



Redfern Jarjum College Annual Report 2018-2019



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1. A message from the Principal

In 2018-2019 Redfern Jarjum College has continued to work towards the goals articulated in the College Strategic plan and represented in the College Mission Statement. With a clear commitment to *'cura personalis'* or *care for the individual*, the College has refined and redeveloped the academic program to suit the needs of each student.

Sharon Schofield is the Junior Class teacher, having commenced in August 2018, and Sharon has implemented a classroom approach that allows the students to strengthen their skills in socialisation and relationship building. With a strong emphasis on kinaesthetic learning activities, Sharon nurtures the students' imagination, coaches them through a range of complex social interactions and supports them in developing the skills necessary to engage meaningfully with literacy and numeracy lessons. Ably supported by Teaching Assistants Sean Maroney and Michelle McGrath, Sharon has seen the students in the Junior Class grow in their love of learning.

Tina Brayan joined Jarjum in 2019 as the Middle Class teacher. Tina's focus on the foundational skills of numeracy and literacy with her students has allowed them to grow in confidence in their academic ability. The Middle Class is characterised by high expectations and clear routines, both key contributors to the students' growth and development. They have shown particular growth in their reading, benefiting from the many volunteers who join them in class to assist with the one to one reading program. Working towards building resilience, both personal and academic, the students in the Middle Class have come a long way under Tina's guidance, supported by Teaching Assistants Warwick Bell and Raylene Carroll. Warwick also fulfils the roles of Bus Driver and Aboriginal Liaison officer, key functions in the operation of the College.

Natasha Evans is Jarjum's Senior Class teacher. Natasha joined the Jarjum team in 2018 and has been working with the Senior Class students on preparation for the transition to High School. With a focus on building independence and leadership skills, the students in the Senior Class continue to work through an increasingly rigorous and challenging curriculum. They have opportunities to represent their learning through a range of mediums, with creative and visual communication taking prominence in their classroom experience. Natasha works closely with Teaching Assistant Cherri Scifleet to ensure that the students in the Senior Class have regular opportunities to experience academic and social challenges that reflect those they might encounter upon graduation to High School.

Tom Bourne joined Jarjum in the new role of Deputy Principal in 2019. Tom works closely with myself and Anne McDermott, the School Administrator to lead the operations of the College, including the execution of the Pastoral Care and Academic Program. Gayl Hardaker

continues in the key role of Pastoral Care and Volunteer Coordinator, leading the nutrition program, assigning Jarjum's numerous volunteers and serving as a central support person to everyone in the school. Jarjum's students and community also benefit from the contributions of Aunty Ali Golding, Father Nico Lariosa SJ, Sister Mary McDonnell and many other supporters from the local universities, the Cardoner Project and the local Redfern community.

Jarjum's culture program has taken on a new look in 2019, supported through partnerships with local cultural organisations. Aboriginal educator teams from the Australian Museum, Royal Australian Botanic Gardens, Sydney Metropolitan Lands Council and Art Gallery of NSW lead our students in exploring and expressing their cultural identity through a range of activities both at school and off site. The Jarjum students have also benefited from participation in the 'Young Elders Program', a partnership initiative involving Aboriginal and Torres Strait Islander students from schools around and beyond Sydney.

Jarjum is a unique school with a wonderful community, it is both an honour and a privilege to have the opportunity to work with these students and their families.

Sincerely,

Matt Smith
Principal, Redfern Jarjum College

2. A Message from the Chair of the Board

Dear Parents and Friends of Jarjum,

2018-19 was a year of change at Jarjum College. It was with great sorrow that Fran McCarthy, our beloved Principal at Jarjum for the previous five years, left the College in Term 3 2018. She decided to study for a PhD in youth education at Notre Dame University. She left us wrapped with our collective love and we are all truly grateful. We are now nearly 50% through our first full academic year with our new team under our new Principal, Matt Smith. This year we welcomed Tom Bourne, as Deputy Principal, as well as two new teachers – Natasha Evans and Tina Brayan. Along with our existing teacher, Sharon Schofield, and with our Teachers' Assistants – Cherri Scifleet, Warwick Yilgari Bell, Michelle McGrath, Raylene Carroll and Sean Maroney, together with the great (!) Anne McDermott and Gayl Hardaker, our school could not be better staffed! Matt and his team have implemented a rigorous, yet flexible, teaching structure to incorporate within the school curriculum partnerships with many other organisations, including the Botanical Gardens and the Australian Museum. Student outcomes are responding to the added stimulation.

