



Yirara College
of the Finke River Mission Inc
ABN 12 832 689 950

ANNUAL REPORT 2018

This report has been prepared in accordance with the Section 67C of the Education Act of the Northern Territory of Australia which requires the governing body of every registered non-Government school to give an annual report to the Chief Executive Officer of the Northern Territory Department of Education and Children Services each year.

TABLE OF CONTENTS

Preamble: History of the School	3
Part 1: (a) Yirara College Today	3
Part 1: (b) Assessment of School Performance.....	5
Part 1: (c) Assessment of the relationship with parents and the community	15
Part 2: Details of major events concerning the school	16
Part 3: Uses of government financial assistance and other support received	17
Part 4: (a) Condition of the school's buildings, structures and other facilities	17
Part 4: (b) Plans for new buildings, structures and other facilities	17
Part 5: Current staff of the school (as of August 2012)	18

Preamble: History of the School

Yirara College was established in September 1973 as a government secondary residential College specifically for traditionally-oriented Aboriginal students from remote communities in the Central Australian region. The main objective of the College was to provide Aboriginal youth with educational programs that advanced academic and life skills, and widened socio-cultural understanding and outlook to allow successful integration into mainstream Australian society.

In 1991 the Northern Territory government decided to pursue a privatisation option for Yirara similar to that pursued and enacted for Kormilda College in Darwin in 1988. Expressions of interests were sought from various organisations. A majority of Aboriginal people living in the feeder communities in Central Australia expressed strong support for Yirara College becoming a Christian college. They also expressed significant support for the proposal that the College be operated under the management of the Finke River Mission (FRM).

Later in 1991, negotiations began between FRM, Central Australian Aboriginal parent-family groups, the Northern Territory Government and the Federal Government with the aim to have FRM assuming control of the College under a suitable funding arrangement from the beginning of 1993. A compelling factor for FRM as it considered undertaking the operation of the College was that the change in status from government to non-government would allow a clearly expressed view of Aboriginal people to be given effect, namely, that Yirara be a Christian school where students learn about God. In the second half of 1992, FRM accepted the gift of the College from the NT government with the condition that Aboriginal people would be involved in its governance.

In 1993, Yirara College officially became a non-government provider of education. Its name was changed to *Yirara College of the Finke River Mission Inc* to reflect that it was now operating as a school under the auspices of the Lutheran Church of Australia. Since that time the College has continued to enjoy significant support from the Aboriginal families in Central Australia, and in more recent times, increasing support from communities in the Top End of the Northern Territory.

Part 1: (a) Yirara College Today

Yirara College is a vibrant and busy community providing a wide range of academic, pathways, recreational, sporting, life-skills and socio-cultural immersion and development programs for students. These programs are run through the two educational divisions of the College: the *day school* and the *residential facility*. The academic and vocational training program is carried out predominantly in the day school, and the socio-cultural immersion and development program predominantly in the residential program, but other programs, e.g. life-skills and sport, operate across both divisions. Both programs seek to give effect to the vision of the College:

Empowering Indigenous youth through a Christ-centred education

Developing students' English languages skills in oracy and literacy is a key objective of the College. Corollary objectives include providing students with experiences that develop their understanding of the

socio-cultural context in which the English language operates, and their confidence in using spoken English in accordance with standard usage and the expected protocols of social exchange.

Although the importance of students developing competent English language skills and the associated socio-cultural understandings cannot be overstated, Yirara College nonetheless celebrates the fact that it is a cross-cultural community. Students come with their own world-views, Aboriginal language background and priorities. Sadly, many also come with the latent scars of complex trauma and grief arising from belonging to communities affected by the longitudinal loss or diminution of language, country and law. Accordingly, Yirara recognises the importance of respecting and affirming the identity of each student. Yirara is also fully cognisant of its responsibilities to Aboriginal families who entrust their children to the College's care for significant periods of time. The teaching of vernacular language, the observance of Aboriginal *mores* as guided by our parent-reference group (eg. separation of gender groups in particular contexts), assisting students to attend funerals and other significant social and cultural events during Term time, valuing regular communication with families as partners in education, are some ways in which the College affirms the identity of its students and seeks to honour the trust families have placed in the College. Underlying this, the majority of our students come from communities many of which are where Christian missionaries have worked. And so it is especially in the context of a shared faith in Jesus Christ that staff and students come together in a united way each day at our morning chapel service to proclaim that we are "One Family, God's Family" (*school motto*).

