



DJARRAGUN
COLLEGE



CAPE YORK
GIRL ACADEMY

2023



ANNUAL REPORT

djarragun.qld.edu.au

RTO No.30166

DJARRAGUN COLLEGE LTD ABN 58 063 049 669





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DJARRAGUN COLLEGE & CAPE YORK GIRL ACADEMY

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 34% 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 both. 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 is situated in the picturesque beachside campus at Wangetti. It 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

In 2017 the College Principal led the College staff and students through the development of the Djarragun Way. This involved collaboration with key stakeholders to develop a set of guiding principles of how staff and student interactions must occur at the College. This has become known as the Djarragun Way.

The whole College is committed to the Djarragun Way and this is displayed in every classroom and throughout the College. This provides students, staff and parents a clear point of reference and expectation at any time.

CAPE YORK GIRL ACADEMY 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 CORE 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 supports every student completing Year 12 to identify and embark on their preferred pathway in education, training and/or employment, backed by the full resources of Cape York Partnership.
- We support students to attain a QCE and/or VET Qualifications, with a number of students attaining more than one qualification.
- We support our students to demonstrate job readiness skills and have a direction for paid employment.
- Our students are strong and proud Indigenous Australians, with deep knowledge of and connection to Country and Culture.

GENERAL INFORMATION

SCHOOL SECTOR

Independent

CO-EDUCATIONAL OR SINGLE SEX

Co-educational

TOTAL ENROLMENTS

As at the end of 2022, the total enrolments of both our Gordonvale campus and Cape York Girl Academy were 274 students. The average enrolment for the whole of 2022 was 317 students.

YEAR LEVELS OFFERED

Gordonvale Campus: Prep to Year 12

Cape York Girl Academy Campus: Years 7 to 12

SCHOOL ADDRESS

Gordonvale Campus: 1 Maher Rd, Gordonvale 4865

Cape York Girl Academy Campus: 4099 Captain Cook Highway, Wangetti 4877

POSTAL ADDRESS

Gordonvale Campus: PO Box 771 Gordonvale QLD 4865

Cape York Girl Academy Campus: PO Box 57 Clifton Beach QLD 4879

GOVERNANCE

Djarragun College Limited is overseen by a Board of Directors. Currently there are six directors on the Board.

GOVERNANCE (continued)

Executive Principal: Dr Michael Barton

Company Secretary: Matthew Turner

BOARD OF DIRECTORS

Dr Stephen Codrington (Chair), Fiona Jose, Richie Ah Mat, Julia Davison, Audrey Deemal, Tanika Parker, Kaava Watson, Zoe Ellerman

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 Executive 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.

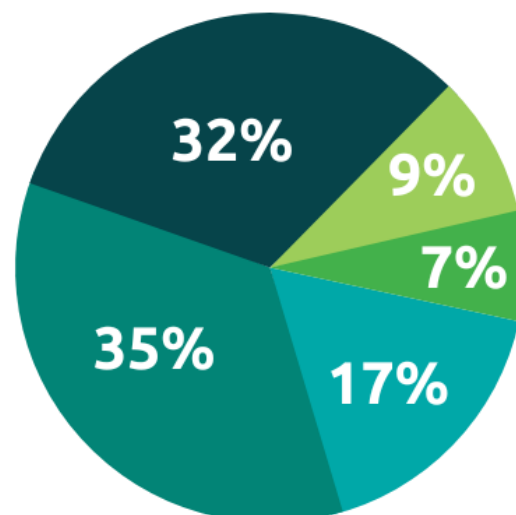
CHARACTERISTICS OF THE STUDENT BODY

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

- Regional/remote
- Local communities
- Cairns suburbs
- Torres Strait Islands
- Other



DISTINCTIVE CURRICULUM OFFERINGS

At our Gordonvale campus, two Heads of Teaching & Learning were appointed in January 2022, one in Primary and one in Secondary/Vocational Education and Training (VET).

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.

Primary students (Prep-6), were taught Australian Curriculum English, Mathematics, Science, The Arts, Humanities (HASS), Technology and HPE. Our classes consisted of Prep-Year 2, Year 3-4, Year 5 and Year 6.

In Middle Secondary (Year 7-Year 10) also followed the Australian Curriculum with two Year 7 classes, two Year 8 classes, two Year 9 classes and one Year 10 class. All students in Years 7-10 participated in a range of classes including English, Mathematics, The Arts, Science, HPE, Technology and Humanities.

Year 10 students chose to follow either a VET pathway or a combined VET/QCAA pathway.

VET training courses were 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, which continued to grow in strength in 2022. 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 2022 included Academy of Creative Arts, Academy of Hospitality and Academy of Sport (AFL and NRL).

Our senior students were 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 2022, as did the staffing to meet student number demands, especially in the trades areas.

