



Djarragun College Ltd - Annual Report 2017

(Based on 2016 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.

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 10. 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 2016, the total enrolments were 294 students. The average enrolment for the whole of 2016 was 331 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 7 to 12 boarders mostly come from indigenous communities in Cape York, Northern Territory, Gulf and the Torres Strait Islands. By the end of the year we had 58 boarders in total.

Distinctive Curriculum Offerings:

With the securement of funding from IAS, the college continued 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. Under this program, 26 students represented the College at the District and Regional Athletics Trials, which resulted in two senior students attending the State Track Championships in Brisbane. Miah Martin finished a credible 6th place in the U15 100m semi-final and his older brother, Zephy Martin ran a place in each of his heats and the semi-final of the U16 100m to secure 4th place in the final.

For the first time in 2 years the College held an Athletics Carnival for both Primary and Secondary schools. A Cross Country carnival was also held across both schools; the College sent a 5 person representative team of boys and girls of every age group to the District U10 to Opens carnival. Swimming carnivals and inter house sports days were also held at the College this year.

The College continued formal careers guidance lessons for senior students and intervention as necessary to ensure post school options were identified and access were optimised. These lessons assisted 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. In Semester 2, students attended work experience at a local sugar mill and 2 Year 12 students were selected to go further afield to Weipa for work experience with Rio Tinto. 10 students obtained with White Cards, for working within the construction industry.

Senior students were offered VET courses throughout 2016 of Cert II Automotive, Cert II Engineering, Cert II in Aboriginal and/or Torres Strait Islander Primary Health Care. This year, upper secondary students were encouraged to 'try a trade' for an afternoon in subjects such as hairdressing and construction.

Years P-6 Curriculum

Direct Instruction (DI) with its standardised, rigorous approach to literacy and numeracy lessons and regular testing have proven to be effective in reaching students who are failed by conventional classrooms, particularly in the primary sub-school. DI accelerates student learning and closes the education gap for students who have fallen behind.

The DI curriculum, in the Primary sub-School, is complemented by grade level teaching of the Australian Curriculum (Science, The Arts, Technology and HPE). Students also have a weekly library lesson.

Djarragun's belief that students must be taught the basics well, and DI has proved to be the best way to do it.

Years 7-10 Curriculum

In Middle Secondary (Year 7-Year 10) students are allocated to classes based on their literacy and numeracy learning needs. Students who are at benchmarks are engaged in teacher developed curriculum in English, Mathematics, Science and Humanities aligned to Australian Curriculum.

Students not yet at age appropriate literacy and numeracy benchmarks engage in DI programs in Reading, Writing, Comprehension and Mathematics. All students in Years 7-10 participate in a range of electives in The Arts and Technology. HPE is delivered by a specialist HPE Teacher.

Years 11-12 Curriculum

Prior to commencing in the senior school, students received careers and guidance counselling to determine their interests and prior knowledge of the world of work. The careers and guidance session helped students develop skills to identify options and opportunities for young people and also how to progress in the workplace over time. Parents and families were welcomed to join the discussions around careers and guidance for the senior student. Students also completed academic placement testing and previous school results are reviewed, before discussions are held with students and their families about our two / three pathways: OP tertiary entrance, QCE Attainment and Vocational Education & Training (VET) pathways.

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 3 we were joined by Year 9 students from Loreto Normanhurst Girls School and celebrated together with a whole day of cultural activities. Students rotated around activities such as boomerang painting, baking damper, storytelling, face painting, song and dance. Lunch was served to all our students and visitors and the day concluded with a variety of performances from both school in an assembly.

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 camps were also held for Boarding students.

Musical workshops – the College was privileged to be visited by the Queensland Symphony Orchestra who played for and conducted musical workshops with students from various year groups. We were also privileged to have local musician Gary Creek provide weekly training on how to play the didgeridoo to Secondary students during Semester 2.

Dance Performances – both Aboriginal and Torres Strait Island dancers performed at a variety of events, the most memorable being the Cairns Show and the Pyramid race.

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 2016 students were also offered the opportunity to join in a Primary and Secondary swimming gala. 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. Towards the end of 2016, our Djarragun College boys rugby team got to play against local sides at Gordonvale High and Bentley Park. It is hoped that next year a girl's rugby team against local schools can also be set up.

