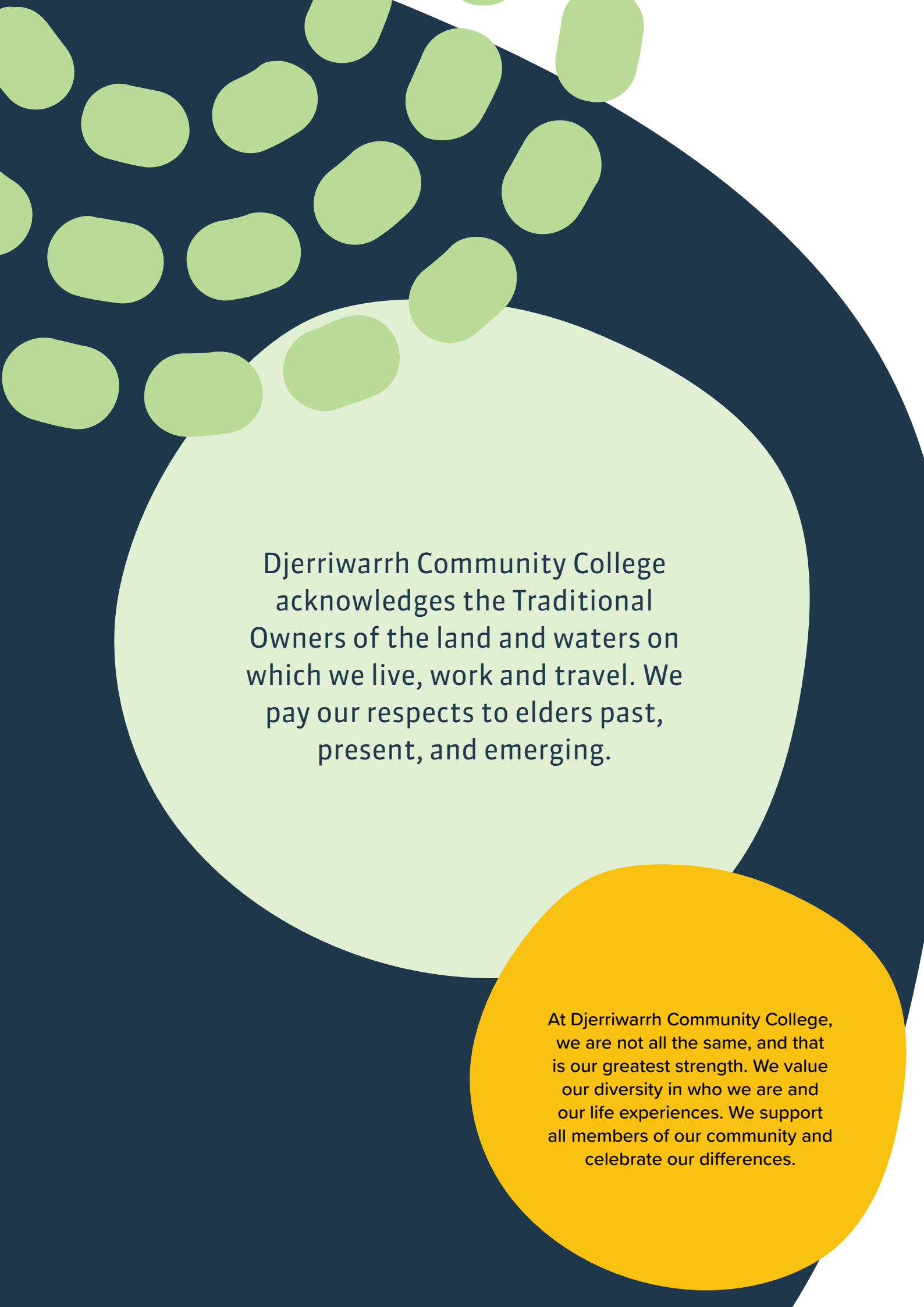




Djerriwarrh
Community College



2022 Annual Report



Djerriwarrh Community College
acknowledges the Traditional
Owners of the land and waters on
which we live, work and travel. We
pay our respects to elders past,
present, and emerging.

At Djerriwarrh Community College,
we are not all the same, and that
is our greatest strength. We value
our diversity in who we are and
our life experiences. We support
all members of our community and
celebrate our differences.



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College Values

Djerriwarrh Community College values, vision and mission are integral to the work that we do and is the foundation for our College community. Students, staff and members of our College are encouraged to live and demonstrate our core values:



Caring

We provide a safe and supportive learning environment for all students.



Inclusive

We put the needs of our students' first and welcome diversity in our school community.



Respectful

We treat all members of our school community fairly and equally.



Accountable

We take responsibility for our decisions and follow through on our commitments.



Adaptable

We respond to students needs in creative and flexible ways.

