



DJARRAGUN
COLLEGE



CAPE YORK
GIRL ACADEMY

2024



ANNUAL REPORT

djarragun.qld.edu.au





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DJARRAGUN COLLEGE & CAPE YORK GIRL ACADEMY

Djarragun College operates across two separate campuses. Our Gordonvale campus serves as a co-educational, non-denominational day and boarding school catering to students from Years P to 12. Established in 2001, the College is situated on a picturesque, expansive campus located in Gordonvale, approximately 20 kilometres south of Cairns.

As an unique school situated in the far North of Queensland, our College predominantly comprises Aboriginal and Torres Strait Islander students, with approximately 42% residing as boarders. The majority of our student population hails from Yarrabah, Gordonvale, and the broader Cairns vicinity, while our boarders originate from the Torres Strait Islands, Cape York, other remote regions of Queensland, and the Northern Territory.

Aligned with Cape York Partnership, our College operates within the framework of the Cape York Agenda. Djarragun College actively promotes the Agenda's objectives by providing opportunities for every student to reach their full potential, equipping them with the skills and determination to navigate seamlessly between their Indigenous communities and mainstream society, thereby enjoying the best of both worlds.

Embodying the ethos of 'no student left behind, no student held back,' we maintain high expectations for every graduate to secure pathways to university, further education, or employment.

Our commitment extends beyond academic achievement to encompass the holistic wellbeing of each student, encompassing both their educational progress and physical health.

Cape York Girl Academy, a Year 7-12 boarding school, situated in the serene beachside campus at Wangetti, specifically caters to Indigenous girls who may be young mothers, disengaged from mainstream education, or looking for a girls only education. It is important to note that for many of our students, English may not be the primary language spoken at home.

Although the majority of our students hail from Cape York, Cairns, Carpentaria, and the broader Far North Queensland area, others come from remote regions in the Northern Territory.

Cape York Girl Academy prides itself on offering innovative education tailored to meet the diverse needs of students, including those with learning difficulties and disabilities.



THE DJARRAGUN WAY

Treat all students, staff and school property with respect.

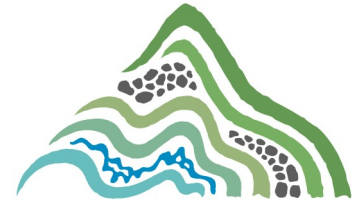
Attend all classes on time and ready to learn.

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.



**DJARRAGUN
COLLEGE**

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.



**CAPE YORK
GIRL ACADEMY**





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

TOTAL ENROLMENTS

As at the end of 2023, the total enrolments at our Gordonvale campus were 290 students and at Cape York Girl Academy there were 31 students. Making a total of 321 enrolments.

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 seven directors on the Board.

BOARD OF DIRECTORS

Dr Stephen Codrington (Chair), Fiona Jose, Richie Ah Mat, Tanika Parker, Zoe Ellerman, Allison Halliday, Cassandra Baker.

SCHOOL ADDRESS

1 Maher Rd, Gordonvale, Cairns 4865

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.

GOVERNANCE

Executive Principal: Dr Michael Barton
Company Secretary: Andrea Van Dorssen

CHARACTERISTICS OF THE STUDENT BODY

99.4% of students attending Djarragun College are Indigenous. The majority of the student body comes from Yarrabah, Gordonvale and the greater Cairns area. Many of these students are transported by bus to school daily.

Boarders, students from Year 7 to 12, come mostly from Indigenous communities in Cape York, the Torres Strait Islands, Northern Territory and Gulf. Approximately 42% of our student body are boarders at our Gordonvale campus. At Cape York Girl Academy, all students reside on site.





DISTINCTIVE CURRICULUM OFFERINGS

At our Gordonvale campus, our Deputy Head of Campus - Teaching & Learning, was appointed at the beginning of 2023. This appointment ensured a smooth transition of academic oversight from Prep through Year 12, overseeing both the curriculum and Vocational Education and Training (VET) pathways.

The College continued to operate a 5-period daily timetable, with core subjects being taught in the morning prior to second break. 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.