As was flagged last year, our College Council has been dissolved and a new corporate structure enacted under Jesuit Education Australia. Operationally, this has no effect on any of the school operations. It simply improves our reporting requirements to government and clarifies to roles of the new Board of Directors and Principal in school governance. I thanked the previous Council members in my Annual Report last year.

Our current Board members are:

- John Allen – Director, (Chair). John has been Chair of Jarjum since August 2016 and has over ten years' experience in Indigenous education and mentoring at Riverview.
- Yvonne Weldon – Director. Yvonne is a proud Wiradjuri woman who grew up in Redfern and is currently Chair of the Metropolitan Land Council
- Jayde Ward – Director. Jayde is a proud Wiradjuri woman on her mother's side and was born and raised on Gadigal Country. She is currently State Coordinator for Indigenous Education for NSW Catholic Schools
- Fr Ross Jones SJ – Director. Ross is currently Rector of St Aloysius College and returns to Jarjum after several years as Rector of Riverview. Ross was pivotal, along with Ailsa Gillett, in founding Jarjum back in 2011 and 2012
- Anne Fry – Director. Anne is currently Principal of St Vincent's College, Potts Point and brings over 20 years' experience in running Catholic schools in the Ignatian tradition.

- Fr Pat Mullins SJ – Director, Pat works in the Jesuit Parish at Emerton and brings many years’ experience from working with Indigenous schools and parishes throughout Australia.
- Peter Best – Director. Peter is a lawyer who heads the governance, risk and compliance team at Lend Lease Ltd. He also has over 10 years’ experience involved as an Indigenous Mentor at Riverview.
- Jennie Hickey and David Green continue as ex officio Board members responsible for representing Jesuit Education Australia and as Company Secretary respectively.

I wish to thank the community and staff of St Aloysius College for their continuing support of Jarjum. Specifically, Murray Happ and his team in the Development Office for their on-going support with processing our fund-raising and Newsletter requirements. We also need to thank the staff and community of St Ignatius’ College for their renewed support in fund-raising as well as operational support. Many thanks. I would also like to thank Fr Brian McCoy, Provincial of the Society of Jesus in Australia for his ongoing support, as well as Jennie Hickey, the Provincial Delegate for Education, for her amazing support and influence in our governance. Lastly I would like to pay homage to donors who donate approximately \$300,000 per year in addition to the funding we receive from the Federal and State Governments.

Kind regards,

John Allen
Chair, Redfern Jarjum College Board

3. Contextual Information about the School

Mission Statement

Redfern Jarjum College's mission is to educate urban Aboriginal and Torres Strait Islander children who are not participating or coping in mainstream primary schools as a result of their domestic circumstances. It will serve boys and girls aged between 4 and 13 from Kindergarten to Year 6 and fees will not be charged for tuition. The aims are to, among other things, alleviate the social, emotional, behavioural and health disadvantages of Aboriginal and Torres Strait Islander children so that they can return to mainstream schooling, and to provide opportunities for them to pursue secondary education.

In partnership with their community, the growth of the children in the school will be intensive and holistic. With a low student-to-teacher ratio, care of the individual student will be at its heart. It will provide a culturally attuned and locally-responsive approach to meet each child's needs through social, physical, spiritual, academic and emotional engagement with the child.

Redfern Jarjum College will focus on the educational foundations of literacy and numeracy, along with building each child's self-concept and self-worth. The school day will include transport to school, before school care, washing facilities and clothing, meals, health checks and after school activities. A key feature will be community development with parents and carers through opportunities to participate in school activities such as meal preparation, sharing stories, dance, art, literacy and numeracy activities, and regular gatherings.

About Jarjum

Redfern Jarjum College provides a holistic education program that supports all aspects of a child's development. Jarjum has an identity that reflects education in the Ignatian tradition and at the same time acknowledges the deep connection of Aboriginal and Torres Strait Islander people to land through an expression of Indigenous spirituality.