School Council Chairperson Report

I present the Djerriwarrh Community College's 2022 Annual Report; proud of what the College has achieved in only its second year. In the words of Peter Drucker, "the best way to predict the future is to create it." On behalf of the School Council and the College community I would like to thank and congratulate our principal Amy Farrell, College staff and students for their fine work in creating a future for the College. Their collaborative efforts have further advanced the College's curriculum, community and student well-being programs and the College facilities. These things working together have provided our students with the resource to achieve positive educational and personal goals.

Preparing for curriculum change has been a priority this year. Work has commenced to transition the College's curriculum from the Victorian Certificate of Applied Learning (VCAL) to the Victorian Pathway Certificate (VPC) and VCE Victorian Major (VCEVM) in line with the Victorian Governments Senior Secondary Certificate Reform. Whilst this is a substantial certification change the College maintains its student-centred focus, its engagement with community and above all, the way it fosters positive and caring relationships.

I had the great pleasure of attending the College's launch of the Respectful Relationships initiative. Respectful Relationships (RR) is a state-wide initiative to help young Victorians deal with a range of challenges they may face and covers topics including being respectful, resilient, engaged at school and confident in themselves.

The Launch was attended by members of the College and broader community. The excellent guest speakers came from a variety of organisations; Kirrip Aboriginal Corporation, Department of Education and Training, Men's Family Violence Services and Orange Door Melton/Brimbank. I was particularly impressed by the presentations given by our students, Rayden Murray and RR Implementation Team members Amy Abdullah and Paula Reynolds.

Congratulations to all students who expertly facilitated the launch.

As a long time supporter of student participation in school decision making, I applaud the work of the Student Representative Council (SRC). I am delighted that students are now represented on the College's top decision-making body, School Council. Many thanks go to Scott Dewhirst for capably representing the student body on Council.

As mentioned previously we have completed a highly successful second year. The College has quickly become a viable and sustainable school. This is evidenced in how we are delivering on our strategic plan priorities. As noted in last year's annual report we partnered with Djerriwarrh Community and Education Services (DCES) to purchase the property next door to the College. To move forward and develop the site, architect David Norman was appointed to develop a Building Master plan. David presented the plan to School Council and the DCES Board on Tuesday 29th March 2022. Both School Council and the DCES Board approved the Plan. A budget allocation has been made to take the Building Master Plan to the next stage.

With the architect's assistance, we have submitted a Commonwealth Capital Funding application through Independent Schools Victoria. Representatives of the Building Grants Authority (BGA) Board visited the College to discuss our application. We cross our fingers and look forward to a positive outcome.

To achieve positive change locally it is sometimes necessary to influence change at a government policy or system level. Recently the College presented a submission to the Senate inquiry into School Refusal. A Stressed Education System – Heightened But Not Caused by Covid - causes leading to chronic stress in students are known, system improvements are needed for prevention, early-intervention, and re-engagement. Hopefully the inquiry will take on board our students' views and the College's experience working with a diverse range of young people.

In conclusion, I would like to thank my fellow school councillors for their valuable contributions. Our Council members have brought to the College a great depth of knowledge and experience in organisational leadership and governance, education and training, government, community, youth services, student representation, the law and business development.

Sincerely,

Peter Blunden



Principal Report

As we farewelled 2021, we looked forward to welcoming students and the school community back on site for the 2022 school year. I would firstly like to thank all members of our school community for the safe and responsible manner with which they supported the health and wellbeing of themselves and others while navigating the health requirements placed upon the education sector.

In 2022 we focussed on developing key community partnerships, with SPELD Victoria returning to site and with the establishment of a new relationship with the Australian Centre of Trauma and Wellness. With the support of these organisations, Djerriwarrh Community College can support the social, emotional, and mental health of students after a long period of remote learning.

We also saw the delivery of two additional office pods to site 235 Station Road, Melton this year. These offices provided a space for counselling sessions and for external providers to undertake personalised assessments. Students also utilised these spaces for individual tutoring sessions.

I would like to congratulate all the students who represented the College at the Respectful Relationships and Community Noticeboard Launch that was held during Term 2, this day was a huge success and was student-led. Students also participated within the ElephatEd program, Women's Circus and Minus 18 workshops this year. These programs provided our students with key strategies for navigating difficult situations and assisted them to explore coping strategies and building resilience. In 2022, our students also developed key skills in public speaking, explored body image and worked to promote inclusion and diversity for LGBTQIA+ youth.

As we commenced the second half of the school year, it was exciting to see students participate in the Djerriwarrh Community College Fest. Students designed an open day and family BBQ where they could showcase the College and hold a variety of interactive activities. The day included student led school tours, games, and various activities such as an archaeological gig and paint pouring. Congratulations to all students who participated on the day and thank you to the families who were able to attend. The DCC Fest was a great success and has become an annual event.

I wish to acknowledge the Djerriwarrh Community College community as a whole, for their support, resilience, and work throughout the 2022 school year. It has been a year of learning and growth for everyone in the College.

This year we had 12 Senior students achieve their Senior VCAL Certificate. Congratulations to the following students who received individual awards.

