

JABIRU

COMMUNITY COLLEGE

ANNUAL REPORT 2025

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ACKNOWLEDGEMENT OF COUNTRY

Jabiru Community College acknowledges the Turrbal and Jagera peoples of Meanjin, the Traditional Custodians of the land on which we learn. We honour Elders past, present and emerging, and recognise the enduring strength and sovereignty of Aboriginal and Torres Strait Islander Peoples. We acknowledge the ongoing impacts of colonisation and support calls for truth-telling, treaty and justice. Our College is committed to ensuring First Nations staff, young people, families and communities feel respected, connected and valued within our community.

Jabiru Community College is committed to embedding child safety and wellbeing in every aspect of our work by upholding the 10 Child Safe Standards and the Universal Principle. We place the rights, voices, and cultural identities of all children and young people at the centre of our community, ensuring they are respected, included, and protected from harm.



STRATEGIC VISION & PURPOSE

Strategic Vision:

Develop young people who are motivated, equipped and empowered to see and create their meaningful future.

Purpose:

To provide a safe, personalised, inclusive, authentic and engaging learning experience that meets the needs of all young people where they are at.

Values:

Trust, Honesty, Authenticity, Accountability

MESSAGE FROM THE BOARD CHAIR

2025 was a big year for everyone at Jabiru Community College and one for which students and staff should be proud.

The first year of our new Co-Principals, Cassy Ciantar and Liza Page, has seen significant change as we have introduced new ways of working and revised policies and processes to enhance our focus on student learning and wellbeing. The Board has enjoyed working with Cassy and Liza and seeing their fresh ideas and innovations being implemented.

The Board delivered a new strategic plan this year, with a new vision of '*Young people that are motivated, equipped and empowered to see and create their meaningful future*'. This vision is consistent with the implementation of our Big Picture Learning curriculum which has progressed well this year.

I was proud to see the efforts and rewards of engaging our families and local communities. Through extensive consultation and collaboration we have a clearer understanding of our role in supporting the future endeavours of our students which we can focus on in 2026.

As we look forward, the Board is committed to fully supporting the Co-Principals, teachers and staff to continuing to implement the new curriculum, support our students and connect with our community. An important focus for 2026 will be to ensure the safety and wellbeing of our students, in line with the new Child Safe Standards and Reportable Conduct Scheme.

Personally, I would like to thank the College's passionate and dedicated Co-Principals, teachers and staff who work everyday to energise and empower our students.

Danny Field

MESSAGE FROM THE CO-PRINCIPALS

2025 was a landmark year of transition, growth, and foundational change for Jabiru Community College (JCC). Following the transition of our leadership to Co-Principals Cassy Ciantar and Liza Page, we spent the year deeply focused on our strategic priorities: Energising and Empowering Our Young People, Connecting with Community, Investing In What Matters, and Creating Safe and Supportive Spaces.

A primary focus this year was embedding the foundation for the Big Picture Learning Design (BPLD). All staff received mandatory BPL training, and we are incredibly proud that for the first time, Jabiru students are actively pursuing Big Picture credentials, including the International Big Picture Learning Credential (IBPLC) and the Big Picture Gateway Certificate.

We have also undertaken extensive community consultation. The insights gained have directly shaped our future, including a renewed focus on foundational literacy and numeracy support for 2026. We look forward to continuing this journey alongside our young people, their families, and the wider community.



OUR SCHOOL

Jabiru Community College operates as a Special Assistance School catering for young people who have experienced significant disruption to their education and who have disengaged, or are at risk of disengaging, from mainstream schooling. These students may present with complex personal, social, emotional, or learning needs. JCC provides a supportive, relational, and highly personalised learning environment designed specifically to re-engage students in meaningful education.

OUR STUDENTS



In 2025, our enrollment remained strong, with 81 students enrolled as of August 2025 and a target of 90 students set for 2026.

Demographic Characteristics and Total Enrolments

The typical age range for young people enrolled is between 15 years and 19 years of age.

