



## **ANNUAL REPORT**

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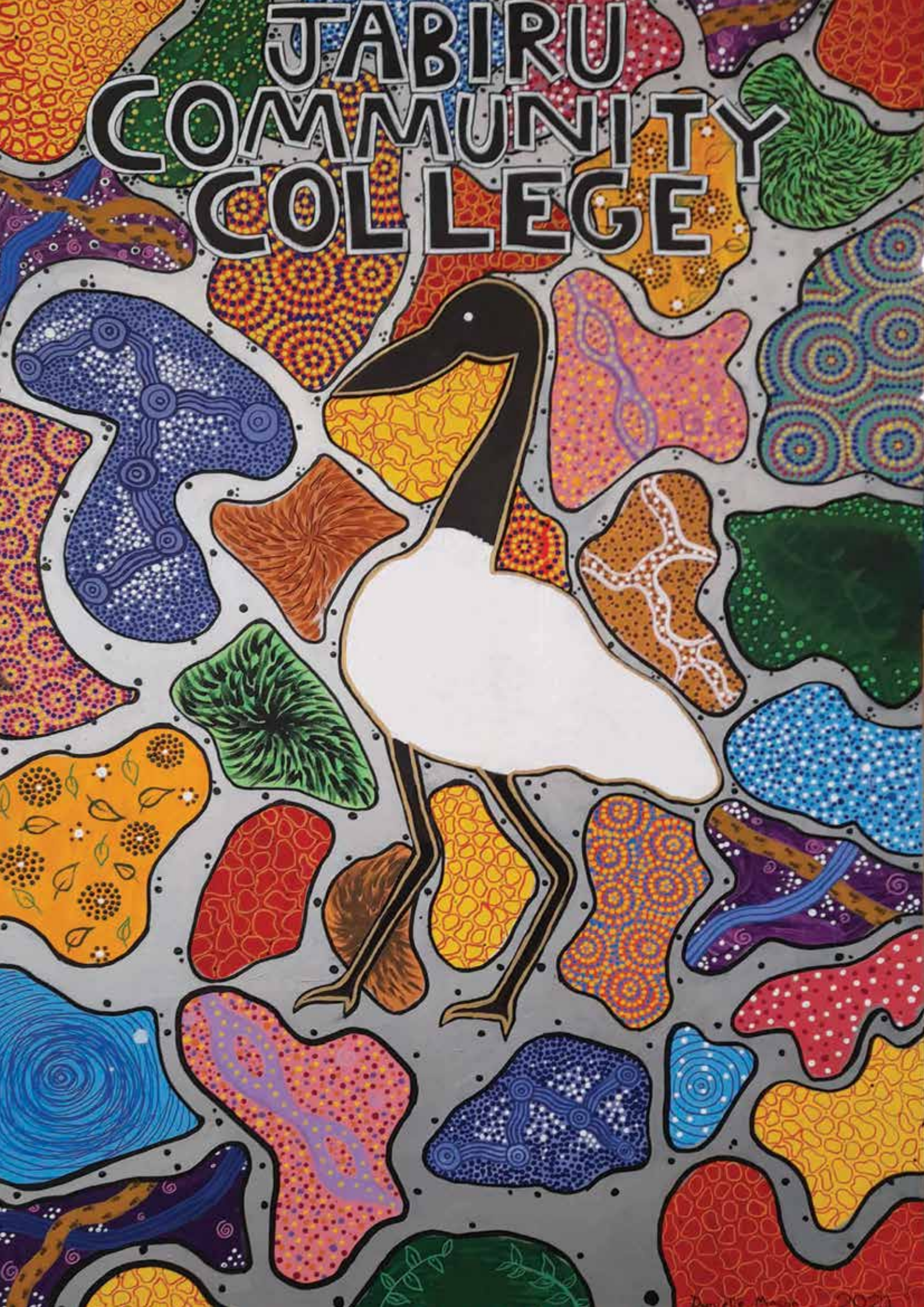
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# JABIRU COMMUNITY COLLEGE







## 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

## Strategic Vision

Affirming, inspiring and quality learning that centres young people most impacted by the injustices and oppressions of society

## 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:

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

## History of JCC

In 2010 Jabiru Community Youth & Children's Services Association Inc., through the leadership of Ken Morris and the Principles of local State High Schools, 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 - Mr Paul Toon. 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.