Academic Achievement: Alice Ashanty Di Biase Filpo

Outstanding Effort: Thomas Scott

Community Service: Rayden Murray & Brady Allen

The commitment and perseverance demonstrated by all 2022 graduates should be commended and celebrated. Djerriwarrh Community College staff are very proud of our students and wish them all the best in the future.

Lastly, I would like to thank the Djerriwarrh Community College School Council and Djerriwarrh Community & Education Services Board for their ongoing support throughout the year. All members are driven by the College vision and mission and always promote the best interests of students.

Sincerely,

Amy Farrell



Djerriwarrh Community College School Council



Peter Blunden

Chair

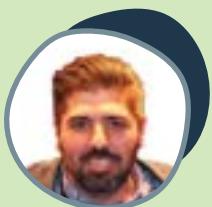
Peter has 15 years of school leadership experience at Kurunjang Secondary College, where he was Principal for 10 years. He also has significant leadership experience in adult, community and lifelong learning with the City of Melton and an ongoing interest in education and learning in the Melton region. Peter was Secretary of the Djerriwarrh Community & Education Services Board for 17 years prior to becoming Chair of the Djerriwarrh Community College School Council.



Tegan Tregea

Treasurer

Tegan has worked in the individual and family services industry for nearly 20 years including working for MacKillop Family Services, Djerriwarrh Community & Education Services and Hope Street Youth and Family Services. Tegan has a strong professional knowledge of Out of Home Care service, Education & Employment and Homelessness and experience working with marginalised young people.



Mark Corrie

School Council Member

Mark is Chief Executive Officer of Western BACE and has worked with startups, small businesses, community organisations and the corporate sector. He is skilled in negotiation, marketing, management, business planning, and sales.



Jeremie Nguyen

School Council Member

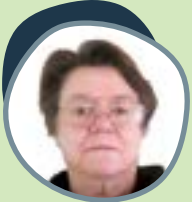
Jeremie is a representative of the Djerriwarrh Community and Education Services board. Jeremie has worked in several different roles in the youth sector for the past 10 years. He is currently a lawyer practising in the Children's Court jurisdiction and is also a director on the board of a Community Legal Centre.



Meg Clements

School Council Member

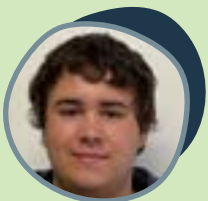
Meg is an executive leader who has worked across Government, Not-For-Profit and Private sector in a range of senior leader positions across Corporate Services, Human Resources and Social Policy. She is passionate about building strong and capable communities through equipping organisations' people with the capabilities to be the best that they can be at work.



Lee Dewhirst

School Council Member

Lee is the parent representative on the Djerriwarrh Community College Board and has two grandchildren at the school.



Scott Attard-Dewhirst

Scott is the student representative on the Djerriwarrh Community College school council. Scott enrolled in the college in 2021 and is currently completing the VCE Vocational Major certificate. Scott has grown up in Melton and is an active member of the Student Representative Council.

The Djerriwarrh Community College School Council is a subcommittee of the Djerriwarrh Community & Education Services Board and would like to thank the Board for their ongoing support.

2022 Annual Report

Djerriwarrh Community & Education Services Board

Christine Pilbeam
Chair

Stuart Deagan
Deputy Chair

Doris Cunningham
Treasurer

Don Nardella
Secretary

Denise Lumsden
Director

Jeremie Nguyen
Director

Meg Clements
Director

Financials

Expenditure from Operating Activities \$1,492,441

Staff Salaries and On Costs	\$980,601
Curriculum	\$87,988
Student Safety and Welfare	\$83,180
Facilities and Resources	\$290,291
Governance and Compliance	\$50,381

Revenue \$

Federal Government Grants	1,454,778
State Government Grants	386,499
Other Funding	34,210

Total Operating profit / Surplus %

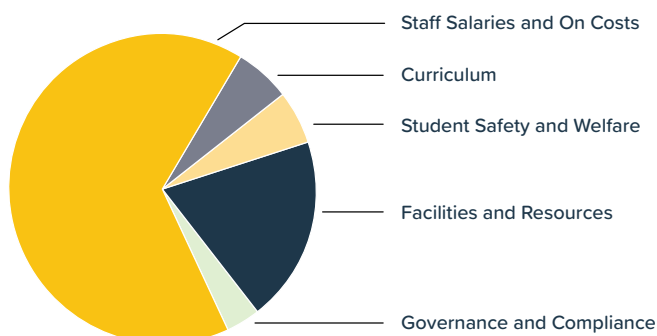
Income Breakdown

Federal Government Grants	77.6%
State Government Grants	20.6%
Other Funding	1.8%

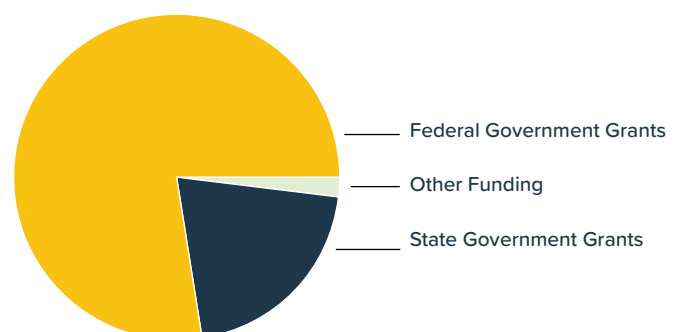
Expenses Breakdown %

Salaries and On Costs	65.7%
Curriculum	5.9%
Student Safety and Welfare	5.6%
Facilities and Resources	19.4%
Governance and Compliance	3.4%

