

Djidi Djidi Aboriginal School

Annual Report



2021



HONOURING OUR PAST

LIVING IN THE PRESENT

PREPARING FOR OUR FUTURE

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Message from the Acting Principal

Kaya & Wanjoo,

As always it is a pleasure to present the 2021 Annual Report to our School Council and the community.

The purpose of the Annual Report is to highlight the schools performance across the year in a way that is suited to our school community and context. While the Annual Report does include data from NAPLAN, our relentless focus at Djidi Djidi is on individual student success and measuring how well students are achieving their own goals.

COVID-19 threw a few curveballs our way, but in the true Djidi spirit the school and community rallied to ensure that students still had access to quality individualised curriculum during time away from face-to-face teaching.

At the end of Term 2 we farewelled our Principal Tegan Davis, who retired from her role. Tegan's impact will continue to be felt as her focus was the unrelenting pursuit of programs and practises that support the development of all children at Djidi Djidi.

The staff of Djidi Djidi Aboriginal School have continued to provide a level of dedication and expertise that moves well beyond 'the standard' and I wish to sincerely thank them for their outstanding commitment to improving outcomes for kids!

Additionally, our school has the support of some fantastic parents and friends who provide positive experiences for Djidi kids every day.

Respondents to the parent survey, which were distributed widely to the community were again overwhelmingly positive however, due to the number returned being low we have chosen not to publish the data. The surveys returned has been low for a number of years and we recognise that we need to explore alternative methods of communicating responses such as via orally contributing, which we recognise our community prefer.

I look forward to welcoming and supporting a new Principal to Djidi Djidi Aboriginal School in 2022.

Bronwyn Mumme

Acting Principal

School Profile

Djidi Djidi Aboriginal School is located in the suburb of Glen Iris (Wardandi Country) and welcomes all children both Aboriginal and Non-Aboriginal from Kindergarten to Year 6.

The school is unique in that Aboriginal culture, content and ways of learning are at the forefront of our practice.

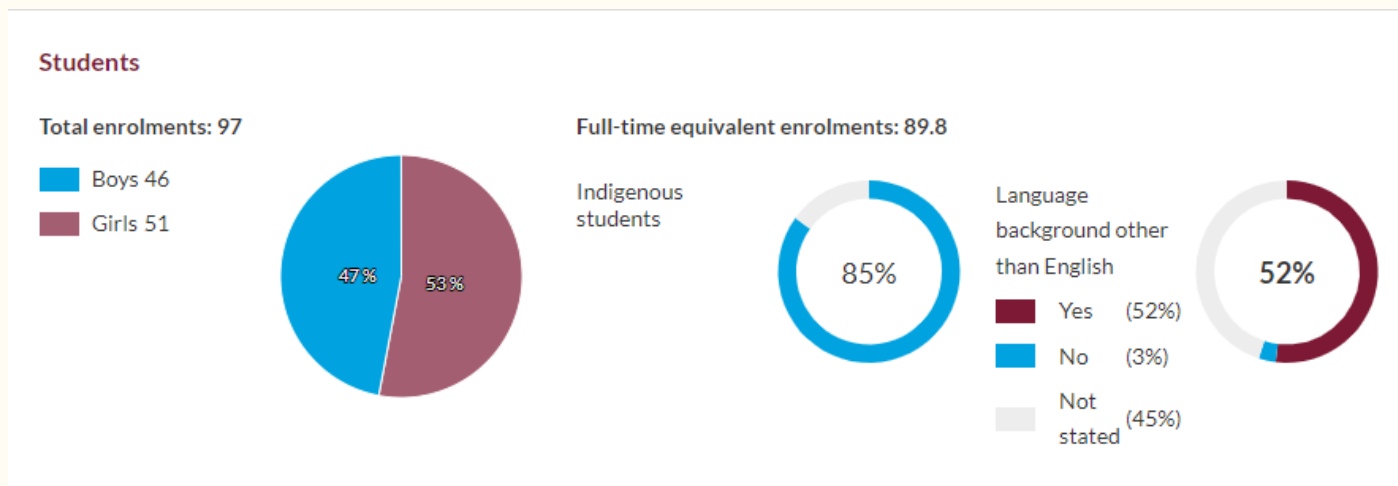
The Djidi Djidi narrative is not one that shies away from the realities and disadvantage that affects many of the children and families who choose to send their children here. Whilst acknowledging that challenges do exist, we do not subscribe to the deficit model that too often attempts to define Aboriginal people. Our school is filled with strong minds, strong culture and a resilience that is inspiring. What we choose to do every day is to challenge the stereotypes that exist for all children of disadvantage and provide them with access to an engaging curriculum, opportunities and experiences at the right dose and intensity required for each individual child. The outcome that we chase for our children and their families are diverse and are as individual as the child placed before us. Our dedicated team of professionals are trained in trauma informed practice and have a 'whatever it takes' mantra; we know our core business and we do it exceptionally well. Our school is solutions focused and is committed to 'levelling the playing field' in the pursuit of health, wellbeing and academic excellence for all children.

