



Annual Report 2024

Jabiru Community College

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The governing body of Jabiru Community College is Community Learning Ltd (ABN: 51 145 751 837).

Donations to support the work of the college can be made out to:

COMMUNITY LEARNING LTD

BSB: 633000

Account No. 202776076

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.

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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.

Practice

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, specifically practices from Strengths-based, Narrative and Solutions Focused Brief Intervention approaches.
2. Student Centred Learning - specifically applying the [Big Picture Education Australia](#) Design for Learning
3. Community Building
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 (a teacher and a 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; an additional teacher and youth worker joined the team.

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

& Children's Services Association Inc.

In 2019 the College, with capital funding assistance from the Queensland Government, built stage 1 of a new purpose-built facility in Zillmere. JCC moved into that new facility, located at the end of Cambewarra St, in 2020.

In 2023, with capital funding assistance from the Commonwealth Government, stage 2 of our purpose built facility was completed.

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

Safety and Wellbeing at JCC

Our Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm

The mission of the 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.

The safety and wellbeing of the children and young people attending Jabiru Community College or its activities are our paramount concern. We are committed to creating a child safe and child friendly environment where all children and young people are valued and safe.

Jabiru Community College promotes the safety of children as a shared responsibility between our leadership and staff, young people and visitors and the wider community.

Jabiru Community College's values of relationships, reflection, respect, responsibility and rights establish a supportive and safe environment where we promote and protect human rights and support and respect all children and young people and their families so children and young people are empowered and valued.

Jabiru Community College upholds our obligation to protect children and young people from harm while engaged or in any way associated with our College. We will do everything in our power to prevent child abuse, neglect and exploitation, identify risks early and remove these risks.

Jabiru Community College has zero tolerance of child abuse and we take any allegations or suspicions of harm seriously. We will create a culture of safety, and strictly follow all legislative and other requirements to report any harm or suspicions of harm to children that we come into contact with.

Jabiru Community College has robust staff and volunteer recruitment practices, a suite of policies and procedures that promote safety, a Code of Conduct and mandatory child safeguarding training to ensure that all our staff have the skills and knowledge to best support and care for children and young people.

You can find more details about what Workers and Volunteers at JCC must do in relation to the HARM of Young People in the following policies:

1. [Child Protection Risk Management Strategy](#)
2. [Child Protection Policy](#)

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

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 2024, as represented by those who were enrolled at JCC on the Commonwealth Census date in August of 2024.

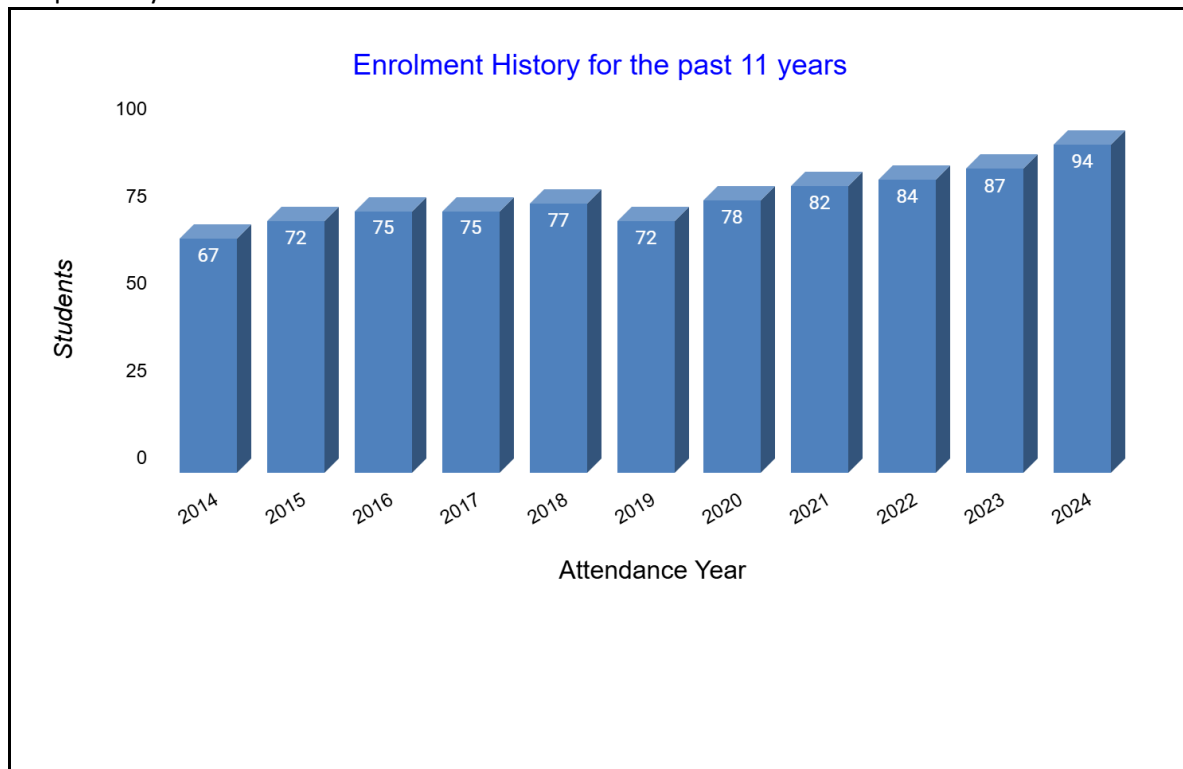
		Non-Indigenous	First Nations	Subtotals
Year 10	Male	8	6	14
	Female	5	6	11
	Non-binary	1	0	1
	Subtotal	13	13	26
Year 11	Male	8	9	17
	Female	10	5	15
	Non-binary	1	0	1
	Subtotal	19	14	33
Year 12	Male	8	6	14
	Female	9	11	20
	Non-binary	1	0	1
	Subtotal	17	13	30