The College provides a wraparound service which includes:

- The provision of school uniforms
- A nutrition program providing breakfast, morning tea, lunch and afternoon tea
- Transport for students to and from school on the College bus
- Support for families to access educational and health services
- Coordinating medical support through facilitating access to the Aboriginal Medical Service, Paediatric appointments, dental appointments and other medical services where required.
- Provision of fluoride dental treatment through partnership with the Poche Centre for Aborigina Health

Jarjum offers a comprehensive cultural and pastoral care program working in close partnership with:

- The Australian Museum
- The Art Gallery of NSW
- Sydney Theatre Company
- The Royal Australian Botanic Gardens
- Family and Community Services
- The Benevolent Society
- The Aboriginal Catholic Ministry
- The Sydney Metropolitan Aboriginal Land Council
- Sporting Schools

4. Academic Program

Redfern Jarjum College has been granted status as a Special Assistance School through the NESA registration process. The school offers an individualised academic program to students that is responsive to their individual circumstances, identifying the appropriate level of challenge and achievement for each child.

A key aspect of the academic program at Jarjum is the provision, review and implementation of a Personalised Learning Plan (PLP) for each student. A one-to-one reading program using volunteers and community members to support teachers in the classroom allows each student to engage closely with the numeracy and literacy priorities expressed in their PLP.

As a special assistance school, the College has been granted an exemption from publishing achievement data related to standardised testing such as NAPLAN.

Other features of the academic program include:

- embedded Aboriginal culture and Ignation spirituality
- Skills development – enriched through intensive and individual behaviour management strategies
- education experiences beyond the curriculum requirements
- Continued engagement in Literacy & Numeracy Action Plan until 2020
- Extensive experiential learning through excursions, workshops, guest artists and experts, using the outside classroom concept for extending the learning experience
- Curriculum modifications, to cater for individual needs
- Volunteer support
- Transitioning to High School support

Reporting student achievement

School reports are written and presented to carers twice a year. The first semester is followed by parent and teacher interviews. This detailed discussion about the achievements and concerns for each child is more than sharing information; it is another opportunity to build relationships and a sense of community.

Carers are guided through the different assessments so they understand how the curriculum and individual programs relate to each of their children, this also includes work samples and evaluations. In Semester Two the report is a detailed summary of the child's progress throughout the year. An interview is conducted for the carers of children who are transitioning on to other schools.

School reports indicate a child's achievement against the syllabus outcomes that apply to their age and stage. The reports also indicate students' achievement on a Stage continuum, in the cases where student achievement is one or more stages below or above the expectation for their chronological age.

5. School Policies

Redfern Jarjum College has the following policies published on the College website:

- Child Protection Policy
- Duty of Care
- Staff Code of Conduct
- Unlawful Discrimination, Harrassment and Bullying Statement
- Complaints and Grievances
- Social Networking Policy

These policy documents have been written with the support of the Association of Independent Schools and formed part of the submission to NESAs for Registration and Accreditation in 2018/19

