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School Rover

Issue 05, April 01 , 2010

THOUGHT FOR THE DAY

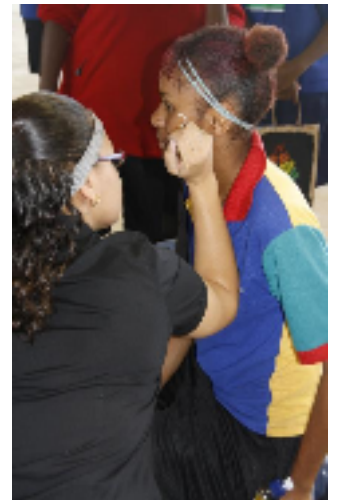
“Doing nothing is the most tiring job in the world because you can't stop and rest.”



As a salient appetizer for future events in this capacious venue, the Multi-skills Centre provided the Carnival atmosphere for the 2010 Careers Market.

Congratulations to Ms **Cate Robins** who once again orchestrated a magnificent Careers Exhibition.

Students from schools in the district attended from as far afield as Mossman, Mareeba and Innisfail. Students designed and printed Sample bags.



Thanks must be given also to all the Display stations provided by the various Industry promoters and Service organizations.

CAREERS MARKET





(Top) Girls from the College Hair Salon coordinated by Ms Estelle Neilson ply their trade with obvious confidence.

(Middle) LukeReyment demonstrates his other abilities when not behind the steering wheel.

(Bottom) Aunty Mary O'Shane chats to a couple of inquisitive and ..Karleah Baker

(top) Ms Mbongeleni Chigeza runs a couple of stitches
(2nd) Ms Dee gives the Primary to Ambo Clayne Underwood.
(3rd) Regional Council station
(4th) Rescue Unit

WRITER'S CRAMP

DJARRAGUN COLLEGE ESL REPORT

By **Tim China**

INTRODUCTION: For years, the education levels of Indigenous youth is below that of non-Indigenous. A school known as Djarragun College is giving Indigenous youth the chance of higher education. Djarragun College is 20km south of Cairns. It has approximately 600 students who come from various parts of Queensland. The majority of students come from the Torres Strait. A small group of Aboriginal students come from Aboriginal communities located around the Cairns and Cape York regions. The school also caters for non-Indigenous youth, making it a place for multicultural learning. Djarragun College is very diverse, in that, there are several different languages spoken. These languages include those from Torres Strait, Papua New Guinea and the local language of the Yindinji. The aim of this report is to inform teachers about the ESL (English As a Second Language) students and what recommendations the teachers can follow to help these students.

METHODOLOGY: The first step in writing this report was to explore Juanita Sellwood's language story. In doing this, we grasped the concept of writing a report for ESL students at Djarragun. We then studied an ESL class while working. After doing so, we surveyed and interviewed students. We provided questions that gave adequate information about the person interviewed. From these protocols, we used the structure of Juanita's story to give us a helping hand in writing our own.

FINDINGS: The information we gathered has shown that students are not aware of the language they were speaking. These students had not learned the difference between their home language and Standard Australian English (S.A.E). Our findings also indicated that the students were having difficulties learning because they found it hard to understand what the teacher was saying. The majority of students struggling were of Torres Strait Island background. Also, the teachers were not aware of the complexity of the language the students were able to speak. The teacher had very little knowledge about what the students 'home language was. With our observation we have obtained this information. Our observations also show that the students were easily distracted.

DISCUSSION: From the findings, we can assume that the majority of students were having trouble with their class work. These students didn't ask for help mainly because they were afraid or too embarrassed, possibly because their friends would make fun of them. Also, they would feel insecure that the level of work they have done is not good enough. From time to time, the student would ask another student for help because they felt the teacher couldn't really help them. As second nature, students tend to imitate other students, pretending to be working. So it won't be known, they do not comprehend the teacher's instructions. In my opinion, many Djarragun College students can speak a form of English but their vocabulary is relatively low. Whereas, when students use their home language, their variety of words increases exponentially. From experience, when students try to make a connection with their language and English, there is a collision with the grammar. With English being a complex language, learning English is rather difficult. This is mainly because when growing up, English wasn't the first language and the complex structure would be difficult to comprehend as the students got older. This was because the student has been taught their language from a young age and their language structure is totally unique.

Another point I have conceived, is that students were not aware of the difference between S.A.E (Standard Australian English) and their home language. This was because the teachers, or perhaps their parents, are not pointing out the difference between the two. This might be because when their parents were in school, they had not learned the difference between the two languages.

RECOMMENDATIONS: Teachers should identify the minority groups within the classroom and then find out what language they use when they communicate with each other. Further research on the language should be done. This would be a great idea because knowing the student's language can make the learning process a lot easier.