Expenditure from Operating Activities



Revenue



Djerriwarrh Community College Staff

Djerriwarrh Community College delivers the curriculum collaboratively; while supporting students to overcome personal barriers and to achieve their education potential. Our team is dedicated to providing wrap around support and assisting students in developing life skills.

Amy Farrell
Principal

Sibylle Kaczorek
Assistant Principal

Amy Abdullah
Youth Worker

Sween Sharma
Administration Officer

Marianne Santos
Teacher

Josh Van Den Berg
Teacher

Tanya Osborne
Teacher

Marie Bernadette La Rose
Teacher

Paula Reynolds
Education Support
Coordinator

Rachael Robertson
Education Support Worker

Rajneet Kaur
Education Support Worker

Randeep Kaur
Education Support Worker



“Every child deserves a champion—an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be.”

– Rita Pierson

Djerriwarrh Community College is also thankful to have the support and expertise of several staff members that sit within with the wider organization. A time allocation is given to each staff member to assist the school.

Maree Morgan
Compliance

Simon Harris
Finance

Kathleen Parer
Marketing

Prajwol Aryal
Facilities and IT

Vishnu Gopala Pillai
HR

Staff Profile

My role as the Education Support Coordinator at Djerriwarrh Community College is multi-faceted and no two days ever look the same. A flexible approach is definitely required!

As part of my role I liaise with Teachers, Wellbeing, Leadership and of course the students themselves, to identify each student's individual learning needs. We then implement the relevant adjustments and tailor a personalised approach to each student's learning.

I mentor and support the Education Support team in providing consistent learning approach to all classes across the college. We provide after school tutoring and recreational Lunch time clubs. My love of reading is something, I've been able to incorporate into our weekly lunchtime clubs, where we alternate book club, mindfulness practice through crafting club and LEGO club.

This year I am overseeing a pilot Flexi program, to encourage heavily disengaged students to attend and receive support in a one-to-one capacity.

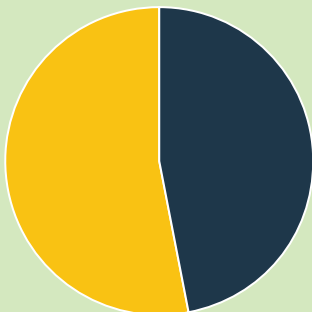
I am a passionate advocate for the individual learning needs of each student while working collaboratively with the student to develop their own resilience and build capacity. The best part of my role is seeing a previously disengaged student actively participate in their education. The sense of pride and empowerment they feel as a result is hugely rewarding.

Paula Reynolds

Education Support Co-ordinator

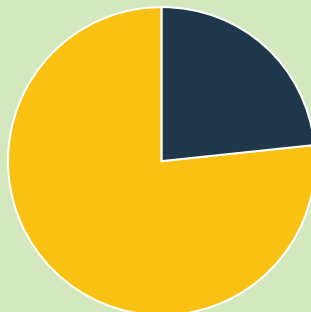


Employment Status



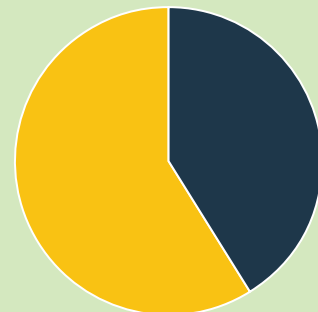
■ Part time
■ Full time

Gender



■ Female
■ Male

Teaching Staff/
General Staff

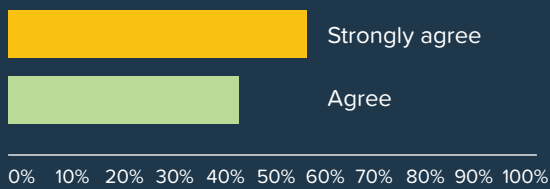


■ General Staff
■ Qualified Teachers

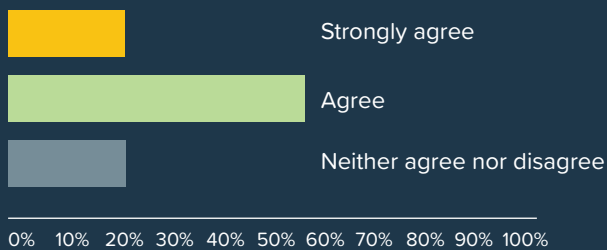
Child Safety

Student feedback survey

Q I feel safe at my school?



Q Students at my school respect each other's differences?



