



Djarragun College Ltd - Annual Report 2019

(Based on 2018 data)

Descriptive Information

Djarragun College is a co-educational non-denominational day and boarding school for Years P to 12. The College opened in 2001 and occupies a beautiful, spacious campus in Gordonvale 20 kilometers south of Cairns.

As a distinctive far North Queensland school, the College is made up almost exclusively of an Aboriginal and Torres Strait Islander student body, of whom approximately 25% are boarders. The majority of our student body comes from Yarrabah, Gordonvale and the greater Cairns area. Our boarders come from the Torres Strait Islands, Cape York, other remote parts of Queensland and the Northern Territory.

Djarragun College shares the Cape York Partnership 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.

We aim to develop a holistic knowledge about each of our student's academic ability and physical health and wellbeing to be able to fully support each of them onto a successful future life pathway.

The Djarragun Way

Treat all students, staff and school property with **respect**.

Attend all classes on time and ready to **learn**.

Be **responsible** for your behaviour and accept the consequences of your actions.

Wear the Djarragun uniform with pride and **do your best**.

Be **safe**, keep your hands and feet to yourself.

Accept and value individual difference.

Our Values

High expectations and no excuses

Raise the bar on learning and aim for mastery

Learning time is precious

There are no shortcuts to success

Personal responsibility

Each person is accountable for their actions

Respect others and assign yourself

Self-discipline and commitment will ensure achievement

Creating pathways for every student

No student left behind. No student held back

Our Promise to Families

Djarragun College will support every student completing Year 12 to identify and embark on their preferred pathway in education, training or employment, backed by the full resources of Cape York Partnership.

Attain a QCE or VET Qualification in order to secure university entrance and/or further education and/or employment.

Demonstrate job readiness skills and have a direction for paid employment.

Will be strong and proud Indigenous Australians, with deep knowledge of and connection to country and culture.



School Sector:

Independent

School's Address:

1 Maher Road, Gordonvale, Cairns 4865

Total Enrolments:

As at the end of 2018, the total enrolments were 260 students. The average enrolment for the whole of 2018 was 285 students.

Year Levels Offered:

Prep to Year 12

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

98.5% 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, the Torres Strait Islands, Northern Territory and Gulf. By the end of the year we had 70 boarders in total.

Distinctive Curriculum Offerings:

In 2018, the College commenced a 4 period daily timetable, with each day commencing with a 10minute Form Class, which is used to discuss hot topics.

Years P-6 (Primary), students are taught Australian Curriculum English, Mathematics, Science, The Arts, HASS (Social Sciences) and HPE. Spelling and Mathematics is taught using the Direct Instruction (DI) method and classes are split according to ability level.

In Middle Secondary (Year 7-Year 10) students are allocated to their Australian Curriculum classes based on their literacy and numeracy learning needs; student classes are composite Year 7/8 and Year 9/10. All students in Years 7-10 participate in a range of classes including English, Maths, The Arts, Science, HPE Technology and Humanities.

Senior students are managed by the Head of Department for Senior Secondary, who speaks with students about careers to determine their interests and prior knowledge of the world of work. Senior students are encouraged to develop skills in their areas of interest and are supported to identify options and opportunities once they leave school.

Students also complete academic placement testing and previous school results are reviewed, before discussions are held with students and their families about the appropriate study pathway for the student: Tertiary Entrance (OP) or Vocational Education & Training (VET). All students in the senior phase of learning

will work towards achieving their Queensland Certificate of Education (QCE) upon graduation.

The College continued formal careers guidance lessons for grades 7-12 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.

Senior students were also supported to successfully undertake their construction white cards and their driver's 'L' plates learners test.

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.

