



**DJARRAGUN  
COLLEGE**

*Creating Pathways for Every Student*

# ANNUAL REPORT 2022




**CAPE YORK  
GIRL ACADEMY**

*Living & Learning Together*







**Djarragun College incorporates two distinct campuses. Our Gordonvale campus 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 kilometres 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 36% 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.

Our Cape York Girl Academy operates out the picturesque beachside campus situated in Wangetti and caters for Indigenous girls who are young mothers or have disengaged, or are at significant risk of disengaging, from mainstream schooling. All students identify as Indigenous Australians and English is often not the first language spoken at home.

While the majority of students are from Cape York, Cairns, Carpentaria and the Far North Queensland region, a small number of students are from remote locations in the Northern Territory.

The Cape York Girl Academy prides itself on providing education which is innovative and which meets the needs of students, including those with learning difficulties and/or disabilities.



## 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.

---

## Cape York Girl Academy's Mission

To empower Indigenous girls to achieve high-quality education outcomes, be strong and resilient women, confident and capable mothers, and to grasp opportunities for growth and success in every aspect of their lives







## 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 2021, the total enrolments at our Gordonvale campus were 351 students. The average enrolment for the whole of 2021 was 377 students. At Cape York Girl Academy, Wangetti, the total enrolments as at the end of 2021 were 17 students, with an average of 19 students for the year.

**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:**

Executive Principal: Dr Michael Barton

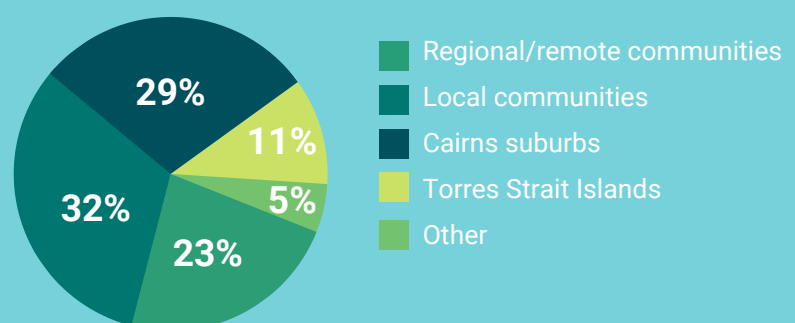
Company Secretary: Matthew Turner

**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 126 boarders in total.

**BREAKDOWN OF STUDENTS' HOME RESIDENCY BY LOCALITY**





## DISTINCTIVE CURRICULUM OFFERINGS:

At our Gordonvale campus, from January 2021, our Head of Teaching & Learning oversaw this area from Prep-Year 12.

The College commenced a new 5-period daily timetable, with core subjects being taught in the morning prior to second break, where possible teachers retained the same group of students in as many classes as possible.

Years P-6 (Primary), students were taught Australian Curriculum English, Mathematics, Science, The Arts, Humanities (Social Sciences), Technology and HPE. Most classes were composite i.e. Prep and Year 1, Years 2 and 3, Year 4, Years 5 and 6 (combined from Semester 2).

In Middle Secondary (Year 7-Year 10) students were allocated to their Australian Curriculum classes based on their literacy and numeracy learning needs; there were 2 x Year 7 classes, 2 x Year 8 classes, 2 x Year 9 classes and 2 x Year 10 classes. All students in Years 7-10 participated in a range of classes including English, Mathematics, The Arts, Science, HPE, Technology and Humanities.

Vocational Education Training courses (VET) are offered to our students from Year 10 onwards. This allows 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.

In January 2021 we introduced a program called Academies of Excellence for students in Years 10-12. The program is designed to inspire and engage students in their choice of a broad range of interests and opportunities. These academies promote real world learning in key industries where employers are looking for graduates with leading qualifications and experience.

This innovative program focuses on developing strong leadership skills by linking students with industry mentors and work placement to build their competitive advantage. All academies focus on students studying a combination of Certificate II and Certificate III courses, with the possibility of students articulating these qualifications into Diploma level courses in the future and using these qualifications to gain entry to university.

The academies within the Excellence program, for 2021 included Academy of Creative Arts, Academy of Performing Arts, Academy of AFL, Academy of NRL.

Our senior students continued to be led by the Dean of Academies of Excellence and our 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 2021, as did the staffing to meet student number demands, especially in the trades areas. Facilities and physical resources were significantly upgraded to meet training package and industry expectations. Dance and music streams were trialed but were not successful in attracting student numbers or participation. As a result, these areas will be dropped from the 2022 offerings.

