

**AUDIT OF NON-STATE SCHOOL ANNUAL
SURVEY DATA**

**Djarragun College
Gordonvale**

Governing Body: *Djarragun College Ltd*

School Officer: *Ms Jean Illingworth (Principal)*

Contact Persons: *Ms Jean Illingworth (Principal)*
Mrs June Chan (Business Manager)

Auditor: *Mr Matthew Glen*

Audit Date: *11 April 2005*

Follow up visits: *13 April 2005*

Note: These audits refer to the *2005 Survey Data Collection for Non-State Schools* (the '2005 Survey').


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Signature of Auditor

Introduction

Djarragun College is located in Gordonvale south of Cairns and operates under the auspices of the Anglican Diocese. The school caters almost exclusively for Indigenous students, including both day and boarding students. Other students from mainly isolated locations live in home-stay and foster-family accommodation.

Enrolment and Attendance Verification

Full fee-paying overseas students:

No discrepancy found

With the inaccuracy of the College's recording keeping practices, it was clear that the single full-fee paying student had not been excluded from the relevant Year 11 total.

Preschool:

No students indicated

Full-time & part-time students – primary & secondary: ***Discrepancies found***

The Principal indicated that office staffing issues had created a major problem for monitoring and reporting enrolments prior to the completion of the 2005 Survey. In addition, the school had a large number of students who had extended absences, many of which were unexplained. These two factors appeared to be the main reasons for the discrepancies discovered during the audit.

Corrected total enrolment figures are as follows:

| Year Level | 2005 Survey Enrolment | Audit Adjusted Enrolment |
|-------------------|---------------------------------|---------------------------------|
| 1 | 7 (male)+ 3(female)= 10 | 8 (male)+ 3(female)= 11 |
| 2 | 2 (male) + 6 (female) = 8 | 3 (male) + 3 (female) = 6 |
| 3 | 7 (male) + 11 (female) = 18 | 8 (male) + 10 (female) = 18 |
| 4 | 8 (male) + 13 (female) = 21 | 8 (male) + 13 (female) = 21 |
| 5 | 9 (male) + 12 (female) = 21 | 8 (male) + 11 (female) = 19 |
| 6 | 13 (male) + 11 (female) = 24 | 13 (male) + 10 (female) = 23 |
| 7 | 13 (male) + 14 (female) = 27 | 13 (male) + 14 (female) = 27 |
| Totals Primary | 59 (male) + 70 (female) = 129 | 61 (male) + 64 (female) = 125 |
| 8 | 20 (male) + 27 (female) = 47 | 22 (male) + 27 (female) = 49 |
| 9 | 29 (male) + 23 (female) = 52 | 33 (male) + 22 (female) = 55 |
| 10 | 30 (male) + 31 (female) = 61 | 26 (male) + 31 (female) = 57 |
| 11 | 35 (male) + 38 (female)= 73 | 27 (male) + 37 (female) = 64 |
| 12 | 24 (male) + 29 (female) = 53 | 23 (male) + 28 (female) = 51 |
| Totals Secondary | 138 (male) + 148 (female) = 286 | 131 (male) + 145 (female) = 276 |

English as a second language (ESL) assisted students: Discrepancies found

As the total count of students was incorrect, there was a corresponding discrepancy in the count of students who qualified for ESL assistance. Student files were checked to confirm their eligibility for support through the ESL program at the school. A small group of students whose home language was listed as Aboriginal English had been correctly excluded from the ESL table.

These corrections are outlined in the following display:

| Year Level | 2005 Survey Enrolment | Audit Adjusted Enrolment |
|-------------------|---------------------------------|---------------------------------|
| 1 | 7 (male) + 3 (female) = 10 | 8 (male) + 1 (female) = 9 |
| 2 | 2 (male) + 6 (female) = 8 | 3 (male) + 3 (female) = 6 |
| 3 | 7 (male) + 11 (female) = 18 | 8 (male) + 10 (female) = 18 |
| 4 | 8 (male) + 13 (female) = 21 | 8 (male) + 13 (female) = 21 |
| 5 | 9 (male) + 12 (female) = 21 | 8 (male) + 10 (female) = 18 |
| 6 | 13 (male) + 11 (female) = 24 | 13 (male) + 9 (female) = 22 |
| 7 | 13 (male) + 14 (female) = 27 | 13 (male) + 13 (female) = 26 |
| Total Primary | 59 (male) + 70 (female) = 129 | 61 (male) + 59 (female) = 120 |
| 8 | 20 (male) + 27 (female) = 47 | 22 (male) + 26 (female) = 48 |
| 9 | 29 (male) + 23 (female) = 52 | 33 (male) + 22 (female) = 55 |
| 10 | 30 (male) + 31 (female) = 61 | 26 (male) + 31 (female) = 57 |
| 11 | 34 (male) + 38 (female) = 72 | 25 (male) + 37 (female) = 62 |
| 12 | 24 (male) + 29 (female) = 53 | 21 (male) + 26 (female) = 47 |
| Total Secondary | 137 (male) + 148 (female) = 285 | 127 (male) + 142 (female) = 269 |