- Djarragun College formally inducted the 2018 Leadership Group at a special ceremony in March, 2018. Chief Petty Officer Jerry Savage, ADF Navy, Corporal Donna Hayes, ADF Air Force and Sergeant Erin Teague-Suradi, ADF Army, conducted an information session for students following the ceremony.
- Our Primary Leadership Group organised numerous lunchtime activities leading up to and including Close the Gap Day; they engaged fellow students in the creation of colourful posters and a banner. Close the Gap Day itself drew plenty of crowds wanting temporary tattoos or their faces and arms painted. The week of activities culminated with a Healthy Snack Stall with Leaders preparing a variety of healthy treats including yummy strawberry and banana kebabs and popcorn.
- To celebrate their high attendance, a special party was held in Primary, a morning tea in Middle and lunch for senior students with 90% attendance and above.
- 8 Djarragun students were selected to play for the Mulgrave Boys and Girls Basketball team. A Primary student was also selected to play with the Mulgrave Under 12 Netball Team and another joined the Under 12 Rugby team.
- A new College Song and video was written by students and launched in June.
- Students attended the Gateways Schools event discovering French cooking skills.
- Djarragun hosted Rugby league matches against local school, Bentley Park.
- Students in Middle & Senior school participated in Reconciliation Week activities.
- Cert II Engineering Pathways & Cert I Construction VET students went on a field trip to Cairns Hardware Truss Plant.
- We are proud that one of our Year 12 students had her artwork featured in the Cairns Post for CIAF and at the CIAF fashion parade.
- Djarragun Aboriginal and Torres Strait Islander dancers performed at the Reconciliation Action Plan launch at the Cairns Magistrates Court and at St Michael's School NAIDOC celebrations.
- One of our Year 11 students won a competition and had her design printed on the Northern Pride Indigenous Jersey.
- VET students worked on a construction project at a house in Edmonton.
- Students competed in the TCS Cross Country & Athletics carnivals.
- Queensland Rail gave a rail safety presentation to senior students
- Cert II Health students attended the Health Forum at TAFE
- Parents, carers and members of the community celebrated NAIDOC Day with our students
- Girls and Boys Boarding went camping at the Wilderness Centre
- Hospitality Students hosted family and staff for their Silver Service assessment
- QATSIF students participated in the JCU Graduation
- Senior students applied for their Learner Driver's Licenses

- Year 11 & 12 students took part in Indigenous Youth Mobility workshops.
- Past student association ambassador Rosemary Tabuai visited the College and spent time with the Year 12 students talking about life after school.
- Students attended the Indigenous Leaders of Tomorrow and Indigenous Leaders of the Future conferences throughout the year.

Social Climate:

Djarragun College has an onsite multidisciplinary health and wellbeing centre, D Health, designed to support its students, their families and the staff. Doctors, psychologists, case managers, speech therapists and nurses provide onsite services. We also offer referrals to external services such as optometry, dental and audiology. Comprehensive multidisciplinary solutions enable students to build internal and external resources required to succeed.

Health and Education are critically linked and D Health enables us to provide a comprehensive support plan that considers the health and learning needs of our students. This service is unique to Djarragun College. In addition to the medical services, D Health oversees the development of a health and wellbeing education framework that is embedded into curriculum of the College.

The school has a dedicated Student Support Services team and their responsibilities include monitoring attendance, monitoring behaviour and addressing the wellbeing issues of students. Home phone calls are made on a regular basis to maintain contact with families and ensure that students are engaged in school life. The school has a responsible behavior plan for students that defines the school's behaviour expectations, as outlined in 'The Djarragun Way'. The team support students with personal problems or issues and has the tools and resources to monitor and manage a student's behaviour.

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. Our preferred way of re-directing low-level problem behaviour is to highlight the consequences of continuing along this path and encourage the student to reflect on how their behaviour could be modified, so as to align with the expectations of our school community.

Parental Involvement:

The school continued to develop a culture of celebrating success. As always, 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.

Student Leaders were appointed in Term 1 and inducted at a whole school assembly where they were presented with their badge and a certificate, and made their leadership pledge. The event was well attended by parents, carers and families.

