



Yirara College

of the Finke River Mission Inc

ABN 12 832 689 950

ANNUAL REPORT 2017

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.

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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. But beyond this, the majority of our students come from communities 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 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. 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. Yirara is blessed with a highly dedicated and committed staff, many of whom feel called to work in this context. 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

2017 was a year where we strived to increase the engagement of the students at Yirara, by providing lessons and classes that were more relevant to their needs and interests as well as continuing the expansions of programs to prepare our students for their lives beyond the college, both in employment and as a responsible and capable member of society. 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. There was a focus on building literacy and numeracy skills in all electives. VSS subjects expanded and included Agrifoods, Tourism, Community Services and Cert 1 in Racing/Stable hands. A program was established with heavy machinery simulators that were provided by Thiess and Civil train. 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. We were very pleased with our graduates from Year 12, with two students receiving their NTCET and a further two who completed the work for this and will receive their certificate in 2018.

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 2017 showed improvements in all areas when compared to those that were achieved in 2016. In several areas in both Years 7 and 9 we were shown to be above schools with similar student compositions. Of particular note is the improvement of our year 9 students in Literacy and numeracy and how we compare with other schools with students with similar compositions. Our reading result is up by 50% and is rated as substantially above, Grammar with similar results, Numeracy results up 45% and above similar schools.

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

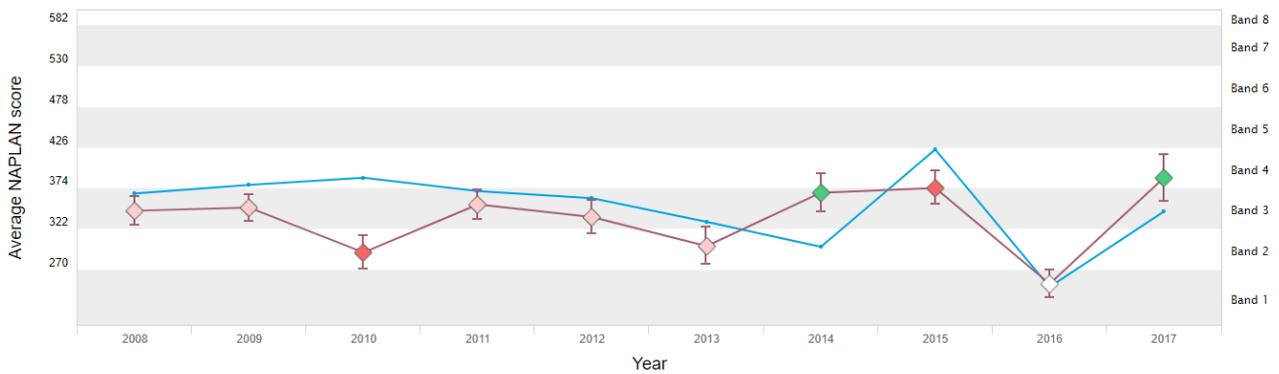
	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	252	215	352	268	320
Year 9	278	200	383	276	347

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



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 2016 – 2017. Four students successfully completed year 12 in 2017.

Teaching and Learning and Wellbeing Program

Yirara College is constantly looking at new approaches to the students learning. In 2017 we introduced several new programs to continue the variety of areas that we can offer the students. We are also looking at different approaches to help these students understand the value of education. We have started to encourage families to come in, stay a few days and talk to the students from their community.

The introduction of the Flexi Learning Centre has been successful. This learning space is alternative learning more on an individual program to suit the student's needs.

Our Year 12 class has provided the students with an opportunity to gain qualifications through the NTCET (Northern Territory Certificate of Education). This will enable students who choose to study the NTCET to gain employment in their chosen fields. At this stage, most students are studying this over a 2 year period.

This year we celebrate the success of four students completing their NTCET. The NTCET is a rigorous and difficult pathway and we pray for our students that they may have patience, commitment and courage as they continue their journey.

Accelerated Class

We are continuing an accelerated class aimed at the Year 9 level. This class is for those students who demonstrate high levels of academic ability. There is always an opportunity for students in Year 8 to step up for certain classes if they show the aptitude and maturity

Promotion

We are encouraging students from community schools to come in for two days to experience what Yirara has to offer. This offer is to Grade 6 students and Year 10 and 11 students.