A majority of students come to Yirara with low-level achievement competency in the core areas of literacy and numeracy learning. The College seeks to accelerate the learning of all students by providing suitably scaffolded teaching and learning programs for students to the Year 12 level. The large number of students whose levels of attainment preclude them from mainstream senior secondary studies are offered a rich program of integrated learning and Vocational Education and Training in which their literacy and numeracy learning is embedded in authentic contexts. These learning experiences then become possible pathways for students to move into employment. The College's Pathways program individually case manages and monitors students as they transition from school to employment

Yirara College is a 24 hour, 7 days-a-week boarding school. The lights never go off during Term time so to speak. Yirara is blessed with a highly dedicated and committed staff, many of whom feel called to work in this context, it is seen by this group of staff, as a vocation rather than a career. There are significant challenges for all staff in meeting the diverse needs of our students, and our efforts must be combined and supportive of each other if our students are to be well served. With challenge comes reward, and working at Yirara is truly a rewarding experience. The relational nature of our students and their families leaves a lasting impression on all who work at the college. May God continue to bless the students and staff of the College, and the families who entrust their children to our care and safe-keeping!

Part 1: (b) Assessment of School Performance

The past year, 2018, was a year of increased opportunity for students to participate and engage at a deeper level in the life and work of Yirara College. This deeper experience arose out of the College's determination to provide students with learning that was "hands on" and vocational. Students participated in programs with strong links to Literacy and Numeracy. Some of the courses that students were involved in were; through VETiS, Certificates in Agrifoods and Community Services. Courses are offered with the aim that students can transfer the skills learned back to home community, or increase their employability prospects. Students continued to participate in the Duke of Edinburgh program, developing their skills, physical recreation, and service, culminating in an adventurous journey. An elective program was introduced, running after lunch Monday through Thursday. Electives were designed to give students a taste of an area of interest that might lead to further study or employment later in their schooling. An example would be the hairdressing elective. Students had a short intensive exposure to hairdressing, two afternoons a week over 4 weeks, giving the participants the opportunity to gain exposure to what it would be like to work in a hairdressing salon. For students that are challenged in engaging in learning in the classroom, we try to offer alternatives such as work experience where they can develop skills including communication, teamwork, problem solving, decision making and using their initiative, this then links back to their Literacy and Numeracy in the class and learning then has more purpose for them.

Subjects choice in the senior school expanded and included Agrifoods, Tourism, Community Services and Cert 1 in Racing/Stable hands. A program with heavy machinery simulators that were provided by Thies and Civil train continued to operate with success. Thanks must go to the suppliers of this equipment. Again these simulators and the Resources and Infrastructure course enabled several of our senior students to obtain their white card, working at heights, working in confined spaces tickets as well as units of competency from the Resources and Infrastructure course.

Academic Performance

Yirara College draws students from remote locations across the Northern Territory and over the border into Western Australia, South Australian and Queensland. The majority of students entering Yirara have low levels of oracy and literacy in Standard Australian English, and generally operate at well below their age-for-grade level in numeracy. Many students have English as a second or third language, and worldviews predominantly shaped by community life and the distorted images of the Western world as portrayed through various electronic media. Accordingly, there are significant challenges for students when it comes to knowing how to respond to the NAPLAN testing instrument, especially as they possess limited understanding of the mainstream socio-cultural assumptions implicit in many of the questions.

