



## Djarragun College Ltd - Annual Report 2020

(Based on 2019 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 2019, the total enrolments were 261 students. The average enrolment for the whole of 2019 was 270 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 61 boarders in total.

### Distinctive Curriculum Offerings:

The College continued to run a 4-period daily timetable, with each day commencing with a 10 minute Form Class, which is used to discuss relevant topics.

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

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

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

Djarragun College's Registered Training Organisation status was made active again in 2019 after a 2 ½ year break. Offerings in vocational education were expanded to include FSK20113 Certificate II Skills for Work & Vocational Pathways, SIT20316 Certificate II Hospitality and AUR20716 Certificate II in Automotive Vocational

Preparation. In 2019, there were a total of 10 vocational certificates on offer at the College, which would be the widest range of any school in the FNQ region, with more to come in 2020.

Students also completed academic placement testing and previous school results were reviewed, before discussions were held with students and their families about the appropriate study pathway for the student: Tertiary Entrance (ATAR) or Vocational Education & Training (VET). All students in the senior phase of learning work towards achieving their Queensland Certificate of Education (QCE) upon graduation.

The College continued formal careers guidance lessons for grades 8-12 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 2019 Leadership Group at a special ceremony in March
- Students attended the Indigenous Leaders of Tomorrow and Indigenous Leaders of the Future conferences throughout the year. Students took part in activities to strengthen their knowledge and cultural identities and worked with indigenous students from other school across the Cairns region.
- Teams represented the College at Rugby League Netball and AFL Carnivals throughout the year.
- We had our P – 12 Cross Country Carnival with our brand new house names; Kundii (Red, Snakes), Guyala (Blue, Seahawks) and Waru (Green, Sea Turtles).
- The P-12 Athletics Carnival held at Johnson Park. 50 students went on to represent Djarragun at the District Athletics (TCS) trials held at Barlow Park; we had a student win the U15 Girls District Age Champion and 22 students made it to the TCS team to compete in the Peninsula Athletics Carnival.
- During Reconciliation Week student leaders and Aboriginal and Torres Strait Islander staff conducted a variety of in class and lunch time activities to promote reconciliation. A special assembly was conducted on Monday 3 June to commemorate Mabo Day.
- We had a Secondary student compete in the Peninsula Cross Country and qualify to join the Peninsula team to compete in the State Championship in Brisbane.
- 50 Year 10-12 students participated in the Business Liaison Association Youth & Careers Expo as part of their post-school transition planning.
- Our construction & engineering VET students went on an excursion to Cairns Hardware where they viewed the latest manufacturing techniques, as well as seeing staff involved in their career pathways.
- The Life Education van visited Primary students, who engaged presentations on the body, sexual education, friendships and the effects of drugs and alcohol.
- 5 girls competed in the Peninsula U12 rugby; 1 Year 6 student qualified for the team and played in the State Championships at the Gold Coast.
- Police Community Liaison officers from Edmonton and Gordonvale stations came to the College to deliver an important presentation to each year group on cyberbullying and online grooming awareness in their program 'ThinkUKnow'. It was very well received by all students Prep to Year 12.
- Selected Secondary boys attended 'Rock & Water' with Mr Jason, the boys were selected to help give them strategies to develop self-control, self-reflection, self-esteem, emotional regulation and pro-social communication skills.
- Select junior and senior boys are attending 'Adventure Therapy' with Mr Jason; this is an outdoor

therapy working on attachment, stress, social emotional skills and schemas and self-esteem.