The tables below provide a more detailed breakdown of the typical demographics in 2025, as represented by those who were enrolled at JCC on the Commonwealth Census date in August of 2025. Approximately 30% of this year's cohort identify as members of the LGBTQIA+ community

Student Headcount

	All students	First Nations
Year 10	25	11
Year 11	27	12
Year 12	29	15
TOTAL	81	38

Students with Disability Summary

Category	QDTP	Supplementary	Substantial	Extensive
Cognitive	0	3	6	1
Sensory	0	0	1	
Social-Emotional	0	13	43	3
TOTAL	0	16	50	4

OUR CURRICULUM: EMPOWERING OUR YOUNG PEOPLE

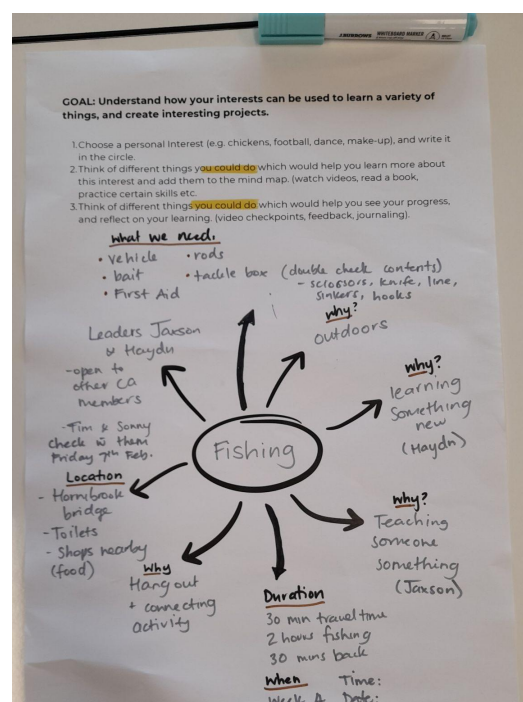
Jabiru Community College delivers the Australian Curriculum through a highly tailored learning design informed by contemporary inquiry-based learning research and the Big Picture Learning Design. Our curriculum is trauma-informed, culturally safe, and built to be responsive to the complex and diverse needs of every young person who walks through our doors.

The Big Picture Learning Design

We firmly believe that learning happens best when students feel safe, supported, and deeply invested in what they are studying. JCC's pedagogy is characterised by individual learning plans (ILPs), small class sizes, and flexible delivery that begins directly with student interests.

Instead of traditional, compartmentalised subjects, our students engage in project-based learning. Each personal-interest project integrates the Australian Curriculum Learning Areas into the six Big Picture Learning Goals:

- **Communication** (aligned with English)
- **Empirical Reasoning** (aligned with Science)
- **Quantitative Reasoning** (aligned with Maths)
- **Social Reasoning** (aligned with HASS, Geography, Economics & Business)
- **Knowing How to Learn** (aligned with General Capabilities)
- **Personal Qualities** (aligned with Personal and Social Capabilities & 21st Century Skills)



Rather than traditional exams, students document their learning through comprehensive portfolios. At the end of each semester, students demonstrate their growth and present their project work to a panel—which can include teachers, youth workers, families, and mentors—through a summative Exhibition, which is assessed on a 5-point scale.

Senior Pathways and Credentials

Our flexible curriculum provides multiple avenues for students to achieve success and meaningful qualifications tailored to their post-school goals.

Year 10 Offerings:

- **The Big Picture Gateway Certificate:** A 12-month portfolio-based program where students complete personal interest projects, engage in "Leaving to Learn" experiences, and conduct multiple Exhibitions. In 2025, four students actively pursued this certificate.
- **QCAA Subjects:** Short Courses in Literacy and Numeracy, and Science in Practice.
- **Vocational Education & Training (VET):** General Certificate of Education I & II, TAFE at Schools courses, and onsite Certificate II programs in areas such as Hospitality, Fashion, and Fitness. Notably, in 2025, eight students completed a Certificate II in Automotive entirely onsite.

Years 11 & 12 Offerings:

- **Queensland Certificate of Education (QCE):** Flexible pathways allowing students to accrue the necessary 20 credits through core courses, preparatory courses, and vocational learning.

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- **International Big Picture Learning Credential (IBPLC):** A rigorous two-year portfolio that can be used for university entry. The IBPLC includes a senior thesis or project, an autobiography, social action projects, and a concrete post-school plan. In 2025, two JCC students proudly worked towards this credential.



Real-World Learning and Internships

A cornerstone of our curriculum is ensuring the community plays an integral role in our students' education. We help students establish interest-based internships—known as "Leaving to Learn" experiences—and connect them with community mentors outside of the school environment. Whether it is visiting a workplace, investigating marine biology with a mentor, or executing a community-wide Social Action Project, these authentic real-world applications prepare our young people for adulthood and employment.

Supporting Every Learner

To ensure academic success is accessible to everyone, we have embedded continuous data gathering and targeted support into our framework. Upon enrolment, and annually thereafter, students complete ACER diagnostics (PAT Reading and PAT Maths), as well as an Adolescent Coping Scale (ACS) diagnostic to map both academic and socio-emotional needs.