In Middle Secondary (Year 7-Year 10) students also followed the Australian Curriculum and 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/ACARA pathway.

VET training courses 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 the Academies of Excellence program, aiming to provide enhanced educational opportunities within the VET space. The program has consistently evolved since its inception, enriching the academic experience and fostering student growth and development. One of the significant milestones of 2023 was the expansion of the Academy of Hospitality. Recognising the growing demand and interest in hospitality-related fields and the need for practical training, the College established a new learning space in 2023. Our fully equipped training restaurant located off-campus in the heart of Cairns features modern kitchen facilities, a dining area designed to mimic a professional restaurant setting, and state-of-the-art equipment to facilitate practical learning experiences in a real-world setting.





Including Hospitality, Creative Arts and Sport (AFL and NRL), the academies 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.



Our VET and Academies students were led by the Dean of Academies of Excellence, Dean of Academic Care and our VET Coordinator, who each 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 2023, with a total of 21 courses on scope, plus a further 3 courses offered by third party RTO's.

Our VET 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

Qualification Code	Qualification Name	Unit of Competency Completion
AHC20416	Certificate II in Horticulture	109
AUR20720	Certificate II in Automotive Vocational Preparation	34
CHC30121	Certificate III in Early Childhood Education and Care	32
CHC32015	Certificate III in Community Services	12
CPC20220	Certificate II in Construction Pathways	55
CUA20420	Certificate II in Aboriginal and Torres Strait Islander Cultural Arts	49
CUA30520	Certificate III in Aboriginal and/or Torres Strait Islander Cultural Arts	117
FSK20119	Certificate II in Skills for Work and Vocational Pathways	188
HLT20113	Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care	99
MEM20413	Certificate II in Engineering Pathways	72
SHB20216	Certificate II in Salon Assistant	127
SIS20419	Certificate II in Outdoor Recreation	131
SIT20316	Certificate II in Hospitality	60
SIT30616	Certificate III in Hospitality	91
Grand Total		1176



CAPE YORK GIRL ACADEMY CURRICULUM

At our Wangetti campus, the curriculum offerings of Cape York Girl Academy are structured as follows:

Junior School:

Aligned with the Australian Curriculum, covering subjects such as English, Mathematics, Health and Physical Education, Humanities and Social Studies, the Arts, and Technology.

Senior School:

Individualised education plans are tailored for each student, aiming for attainment of either a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA). The Senior Curriculum comprises QCAA Authority Registered subjects (such as Visual Arts in Practice and short courses), along with Vocational Education and Training (VET) courses and work experience opportunities.

As a Special Assistance School (SAS), Cape York Girl Academy caters to students facing diverse risks, challenges, and difficulties. Consequently, Senior programs focus strongly on certification, work readiness, and employability skills, integrated with initiatives supporting students' social, emotional, and physical wellbeing. The curriculum is customised to accommodate the varied backgrounds and individualities of the student body, with due consideration to Indigenous culture.

All programs emphasise quality pedagogy, targeted literacy and numeracy development, and incorporation of National Curriculum General Capabilities such as 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 educational approach, fostering the development of core knowledge and skills, alongside guidance towards personal and career aspirations.

All students, including the dependents of parenting students, reside on campus. The Academy's Wellbeing Program integrates schooling with residential programming, creating a holistic, cross-curricular environment aimed at supporting each student's academic advancement and 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.

In Term 1, Middle School students from Years 7-9 embarked on a three-day school camp to Mungalli Falls. Despite the wet conditions, students enthusiastically embraced the experience. However, the camp was about more than just enjoyment; it provided opportunities for students to bond, collaborate, and overcome personal and social challenges. They demonstrated responsibility, courage, and kindness as they supported each other through fear and anxiety. The experience served as an important stepping stone in their journey towards becoming future leaders.

On 24 February, the Primary School travelled to the Pullman International Hotel to attend the Cairns Writers' Festival production called 'Story Sauce'. The Australian Literacy and Numeracy Foundation (ALNF) and Amazon Australia delivered an interactive story telling session. Some of the amazing presenters included Tasman Keith, Lucas Proudfoot and Jay Laga'aia.