From its opening, through to 2019, the college operated out of the facilities in Ferguson Park, Bracken Ridge and our administration services were supported through that time by Jabiru Community Youth & Childrens' Services Association Inc.

In 2019 the College, with the support of the Queensland Government, built a new purpose-built facility in Zillmere. JCC moved into that new facility, located at the end of Cambewarra St, in 2020.

In 2022, the college supported more than 90 young people to reconnect with learning and employed a staff team of 29.







2022

84

young people

29

staff

## Enrolment

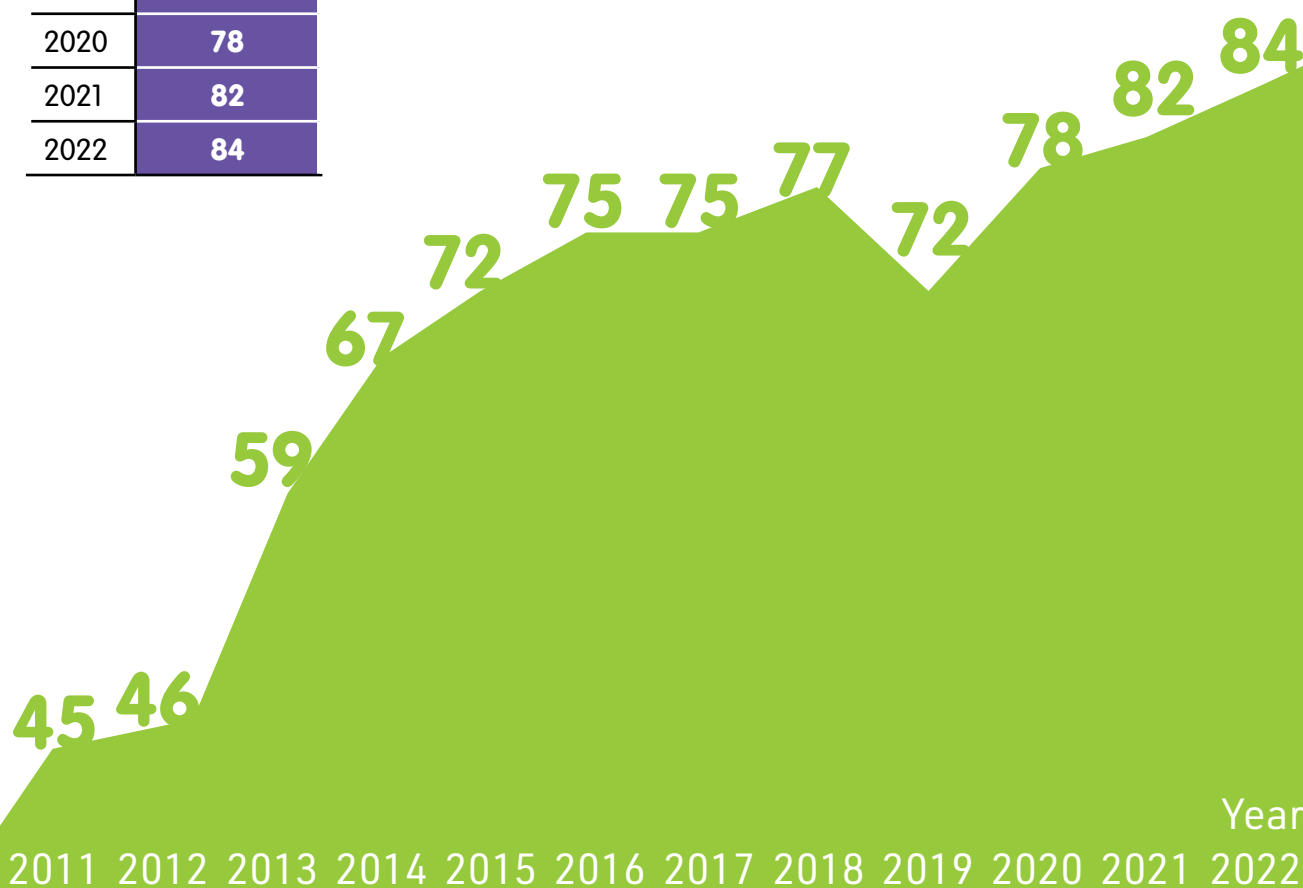
In 2022, the college now has an enrolment of 82 young people, with 29 staff (16 full-time and 13 part-time).

