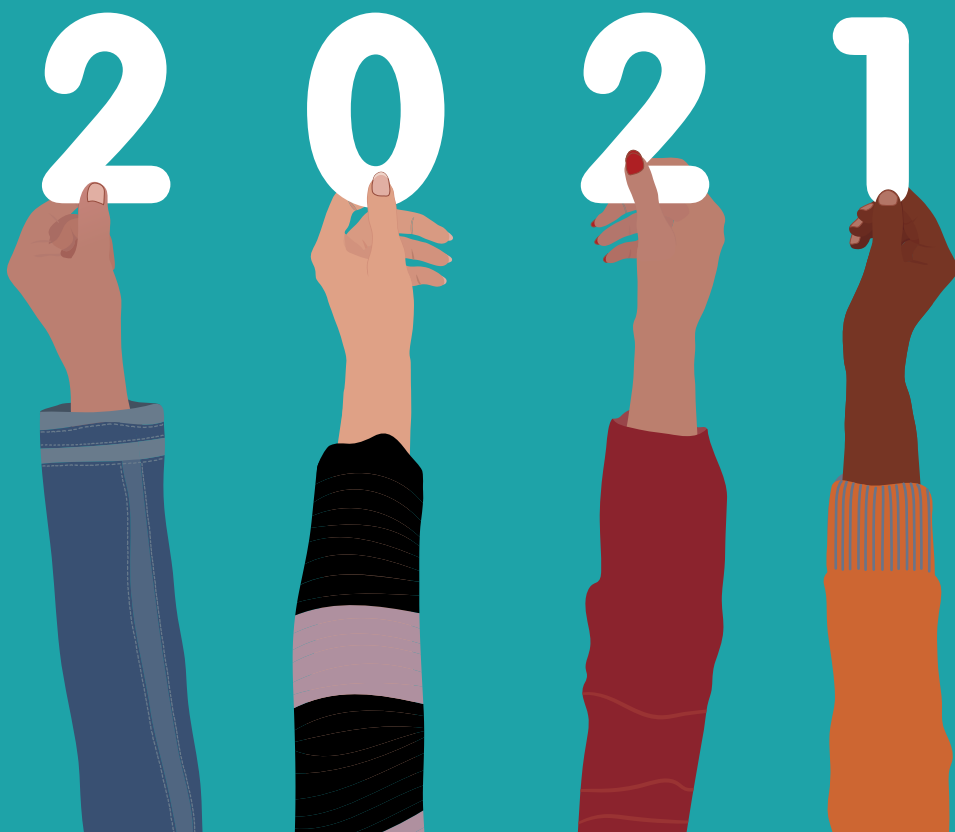


ANNUAL REPORT





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Acknowledgement of Country

Jabiru Community College acknowledges and pays its respects to the traditional custodians who cared for this land until they were forcibly disrupted through colonisation.

JCC has a strong commitment to acknowledging the history of modern Australia as a colonial settlement that has, and continues to inflict much pain and suffering on Aboriginal and Torres Strait Islander Peoples.

We acknowledge that sovereignty was never ceded, and we honour the calls from the First Nations peoples of this country to have their sovereignty acknowledged and the pathway to treaty started. JCC recognises that the work of decolonising sits with all of us.



Jabiru Community College

Purpose and Mission

The purpose of Jabiru Community College is to be a safe and creative learning community where young people from diverse backgrounds can take up their human right to a 21st Century education.

At JCC we believe that a quality education nurtures lifelong learning. Our learners practice and improve their lifelong learning skills so they can build meaningful lives for themselves and others.

JCC strives for this outcome by building a safe community where diversity is respected and appreciated. Our learning is driven by curiosity, expanded through reflection, and maintained through perseverance. We believe that powerful, transferable learning happens, when learners are enabled to explore their passions and interests with others, and develop their personal agency.

About JCC

Jabiru Community College (JCC) is an independent, non-government school that provides a flexible, personalised education experience for young people in years 10, 11 and 12. JCC is registered as a Special Assistance School.



Values

Members of JCC, young people and staff, work hard to build a community in which all learners can explore their hopes and aspirations and work towards individual and group learning goals.

Our learning community strives to live out the principles of Respect, Relationships, Responsibilities, Rights and Reflection or "the 5 Rs" as they are referred to daily.

To achieve our purpose, JCC's practice and pedagogy is informed by a range of ideas from the fields of education, social work and community development.

We have encapsulated these ideas into our Four Pillars of Practice:

- Post-structural Human Service Practice
- Student Centred Learning - specifically the [Big Picture Education Australia](#) Design for Learning
- Community Development
- Transdisciplinary Practice

History of JCC

In 2010 Jabiru Community Youth & Children's Services Association Inc. established Community Learning Ltd (CLL). CLL successfully applied to the Queensland Non State School Accreditation Board to establish a new Secondary School based at the Jabiru Community Annex in Bracken Ridge.

Jabiru Community College commenced operating as a new educational option in Brisbane's northeast on 31 January 2011. JCC started with a full-time enrolment of 20 young people, two full-time staff [one teacher and one youth and community development worker] and a part-time College Principal. By the end of 2011 enrolments had risen to about 45 young people with four full-time staff [two teachers and two youth and community development workers] and a part-time Principal.