Djerriwarrh Community College is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and the responsibility of ensuring our school is a safe and supportive environment that respects and fosters the dignity and self-esteem of all young people attending the College.

This Child Safety Code of Conduct outlines appropriate standards of behaviour for all adults towards students. The Code serves to protect students, reduce any opportunities for abuse or harm to occur, and promotes child safety in the College environment. It provides guidance on how to best support students and how to avoid or better manage difficult situations.

Statement of Commitment

Djerriwarrh Community College is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Djerriwarrh Community College is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal students, students with culturally and/or linguistically diverse backgrounds, students with a disability, international students, students who are unable to live at home and lesbian, gay, bisexual, transgender and intersex (LGBTIQ+) students.

Every person involved in Djerriwarrh Community College has a responsibility to understand the important and specific role they play individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.



Teaching and Learning

Our curriculum is flexible, applied, student centred and assists our students to develop community partnerships. Applied learning is education put into practical use; learning which is experiential, contextualised to real situations and personalised to the learner's needs.

The purpose of Djerriwarrh Community College is to provide a safe and inclusive learning environment for young people who may have been disengaged or are at risk of disengaging from education. Many of our students have experienced, or are experiencing, mental health issues and disrupted learning.

Curriculum planning and delivery, therefore, has a focus on engaging students, encouraging them to participate in their own learning, and assisting them to achieve their educational goals.

During the enrolment process, we gather information relating to a student's educational history, mental health, medical conditions, disabilities and any other conditions that may impact on how they participate in their learning.

The information we gather is used to develop strategies that we implement to encourage students to regularly attend classes, participate in classroom and off-site activities relevant to the curriculum, complete assessment tasks and achieve their educational goals.

The College will work with Students to develop a program that is appropriate for their interests, abilities and strengths.

Strategies to engage and support students include:

- Providing additional areas of study that support the curriculum: art therapy, computing and physical education
- Goal setting
- Career planning and coaching
- Development of individual learning plans
- Language, Literacy and Numeracy support
- Reasonable adjustments for students with a disability

Professional Learning Community

Djerriwarrh Community College uses a Professional Learning Community (PLC) approach to improving student outcomes.

A PLC is composed of collaborative teams whose members work interdependently to achieve common goals linked to the purpose of learning for all. Our PLC is dedicated to the idea that the College exists to ensure that all students learn essential knowledge, concepts and skills.

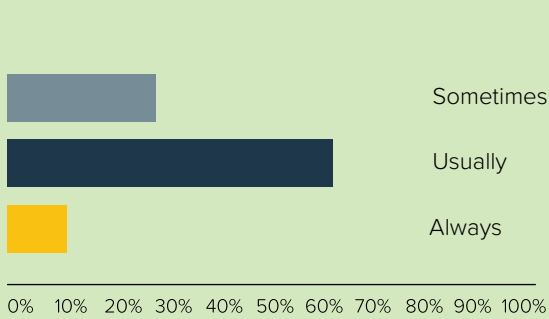
The College Professional Learning Community (PLC) meets weekly to review and develop learning program teaching and assessment practice across all strands including core skills of literacy, oral communication and numeracy.

The College has a Curriculum Development and Review Procedure to ensure that curriculum planning and delivery remains compliant, relevant and continues to meet the needs of our students.

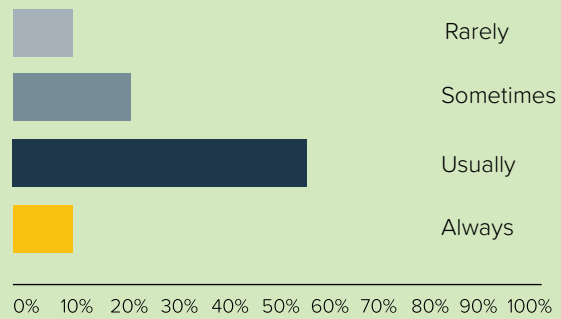


Student feedback survey

Q My teacher makes the work we do in the classroom interesting?



Q I ask my teacher for help when I find my work difficult?



Student Engagement & Wellbeing

The College supports the principles and practices of equal opportunity and human rights. The College undertakes to ensure that programs are accessible to all eligible members of the community and are responsive to individual needs. The College is committed to providing an inclusive environment and to enhancing the opportunities for participation in programs and services on offer, regardless of culture, age, religion, sexuality, gender, political affiliation, ability or disability and, which is free from discrimination, harassment and racism.

Identifying students in need of support

Djerriwarrh Community College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially.

