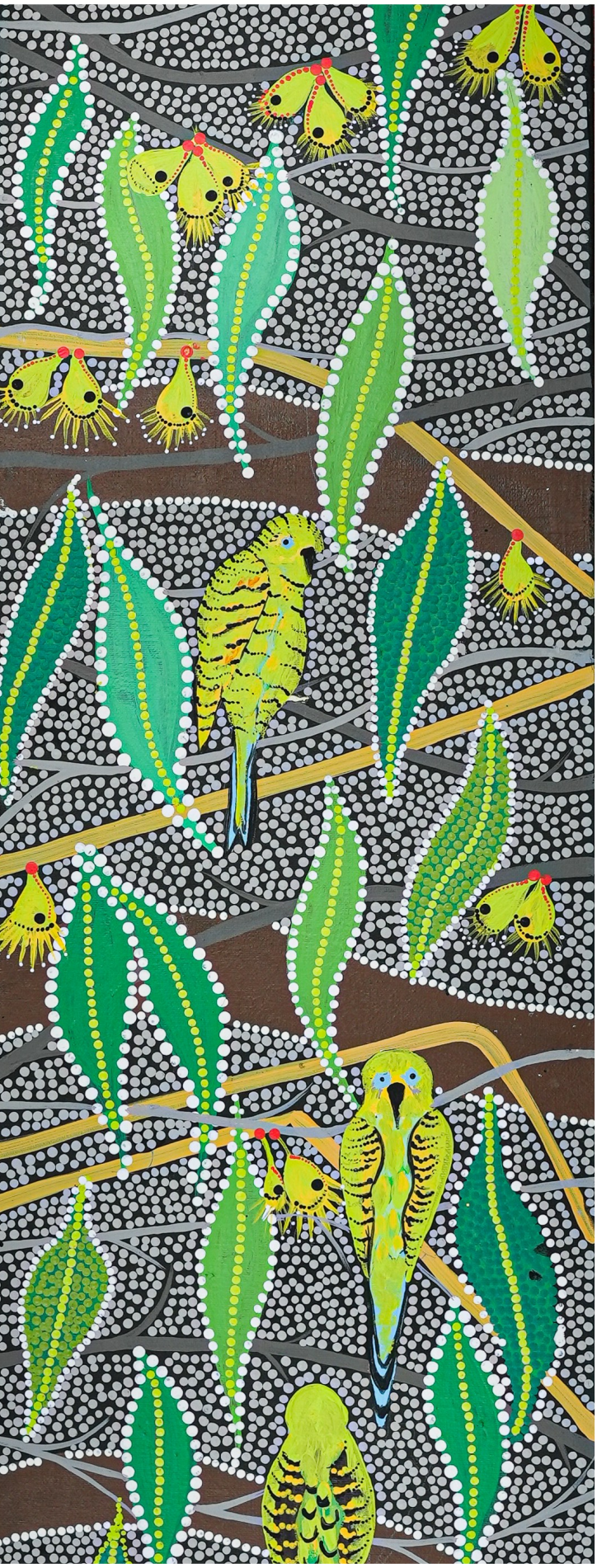
DJARRAGUN COLLEGE

CAPE YORK GIRL ACADEMY

2026

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 comprises Aboriginal and Torres Strait Islander students, with approximately 33% 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 2025, the total enrolments were 319 students.

YEAR LEVELS OFFERED
Prep to Year 12

CO-EDUCATIONAL OR SINGLE SEX
Co-educational

GOVERNANCE
Djarragun College Limited is overseen by a Board of Directors. As at the end of 2025 there were four directors on the Board.

BOARD OF DIRECTORS
Dr Stephen Codrington (Chair), Fiona Jose, Zoe Ellerman, Allison Halliday, Dirk Macdonald Wellham.

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
100% 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 33% 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, the College operated a five-period daily timetable, with core subjects delivered during the morning session prior to second break. Wherever possible, teachers maintained continuity by working with the same groups of students across multiple subject areas.

Primary students (Prep to Year 6) were taught the Australian Curriculum across English, Mathematics, Science, The Arts, Humanities and Social Sciences (HASS), Technologies, and Health and Physical Education (HPE).

At the beginning of 2025, the Primary School cohort remained small, allowing for a highly personalised learning environment. Student enrolments continued to grow throughout the year, enabling the College to further strengthen classroom structures and provide targeted support across year levels.