2021

Enrolments

In 2021, the college now has an enrolment of 82 young people, with 23 staff (fourteen full-time and nine part-time).

82
young people

23
staff

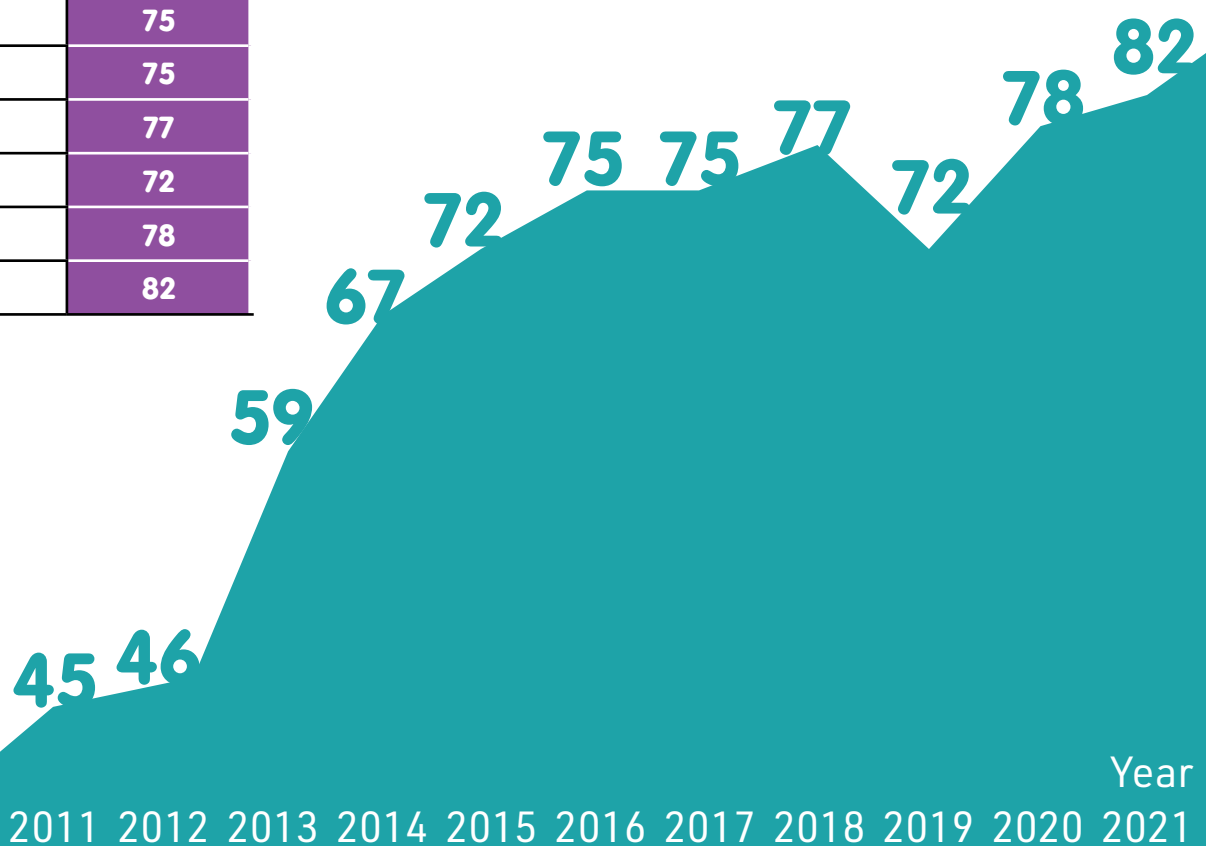




Enrolment history

Year	Enrolment numbers
2011	45
2012	46
2013	59
2014	67
2015	72
2016	75
2017	75
2018	77
2019	72
2020	78
2021	82

Enrolment numbers





Board Chair Foreword

Danny Field

2021 was a year of consolidation for Jabiru Community College. As students and teachers settled into the new premises at Zillmere, we also set out a far-reaching framework to deliver more effective education to our students and ensure the longevity of our school.

At JCC, student success is helping our young people on the path to be engaged participants in their education and the wider community. We want our students to feel accepted and involved in society. This is the foundation on which students can master the important skills to become lifelong learners, and build meaningful lives for themselves and others. In celebrating our students' diverse backgrounds, we aim to fulfil our purpose to provide the 21st century education that is our students' human right. Our young people continue to impress us with their resilience, endurance and ability. We are proud of their efforts and of the people they are.

In May 2021 we officially opened the purpose-retrofitted learning spaces at Zillmere. This was achieved with significant support and funding from the Queensland Government - firstly in the form of a long term lease over the land and buildings; and secondly a \$2.65 million grant for the fit made possible thanks to the Queensland Independent Schools Block Grant Authority's Capital Grants program. We thank these organisations for this critical funding and support that has allowed us to develop this key infrastructure. The process to co-design the campus allowed staff and students to be involved, and for the building to reflect the education they wanted. The new building enables us to provide

better and more personalised education for our young people.