Naplan results for Yirara in 2018 have not yet been displayed on the 'my schools' web site. The table below shows the collated results that were given for individual students. Our results across all areas continue to improve, with the exception of grammar in our year 7 cohort.

NAPLAN Results 2018

	Year	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	2018	392	281	403	308	434
	2017	387	253	371	345	406
	2016	252	215	352	268	320
Year 9	2018	441	286	430	404	494
	2017	423	261	414	395	485
	2016	278	200	383	276	347

NAPLAN Results 2017

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	387	253	371	345	406
Year 9	423	261	414	395	485

Selected school's average when compared to schools with similar students is:

NAPLAN Results 2016

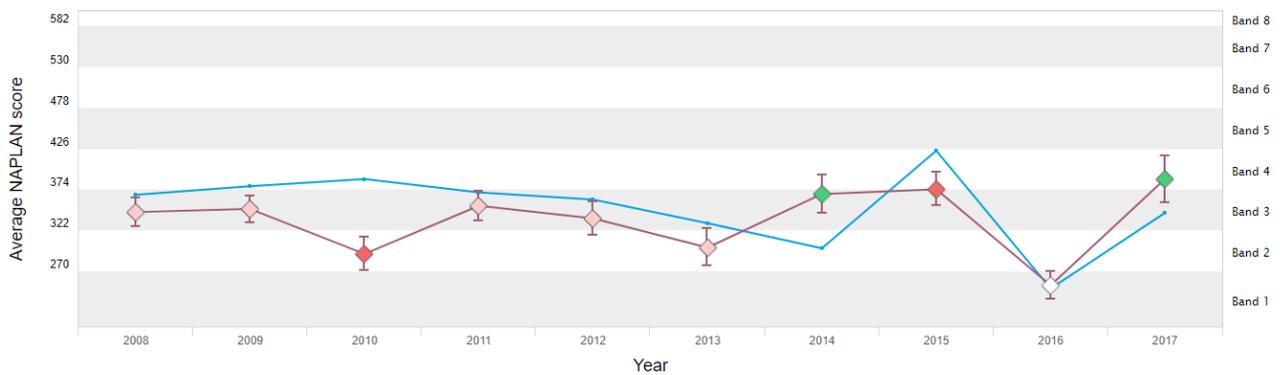
	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	252	215	352	268	320
Year 9	278	200	383	276	347

Selected school's average when compared to schools with similar students is:

- Substantially above
- Above
- Close to
- Below
- Substantially below

Select categories: Selected school Schools with similar students All Australian schools

 Interpreting this graph



Secondary Education

Several students worked towards a year 12 certificate in 2018. Two student successfully completed their NTCET in 2018. Yirara College now offers two methods of year 12 completion, NTECT and SYLF.

Teaching and Learning and Wellbeing Program

Yirara College is constantly looking at new approaches to the students learning. In 2018 we introduced several new programs, extending the areas of study that we can offer the students. Our Year 7/8's all participated in a series of Headspace workshops centred around mental health. Our year 9 students completed a six month unit with Tangentyere Council looking at healthy relationships.

We are also looking at different approaches to help these students understand the value of education. We continue to encourage families to come in, stay a few days and talk to the students from their community.

In 2018 the Flexible Learning Centre continued to be successful. The learning space was used as an alternative learning program for our more challenging students. The program allowed for more individualised programming.

Our Year 12 class provided the students with an opportunity to gain qualifications through the NTCET (Northern Territory Certificate of Education). Moving forward we will continue to offer the NTECT alongside an alternate program, SYLF (Senior Year Learning Framework). Both pathways will allow students to complete year 12 and move onto further study.

NTCET

In 2018 we had one student who completed their NTCET, and one who submitted their final piece of work after the final date. They will receive their NTECT in 2019.

Students are continuing to accrue NTCET credits in their subjects or courses.