- Djarragun Aboriginal and Torres Strait Islander dancers performed at various assemblies at the College and also at the Mount St Bernard's NAIDOC celebrations and QATSIF graduation ceremony.
- Year 11/12 Cert II Salon Assistant students went on a work experience excursion to a working salon, where they greeted customers and undertook duties throughout the day that they have learnt in class.
- Secondary students participated in 'Let's Chalk About It', writing thoughts and messages on the MPA floor in chalk, in aid of mental health awareness and ahead of child protection week. Students and staff also sported had crazy hair styles, courtesy of our Year 11/12 Cert II Salon Assistant Students, to get the conversations started.
- Boarding Weekend activities have included The Cairns Festival, free movie nights, sun, sea and fishing, as well as a range of organised activities on Campus. 3 boys were selected to travel to Melbourne for a cultural leadership experience with East Malvern AFL Football Club and another boy travelled to Brisbane to compete in U14 AFL State Academy Championships as part of the North Queensland team.
- Senior students applied for their Learner Driver's Licenses
- Term 3 concluded with the "One Blood" Djarragun College student exhibition 2019.
- Primary students undertook swimming and water safety lessons in Term 4.
- A Year 12 Cert II Automotive student went to Rio Tinto on work experience.
- Year 12 students completed work placements for their Certificate III in Health at Wuchopperen Edmonton.
- A further 12 vocational pathways students in Years 11 and 12 completed 2 days' work experience in various areas including the Navy, retail, hospitality, environmental management, landscaping, allied health, tourism and early childhood.
- Our 3 QATSIF QCE scholarship Year 12 recipients attended their QATSIF Graduation ceremony at JCU.
- The year cumulated with Water Fun Day on 4 December for all students in the oval. This is a day of fun, frivolity and relationship building between staff and students.

### **Social Climate:**

In 2019 the implementation of the Berry Street Education Model (BSEM) commenced. All students from Prep to Year 12 are engaged in weekly lessons that focus on the development of de-escalation and self-regulation strategies that will enable students to attend class and be ready to learn.

We support our students and families by providing a free bus service and breakfast club. Our low annual fees include 3 sets of uniform, school supplies, morning tea and lunch, excursions, sports training including home drop off, and an individual iPad/laptop for school use.

We provide our students with culturally focused learning and culturally appropriate support. Indigenous diversity is celebrated and students have Indigenous mentors as well as qualified Youth Support Officers.

Djarragun College has an onsite multidisciplinary health and wellbeing centre, Ngak Min (formally D Health), designed to support its students, their families and the staff. Doctors, psychologists, 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 Ngak Min 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.

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 of communicating with our families. We also produce a College Newsletter at the end of each term, which is sent home to families and posted on our website and social media.

### **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. A 2019 survey was mailed home to all families during school holidays with a returned self-addresses envelope, however only 14 parents responded.

The Executive determined this was not a representative sample of the parental feedback, so Ms Allison Halliday, Community Liaison Officer, was commissioned to contact all parents during Term 4, either via home visits or telephone calls to complete the survey with them to increase parental feedback via the opinion survey. Only 25 responses were received.

Parents were required to indicate which year level their children were in at the College respond to 10 schooling indicators.

They were also asked to give qualitative feedback to three questions (summarised below):

- What do you like about Djarragun College and what do you think we currently do well?
- What don't you like about the College?
- How do you think the College could improve?

It was encouraging that of those parents 93% agreed that staff at the College treat students fairly, 77% agreed student behaviour was well managed and 92% agreed that staff were truly interested in their child's wellbeing.



