



Djarragun College Ltd - Annual Report 2021

(Based on 2020 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 28% 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.

As part of the Cape York Partnership, the College is underpinned by the Cape York Agenda. Djarragun College supports the 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 home communities and mainstream society, enjoying the best of. The College mantra of 'no student left behind, no student held back' combines with a high expectation that every student will graduate with entry to university, further education or employment.

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 Commitment 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 2020, the total enrolments were 344 students. The average enrolment for the whole of 2020 was also 344 students.

Year Levels Offered:

Prep to Year 12

Co-educational or Single Sex:

Co-educational

Governance:

Djarragun College Limited is overseen by a Board of Directors.

Currently there are six directors on the Board.

The Role of the Board

The role of the Board is to oversee the management and business of the company, and in particular to:

- appoint the Principal and Company Secretary and monitor performance;
- establish the vision and strategic direction of the College;
- support the College Executive and management in the implementation of that vision and strategic direction;
- ensure that the resources necessary for the achievement of those goals are available.

How the Board Operates

- The Board meets approximately once per school term and works closely to support the College Executive and management.
- An amount of the Board's work is conducted through the directors in standing committees and interim working groups, according to the issues at hand.

Board of Directors:

- Dr Stephen Codrington (Chair)
- Fiona Jose
- Richie Ah Mat
- Julia Davison

- Audrey Deemal
- Tanika Parker
- Kaava Watson
- Zoe Ellerman

Ex Officio:

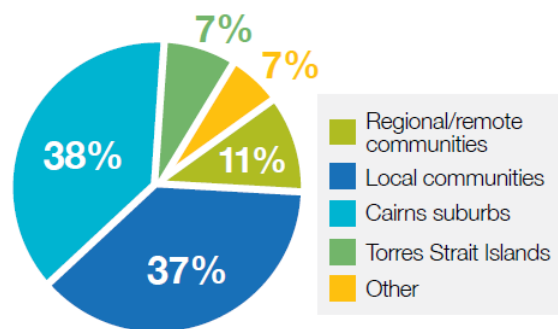
- Principal: Dr Michael Barton
- Company Secretary: Matthew Turner

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, the Torres Strait Islands, Northern Territory and Gulf. By the end of the year we had 93 boarders in total.

BREAKDOWN OF STUDENTS' HOME RESIDENCY BY LOCALITY



Distinctive Curriculum Offerings:

From January 2020, our Deputy Principal Curriculum and Academic Development oversaw this area from Prep-Year 12.

The College continued to run a 4-period daily timetable, however the College was no longer running a Form Class each morning. Instead, a decision to try and retain the same teacher for each group of students in as many classes as possible was made.

Years P-6 (Primary), students were taught Australian Curriculum English, Mathematics, Science, The Arts, Humanities (Social Sciences) and HPE.

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, Mathematics, The Arts, Science, HPE Technology and Humanities.

For the first time, our Vocational Education Training courses (VET) were offered to our Year 10 students. This allowed students to complete their VET courses over 3 years, if required, or utilise that extra year of learning to complete additional VET courses, therefore broadening their skill set quite extensively by the time they complete Year 12.

Our senior students continued to be led by the Senior Secondary Coordinator and the VET Coordinator, who spoke with students about their pathways 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 were supported to identify options and opportunities once they leave school.

As a Registered Training Organisation (RTO), Djarragun College's vocational course offerings continued to expand in 2020 to include CHC30113 Certificate III in Early Childhood Education and Care, MSF20516 Certificate II in Furniture Making Pathways & 10192NAT Certificate II in Performing Arts (delivered in association and issued by ACPA Aboriginal Centre for Performing Arts RTO6829). In 2020, in association with external providers where applicable, Djarragun College was able to offer its students a total of 12 vocational certificates (VET), one of the largest range of any school in the FNQ region, with even more to come in 2021.

Our courses offer a combination of both cognitive and manual skills required in the various occupations which pathway from these courses. Our vocational program has also been carefully selected to address skills shortages in Queensland and our local region, which will ensure Djarragun students have employment pathways available to them when they complete Year 12.