James Cook University had their annual Careers in Health Breakfast on 3 March, where JCU students and staff took the time to explain the careers available within the health and medical fields for our regional youth. Djarragun College Certificate II in Aboriginal and/or Torres Strait Islander Primary Health Care students attended, giving our students the opportunity to think outside the box and to understand the myriad of opportunities available in the health industry.

Clean Up Australia was held on 8 March on the campus ground at Djarragun College. The purpose of the event was to encourage students to take action in protecting and preserving the school by cleaning up litter and other waste. The experience was enjoyable and rewarding, in that it inspired students to continue to make a positive impact in their community and the environment.

Some of our young women attended the International Women's Day luncheon at the Pullman in Cairns to represent the women of Djarragun College. They did a wonderful job helping out and enjoyed their day.

Certificate II Outdoor Recreation students attended the Gordonvale Swimming Pool in Term 1 to learn how to perform basic water rescues. They focused on how to identify and evaluate aquatic emergencies, apply basic water rescue principles, communicate incident details and were informally assessed on their swimming ability and aquatic awareness. Students were also taught basic snorkelling skills and techniques.

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. Our Year 9/10 Boarding Girls participated in a Volleyball Championship, where they showed the Djarragun spirit through each and every one of their games. Some of our boys attended the Cowboy Cup Challenge in our NRL Opens Team. This competition ran for 6 weeks, with the whole team playing well together, narrowly missing out on the finals. On 19h May our Years 10-12 girls played in the Vicki Wilson Netball Carnival. They played an incredible 6 games back to back and showed such stamina and resilience! A number of senior students headed to Trinity Anglican School to participate in an Aquathon on 15 June; these students were required to swim 200m and go straight into a 2km run. 3 touch football teams made their way to Kuranda to play in the annual NAIDOC Touch Football Carnival on 21 June. Our athletes showcased their incredible talent at Trinity South Coast (TCS) track and field trials, with 5 of our students qualifying to represent TCS and try out for the Peninsula team. Finally, Year 5/6 also attended the Indigenous Games in Term 4.

Our 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. Certificate II Hospitality students also attended the Hospitality Careers Expo in Cairns. They interacted with the presenters, asked questions and thoroughly enjoyed the afternoon shaking mocktails with a bonafide mixologist and preparing scones with the executive chef of the convention centre.



Each week, Mr Jason took Year 5-6 boys for Rock & Water. The Rock & Water program is an experience that provides young people a pathway to self-awareness, and increased self-confidence and social functioning. Basically, a series of exercises and games are practised to develop confidence and self-reflection. The games are diverse and many have a martial arts origin. Students learn to stand strong, negotiate using “rock” or “water” verbal approaches, walk away from trouble, consider alternatives to aggression, and develop understandings about who they are, their intuitive feelings and their personal direction.

In Term 4, Primary students enjoyed weekly swimming lessons, learning essential swimming skills as well as learning about water safety.

Certificate II Salon Assistant students reached out to the Yarrabah Aboriginal Corporation for Women (YACW) and invited some of the ladies to the College to be clients for our students and have their hair done. This connection proved to be very valuable; not only are our students completing course assessment requirements and having real-life workplace experience, but they are also developing relationships with community members outside of the College.

For the second year, 14 of our Art Academy students exhibited at UMI Arts’ “Culture Through Our Eyes” A First Nations Youth Exhibition. All the exhibits were extremely well received, with a huge number of visitors to the centre on its opening night.

On 7 September, the whole College came together to enjoy Arts & Hospitality Day. This year, our Academy Certificate III in Aboriginal and/or Torres Strait Islander Cultural Arts student exhibition was aptly named Cooee, which means ‘come here’ in the Dharug language from the South Western areas of Sydney. We had many visitors to the school that morning, all coming to delight at the art works on display in our gallery. There was a wonderful atmosphere as visitors walked into the Hub; there really were some outstanding pieces of work on display, most of which were keenly sought after and sold that day. We have some amazing artists at Djarragun College. We also have some incredible chefs!