In 2021, the Board was heartened to receive the assessment of a governance review we sought from Independent Schools Queensland. This third-party review affirmed the processes already in place, and provided a framework for the further development of procedures and operations at JCC. It included clear, achievable directions that we will implement within our future strategy and plans. The Board considered this an important step to make sure we have a stable platform to continue our services.

Through the continued disruptions wreaked by Covid-19, the Board continued to be inspired by the commitment, creativity and fortitude of JCC's staff. Leaders in independent education have acknowledged the excellence JCC's Co-Principals and staff demonstrated throughout the pandemic to engage students successfully. As a Board, we will continue to focus on ways to support our teaching staff through professional development to deliver the curriculum in a way that is appropriate for our young people.

Finally, I would like to extend my sincere thanks to former Board Chair John Cox who stood down from the role in December 2021. John oversaw incredible progress at JCC during his five-year tenure. Personally, I would also like to thank JCC's passionate and committed Co-Principals David Powell and Frances Missen, as well as all the teachers, staff, community and, of course, our students. They are at the heart of all of our efforts.

Co-Principal's Foreword

David Powell and Frances Missen

Jabiru Community College marked our 10th year of operations and set the path to our future in 2021. Despite the disruptions of Covid-19 and changes to the Queensland education system, we continued to deliver quality education for our young people that meets them where they are.

Throughout 2021 there was a sense of activity and purpose as students and staff settled into our new campus. The move from JCC's previous Bracken Ridge shed happened in 2020, but due to the disruption of that pandemic-impacted year, the campus's activation really kicked in this year. The contemporary, newly-built learning spaces became filled with art, making, cooking and other productive pursuits from our young people. The development of this contemporary learning facility was co-designed by students and staff to create a place that reflected our vision and values.

The school leadership team decided to bring forward funding for additional staff. This boost in educators at the school enabled more personalised teaching, a greater range of activities for engagement, and increased ability for connection. In turn, this led to higher uptake of our school education service from students and improved engagement.

Throughout the Covid lockdowns and ongoing interruptions, JCC continued to provide education and community for young people. We did this through the ongoing implementation of Covid-19 safety plans, informed by Australian and Queensland management principles. The school continued to employ remote learning and other resources for young people alongside onsite learning.

JCC seeks to be a safe and creative learning community that supports lifelong learning. In 2021, we deepened our commitment to develop the Big Picture Education Australia principles.



These elevate personalisation, academic rigour, learning through internships, authentic assessment, and collaborative learning. For JCC, we encourage our young people to pursue their passions while supporting them to be their best selves. We deepened the groundwork for this collaboration by increasing the number of Community Groups, from five in 2020 to eight in 2021. Further, we increased our Recognition & Reflection ('R & R') conversations to every term, up from each semester, to further engage with our young people and encourage their self-reflection.

To support our students, we know that we have to support our staff. In 2021 we stepped up our commitment to working as a team through implementing daily check-ins and check-outs for the whole staff team. This has helped to build our team culture and reinforce connection. We have focussed our efforts on staff wellbeing, in recognition of the vital role teacher wellbeing plays in having the capacity and ability to care for our young people and deal with unexpected events.

We have also invested in professional development (PD). All staff undertook training in trauma from a First Nations perspective, facilitated by The Seedling Group. This training in cultural competency highlighted the critical nature of cultural sensitivity in managing trauma. Open Doors Youth Service also facilitated training for all staff to build our capacity to build a safe learning community that embraces young people who identify as LGBTIQA+, Brotherboy or Sistergirl. These two major streams of PD added further strength to our existing approaches underpinned by post-structural practice, student-centred learning and community development.

These efforts are all aimed at helping young people to become self-directed learners and

identify their values. We want our young people to build on their strength and resilience to become the 'captains' of their own lives. In the safe space of JCC, we want our young people to discover their interests and capabilities and make their way on their learning journey.

Our staff also went above and beyond to help extend the connections into local communities for our young people. For example, some students joined a local social football team with support from the school, aimed at increasing

social connections beyond the school walls.

We thank our dedicated staff, the Board and our community for helping us to achieve these learning goals for young people. We are grateful to work with a team with such commitment to growth, support and collaboration. In 2021 we laid the groundwork for success, consolidating the move to the new campus and introducing improved education and training frameworks. We are excited for 2022 and the future.

Highlights of 2021

- Activated all areas of the Zillmere campus with learning spaces
- Increased teacher numbers more than 25%
- Continued safe operations for our young people throughout Covid-19 lockdowns
- Held the Official Opening of the Campus (May 5)
- 2021 Celebration and Awards Night featured a new Award - The Joan Shears Award for young people who demonstrate a commitment to peace-making, peace-building or peace-keeping in the community
- Successfully passed our new Building Audit
- Successfully participated in State and Commonwealth conducted Audits of our enrolment and student support procedures
- Began the 5 Yearly Compliance Review Process
- Installed new AV equipment in the Atrium and Upgraded building security
- Worked with our architect, students and staff to complete concept designs for Stage 2 of the building and grounds
- Began working with Performance Education to offer ICT Internships to Masters of IT Graduates
- Created a new position - Head of Curriculum - and appointed Jake MacDarragh to the role
- Held the Staff End of Year Celebration @ Loop Farm



Celebrating 10 years of learning at Jabiru Community College

A decade ago a group of local youth workers, community leaders and local principals saw a gaping hole in the education system for a school to support the learning needs of an amazing and diverse group of young people. They set out to do something about it and worked with local schools and community organisations to create an independent school. In 2011 Jabiru Community College started from very humble beginnings. It was physically located in an old shed in a public park, but its vision was new and universal.