College staff play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. The Wellbeing team utilises the following information and tools to identify students in need of emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation.
- engagement with parents/guardians
- self-referrals or referrals from peers

Individual Strategies

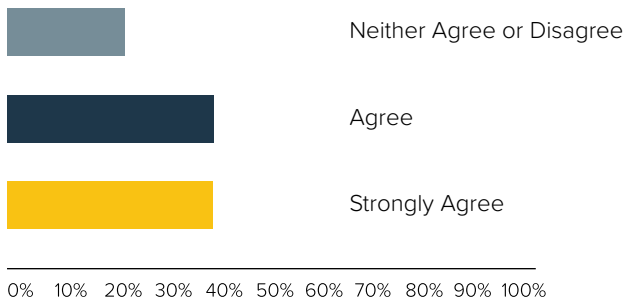
In 2022, Staff at DCC implemented the following strategies to ensure students received personalized support:

- referral to external assessment and support services and related programs
- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with students and their parent/guardian to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Student Behaviour Plan
- considering if any environmental changes need to be made, for example changing the classroom set up referring the student to:
 - school-based wellbeing support
 - appropriate external supports such as council-based youth and family services, other allied health professionals, Headspace, child and adolescent mental health services
- being responsive and sensitive to changes in the student's circumstances, health and wellbeing
- teachers and college staff can make wellbeing referrals on behalf of students
- collaborating, where appropriate and with the support of the student and their parents/guardians, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their parent/guardians

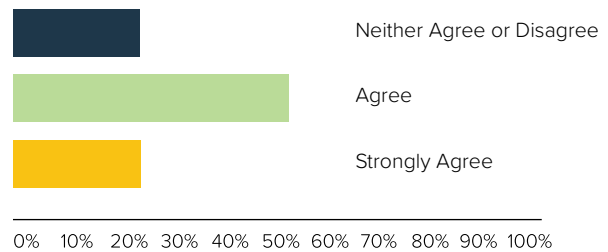


Students Wellbeing Survey 2022

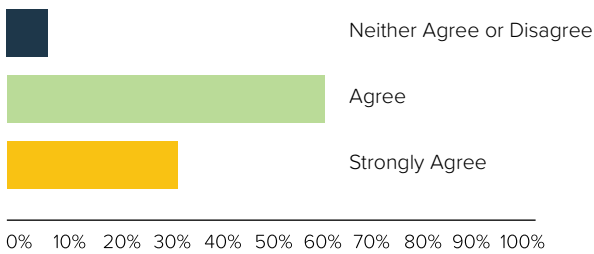
Q I feel like I belong at this school



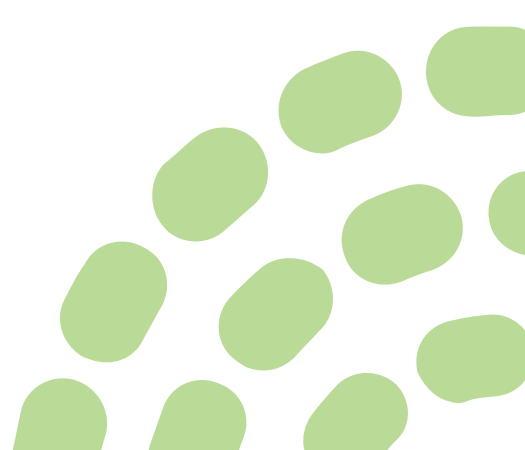
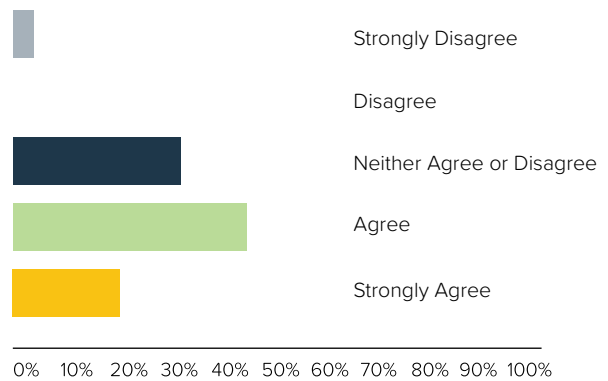
Q You feel your opinions, perspectives and concerns are heard



Q You feel connected, safe and welcomed at DCC



Q You received assistance from school staff regarding your mental health, behaviour, social, wellbeing concerns or overall barriers to training and education



Engaging with Parents/Guardians

Djerriwarrh Community College values the input of parents and guardians and this collaboration was crucial to the support of students during the 2022 school year.

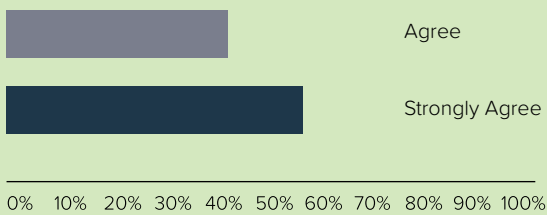
We work hard to create successful partnerships with parents and guardians by:

- ensuring that all parent/guardians have access to the College policies and procedures, available on our school website, Compass or at the College Reception
- maintaining an open, respectful line of communication between parent/guardians and staff
- providing parent/guardian volunteer opportunities so that families can contribute to school activities
- coordinating resources and services from the community for families

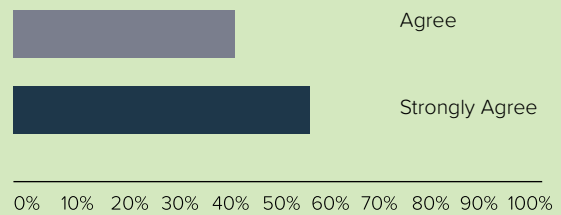


Parent/Guardian Feedback Survey

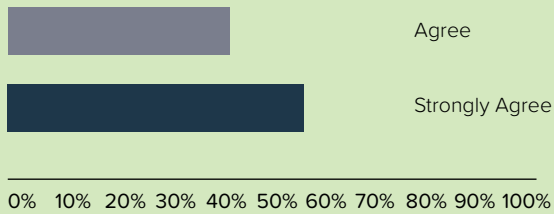
Q My child is happy and feels safe at this school?