Senior Years Learning Framework; (SYLF)

In 2018 preparation began for the implementation of SYLF (Senior Years Learning Framework) in 2019. This is a program developed by ACER and backed by the NT board of studies. Students will need to attain certain levels on literacy and numeracy and we plan to use BKSBS to help facilitate this. Students will also need to complete a large number of days of industry learning and personal development.

Student Enrolments

The enrolment figures for the last six years at the Alice Springs Campus are as follows:

	Term 1	Term 2	Term 3	Term 4	AVERAGE
2013	155	132	144	123	138
2014	120	123	151	117	128
2015	216	147	178	149	172
2016	192	155	186	145	169
2017	161	157	149	130	149
2018	192	215	233	198	210

The enrolment figures for the last six years at the Kintore Campus are as follows:

	Term 1	Term 2	Term 3	Term 4	AVERAGE
2013	42	31	39	31	
2014	39	34	31	24	
2015	39	53	40	39	
2016	46	48	44	38	44
2017	39	42	54	38	43
2018	55	48	55	50	52

Sport

Students at Yirara have the opportunity to engage in a wide variety of sports. During the year, Yirara students competed in Basketball, Bowling, Soccer, Cricket, Badminton, Touch Football, AFL Football, Swimming, , Bike-Riding, Hiking, Go Carts, Squash, Dance Fit and Rock Climbing. Students also competed in inter-house, interschool and at town sport levels. Training and participating in sport is often linked to the attendance of Indigenous students. At Yirara the sports program is a strategic component of our Student Retention Policy and is supported by the Clontarf foundation.

Clontarf Academy

The Clontarf Foundation exists to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal and Torres Strait Islander men and by doing so equip them to participate meaningfully in society.

Over the course of 2018 the Yirara Clontarf Academy ran an engaging and vibrant programme which catered to the different needs of our young men here at the College. Throughout the year each term is jammed packed with a variety of activities, camps and different sports.

Every year in term 1 we prepare for the Imparja Cup Middle School Comp between Yirara, Centralian Middle School and Tennant Creek. This is always a big event and a lot of fun to be a part of as it gives our students a chance to play a sport they would not normally play. We also run our year 12 leadership camp and a junior induction camp. Also in term 2 we joined the other academies to host corporate partners QANTAS who had CEO Alan Joyce and Indigenous Ambassador Adam Goodes in attendance.

Term 2 was a big one with our Annual Clontarf Territory Cup and our Billy Kart Derby with both events happening here in Alice Springs.

The Territory Cup was played in a 1 day format with 8 teams from across the Territory coming to Alice Springs. The games were played in great spirit and we saw our Yirara Brumbies battle some tough competition to make it into the Grand Final where they played Alice Springs Academy Centralian Senior College in a nail biting game. Centralian Eagles came out on top to win by 1 point.

The momentum continued in term 3 as more Corporate Partners came to visit, junior induction camp, a middle school day out bush with Barker College, our senior fellas went to Uluru for an employment camp and a wellbeing camp to focus in on RUOK held at Black Tank.

This was all on top of weekly football and basketball games against other schools in town. We also ran two Super Health Clinics which saw 20 of our students receive Health Checks which happen once a year for academy members.

Term 4 is our home stretch and our major camp. 12 of our seniors boarded a plane, some for the first time, to the big smoke of Melbourne. They were in awe as they wondered the concrete jungle buying presents for family, taking part in an employment visit to Boeing and venturing to activities all across the city.

What a year 2018 was and we cannot wait to do it all over again in 2019.

Yirara Girls Academy

This year (2018) has been the third year of the Yirara Girls Academy. Each term we offered plenty of our regular Girls Academy events such as staff and student morning teas, barbecue breakfasts, and sleepovers.