To support this growth, the Deputy Head of Campus – Primary continued to oversee curriculum delivery and student wellbeing, ensuring the Primary community remained well supported as enrolments increased.

Led by the Deputy Head of Campus (Middle School), students in Years 7 to 10 followed the Australian Curriculum and engaged in a broad range of learning areas including English, Mathematics, Science, The Arts, Health and Physical Education, Technologies, and Humanities.

Year 10 students were able to select either a Vocational Education and Training (VET) pathway or a combined VET and Australian Curriculum pathway.

VET programs are available to students from Year 10 onwards. This approach enables students to complete qualifications over a three-year period if required, or use the additional time to undertake multiple qualifications, significantly broadening their skills and employment opportunities by the completion of Year 12.

Through Hospitality, Creative Arts, and Sport (AFL and NRL), the College's Academies of Excellence program continued to inspire and engage senior students by providing a diverse range of opportunities aligned with their interests and aspirations. These academies promote authentic, real-world learning in industries seeking graduates with practical experience and recognised qualifications.

The program focuses on developing leadership capabilities by connecting students with industry mentors and work placement opportunities that enhance their future employability. Students undertake a combination of Certificate II and Certificate III qualifications, with pathways available to articulate into Diploma-level study and, ultimately, university entry.

Students participating in VET and the Academies of Excellence were supported by the Deputy Head of Campus (Senior School), the Dean of Sporting Academies of Excellence, the Dean of Creative and Performing Arts, and the VET Coordinator. These leaders worked closely with students to explore career pathways, identify interests, and build an understanding of the world of work. Senior students were encouraged to pursue their strengths and aspirations while planning for life beyond school.

As a Registered Training Organisation (RTO), and under the leadership of the RTO Manager, Djarragun College offers a broad range of vocational learning opportunities, including courses delivered directly by the College and additional qualifications provided through third-party RTO partnerships.

Our VET programs develop both the cognitive and practical skills required across a range of industries and occupations. The College has carefully selected training pathways that respond to workforce shortages within Queensland and the local region, ensuring Djarragun students are equipped with meaningful employment opportunities upon completing Year 12.

QUALIFICATIONS COMPLETION RATE

Qualification on Scope	2025 Unit Completion
AHC20422 Certificate II in Horticulture	1
CHC30121 Certificate III in Early Childhood Education and Care	65
CHC30221 Certificate III in School Based Education Support	26
CPC20220 Certificate II in Construction Pathways	95
CUA30520 Certificate III in Aboriginal and/or Torres Strait Islander Cultural Arts	46
HLT20113/121 Certificate II in Aboriginal and/or Torres Strait Islander Primary Health	24
MEM20413/422 Certificate II in Engineering Pathways	53
SHB20216 Certificate II in Salon Assistant	77
SIS20419 Certificate II in Outdoor Recreation	104
SIS30321 Certificate III in Fitness	61
SIS30521 Certificate III in Sport Coaching	65
SIT20316/22 Certificate II in Hospitality	72
SIT30616/22 Certificate III in Hospitality	11
Total Unit Completion – Qualification on Scope	**700**

Qualification under Third-Party Agreement	2025 Unit Completion
CHC22015 Certificate II in Community Services	72
AHC21020 Certificate II in Conservation and Ecosystem Management	44
AHC20422 Certificate II in Horticulture	15
AHC21216 Certificate II in Rural Operations	15
CHC32015 Certificate III in Community Services	12
HLT33115 Certificate III in Health Services Assistance	22
Total Unit Completion – Under Third-Party Agreement	**180**

2025 Total Unit Completion

Delivery Type	Total Units Completed
Qualification on Scope	700
Under Third-Party Agreement	180
Grand Total	**880**

CAPE YORK GIRL ACADEMY CURRICULUM

At our Wangetti campus, the curriculum offerings of Cape York Girl Academy are structured to provide flexible, individualised learning pathways that support students academically, socially and emotionally.

Junior School

Junior School students engage in learning aligned with the Australian Curriculum, with subjects including English, Mathematics, Health and Physical Education, Humanities and Social Sciences (HASS), The Arts, and Technologies. Programs are designed to build strong foundations in literacy, numeracy and personal development while fostering engagement and confidence in learning.

