



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

# ANNUAL REPORT 2021

*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. Underlying this, some 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 most days 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, 2021, was a year of increased opportunity for students and for staff to develop resilience and patience and engage at a deeper level in the life and work of Yirara College. The Covid-19 pandemic continued with students being back at school from their respective communities. Students participated in programs with strong links to Literacy and Numeracy. We introduced with success support for literacy and numeracy the MacqLit and BSKB programmes. Some of the other courses that students were involved in were; through VET, 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 developing their skills, physical recreation, and service, and many other non-curricula skills. An elective program was run after lunch Tuesday through Thursday. Electives are 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. For students that are challenged in engaging in learning in the classroom, we 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.

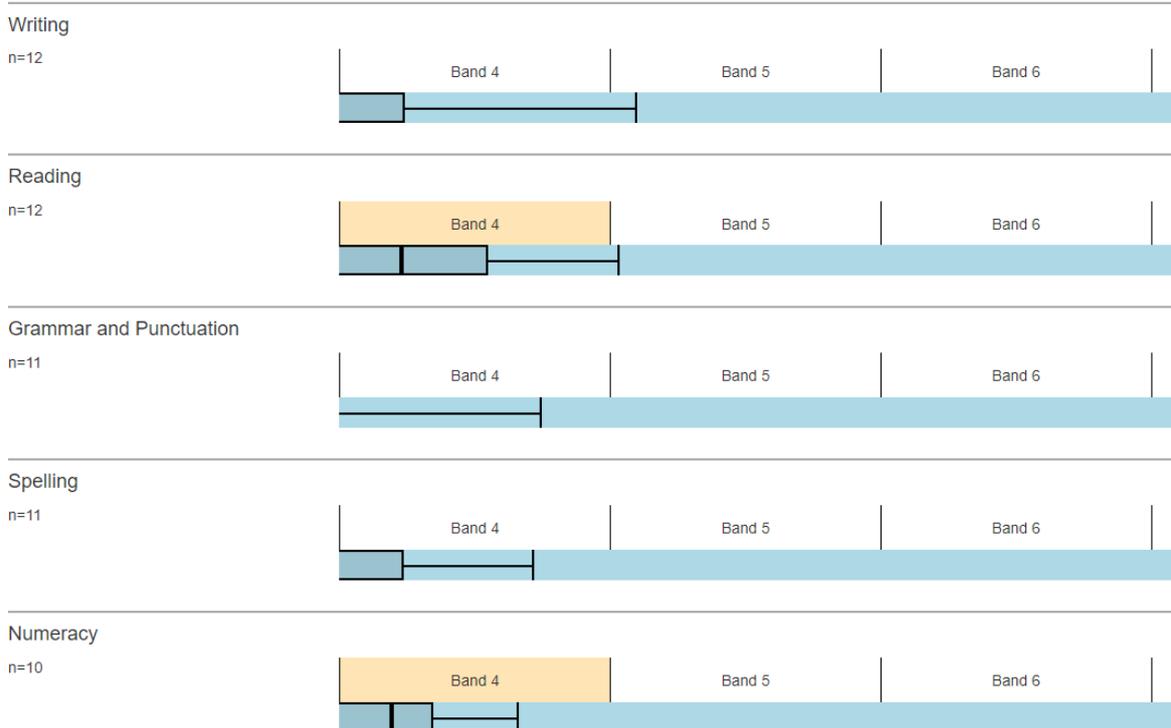
Throughout the year subject choice in the senior school included Agrifoods, Tourism, Community Services and Cert 1 in Racing/Stable hands, as well as NTCET. A program with heavy machinery simulators that were provided by Thiess and Civil train continued to operate with success. Thanks must go to the 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 with students being an average of 5 years behind in their reading age. Students also generally operate at well below their age-for-grade level in numeracy. Many students have English as a second or third language, with 90% of students having a language background other than English. The student's worldviews are 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

#### Year 7 NAPLAN 2021 Alice Spring & Kintore Campus



## Year 9 NAPLAN 2021 Alice Spring & Kintore Campus

Writing

All test scores fall to the left side of band

Reading

n=17



Grammar and Punctuation

n=15



Spelling

n=15



Numeracy

n=15



Our 2021 NAPLAN results are similar to previous years. Our students are well below the national minimum standard in all areas.

## Literacy

Improving literacy of our students is a major focus and the main strategic goal of the academic team. We have undertaken a whole school approach to improving literacy, with students taking part in focused literacy lessons, targeted at their current level. Students are constantly monitored and those who attend regularly are showing improvement.

Yirara College implements the MacqLit program. This is an explicit and systematic reading intervention program for small groups of older low-progress readers. The program starts at Foundations level and goes up until a grade 5 equivalent level. It focuses mainly on reading strategies, but also spelling, writing and comprehension.

Of the students who attended at least 3 out of the 4 terms, the average improvement was 2 levels which is equivalent to an improvement of one year's reading age. There is still a discrepancy between the MacqLit reading age and the reading age from other assessments such as Waddingtons, as MacqLit tests only for decoding. Comprehension strategies are taught in Integrated learning and practiced during weekly homework sessions.