Founders sought to put the needs of our diverse young people at the heart of the school. They committed to meeting young people where they were, and to provide learning opportunities that were flexible and responsive to their realities and their aspirations. This vision continues to guide us today.

Ten years on, and the school is a thriving community of diverse learners. To coincide with the 10-year anniversary, we officially opened the doors on new physical facilities to match our high-quality education. The new campus

in Zillmere, a new, fit-for-purpose facility, has transformed our vision for learning into physical form. It has flexible learning spaces, individual areas for immersion, and student art throughout.

In May 2021 we gathered to celebrate the official opening ceremony and mark the occasion of our decade in operation. The occasion began with a powerful Welcome to Country by Turrbal Songwoman Maroochy, setting the atmosphere for a thoughtful and wholesome evening. We were delighted to have current Co-Principal Frances Missen, founding member Paul Toon, current student Kira Nelson, and board member John Cox, join us for a Q&A panel, 'Looking Back and Looking Forward'. The evening was a beautiful opportunity to reconnect with past students, teachers and community members, while giving our current students an opportunity to learn about our history and showcase their talents. Thank you to the contributions of local caterers Nundah Good Food Project, cakes by Alphabet Cafe, Coffee Supreme tea and coffee, and music by Travis Jenkins.

Thank you Rev John Cox (Retiring Chairperson) and Martina Bateson (Teacher)

At the end of 2021 two of our long serving people who had contributed a great deal to the college left to pursue new adventures - Rev John Cox and Martina Bateson.

Rev John Cox was chair of the board of Community Learning Ltd, and our member company, Jabiru Community Youth and Children's Services Association from 2016. In his role as Board Chair, John was instrumental in growing the college's strategic and governance capacity. John's intelligent, shrewd and loving guidance of the Board, the Co-Principals and the college generally was a major contributor to our growth during his time on the board.

Martina Bateson was a teacher at Jabiru Community College who first worked with us as a university student completing her professional practice placement in 2014 and later joined the college team as a staff member in a teaching role. Martina's contribution to the college's practice framework throughout her time has been invaluable. Martina's meticulous and caring practice with young people and families, and her capacity to support colleagues in their practice has left a lasting impression on the college community. Martina is now pursuing a PhD at university and we wish her all the best.

Our Curriculum

Empowering our young people

At JCC, we believe that learning happens best when students feel safe and supported as well as connected to and invested in what they are learning about. The wellbeing and safety of our students is at the heart of our curriculum. Our goal is to support our students to believe that they matter and have the capacity to learn and to contribute to their community, all of which are critical for human growth and development. We strive to provide our students with opportunities to pursue their unique passions within the curriculum offering to set them up for success as young adults.

Graduating student 2021:

“I think I am pretty good at setting an example that even when things that get rough you can always still get through it.”



A Big Picture School

JCC is part of the Big Picture School network and uses the Big Picture Design Principles to enable our young people to drive and direct their own learning. The Big Picture philosophy is to empower students to make decisions around what, how and when they learn to nurture engaged and independent learners.

Using the Big Picture tools and principles, JCC is committed to helping young people discover how they learn best so they can take responsibility for their learning wherever they find themselves in life. Our goal is to inspire young people to believe in themselves and take ownership and responsibility for their learning and life choices.

JCC's curriculum journey starts with young people's own interests and, with the support of our dedicated staff, our students help to map out how they can use these passions to build their skills, knowledge and understanding across the Australian curriculum.

Students are continually challenged to deepen their learning and improve their performance across six key learning goals: quantitative reasoning, empirical reasoning, social reasoning, communication skills, knowing how to learn, and personal qualities. Each student has an independent Learning Plan which helps track their learning to both the Australian Curriculum, Year 11 and 12 subjects and Big Picture Learning Goals.

Students have the opportunity to learn and engage in individual, small group or whole-of-school activities. These distinct learning environments support young people to develop real world skills in communication, team work, ICT and problem solving.

A key element of our curriculum is helping students to establish interest-based internships to support learning outside of the school environment and the development of community mentors. These internships ensure the community plays an integral role in the education of our students.

Our young people document their learning through portfolios and learning logs and present and reflect on their learning and goals through Exhibitions each term. These Exhibitions are the basis of their school assessment.

For young people who aren't ready to share their interests with their peers, we create a range of both hands-on and academic experiences they can participate in and reflect on. As we continue to nurture their safety and confidence, we find these students are eventually more able to share what matters to them and further assist to direct their learning. Becoming a self-directed learner is an important goal for young people who choose to enrol at JCC.