### What do you like about Djarragun College and what do you think we currently do well?

Great incentive programs to encourage students to attend.
Djarragun College takes care and consideration into making our children feel safe at this school.
I like the College because its strong cultural links/curriculum and your well in empowering the students to achieve strong leadership.
Teacher, parent talks, discussions on best way forward when child has problems. Staff, helpful, friendly, and go beyond the call of duty, including bus driver.
I think it's the best school.
I'm pleased with my child doing new programs or subjects and his doing well. School calendar, horticulture, building sites and construction.
NAIDOC, our culture staff such as introducing songs, dancing, storytelling new programs
The principal and staff go out of their way to make sure my son is doing great.
Try to keep the kids in class at all times.
The children sharing their culture with other students through dancing, art and language
That the staff and teachers are very supportive towards children behaviour at the College and they do their best to sort the problems. thanks.
Bus services, lunches, medical centre, vet really good
Bus service, school lunches, medical centre and nurses on site and culture. The staff are very friendly and nice.
Bus service, school lunches, medical centre and nurses on site and culture. The staff are very friendly and nice.
Bus service, school lunches, medical centre and nurses on site and culture. The staff are very friendly and nice.
Bus service, lunches, uniforms, books, access to medical centre.
Bus services, lunches, medical centre, school fees deductions, uniforms and books
Bus service, lunches, deductions, uniforms and books, medical services
Bus service, direct debits makes it easier. Don't have to worry about buying lunches, everything supplied e.g. uniforms, books, lunches and excursions.
Bus service, lunches, school fees and uniforms. Direct debits work well for all.
Bus service, lunches, school fees and uniforms, on ground medical services
Bus service, daily lunch, uniforms and books. Very convenient and on ground medical services

We have found that engaging parents is best done face to face with home visits and phone calls. Our Community Liaison Officer based herself in Yarrabah, one of our largest student cohorts, once per week to liaise with parents and families. In 2020, it is intended to base her in 2 other locations during the week, making it easier to access assistance for our families and carers.

Our student support services team and our Ngak Min 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 College 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.

These results and other gathered feedback informed the reviewing process for 2019 and formed the basis for planning for 2020.

#### Student Satisfaction Survey 2019

Giving students a voice to provide feedback to College Leadership is important. All students from Year 5 – 12 were invited to complete the on-line Student School Opinion Survey at the end of Term 3, 2019. In total, 124 students responded to the survey, representing a participation rate of 55% of students across those year groups. Results from Years 9, 10 and 11 were low and represented a lower than anticipated completion rate.

- 24% of students who participated had been enrolled at the College for less than a year, 30% between 1 and 2 years, 13% between 3 and 4 years and 33% longer than 4 years.
- Students were required to rate their experience on 20 schooling indicators using a 5-point Likert scale.
- The following table represents the collated responses from all students who completed the survey and is sorted from the highest weighted average to the lowest weighted average.
- These results informed the reviewing process of 2019 and formed the basis for planning for 2020.

	Weighted Average out of 5
Staff encourage me to do my best	4.34
This is a good school	4.22
Student behaviour is well managed at my school	3.20
My school celebrates student achievements	4.20
I like being at my school	4.11
I feel accepted by other students at my school	4.08
I feel safe at my school	3.98
Staff clearly explain what is required in my school work	4.08
The staff care about me	4.07
Staff at my school treat students fairly	4.05
My school takes students' opinions seriously	3.90
My Maths skills are being developed at my school	4.04
I would recommend my school to others	4.03
I can talk to the staff about my concerns	3.84
I am getting a good education at my school	4.02
My English skills are being developed at my school	3.99
I understand how I am assessed at my school	3.96
My school gives me opportunities to do interesting things	4.09
Staff expect me to do my best	4.33
Staff provide me with useful feedback about my school work	3.83

#### Staff Satisfaction Survey 2019

Towards the end of 2019, our parent group, Cape York Partnership, conducted an online survey for all Djarragun staff.

A summary follows:

- Of the 94 staff invited to participate, there were 67 respondents (71% participation), which is an increase on the 2018 participation of 60%.
- There is a good representation of employees with different lengths of tenure across the respondents. Employees who have been working at Djarragun for more than 4 years has increased since 2018.
- 80.3% of respondents agreed with the statement 'I believe and understand the vision of Djarragun College' and indicated they could clearly articulate the broad aims of the College.
- 75% of respondents have indicated that they are Very Satisfied or Satisfied with their working experience at Djarragun College.
- 75 % also responded that their work gives them a sense of personal accomplishment and overall



morale in the school amongst staff is high.

- There is a strong commitment from respondents who mostly indicated they intended to stay at the College for more than 3 years, which indicates staff are confident in a future career path at Djarragun College.
- There were many positive comments within this section of the survey on how the College has improved over the past 3 years.
- An area for improvement appears to be staff/team collaboration (minimising 'siloing'), continued staff improvements/professional development, communication and information 'flow', student behaviour strategies and many would like to see an increase in Indigenous staff representation within the College.