Our talented Academy Certificate II and Certificate III Hospitality students showcased their cooking skills this day by serving up some absolutely scrumptious platters of canapés to visitors and guests to the gallery. The food looked fantastic and received many well deserved compliments. Meanwhile, our students from Year 1 to Year 12 were outside enjoying a range of activities from clay modelling with our guest ceramist, Linda Bates, to damper making, cupcake decorating, face painting, bead making, boomerang painting and mask painting.





The Djarragun community celebrated an excellent year of academic, leadership and vocational achievements at the 2023 Presentation Day in November.

Also in November, Year 12 students received their graduation certificates at the 2023 Presentation Day and attended their end of year formal with family and friends.

All year round, Boys' and Girls' Boarding students are rewarded with organized outings to acknowledge exemplary behaviour and attendance. These activities encompass a variety of paid experiences such as bowling, laser tag, visits to wildlife parks, rock climbing, water park excursions, ice skating, beach outings with barbecues, fishing trips, swimming, and participation in football games.

At Cape York Girl Academy, some of our students played in their first ever AFL game this year and continued for the rest of the season.

In Term 2, the Dean of Campus introduced Daily Briefing Sessions each morning, ending in 'Dadirri' before starting the school day. Dadirri is a unique gift of the Aboriginal people; inner deep listening and quiet still awareness, to teach us to be still and wait, not hurry. It is undertaken each morning to prepare for the day; it includes relaxation, meditation, silence and deep listening to be grounded with mother earth.

Along with the Early Learning Centre students, Cape York Girl Academy students enjoyed a number of trips throughout the year to Hartley's Crocodile Adventures. They saw lots of different types of animals. Their favourites were the koalas and wallabies and of course grumpy Gregory the 60 year old crocodile.

Ms Ash Wanganeen was welcomed to CYGA to run painting workshops with our senior art students. Ash is a contemporary Aboriginal Nharrungga artist who taught the girls how to create traditional artwork that tells stories of connection, culture and Country.

In Term 3, a great time was had when our CYGA students were lucky enough to grab some tickets to watch the mighty Rabbitohs defeat the Dragons 26 - 14 in a brilliant game. This was a reward for meeting our expectations with behaviour and in-class attendance.

Cape York Girl Academy Junior and Senior students enjoyed a curriculum experience at Green Island where students were engaged in a range of activities including snorkelling and seeing the biomes of the Island. While some students were a little apprehensive at first, they had a very enjoyable day.

Our junior secondary students had the remarkable opportunity this year to attend an Open Day at James Cook University, a day brimming with insights and inspiration. The university, renowned for its diverse range of disciplines, offered our students a chance to immerse themselves in various fields such as medicine, business, health, law, education and engineering. It was an eye-opening experience that broadened our student's horizons and sparked new interests. Particularly noteworthy was the performance of our girls' team in the bridge-making activity. Their innovative design and teamwork led them to win this challenge, a testament to their creativity and engineering skills.

Over Term 4, many of our students who already had their learner driver permits commenced practical lessons with an instructor, thanks to an NIAA grant we received as part of our independent living skills program.

The move to having the students be responsible for their own catering, and learning new and important life skills continues to be embedded at the campus. Some new kitchen skills were acquired - including learning how to cut a chicken thigh with a bone still in and how to combine various flavours to cook up a fest for themselves, and their peers. While the actual skills are one thing, the life lessons our staff can engage with students about - such as, understanding which cuts of chicken (with or without the bone) suit which types of dishes are fundamental to the next phase, which is the teaching of their budgeting for meals and the buying of the items.

Cape York Girl Academy students participated in many afternoon activities, including fishing, afternoons in the pool, beach walks and BBQ's.

At the end of the year, Cape York Girl Academy students also held an End of Year Celebration, Presentations and Year 12 Farewell.

SOCIAL CLIMATE

The Netat Bama Kodomir Committee serves as a cultural advisory body to the College leadership, guiding and overseeing key College events to ensure they reflect robust cultural values.