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.

Below shows the completion rate in terms of how many qualifications were completed by students in 2021 overall.

| Program: Code                | Qualification | Statement of Attainment | Grand Total Qualification | Total Units |
|------------------------------|---------------|-------------------------|---------------------------|-------------|
| AHC20416 Horticulture        | 2             | 11                      | 13                        | 128         |
| AUR20716 Automotive          |               | 11                      | 11                        | 36          |
| CHC30113 Child Care          |               | 21                      | 21                        | 71          |
| CPC10111 Construction        | 18            | 42                      | 60                        | 221         |
| CUA20415 Cultural Arts       |               | 8                       | 8                         | 33          |
| CUA20615 Music               |               | 1                       | 1                         | 3           |
| FSK20113 Literacy / Numeracy | 16            | 27                      | 43                        | 363         |
| HLT20113 Primary Health Care |               | 6                       | 6                         | 9           |
| MEM20413 Engineering         |               | 12                      | 12                        | 47          |
| MSF20516 Furniture Making    | 19            | 8                       | 27                        | 304         |
| SHB20216 Salon Assistant     | 1             | 4                       | 5                         | 34          |
| SIT20316 Hospitality         | 6             | 12                      | 18                        | 122         |
| <b>Grand Total</b>           | <b>62</b>     | <b>163</b>              | <b>225</b>                | <b>1371</b> |

At our Wangetti campus, our Cape York Girl Academy's curriculum offerings fell in line with the following:

- **Junior School** - Australian Curriculum units in English, Mathematics, Health and Physical Education, Humanities and Social Studies, the Arts and Technology.
- **Senior School** - Students have individual education plans targeted at the student achieving and acquiring either a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA). To achieve this, the Senior Curriculum consists of QCAA Authority Registered subjects (Prevocational Mathematics, English Communication, Social and Community Studies, Visual Arts in Practice) as well as Vocational Education and Training (VET) and work experience.

Cape York Girl Academy is a Special Assistance School (SAS) that aims to re-engage and support students who are experiencing a wide range of risks, challenges and difficulties. For this reason, Senior programs have a strong emphasis on certification, work readiness and employability skills, integrated with programming that supports each student's social, emotional and physical health. Curriculum is tailored to respond to the diversity and individuality of the student body, as well as Indigenous culture.

All programs are underpinned by elements of quality pedagogy, targeted literacy and numeracy development, and the National Curriculum General Capabilities including critical and creative thinking, ethical understanding, intercultural understanding, personal and social capabilities and ICT capability. Cape York Girl Academy offers students a 'fresh start' and an alternative approach to education, seeking to develop each student's core knowledge and skills; as well as guiding them to develop and achieve personal and career goals.

All students board at the school, as well as the dependents of parenting students. The school's Wellbeing Program meshes the schooling and residential programming into a cross curricular environment, to support each student's academic progress as well as their personal wellbeing.