Our School Council is made up of parents, Elders and community members. They promote our school to the wider community and also act as a cultural compass; guiding us in new and successful directions.



Student Numbers and Characteristics

Djidi Djidi student numbers fluctuated between 90 to 100 throughout the year. Numbers tend to hold steady within this range. It must be noted that often a family moving districts may have a great impact on school numbers if more than 1 student in the family attends the school and of course this works in the reverse.



KindiLink

The 2021 KindiLink 0–3 yrs program had a strong enrolment of 24 participants with above 50% participation which is an excellent statistic for this state-wide program. These solid numbers ensure a smooth start for the 4-year old's beginning Kindy the following year.

School Programs, Students learning & Activities throughout the year!

Grants through Sporting Schools as well as SEDA students have provided some exciting incursions throughout 2021 that truly inspired our children to engage in activities they would not normally gravitate to, such as badminton. Badminton WA conducted a weeklong program in the school which resulted in our students competing in mini competitions at recess and lunch times. Many students that would hesitate to be active at break times now enjoy badminton, it continues to be popular at recess and lunchtimes.

The Western Australian Cricket Association (WACA) spent a week with our Years 1 to 4 students, teaching the skills of cricket culminating in a mini competition. The highlight for our students were the personalized WACA T-Shirts, hats and bats that they got to wear while competing.



In third term Djidi Djidi again competed in the WATTLE Winter Carnival, bringing home the trophy in the netball and competing valiantly in the soccer. Additionally, in third term DDAS held another successful sports carnival: Mirda (Red) Faction proving just a little strong for Yoont (Gold) Faction.

It was Djidi Djidi's turn to coordinate the WATTLE Interschool Sports Carnival. Held at River Valley Primary School, logistically this is a big event, a team effort by staff and parents ensured a successful carnival that students enjoyed from across participating schools.

We again appreciate the collaboration and efforts of the High School sports programs SEDA and Newton Moore Senior High Schools MASH students that assisted DDAS on both sports days. SEDA sport – assisting with athletic carnival preparation by delivering targeted activities for all students and MASH supporting at the interschool event.



Boonderu continued to offer a safe sanctuary for Djidi Djidi Pre-Primary to Year 6 students to explore and express themselves through music. The students wrote and published a new song 'How is where the Hear Is', all about where they live, visit and play with their families. The Performance Group and Choir proudly presented this song at the End Of Year Concert. Due to the Performance Groups high level of interest and commitment over the year and in front of their families, the students were gifted a new musical instrument to further their love of music, these included keyboards, drum kits, bass guitar and amplifier to ukuleles.

Jo Jingles continued to be a much loved and anticipated weekly music and movement program for Kindy students and the school remains committed to funding this valuable program.



A variety of theatre and music incursion occurred over the year including Yirri Yarkin, Spare Parts Puppet Theatre, the very popular Boox Kid from the Western Australian Music-WAM, Bunbury Senior High Schools Band, Karla Hart, and Bell Shakespeares *Just Romeo and Juliet*.

The school was again proud to be a part of the Bunbury Regional Art Galleries-Noongar Country 2021 Power & Healing: Now Exhibition. All DDAS students exhibited work and most classes participated in excursions to the gallery to view the exhibition. This continues to be an important event for our school community.

Inspiring students to retell stories and to develop a love of reading and all varieties of storytelling saw another successful Book Week event. Classes chose a shortlisted book from the 2021 theme *Old Worlds, New Worlds, Other World* and designed a costume for all students to be worn to the story telling morning. Author, Leanne White also worked with our Year younger students to teach them about writing and illustrating books.



Collaborations

Djidi Djidi continued its vital and much valued collaboration with the *Earbus Foundation of WA*, this wonderful service again screened all our students from KindiLink (0-3) to Year 6 multiple times throughout the year. The statistics tell us that this ongoing screening and if necessary, follow through intervention, continues to see a reduction in chronic ear conditions.

Connections to Newmont Mining also remained strong in 2021; with a collaborative focus on inclusion and diversity the school and Newmont produced another NAIDOC booklet for children to use. All employees of Newmont and students at Djidi Djidi received a copy of the booklet. The Early Childhood Centre gratefully accepted the donation of a creative play Waterwall.