Senior School

Senior students follow individualised education plans designed to support the attainment of either a Queensland Certificate of Education (QCE) or a Queensland Certificate of Individual Achievement (QCIA). The Senior curriculum includes QCAA Authority-registered subjects, such as Visual Arts in Practice and Short Courses, together with Vocational Education and Training (VET) programs and work experience opportunities.

As a Special Assistance School (SAS), Cape York Girl Academy supports young people experiencing a range of risks, challenges and barriers to education. Consequently, Senior programs place a strong emphasis on certification, work readiness and employability skills, while also incorporating initiatives that support students' social, emotional and physical wellbeing. The curriculum is responsive to the diverse backgrounds and individual circumstances of students and recognises the importance of Indigenous culture and identity.

Across all year levels, programs are underpinned by high-quality pedagogy, targeted literacy and numeracy development, and the integration of the Australian Curriculum General Capabilities, including critical and creative thinking, ethical understanding, intercultural understanding, personal and social capability, and information and communication technology (ICT) capability.

Cape York Girl Academy provides students with a fresh start and an alternative educational pathway that supports the development of essential knowledge and skills while encouraging students to pursue their personal goals and future career aspirations.

All students, including the dependants of parenting students, reside on campus. The Academy's Wellbeing Program integrates educational and residential programming to create a holistic environment that supports each student's academic progress, personal growth and overall wellbeing.

EXTRA CURRICULAR ACTIVITIES

At Djarragun College and Cape York Girl Academy, extra-curricular activities play a vital role in strengthening student engagement, building confidence, developing leadership skills, and fostering a strong sense of community and cultural identity. Throughout 2025, students enthusiastically participated in a diverse range of cultural, sporting, leadership, academic, vocational, and wellbeing opportunities.

A significant highlight for Term 1 was the induction of the 2025 Student Leadership Team. Led by College Captain Ziair Allen, student leaders represented the College with distinction and participated in a leadership tour to Canberra and Brisbane, gaining valuable insights into civic leadership, Indigenous advocacy, and Australian history. Students also proudly represented the College at the Cape York Partnership International Women's Day Luncheon, showcasing student artwork, culture, language, and leadership.

Cultural engagement remained a strong focus throughout the first half of the year. Students participated in Close the Gap Day, Harmony Day, ANZAC Day commemorations, National Sorry Day, National Reconciliation Week, and Mabo Day activities, promoting understanding, respect, and community connection. Primary students also contributed to the Postcards of Honour initiative, writing messages of gratitude to local veterans.

Sporting opportunities continued to flourish across all year levels. Students competed in cross country, athletics carnivals, AFL, basketball, rugby league, and various representative trials. Several students progressed to regional and Peninsula-level competitions, while others benefited from scholarships and sporting academy opportunities. The annual Athletics Carnival was a highlight of Term 2, with strong participation from students, staff, and families and Waru House emerging as overall winners.

Students also engaged in a range of academic enrichment activities. Primary students participated in National Simultaneous Storytime, theatre excursions, digital storytelling projects, literacy initiatives, and road safety education. Middle School students explored coding and robotics through the Deadly Coders program, while senior students attended STEM and biotechnology experiences at James Cook University.

Vocational Education and Training (VET) students participated in industry visits, work placements, traineeships, and hands-on learning experiences across hospitality, health, fitness, engineering, construction, early childhood education, and outdoor recreation. Highlights included visits to Norweld, Crystalbrook Flynn, John Holland, and local childcare centres, as well as learner licence testing and employment opportunities for senior students.

Boarding students at both Djarragun College and Cape York Girl Academy enjoyed a variety of recreational, cultural, and wellbeing activities, including fishing trips, beach outings, cultural cooking, sporting competitions, mentoring programs, arts and crafts, community events, and outdoor adventures. These experiences strengthened relationships, encouraged personal growth, and contributed to positive wellbeing outcomes.

Terms 3 and 4 provided students across Djarragun College and Cape York Girl Academy with a diverse range of opportunities that strengthened cultural identity, leadership, sporting achievement, vocational development and community engagement.

The highlight was the College's NAIDOC Week celebrations, themed The Next Generation: Strength, Vision & Legacy. Students, families, Elders and community members came together to participate in cultural workshops, traditional games, language activities, dance performances, weaving, spear and boomerang throwing, and a traditional feast. Tribalmania 2025 further showcased student talent through cultural arts exhibitions, hospitality experiences and creative activities, reinforcing pride in culture and community connection.