The social and emotional wellbeing of our students is a constant focus area as a percentage of our students come in with various levels of trauma. Therefore for these students to achieve we need to ensure that we give them the best opportunities that we can with the funding that we have access to.

Student Enrolments

The enrolment figures for the last five 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

The enrolment figures for the last five 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

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, Tennis, Cricket, Badminton, Touch Football, AFL Football, Swimming, Dodgeball, Bike-Riding, Hiking, Go Carts, Lawn Bowls, Snorkelling, Rock Climbing and Archery. 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 Yirara Clontarf Academy exists to improve the retention levels, discipline, sense of self-worth, life skills and employment prospects of young Aboriginal males, and by so doing, helps prepare them for meaningful participation in society.

Yirara Clontarf has had an action packed year of activities based around; football, leadership, health, education and employment. Throughout the duration of the year there have been over 100 students involved in Clontarf Academy.

Each term was jam packed with camps, sports and other great activities. Term 1 saw the academy joining in with the Imparja Cup, endless football games and a camp out with a Law firm Pinsent Masons from Sydney who are a much needed corporate sponsor of the Clontarf Foundation. In Term 2 we held the very popular Clontarf Billy Kart Derby, where teams from all four Central Region Clontarf Academies (CSC, CMS, Yirara, Tennant Creek) battled it out for top prize. We even had a team drive all the way down from Katherine to participate.

There was a strong focus and social and emotional wellbeing in Term 3, as Yirara students networked with Ingkintja Male Health Clinic, Mental Health Association of Central Australia, Redtails Right Tracks Program and also Darryl Little from the Central Australian Health Service to tackle issues such as suicide, men's health, stress, alcohol and substance use and healthy relationships. The students showed some great insight into these issues and how they've impacted on each of their lives. A trip up to Katherine saw the junior students play in the Northern Carnival, which was a week of football, sightseeing and catching up with family for some of our students. We are very proud of the way the fellas conducted themselves on the trip.

Yirara Girls Academy

2017 has been the second 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 with them.

In Term 2, six of our girls went to the Granites Gold Mine on an Employment Pathways Camp to learn about all the different roles and employment opportunities in the mining sector.

Pathways (including Vocational Educational Training VETiS)

The Pathways team has grown to 3 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
- Certificate II Rural Operations
- Certificate III Agriculture. Including excursions to Mistake Creek Station for training, and the Show Run - Alice Springs, Katherine and Darwin as part of their course.
- Skill Set Certificate II Music
- Skill Set Certificate II Media
- Certificate I Access to Skills and Vocational Pathways
- Certificate II Sport and Recreation

New 2017 VET courses

- Certificate I Tourism
- Certificate I Racing / Stablehand
- Skill Set Certificate II 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.

- Life Saver at the town pool
- Kmart

Traineeship

Completion of a 2 year School based traineeship with NTG Department of Health, linked Certificate III Business carry over into 2018

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 if possible.

NTCET

Two NTCET completions for January 2018 certificates.

Two students completed units / subjects after submission date for NTCET and have since completed their NTCET and will receive certificates in January 2019.

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

Work Experience, Structured Work Placements and Transition from School to Work Placements

Students had access to a wide variety of work experience opportunities. 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.

- NTAS - Northern Territory Air Services
- Living Waters Primary School
- Yirara College Maintenance
- MasterTec
- La Hair Lounge
- Bunnings
- Woolworths
- Alice Springs Toy Library
- Old Timers Home

- Centrepoint Cars
- ADF – Australian Defence Force (3 days onsite Darwin RAAF Base)
- JDFPG – Joint Defense Force Pine Gap
- Ingkerreke Construction
- ABC Media
- Chifley

Students were able to experience working in an area of their future career choice, from Helicopter pilot with the ADF, engineering with NTAS, to aged care at the Old Timers Home.

Industry exposure

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

List includes but not limited to -

- Newmont mines, Granites gold mine trip – Four day excursion, 6 young ladies exposed to different employment options throughout the mining industry
- NAVY women – interacted with senior female students sharing stories about their ADF careers
- ADF recruiting – at various times throughout the year, on and off campus information sessions
- Legal team – Indigenous training in legal studies
- Alice Spring Hospital – various groups, exposures to many health careers
- Congress – from childcare to healthcare and well -being
- CAAMA - media
- Remote Health
- Childcare
- Career expo

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

White Ribbon March

Career Expo

Post School Support

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

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.