TOTAL VOCATIONAL ENROLMENTS IN SEMESTER 1 2020

	YEAR 10	YEAR 11	YEAR 12	TOTAL
Cert Is	21	18	9	48
Cert IIs	125	238	101	464
Cert IIIs	13	28	9	50
TOTAL	159	284	119	562

Between January–June alone, Year 10, 11 and 12 students were enrolled in a total of 562 vocational certificates. The most popular courses during the period were the Certificate II in Skills for Work and Vocational Pathways (with 95 enrolments) and Certificate II in Hospitality (with 93 enrolments). Most senior students are enrolled in multiple vocational courses in addition to the core subjects required for them to obtain their QCE.

Senior VET students were also supported to successfully undertake their construction white cards.

2020 was a tough year for the school community, but our Year 12 students rose to the occasion and excelled in their final year of school. Flexible learning arrangements due to COVID-19 were required in Terms 1 and 2, and Djarragun College Principal, Dr Michael Barton, acknowledges the dedication graduates have shown: "To graduate under the circumstances they have faced shows their deep commitment to their education. Some of these students spent up to 18 weeks studying from home."

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 2020 Leadership Group at a special ceremony in February.
- There were very few sporting activities with other schools during 2020, due to the COVID-19 pandemic. TCS and Peninsula sports were unfortunately cancelled from the end of March for the rest of the year. A large number of our boys were able to compete in the first round of TCS NRL trials, with 3 players making it to the Rugby Opens Peninsula trials. We had 15 girls make it through to the Rugby League Peninsula trials for 14-15yrs and Opens. We also had 6 boys and 1 girl make it through the TCS trials for Touch Football Opens.
- We had a visit from some Cowboys' players who spoke to our Rugby League girls and boys students with Northern Pride. They came with a good message about resilience and our students had more

than a few questions to ask them. A great Q&A session.

- 2 of our senior girls won the Heart Foundation's design a T-shirt competition, their designs were turned into T-shirts for the organisation.
- Friday 6 March was International Women's Day. To celebrate, our School Captains attended the annual International Women's Day Breakfast held at the Cairns Convention Centre, with our Senior Secondary Coordinator.
- 2 of our Year 5 students won the John Holland and E2G Road Project logo design competition. They were presented with a framed version of their logos and a \$100 gift voucher, presented by Mr Aaron Sacagio from the Cairns Southern Access Corridor State 3 Project.
- Throughout term 1, Primary students attended swimming lessons at Gordonvale swimming pool once a week to develop lifelong swimming skills in water safety and technique.
- In Term 2, our Certificate II Hospitality students put their organisational and culinary skills into action when they held a café-style luncheon for Djarragun teachers and executives. The students planned the menu, set up the tables, prepared all the food and drinks, and provided table service at their very own 'Master Mind Cafe'.
- Djarragun admin officer, Ms Zoe, ran regular story-time sessions in the library in Semester 1 for Primary students.
- As part of acknowledging and celebrating 'National Reconciliation Week' on 27th May - 3rd June, circle time and activities were organised by our Netat Bama Kodomir Committee as well as a National Reconciliation Week Poster Competition.
- Musician Josh Arnold worked with our Primary students to produce a music video capturing the very 'essence' of the Djarragun College family.
- 3 students won awards at this year's James Cook University (JCU) Cairns Junior Eisteddfod. Held every year, the Cairns Junior Eisteddfod provides the opportunity for local schools and performing arts centres to profile their students and enable them to develop valuable experience in the public performance of music, speech, literacy and dance.
- Year 5 boys participated in the Rock and Water Program. Primarily Rock and Water is an anti-bullying program that assists young boys to regulate their emotions, build resilience and provide alternatives to challenging behaviours. They are taught that in challenging situations they can be either the rock or the water. The rock needs to be firm and stand up, whereas the water goes with the flow.
- In July, students and staff took some time out from the classroom in a 'Connection Afternoon'. The highlight of the event was students winning the tug of war.
- In Term 3, staff and students participated in 'Let's Chalk About It', writing positive messages and images on footpaths throughout the school to raise awareness of suicide prevention and mental health.
- Secondary students learnt first aid skills in Term 3, including CPR and basic wound and injury care.
- In August, Year 10, 11 and 12 students attended the Cairns Career and Youth Expo where they participated in the many practical exhibits by potential employers and training organisations.
- Boarding students, Josh Tilmouth and Troydan Ross both achieved success in representative sport in Semester 2. Josh was awarded Best on Ground in the winning Grand Final for the Cairns Saints, and Troydan was named Man of the Match for his performance with the Leichhardt Under 14's team.
- In September we extended a warm invitation to some guests from our community connections to attend our annual Arts Open Day. Our Senior students from Cert II Hospitality prepared what can only be described as an astonishingly amazing 3 course lunch. Our budding Secondary artists were keen to show off their art work in the Hub gallery.
- In November, students celebrated NAIDOC Week with a range of fun activities, including face painting, beading, damper cooking, boomerang decorating, weaving and watching fantastic performances on stage.
- Year 12 student, Devanna Wilson-Neal, was the proud recipient of the Indigenous Encouragement Award for Hospitality and Tourism at the Business Liaison Association Annual Aspire Awards.