Students also participated in a range of important cultural and literacy events including National Aboriginal and Torres Strait Islander Children's Day, Indigenous Literacy Day and Book Week, promoting cultural awareness, creativity and a love of reading. The College's Netat Bama Kodomir (NBK) Committee continued to lead activities that celebrated Aboriginal and Torres Strait Islander history, identity and leadership throughout the year.

Leadership development remained a priority, with students representing the College at events such as the Junior Indigenous Youth Parliament, where students confidently presented speeches on issues important to young people and Indigenous communities. Students were also inspired by visits from role models including former Cairns Taipans player Andre Moore and champion boxer Anthony Mundine.

Sporting participation continued to flourish throughout Terms 3 and 4. Students competed in house competitions, representative trials and development programs across a variety of sports. Several students represented Trinity Coast South at Peninsula Track and Field trials, with Rhy'anah Kabai progressing to State-level competition. The College's Primary NFL Flag Football team again achieved outstanding success, qualifying for the National Championships on the Gold Coast and proudly representing Djarragun College against the top teams in Australia.

Vocational Education and Training (VET) students participated in a wide range of industry-based learning experiences. Students gained practical experience through hospitality functions, marine boat licence training, professional driving lessons, work placements, industry excursions and career expos. Partnerships with local businesses, government agencies and training organisations provided authentic learning opportunities and strengthened pathways into employment and further study. Student achievements included qualifications, traineeships, apprenticeships and successful transitions into employment and tertiary education pathways.

Creative Arts students achieved exceptional success at the Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF) Creative Arts Competition, receiving multiple first, second and third place awards across a range of artistic categories. This represented the College's strongest performance in the competition to date and highlighted the outstanding talent of our young artists.

The year concluded with Presentation Day and the Year 12 Graduation Dinner, celebrating student achievements across academic, sporting, cultural, leadership and vocational pursuits. Throughout 2025, students demonstrated resilience, pride and a willingness to embrace new opportunities, reflecting the College's commitment to developing confident, capable and culturally strong young people.

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.

In 2025, Djarragun College boasted 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.

Led by our Deputy Head of Campus (Wellbeing and Inclusion), our dedicated Student Support Services team comprised of School Counsellors, Youth Support Officers and CARE Educators 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 & COMMUNITY INVOLVEMENT

Djarragun College values the important role that parents, families, Elders and community partners play in supporting student success. Throughout 2025, the College continued to strengthen these relationships through regular communication, community events, cultural celebrations and collaborative initiatives.

Families were encouraged to participate in a range of College activities, including the Athletics Carnival, NAIDOC Week celebrations, Tribalmania Arts and Hospitality Day, the UMI Arts student gallery opening, Presentation Day and the Year 12 Graduation Ceremony. These events provided valuable opportunities for students to showcase their achievements while strengthening connections between home, school and community.

A significant milestone in 2025 was the completion of Wanggulay, Djarragun College's new purpose-built boys' boarding. The development was the result of extensive consultation and collaboration with Elders, parents, students, boarding staff, community leaders and design specialists. This co-designed approach ensured that the facility reflects the cultural values, aspirations and needs of the young men and families it serves.

The College maintained regular communication with families through four reporting periods across the year, providing detailed information on student academic progress, attendance and engagement. Parents and carers also received ongoing updates through direct communication with staff, social media platforms and College publications.

Facebook and Instagram continued to be effective tools for sharing student achievements, school news and upcoming events with families and the broader community. In addition, a College newsletter was produced at the end of each term and distributed to families, stakeholders and community partners, while also being published on the College website and social media channels.

Through these initiatives, Djarragun College continued to foster strong partnerships with families and communities, recognising that student success is strengthened when schools, families and communities work together.

SATISFACTION SURVEYS

PARENT SATISFACTION

Djarragun College values strong partnerships with parents, carers and families and actively seeks feedback to support continuous improvement across all areas of the College.

The College has found that direct engagement is the most effective way to gather meaningful feedback. Community Liaison Officers, School Counsellors and the Youth Support Officer regularly connect with families through face-to-face meetings, home visits and phone calls, ensuring open communication and strong relationships between home and school.

The College's Indigenous Committee, Netat Bama Kodomir (NBK), also plays an important role in community engagement. In addition to supporting cultural initiatives and events, the committee provides a valuable avenue for community feedback, with suggestions, concerns and ideas communicated directly to the College Executive Team.