In direct response to feedback from our community consultations in 2025,

we have hired a dedicated part-time literacy and numeracy teacher to provide stronger foundational support for our students heading into 2026. We also provide extensive universal adjustments to modify workloads, adapt physical spaces, and break tasks down, ensuring neurodivergent students and those with substantial learning needs are thoroughly supported in their learning journey.

CONNECTING WITH COMMUNITY

We believe in learning through nurturing curiosity and connection. This year, we strengthened our community ties significantly:

- **Elder Engagement:** Our local Elders are now strongly connected with the school, regularly visiting, sharing cultural knowledge, and doing official Acknowledgements and Welcomes to Country.
- **Community Events:** We successfully ran termly Family/Community BBQ events, inviting families for student performances and community building.
- **National Sorry Day:** In Term 2, JCC staff and students proudly ran the BBQ for the wider community at a local, community-led Sorry Day event.
- **Weekly Lunches:** We hosted informal community lunches most Wednesdays, welcoming families, local elders, and allied health workers to build relationships with staff and students.

CREATING SAFE AND SUPPORTIVE SPACES

The safety and wellbeing of our young people are our paramount concern. In 2025, we focused on robust systems to ensure physical and psychological safety for all:

- **Facilities Upgrades:** We invested in extensive works to create a safer, tailored environment. This included repairing roof damage, possum-proofing the building, soundproofing music rooms, installing new flooring, and purchasing baby equipment (playpens, highchairs, change tables) to support our student parents.
- **Child Safe Standards:** We partnered with BB Safe, an expert Child Safe organisation, to facilitate a comprehensive assessment and implementation process ahead of the new Queensland standards coming into effect in 2026.
- **Student Support Teams:** Staff were reorganised into four distinct teams—Cultural Creative, Advisor, Advisory Youth Support, and Learning & Wellbeing Support—to maximise engagement and holistic care for every young person.



Our College Board and Staff

In 2025, the College Board Community Learning Limited consisted of seven Directors and two Company Secretaries.

One Director (board members) is First Nations' people.

Staff was made up of 26 professionals working collaboratively to support our students to achieve their goals.

School Leadership Team (SLT)

2 X Co-Principals [1 First Nations] (2 FTE)

1 Head of Curriculum and Learning (1 FTE)

1 Business Manager (1 FTE)

1 Support Services Co-ordinator (1FTE)

Administrative and Clerical

1 Administration Support Officer (0.8 FTE)

Building Operations

1 College Cook (1FTE)

Teaching Staff

9 Teachers/Learning Coordinators, including Makerspace Coordinator (6.4 FTE)

Specialist Support

6 Community Group Co-ordinators [1 First Nations] (5.8 FTE)

1 Aboriginal and Torres Strait Islander Cultural Worker (Identified) (1 FTE)

2 Hands on Learning Support Workers (Workshop/Garden) (1.6 FTE)

1 Family Connections Worker (Identified) (1 FTE)

1 Welcome Staff (0.6 FTE)

Highest Qualification Levels of the Staff at Jabiru Community College	
PhD	0
Masters Degree	6
Graduate Diploma	2
Graduate Certificate	2
Bachelor Degree	4
Diploma	2
Certificate IV	6

STAFF DEVELOPMENT AND GOVERNANCE



In 2025, the Executive Leadership Team was transitioned to the School Leadership Team (SLT), expanding membership to include the Business Manager and Support Service Coordinator for comprehensive representation.

We maintained a significant, ongoing investment in staff training, development, and professional supervision. Training undertaken by staff in 2025 included:

- Weekly Big Picture Learning Design training.
- Stronger Smarter training delivered by the Stronger Smarter Institute.
- Collaborative and Proactive Solutions delivered by Prof Ross Green.
- Murri Matters 'Listening to understand' training for all staff and board members.
- Trauma Informed Practice delivered by Words of Wisdom.
- 5 day Big Picture Foundation Training
- First Aid/Fire training delivered by First Aid and Fire
- Child Safe Training delivered by ISQ
- Disability Standards training delivered by ISQ
- E safety training delivered by Internet safe

University Students on Professional Practice Placements

In 2025, the college benefited from, and supported 2 Social Work students completing degrees

2025 ANNUAL CELEBRATION EVENT

We concluded the year with a highly successful annual celebration event, honouring the significant achievements of our young people. The evening commenced with a moving Welcome to Country performed by Uncle Alex and featured multiple high-quality student performances. With approximately 125 guests in attendance—including students, staff, families, and community members—the event powerfully reinforced the sense of pride, dedication, and community that defines Jabiru Community College.

College Funding

Jabiru Community College receives the majority of its funding from Commonwealth and State Governments. A detailed breakdown of our funding is available from the My School website at <http://www.myschool.edu.au/>.