6. School Determined Improvement Targets

Strategic Priority #1	<p>Strategic Priority 1 outlines Jarjum College Redfern priorities as an independent Catholic school in the Jesuit tradition founded on faith in Jesus Christ. Integral to this is the lived expression of the charism of St Ignatius of Loyola. Priority is given to enriching the Religious Education Curriculum and its role in the spiritual and academic formation of students and staff. The school is committed to engagement with the mission and expression of the Church through liturgical celebration, opportunities for reflection and practical works of outreach grounded in Catholic social teaching. The school also commits to celebrate, grow and maintain the high priority for expressing Aboriginal and Torres Strait Islander culture in all aspects of education at the College.</p>
Improvement Targets	<ul style="list-style-type: none"> • Implement the fundamentals of Ignatian spirituality, Jesuit education and its pedagogy in an Aboriginal and Torres Strait Islander setting. • Strengthen the identity College in the broader Catholic educational landscape and its Aboriginal and Torres Strait Islander cultural setting . • Develop a more comprehensive Ignatian formation program for staff. • Improve the delivery of the Religious Education Program • More effectively embed elements of indigenous spirituality where appropriate, including liturgy, prayer and the curriculum • Provide more regular opportunities for Aboriginal students and families to explore, develop and express their culture
Strategic Priority #2	<p>Strategic Priority 2 outlines Jarjum College Redfern priorities for maintaining a strong and deliberate focus on the development of teacher quality as well as the continual improvement and commitment to a professional learning community. There is a continued focus on integrating literacy, numeracy and eLearning across the curriculum and provide opportunity for acceptance of diversity, connectedness to the wider world and the empowerment of students. The implementation of the NESA curriculum and related pedagogical change is seen as an opportunity for improving student learning outcomes. The intrinsic relationship between student wellbeing, pastoral care and student learning is fostered across the school community.</p>
Improvement Targets	<ul style="list-style-type: none"> • Strengthen the culture of innovation based on research, data analysis in the areas of pedagogy, learning strategies and literacy • Improve the practice of student and teacher -initiated goal setting to inform individualised programming and improving learning gains • Utilise research and professional learning to engage in evidence-based innovation, experimentation and embedding the principles and practices of deep learning specifically in the context of Aboriginal and Torres Strait Islander education • Improve students' achievement in reading to exceed national minimum standards for literacy
Strategic Priority #3	<p>Strategic Priority 3 outlines Jarjum College Redfern priorities for the development of a shared understanding and commitment to the enhancement of student and staff wellbeing. Wellbeing is both central to learning and an outcome of learning. Student resilience and wellbeing are understood as essential for both academic and social development and this is optimised by the provision of safe, supportive and respectful learning environments for students in settings characterised by trust, respect and confidence. Confident, resilient community members with a capacity for emotional intelligence perform better academically and are better able to maintain healthy relationships and responsible lifestyles. RJC commits to preserving the core Aboriginal and Torres Strait Islander cultural priorities including language, kinship and belonging to country. RJC commits to securing positive working relationships and successful outcomes with parents, stakeholders and partner agencies. A culture and practice of teamwork, collaboration and mutual support underpins working relationships with partners in the school's mission of Catholic education, with strategic partnering characterised by innovation, creativity and value-adding.</p>
Improvement Targets	<ul style="list-style-type: none"> • Increase the number of Aboriginal and Torres Strait Islander agency partnerships to enrich the cultural knowledge base for our students. • More effectively monitor and track trends in student behaviour with an emphasis on anticipating and minimising crisis events

	<ul style="list-style-type: none"> Strengthen the provision of wraparound services to our students, particularly paediatric, dental and psychological services Implement a broader range of initiatives to support staff wellbeing
Strategic Priority #4	Strategic Priority 4 outlines Jarjum College Redfern commitment to building a quality partnerships with organisations and stakeholders aligned to our Mission and Vision for the education of young Aboriginal and Torres Strait Islander children within Catholic, Ignatian pedagogy and in compliance with NESA curriculum requirements.
Improvement Targets	<ul style="list-style-type: none"> Strengthen the relationship between Jarjum and other schools in the Ignatian network Improve the relationship between Jarjum and local tertiary institutions in order to develop a culture of collaborative research-based practice
Strategic Priority #5	Strategic Priority 5 outlines Jarjum College Redfern approaches long-term sustainability through responsible strategic thinking, planning and acting in collaborative partnership with. High quality learning spaces and sustainable provision of ICT infrastructure, hardware and software ensures ICT deployment is optimised in terms of reliability, accessibility, adaptability and security across the learning and administrative environments. Environmental stewardship is understood as a spiritual, moral and financial imperative, and sustainable approaches are actively pursued.
Improvement Targets	<ul style="list-style-type: none"> Develop more sustainable funding sources to increase the resourcing level of the school Upgrade the ICT infrastructure to support a more consistent application of ICT in the classroom and in support of school operations
Strategic Priority #6	Strategic Priority 6 outlines Jarjum College Redfern priorities to ensure that the education offered is aligned with the expectations of the Catholic Church, the Jesuit Province and international Jesuit education standards, NESA, ACNC and is compliant with other external authorities associated with the provision of education and funding in Australia.
Improvement Targets	<ul style="list-style-type: none"> Develop a more comprehensive risk register In partnership with the Province, develop a policy for the recruitment, appointment and management of volunteers that is consistent with the Province Code of Conduct

7. Initiatives Promoting Respect and Responsibility

Redfern Jarjum College promotes respect and responsibility in relationships through the following initiatives:

- **Morning Gathering** – Each morning the whole College gathers in the school to commence the day with the Acknowledgement of Country, school prayer and welcome. Visitors are welcomed and introduced and given an opportunity to share something about themselves. The Principal sets a theme for the week each Monday to articulate and promote a key value in the school. Students have an opportunity to have a voice at Gathering, raising concerns or making suggestions. Teachers have an opportunity to outline the plan for the day or to share students' work with the community. At Gathering each morning, students also participate in 'Celebrating Us', an opportunity to recognize their peers for achievements throughout the week. These initiatives are intended to provide a structured activity through which respectful and responsible behavior are modelled.
- **Cultural Partnerships** – The College has engaged in partnerships with a number of agencies to promote and support cultural connectedness and responsibility. This includes partnerships with community groups, museums, galleries and gardens. Through these partnerships, students and staff gain exposure to cultural knowledge sharing and develop respect and understanding for Indigenous culture.
- **Staffing** – RJC employs an Aboriginal Liaison Officer to support respectful and responsible relationships with families. The College also engages a cultural elder to share Dreamtime stories and mentor students. Additionally, through our partnership with the Metropolitan Aboriginal Lands Council, the College staff have undergone Cultural Competence Training to help promote respect and responsibility.
- **Policies** – The College has implemented a range of policies to promote respectful and responsible behavior. These include the *Staff Code of Conduct*, and the *Unlawful Harrassment and Bullying Statement*
- **Community Council** – As a way to incorporate community perspectives in decision making, the College has formed a community council as an advisory body. The Community Council includes parents, community elders, local police and a staff representative.

8. Parent, student and teacher satisfaction

Redfern Jarjum College encourages parental engagement through regular invitations for parent participation in school activities. Each Thursday, the College hosts a Community Lunch to which parents are invited. This opens a line of communication between parents and College staff and allows the College to discuss issues with parents as they arise. Parents are also encouraged to visit classrooms, meet with teachers and to provide feedback about their son or daughter's experience at Jarjum. Additionally, the College employs an Aboriginal Liaison Officer who plays a role in maintaining open communication with parents and carers

Students are offered an opportunity each morning in Gathering to share their feelings and express their hopes and dreams for the school. With small class sizes, and small teacher to student ratios, students also have regular opportunities to express concerns to caring adults in the school community. The College encourages the development of relationships between students and all members of the College staff to ensure that students always have someone they can speak with.

Staff participate in annual Review and Development meetings. These meetings provide an opportunity for teachers to both give and receive feedback. Staff meetings on Tuesday and Thursday afternoons also promote open communication between staff and the College leadership. Additionally, the Chair of the Board and the Principal offer opportunities for staff to contact them directly should they have any concerns.

9. Workforce Composition

Redfern Jarjum College currently has the following staffing structure:

Principal

Deputy Principal

School Administrator

Pastoral Care and Volunteer Coordinator

3 Teachers

3 FTE Teaching Assistants

Aboriginal Liaison Officer 0.2 FTE

Bus Drivers

Fulltime Staff	8
Part-time Staff	5

Teaching Standards

Category	Number of Teachers
(i) having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	5
(ii) having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
(iii) not having qualifications described in (i) and (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0

Workforce Composition, including Indigenous

Staff Composition	Number of Staff
Indigenous Australian	2
Other	11

Workforce Composition, by gender

Staff Composition	Number of Staff
Male	4
Female	9

10. Teacher Professional Learning and Accreditation

Teacher Accreditation Status

Category	Number of Teachers
Conditional	0
Provisional	0
Proficient Teacher	5
Highly Accomplished or Lead	0

Staff at Redfern Jarjum College participate in a program of continuous professional learning. The following professional learning opportunities have been conducted in this reporting year as whole staff initiatives:

- Child Protection
- Advanced Child Protection Workshop
- Management of Actual and Potential Aggression (MAPA)
- Neurodevelopment, Attachment and Trauma Informed (NATI) principles
- Duty of Care
- Jesuit Province Code of Conduct Training
- Fire Evacuation and safety planning
- Lockdown and emergency response training
- Aboriginal and Torres Strait Islander Cultural Competence Training

11. Student Attendance

Semester	Attendance
2018 – Semester 2	85%
2019 – Semester 1	86%

The College runs a bus service to support maximum student attendance. The College bus run begins at 6.30am each day and arrives at school at approximately 8.10am each morning. Students are collected from Marrickville, Ashfield, Waterloo, Pyrmont, Alexandria and Redfern. In order to facilitate this service, a bus driver has been employed each day from 6.30am until 8.30am and again between 3.00pm and 5.00pm. In Term 2 of 2019, a bus assistant was appointed on a casual basis to reduce risk related to behavioural incidents on the bus. Additionally, the bus assistant calls each family on approach and arrival to ensure that absence and attendance patterns can be managed in a proactive way.

12. Summary Financial Information

2018 Redfern Jarjum College Income and Expenditure