### 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
2022	84

\* These figures are a snapshot taken from the August Commonwealth Census of Students.

## Enrolment numbers



# BOARD CHAIR FOREWORD

## Danny Field



I am pleased to present the annual report for Jabiru Community College for 2022. This year was a year of growth and improvement for the Board of Directors. We began the work of implementing recommendations from the 2021 governance review, consolidated our accreditation, and set our sights high with a new strategic plan.

One of our key achievements was the successful completion of the Compliance Review program. This program is conducted by the College Board, with the assistance of an external validator and the college staff. Over the course of 18 months, all elements of the college's operations and governance were reviewed to ensure that we are meeting our responsibilities to deliver a quality education program that is well governed. Our report to the Non-State Schools Accreditation Board was accepted, and the College's accreditation was confirmed.

The compliance review, like the Board review completed at the end of 2021, was helpful in suggesting areas of work to focus on. Together with feedback from the college community, these reviews were helpful in developing the 2022-2025 Strategic Plan. Our plan will see improvements to the college in four key areas over the next few years. Some of the initial priorities under the 4 main pillars of the plan include:

- **Empowered Learning:** We will complete stage 2 of our campus and offer the International Big Picture Learning Credential to JCC students.
- **Engaged Community:** We will strengthen relationships with key local stakeholders and improve our promotion of College events.
- **Robust, Ethical, Courageous, and Sustainable Governance and Operations:** We will increase the number of members of the College board and ensure that all of them have access to quality governance training.

- **Passionate, Empowered, Engaged, and Supported People:** We will develop a long-term workforce plan and ensure that the college offers an attractive, supportive, and sustainable employment environment for its staff.

I would like to take this opportunity to thank Mr. Patrick McAulliffe and Mr. Brett Roland for their significant contributions to this work and for their services to the College over a number of years. Both Patrick and Brett resigned from the College Board in 2022. Patrick served on the College Board from 2016 and contributed his wisdom and knowledge as a career educator and retired Principal of Brighton State School. Brett served on the College Board from 2019 and also brought his knowledge and experience from many years of practice as a Social Worker and more recently as CEO of Jabiru Community Youth Childrens' Association Inc. Brett was also involved in the establishment of the College many years ago. We wish Patrick and Brett all the best.

In 2022, we also welcomed four new members to the College Board: Amber McGregor, Helen Redfearn, Melanie Seal Moradi, and Shirallee Ransley. These four new members bring a wealth of knowledge and experience to the Board in the areas of special education, child safeguarding, adult education, and social work practice.

I look forward to working with the new Board members in continuing our work to support the College staff and Co-Principals to deliver the high-quality education that is affirming, inspiring, and that centres the hopes and visions of our young people and their families and carers.

Thank you.



# CO-PRINCIPAL'S FOREWORD

## David Powell and Frances Missen



Jabiru Community College marked our 12th year of striving hard to deliver quality education for our young people, building on their strengths and interests and extending their lifelong learning skills.

2022 was the first year without major whole-school disruptions caused by the COVID Pandemic - as such it was our first full year of offering our unique holistic and personalised curriculum programs to young people at the new facility built in 2020. It was also our first year with a new leadership role at the college - Head of Curriculum. Jake MacDarragh successfully applied for this role, following several years working as a teacher at the college.

With Jake's help we took the opportunity of a disruption-free year to trek further ahead with our work implementing the Big Picture Design. This was our first year offering the International Big Picture Learning Credential at JCC and a big year of promoting exhibitions as a critical component of the design. Both staff and students exhibited work relating to their interests and passions and in doing so we took big strides forward in strengthening our learning culture and our shared identities as learners. The variety of topics our young people engage in is always inspiring - some of the notable topics of interest in 2022 included: electronics, group facilitation and leadership skills, clay pottery, event management and promotion, robotics, cooking, computer animation, drumming, creative writing, peace and non-violence, chess, fishing, project management, film-making, First Nations' history and culture, European history, bike repair and maintenance, furniture making, electrical engineering, song-writing and coding... to name just a few. Regardless of

the topic, through their exhibitions, each young person was given the opportunity to develop and practise the lifelong learning skills we know are important in whatever future endeavours our young people pursue.