Another recommendation would be to have Indigenous teachers. This way, the above recommendation would not be needed. Also, a teacher of Indigenous background will understand the learning disadvantages of Indigenous students. Therefore, the bond between student and teacher is stronger.

In concluding my recommendations - Teachers should identify the students who are struggling and talk with them, one on one. This way, all distractions in the classroom cannot deter the student from giving an honest answer.

REFERENCE LIST:

Juanita Sellwood: Language Story Project (2007). Education Queensland Brisbane
Djarragun College website (2010) www.djarraguncollege.eq.edu.au

Appendix I

My Language Story:

My name is **Ettikai China** and I am from Erub(Darnley). My mother was born in Erub and so was my dad. Both my parents are from Erub and speak the traditional language Meriam-Mer. I was taught this language as a first language.

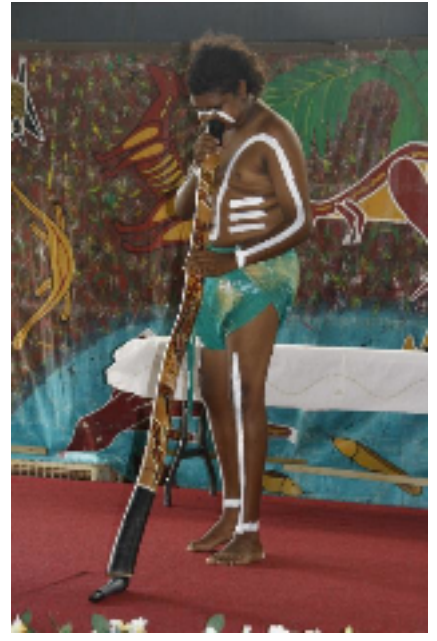
When I am at school I speak Torres Strait Creole, but at home I speak Merium-Mer. I find it difficult to speak English because I am so used to speak my language. When I am with my friends we speak both Meriam and Creole.



As I was growing up, I never knew much about English only a couple of words that my mum would say to my dad. So when I came to school here in Cairns, I found it very hard, Mainly, because I could just understand what everyone was saying. I could not communicate back to them though. As I went through school, I got better at my English but kept my Torres Strait accent.

I never really liked English but because of society, most jobs require good English. I still keep my traditional language because if I don't learn it, who will? Today, most Island kids are very knowledgeable about Torres Strait Creole but not much of their Island language. So the ways of Torres Strait Islanders is slowly dying due to outside influences. So it is up to this generation to gain as much knowledge from their elders.

When I think about when I was growing up and having a disadvantage to the other kids, it actually helped me learn better because I now know two different languages. I know and understand English and can speak it very well. However, there is a saying - "You can the boy from the island but you can't take the island out of the boy".



The Aboriginal Dance team (above) welcome the assembly with accompaniment by Braxton Dick on the didgeridoo (right top)

Induction of School Leaders

Welcome again, to another milestone to the College history. To any newcomer, the scene resembles a time zone struck with pageantry. Vibrant colours, a carnival atmosphere and a heavy air of anticipation to upstage the incessant rain.

The College has always applied ceremony to the rites of passage for its students and the election and installment of the student leaders is paramount.

Congratulations to all students



who assume the badges of responsibility and the deserved accolades from their parents, families, friends, teachers and fellow-students.

Head Boy, **John Gabey** and Head Girl, **Ida Sam**, both spoke swimmingly of their experiences and growth during their time at the College. Each appeared slightly overwhelmed by the immensity of the moment and it will, no doubt, remain as a memory in their hearts.



Ms Jade Allgood & Mr. Mathew Curtis with Ida Sam & John Gabey cutting the cake



"an' one for my 'nather cousin-bala" adds Ali Dau (above left) (above right) Mark Wilson & Kiara Mathew styling up for the camera

PRIMARY SCHOOL

Captains :Leota Munro - Tom & Naima Daniel
 Prefects :Kiara Mathew & Mark Wilson

MIDDLE SCHOOL

Captains Joseph Geas & Patricia Tom
 Sports Captains Ralph Daniel & Justice Beard

SENIOR SCHOOL

Head Boy - John Gabey	Head Girl - Ida Sam
Deputy Head Boy - Craig Waldon	
Deputy Head Girl Zoey Geas	Lane Ingui
Senior Prefects Tim China	Ali Dau
Flora Wallit	Naomi Cooktown

TAVE Student Mentors

Mary David, Alex Namai, Karen Noah, Serai Noah, Maurice Hodge, Anni Mabo, Robbie Amber, Tomalena Mathew & Tonya Ludwick

Boarding Captains	Wusang Guligo & Tim Tipoti
	Tiala Nona & Laura McLean
Sports Captains	Tim China & Kemeru Songoro

HAPPY EASTER, EVERYONE

**TERM 2 STARTS
 MONDAY, APRIL 19, 2010**