Arts – an art exhibition showcasing works from various year groups was held at the College in Semester 2. 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.

Chapel – our school had a chaplain. An area was set aside for spiritual development. Boarding students attended chapel regularly. Visitors from local churches and youth groups were invited to these sessions. During Semester 2, Chapel was also held for years 7-12 once a week during school hours, for those that wished to attend.

Boarding Excursions – Our students participated in weekend excursions. These included AFL training with local coordinators Pyramid Power, NRL games, supporting local basketball team the Taipans, fishing trips, 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 relaxed in 2016. A Transition class commenced in the second part of the year in Yarrabah. 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.

As with previous years, the Child Protection Policy was reviewed and professional development sessions held for all staff at the commencement of the year.

Values Education operated for most of the 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.

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.

Towards the second part of the year, extensive work commenced on the school's D Health facility (which is due to open Term 1 2017). This is to be a purpose built facility, fully integrated within the school that offers students health and wellbeing support, including medical, psychological and social support. Staff were involved from the beginning stages; meetings were held with staff towards the end of the year to gain input into the details of the proposal and create a workable framework.

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

At present, the College does not have a parent committee.

Four report cards were produced throughout the year. Parent interviews were held twice in the year in Yarrabah and at the school campus, to yield maximum turn out of parents.

Community Newsletters were distributed to day students regularly, while the boarding newsletter was sent to all boarding families and community and council offices across the Cape and Torres Strait.

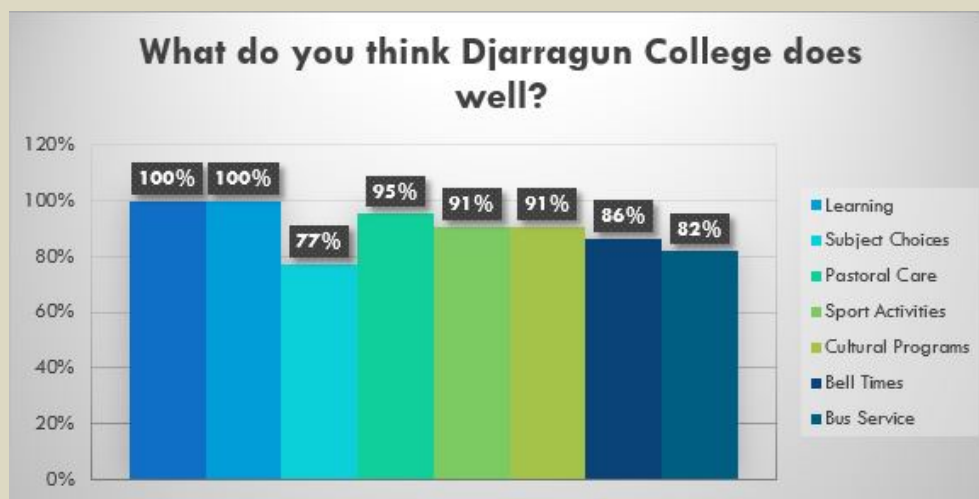
The College commenced a Facebook page to relay news to parents, we hope to build upon this format of communication during 2017.

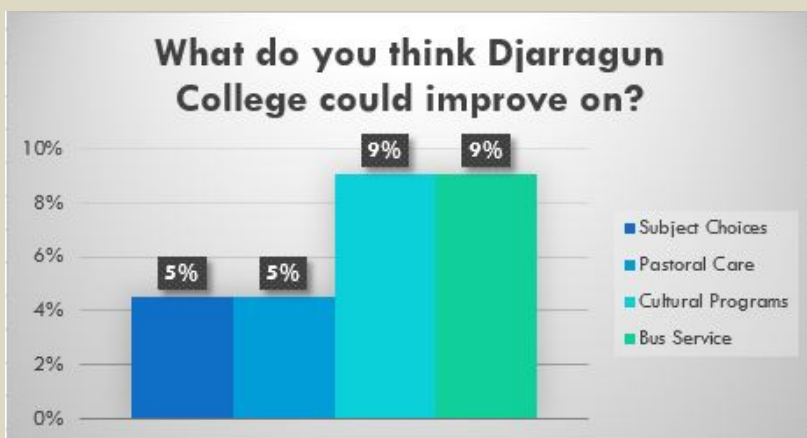
We provided accommodation and meals to boarding families who came to settle their children into school. This proved to be a very effective way to support boarding students.