The College was successful in purchasing a food truck and leasing a restaurant in 2022, to further facilitate our Hospitality students learning environment, with hopes of opening our very own restaurant in 2023. The food truck was utilised during events such as the Cairns Show in 2022.



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.



QUALIFICATIONS COMPLETION RATE

Program Code	Qualification	Statement of Attainment	Grand Total Qualifications
Certificate II in Aboriginal and Torres Strait Islander Cultural Arts	-	32	32
Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care	-	8	8
Certificate II in Automotive Vocational Preparation	-	8	8
Certificate II in Construction Pathways	-	25	25
Certificate II in Engineering Pathways	-	12	12
Certificate II in Furniture Making Pathways	-	12	12
Certificate II in Horticulture	3	12	15
Certificate II in Hospitality	14	37	51
Certificate II in Music Industry	-	3	3
Certificate II in Outdoor Recreation	8	4	12
Certificate II in Salon Assistant	5	11	16
Certificate II in Skills for Work and Vocational Pathways	32	27	59
Certificate III in Aboriginal and/or Torres Strait Islander Cultural Arts	-	8	8
Certificate III in Community Services	1	4	5
Certificate III in Early Childhood Education and Care	3	30	33
Certificate III in Hospitality	2	1	3
Grand Total	68	234	302



CAPE YORK GIRL ACADEMY CURRICULUM

Our Cape York Girl Academy's curriculum offerings fell in line with the following:

- **Middle 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 achievements and demonstrate a positive attitude in all aspects of their life.

As part of International Women's Day, student leaders from 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.

Sporting activities were once again in full swing. 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 teams. Our girls team also played in the Karen Murphy Cup and AFLQ State Schools Cup Senior Girls. Our boys team played in the Cowboys Challenge, the local Cairns Seniors Boys Rugby League completion, as well as the Senior Schools AFL Cup.

Secondary chess club commenced during lunch breaks twice a week and became very popular.

3 of our senior students were accepted into the 3 day Navy Work Experience program, an intense training course that took place at HMAS Cairns Navy Base in Portsmith.

Certificate II Hospitality students hosted mini cafes throughout the year from their classroom at break times in order to raise money for the Year 12 Formal.

Senior students attended the 'Breaky with the Tradies' expo as part of the Business Liaison Association's annual event, aimed at getting more students involved in the industry after school.

Students over the age of 16 years were invited to take their Qld Learner Driver written test with the Department of Transport.

Primary students enjoyed swimming classes in Gordonvale each week during Term 4.

Upper Primary 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.

We had a combined Science and Business trip to Rainforestation in Kuranda for Year 9 students.

James Cook University, partnered with Queensland Aboriginal and Torres Strait Islander Foundation, presented the Deadly Rockets program at Djarragun for both Primary and Middle School students. The aim of the program was to raise rocket awareness and discuss the importance of future engineering for earth and space exploration and to improve and preserve humanity.

Our One Blood Dancers performed at the Cairns Showgrounds to celebrate the 30th Anniversary of Mabo Day.

Middle School Art students entered the Teens Need Vaccines Art Competition with two of our students winning prizes. Another produced a beautiful piece of work that won the CYP NAIDOC T-Shirt competition, which was printed and worn at this year's celebrations.

We partnered with a 100% Aboriginal owned digital and web development company called Ngakkan Nyaagu, whereby Liam Ridgeway hosted a student consultation with 10 Senior Secondary students. The 1 day workshop was called 'Meeting Where You Are' and students contributed to gather insights about the digital and online habits of young Indigenous people, as it relates to their social and emotional wellbeing. The goal of NGNY is to create an online service for young Indigenous people.

Djarragun College formally inducted the 2022 Leadership Group at a special ceremony in March.

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' and cake cutting ceremony.

Art Academy students exhibited for the first time at UMI Arts' "Culture Through Our Eyes" A First Nations Youth Exhibition. This gave our students the opportunity to introduce themselves into the arts industry and gallery practices.

We saw the biggest NAIDOC event that Djarragun College has held, commencing with a 2 day Nerkep Boori Summit; a great way for Djarragun College to strengthen the connection with our communities, and communities to have a voice in their children's education. What followed was 3 days of celebrations and activities for students and families at the College, including a welcome day to all communities and a very spiritual smoking ceremony. We were moved and inspired by dancers, Elders and guests from the communities of Aurukun, Murray Island, Sabai, Boigu and Poruma Island, Yuendumu, Coen, Injinoo and our local community of Yarrabah.

In the middle of the 3 day College activities we held our Arts & Hospitality Open Day 'Many Tribes, One Blood'; an exhibition of amazing student artwork, catered by our talented Certificate III Hospitality students. The rest of the school participated in arts, crafts and cooking activities on the oval, with special thanks going to Artist in Residence Linda Bates for her ceramics workshop.