This year, our Girls Academy classes became an optional Elective that the girls could select out of a range of choices. This education program is called the Strong Young Women's Program and was

created and facilitated by Red Dust Role Models. We choose topics that are relevant to our ladies, and cement key themes by introducing them to service providers in the community. Some topics that we have covered this year include Substance Abuse (Drug and Alcohol Education), Healthy Eating and Cooking with Bush Tucker (Kungkas Can Cook), Youth and the Law (knowing your rights), Respectful Relationships (Relationships Australia) and Women's Health (Alukura). In Terms 3 and 4 we also introduced a community service component to our Elective Program. This involved going to Hetti Perkins aged care facility to interact with the old women. It has been amazing seeing our students listen to the stories of the old ladies there, painting their nails, brushing their hair, and spending time them.

Pathways (including Vocational Educational Training VETiS)

The Pathways team has grown to 4 staff. We have a better capacity to offer more opportunities to senior students, more training, work experience, employment opportunities, industry exposure, and subject and career planning.

Courses offered have strong links to literacy and numeracy, the hands on approach to learning increases engagement and success for students. Our aim is to continue offering opportunities for our young people to develop skills and become more work ready increasing their employability prospects.

Vocational Educational Training (VETiS)

Ongoing VET courses

- | | |
|---|-------------------------------|
| • Certificate I Agrifoods. | RTO Department of Education |
| • Certificate II Rural Operations | RTO Department of Education |
| • Certificate I Skills in Vocational Pathways | RTO Department of Education |
| • Certificate I in Hospitality | RTO Department of Education |
| • Certificate I Racing / Stablehand (Skill Set)
Taminmin College | RTO Department of Education / |
| • Certificate II Music (Skill Sets, mini intensives) | RTO CDU |
| • Certificate II Aircraft Line Maintenance | RTO Aviation Australia |
| • Skill Set Certificate II Resources and Infrastructure | RTO CIVIL Train |

Other Training

- Northern Territory Police Fire and Emergency Services Cadetship NTPFES. This includes a Certificate II in Community Engagement RTO NT Police and a Certificate III in Business to be completed over the 2 years of training. One student completed this training in December 2018

- Moto Scouts Program. Includes Certificate I Automotive. Other certificates and training within the program include White Card, Confined Spaces, Food handling and Hygiene
- Responsible Service of Alcohol Certificate - RTO Karen Sheldon Training

Discussions with Department of Education are continuing in regards to new courses and opportunities in the skills shortage areas. This includes cabinetry / carpentry, equine industry, and resources and infrastructure.

Employment

Casual work was available for students that were interested. We supported students through the application process, creating resumes, interview practice, filling in applications and appropriate work behaviour.

- Bunnings
- Kmart
- Independent Grocers Australia (IGA)

Traineeships

Completion of a 2 year School based traineeship with NTG Department of Health, linked Certificate III Business

NAB traineeship, student commenced and withdrew

Qantas traineeship application submitted

Career Planning and Interviews

Most senior students have a 1:1 career interview planning their courses and subjects. Where possible they are offered work experience in their chosen area, courses are aligned to their career choice where possible.

NTCET

NTCET completions as at January 2019 certificates. Two students

Completion Year 12 has credits towards NTCET. Five students

Students are continuing to accrue NTCET credits in their subjects or courses.

World of Work.

Work Experience, Structured Work Placements, Transition from School to Work Placements, Industry Exposure

Our cohort come from remote community and have a limited world view of employment. We continue to support students and staff in facilitating Industry visits on and off campus to explore career pathways, exposing students to a variety of industries.

Students had access to a wide variety of work experience opportunities. For students that are challenged in engaging in learning in the classroom, alternatives such as work experience are available to support development of skills including communication, teamwork, problem solving, decision making and using their initiative. These skills link to the Senior Years Learning Framework. Their Literacy and Numeracy in the class has more purpose and meaningful learning for students leading to better engagement and success. Industry is a major component of the SYLF and by the end of 2019 we expect most students to be participating in industry learning.

