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# School Rover

Issue 10, August 31, 2007

## THOUGHT FOR THE DAY

"Dignity consists not in possessing honours, but in the consciousness that we deserve them." Aristotle

**Au pair** is an Anglicisation of the French term "au pair," which means "on par" or "equal to" and describes a young person living on an equal basis with a host family in a foreign country.

The au pair helps the family with childcare, housework, or both while staying as a guest of the family

Taking form on the Djarragun campus is the founding body that has adopted the shapely acronym PEAR (Proud, Empowered, Active & Resilient). This motivational exercise is set to launch the girls in the Years 8 and 9 classes into inspirational orbit. **Ms Cate, Ms Mbongeleni, Ms Leanne and Ms Jade** are the flight attendants on this pilot scheme which is set for vertical takeoffs and, ultimately, smooth landings.

A few break-the-ice games set up the tempo and the girls sailed into three groups plus an outstation to which selected numbers withdrew to engage in a sewing huddle.

The three groups rotate each week to engage in focus lessons or directed exercises. One station with Ms Jade discusses Stress & Conflict, the second station conducted by **Ms Leanne** delves into stereotyping and cultural exchange and the third station guided by Ms Cate dwells on Role Modelling and Personal Growth.



## FUTURE PROSPECTS

Djarragun AFL girls lead the way. These Djarragun sports academy girls are showing how to lead by example. The girls were given permission to conduct their own training and they organized themselves like true professionals. The girls not only demonstrate a high level of maturity but also exemplify the best things about Djarragun Sports Academy. Well done girls!! **Mr. Virgil**



**Dallasa Gibuma,  
Lane Ingui, Allena  
Tabuai, Koi  
Daniel, Lara  
Gibson, Kathleen**

**Peter, Dorika Oui, Bonnie Toby, Elisa Mara,  
Lisa Peter, Laurianna Baira, Elaine Matthew,  
Lena Babia, Tina Clermont, Juniko Kepa,  
Josie Dorante.**

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## PROFESSIONAL DEVELOPMENT WORKSHOP : AUTISM

**Sue Larkey** conducted an animated programme revealing some of the useful strategies that can be applied to help carers deal with children who suffer the condition of Asperger Syndrome.

Whilst the following list pertains directly to Autism Spectrum Disorder, there is an uncanny similarity to the difficulties and hurdles encountered in the educational process involving indigenous students. Sue Larkey intimated that migrant children have been erroneously labelled with learning and behavioural problems when they have, in fact, suffered from, and operated out of, a medical condition.

Students and teachers may well absorb a few of the maxims and put to advantage tried and proven strategies.

### 1. Students don't have to look at you all the time.

Reason: They find looking and listening at the same time difficult to do.

### 2. Give them time to answer any of your questions.

Reason : They have slower processing time. Sometimes, it can take them up to a minute to formulate the answer in the correct sequence.

### 3. If they feel pressured, they will answer with stock standard answers.

Reason : They know it will get them out of trouble quickly. This may include: "I don't know"; "Yes"; "Maybe" and often this isn't their true answer.

### 4. They often don't "generalize" information between people and places.

Reason: Homework for teacher 'x' is in the yellow basket but for teacher 'y' it's to be placed in the green basket.

### 5. They find organization of their school equipment very difficult.

Reason : They are best with one folder with everything inside. Limit the number of pencils, pens, etc.

### 6. : Limit their choices and be very specific. with choices.

Reason : They find choices overwhelming and are often concerned with making wrong choices due to their difficulty with problem-solving.

### 7. Be as clear, concise and concrete as possible.

Reason : People with ASD have difficulty with abstract thinking.

### 8. Avoid verbal overload.

Reason : They are visual learners and verbal information takes them longer to process and retain.

### 9. Avoid verbal arguments by redirecting them to what they should be doing e.g. "Start your work".

Reason : They often enjoy verbal arguments.

### 10. Asperger people need positive feedback to know they are on the right track.

Reason : Because of their fear of failure, they want to be Mr/s Perfect.



## PETER GRAY - CIRCUS CHARACTER COMEDY CABARET

What a smorgasbord of talent and finely-honed theatrical skills Peter Gray manoeuvred throughout a masterly contrived performance.