Indigenous students:

Discrepancies found

Again as the total count of students was incorrect, there was a corresponding discrepancy in the count of Indigenous students in the College's 2005 Survey. As all Indigenous students were verified as being eligible for ESL support, the corrected figures as outlined in the ESL display also apply to the Indigenous students.

Students with disabilities:

No discrepancies found

Documentation for four students was correct as of the 2005 Survey collection date.

Boarding students:

No discrepancies found

The Principal outlined the process used to accommodate students in the boarding section of the College. All 80 students enrolled in the College boarding facilities were maintained and paid for by ABSTUDY. One of the major criteria used by the government agency which determines eligibility for ABSTUDY is Australian citizenship of the student. Without ABSTUDY approval, no student can access boarding facilities at Djarragun College, with all data on citizenship eligibility held by the government-approving agency.

The Business Manager confirmed that the College receives the ABSTUDY payment for each boarding student and that it does not provide any fee concessions for these students.

Remote Area Students:

No discrepancy found

All of the home addresses of students from remote areas were checked and verified with the 2005 Survey.

Comments

Admission and enrolment system

Djarragun College serves a complex and needy segment of the school-age population in Far North Queensland. Unfortunately, its enrolment management system had not been able to keep pace with its growing Indigenous population. To ensure that an effective and efficient system is in operation, the Principal and Business Manager were working towards upgrading their electronic database as well as striving to comply with all regulations and procedures to ensure accurate data are available. The multi-age nature of the College up to Year 9 also increased complexity of tracking some students and their progress. The diverse nature of the Indigenous student population had created some serious issues for the College administration and staff and these factors need to be taken into account in future enrolment accountability activities.

Documentation for students with disabilities

These records were all accurate and up to date.

Attendance and absenteeism system

The Principal has had some major concerns about the poor attendance record and high absenteeism of many students. She has had some limited success in striving to improve attendance patterns of some students including the employment of a guidance officer to monitor and support 'at risk' students. Concerns still existed however for up to 10% of students who had very low levels of attendance. Further efforts were needed to ensure that students remain enrolled and active in learning programs. One main area requiring improvement was the marking of attendance rolls and following-up absences in a rigorous and systematic manner. These improvements were expected to require a major effort from all involved.

Comments by school representatives

The principal and office manager were very appreciative of the audit process and were concerned that their enrolment data had a number of problems. They readily accepted advice on ways to ensure that they made improvements to their attendance and monitoring systems.

Summary of Findings

Djarragun College was a relatively new educational facility serving a needy and challenging student population. Many of the students came from isolated and remote locations and were able to access an education only through the boarding facilities and home-stay programs that the College provided. With a continued concentrated effort from dedicated administration and staff, its progress as an educational institution was expected to improve.



School Details

Audit Year: 2007
Audit Type: Prep audit

School Name: **Djarragun College**
CIS Code: 5892

School District: Cairns Coastal
Governing Body: Djarragun College Ltd

Principal: Ms Jean Illingworth
Position: Principal

Site Address: Maher Road
Site Postcode: 4865
Site Suburb: Gordonvale

Census Information

| Year: 2007 | 2007 Survey enrolment | | Audit Adjustment enrolment | | Comments |
|--|-----------------------|--------|----------------------------|--------|---------------------------------------|
| | Male | Female | Male | Female | |
| Section 2. Overseas students | | | | | |
| Preparatory | 0 | 0 | | | |
| Year 1 | 0 | 0 | | | |
| Section 3. Preparatory students | | | | | |
| Type A | 2 | 2 | 3 | 1 | 1 boy incorrectly identified as girl. |
| Type B | 00 | 00 | | | |
| Type C | 00 | 00 | | | |
| Type D | 00 | 00 | | | |
| Section 4. Full-time students | | | | | |
| Preparatory | 2 | 2 | 3 | 1 | 1 boy incorrectly identified as girl. |
| Year 1 | 5 | 1 | | | No discrepancy |
| Section 5. Part-time students | | | | | |
| Preparatory | 00 | 00 | | | |
| Year 1 | 00 | 00 | | | |
| Section 6. ESL students | | | | | |
| Preparatory | 2 | 2 | 3 | 1 | 1 boy incorrectly identified as girl. |
| Year 1 | 5 | 1 | | | No discrepancy |