Comprised of Aboriginal, Torres Strait Islander, and non-Indigenous staff members, the committee convenes regularly to strategise and organise upcoming College events, actively contributing to the educational journey of Aboriginal and Torres Strait Islander students.

In supporting our students and families, the College offers complimentary transportation via a free bus service and hosts a breakfast club. Our affordable annual fees cover three uniform sets, school supplies, morning tea, lunch, excursions, sports training with home drop-off, and provision of individual iPads/laptops for school use.

We prioritise culturally focused learning and offer culturally appropriate support services. Our commitment to Indigenous diversity is underscored by the presence of Indigenous mentors on staff and qualified Youth Support Officers.

Djarragun College boasts Ngak Min, an onsite multidisciplinary health and wellbeing centre designed to cater to the needs of students, families, and staff. With onsite services provided by doctors, psychologists, speech therapists, and nurses, we also facilitate referrals to external services such as optometry, dental, and audiology. This comprehensive approach equips students with both internal and external resources necessary for success.

Recognising the critical nexus between health and education, Ngak Min enables us to craft comprehensive support plans tailored to the health and learning requirements of our students, a service unique to Djarragun College.

Additionally, our dedicated Student Support Services team monitors attendance, behaviour, and student wellbeing, maintaining regular communication with families via home phone calls to ensure students remain engaged in school life.

The school operates under a Responsible Behaviour Plan which outlines the behaviour expectations, known as 'The Djarragun Way'. This framework is designed to support students facing personal challenges or issues, equipped with the necessary tools and resources to monitor and address student behaviour effectively.

Recognising that students attend school primarily to learn, behaviour support serves as a valuable opportunity for acquiring interpersonal skills. Our approach to addressing low-level behavioural issues involves highlighting the potential consequences of continued misconduct and encouraging students to reflect on how their behaviour can be adjusted to align with the expectations of our college community.

Furthermore, staff members are provided with support through the engagement of Drake Workwise, an employee assistance program (EAP) offering social and emotional support if needed for both personal and professional circumstances.





PARENTAL INVOLVEMENT

The College continued to develop a culture of celebrating success. Families were invited to the Athletics Carnival, UMI Arts student gallery opening, Arts Open Day at the College, and of course Presentation Day and the Year 12 Graduation Ceremony at the end of the year.

Parents and community members from Cape York, The Gulf of Carpentaria and Northern Territory were invited to Cairns to participate in this year's Nerkep Boori Summit 2023. The event provided the opportunity for participants to discuss and share information to inform the development of a comprehensive community engagement plan and an Aboriginal and Torres Strait Islander language program to promote language revitalisation and cultural awareness. Workshop sessions were informative in relation to protocols when entering and visiting community, protocols to be aware of in a boarding setting, community expectations of Djarragun College and how we can improve our performance. A panel of selected participants representing first language learners, second language learners and language revival learners shared their stories about learning language and the environmental factors that supported or hindered language learning. These insights stimulated discussions that raised important considerations for implementation of the Australian Curriculum-Languages.

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 reports 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

Djarragun College is actively striving to enhance this aspect of our operations. Through our experience, we've determined that traditional paper surveys may not be the most effective method for gathering feedback from parents.

Instead, we have found that direct engagement with parents through face-to-face interactions, home visits, and phone calls yields better results. Our Case Manager - Retention & Engagement and our Youth Support Officer regularly visit and communicate with parents and families to maintain open lines of communication, gathering feedback firsthand and reporting it back to the school.

Our Indigenous Committee, Netat Bama Kodomir, comprising staff members, plays a pivotal role not only in organising events but also in serving as a valuable conduit for community feedback. Any concerns or suggestions raised within this group are promptly relayed to the College Executive Team.

Furthermore, our staff actively seek out opportunities to engage with parents during events such as special assemblies or Presentation Day, recognising these occasions as valuable opportunities to receive feedback and suggestions directly.

The feedback collected has informed our review process for 2023 and serves as the foundation for our planning efforts for 2024.

STUDENT SATISFACTION SURVEY

Empowering students to voice their opinions and provide feedback to College Leadership stands as a crucial aspect of fostering a supportive and inclusive educational environment.