Drivesafe

- Organising and supporting students to obtain their Learner's License through the Drivesafe course
- Coordinating Driving Lessons

Background Documentation

We assist students in acquiring documentation such as

- Birth Certificates
- Tax File Numbers
- Unique Student Identifier numbers

Feed, Clothe & Transport

Our cohort does not have access to the appropriate PPE required for some of their courses. We assist in appropriate clothing for students participating in course, work experience. Food and transport is provided for students attending courses, placements and employment.

Additional Workshops & Events (includes but not limited to)

Tangentyere Domestic Violence workshops
Headspace Mental Wellbeing workshops
White Ribbon March
Career Expo

Duke of Edinburg Award Participation

Students have continued their participation in this program developing their skills, physical recreation, and service, culminating in an adventurous journey.

Students are currently working their way through Bronze, Silver and Gold awards.

Schools Online

Entering results into Schools Online Data base

Post School Support

Additional support is available to students after leaving school. This includes seeking employment, applications, supporting documentation, further training or university applications.

Preparation for 2020

Focus on employability skills and careers, aiming for students to have the skills to transition from school to work and become valuable members of their community.

Continue to seek training opportunities for students in industry that may lead to employment opportunities on their community, or wherever they decide to live after school.

Student success and skill development is at the core of everything we do. For students that are challenged in engaging in learning in the classroom, we try to offer alternatives such as work experience where they can develop skills including communication, teamwork, problem solving, decision making and using their initiative, this then links back to their Literacy and Numeracy in the class and learning then has more purpose for them.

Staff Professional Development

Yirara College provides ongoing professional development for its staff members through regular in-service opportunities at the beginning and end of most terms. Additional sectoral and personal professional development opportunities enable staff to further their own personal and professional journeys. Staff induction and training is conducted in accord with Federal, State and Lutheran Schools' systemic requirements. Main Professional Development opportunities included:

Professional Development	Sector
<i>Welcome to Yirara College, WH&S, Behaviour Management, Cultural Awareness</i>	New Staff
<i>Behaviour Management</i>	Academic staff
Photos in the Academic space	Academic staff
Motoscouts 2018	Academic staff
ICT at Yirara	Academic Staff
Introduction to Community Liaison	Academic Staff
Testing in 2018	Academic Staff
Duke of Ed 2018	Academic Staff
<i>Welcome to Yirara College, WH&S, Cultural Awareness</i>	Boarding Staff
Duty of Care	Academic and Boarding Staff
Teaching Trauma students – special needs	Academic Staff
Introducing Complispace	All Staff
Pathways – Spiritual Session 2 and 3	All Staff
ESL	Academic Staff
Mandatory Reporting	Academic, CLO, Admin staff
Functions of the support team	Academic Staff
Launching Complispace	Various Staff
Overview College Counsellor	Academic Staff
Cultural Talk	Academic Staff
SafeTalk	Academic Staff
Drive and Recover 4 x 4	CLO Staff
NAIDOC celebration – Cultural Awareness	Academic Staff
First Aid	CLO Staff
ASBA SA/NT	Director of Business Operations
Testing and Literacy program Multilit	Deborah Waudby

Part 1: (c) Assessment of the relationship with parents and the community

Governing Council – Indigenous Steering Committee

An important element in the College's relationship with its feeder communities is parent participation in the Governing Council. This body is the major conduit by which the views of parents are reflected in the policies and practices of the College. In 2018, the Governing Council consisted of Aboriginal leaders from remote communities as diverse as Minyerri, Alice Springs, Hermannsburg, Haasts Bluff, Finke, Yuendumu and Papunya.

In 2018, the Governing Council has met once formally. Reports are received from the Chairman, Principal, Director of Community Liaison Officer, College Chaplain and the Business Manager. The

new Chair of the Governing Council was elected during the year, that being Cassandra Williams from the Hermannsburg community and Maureen O'Keefe was elected as Vice Chair from the Ali Curung/Alice Springs communities.