Our Certificate III Hospitality students served up a 3 course bush tucker menu in the gallery pop up restaurant as part of the Art and Hospitality Open Day, giving students an insight into plating fine dining style dishes. Students also prepared and served 8 different canapes to visitors viewing the artwork on display.

We had a very special visit at the end of Term 2 from the Brisbane Broncos development squad of Jack Reed and Matt Gillette, who ran a training clinic with our students. We're sure there's a future NRL star or two running around on our ovals!

Certificate II Outdoor Recreation students went to Moore Reef, Fitzroy Island and Green Island focusing on snorkelling. They also visited Babinda Boulders to complete freshwater assessments that incorporated kayaking and canoeing.

On 24 November a group of 9 Year 8 students attended the James Cook University (JCU) Nguma-Bada Cairns campus for the Uni X Year 8 Experience. It was a day to explore what it would be like to attend university and what they could study.

The Djarragun community celebrated an excellent year of academic, leadership and vocational achievements at the 2022 Presentation Day in November.

Also in November, Year 12 students received their graduation certificates at the 2022 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 behaviour 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 for leading and running key College events to ensure they reflect 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.

The College supports our students and families by providing a free bus service and breakfast club. Our low annual fees include 3 sets of uniforms, 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 Behaviour Plan for students that defines the school's behaviour expectations, as outlined in 'The Djarragun Way'. The team supports 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.

Staff too are supported. The College has engaged Drake Workwise, an employee assistance program (EAP), providing social/emotional support, should staff require it.





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, 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 performed academically. The report also confirmed their child's attendance at school.

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

We also produce a community College Newsletter at the end of each term, which is emailed home to families and stakeholders, as well as being posted on our website and social media.





SATISFACTION SURVEYS

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 2022 and formed the basis for planning for 2023.

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/or College Executive and could request a meeting at any time. Students would often speak with the Principal and/or College Executive 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 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 2022.

The results from conversations with our students from our Student Services department and our Executive informed the reviewing process for 2022 and formed the basis for planning for 2023.

STAFF SATISFACTION SURVEY

A satisfaction survey was not conducted during 2022.

The College conducted faculty meetings, staff training and all staff meetings on alternative Tuesdays, as well as whole school Professional Development at the beginning of the year.

Staff were able to speak freely and this information informed the basis of planning for 2022.

The data and feedback from staff was also used by the College Executive team to target professional development for 2022/2023 and areas of improvement for the College.

SCHOOL-BASED CONTACT PERSON

For further information on the school and its policies contact Ms Tania Delcanho, EA to Executive Principal.

SCHOOL INCOME & FUNDING SOURCES

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 2022 ,with some employed as casual relief. Other instructional staff include VET Tutors, Direct Instruction Tutors and Teacher Aides. Most Boarding supervisors are employed on a full-time basis, supplemented by casual and on-call staff members when necessary.

Staffing Area	Fulltime Equivalent (FTE) as at 31/12/22	Fulltime Equivalent (FTE) as at 31/12/21
Teaching	37.3	27
Other Instructional	22.62	19.86
Non-instructional (inc. boarding staff)	88.01	63.66
Total Instructional Staff	59.92	46.86
Total Indigenous Staff	36.95	29.28
Total Staff	147.93	110.52

*note that these figures include staff from both campuses.

QUALIFICATIONS OF ALL TEACHERS

Qualification	Number
Doctorate or higher	1
Masters	4
Bachelor degree	23
Diploma	2
Certificate	0

*note that only the highest qualification the teacher holds is listed. The teaching number only includes QCoT registered teachers, not our VET Tutors.

EXPENDITURE ON & TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT

The total amount of funds expended on teacher professional development in 2022 was \$40,296. Both internal and external courses were offered. The major professional development initiatives were as follows:

- 3 Day All of Staff Workshop
- Qld Positive Behaviour Learning Conference
- Therapeutic Crisis Intervention Training
- Weekly Staff Learning Lounges
- Weekly Faculty/Sub-School Planning and Work Focus meetings
- Bronze Medallion, Life Saving, First Aid & CPR
- 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 2022 was 100%.

AVERAGE STAFF ATTENDANCE

Based on unplanned absences of sick and emergency leave periods of up to 5 days:

No. of Teaching Staff	No. of School Days	Total Days Staff Absences	Average Attendance Rate
29	173	209	95.83%

Number of school days includes pupil free days. For permanent and temporary classroom teachers and school leaders, the average staff attendance rate was 96% in 2022.