Throughout the year, parents and carers were invited to participate in a range of school activities, including parent-teacher interviews, cultural celebrations, sporting events, Presentation Day and graduation ceremonies. These occasions provided valuable opportunities to strengthen relationships and gather feedback regarding student learning, wellbeing and College programs.

Feedback received from parents, families and community members throughout 2025 has informed ongoing review processes and will continue to guide planning and decision-making in 2026.

STUDENT SATISFACTION

Student voice remains an important part of decision -making at Djarragun College. The College is committed to providing students with meaningful opportunities to share their views, contribute ideas and help shape initiatives that affect their educational experience.

Throughout 2025, student leadership committees met regularly with the Deputy Head of Campus (Senior School) to discuss school priorities, student wellbeing, leadership opportunities and areas for improvement. These meetings provided a valuable forum for students to contribute directly to College decision-making processes.

Within boarding, student leaders met regularly with the Heads of Boarding, while weekly yarning circles provided opportunities for all boarders to discuss wellbeing, activities, facilities and boarding life. These discussions encouraged open communication, strengthened relationships between students and staff and ensured student perspectives were heard and acted upon.

Student feedback directly informed a number of improvements throughout the year, including the design and operation of the new boys' boarding house, Wanggulay. Student input highlighted the importance of privacy, personal space, wellbeing and opportunities for social connection, helping create a boarding environment that promotes both independence and a strong sense of community.

The College remains committed to maintaining a safe, inclusive and student-centred environment where student feedback is valued and contributes meaningfully to future planning and decision-making.

Student satisfaction within the College's Registered Training Organisation (RTO) was also extremely positive. A total of 101 students participated in the annual Vocational Education and Training (VET) learner engagement survey, more than doubling participation from the previous reporting period. Students overwhelmingly reported high levels of satisfaction with the quality of training, the support provided by trainers, learning resources and the practical, industry-focused experiences offered across the College's VET programs.

Students consistently identified hands-on learning, workplace placements, excursions, industry visits and supportive trainers as the most valuable aspects of their learning. Many also recognised the development of practical skills, confidence and employment pathways as key strengths of their vocational education, while demonstrating maturity by identifying personal goals such as improving attendance, communication and seeking support when required.

The College remains committed to maintaining a safe, inclusive and student-centred environment where student feedback is valued and contributes meaningfully to continuous improvement, ensuring programs remain responsive to student needs while preparing young people for further education, employment and future success.

STAFF SATISFACTION SURVEY

Throughout 2025, staff were provided with regular opportunities to contribute feedback and participate in decision -making through faculty meetings, staff training sessions, all-staff meetings and professional development activities.

These forums encouraged collaboration, professional dialogue and the sharing of ideas to support continuous improvement across the College. Staff feedback assisted the College Executive Team in reviewing programs, identifying areas for development and informing strategic planning priorities for 2026.

Feedback also played an important role in shaping professional learning opportunities, ensuring staff were supported with relevant training aligned to both individual career goals and organisational priorities.

Djarragun College remains committed to fostering a positive, collaborative and culturally responsive workplace where staff contributions are valued and recognised as an essential part of student success.

SCHOOL-BASED CONTACT PERSON

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

SCHOOL INCOME & FUNDING SOURCES

Information regarding school income and funding sources is available through 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 2025. 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 31/12/24	Fulltime Equivalent (FTE) as at 31/12/25
Teaching	26	22
Other Instructional	15.93	10.76
Non-instructional (inc. boarding staff)	60.47	48.12
Total Instructional Staff	41.93	32.76
Total Indigenous Staff	33.3	33.63
Total Staff	**102.4**	**80.88**

QUALIFICATIONS OF ALL TEACHERS

Qualification	Number
Doctorate or higher	1
Masters	10
Bachelor degree	10
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 2025 was $217,920, $92,135 for teaching staff. 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)
- Therapeutic Crisis Intervention Training
- Weekly Staff Learning Lounges
- Weekly Faculty/Sub-School Planning and Work Focus meetings
- Child Protection
- Culturally Safe Behaviour Management
- Aquatic Response Lifesaving Services - Bronze Medallion & advanced resuscitation
- First Aid & CPR
- Hello Driven—resilience training & resilience first aid
- 4D classroom observations for all teachers across the school - through an accredited 4D external observer
- Lawsense Managing Student Disability
- Engaging in Positive Behaviour Support Practices
- Real Schools - Student Behaviour Training

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
22	180	159.79	95.96%

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 2025.