We also took significant strides forward in the work we do to support student wellbeing. Our staff formed a Connections and Belonging (C&B) team that worked on a range of projects to develop or improve the resources and processes we use to support student wellbeing. Their work contributed to improvements in the ways that we work alongside young people to manage their own behaviour, to seek external community support and to handle difficult situations onsite that can arise from time to time. Students with a disability also benefited from the significant work that was done to build connections with a wide range of external services - diagnostic and therapeutic - that our young people can access. For some this has resulted in students gaining access to significant resources and connections to support them on their post-school learning journey.

Our Makerspace team kept up the pace all year and continued to offer a range of inspiring hands-on learning programs. This included delivering workshops in electronics and technology, clay/ pottery, painting and drawing, cooking skills, woodwork/ construction and gardening. Young people also have ongoing access to a wide range of creative arts mediums to explore and experiment with. For some young people, these experiences sparked new interests while for others, they offered opportunities to strengthen skills and deepen connections with existing passions.

Looking after us through all of this was our administration team. For the first quarter of the year this team contributed a lot of work helping the College successfully finalised our 5-yearly compliance review. Once this work was completed, the administration team took on the task of implementing the recommendations arising from the review and improving the school's systems and processes.

We want to thank our External Validator, Mr Bruce Kiloh, whose questions and insights were of great help to us while we worked through the compliance review. Special thanks also to our Directors - Danny Field (Board Chair) and Janine Quine - who joined us on the Compliance Review panel and worked with us and Bruce to assess how we are going. Through this process we were able to identify some areas for improvement in the coming years. We also extend our thanks to

the Non-State Schools Accreditation Board for their support, guidance and questions throughout the review process.

2022 was also a year of new beginnings and some farewells. Jay Webb, one of our longest serving members of the team bid us farewell as he embarked on a career change. We thank Jay for his service and wish him all the best for the future. The College also welcomed 4 new members to the team - Malcolm Gill (Youth & Community Development Worker) & Diana Ariza (Hands-on Learning Support) and Alicia France and Chelsea Rolfe (both Teachers).

The JCC team works hard to put its vision into practice. We thank our dedicated staff, the Board and our community for helping us to continue to grow and improve in 2022. We are grateful to work with a team with such commitment to growth, support and collaboration.









# 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.







## **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 supported our young people to participate in camps, retreats and activities that nurture our core values of inclusion and diversity.

Some of the activities at JCC this year included:

- Continued to offer Exhibition Days in the last weeks of each term
- Young Women's camp and onsite program
- Wear it Purple Day
- IDAHOBIT Day
- Annual Reconciliation Film Festival
- Blakfella Camp
- 3 Alternatives to Violence Project Camps
- Legacy Dinner for young People who graduated at the end 2022
- Whole School Formal organised by young people
- Continuing to offer Recognition and Reflection (RnR) conversations each term
- JCC students and our makerspace coordinator, Robin, helped to facilitate art-based learning experiences for young children at Education Queensland's learning on Country Kindy Days
- Loop Farm outlearning program
- JCC's annual Photography Competition - run by one of our young people and supported by her photography mentor
- Rainbow Retreat - LGBTQIA+, Brotherboy, Sistergirl Camp
- Substation 33 Started continued to deliver technology workshops onsite
- Roman MC delivered hip hop and creative writing workshops
- Young people attended the The Brisbane Writers Festival
- Jimmy Eng facilitates weekly workshops on textile and costume design
- Childrens activity stall at the Zillmere Festival







# "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.



# OUR CULTURE

Jabiru Community College was founded on the belief that all young people are entitled, and have capacity (given they know all the options), to make choices about their education and training pathways. Our learning is tailored to the individual student, starting with them wherever they are at. 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 seeing 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

"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, to navigate the barriers to their hopes and dreams.

College staff work hard to recognise - and to help young people and their families 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.

## Values that Support the 5 Rs

Some of our key values that underpin our culture, and our pedagogical approach include:

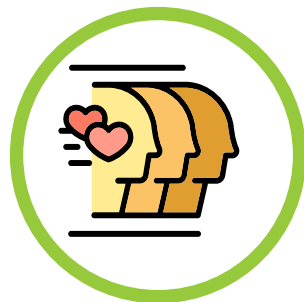
- Social justice
- Transparency and openness
- "Power with" - collaboration and partnership with young people and families
- A Belief in people's strengths - we try hard to focus on skills and initiatives, rather than problems and deficits.