Parents were also invited to attend our NAIDOC Day celebrations as well as sporting events, such as our carnivals.

Four end of Term or Semester report cards were produced throughout the year, to provide parents with feedback on how well their child is performing academically. The report also confirms their child's attendance at school.

The College continued to relay information, news, stories and events to parents and the community via Facebook. We have found this to be the best way off communicating with our families.

Parent, Teacher and Student Satisfaction with the School

Parent Satisfaction Survey

This is an area that Djarragun College is continuing to improve upon. We have found that a paper survey does not best suit our parents for providing feedback to the school. We have found that engaging parents is best done face to face with home visits and phone calls. Our student support services team and our D Health staff visit families in the local area during school holidays and report any feedback they have received from families this way.

We also have an Indigenous Consultative Committee at the school, run by our Community Liaison Officer. This committee is for staff (some of whom are also parents to our students) and although its main role is running events, the committee is also a valuable source of information and feedback from the community as a whole. Any concerns or feedback out of this group is communicated to the School Executive Team.

Our staff will always seek out parents at events, such as special assemblies or Presentation Day, as this is a great way to not only engage with parents, but to receive feedback and suggestions.

As a result of parent feedback, one major change in 2018 was to improve the quality of the food in the school canteen. Control of the canteen was taken back in-house and new staff were appointed. Students now have access to healthy meals at a reasonable rate, including a morning tea and daily choice of hot or cold lunch options.

Student Satisfaction Survey 2018

Students were not surveyed during 2018 and this is an area that the College wishes to improve upon for 2019; quality feedback and outcomes are a priority for the College in 2019.

Staff Satisfaction Survey 2018

Towards the end of 2018, our parent group, Cape York Partnership, conducted an all staff online survey 'The Voices of CYP' for all entities of CYP. 60% of Djarragun College staff participated in the survey, it is noted this is less than the previous year.

A summary of 'The Voices of CYP' staff survey conducted in November 2018:

- There was a good representation of employees with different lengths of tenure across the respondents. Employees who have been working at Djarragun for 2-4 years increased since 2017.
- 87.7% of respondents strongly agreed or agreed that they believe in and understand the vision of the College and can articulate the broad aims of the College.
- Almost 70% of respondents believed that the College provides employees with quality professional and personal development opportunities.
- Over 75% of staff stated they were satisfied with their working experience at the College.
- 61% of staff stated they received the support they needed to do their job and a similar percentage stated they felt they had the resources to do so.
- 83% of staff indicated they had a high level of job satisfaction.
- Morale in the school is generally high
- There is an indication that communication from management could be improved, although a very small number of staff state they are unsatisfied with the communication they receive about what's going on.
- Compared with 2017 results, it remains highly important for the majority of our staff to work for an

organisation that supports the Indigenous community.

- There is a strong commitment from respondents with almost 70% indicating they intend to stay at the College for 3 or more years, suggesting staff are confident in a future career pathway at the school.
- Communication between staff and being able to rely on one another as a team were areas that were listed as could be improved upon, along with student behaviour.

The College also conducted faculty meetings, staff training and all staff meetings on alternative Tuesdays. The data and feedback from staff has been used by the College Executive team to target professional development for 2019 and areas of improvement for the College. As a result from staff feedback, the biggest area of change in 2018 was the structure of the school day & curriculum.

Contact Person for Further Information:

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

Title: Mrs Sian Scott, 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 27 qualified teachers were all fulltime- in 2018 with some employed as casual relief. Other instructional staff include DI Tutors and Teacher Aides. Most Boarding parents are employed on a full-time basis, supplemented by casual and on-call staff members when necessary. A total of 29 Indigenous staff (24.5 FTE) were employed by the College at 31 December 2018.