Mr. Peter Gray was totally engaging with his pseudo-craft of clever vignettes. This innocuous-looking old-timer attracts universal appeal with snippets of a slow shoe shuffle, the hint of a Moonwalk, dislocations of a robotic routine somehow connected with the salacious grind of slightly ancient hips.

A costume change whilst balanced on the slack wire further endorsed his mastery over gravity.

Random selection of a few students and staff ensured that the rest of the assembled crowd was entertained to the "nth" degree. Red-faced **Mr. Daniel** got reintroduced to the catcall whistle with **Ms Linda** who seemed to have mistaken hers for a ventilator. She had the last laugh, so to speak, landing box seat viewing and co-hostess status. **Desmond Billy** packed a punch with his side-drum charade and the antics that he was drawn through reduced the audience to gales of laughter enough to make them collapse to the floor if they weren't sitting there in the first place.





**Floyd Sagigi and Kennedy Chan Foon take up the report :-**

On Monday morning, we had a circus performance by Mr. Peter Gray in the undercover area. All of the school was there - Prep, Primary, Middle School, Seniors, Staff and teachers.

When **Mr. Gray** came out, he started playing the role of Nelligan - on how good and talented a performer he was to his audience before he got old.

When he came out, he held nothing but a walking stick and he was very serious to the audience. In the background, there was a train noise.

He made all kinds of tricks. He balanced on a wire, balanced on a pipe on top of the treasure box, skipped on the pipe while balancing. After that, there was a sad scene when he dropped a pile of plastic cups on a hoop on top of a glass, then asked a little girl from Primary to help pick up the cups.

During the performance, Mr. Gray asked for some group involvement from **Desmond Billy, Ms Linda McKeown, Mr. Daniel Hollis and Maria Marou** - to help him play some instruments while he was doing tricks. He played all kinds of moods to the audience, such as, sad, happy, interesting, mystery, suspense, trickery, danger, comedy, shame, cleverness, cheekiness and seriousness.

I think all the helpers felt nervous and quite enjoyed themselves helping a performer, not just a performer - a man with considerable talents and much style.

I really thank Mr. Peter Gray for the performance and the tricks he did. I appreciated his acts.

**Floyd Sagigi**



On Monday morning, a circus performer came and performed at our school. His name was **Peter Gray**. First, he came in looking like an old man with a cane and photo. He looked like Willy Wonka. He walked over slowly, then he stopped, swung his cane around and then did tricks

with it. After that, he called up **Desmond Billy** to hold a drum. Everytime he dropped a ball, Desmond had to hit the drum. Then he called up **Ms. Linda** and gave her a whistling instrument. Every time he threw the ball up, she had to whistle. Last of all, he called up Mr. **Daniel Hollis** to use a tambourine. He started throwing the ball up, then bouncing it. Then he used three balls and they all got confused. All the crowd started laughing and the silence was lost. After a while, he told Ms Linda to stay but the rest to go. He did some stunts and tricks while standing on a thin rope. While standing on the rope, he changed his clothes which looked so amazing and difficult. Now, instead of acting like an old man, he was a lively circus man doing tricks with hoops, walking stick and brief case. That show was good. and made my day active. I wish someone like that could come and perform here at Djarragun College more often. **Kennedy Chan Foon**



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**SAFETY ON THE ROADS**

ALL staff driving school vehicles are NOT to enter the Bruce Highway from Maher Road. All school vehicles are to go through Gordonvale and enter the Bruce Highway from there. This is a safety issue and the decision was made after near misses involving school vehicles.

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**GIRRINGUN FESTIVAL, CARDWELL**

There are many opportunities including positions to assist backstage, tour guides, working with the Elders of the Country at workshops, a Language Centre and Artists In Residence from Melbourne and Woodford, just to name a few.

Festival Volunteers required 13th - 14th October 2007  
Conference Volunteers required 9th - 12th October 2007

Please call Girringun Corporation to register  
**Ph: 4066 8300**

National Indigenous Land & Sea Management Conference  
Girringun Aboriginal Corporation  
235 Victoria Street or P.O. Box 303  
CARDWELL QLD 4849

**Melissa Robertson - Cultural Development Officer**