Parent, Teacher and Student Satisfaction with the School

Parent Satisfaction Survey 2016

As part of the parent/teacher interview process, attending parents were asked to complete a one page survey; 22 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).

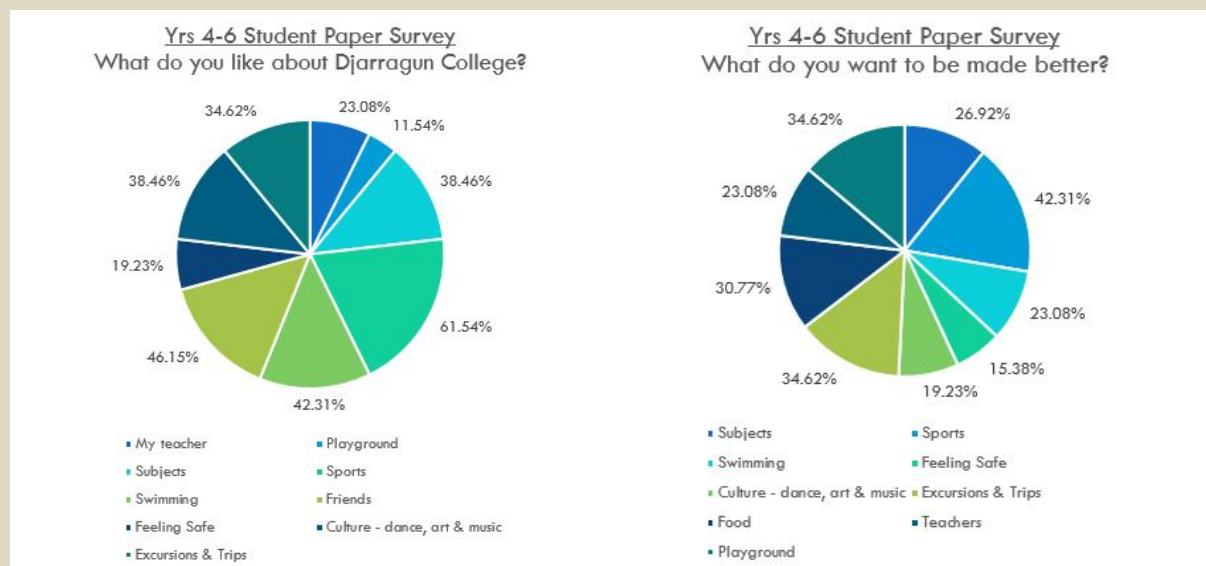




Two parents commented that they would like to see more homework handed out to students. Another two parents wished to see more guest speakers at school and an increase in the cultural programs offered, such as camping and music. One parent was interested in joining a parent committee.

Student Satisfaction Survey 2016

The College conducted student surveys for Years 4-12.