## 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.

- As part of International Women's Day, student leaders from Primary & Secondary shadowed the Principal for the day and had an opportunity to participate in understanding the various tasks that a leader in a school undertakes.
- Also as part of the International Women's Day commemorations, Fiona Jose, a member of our Board of Directors and CEO of CYP, had one of our secondary students shadow her as CEO for the day to experience what it is like to lead an organisation that is dedicated to empowering the first nations people of Cape York.
- Sporting activities were once again in full swing for the most part, following the COVID-19 pandemic. Many AFL and NRL games were played throughout the year against other schools and representative games for both boys and girls. We had students attend the NRL Peninsula trials for the open girls team and open boys touch football team. We also had an AFL Academy student represent North Queensland in a trial selection game with the Gold Coast Suns.
- Both Primary & Secondary students attended TCS trials for Cross Country with 3 Secondary students placing and qualifying to progress to the Peninsula Trials. One of our Year 12 students competed at the State championships in Ipswich on 18 July.
- Arts Academy students attended the QLD Symphony Orchestra concert held at the Tanks Art Centre.
- Year 9 Visual Art students enjoyed their excursion to the Cairns Art Gallery and the Cairns Court House Gallery.
- Primary students enjoyed swimming classes in Gordonvale each week during terms 1 and 2.
- Year 5 boys attended a Rock & Water program designed to specifically help young boys with their relationships with their peers and staff, in order to reengage in the classroom and provide them the skills to self regulate their emotions.
- 10 students participated in the "Try a Trade" day at the Cairns Convention Centre. The day was designed to give young people an introduction to 3 possible trades they may like to take on. They covered brick laying, electrical and carpentry.
- Cert II Hospitality students had a very busy year, including hosting a number of Master Mind cafes and catering at events, wowing our senses with their culinary delights.
- Djarragun College formally inducted the 2021 Leadership Group at a special ceremony in April.
- Our students came together to participate in a range of wonderful activities and performances to celebrate NAIDOC on 23 June, organised by Netat Bama Kodomir.
- Our Certificate II and III in Aboriginal and Torres Strait Islander Cultural Arts students had the pleasure of being involved in a three-day print making workshop with Artist in Residence, Justin Earl Majid. Their banner was hung in an exhibition at The Big Print, an event hosted by Cairns Regional Council and Ink Masters Incorporated at The Tanks Art Centre.
- Our Performing Arts Certificate II students worked with the JUTE Theatre Company, who conducted a four-day workshop called "DARE TO DREAM". Students went on an excursion to Bulmba-Ja Arts Centre in Cairns, a professional theatre.
- 2 Senior Secondary students attended several Kul Bul (Spirit of Sea Country) workshops at the Cairns Council offices, with a focus on how Indigenous perspectives can inform how we look after Country, particularly the Reef.
- Joined by students from other schools in the region, our Indigenous Leaders of the Future (ILF) Primary students (Years 5-6), ILF Year 7-9 and Indigenous Leaders of Tomorrow (ILT) (Years 10-12) attended various meetings throughout the year. Students mixed with students from the other schools, made new friends and participated in group discussions learning to become proud community leaders.
- Senior students attended Women in Trade Day on 28 April at Cairns TAFE. They each learnt a lot about the industry.
- As part of acknowledging and celebrating 'National Reconciliation Week' on 26th May - 3rd June, circle time and activities were organised by our Netat Bama Kodomir Committee, including a 'sea of hands', pop quiz and cake cutting ceremony.
- A number of our students headed out to CQU to experience a small taste of university life. The program is designed to provide students with an insight into university life and to explain the benefits of obtaining a tertiary qualification.



- The redesigned simulation Health Training Room, now known as landima-L mirrijin gayba-R, which means to teach and learn medicine in order to make the body feel good (Yidiny language from Yidinji Tribe) was officially opened.
- Students from Prep to Year 12 came together in Term 3 to celebrate The Arts, with activities and performances held for all ages, including a clay workshop with Artist in Residence, Ms Linda Bates. Tribalmania included an art exhibition of student work in the Art Gallery (Hub) and the quality of the work was commented on by our invited guests and staff.
- Our NRL Academy team went to Townsville to compete in the Townsville Rugby League Schoolboys Trophy.
- Certificate II Outdoor Recreation students went to Fitzroy Island, focusing on snorkeling and Babinda Boulders to complete freshwater assessments that also incorporated kayaking and canoeing.
- On 29 October staff & students across the campus were involved in Black Out Talent Day, organised by the Netat Bama Kodomir Committee. Our MC for the afternoon was comedian Sean Choolburra.
- The Djarragun community celebrated an excellent year of academic, leadership and vocational achievements at the 2021 Presentation Day in November.
- Also in November, Year 12 students received their graduation certificates at the 2021 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, wildlife parks, climbing, water parks ice-skating, beach and BBQ trips, fishing, swimming and football games.

## SOCIAL CLIMATE:

The Netat Bama Kodomir 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 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.


The whole college participated in 'Zones of Regulation' sessions each week learning to recognise and label emotions. Each class created a zones wall like this one. Students learn body awareness, tools for moving down the zone scale, tools for moving up the zone scale, tools for getting and staying in the green zone.

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, 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.

Families were invited to the Leader's Ceremony, Mother's & Carer's Day morning tea, Athletics Carnival, Father's & Carer's Day morning tea, Presentation Day and the Year 12 Graduation Ceremony at the end of the year.

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.

We have found that engaging parents is best done face to face with home visits and phone calls. Our Community Liaison Officer and Case Manager Student Engagement and Retention liaise regularly with parents and families.

Our student support services team and our Ngak Min staff also visit families in the local area and report any feedback they have received from families this way.

We 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.

The feedback informed the reviewing process for 2021 and formed the basis for planning for 2022.



### Student Satisfaction Survey

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. The Principal would often speak with students during break times and would eat 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 2021.