These values combine with our four pillars of practice:

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

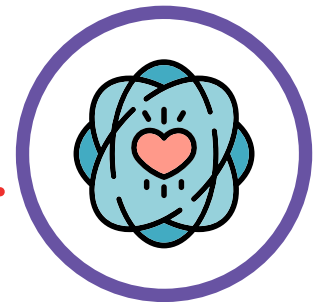
These Pillars of Practice guide the staff at the college in our work with young people, with families, with each other and with partners in the community.

# 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 critical part of the learning process.

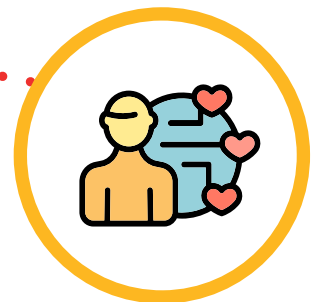


Together, the values, four pillars and 5 Rs are touchstones which are used by all community members and act as a guide through good times and tough times. JCC has many conversations, one-on-one and in groups, about what these principles mean and how they can be useful in the lives of our young people,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



## Community Building 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

- We share our ideas and knowledge and we are open to learn from each other.
- 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 professions we represent.
- Our whole selves influence our work, we examine and bring our cultures, lives, experiences and identities to our practice.
- 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, one of the places we put this theory into practice is through our Community Groups. Community Groups provide an opportunity for young people to be part of a small group, within the broader college community. In 2022, we had 7 smaller community groups, with one key staff member and 10 to 12 young people. 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.

We continued to offer Recognition & Reflection conversations each term to ensure everyone felt supported and had more opportunities 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 school 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

Sadly, all of the young people at the college have either been impacted by child abuse and neglect, or they live in vulnerable situations that place them at higher risk of experiencing abuse.

The college recognises that all staff have a special duty to uphold the highest standards of care, and to model for our young people appropriate behaviours and boundaries that all adults in positions of responsibility should uphold. For these reasons, we maintain comprehensive child protection policies,

we regularly review them and we regularly review our practices and how we work with young people.

All staff participate in formal annual training that is specifically related to ensuring school-wide understanding of, and compliance with college policies. Throughout the year, all staff also engage in additional discussions, workshops and facilitated reflections that aim to strengthen our capacity to protect our young people and to support them to cope with the impact of past and ongoing trauma.







## 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.

### 2022 Student Survey

The overall rating students provided the college in 2022 was 8/10. This was in response to the question - "How well do you think JCC is doing".

Some of the comments from students in response to - what is JCC doing well at were:

- Staff
- The sense of community, the safety and the staff
- The teachers are so respectful and kind
- I love the teachers and how interested they are in our goals and interests
- JCC continues to help young people thrive

Students also provided constructive feedback for the college. The two main themes arising from their feedback were as follows:

- Improved outdoor facilities
- Being clearer and more transparent in regards to our responses to students whose actions are outside of the College's 5 Rs



## Demographic Characteristics and Total Enrolments

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 2022, as represented by those who were enrolled at JCC on the Commonwealth Census date in August of 2022.

Total number of young people who engaged with the college in 2022: 104

Number of students who were counted for the Term 3 Commonwealth Census : 84 (includes 2 Part-time Students)

		Non-Indigenous	First Nations	Subtotals
<b>Year 10</b>	Male	7	9	16
	Female	6	5	11
	Non-binary	1	0	1
	<b>Subtotal</b>	<b>14</b>	<b>14</b>	<b>28</b>
<b>Year 11</b>	Male	6	6	12
	Female	5.4	8.2	13.6
	Non-binary	1	1	2
	<b>Subtotal</b>	<b>12.4</b>	<b>15.2</b>	<b>27.6</b>
<b>Year 12</b>	Male	9	5	14
	Female	7	3	10
	Non-binary	3	0	3
	<b>Subtotal</b>	<b>19</b>	<b>8</b>	<b>27</b>
<b>All grades</b>	Male	22	20	42
	Female	18.4	16.2	34.6
	Non-binary	5	1	6
	<b>Totals</b>	<b>45.4</b>	<b>37.2</b>	<b>82.6</b>



## Attendance Rates and Outcomes

Year level	Average attendance rate for each year level	
	2021	2022
10	53.06%	49.81%
11	44.5%	48.52%
12	53.49%	51.64%
Whole School	50.27%	49.99%

### QCE Outcomes for our Year 12 cohort 2022

Number of students awarded a Senior Education Profile	13
Number of students awarded a Queensland Certificate of Education (QCE)	0
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	7
Certificate I	3
Certificate II	3
Certificate III	2



## How does JCC Support Student Attendance?

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.