One student was awarded Silver Duke of Edinburg award in November

Schools Online

Entering results into Schools Online Data base

Preparation for 2018

Application for student participation in the Northern Territory Police Fire and Emergency Services (NTPFES) Cadet program

Assist student in applying for Australian Defence Force

Support graduating students in seeking employment / year 13.

Setting up commencement of MOTO Scouts program for 2018 start

Girls Resources Infrastructure Certificate II, ongoing promotion for female group to participate

Pathways Office – relocation and expansion, now have capacity for students to work independently on their studies – especially for students that have additional study linked with their course, traineeship or cadetship.

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 each term. 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>Accidental counsellor workshop</i>	Behaviour management / academic
<i>Australian Curriculum workshops</i>	Academic staff
SATAC counselling	Academic staff
NTCET – Stage 2	Academic staff
First Aid	Various Staff
Pool Lifeguard / Bronze Medallion	Various staff
Safe Talk Training	Various staff
Non Violent Crisis Intervention	Student Management
ABSA symposium in leadership	Director of Boarding
ATO taxation and payroll training	Finance team
Applied Suicide Intervention Skills Training	Senior Houseparent / Maintenance
Work Health and Safety – In service	All Staff
Aboriginal Cross Culture	All Staff
Teamwork	All Staff
Yirara Policies / Procedures	All Staff
Mandatory Reporting	All Staff
Pathways – Spiritual focus	Various Staff
Duty of Care	All Staff
ICT – Success Maker	Various Staff
Valuing Safe Communities	All Staff

IPADS in the classroom	Academic
ABSA Business Managers Conference	Director of Business Operations

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 2017, the Governing Council consisted of Aboriginal leaders from remote communities as diverse as Robinson River, Titjikala, Hermannsburg, Haasts Bluff, Areyonga, Mt Leibig, Yuendumu and Papunya.

In 2017, the Governing Council met once formally. Reports from the Chairman, Principal, Assistant Principal, Director of Teaching and Learning, College Chaplain, Student Coordinators, Heads of Boarding and the Business Manager are presented. The Chair of the Governing Council in 2017 was Mr Clinton Spencer.

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 will be presented in 2018.

Community Liaison Office

In 2017, 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 three full-time CLOs, a full-time CLO support officer, 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, 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.

Part 2: Details of major events concerning the school

Yirara Church

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. Services are conducted by the College Chaplain Ingkaarta Brenton Fiedler.

Media - Yirara TV

Yirara TV grew to new heights in 2017 with Charmaine Ingram joining the team. She brought enormous wealth of storytelling skills, editing stories, working with equipment and a unique understanding of our students, their culture and how to help them engage in this world call multi-media.

Increased student engagement and involvement saw a large range of stories being published. From Flying in the Police plane to show a typical day for a senior police officer to making many stories about Mothers Day, Harmony Day, NADIOC week, Stop the Violence, CAAMA Radio and a popular story about how ingenious language matters. A highlight was students willing to post stories about them selves and their profiles onto the ABC Open web site.

The overall acceptance of Yirara TV and radio has meant students show a willingness to take part in building self confidence and resilience that comes with presenting to camera has been amazing to see as we look forward things only becoming better in the years ahead.

NAIDOC Week

In 2017 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. The focus was on this year's theme, 'Our Languages Matter.'

Sunday 5th November - Confirmation Weekend

Confirmation is probably the most important single event on the College Calendar each year. The extended families of the confirmees travel from communities quite distant to the College to witness and be a part of this singularly important event in the spiritual lives of the students. On the 5th November 2017, 10 students were confirmed at the Yirara Chapel by Pastor Rob Borgas before a congregation estimated at 300.

Friday 19 November - End of Year Awards Assembly

Many of our students were recognised for their achievements over the course of 2017 at the End of Year Awards Assembly. The Principal's Awards went to Crystella Campbell.

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

Yirara College's Financial Accounts for the year ended 31 December 2017 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

Yirara's buildings are now nearly 45 years old and are truly showing their age. Asbestos was found in one of our main teaching blocks when renovations to a room were carried out over the break. This was rectified but an unexpected cost to the College. Further renovations have been capped to expenditure.

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 2017.