All grades	Male	24	21	45
	Female	24	22	46
	Non-binary	3	0	3
	Totals	51	43	94

The total number of young people who engaged with the college in 2023 was 115, compared to 118 in 2023.

Enrolment History

The graph below shows the total number of students counted at each Commonwealth Census for the past 11 years.



* These figures are taken from the August 2024 Commonwealth Census of Students and Staff.

Attendance Rates and Outcomes

Year level	Average attendance rate for each year level		
	2024	2023	2022
10	57.60%	53.88%	49.81%
11	56.42%	49.81%	48.52%
12	64.21%	49.18%	51.64%
Whole School	60.10%	50.94%	49.99%

In 2024, all students at JCC chose to pursue Individual Learning Plans (ILP) based on their interests, as per the [Big Picture Australia design for learning](#). None of our students opted for study plans that would allow them to be eligible for a Queensland Certificate of Education.

As part of their ILPs:

- Four students enrolled in and commenced a Certificate of General Education for Adults (CGEA), offered in partnership with Vocational Training Queensland.
- Three students undertook TAFE QLD Courses, with one student completing a Certificate II in Community Services.

Supporting 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 enrolment 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 2024 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

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. In 2024, Jabiru appointed a Family Connections Worker (First Nations Identified) to lead our work in connecting with families and loved ones. This role was developed because we recognised the

important role that families and loved ones play in the lives of our students and also that many families' histories with schools and other educational institutions have not been positive. The Family Connections worker developed strong connections with young people and their families, and also organised Family Days once a term, involving a BBQ, student performances, pottery, sports activities, and displays of student work. In Term 1, we also held a Family Day for our First Nations families, and were grateful to the local elder, Uncle Alex, for his moving Welcome to Country.

As a whole of JCC response, 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.

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 of more than 46 schools across Australia and over 270 internationally. We use the Big Picture Design Principles to enable our young people to drive and direct their own learning. The model nurtures engaged and independent learners who have strong connections to, and the capacity to make

meaningful contributions to their community.

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 courses 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.

Big Picture schools follow a "one student at a time within a community of learners" philosophy. On Wednesdays, the JCC Town Hall team hosts a mix of whole school activities ranging from games, discussion topics, guest speakers, incursions. The whole staff team also plans and contributes to significant days and awareness opportunities such as IDAHOBIT (International Day Against LGBTQIA+ Discrimination), Wear it Purple Day, Mabo Day, Neurodiversity Celebration and many more whole community events. These events celebrate and promote the rights and interests of the diverse range of students attending JCC, help us promote a safe environment for all, and build positive identities.

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. These included Blak camp, Art Camp, Young Women's Camp and Queer Camp, as well as a number of Alternatives to Violence (AVP camps). A wide variety of cultural excursions, adventure-based learning, and work experience opportunities were offered to young people. Whole school events included JCC's attendance at Sorry Day Commemoration at Kalinga Park organised by Noonga Reconciliation Group where young people and staff served a community BBQ for elders and community.