Paving the path for lifelong learning

We work with young people to identify possible pathways out of JCC to work or further study and help them prepare for their futures as adults, workers, creators and citizens. We aim to support our students to be the best versions of themselves and to have the skills to be solid

members of the wider community. The diverse and enduring community partnerships we nurture with community mentors, local councils, businesses, TAFE colleges and universities help us to support our young people to make plans for their future.

Connecting to community

We believe in learning through nurturing curiosity and connection and strive to give our young people many opportunities to learn outside the classroom. Throughout the year, we support our young people to attend camps and retreats as well as cultural activities that nurture our core values of inclusion and diversity. We also believe in fostering connections with our young people and their parents or carers and provide joint learning activities.

Some of the activities at JCC this year included:

An evening to celebrate the official opening of our new Campus

- Cooking and Craft Camp
- Attending and putting on a BBQ for the Sorry Day Ceremony, Kalinga Park
- Queer Camp
- Wear it Purple Day
- IDAHOBIT Day
- Inaugural Reconciliation Film Festival
- 3 Alternatives to Violence Project Camps
- Legacy Dinner for young People who are graduating
- Whole School Formal organised by young people
- Began offering Recognition and Reflection (RnR) interviews each term

- JCC students and our makerspace coordinator, Robin, helped to facilitate art-based learning experiences for young children at Education Queensland's 'Kindy Day' at the Nudgee Beach Environmental Education Centre
- Began visiting Loop Farm as part of JCC's outlearning program
- JCC's First Ever Dungeons & Dragons Club was established by college students
- JCC's First Photography Competition at the new campus
- Rainbow Retreat - LGBTIQA+, Brotherboy, Sistergirl Camp
- Lance Balchin - Author & Illustrator - conducted onsite workshops with staff and students
- Substation 33 Started delivering technology workshops onsite
- ACU University Tour and a visit with the Clemente Program
- Visited GOMA for European Masters Exhibition
- Held our inaugural Parents, Carers and Mentors Afternoon Tea that will be a regular feature of each term moving forward





The 5 R's



Rights



Relationship



Respect



Responsibility



Reflection

Our Culture

Jabiru Community College was founded on the belief that all young people are entitled, and have capacity, to make choices about their education and training pathways. All learning is tailored to the individual student, who we take as they come. We work to achieve our purpose through our everyday practice in which we ask ourselves: How can this moment provide opportunities for a young person to strengthen personal agency, work towards mastery and foster meaning and connection? What lifelong learning opportunities could this moment present?

Our school culture seeks to empower young people to make decisions that support their educational pathway and take responsibility for their learning. For JCC, success is setting young people on the path to lifelong learning and engagement in the community. The JCC community works as a team with young people, their families, guardians and caregivers within a supportive, positive and clear framework. Young people must want to attend our school and commit to our five core principles.

"The 5 Rs" are at the heart of our culture:

Rights
Relationship
Respect
Responsibility
Reflection

These 5 Rs inform and shape our culture and all community members work with these principles to help create a safe and creative space.

We celebrate diversity and work to ensure everyone in our community has the right to feel safe, seen and included. We build relationships with each young person and support them to build connections with others and to navigate the barriers to their hopes and dreams.

College staff work hard to recognise - and to help young people and their families to recognise - the strengths, skills, knowledge and wisdom that they bring to the school community. We harness these strengths as the basis for further development and learning.

The students' ability to choose personal interest projects allows them to identify and delve deeper into their interests. This is our foundation to reverse disengagement and encourage further learning.

The daily work with young people and their families contributes to a strong culture in which respect is valued between staff, students and families. All community members seek to build positive working relationships, to take responsibility for actions, to respect the rights of others and to be reflective and thoughtful.

Together and individually we encourage continual reflection and recognise that there is no one-size fits all formula.

Some of our key values that underpin our pedagogical approach include:

- Social justice
- Transparency and openness
- "Power with" - collaboration and partnership with young people and families
- Student-centred learning
- Focussing on skills and initiatives, rather than problems and deficits.

These values combine with our four pillars of practice:

- Post-structural human service practice
- Student-centred Learning Practice
- Community development
- Transdisciplinary practice

Four Pillars of Practice

Post-structural Human Service Practice



- Everyone has the right to have their skills and knowledge of survival respected, honoured and acknowledged. Our role is to help shine the light on young people's responses to difficult situations.
- People are the expert in their own lives given they know all of the options available to them.
- The person is not the problem, the problem is the problem. People are not "damaged".
- Our role is to support young people as they construct their preferred identity stories and to enable them to take as much responsibility for change as possible.
- Language is powerful. The language we use influences every interaction. Identity is socially constructed and the language we use influences people's identity conclusion.