The results from conversations with our students from our Student Services department and our Executive informed the reviewing process for 2021 and formed the basis for planning for 2022.

### Staff Satisfaction Survey

A satisfaction survey was not conducted during 2021. Staff were however surveyed for input into a new school day proposal, WHS & IT requirements and student mobile phone policy. Boarding staff and Student Services staff participated in staff wellbeing surveys at the beginning of the year.

Staff were able to speak freely and 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 2021/2022 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: Ms Megan Watson, EA to Principal.

### 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 full time - in 2021 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<br>31 December 2020<br>(Gordonvale Campus) | Full Time Equivalent (FTE) as at<br>31 December 2021<br>(Gordonvale Campus) | Full Time Equivalent (FTE) as at<br>31 December 2020<br>(CYGA) | Full Time Equivalent (FTE) as at<br>31 December 2021<br>(CYGA) |
|---|---|---|--|--|
| Teaching                                | 26.8  | 35.2  | 4.5  | 2.1  |
| Other Instructional                     | 18.3  | 20.42   | 2.4  | 2.2  |
| Non-instructional (inc. Boarding Staff) | 66.9  | 81.46   | 10.4   | 6.55   |
| Total Instructional Staff               | 45.1  | 55.62   | 6.9  | 4.3  |
| Total Indigenous Staff                  | 24.7  | 33.0  | 4.2  | 3.95   |
| <b>Total Staff</b>                      | <b>112.0</b>  | <b>137.08</b>   | <b>17.3</b>  | <b>10.85</b>   |

\*note that CYGA teaching staff for 2021 appear reduced because staff from Gordonvale campus were seconded to CYGA in 2021 (who will be included in the Gordonvale numbers).

### Qualifications of all Teachers:

| Qualification       | Number |
|---------------------|--------|
| Doctorate or higher | 1      |
| Masters             | 6      |
| Bachelor Degree     | 38     |
| Diploma             | 22     |
| Certificate         | 17     |

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

The total amount of funds expended on teacher professional development in 2021 was \$64,019.88. Both internal and external courses were offered. The major professional development initiatives were as follows:

- Corwin Visible Learning
- Therapeutic Crisis Intervention training
- Cert IV in Training & Assessment for Registered Teachers
- Embedding Indigenous Perspectives in Curriculum Planning
- Weekly Staff Learning Lounges
- Weekly Faculty/Sub-School Planning and Work Focus meetings
- First Aid & CPR
- Zones of Regulation
- Responsible Behaviour Plan and Child Protection
- Student Wellbeing
- Assessment Rubrics
- NCCD Imputed Disability Procedure

The proportion of the teaching staff involved in professional development activities during 2021 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 |
|--------------------------|-----------------------|---------------------------|-------------------------------|
| 36                       | 188(*36) = 6768       | 1172                      | 82.70%                        |

Number of school days includes pupil free days. For permanent and temporary classroom teachers and school elders, the average staff attendance rate was 82.7% in 2021.

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

| Number of permanent teaching staff at end of previous year (2020) | Number of these staff retained in the following year (to end 2021) | % retention rate |
|---|--|------------------|
| 19  | 17   | 89.5             |

From the end of 2020, 89.5% of teaching staff were retained for the entire 2021 school year.



## KEY STUDENT OUTCOMES

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

The average attendance rate for Djarragun College (Gordonvale) as a percentage in 2021 was 62%; 69% in Primary and 61% in Secondary. For Cape York Girl Academy, the average student attendance for 2021 was 70%.

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

| Year Levels | Average attendance rate for each year level as a percentage in 2021 (Gordonvale Campus) | Average attendance rate for each year level as a percentage in 2021 (CYGA) |
|-------------|---|--|
| P           | 76.00%  | -  |
| 1           | 78.67%  | -  |
| 2           | 69.33%  | -  |
| 3           | 55.24%  | -  |
| 4           | 61.63%  | -  |
| 5           | 66.09%  | -  |
| 6           | 68.33%  | -  |
| 7           | 64.55%  | 56.6%  |
| 8           | 58.97%  | 83.5%  |
| 9           | 57.45%  | 94.9%  |
| 10          | 55.50%  | 57.8%  |
| 11          | 57.81%  | 67.8%  |
| 12          | 59.64%  | 61.6%  |

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

Djarragun College used a variety of strategies to manage non-attendance. 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 for good attendance.