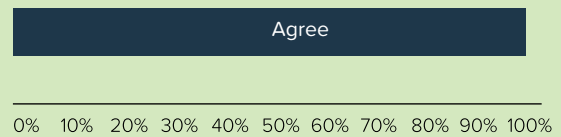
Q The School is effective at helping my child achieve his/her best?



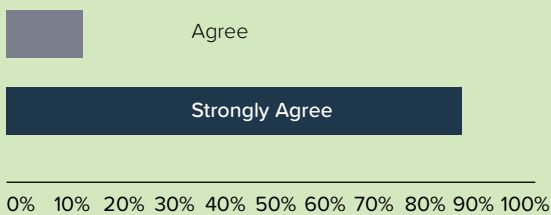
Q The learning program offered at the school meets the needs of individual students?



Q I am given opportunities to find out how my child is going?



Q Overall, I am satisfied with my decision to send my child to this school?



Careers and Pathways Report

The 2022 graduating class triumphantly completed their Senior VCAL certificates. It was not an easy journey but indeed a very meaningful one as our staff and students worked collaboratively, allowing students to gain the necessary values, knowledge and skills to help them navigate the various pathways that they are heading in life.

This year, Djerriwarrh Community College also formed a Careers and Pathways Team. We now have a Career Education and formal processes in place that carefully planned programs and learning experiences – in education, training, and workplace settings. The main goal is to help DCC students make informed decisions about courses and various career options and to see the connections between school and future careers.

Through Careers and Pathways, our students have developed knowledge and understanding of themselves guided by our strengths-based approach which is further explored through career related personality tests, self-assessment tools, and termly meetings with the Careers and Pathways Coordinator.

We also formed strong partnerships with local community and stakeholders. Some of these amazing organisations are Future Connect, The Ladder Program, Reconnect, The Exchange Program, Greater Western Waters, and Melton Botanic Gardens. They assisted us in job application process, updating with job availability in the local area, applying for scholarships and courses and providing volunteering opportunities so our students gain real-life knowledge and skills.

The highlights probably would be our incursions, industry experiences, and excursions that our students really enjoyed since they are based on students' interests and suggestions. We attended the biggest careers event in Victoria – Melbourne Careers Expo 2023 at Melbourne Convention and Exhibition Centre and students were

thrilled to speak to various education and job providers and ask for courses that they want to pursue after graduation. Moreover, we also had 'Careers Day' where universities, TAFEs and RTOs visited DCC to talk about courses they offer, application process, scholarships, and apprenticeships.

Lastly, because of the mentioned supports, and programs in place, 67% of our graduating students are accepted into TAFE courses. Some universities and colleges where they are enrolled include RMIT, Victoria Polytechnic, Kangan TAFE, SAE Creative Media Institute and Academy of Interactive Entertainment (AIE). 16% of our students are starting part-time and full-time work, and the rest were actively volunteering in areas of their choice and within the local community. Industries where they choose to work, and study are Health, Information Technology, Retail, and Education.

Our 2022 graduates have proved that with the right mindset, support, and attitude – nothing is impossible. We hope that no matter what path they choose, that they remember that the staff at Djerriwarrh Community College are always here to support them and to advocate for them.

Sincerely,

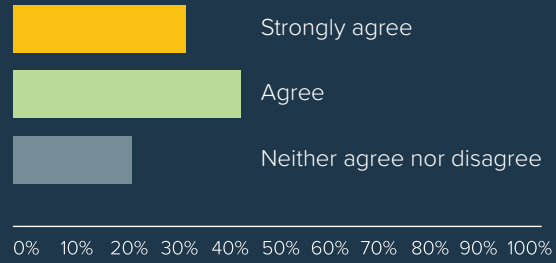
Marianne Santos,
Careers and Pathways
Coordinator





Student feedback survey

Q The work I do is preparing me for future, the things I am learning will help in my adult life?



Community Partnerships

Supporting our students



Djerriwarrh Community College works closely with Community organisations in delivering services and programs that focus on providing resources and opportunities to our students that support them through their learning journey.

In 2022, Djerriwarrh Community College partnered with the Australian Centre of Trauma & Wellness (ACTW) and supported our students in availing of counselling services on school premises and provided tailored support and therapeutic services to meet their individual needs. We also facilitated Equine Assisted Psychotherapy for our students. Horses provide us with unique and relational learning experiences that support therapeutic learning, increase life skills and support personal growth. In partnership with horses and learning from horse wisdom you can change your brain, body and emotions.