Student Centred Learning Practice



- All learners are inherently curious. Safe spaces are needed for learners to express their curiosities to others.
- All learners have the potential to design their own learning experiences - the role of a learning facilitator is to support learners to build this capacity within themselves.
- Lifelong learning skills can help us to be learners that ask good questions and use a range of strategies to seek answers.
- Quality learning experiences start with the questions of learners. Established or accredited curricula can provide touchstones through which some learners' questions can be answered, but does not need to be the starting point of all learning experiences.
- Some of our deepest and most transferable learning experiences occur when our reasons for learning are personal and purposeful. Supporting a learner to find a passion or purpose that is meaningful to them is a valuable and meaningful part of the learning process.

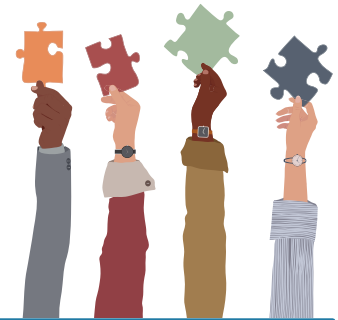
Together, the values, four pillars and 5 Rs are touchstones which are used by all community members and act as a guide through good times and tough times. JCC has many conversations, one-on-one and in groups, about what these principles mean and how they can be useful in the lives of our young people, today and in the future.

Community Development Practice



- Communities are places to learn and a thing to learn about.
- We are an intentional community where we can all learn about and from the multi-dimensions of community life.
- We can learn how to shape and influence this community and other communities.
- Our community creates an opportunity to learn about acceptance, diversity, belonging and the importance of celebrating these dimensions.
- Participation in community can be a catalyst for personal and social change.

Trans-disciplinary Practice



- The work is complex, multidimensional and requires constant creative processes developed through collaboration and multiple perspectives.
- We bring our whole selves to the work, we are more than the professionals we represent.
- Our whole selves influence our work, we examine and bring our cultures, lives, experiences and identities to our practice.
- We share our ideas and knowledge and we are open to learn from each other.
- We can never know the best way to respond to every situation. Our best chance is sharing what we all have and working together to find ways forward.

Engaging students through Community Groups

At JCC, we put this theory into practice through our Community Groups. Community Groups provide the structure to support the practice and principles of the 5 Rs. In 2021, we increased the number of these groups from five to eight and have continued to work on how to best implement them. Each group has about 10 students. These small groups provide a contact point for all students and an avenue for celebrating successes and solving problems.

Each Community Group is facilitated by a Community Group Coordinator (CGC). In addition to coordinating the group, the CGC also provides individual support to young people, if needed. This can take the form of mentoring, teaching and learning support, or referral to more intensive individual support staff or services. The CGCs are, in turn, supported by additional staff who assist with particular subject and content teaching, learning support and personal

support.

In 2021, we increased our reflective conversations with young people. Through the CGCs, we had Recognition & Reflection conversations each term - up from once each semester - to make sure everyone felt supported and had more opportunity to reflect on what matters to them, what they are proud of and what this means for their futures.

JCC also provides regular opportunities for the whole community to meet together through Community Gatherings, Town Halls and Celebrations to share news, celebrate success, talk about challenges and plan activities. These Community Gatherings are an important tool for building and maintaining a strong sense of community within JCC. They also provide young people with opportunities to strengthen the skills required to be active citizens, in community with others.

Strengthening our child protection framework

JCC recognises it has a duty of care to all young people at our college, and maintains comprehensive child protection policies. All staff participate in yearly training that is specifically related to ensuring school-wide compliance

with college policies. The complexities and best approaches to this work are discussed and explored within the team through ongoing practice discussion meetings.



“

*I have been at
Jabiru for three years now
and they have helped
me immensely to achieve
my goals. They have also
helped me become the
artist I am today.”*

”

Our Students

At JCC, we embrace young people from a variety of backgrounds who each have their own story and identity. All young people travel their own pathway that leads them to enrolling at JCC and seeking the support of a more flexible, learner-centred, and collaborative environment.

Young people enrolled at JCC typically experience a variety of barriers and challenges in their lives that have obstructed, and continue to obstruct, their pathway through traditional education and training. At JCC, we believe it is important to acknowledge these barriers, but to focus on empowering our young people to believe, as we do, that they are innately gifted, exciting, and creative human beings.

Demographic characteristics and total enrolments

JCC's education program caters for young people wishing to complete Years 10, 11 and 12 of senior high school. The typical age range for young people enrolled is between 15 years and 18 years of age. In special circumstances, JCC does occasionally accept enrolments from young people over the age of 18.

The tables below provide a more detailed breakdown of the typical demographics in 2021, as represented by those who were enrolled at JCC on the Commonwealth Census date in August of 2021.