Our Year 5 & 6 students and staff worked collaboratively with the City Of Bunbury in the *Glen Iris Skate Park Anti-Graffiti* project. Working with local artists the students explored design ideas and techniques before creating and helping paint the final Mural design. The class learnt about the impacts of graffiti on the community and the difference between Graffiti and graffiti-based art projects; learning that their mural provides strategic coverage to a graffiti hotspot to deter ongoing vandalism. Next, the students planted trees and took part in litter pick up around the skate-park area. This has culminated in our whole school adopting this specific area in Glen Iris as a 'Caring for Country' responsibility.

Djidi Djidi Yongka (Year 3 / 4) were proud to work with their friends at Coinda Primary School to finalise the two year collaborative Bush Blitz-Brockman Park Project. This collaboration helped facilitate connection and communication between schools and students and explore, acknowledge, and celebrate Noongar culture together.

Ongoing connection to the Kurongurl Katitjin, Centre for Indigenous Australian Education and research at Edith Cowan University allowed the senior students to work with the Education & Art Faculties to begin the important Sorry Day Wall Art Installation Project. Firsthand accounts from First Nations people gave the students a base from which to be creative when designing and making their clay hibiscus Sorry Day flowers. The opportunity to use their Noongar language in a setting outside of the school strengthened their confidence and importance of language and culture.

Years 3-6 students again welcomed the Bunbury Community Police into their classes for the *Little Marmans* and *Little Yorgas* project throughout the year. This important weekly collaboration continues to build positive connections year to year. Additionally, the Community Police offered the PCYC bus, driver and cost of fuel for the Perth Zoo Year 3 /4 excursion keeping costs low for families which allowed all the students to have a wonderful experience.

Sincere thanks also needs to be given to our wonderful volunteers throughout the year, Hands Up For Kids (HU4K) and Ed Connect. Having these dedicated people attend classes to listen to our students read and/or spending one to one time cooking and creating has a wonderful positive impact on all students.

Staff Professional Development

Staff at Djidi Djidi completed the 5 days Berry Street Education Model (BSEM) Professional Learning. This BSEM Model is a trauma informed positive education approach to behaviour expectations. Students are explicitly taught the 5 domains; Body, Relationship, Stamina, Engagement and Character.

Over a period of 2 years staff have been working collaboratively to develop the Djidi Djidi Aboriginal Behaviour Support Plan-Kaadadjiny Moorditjabiny (KM-Learning & Becoming Strong). This plan has been developed to support the specific, contextual behaviour needs of the students. A focus is given to proactive approaches and a dedicated commitment to trauma informed practises. A common language to discuss positive and negative behaviours is within the KM and explicit teaching of desired behaviours and expectations occurs across all years. The BSEM supports the Kaadadjiny Moorditjabiny.

The KM plan has also been embedded into the Cultural Action Plan (CAP) with teachers and AIEOs taking Lead Mentoring roles within the plan. Connecting this is the Scope and Sequence of the Noongar Language Revival Pathway Plan. Staff have been committed to 'getting these plans' right for the context of our unique school. Our Learning Together twice a term and weekly class team meetings have these plans at their centre.

To further embed the synthetic Letters & Sounds program that was already being taught at Djidi Djidi; a staff member attended the train the trainer Professional Learning. This is a critical program as it takes a systematic approach to teaching children to read using phonics. This PL has now been rolled out to all Teachers, AIEOs and Education Assistants, having this staff member be able to refresh and upskill new staff is vital for the integrity of this program.

Another staff member gained her Graduate Certificate of Education (Early Childhood Studies). This adds to our already highly trained Early Childhood staff and cements the best practise approaches we know are critical in the Early Years.

Student Achievement Data

At Djidi Djidi we approach our learning in a variety of ways. A priority for us is to acknowledge the importance of Aboriginal identity and ways of learning. We do this in two ways:


1. We explicitly teach Aboriginal and Torres Strait Islander Content
2. We strive to embed Aboriginal Ways of Learning Across our Curriculum everyday

This year we decided to send home a sample portfolio of work that shows how we use Aboriginal ways of learning within our everyday subjects. Each piece of work had a 'tag' that explained the activity and how it linked to one of the 8 Ways of Aboriginal Learning. The samples gives a snap shot of what the student child does in class on a daily basis and demonstrate how we value Aboriginal perspectives across the curriculum





The portfolio was sent home in Term 1 & 3 to all students in Years 1 to 6. Families still received a formal school report in at the end of Terms 2 & 4.

Children in Kindy and Pre-Primary have a much larger portfolio that showcases their work. Parents were invited into classrooms to view this portfolio and it was sent home at the end of the year as a keepsake.

