    | 318                                | 478                      |   |
| Year 7 (2015)                  | 362                    | 310                                | 511                      |   |
| Year 9 (2015)                  | 400                    | 338                                | 547                      |   |
| <b>Spelling</b>                |                        |                                    |                          |   |
| Year                           | Average Score (School) | Average Score from similar schools | Average Score (National) | % at or above National minimum standard |
| Year 3 (2015)                  | 293                    | 268                                | 409                      |   |
| Year 5 (2015)                  | 407                    | 375                                | 498                      |   |
| Year 7 (2015)                  | 458                    | 406                                | 547                      |   |
| Year 9 (2015)                  | 505                    | 447                                | 583                      |   |
| <b>Grammar and Punctuation</b> |                        |                                    |                          |   |
| Year                           | Average Score (School) | Average Score from similar schools | Average Score (National) | % at or above National minimum standard |
| Year 3 (2015)                  | 279                    | 287                                | 433                      |   |
| Year 5 (2015)                  | 372                    | 351                                | 503                      |   |
| Year 7 (2015)                  | 413                    | 369                                | 541                      |   |
| Year 9 (2015)                  | 464                    | 404                                | 568                      |   |
| <b>Numeracy</b>                |                        |                                    |                          |   |
| Year                           | Average Score (School) | Average Score from similar schools | Average Score (National) | % at or above National minimum standard |
| Year 3 (2015)                  | 258                    | 277                                | 398                      |   |
| Year 5 (2015)                  | 374                    | 378                                | 493                      |   |
| Year 7 (2015)                  | 453                    | 432                                | 543                      |   |
| Year 9 (2015)                  | 514                    | 493                                | 592                      |   |

### Apparent Retention Rate Year 10 to 12:

Year 12 student enrolment as a percentage of the Year 10 cohort is 180%

### Year 12 Outcomes:

| Outcomes for our Year 12 cohort 2015   |     |
|--|-----|
| Number of students awarded a Senior Education Profile  | 18  |
| Number of students awarded a Queensland Certificate of Individual Achievement  | 0   |
| Number of students who received an Overall Position (OP)   | 0   |
| Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)   | 0   |
| Number of students awarded one or more Vocational Education and Training (VET) qualifications  | 14  |
| 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)  | 0   |
| Percentage of Year 12 students who received an OP1-15 or an IBD  | 0%  |
| 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 | 94% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer   | 28% |

### Post-school Destination Information

#### Background information on how the Next Steps survey was conducted:

Background information:

The Destination Survey card was distributed to the 2015 Year 12 cohort. They were advised to complete and return by the due date in 2015. 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 2016 after completing school

#### School Response Rate to the Survey

| Number of Year 12 students in 2015 (a) | Number of responses received from students (b) | Percentage response rate (b/a x100)                               |
|--|--|---|
| 18                                     | 0 (see note above)                             | 0% (chased in person and interviewed by Careers Guidance Officer) |

**Definitions of main destinations (see table below)**

**Summary of findings in relation to main destinations of students**

| School Year 2015   | Number of Students in each category | Percentage of Students in each category |
|--|-------------------------------------|---|
| University (degree)  | 0                                   | 0%                                      |
| VET total ( Cert IV+ III, I-II, apprenticeship, traineeship) | 2                                   | 11%                                     |
| Working full-time  | 3                                   | 17%                                     |
| Working part-time/casual                                     | 2                                   | 11%                                     |
| Seeking work   | 11                                  | 61%                                     |
| Not studying or in the labour force                          | 0                                   | %                                       |
| Total Year 12 students                                       | 18                                  |   |