PROPORTION OF TEACHING STAFF RETAINED FROM PREVIOUS YEAR

Permanent Teaching Staff Previous year (2021)	Staff Retained following year (to end of 2022)	% Retention Rate
35	23	65.7%

From the end of 2021, 66% of teaching staff were retained for the entire 2022 school year.

KEY STUDENT OUTCOMES

AVERAGE STUDENT ATTENDANCE RATE

The average attendance rate for Djarragun College (Gordonvale) as a percentage in 2022 was 69.8%; 71.2% in Primary and 69.8% in Secondary. For Cape York Girl Academy, the average student attendance for 2022 was 69.7%.

AVERAGE STUDENT ATTENDANCE RATE FOR EACH YEAR LEVEL

Year Level	2022 Attendance (Gordonvale)	2022 Attendance (CYGA)
P	100%	-
1	83.3%	-
2	71.1%	-
3	70.5%	-
4	75%	-
5	70%	-
6	68%	-
7	72.1%	61.7%
8	73.5%	68.8%
9	72%	67.6%
10	66.8%	68.4%
11	66%	71%
12	67.9%	68%

HOW NON-ATTENDANCE IS MANAGED

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 College takes a positive approach to improving attendance by regularly recognising and rewarding the students for good attendance.

NAPLAN RESULTS

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>

The below figures include students from both campuses.

AVERAGE SCORES 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

Year Level	Reading	Writing	Spelling	Grammar	Numeracy
3	316	305	322	339	281
5	345	300	392	374	356
7	393	285	420	386	416
9	450	402	487	439	495



APPARENT RETENTION RATE

Year 12 student enrolment as a percentage of the Year 10 student cohort is 61%.

DJARRAGUN COLLEGE (BOTH CAMPUSES) YEAR 12 OUTCOMES

No. of students who received a Senior Education Profile (SEP)	55
No. of students awarded a Queensland Certificate of Education (QCE)	5
No. of students awarded a Queensland Certificate of Individual Achievement	0
No. of students awarded an International Baccalaureate Diploma (IBD)	0
No. of students who received a Senior Statement only	50
No. of students awarded one or more VET Qualifications	34
Certificate I	3
Certificate II	34
Certificate III	5
Certificate IV	0
Diploma	0
Advanced Diploma	0
No. of students who are completing/completed a school-based apprenticeship or traineeship (SAT)	1

Next Step

2023 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 2022. The results are from the *Year 12 Completers Survey*, which is conducted approximately six months after students completed Year 12.



For more information about the survey visit the *Next Step* website www.qld.gov.au/nextstep. Regional and statewide reports will be available from October 2023.



32.7% response rate

18 out of 55 Year 12 completers from this school responded to the 2023 survey.

Due to the very low response rate, care should be taken interpreting these results.

Post-school destinations



In 2023, six Year 12 completers from Djarragun College (Gordonvale) were engaged in education, training or employment in the year after they completed school.



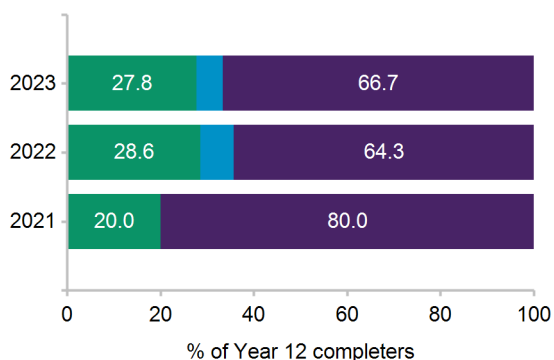
Of the 18 respondents, five continued in education and training. The most common study destination was traineeship.



A further one respondent transitioned directly into paid employment only.

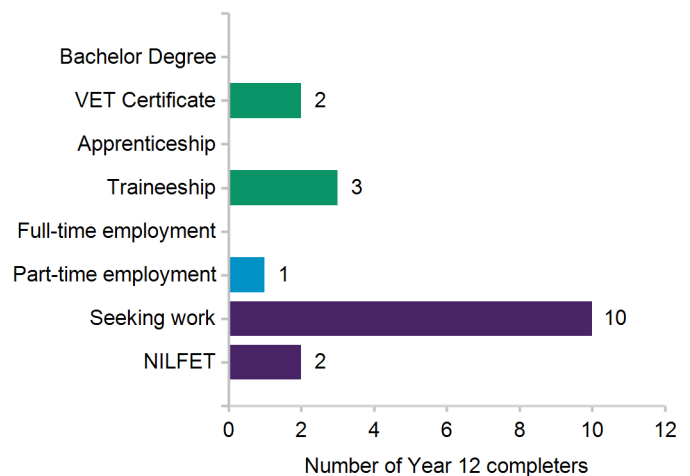
All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Engagement over time



■ Education or training
■ Employment only
■ Not in education, employment or training

Main Destination in 2023





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