The College listens carefully when its Governing Council speaks, and the views and attitudes of the Governing Council are a constant reference point for the College in making important decisions regarding the direction of the College, and its programs and practices.

A new model of the Indigenous Steering Committee was presented in 2018. This model is that there are four meetings scheduled each year, at the beginnings of each term. The Indigenous staff committee was to also meet along with the student representative committee and report back to the Governing Council steering committee who reports to the schools governing council.

Community Liaison Office

In 2018, the Community Liaison Office of the College continued to be the significant continuous connection of the College to the families of our students. The role of this Office, consisting of four full-time CLOs, two full-time CLO support officers, an Administration Support Officer and a Director whose jobs it is to recruit students, speak with parents about how their children are faring at Yirara. To initiate and conduct community meetings, deal with student management issues, and organise the incoming and outgoing travel arrangements required to get students to and from the College. Much of the CLOs' time is spent "on the road", regularly travelling to the disparate feeder communities to talk with families about College programs and student welfare issues. The CLO's office looks forward to an upgrade in technology with better telephone coverage and a new student data base system, enabling staff to give up to the minute information and reports on student progress.

Part 2: Details of major events concerning the school

Yirara Church

The most significant aspect of Yirara College's Christian experience was the appointment and commencement in July of Paster Basil Schild. Basil has had many years working with indigenous communities in the Central Australian area. This experience is not at the expense of his ability to relate and communicate with young people. His presence has been a blessing to the College. Always a significant event in the spiritual life of the College, Yirara Church brings together all of the members of the Yirara community: students, staff and local congregation members in Sunday Worship. Yirara Church is held twice a term, at the beginning and end in the college Chapel. On other Sundays the students attend the local Lutheran service.

Media - Yirara TV

During 2018 we saw Yirara TV presented on campus weekly and aired on at times ICTV

NAIDOC Week

In 2018 as in past years, Yirara College joined in the NAIDOC Week celebrations held across Australia to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.

Sunday 4th November - Confirmation Weekend

Confirmation is probably the most important single event on the College Calendar each year. The extended families of the Confirmation candidates travel from communities quite distant from the College to witness and be a part of this singularly important event in the spiritual lives of the students. On the 4th November 2018, 3 students were confirmed at the Yirara Chapel by Pastor Basil Schilds before a congregation estimated at 200.

Friday 16 November - End of Year Awards Assembly

Many of our students were recognised for their achievements over the course of 2018 at the End of Year Awards Assembly. The Principal's Awards went to Mishai Wollogorang.

Part 3: Uses of government financial assistance and other support received

Yirara College's Financial Accounts for the year ended 31 December 2018 have been audited and the Auditor's report and financial statements are attached.

Part 4: (a) Condition of the school's buildings, structures and other facilities

We continue to make improvements to buildings, including classrooms and offices as the need arises and funding permits. During 2018 we replaced several aging motor vehicles, added shade areas to the college grounds, renovated several classrooms and office spaces. We repainted exterior walls on several of our buildings and erected some security fencing.

There is still a pressing need for the renewal /renovation of many of the College's older buildings. The College will judiciously manage the maintenance of existing buildings while seeking funding opportunities to give effect to its Master Plan.

Part 4: (b) Plans for new buildings, structures and other facilities

No new plans were made in 2018.

Part 5: Current staff of the school (as at December 2017)