PROPORTION OF TEACHING STAFF RETAINED FROM PREVIOUS YEAR

Permanent Teaching Staff Previous year (2024)	Staff Retained following year (to end of 2025)	% Retention Rate
25	20	80%

From the end of 2024, 80% of teaching staff were retained for the entire 2025 school year.

KEY STUDENT OUTCOMES

AVERAGE STUDENT ATTENDANCE RATE

The average attendance rate for Djarragun College as a percentage in 2025 was 68.17% in Primary and 72.08% in Secondary.

AVERAGE STUDENT ATTENDANCE RATE FOR EACH YEAR LEVEL

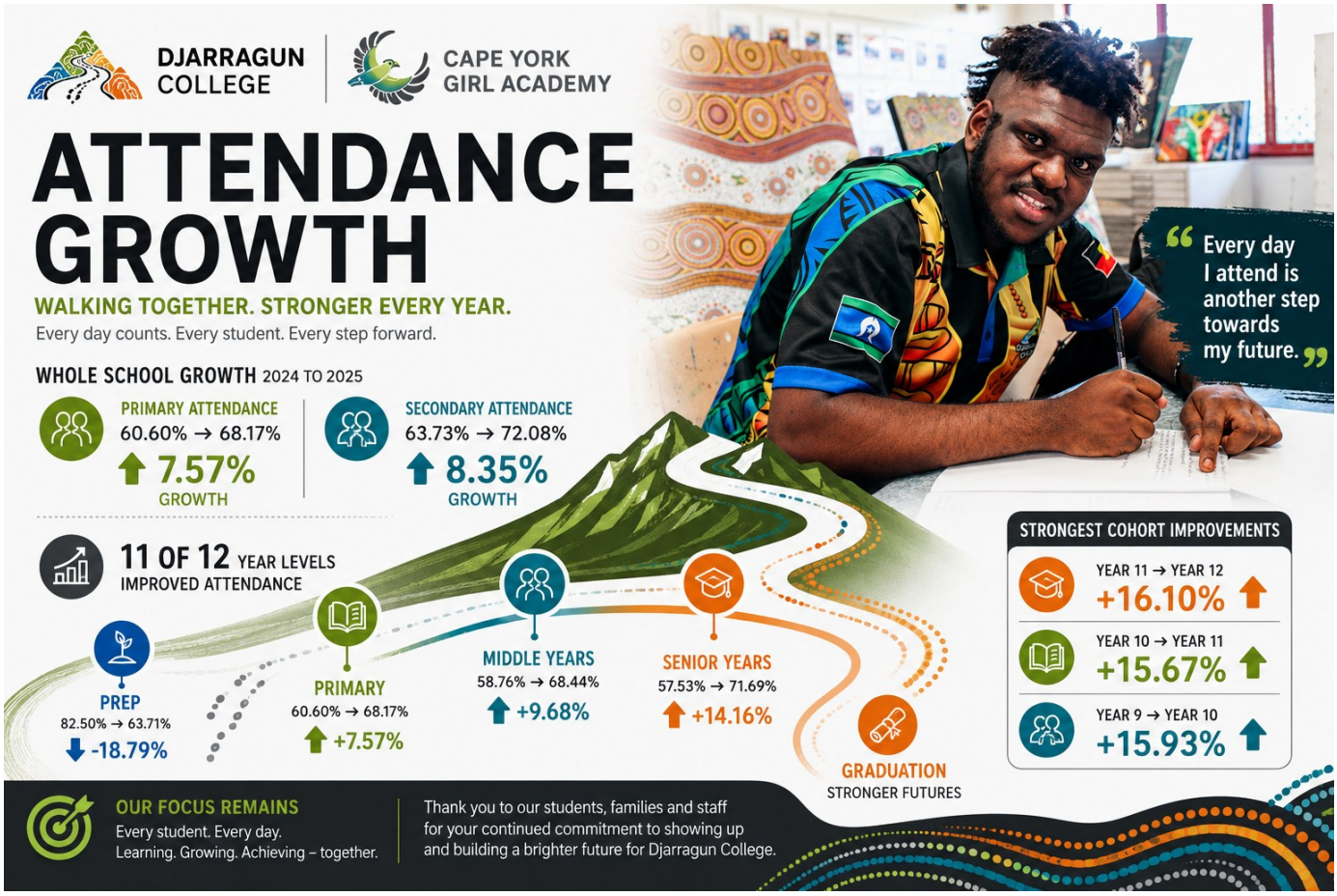
Year Level	2025 Attendance
Prep	82.5%
1	61.85%
2	61.50%
3	61.64%
4	58.76%
5	62.41%
6	57.48%
7	59.77%
8	58.49%
9	57.53%
10	55.00%
11	55.05%
12	55.83%