Students also have access to 1:1 reading sessions, once a week with a specialist teaching assistant.

Senior Students use the BKSB (Basic Key Skill Builder) Program in their literacy and numeracy classes. The program is based on the Australian Core Skills framework developed by ACER. It is suggested that for someone to be able to function effectively in the work place a minimum of level 3 completion is required. Although students progressed within the program, very few actually moved up a level. This is due to the vast amount of content in each level. The average level for our year 11/12's is Level 1.5 for both literacy and numeracy.

### **Teaching and Learning Wellbeing Program**

Home room teachers have a wellbeing session with their students once per week, where topics such as bullying, resilience and goal setting are explored. Our senior students were involved in the Deadly Choices program offered by Congress and student support team was always available to assist students with their wellbeing.

Our NTCET class provided the students with an opportunity to gain qualifications through the NTCET (Northern Territory Certificate of Education) and through VET courses. At the conclusion of the year, we had 11 students participating in Year 12, with many indicating that they would return in 2022 for further education and training opportunities.

### **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, Touch Football, AFL Football, Swimming, Bike-Riding, Hiking, Go Carts, Weight training and Rock Climbing. Training and participating in sport are 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, The Girls Academy and Male and Female Boarding.

### **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 equips them to participate more meaningfully in society.

The 2021 year has been an epic year down at the Yirara Clontarf Academy and we would like to congratulate all the fellas who are part of the program for their engagement, energy and excitement. They are the life blood of our academy, and we are very proud to be able to work with them in these important school years to help set students up for great lives.

We are also very grateful to the families of the Yirara fellas for the privilege of helping you raise your young men. We hope you know how seriously we take this responsibility and how humbled we are to be able to do it.

Clontarf would also extend that gratitude and thanks to our colleagues at Yirara College who strive so hard to make a meaningful difference in the lives of the fellas while they are at school. We certainly could not do what we do without your unwavering support.

A critical factor to achieving that Mission Statement is exposing the fellas to a rich and varied array of extra-curricular activities that help them build a picture of the world of possibilities that lies on the other side of graduation. But the idea of graduation itself – the seeing through of their educational journey – is the most important idea of all to embed.

Education is the key to great outcomes in life and Clontarf support that academic journey wholeheartedly.

During 2021, some of the major highlights of that journey have included:

- Working on restoring the original Cuzmobile, as well as its more modern incarnation, in conjunction with Congress Right Tracks and Red Centre NATS (and participating in the RCN07 Street Parade)
- Winning the Territory Cup in Darwin, the biggest senior inter-Academy football carnival in the NT
- Making the grand final of the Top End Cup in Katherine, the biggest junior inter-Academy football carnival in the NT
- 45 Yirara fellas participating in Clean Up Australia Day on the Todd River with Mayor Damien Ryan and Josh Burgoyne MLA
- Participating in the 2021 Imparja Community Cup and the Clontarf Cricket Cup
- Undertaking mock job interviews with the HR team at Alice Springs Town Council
- Hosting members of the Alice Springs Chamber of Commerce at morning training
- Working part-time shifts at Kmart
- Performing carpark marshalling duties at the Alice Springs Cup at the Alice Springs Turf Club
- Being a part of the 2021 Employment Forum and Alumni All-Stars match

We wish everyone an amazing summer break and encouraging all of the Clontarf fellas to get back to school as quickly as you can to get started on our 2022 adventure.

### **Yirara Girls Academy**

2021 has been the sixth year of the Girls Academy program at Yirara College. We have a variety of programs which assist and support our ladies at school. Some of these are applied in the academic day, whilst many are extra-curricular and occur in the afternoons/evenings or weekends. Our support programs are open to all female students who wish to participate and are aimed at making their time at Yirara more enjoyable and sustainable by offering

space, support, recreation and cultural as well as emotional, physical, spiritual safety components.

Our Support Programs include:

- Girls Academy open every recess and lunch
- After school/evening program on Mondays and Tuesdays. The Girls Academy space is open for activities and afternoon tea.
- Health Checks at Centralian Australian Aboriginal Congress Clinic
- Sleepovers – separate middle and senior school nights
- Staff and Student Morning Teas
- Movie Nights – usually separate middle and senior nights
- Health classes for all ladies
- End of Year Trip – senior years only
- End of Term Awards

During Term 1, we continued focus on our community engagement and partnerships around Alice Springs, these organisations played a major role in the delivery of their services to our young women:

- Red Dust Role Models (RDRM)
- Congress Alukura
- Central Australian Aboriginal Congress Health Service (CAAC) – both through the medical services and through the Right Tracks Program
- Royal Flying Doctor Service – Mental Health & Wellbeing/Health Promotion & Education programs
- Voyages Resort – Yulara/Uluru

During this Term, Jessie Bartlett from Red Dust Role Models, came in and delivered Cyber Safety lessons to both middle and senior school ladies. This program was relevant to them as they are keen social media users. CAAC also ran their Deadly Choices program to the middle school ladies, and they addressed topics such as Chronic Diseases, Nutrition and Wellbeing, Harmful Substances, to name a few. Anne Vincent from the Aboriginal Students Career Aspirations Program (ASCAP) also ran a program for senior ladies to help them to develop their life and career plans. After school, we stayed open and ran a few workshops on various activities such as leaf painting, smoothie making, tie-dye, and friendship bracelets. In week 3, we stayed open late on Friday night and invited all the ladies for a movie night and in week 6, we hosted a mystery dinner/sleep over for all senior ladies. Both of these nights were a hit and the ladies had so much fun acting out the various characters they were given.