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 2020 and areas of improvement for 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: Mrs Sian Scott, EA to Principal, Dr Michael Barton.

### 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 23 qualified teachers were all fulltime- in 2019 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 22 Indigenous staff (18.8 FTE) were employed by the College as at 31 December 2019.

Staffing Area	Full Time Equivalent (FTE) as at 31 December 2019	Full Time Equivalent (FTE) as at 31 December 2018
Teaching	20.7	26.6
Other Instructional	8.7	12.1
Non-instructional (inc. Boarding staff)	54.8	48.7
Total Instructional Staff	29.4	38.7
Total Indigenous Staff	18.8	24.5
<b>Total Staff</b>	<b>84.1</b>	<b>87.4</b>

### Qualifications of all Teachers:

Qualification	Number
Doctorate or higher	1
Masters	2
Bachelor Degree	26
Diploma	1
Certificate	8

## Expenditure on and Teacher Participation in Professional Development:

The total amount of funds expended on teacher professional development in 2019 was \$99,806.60.

The major professional development initiatives were as follows:

- Berry Street Education Model training
- Therapeutic Crisis Intervention training
- CSIRO Indigenous STEM Education Project
- 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
- NAPLAN Online staff training
- Rhythm2Recovery therapeutic workshops
- Visible Learning with Corwin, a series of workshops
- VELG Training
- ISQ NCCD Workshops
- ISQ EAP Workshops
- EDVAL Timetabling
- Systems Leadership Development training
- Innate Therapies workshops
- Youth Flourish Outdoors workshops
- Australian Boarding Schools Association Leaders Conference
- Workshops & on-site training to upskill VET staff, in order to maintain industry currency
- Certificate IV Education Support, to upskill 2 of our Teacher Aides

The proportion of the teaching staff involved in professional development activities during 2019 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 2019):

Number of Teaching Staff*	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
26	195 (x26) = 5,070 days	182.7	96.4
Number of school days includes pupil free days. For permanent and temporary classroom teachers and school leaders, the average staff attendance rate was 96.4% in 2019. This is improved from 95.9% in 2018.			

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

Number of permanent teaching staff at end of previous year (2018)	Number of these staff retained in the following year (to end 2019)	% retention rate
26	11	42.3%
From the end of 2018, 42.3% of teaching staff were retained for the entire 2019 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 2019 was 72.5%; 70.5% in Primary and 73.4% in Secondary.

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

Year levels	Average attendance rate for each year level as a percentage in 2019
P	69%
Y1	71%
Y2	78%
Y3	72%
Y4	68%
Y5	74%
Y6	62%
Y7	77%
Y8	73%
Y9	76%
Y10	75%
Y11	66%
Y12	75%

### 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 2019

For information on the 2019 NAPLAN results for Years 3, 5, 7 and 9 Djarragun College students please visit <https://www.myschool.edu.au/school/48111/naplan/numbers>

2019 NAPLAN Mean Scale Scores - Djarragun Compared to Schools with Similar Students (taken from My School website):

Compare to ☒ Students with similar background ☐ All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	316	322	318	277	272
Year 5	375	348	402	190	381
Year 7	404	302	453	391	423
Year 9	467	334	483	388	481

### Interpreting the table

Selected school's average when compared to students with a similar background

- ☒ Well above
- ☐ Above
- ☐ Close to
- ☐ Below
- ☐ Well below
- ☐ No comparison available

2019 NAPLAN Summary Data		
Percentage (%) of students at or above NMS	Reading	Numeracy
Year 3	86%	50%
Year 5	64%	46%
Year 7	57%	53%
Year 9	56%	65%

## 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	13
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	13
Number of students awarded a Queensland Certificate of Education at the end of Year 12	11
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

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 2020 Post-School Destinations survey will be published below when they are received later in the year.