HOW NON-ATTENDANCE IS MANAGED

Djarragun College implemented a range of strategies to support student attendance and address non-attendance. Attendance was recorded electronically by class teachers and monitored closely by Student Services, with parents and carers contacted promptly when concerns were identified through phone calls, home visits, attendance letters and SMS notifications.

Student Services and academic staff adopted a supportive approach, working with families and communities to identify and address barriers to attendance, including transport, uniforms, school resources and food provision where possible.

The College also maintained a proactive approach by regularly recognising and rewarding students who demonstrated strong 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 for 2025.

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	255	294	187	220	252
5	340	323	348	349	365
7	365	333	378	365	364
9	425	401	458	364	411

APPARENT RETENTION RATE

Year 12 student enrolment as a percentage of the Year 10 student cohort is 66%.

DJARRAGUN COLLEGE YEAR 12 OUTCOMES

No. of students who received a Senior Education Profile (SEP)	34
No. of students awarded a Queensland Certificate of Education (QCE)	13
No. of students awarded a Queensland Certificate of Individual Achievement	0
No. of students awarded an International Bacccalaureate Diploma (IBD)	0
No. of students who received a Senior Statement only	21
No. of students awarded one or more VET Qualifications	27
Certificate I	0
Certificate II	23
Certificate III	16
Certificate IV	0
Diploma	0
Advanced Diploma	0
No. of students who are completing/completed a school-based apprenticeship or traineeship (SAT)	4

Next Step
2026 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 2025. 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 2026.

29.4% response rate
10 out of 34 Year 12 completers from this school responded to the 2026 survey.
Due to the very low response rate, care should be taken when interpreting these results.

Post-school destinations

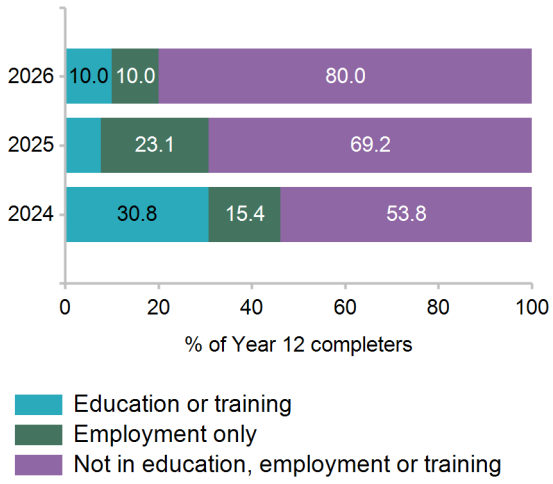
In 2026, two Year 12 completers from Djarragun College (Gordonvale) were engaged in education, training or employment in the year after they completed school.

One respondent continued in education and training, studying a VET certificate.

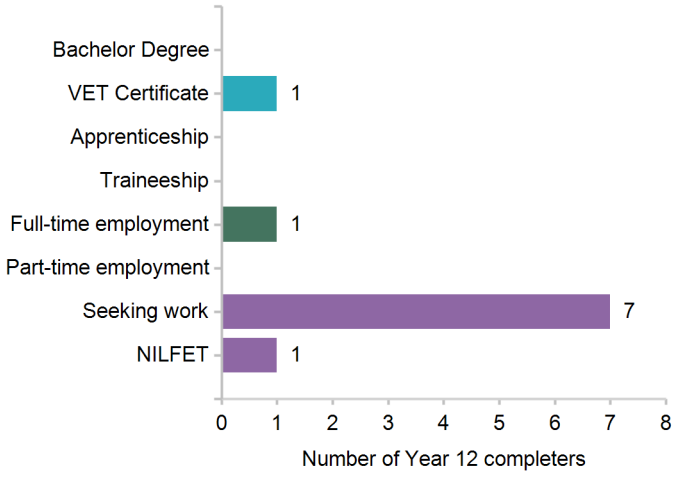
A further one respondent transitioned directly into paid employment only.

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



Main Destination in 2026



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