All young people begin their enrollment through an extensive orientation phase. This

can be from a week through to a number of weeks, depending on the needs of each young person. Orientation works to help the young person connect with the school community as well as work out how they can navigate the structures of the school.

Towards the end of orientation, the young person is connected to a Community Group and their community group coordinator. The Community Group Coordinator seeks 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 2022 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.





# OUR PARENT AND CARER CONNECTIONS

“The environment and teachers are so awesome. My kids love coming to school here. Finally they can relax and enjoy education” quote from a parent on the parent survey at JCC Celebration night

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.

## 2022 Parent Survey:

At our end of year Awards & Celebration night, parents were invited to give us some formal feedback through a survey.

WHEN ASKED,  
“ON A SCALE OF  
1-10 (WITH 10 BEING  
EXCELLENT), HOW WELL  
DO YOU THINK JCC IS  
DOING THIS YEAR?”

The average  
answer was

9.2



**SOME OF THE  
COMMENTS  
FROM  
PARENTS AND  
CARERS WERE:**

**My kids feel  
so supported  
& that makes me  
soooo happy!**

**Finally [my  
children] can  
relax and enjoy  
education**

**My  
daughter  
loved it. She  
improved.**

**... broadening  
each individual to  
try for their hardest  
and to reach  
their goals ...**

**I like the  
flexibility for  
special needs  
students.**

**My kids  
love to go to  
this school.**

Parents also provided constructive feedback. The themes coming out of the suggestions were:

- Improved facilities - outdoor covered spaces and safe spaces for students who are feeling highly distressed

Offering some structured learning activities that students can do at home during times they aren't able to attend the campus.

# OUR COLLEGE STAFF

In 2022 The College Board and Staff was made up of 29 people professionals that work collaboratively to support our students to achieve their goals. Two members of the staff team, and two Directors (board members) are First Nations' people.

## The Governing Body

- 9 Directors and one Company Secretary. Two board members resigned during the year, the Company Secretary and four new Directors joined.

## Leadership Team

- 2 Full-time Co-Principals
- 1 Full-time Head of Curriculum

## Administration & ICT Support Team

- 3 staff (2.6 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	9
Graduate Diploma	5
Graduate Certificate	2
Bachelors Degree	5
Diploma	4
Certificate (VET)	4





## Staff Professional Development

In 2022, the College invested \$59,143.29 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 Philips, Unique Outcomes, The Quiet Place and Open Doors.

In 2022 the college put a lot of effort into improving our implementation of the Big Picture Design for Learning. 3 staff attended a 5 day foundations course, and all staff were involved in regular coaching and workshops regarding this pedagogical framework.

We deepened our partnership with Silkwood School, who like us are also working hard to implement the Big Picture Design. Jake MacDarragh, our Head of Curriculum, and Cara Schipp, Silkwood's Head of Senior School, worked together to develop and implement an ongoing development plan that will support the college to improve our teaching and learning programs over the coming years. We are excited about building on this partnership in the coming years.

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
Mental Health First Aid	Gumera
Gender & Sexuality Diversity training	Open Doors
Post-structuralist Human Service Practice Training	Unique Outcomes
Group Practice Reflection, Goal Setting and Collaboration	Chris Pye
Individual Practice Reflection	Unique Outcomes & others
First Aid & CPR	Pacific First Aid
Making the most of Supervision Training	Unique Outcomes
Child Protection - Reporting Suspected Harm or Abuse	In-house
Fire Safety Training	First Responders

## University Social Work Students

JCC has an ongoing commitment to support social work students on their university placement. Each semester we support 3-5 social work students from Queensland Universities. Social work students focus on building relationships with intentionality and developing their emerging practice

frameworks. We have had consistent positive feedback from the universities and from student's themselves. Staff have opportunities to develop their coaching and supervision skills as they support students onsite, as well as opportunities to articulate their own praxis in action.

## 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/>.