Through the utilisation of student surveys, individuals are provided with a platform to express their thoughts and perspectives about various aspects of the College experience. These surveys offer a means for students to anonymously convey their sentiments, touching upon topics such as their overall enjoyment of school, the perceived relevance and importance of their learning endeavours, the extent to which they feel cared for by their teachers, and the presence of significant adult figures within the College community whom they can rely upon for assistance and guidance.

It is heartening to note that a majority of students have expressed agreement or strong agreement with the inquiries posed within these surveys. Such positive responses not only affirm the efficacy of existing practices but also serve as a testament to the collective efforts undertaken to cultivate a nurturing and supportive learning environment within the College.

STAFF SATISFACTION SURVEY

Throughout the year, the College organised faculty meetings, staff training sessions, and all-staff gatherings on Tuesdays, alongside whole-school Professional Development initiatives.

During these gatherings, staff members were encouraged to express their thoughts and insights openly. The information shared during these sessions served as valuable input for the planning process for the subsequent year, 2024.

Moreover, the data and feedback provided by staff members were carefully considered by the College Executive team. This information was utilised to tailor professional development opportunities for the academic years 2023 and 2024, as well as to identify areas for improvement within the College.

SCHOOL-BASED CONTACT PERSON

For further information on the school and its policies contact Reception on 07 4043 3777.

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 2023, with some employed as casual relief. Other instructional staff include VET Tutors and Teacher Aides. Most Boarding staff 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 31/12/23
Teaching	27	19
Other Instructional	19.86	17.66
Non-instructional (inc. boarding staff)	63.66	49.97
Total Instructional Staff	46.86	36.66
Total Indigenous Staff	29.28	24.17
Total Staff	110.52	86.63

*note that these figures include staff from both campuses.

QUALIFICATIONS OF ALL TEACHERS

Qualification	Number
Doctorate or higher	1
Masters	2
Bachelor degree	17
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 staff professional development in 2023 was \$194,030. Both internal and external courses were offered. The major professional development initiatives for teaching staff were as follows:

- 3 Day All of Staff Workshop
- CARE (Life Without Barriers) Leadership Retreat
- Tact Training
- LawSense Managing Student Disability - Adjustments, Behaviour, Learning & Discipline
- Therapeutic Crisis Intervention Training
- Weekly Staff Learning Lounges
- Weekly Faculty/Sub-School Planning and Work Focus meetings
- Bronze Medallion, Life Saving, First Aid & CPR
- Mental Health First Aid
- Child Protection
- Hawker Brownlow Education - Workshop on The New Art and Science of Teaching with Janelle Wells
- Restorative Practices
- Top Rope Guide Training & Low Ropes & Group Initiatives Training

The proportion of the teaching staff involved in professional development activities during 2023 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
19	180	222.5	93.49%

Number of school days includes pupil free days. For permanent and temporary classroom teachers and school leaders, the average staff attendance rate was 93% in 2023.

PROPORTION OF TEACHING STAFF RETAINED FROM PREVIOUS YEAR

Permanent Teaching Staff Previous year (2022)	Staff Retained following year (to end of 2023)	% Retention Rate
22	20	90.9%

From the end of 2022, 91% of teaching staff were retained for the entire 2023 school year.



KEY STUDENT OUTCOMES

AVERAGE STUDENT ATTENDANCE RATE

The average attendance rate for Djarragun College (Gordonvale) as a percentage in 2023 was 65%; 69% in Primary and 64.5% in Secondary. For Cape York Girl Academy, the average student attendance for 2023 was 81%.