Total number of young people who engaged with the college in 2021: 122

Number of students who were counted for the Term 3 Commonwealth Census : 82

		Non-Indigenous	First Nations	Subtotals
Year 10	Male	3	3	6
	Female	5	6	11
	Non-binary	2	1	3
	Subtotal	10	10	20
Year 11	Male	8	4	12
	Female	10	2	12
	Non-binary	3	0	3
	Subtotal	21	6	27
Year 12	Male	14	4	18
	Female	8	9	17
	Non-binary	0	0	0
	Subtotal	53	29	35
All grades	Male	25	11	36
	Female	23	17	40
	Non-binary	5	1	6
	Totals	53	29	82

“
When I first came to JCC I didn't know who I was as a person, but then I grew and grew each year, gaining confidence and positivity. AVP mandala and the five R's gained me a better and more confident independent woman.
 ”

Attendance Rates and Outcomes

Year level	Average attendance ratefor each year level 2021
10	53.06%
11	44.5%
12	53.49%
Whole School	50.27%

Outcomes for our Year 12 cohort 2021

Number of students awarded a Senior Education Profile	7
Number of students awarded a Queensland Certificate of Education (QCE)	
Number of students awarded a Queensland Certificate of Individual Achievement	N/A
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	2
Certificate II	2
Certificate III	1



How Non-Attendance is managed by Jabiru Community College

Many of the young people at Jabiru Community College live in the intersection of multiple structural and social disadvantages and difficult challenges in their lives. It is for this reason that they seek out a learning environment that recognizes this and strives to work flexibly with each young person. In spite of this, it is often the case that there may be a pattern of significant initial and sustained absenteeism.

Enrolment at Jabiru Community College for many is in itself a gradual process of re engagement with education over a period of time. This process may be very challenging for the young person themselves, their families and demanding for the college staff in terms of the time they commit to supporting young people to overcome obstacles in their lives that make regular attendance challenging. The role of the staff is one which requires a thoroughly holistic approach to education which is integrated with a structured, sustained and reflective personal welfare/care program.

Attendance patterns for some, but not all, young people at the College may take the form of repeated short periods of absence or where a young person may disengage from the program for a period of time, then return to re enrol following a challenging period in their life. The College maintains an individualised, collaborative, open and assertive engagement with each young person and their family to maximise attendance, while being sensitive and attentive to the challenges each young person is dealing with in their life. This may be done with regular telephone or occasional off-site contact to re-engage with the young person, their family or other key people in their life such as other agencies and programs who support

young people. It also takes the form of non-punitive restorative meetings with the various key people who constitute the 'circle of support and direction' in the young person's life.

During the enrolment process and the period that follows, each young person is linked with a member of staff at the College. This person is called their Community Group Coordinator. This member of the College Staff performs the lead holistic support role with that young person, seeking to build open communication and trust in their relationship with the young person and their family/loved ones. The Community Group Coordinators, general members of the college staff and the College Co-Principals, make every effort to identify all possible positive influences within the young person's life, while addressing the known barriers to education and training pathways. This foundation is a key resource to increasing attendance by working with other positive people and agencies within the young person's life.

If absenteeism continues and communication breaks down, the young person is exited from the College in a non-punitive manner with an invitation to re-contact the College when they are ready to re-explore educational and training pathways. At this time, the College will also seek to engage the young person with relevant support services that may be in a better position to assist.

Given the instability that may be present in the life of some of the young people attending the college, the reality is that the number of enrolments in the year is often higher than the average level of enrolments at any given time during the year.

Post School Destinations

At the time of publishing this School Annual Report, the results of the 2020 post-school destinations survey, [Next Steps – Student Destination](#) report for the school was not

available. Information about these post-school destinations of JCC students will be uploaded to the school's website in September after release of the information.

What the class of 2021 said about why they liked JCC

“
I've been able
to access
the help I've
needed
”

“
Having the
freedom and
flexibility to focus on
what I'm interested
in and feeling
belonging in the
school
”

“Talking to friends”

“
The kind and
caring people
everyone is in the
school
”

“
Being able to feel
welcomed in the school
and having really nice
teachers and students
”

“
**JCC shows & teaches you
new things each day. JCC
also help with many things
that would get you set up
for your future self.**
”

“Meeting
new
people”

“To build your confidence
and achieve your goals”

“
Everyone is always so
keen to support my ideas and
projects as well as how I'm doing
emotionally and in my life. I can
also tell how much the staff are
committed to improving
themselves.”
”

“The
support”

“
JCC is a great school
and the teachers give
you lots of extra help
when you need it.
”

“The diverse environment”

“
I really love Jabiru and I can't
think of many things that
need changing. I wish it was
a bit more quiet sometimes
but it's still fantastic.
”

“
my confidence in
myself has skyrocketed
since being at JCC because
i have been surrounded by
people that have allowed
me to be as open and
honest with myself
and others as i
possibly can
”

Our College Staff

In 2020, the college staff and directors included a group of 29 professionals that work collaboratively and in a trans-disciplinary approach to support our students to achieve their goals. Two staff at the college are First Nations people. The staff structure is set out below

In 2021 The College Board and Staff was made up of 29 people as follows:

- The Leadership Team
 - 6 Members of the Governing Body - the Directors of Community Learning Ltd
 - 2 Full-time Co-Principals
- Administration & ICT Support Team
 - 3 staff (2.4 FTE)
- Teaching Staff
 - 10 Teachers (8 FTE)
- Specialist Support Staff
 - 8 Specialist Support Workers (6.5 FTE)

Qualification Levels of the Staff at Jabiru Community College

Masters Degree	6
Graduate Diploma	5
Graduate Certificate	2
Bachelors Degree	6
Diploma	2
Certificate (VET)	4



Staff Professional Development

In 2021, the College invested \$48,000.00 in professional development and supervision for its staff. All staff (100%) were involved in professional development activities.