## NAPLAN RESULTS FOR YEARS 3, 5 AND 7 AND 9 IN 2021

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>

Cape York Girl Academy did not participate in NAPLAN in 2021.

Average score compared to students with a similar background:

### 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

|        | Reading | Writing | Spelling | Grammar | Numeracy |
|--------|---------|---------|----------|---------|----------|
| Year 3 | 283     | 313     | 249      | 282     | 310      |
| Year 5 | 381     | 355     | 437      | 329     | 379      |
| Year 7 | 375     | 327     | 437      | 316     | 393      |
| Year 9 | 444     | 267     | 511      | 373     | 450      |

## APPARENT RETENTION RATE YEAR 10 TO 12

Year 12 student enrolment as a percentage of the Year 10 student cohort is 47%.

### Year 12 Outcomes:

Djarragun College (Gordonvale)

|  |    |
|--|----|
| Number of students who received a Senior Education Profile (SEP)                                   | 65 |
| Number of students awarded a Queensland Certificate of Education (QCE)                             | 3  |
| Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)               | 0  |
| Number of students awarded an International Baccalaureate Diploma (IBD)                            | 0  |
| Number of students receiving a Senior Statement only   | 62 |
| Number of students awarded one or more VET qualifications  | 36 |
| Number of students who are completing/completed a school-based apprenticeship or traineeship (SAT) | 1  |
| Number of students awarded a VET qualification:  |    |
| Certificate I  | 17 |
| Certificate II   | 35 |
| Certificate III  | 0  |
| Certificate IV   | 0  |
| Diploma  | 0  |
| Advanced Diploma   | 0  |



## Cape York Girl Academy (Wangetti)

|  |   |
|--|---|
| Number of students who received a Senior Education Profile (SEP)                                   | 4 |
| Number of students awarded a Queensland Certificate of Education (QCE)                             | 2 |
| Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)               | 1 |
| Number of students awarded an International Baccalaureate Diploma (IBD)                            | 0 |
| Number of students receiving a Senior Statement only   | 1 |
| Number of students awarded one or more VET qualifications  | 3 |
| Number of students who are completing/completed a school-based apprenticeship or traineeship (SAT) | 0 |
| Number of students awarded a VET qualification:  |   |
| Certificate I  | 0 |
| Certificate II   | 3 |
| Certificate III  | 0 |
| Certificate IV   | 0 |
| Diploma  | 0 |
| Advanced Diploma   | 0 |

### 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.

Fewer than five responses to the 2022 Next Step survey were received from students of Cape York Girl Academy, Wangetti, who completed Year 12. Consequently, information on the post-school destinations of CYGA Year 12 completers from 2021 is not available for reasons of data confidentiality.

Attached as Page 16 to this report is the 2022 Next Step survey results from Djarragun College, Gordonvale, Year 12 completers from 2021.



## Next Step

# 2022 Post-School Destinations

## Djarragun College — Gordonvale



This is a summary of the post-school destinations of students from Djarragun College Gordonvale who completed Year 12 and gained a Senior Statement in 2021. 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](http://www.qld.gov.au/nextstep). Regional and statewide reports will be available from October 2022.



### 21.9% response rate

14 out of 64 Year 12 completers from this school responded to the 2022 survey.  
*Due to the very low response rate, care should be taken interpreting these results.*

### Post-school destinations



In 2022, five Year 12 completers from Djarragun College — Gordonvale were engaged in education, training or employment in the year after they completed school.



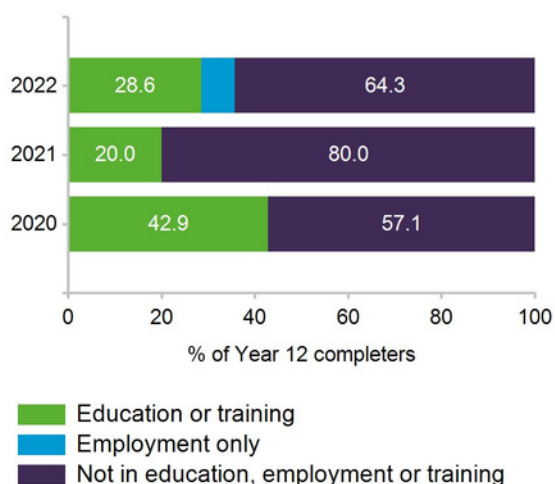
Of the 14 respondents, four continued in some recognised form of education and training. The most common study destination was VET certificate.



A further one respondent 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



Main Destination in 2022