Staffing Area	Number of Staff as at 31 December 2018	Full Time Equivalent (FTE) as at 31 December 2018
Teaching	27	26.6
Other Instructional	16	12.1
Non-instructional (inc. Boarding staff)	53	48.7
Total Instructional Staff	43	38.7
Total Indigenous Staff	29	24.5
Total Staff	96	87.4

Qualifications of all Teachers:

Qualification	Number
Doctorate or higher	2
Masters	6
Bachelor Degree	26
Diploma	15
Certificate	10

Expenditure on and Teacher Participation in Professional Development:

The total amount of funds expended on teacher professional development in 2018 was \$118,586.00.

The major professional development initiatives were as follows:

- Strategically determined extended Staff Meetings. The 2 key priorities for the year, linked to the school's annual improvement plan, were teaching quality and the sustainability and viability of the College.
- Weekly Staff Learning Lounges
- Child Protection training
- Weekly Faculty/Sub-School Planning and Work Focus meetings
- First Aid & CPR
- Classroom Behaviour Management, with Mark Davidson
- Visible Learning with Corwin, a series of workshops
- ISQ NCCD Workshops
- ISQ EAP Workshops
- School & Curriculum Leaders Workshop
- Explicit Direct Instruction Training
- Digital Technologies Workshop
- Workshops & on-site training to upskill VET staff, in order to maintain industry currency

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days (figures taken from August Census 2018):

Number of Teaching Staff*	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
25	186 (x25) = 4,600 days	190.5	95.9%
Number of school days includes pupil free days. For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 95.9% in 2018.			

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

Proportion of teaching staff retained from the previous year (inc. CRT):

Number of permanent teaching staff at end of previous year (2017)	Number of these staff retained in the following year (to end 2018)	% retention rate
27	20	74%
From the end of 2017, 74% of teaching staff were retained for the entire 2018 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 2018 was 69%; 73% in Primary and 67 % in Secondary.

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2018
P	67%
Y1	80%
Y2	74%
Y3	75%
Y4	73%
Y5	66%
Y6	73%
Y7	73%
Y8	74%
Y9	69%
Y10	63%
Y11	63%
Y12	59%

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. Student Support Services staff reviewed attendance and contacted parents and carers accordingly when patterns of non-attendance were identified. Actions included phone calls, home visits and/or an attendance warning letter. The College utilised a range of interventions to support attendance in response to the degree of absenteeism.

Student Support 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 by assisting families to overcome barriers that may be impacting attendance such as a

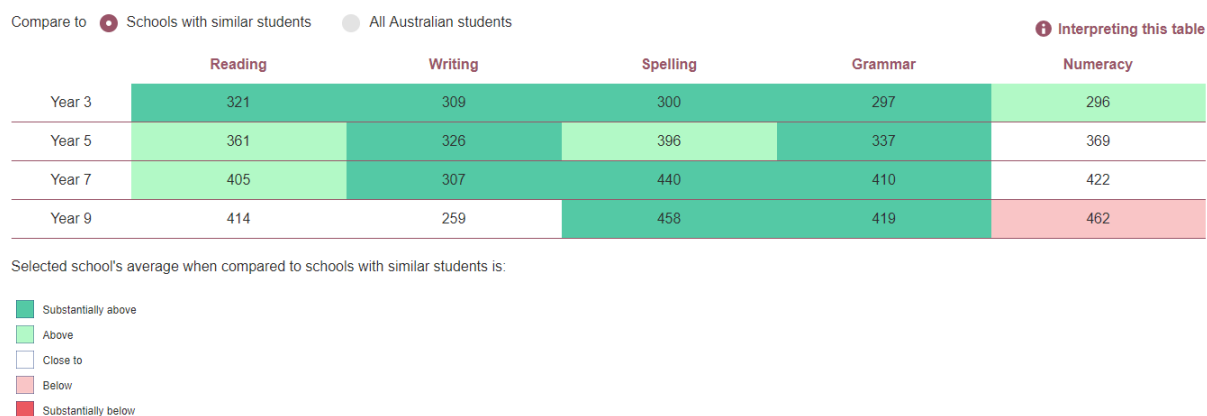
lack of transport, uniforms, school resources and food for lunches.