Below you will find a picture of the 8 Ways Symbols and what they mean. In the coming years we are hoping to redesign the symbols to capture a more Noongar feel. Feedback from families has been very positive to the 8 Ways Portfolios, parents have reported that the visual nature of the work samples has encouraged conversations between themselves and their child. It was also wonderful to see over 65% of parents and carers take part in conversations with their child’s classroom teacher, either face to face or over the phone to discuss their child’s goals and progress.

-  Story Sharing: We connect through the stories we share
-  Learning Maps: Explicitly mapping/visualising processes
-  Non-Verbal: We see, think, act, make and share without words
-  Symbols and Images: We use images and metaphors understand concepts and content
-  Land Links: Place-based learning. Linking content to local land and place.
-  Non-Linear: We put different ideas together and create new knowledge
-  Deconstruct/Reconstruct: We work from wholes to parts. Watch then do.
-  Community Links: We bring new knowledge home for our mob.

Comparative Performance Summary						ICSEA: 697 (10)
	Year 3			Year 5		
	2018	2019	2021	2018	2019	2021
Numeracy	2.5	4.2	2.1	2.8	4.7	0.2
Reading	-1.9	3.5	1.8	2.2		1.1
Writing	3.5	2.5	2.0	2.8	2.3	0.9
Spelling	2.3	3.3	2.1	3.2	1.7	-0.5
Grammar & Punctuation	-0.6	3.5	1.0	1.6	2.2	1.4

	Above Expected - more than one standard deviation above the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

School Attendance Data

Student attendance continues to be a focus at Djidi Djidi, and while I continue to believe our percentage remains excellent compared to like school it is the complexities of non-attendance that requires ever changing and motivational incentives to ensure we capture all students.

Fortnightly 100% reward recipients grew over the year to most fortnights seeing over 50% of our school attending reward events.

The percentage of our students attending above 90% grew over 2021 however, pockets of covid related issues prevented consolidation.

Student attendance Rate Semester 1	
All Students	82%
Indigenous Students	83%
Non-Indigenous Students	78%
Student Attendance level (proportion of students attending 90% or more of the time)	
All Students	37%
Indigenous Students	37%
Non-Indigenous Students	36%
Student attendance Rate Semester 2	
Pre-Primary to Year 6	80.5%

NB: Due to extensive COVID-related disruptions during Term 3 2021 the Department did not publish attendance data for a number of jurisdictions. Western Australia had two lockdowns during Semester 1, 2021. In Term 1, Week 1, schools were closed in the Perth, Peel and Southwest regions. The lockdowns and public health advice that children with cold and flu like symptoms should not attend school impacted attendance rates and levels.

Financial Information

	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 14,229.00	\$ 8,332.28
2	Lease Payments	\$ 15,000.00	\$ 14,220.08
3	Utilities, Facilities and Maintenance	\$ 107,489.00	\$ 84,741.50
4	Buildings, Property and Equipment	\$ 45,762.00	\$ 39,737.10
5	Curriculum and Student Services	\$ 93,951.00	\$ 55,822.85
6	Professional Development	\$ 28,000.00	\$ 18,954.54
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 15,842.00	\$ 13,314.48
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 320,273.00	\$ 235,122.83
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 320,273.00	\$ 235,122.83
	Cash Budget Variance	\$ 0.07	

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 1,443.95	\$ 1,444.15
2	Charges and Fees	\$ 2,930.60	\$ 3,953.55
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 3,724.60	\$ 4,236.90
5	Commonwealth Govt Revenues	\$ 507.68	\$ 507.68
6	Other State Govt/Local Govt Revenues	\$ 1,000.00	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 13,319.94	\$ 10,730.94
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 22,926.77	\$ 20,873.22
	Opening Balance	\$ 87,274.30	\$ 87,274.30
	Student Centred Funding	\$ 210,072.00	\$ 212,645.52
	Total Cash Funds Available	\$ 320,273.07	\$ 320,793.04
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 320,273.07	\$ 320,793.04

Cash Position as at:	
Bank Balance	\$ 145,907.75
Made up of:	
1 General Fund Balance	\$ 85,670.21
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 63,207.02
5 Suspense Accounts	\$ (1,584.48)
6 Cash Advances	\$ -
7 Tax Position	\$ (1,385.00)
Total Bank Balance	\$ 145,907.75

Conclusion & Gallery

While some important celebrations such as NAIDOC Day had to be modified due to Covid 19 restrictions in true Djidi Djidi spirit we managed to ensure the students participated and experienced as many positive and educational experiences as possible throughout the 2021 year.

This could not have occurred without wonderful staff and community.