Our Culture

Jabiru Community College was founded on the belief that all young people are entitled, and with support and information have the capacity to make informed decisions about their education and training pathways. Our learning is tailored to the individual student, starting with them, their interests and their hopes and aspirations. 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.

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.

Transdisciplinary 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.

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.

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. 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.

Our College Board and Staff

In 2024, the College Board (JCC's Governing Body) consisted of 4 Directors and one Company Secretary. Two Directors (board members) are First Nations' people.

Staff was made up of 32 professionals working collaboratively to support our students to achieve their goals. In 2024, we employed 6 First Nations staff members, though 2 of those staff resigned during 2024.

The Governing Body consisted of 4 Directors and one Company Secretary.

- Leadership Team
 - Co-Principals (2 FTE)
 - Head of Curriculum (1 FTE)
 - Head of Organisation Development (0.9 FTE)
- Administration, Student Support Coordination, ICT Support and Kitchen Staff
 - College Business Manager (1 FTE)
 - Administration Support Officer (0.8 FTE)
 - ICT Support Officer (0.4 FTE) Resigned Feb 24
 - Learning Pathways Coordinator (0.8 FTE)
 - College Cook (0.7 FTE)
- Teaching Staff
 - 10 Teachers/Learning Coordinators, including Makerspace Coordinator (7.4 FTE)
- Specialist Support Staff/Youth Workers - 13 staff (10.4 FTE)
 - 6 Community Group Co-ordinators* (5.8 FTE)
 - 1 Aboriginal and Torres Strait Islander Cultural Worker (Identified) (0.8 FTE)
 - 2 Alternatives to Violence Workers (0.8 FTE)
 - Hands on Learning Support Workers (Workshop/Garden) (1.6 FTE)
 - 1 Family Connections Worker (Identified) (1 FTE)
 - Yarning Circle Facilitator (Identified) (0.4 FTE)
 - *One Community Group Co-ordinator is also JCC's Gender and Sexuality Worker, two CGCs were Identified workers and one Learning Co-ordinator/Teacher was a First Nations teacher.
- Casual Staff - Two staff were employed on a casual basis which averaged one day a week each.

Highest Qualification Levels of the Staff at Jabiru Community College	
PhD	1
Masters Degree	8
Graduate Diploma	6
Graduate Certificate	1
Bachelor's Degree	5
Diploma	5
Certificate (VET)	1

Leadership Transition

In 2024, Jabiru said farewell to our long term Co-Principals, Frances Missen and David Powell, who had joined Jabiru in 2014 and 2012 respectively. A large community farewell acknowledging their significant contribution to the college was held in November. New Co-Principals, Cassy Ciantar and Liza Page, were supported by David and Frances to transition into their new roles as school leaders for the start of the 2025 school year.

Staff Professional Development

In 2024, the College invested \$92,923 in professional development and supervision for its staff. All staff (100%) were involved in professional development activities.

A large number of staff attended the *Doing School Differently Conference* held in Brisbane and organised by the Australian Association for Flexible and Inclusive Education. Attendees benefited from networking with other professionals and attending sessions on a wide range of topics relevant to our educational context.

Other Topics Covered:

- Alternatives to Violence / Non-Violent Communication
- Big Picture Learning Design
- Child Safety and Wellbeing

- Cultural Safety/Anti-Racism
- Transformative Justice
- Reflective and Cultural Practice
- Supporting Gender Diverse Students
- Supporting Students with Disability
- First Aid Training
- Workplace Health and Safety

External Training Providers

- Big Picture Education Australia
- Independent Schools Queensland
- Cyclic Connectionz
- The Seedling Group
- Lawsense
- Community Resource Unit
- Illume Learning
- Hue Anti Racism Training
- Healing and Justice
- True Relationships
- Freya Munce - Reflections Connections

University Students on Professional Practice Placements

JCC has an ongoing commitment to support university students undertaking relevant degrees to complete placements at the college. Each semester we support 3-5 university students from Queensland Universities.

In 2024, the college benefited from, and supported students completing degrees in the following areas:

- Education
- Social Work

We have had consistent positive feedback from the universities, the students themselves and staff and young people at the college. 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.

In 2024, we also supported two First Nations trainees doing Certificate Courses in Business with Kurbingui.

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/>.