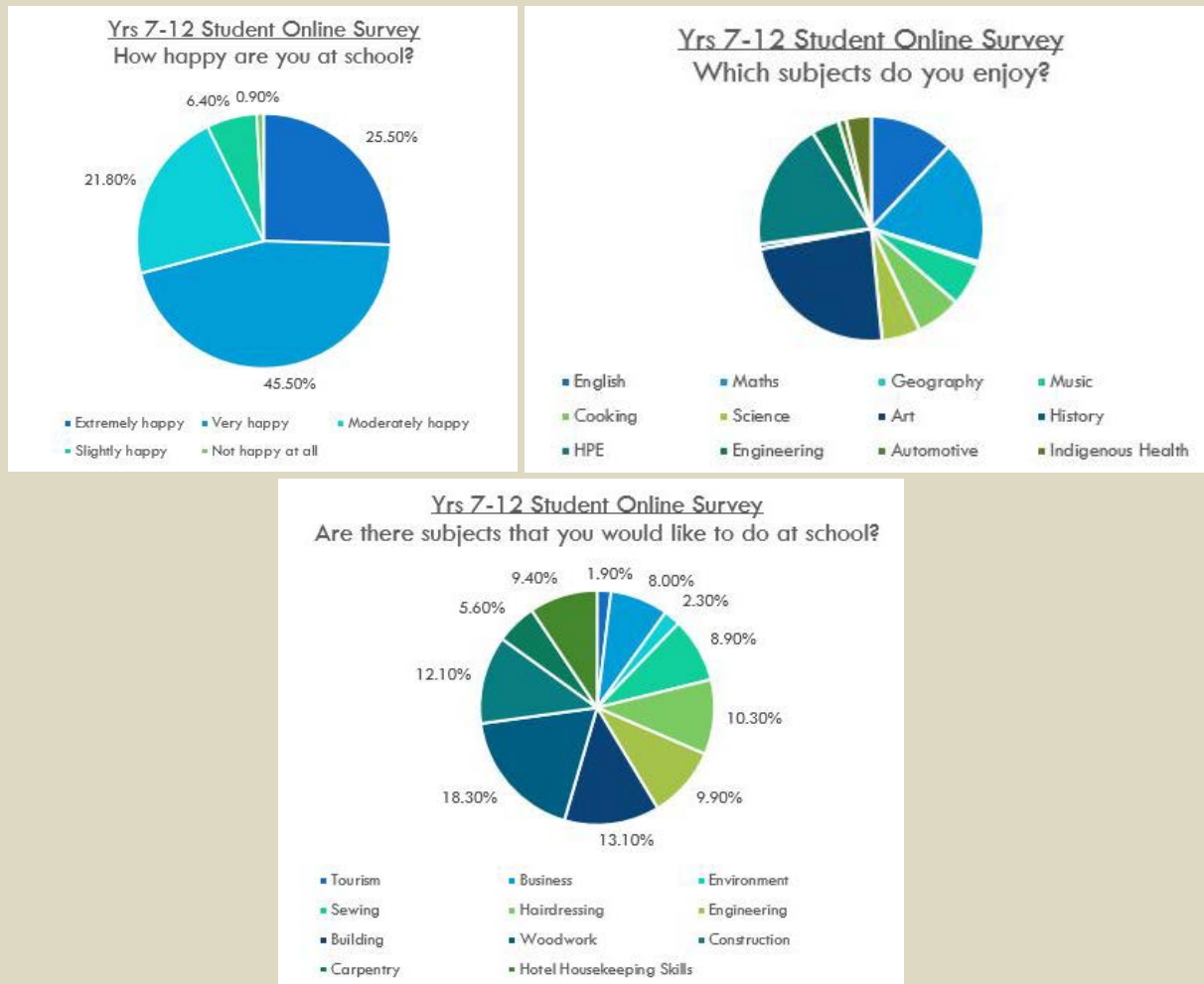


A paper-based survey was conducted for Primary students Years 4-6. 26 students participated. The results reflect, unsurprisingly for the age group, how students like their friends, sports and swimming the best. Overall, there is a high to moderate satisfaction with their teacher and school subjects, one student even noted they like how we have rules in school. Similarly, they note that they would like more 'fun' activities such as sports, the playground and excursions (for example a trampoline in the playground, pizza for lunch and having lessons outside in the sun).

An online survey was conducted for students in Years 7-12. 73 students participated in this online survey.

More than 70% of students were extremely or very happy at school. As with their younger counter-parts, students in Secondary prefer subjects like Art and HPE (sports), however it is encouraging to note that English and Maths were their next choices. When asked why they liked these subjects the most, responses varied but being good at the subject and doing fun things in class came out on top. A fairly large percentage of the cohort had considered subjects that are 'useful when I finish school' in their choices.

Students were asked what they would like to be taught at school. The top subjects were hairdressing, building, woodwork and construction. This information was used to guide the VET courses offered to senior students in 2017; Cert II Construction and Cert II Salon Assistant.