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

Staff Member's Name		Role
ABBOTT	KURT	Male Houseparent
ALBUTU	ALI	Lutheran Schools Officer
ALTUS	CHRISTINE	Teacher
ANDERSON	HAZEL 'SUE'	Female Houseparent
ANGELES	BEVERLEY	Girls Academy
ASHCROFT	ROGER	Principal
ASHCROFT	JANN	Teacher
AUNEI	ALFIE	Male Houseparent
AXTEN	SALLY	Lutheran Schools Officer
BISHOP	ELIZABETH	Teacher
BROWNE	SY	Lutheran Schools Officer
BOTHA	GRAHAM	Lutheran Schools Officer – Kintore
BOTHA	SHERILL	Teacher – Kintore
BOWMAN	PENELOPE	Community Liaison Support Officer
BURNETT	LORRAINE	Bookkeeper
CARMODY	TYSON	Clontarf
CARUANA	LYN	Teacher
COELLI	THOMAS	Community Liaison Support Officer
COX	THOMAS	Lutheran Schools Officer
CROUCHER	SUZANNE	Teacher
DAVEY	TIMOTHY	Lutheran Schools Officer – Student Support
DELAINE	JED	Male Houseparent
DRIVER	CATE	Lutheran Schools Officer – Pathways
DOWLING	ALINA	Lutheran Schools Officer - Pathways
EGAN	ROXANNE	Teacher
FIEDLER	JULIE	Finance Manager
FIELD	HILLARY	School Counsellor
FOLDS	RALPH	Teacher
FORSTER	ANDREW	Manager Student Support
GATES	ANTHONY	Lutheran Schools Officer
GRIVELL	YVONNE	Female Houseparent
HARDY	ANDREA	Teacher
HARRIS	WAYNE	Maintenance
HEREMIA	REIHANA (REI)	Male Houseparent
HOFF	MARTHA	Female Houseparent
HUBNER	JOHN	Director Business Operations
IMMS	PAUL	Lutheran Schools Officer
INGRAM	CHARMAINE	Media

IOAPO	ASOFIAFIA (DAYS)	Male Houseparent
JANTZEN	MICHAEL	Teacher
JESSEN	KATIE	Lutheran Schools Officer
JUDE	SHARON	Lutheran Schools Officer
KNOWLES	MELISSA	Lutheran Schools Officer
KOMENE	LESLEY	Lutheran Schools Officer
KOMENE	PANE	Female Houseparent
KRUGER	LEELA	Community Liaison Officer
LELIS	GILBERT	School Nurse
LEOTA	MARYANNE	Lutheran Schools Officer
LINDNER	JACILYN	Admin Assistant
LINDNER	KAYLENE	Executive Assistant
LOWSON	CHARLIE	Clontarf
LOZA	SAMUEL	Director of Boarding
MABUS	ANNE-MARIE	Girls Academy
MALOLO	OWEN	Male Houseparent
MARCHESI	REBECCA	Female Houseparent
MARSHALL	KRYSTAL	Female Houseparent
MCASKILL	DONNA	Lutheran Schools Officer – Pathways
MCLEAN	KAIRO	Teacher
MCMAHON	STEPHEN	Teacher
MILLER	GREG	Deputy Principal
MIRTSCHIN	LEELA	Lutheran Schools Officer
MUSINSKIS	PETER	Community Liaison Officer
NEVILLE	DAVID	Male Boarding
NEWMAN	LISA	Teacher
NGATAI	NICHOLAS	Male Houseparent
NORTH	DANIEL	Maintenance
O'BRIEN	LINDA	Receptionist
O'BRIEN	NOEL	Maintenance
PETIA	KEN	Male Houseparent
RAVESTEYN	NATHAN	Teacher
RAYNER	DARREN	Maintenance
RIOLI	CYRIL	Clontarf
ROWLANDS-CRISPE	BOWIE	Lutheran Schools Officer
RUSSELL	SHYNIA	Receptionist
SENA	SALLY	Lutheran Schools Officer
SMITH	RENEE	Female Houseparent
SOMERVILLE	ANDRA	Lutheran Schools Officer
SPAN	PIETJE	Community Liaison Officer
STOWERS	ROBYN	Communications Officer
TERRELL	REBECCA	Director Community Liaison

THIEL	SUSANNE (SUE)	Lutheran Schools Officer
WAKELIIN	TAMA	Male Houseparent
WAUDBY	DEBORAH	Lutheran Schools Officer/Teacher
WHELAN	GREG	Property Services Manager

Respectfully submitted,

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Roger Ashcroft
Principal

October 2016