The college supports all staff members to engage in individual and group supervision. Our partners in this include Kay Philps, Unique Outcomes, The Quiet Place and Open Doors.

The college is also working with Big Picture Education Australia to learn about and implement their Design Principles of learning for young people as they closely mirror JCC's own

practices for student centred learning. James Price and Ann Hill are our school coaches and they spend days each term with us, helping us to refine and reflect on how the Big Picture Design Principles look in our context.

Jabiru Community College is investing in these partnerships for the long term in order to develop its capacity to work holistically with young people at the college.

Further details of the Professional Development Activities that college staff participated in are included in the table below.

Topics covered in Teacher/Staff Professional Development, 2021

Description of PD activity	Training Provider
Big Picture Design for Learning program	Big Picture Education Australia
Cultural Safety Training	The Seedling Group
Gender & Sexuality Diversity training	Open Doors
Post-structuralist Human Service Practice Training	Unique Outcomes
Group Practice Reflection	Kay Philp
Individual Practice Reflection	Unique Outcomes & others
First Aid & CPR	First Response Fire Training
Making the most of Supervision Training	Unique Outcomes
Peer Mediation Training	Heather Millhouse
Child Protection - Reporting Suspected Harm or Abuse	In-house
Fighting Fair team Reflection	Kay Philp
Fire Training	First Responders
Mapping our Communication Processes	Chris Pye

Average staff attendance

For permanent and temporary staff the average attendance rates are calculated based on the number of hours of unplanned staff absences for illness or other personal reasons during the year.

2020	2021
95.17%	95.7%

Number of permanent teaching staff at the end of 2020	Number of these staff retained in 2021	% retention rate
10	9	90%

From the end of 2019 100% of staff were retained for the 2020 school year. 87.5%

George had the opportunity to volunteer with Loop Growers organic market garden. He said he noticed himself becoming more open during the experience and felt a longing to be back out west and on Country doing things that he used to do.

Our Parent and Carer Connections

Connecting with parents, caregivers and the community

At Jabiru Community College, we work in close collaboration with the parents, carers and other significant adults in our young people's lives. We believe in creating and nurturing a partnership with these adults to help guide our students through their chosen education and training pathway.

We foster these relationships through open and regular communication and opportunities to connect at extra-curricular and important social and cultural events throughout the year.

We also ensure that all parents and carers can contact their young person's Community Group

Coordinator whenever they feel the need. To encourage this connection, all staff are provided with mobile phones and Community Group Coordinators share these numbers with parents and carers of young people in their groups.

JCC also provides opportunities for parents/carers, their young person and the Community Group Coordinator to meet face-to-face for an in-depth conversation about the young person's hopes and aspirations and their learning plan. These meetings take place at least twice per year, but many parents and carers meet with college staff more regularly (up to weekly at times) as needed.



Increasing satisfaction with our school

JCC employs a variety of processes to ensure constant dialogue between school leaders, young people, their parents, carers and staff. These communications ensure JCC can commit to continual and practical improvement.

These processes include:

- Regular (once per term) meetings with staff and Co-Principals to reflect on their satisfaction with JCC's direction.
- Regular (twice per term) Group Practice Reflection activities that allow the team as a whole to reflect on how JCC is progressing and supporting young people's learning.
- Regular (at least twice/year) meetings between parents and carers, young people and staff to discuss the progress and future learning plans for each individual student. These meetings enable all parties to acknowledge successes and address any concerns. Parents are encouraged to organise additional meetings as required, or talk to their child's key workers over the phone, to discuss their child's progress, how the school and parents and carers can work together to support their needs or anything else in relation to the wellbeing of their child.
- Young people have daily access to their Community Group Coordinator and other members of staff to discuss their level of satisfaction with how their learning journey at Jabiru Community College is progressing.
- JCC also holds weekly whole-of-community gatherings (Town Halls) which are opportunities to celebrate successes as well as discuss any problems that may arise.

The level of satisfaction within these three groups can be measured broadly by looking at figures including staff retention rates and enrolment figures. Enrolments have grown steadily over the past five years, suggesting that young people and their parents/carers are broadly satisfied with JCC. Feedback from parents/carers through telephone conversations and face-to-face meetings is positive. JCC has also implemented a waiting list to help manage demand for enrolments at JCC. This attests to our reputation in the wider community.

Staff retention rates and feedback also reinforces strong satisfaction. From 2020 to 2021, 83% of staff were retained by JCC. Staff feedback via reflective group and individual supervision sessions is also positive, indicating that staff are broadly satisfied with the work they do at JCC and are eager for it to continue.

College Funding

Audited financial statements for 2021 are available to download from the following link: <https://bit.ly/cll2021afr>.

**Charitable Donations to support either
the Building Fund or the Necessitous
Circumstances Fund can be made out to:
The Trustee for Community Learning Fund
(ABN: 20 651 764 557).**

BSB: 313 140

Account Number: 1233 6847