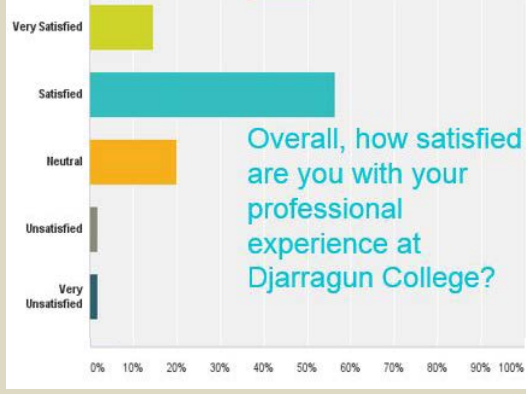
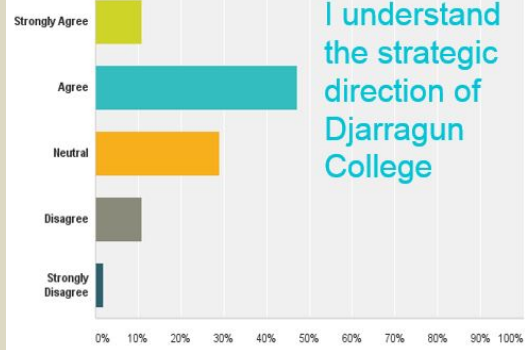
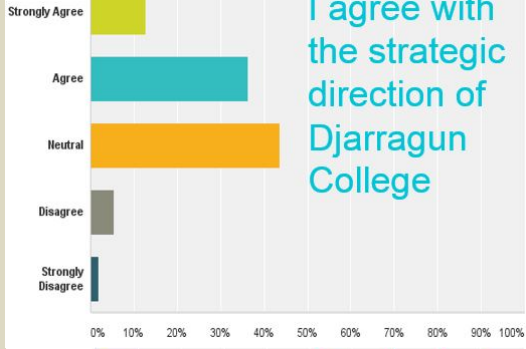
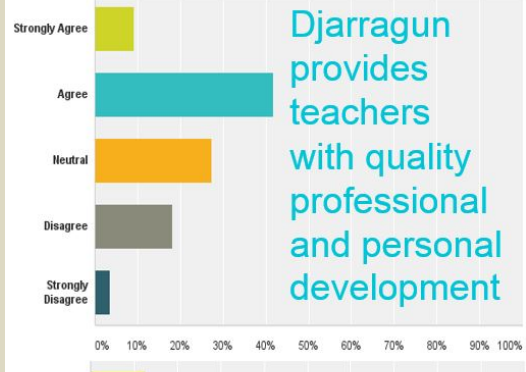
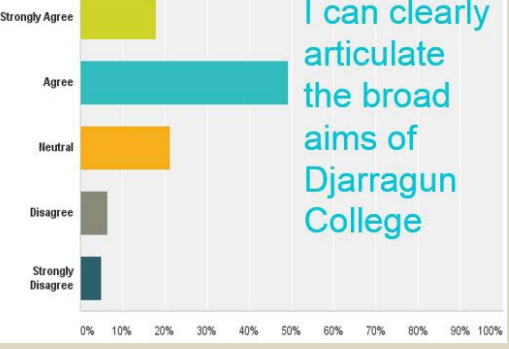
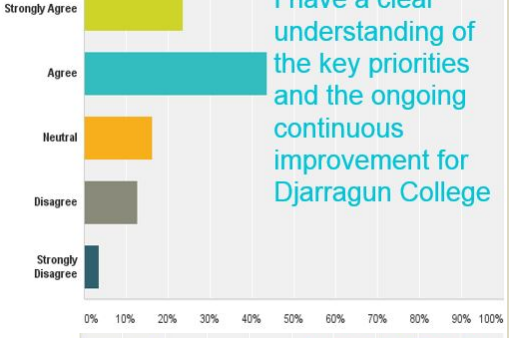
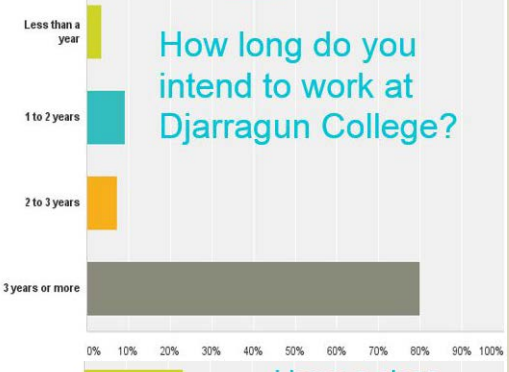
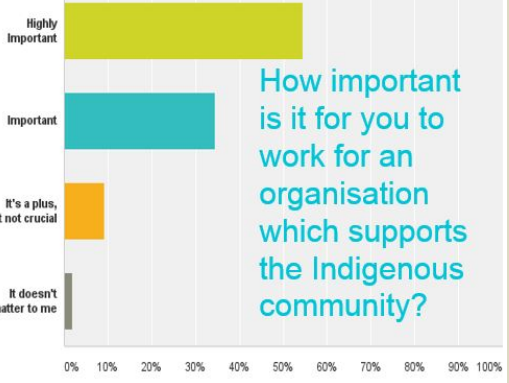
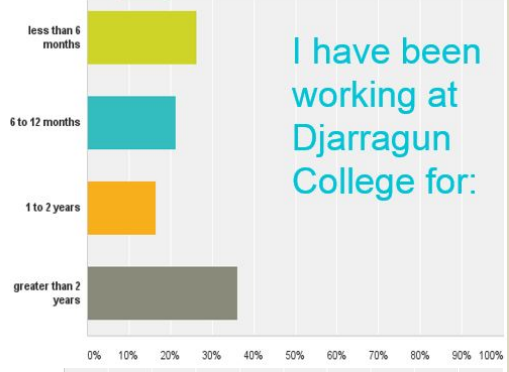