Auditor: Patricia Connell; Audit date: 3 May 2007

AUDIT OF NON-STATE SCHOOL ANNUAL SURVEY DATA

**Djarragun College
Gordonvale**

Governing Body: *Djarragun College Ltd*

School Officer: *Ms Jean Illingworth (Principal)*

Contact Persons: *Ms Jean Illingworth (Principal)*
Mrs June Chan (Office Manager)
Ms Michelle Garside (Primary Coordinator)

Auditor: *Mr Peter Casey*

Audit Date: *30 April 2008*

Note: These audits refer to the 2008 Survey Data Collection for Non-State Schools (the '2008 Survey').

Peter Casey

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Signature of Auditor

Introduction

Djarragun College has been located on its present site at Gordonvale for seven years. The school is a P-12 co-educational school with both day and boarding (secondary only) students.

The school comes under the auspices of the Anglican Church. The school provides education for indigenous students who come from, or whose families have newly migrated from, the Cape and Torres Islands. There is as well a significant cohort from Gordonvale and Yarrabah.

The school has a highly transient student population. In six years almost 2000 students have been at the school for varying lengths of time. The school staff find it frustrating when academic gains are being made only to find students moving on.

A major focus of the school is the concentration on English language skills. Students have varying degrees of success with standard English in class. There is, however, little standard English spoken outside the classroom situation.

The focus of this audit was English as a Second Language (ESL).

Enrolment & Attendance Verification

Full fee-paying overseas students:

No student listed

Full-time & part-time students – primary & secondary:

Discrepancies found

2 students were counted twice in error.

Corrected enrolment figures:

| Year Level | 2008 Survey Enrolment | Audit Adjusted Enrolment |
|-------------------|------------------------------|---------------------------------|
| 2 | 8 + 5 = 13 | 8 + 3 = 11 |
| Total Primary | 71 + 71 = 142 | 71 + 69 = 140 |

English as a second language (ESL) assisted students:

Discrepancies found

Corrected enrolment figures:

| Year Level | 2008 Survey Enrolment | Audit Adjusted Enrolment |
|-------------------|------------------------------|---------------------------------|
| 2 | 13 | 11 |
| Total Primary | 141 | 139 |

Indigenous students:

Discrepancies found

Corrected enrolment figures:

| Year Level | 2008 Survey Enrolment | Audit Adjusted Enrolment |
|-------------------|------------------------------|---------------------------------|
| 2 | 12 | 10 |
| Total Primary | 136 | 134 |

Students with disabilities:

No student listed

Comments

English as a Second Language

The following table separates the ESL students into those who spoke an identified Indigenous language and those who have merely nominated *Aboriginal* as their home language.

Corrected enrolment figures:

| Year Level | Aboriginal | Specific indigenous Language |
|------------|------------|------------------------------|
| Prep | 10 | 6 |
| 1 | 1 | 2 |
| 2 | 2 | 9 (includes 1 Hindi) |
| 3 | 4 | 17 |
| 4 | 1 | 10 |
| 5 | 3 | 20 |
| 6 | 6 | 22 (includes 3 Hindi) |
| 7 | 5 | 21 |
| 8 | 23 | 41 |
| 9 | 12 | 54 |
| 10 | 14 | 74 |
| 11 | 20 | 65 |
| 12 | 12 | 89 |

The Principal indicated that students who have nominated Aboriginal as their home language were in fact Creole speakers (separate from Torres Strait Creole). The language spoken by these Aboriginal students was not generally comprehensible to non-indigenous persons.

The NLLIA Band Scales, used to determine language proficiency among ESL students in most schools, were applied at this school also.

The Principal provided the auditor with an opportunity to visit classes. During this tour none of the casual language students were using, seemed to be standard English.

Summary of Findings

This school had sound administrative practices in place for managing student data. It would appear reasonable to include all those students whose ESL status is described merely as "Aboriginal" as genuine ESL numbers. The only variation to the ESL numbers submitted in the survey data as at 29 February 2008 would be the two that resulted from a miscount.