The school takes a positive approach to improving attendance by regularly recognising and rewarding the students and their parents and carers for good attendance.

NAPLAN results for Years 3, 5 and 7 and 9 in 2018

For information on the 2018 NAPLAN results for Years 3, 5, 7 and 9 Djarragun College students please visit <https://www.myschool.edu.au/school/48111/naplan/numbers>

2018 NAPLAN Mean Scale Scores - Djarragun Compared to Schools with Similar Students (taken from My School website):



2018 NAPLAN Summary Data		
Percentage (%) of students at or above NMS	Reading	Numeracy
Year 3	64%	91%
Year 5	55%	55%
Year 7	41%	54%
Year 9	19%	58%

Apparent Retention Rate Year 10 to 12:

Year 12 student enrolment as a percentage of the Year 10 student cohort is 43%.

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2018	
Number of students awarded a Senior Education Profile	20
Number of students awarded a Queensland Certificate of Individual Achievement	-
Number of students who received an Overall Position (OP)	6
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	19
Number of students awarded a Queensland Certificate of Education at the end of Year 12	13
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	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

Post-school Destination Information

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

The Djarragun College results of the Next Step 2019 Post-School Destinations survey are published below.

Next Step 2019 Post-School Destinations

Djarragun College

This is a summary of the post-school destinations of students from Djarragun College who completed Year 12 and gained a Senior Statement in 2018. The results are from the *Year 12 Completers Survey*, which is conducted approximately six months after students completed Year 12.



For more information about the survey visit the *Next Step* website www.qld.gov.au/nextstep. Regional and statewide reports will be available from October 2019.



50.0% response rate

10 out of 20 Year 12 completers from this school responded to the 2019 survey.
Due to the low response rate, care should be taken interpreting these results.

Post-school destinations



In 2019, two Year 12 completers from Djarragun College were engaged in education, training or employment in the year after they completed school.



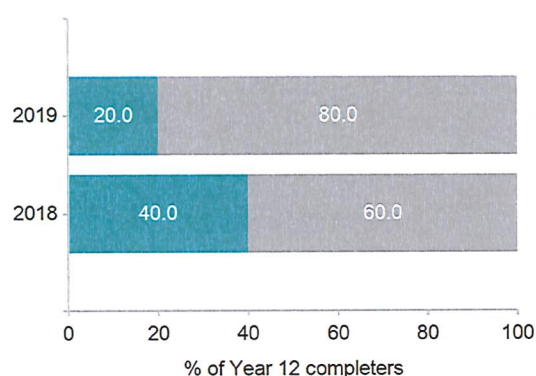
Of the 10 respondents, two continued in some recognised form of education and training, with both studying a bachelor degree.



No respondents transitioned directly into paid employment and no further study.

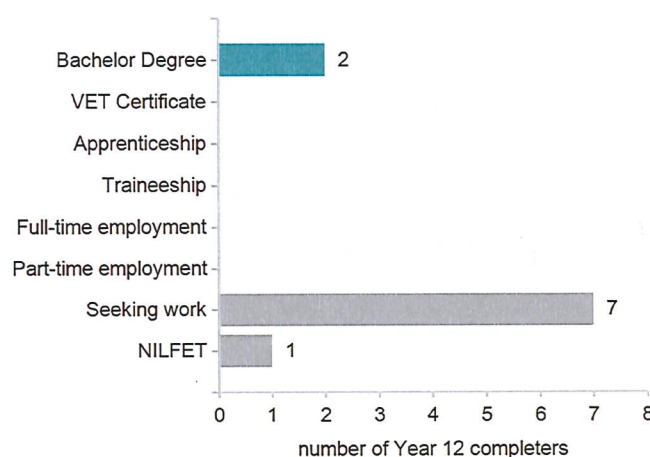
All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Engagement over time



■ In education or training
■ Not in education, training or employment

Main Destination in 2019



Queensland
Government