- The Djarragun community celebrated an excellent year of academic, leadership and vocational achievements at the 2020 Presentation Day in November.
- Also in November, Year 12 students received their graduation certificates at the 2020 Presentation Day and attended their end of year formal with family and friends.
- Throughout the year, Boys and Girls Boarding are treated to paid activities in recognition of good behavior and attendance, these include bowling, laser tag, ice-skating, beach and BBQ trips, fishing, swimming, football games and a wonderful trip to Fitzroy Island as an amazing way to round up 2020.

Social Climate:

The Netat Bama Kodomir Committee, formally the Indigenous Consultative Committee, provides cultural advice and guidance to the College leaders and takes responsibility of leading and running key College events to ensure they reflect culturally strong cultural values.

The meaning of the new Committee name is made up of both Aboriginal and Torres Strait Islander cultural language.

The Netat Bama Kodomir Committee is made up on Aboriginal, Torres Strait Islander and non-Indigenous staff of the College. They meet regularly to discuss and plan up-and-coming events at the College and are involved in shaping the educational experience of Aboriginal and Torres Strait Islander students at the College.

We continued to implement the Berry Street Education Model (BSEM). 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.

Due to the COVID-19 pandemic, only families of Year 12 students were invited to Presentation Day and the Year 12 Graduation Ceremony at the end of the year.

Parents were, however, able to attend the Student Leaders assembly in Term 1 where our leaders were inducted at a whole school assembly and presented with their badge and a certificate. The event was well attended by parents, carers and families.

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

During a period of closure in May, due to the COVID-19 pandemic, some of our boarding staff and student services staff who were visiting families in our local communities were also tasked with the parent survey. We received 35 responses.

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 89% agreed that staff at the College treat students fairly, 77% agreed student behaviour was well managed and 91% 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?

We feel like we are part of a family
I love the staff & environment of the school, feel very comfortable
Love the school
Djarragun has improved a lot and what the school offers now and the support of students is well managed
Lunch is provided, uniforms
Everything!
Most things that a school should
The staff are approachable, helpful, understand and caring
I think it's a great school and I would recommend it to other parents
Supports students
Understanding of the school work
I think Djarragun is a good school
Convenient for me

Everything, I consider this the best school my boys have attended
Like and thankful for what the college is doing in supporting the students wellbeing and education
Think doing a great job
The understanding of kids. College currently doing well
Meals, uniform, staff, bus runs provided
Culturally appropriate for my child
Friendly teaching environment
Events
A lot of help for Indigenous kids
All good, am happy with everything
VET studies & mental wellbeing of students
Willing to help my son where (another school) would not
I like how VET hands on skills to prepare students for employment future
Culture, learning & support
Contact with teachers

We have found that engaging parents is best done face to face with home visits and phone calls. Our Community Liaison Officer liaises regularly with parents and families.