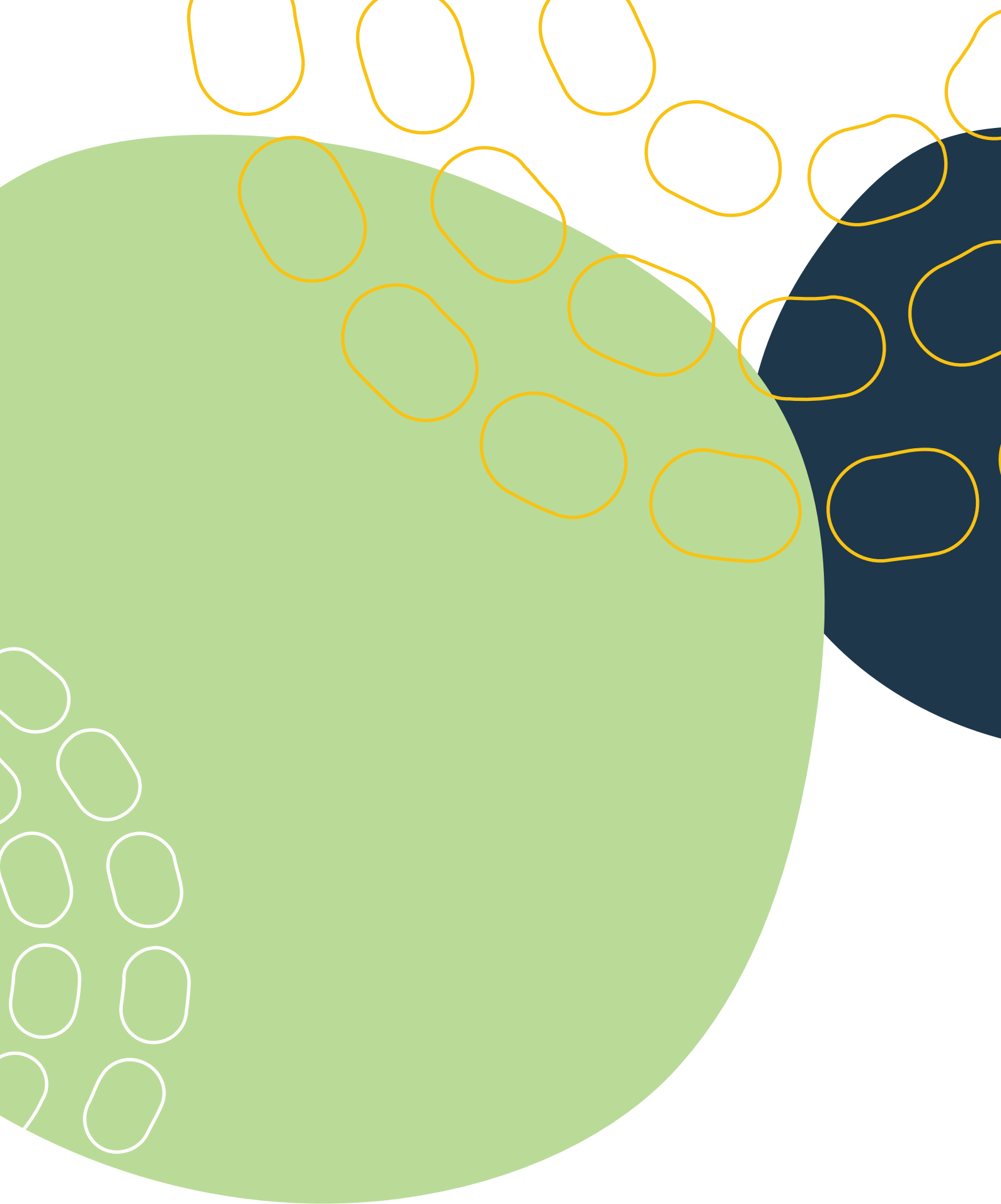
Australian Centre of Trauma and Wellness acknowledges that over time society is becoming more accepting of people who experience mental health issues or have been impacted by adversity. However, they also acknowledge society has a long way to go in understanding the full impacts of stress, trauma, and adversity on a person's physical and mental wellbeing.

Kelly Murphy, of ACTW has her own story, both professional and lived experience of trauma and adversity. She has chosen to dedicate her life to protecting and advocating for people who are vulnerable or are living in adversity. The results of that dedication can be seen all throughout her career, and in the tireless effort in building The Australian Centre for Trauma and Wellness.

By partnering with Australian Centre of Trauma & Wellness, we were able to deliver specialist support to students for various reasons that included psychological trauma, grief and loss, bullying, communication skills building, family stress, life changes and parenting support.

This not only helped foster greater integration with a community organisation but also directly impact on better outcomes for our students.





Djerriwarrh
Community College