Staff Satisfaction Survey 2016

Towards the end of 2016, our parent group, Cape York Partnership, conducted an all staff online survey for all branches of CYP. 61 College staff participated in the survey. There was a mix of staff at the College who had been here for longer than 2 years, through to new staff who had been working at the College for less than 6 months; there was no strong trend in this regard. The results of the College staff survey showed that 70% of staff were satisfied or very satisfied with their professional expertise at the school, with the same number stating that they felt they received the support they needed to do their job. HR did undertake some role clarity for staff during 2016, the results of this survey show this must have been well received as nearly 90% of staff agreed that they had a clear understanding of their role at the College.

Over 90% of staff stated that their work gave them a sense of personal satisfaction. The survey also showed a strong commitment to the school and its students by staff.

Areas that could be improved upon were staff professional development and a clear understanding of the strategic direction of the College. The College will adopt the CYP policy of having professional performance reviews of all staff members during 2017 and annually thereafter.



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, Ms Kathryn Todd

School Income Broken Down by Funding Source

For information on school income and funding sources please visit the My School website

<http://www.myschool.edu.au/>

Staffing Information

Staff Composition, Including Indigenous Staff:

The majority of our 29 qualified teachers were all full-time in 2016. Other instructional staff include DI Tutors, Teaching Partners and Teacher Aides. Most Boarding parents are employed on a full-time basis, supplemented by casual and on-call staff members when necessary.

By the end of 2016, the College had increased staffing levels and employed a total of 102 staff (79.1 FTE). Only 6 Indigenous staff were employed by the College in 2015, this increased significantly by the end of 2016, to 33 Indigenous staff.

Staffing Area	Number of Staff as at 31 December 2016	Full Time Equivalent (FTE) as at 31 December 2016
Teaching	29	26.5
Other Instructional	13	15.3
Non-instructional (inc. Boarding staff)	60	37.3
Total Instructional Staff	42	41.8
Total Indigenous Staff	33	24.4
Total Staff	102	79.1

Qualifications of all Teachers:

Qualification	Number
Doctorate or higher	
Masters	
Bachelor Degree	29
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 1 weeks in-house staff PD sessions in Term 1. Activities included Direct Instruction workshops, First Aid & CPR, Child Safety, NVCI training.	All
Weekly all of teacher meetings	All
Principal's Briefing (fortnightly)	All
Boosting Number Sense in Junior Secondary	1
Top Rope Climbing Guide	2
Bandscales ISQ Training	6
Youth Plus – Trauma Informed Practice (2 sessions)	All
D Health Sessions – 4 during Term 4	All
Timetabling Concepts	1
Learning Disabilities: Understandings, Evidence & Implications	1
DI Leadership Training	2
NCCD Orientation	1
ipads in the classroom	1
Cairns Health & Physical Education Conference	2
Risk Assessments	All
Transforming Maths Education for Indigenous Learners Conference	1
Science Professional Learning Primary Connections Workshop	1
Binnacle Train the Trainer First Aid	2
Binnacle VET in Schools Conference	1
Swiftwater Rescue Operator	1
ASDAN Web Conference	2
ViSC Lead the Change Conference	1
Bronze Medallion	1