AVERAGE STUDENT ATTENDANCE RATE FOR EACH YEAR LEVEL

Year Level	2023 Attendance (Gordonvale)	2023 Attendance (CYGA)
1	78.10%	-
2	61.25%	-
3	74.60%	-
4	72.15%	-
5	66.70%	-
6	66.30%	-
7	71.28%	-
8	78.24%	82.92%
9	72.50%	90.80%
10	68.98%	78.11%
11	64.82%	79.80%
12	65.44%	82.50%

HOW NON-ATTENDANCE IS MANAGED

Djarragun College implemented a range of strategies to address instances of non-attendance. Class teachers recorded attendance electronically, with administration conducting cross-checks to ensure accuracy. Student Services personnel closely monitored attendance records, promptly reaching out to parents and carers when patterns of non-attendance were identified. These efforts included initiating phone calls, conducting home visits, and/or sending attendance warning letters. The College employed various interventions tailored to the level of absenteeism observed.

In 2023, parents and carers received SMS notifications in cases where their child had missed class, enabling timely communication and intervention.

Student Services and academic staff approached attendance issues with a supportive mindset. Staff members greeted students each morning as they arrived via bus, inquiring about any community-related challenges that may have impacted their attendance. Leveraging insights from key community figures, the team determined appropriate courses of action. Whenever possible, the school assisted students in overcoming barriers to attendance, such as transportation issues, lack of uniforms, insufficient school resources, or food for lunches.

Taking a proactive stance toward enhancing attendance, the school regularly acknowledged and rewarded students for maintaining good attendance records.



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 for 2023.

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	344	329	302	325
5	-	-	-	-	-
7	364	342	374	384	368
9	435	398	482	406	437



APPARENT RETENTION RATE

Year 12 student enrolment as a percentage of the Year 10 student cohort is 69%.

DJARRAGUN COLLEGE (BOTH CAMPUSES) YEAR 12 OUTCOMES

No. of students who received a Senior Education Profile (SEP)	33
No. of students awarded a Queensland Certificate of Education (QCE)	4
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	29
No. of students awarded one or more VET Qualifications	19
Certificate I	0
Certificate II	18
Certificate III	6
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 2024 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 2023. 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 2024.



39.4% response rate

13 out of 33 Year 12 completers from this school responded to the 2024 survey.
Due to the very low response rate, care should be taken interpreting these results.

Post-school destinations



In 2024, six Year 12 completers from Djarragun College (Gordonvale) were engaged in education, training or employment in the year after they completed school.



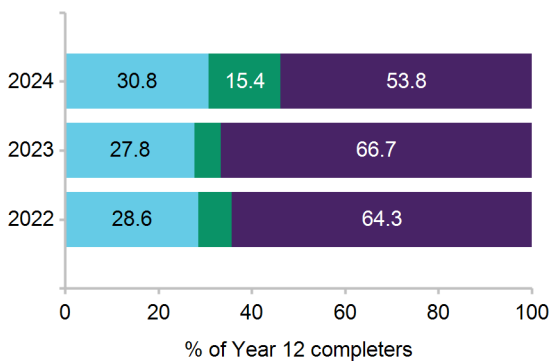
Of the 13 respondents, four continued in education and training. The most common study destination was VET certificate.



A further two respondents transitioned directly into paid employment only.

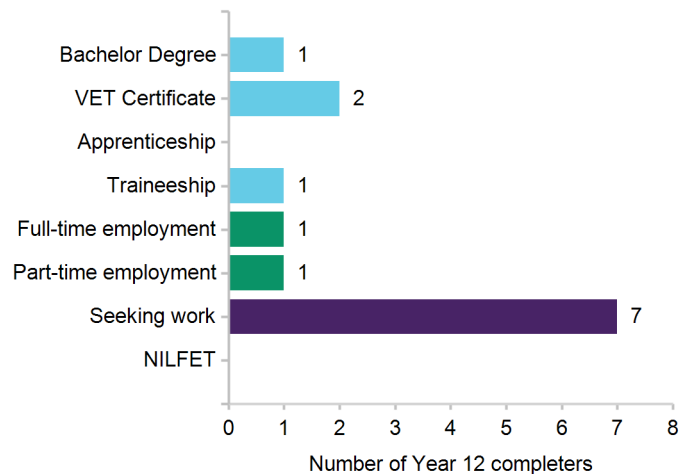
All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Engagement over time



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

Main Destination in 2024





DJARRAGUN
COLLEGE



CAPE YORK
GIRL ACADEMY