Staff Member's Name	Role
Abbott Kurt	Male Houseparent
Altus Christine	Teacher
Anderson Sue (Hazel)	Senior Houseparent Female Boarding
Angeles Beverley	Girls Academy Coordinator / Teacher
Ashcroft Jann	Teacher
Ashcroft Roger	Principal
Barfuss Verena	Bookkeeper
Bishop Elizabeth	Teacher
Botha Graham	Lutheran School Curriculum Officer -Kintore
Botha Sherill	Teacher - Kintore
Bowman Penelope	CLO Administration
Cooper Sandra	Teacher
Cox Thomas	Lutheran School Curriculum Officer -Music
Croucher Suzanne	Teacher
Darling Daphne	CLO Administration
Davey Timothy	Male Houseparent
DeLaine Jed	Senior Houseparent Male Boarding
Dobson Jessica	Female Houseparent
Dowling Alina	Pathways Adminisrtation Support
Driver Cate	Pathways Admin / Student Support
Dunn Cajetan	Grounds/Maintenance
Dunnage Christopher	Lutheran School Curriculum Officer
Fesola'i Gyani	Senior Houseparent Female Boarding
Fiedler Julie	Finance Manager
Folds Ralph	Teacher
Gates Anthony	Community Liaison Officer
Gates Paula	Pathways Admin / Student Support
Grivell Yvonne	Female Houseparent
Hardy Andrea	Teacher
Harris Wayne	Grounds/Maintenance
Harrison Kevin	Male Houseparent
Hoth Martha	Female Houseparent
Hubner John	Director Business Operations
Imms Paul	Lutheran School Curriculum Officer -Media
Ingram Eloise	Lutheran School Curriculum Officer -Music
Ioapo Asofiafia	Male Houseparent
Jacobsen Hanne	Admin Support
Jantzen Michael	Teacher

Jessen Kate	Lutheran School Curriculum Officer
Jude Sharon	Lutheran School Curriculum Officer
Kele Farao	Male Houseparent
Knott William	Pathways Admin / Student Support
Komene Lesley	Female Houseparent
Latham Justin	Teacher
Latham Rebecca	Lutheran School Curriculum Officer
Lavea Miriama	Reception
Lelis Gilbert	College Nurse
Lindner Jacilyn	Executive Assistant
Lindner Kaylene	Director Human Resources
Lodge Tim	Community Liaison Officer
Loza Samuel	Director of Boarding
Mabus Anne-Marie	Community Liaison Officer
Malolo Owen	Male Houseparent
McAskill Donna	Director od Pathways
McAuliffe Shane	Lutheran School Curriculum Officer
McKenzie Billie	Female Houseparent
McMahon Stephen	Teacher
Meyer-Zbinden Nathalie	Head of Female Boarding
Miller Gregory	Deputy Principal
Miller Suzy	Senior Houseparent Female Boarding
Mirtschin Leela	Lutheran School Curriculum Officer
Moreng Fleurette	Teacher
Morriss Uvonne	Female Houseparent
Musinskis Peter	Community Liaison Officer
Nanai Moe	Teacher
Neville David	Male Houseparent
Newman Lisa	Head of Teaching and Learning
North Daniel	Facilities Officer
O'Brien Molly	Teacher
Paterson-Dunn Tia	Girls Academy Development Officer
Pearce Priscilla	Teacher
Perkins Jackie (Coelli)	Female Houseparent
Petia Ken	Senior Houseparent Male Boarding
Ravesteyn Nathan	Teacher
Rayner Darren	Leading Hand - Grounds
Rowlands-Crisp Bowie	Lutheran School Curriculum Officer
Russell Shynia	CLO Administration
Sage Conor	Lutheran School Curriculum Officer -Media
Sa'u Don	Male Houseparent
Schild Basil	College Chaplin

Smith Zane	Teacher
Somerville Andra	Lutheran School Curriculum Officer
Stowers Robyn	Communications Officer
Terrell Rebecca	Director Community Liaison
Thiel Susanne	Administration
Thiel Eric	Teacher
Thompson Heath	Male Houseparent
Thompson Sharon	Lutheran School Curriculum Officer
Vaioleti Sione	Male Houseparent
Wakelin Tama	Male Houseparent
Wakeling Mark	Lutheran School Curriculum Officer
Waudby Deborah	Lutheran School Curriculum Officer / Teacher
Whelan Greg	Property Services Manager
Youngs Grace	College Counsellor

Respectfully submitted,

.....
Chris England
Principal
April 2019