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD	Average expenditure on PD per teacher
29	\$9,175.00	\$316
The proportion of the teaching staff involved in professional development activities during 2016		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
28.6	184 (= 5,262.40)	154	97.1%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 97.1% in 2016			

** 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 (2015)	Number of these staff retained in the following year (to end 2016)	% retention rate
22	12	55%
From the end of 2015, 55% of teaching staff were retained for the entire 2016 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 2016 was 58%

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2016
P	67
Y1	69
Y2	68
Y3	54
Y4	61
Y5	47
Y6	62
Y7	61
Y8	61

Y9	57
Y10	51
Y11	43
Y12	54

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 on the bus, 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 2016

For information on the 2016 NAPLAN results for Years 3, 5, 7 and 9 Djarragun College students please visit <https://www.myschool.edu.au/ResultsInNumbers/Index/111328/DjarragunCollege/48111/2016>

The data in the chart below was taken directly from the 'MySchool' website.

	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	272 220 - 324		291 250 - 332		272 227 - 318		320 266 - 375		252 208 - 296	
	SIM 302 293 - 311	ALL 426	SIM 313 305 - 321	ALL 421	SIM 306 297 - 315	ALL 420	SIM 301 291 - 311	ALL 436	SIM 304 296 - 312	ALL 402
Year 5	352 319 - 384		351 321 - 381		398 366 - 429		394 358 - 430		371 343 - 398	
	SIM 374 366 - 383	ALL 502	SIM 370 361 - 378	ALL 476	SIM 391 383 - 399	ALL 493	SIM 382 373 - 391	ALL 505	SIM 394 386 - 402	ALL 493
Year 7	415 392 - 439		349 325 - 373		434 412 - 456		375 351 - 399		423 401 - 446	
	SIM 423 415 - 430	ALL 541	SIM 364 355 - 372	ALL 515	SIM 432 425 - 440	ALL 543	SIM 407 398 - 415	ALL 540	SIM 436 429 - 444	ALL 550
Year 9	474 447 - 500		377 346 - 407		470 445 - 496		412 386 - 438		475 455 - 496	
	SIM 473 465 - 482	ALL 581	SIM 398 387 - 409	ALL 549	SIM 467 458 - 477	ALL 580	SIM 453 444 - 463	ALL 569	SIM 490 482 - 498	ALL 589

How to interpret this chart

- SIM** schools serving students from statistically similar backgrounds
- ALL** Australian schools' average
- Student population below reporting threshold
- Year level not tested

Selected school's average is

- substantially above
- above
- close to
- below
- substantially below

- average of schools serving students from statistically similar socio-educational backgrounds (SIM box)
- average of all Australian schools (ALL box)

Apparent Retention Rate Year 10 to 12:

Year 12 student enrolment as a percentage of the Year 10 cohort is 35% (6 students), noting that the remaining 11 students enrolled at Djarragun College for their Seniors Years 11-12.

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2016	
Number of students awarded a Senior Education Profile	17
Number of students awarded a Queensland Certificate of Individual Achievement	-
Number of students who received an Overall Position (OP)	-
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	-
Number of students awarded one or more Vocational Education and Training (VET) qualifications	12
Number of students awarded a Queensland Certificate of Education at the end of Year 12	6
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	70.6%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	-

Post-school Destination Information

Background information on how the Next Steps survey was conducted:

Background information:

The Destination Survey card was distributed to the 2016 Year 12 cohort. However, as responses were not forthcoming, our Head of Department for Senior School 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 and supported them in their chosen pathway, where possible.

School Response Rate to the Survey

Number of Year 12 students in 2016 (a)	Number of responses received from students (b)	Percentage response rate (b/a x100)
17	0 (see note above)	0% (chased in person)

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)	3	17.6%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	4	23.5%
Working full-time	0	0%
Working part-time/casual	4	23.5%
Seeking work	10	58.8%
Not studying or in the labour force	0	0%
Total Year 12 students	17	