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 Committee at the school, Netat Bama Kodomir. This committee is for staff 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 2020 and formed the basis for planning for 2021.

Student Satisfaction Survey 2020

Giving students a voice to provide feedback to College Leadership is important.

Student leaders were invited to speak with the Principal and could request a meeting with him at any time. Students would often speak with the Principal during luncheon events held by our Hospitality students. Dr Barton also took the time to speak with students during break times and took up a morning tea duty in our dining hall for this very reason.

We have found that an on online survey is not always the best way for our students to put forward their views, this is best done face to face, as with our families. Our students did not participate in an online survey during 2020, due to the pandemic already taking away a lot of precious in-class learning time, however we will have students complete a survey during 2021.

The results from conversations with our students from our Student Services department and our Executive informed the reviewing process for 2020 and formed the basis for planning for 2021

Staff Satisfaction Survey 2020

An online survey was not conducted during 2020. 2020 was a particularly hard year emotionally for our staff and instead staff received 2 whole of staff wellbeing training sessions in October and December 2020 conducted by an external provider on 'RELISH'; relatedness, expression, leading the pack, interpersonal connection, seeing the facts, hope for the future.

Staff were able to speak freely and were surveyed in detail at the end of the second session, this information informed the basis of planning for 2021.

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 2021 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 Tania Delcanho, 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 qualified teachers were all fulltime- in 2020 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.

Staffing Area	Full Time Equivalent (FTE) as at 31 December 2019	Full Time Equivalent (FTE) as at 31 December 2020
Teaching	20.7	26.8
Other Instructional	8.7	18.3
Non-instructional (inc. Boarding staff)	54.8	66.9
Total Instructional Staff	29.4	45.1
Total Indigenous Staff	18.8	24.7
Total Staff	84.1	112.0

Qualifications of all Teachers:

Qualification	Number
Doctorate or higher	1
Masters	12
Bachelor Degree	48
Diploma	29
Certificate	17

Expenditure on and Teacher Participation in Professional Development:

The total amount of funds expended on teacher professional development in 2020 was \$161,370.71.

The major professional development initiatives were as follows:

- RELISH – Staff Wellbeing training

- Therapeutic Crisis Intervention training
- Weekly Staff Learning Lounges
- Child Protection training
- Weekly Faculty/Sub-School Planning and Work Focus meetings
- First Aid & CPR
- ISQ NCCD Workshops
- ISQ EAP Workshops
- Systems Leadership Theory training
- 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 2020 was 100%.

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

Number of Teaching Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
46	188 (*46) = 8,648	461	94.7%
Number of school days includes pupil free days. For permanent and temporary classroom teachers and school leaders, the average staff attendance rate was 94.7% in 2020.			

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year (2019)	Number of these staff retained in the following year (to end 2020)	% retention rate
22	19	86.4%
From the end of 2019, 86.4% of teaching staff were retained for the entire 2020 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 2020 was 72.51%; 77.42% in Primary and 70.75% in Secondary.

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2020
P	91.33%
Y1	68.43%
Y2	73.92%

Y3	82.1%
Y4	77.13%
Y5	69.8%
Y6	78.86%
Y7	75.89%
Y8	72.13%
Y9	65.58%
Y10	67%
Y11	67.53%
Y12	78.7%

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. 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 2020

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

No NAPLAN tests were carried out during 2020, due to the COVID-19 pandemic.

Apparent Retention Rate Year 10 to 12:

Year 12 student enrolment as a percentage of the Year 10 student cohort is 44%.

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2020	
Number of students who received a Senior Education Profile (SEP)	28

Number of students awarded a Queensland Certificate of Education (QCE)	8
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	-
Number of students awarded an International Baccalaureate Diploma (IBD)	-
Number of students receiving a Senior Statement only	20
Number of students awarded one or more VET qualifications	25
Number of students who are completing/completed a school-based apprenticeship or traineeship (SAT)	1
Number of students awarded a VET qualification:	
Certificate I	8
Certificate II	23
Certificate III	5
Certificate IV	-
Diploma	-
Advanced Diploma	-

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.