In term 2, Jessie Bartlett from Red Dust returned to run Health & Hygiene classes with our senior ladies. The ladies made their own facial scrubs and hair products. Unfortunately, Jessie wasn't available to deliver a program to our middle school ladies, however, Girls Academy staff delivered some activities to them such as, pampering sessions, smoothies, basketball and Go-Karts. The Year 9's attended the Big 4 MacDonnell Ranges Holiday Park for a

leadership camp based on Respectful Relationships. Right Tracks (CAAC) came and delivered some fun teambuilding activities with the young ladies so that they could start to work with others not necessarily within their own community grouping. Wayne Glen (RDRM) worked with the ladies to produce a music video based on the relationships with each other (sisterhood) and the ladies gained so much confidence throughout the song writing and singing process. The end result was amazing and the music video (*I'll Be There for You*) can be accessed on YouTube.

Term 3 was very busy. Sophia Baliva, Moesha McCormack, and the senior ladies held two barbeques at Bunnings on Saturday mornings. The senior ladies gave up their Saturday morning shopping time to help raise money for their end of year trip and formal costs.

At the start of the term, the ladies AFL school competition began, and Yirara ladies competed hard and would have won the grand final if they had been on campus in week 10 when the finals were held.

In week 5, all senior ladies on campus attended a leadership camp based on Respectful Relationships at the Big 4 MacDonnell Ranges Holiday Park. Various guest speakers and presenters visited throughout the time away from Yirara. The team from Right Tracks (CAAC) ran various team building activities and games with the ladies and it was great to see them all participating and having heaps of laughs whilst working together. Kenneth Lechleitner (CAAC) also spoke to our ladies about the importance of education and touched on subjects such as domestic violence and Indigenous representation in the court and jail systems. The ladies really engaged with Mr Lechleitner as he spoke strongly about topics passionate to him. Carmel Butcher and Frankie Scrymgour from the Alice Springs Police – Domestic Violence Unit spoke to the ladies about the work they do in the DVU. The senior ladies enjoyed the camp, the delicious food cooked by Home in the Alice and the popular pancakes and ice-cream made by the Big 4 staff.

It was business as usual for Term 4. Jessie Bartlett continued delivering her Strong Young Women's Program to both middle and senior school ladies. Sophia and Moesha delivered Respectful Relationship classes to the middle school ladies, where they looked at unhealthy and healthy relationships. Unfortunately, we were told by the Yirara College administration that due to Covid19 rules and regulations we were restricted to travel only within the Northern Territory. In 2020, the seniors had travelled to Darwin and the general consensus was that students wanted to go somewhere different for 2021. Luckily, Voyages Resort at Yulara expressed interest in hosting our senior ladies for a week towards the end of the year, so that they could experience a range of work opportunities. We decided as a group to make this their end of year trip also. In week 3, we held our final fund-raiser event, the annual Girls Academy Trivia Night. The senior ladies helped with the room set up and then helped with selling tickets and drinks and food on the night. It was a successful night with over \$1000

raised. This money went towards allowing everyone to fine dine every evening whilst out on the camp, which was in week 5. As a special treat, we went to the Sails in the Desert for a buffet breakfast on the morning of our return back to school. Overall, the ladies enjoyed the breathtaking views of rain on Uluru and were constantly taking photos to share with family back home.

Unfortunately our term and year was cut short due to students having to return home early because of the emergence of Covid19 cases in the Northern Territory. Students did not have their formal or end of year celebrations but were promised these would occur in 2022.

## **Pathways (including Vocational Educational Training VETiS)**

The Pathways team is currently four staff, 3 full time, 1 part time.

### COVID -19 Compliance

Opportunities for students have been restricted due to COVID compliance in industry exposure and work experience. Online VET training was offered, however, participation was limited, due to limited internet access for students on community.

### Vocational Educational Training (VETiS)

#### VET courses 2021

- |  |                             |
|--|-----------------------------|
| • Certificate I Agrifoods.                           | RTO Department of Education |
| • Certificate II Rural Operations                    | RTO Department of Education |
| • Certificate I in Hospitality ( Term 1 only)        | RTO Department of Education |
| • Certificate I Racing/Stablehand (Skill Set)        | Taminmin College            |
| • Certificate II Music (Skill Sets, mini-intensives) | RTO CDU                     |
| • Certificate II in Retail Services                  | Karen Sheldon Training      |
| • Certificate II Community Engagement NTPFES         | RTO NTPOL                   |
| • Certificate I in Resources & Infrastructure        | Civil Train                 |

### Employment

Alice Springs Town Council -Custodian Foot Patrol Ranger, 2 young men were casually employed in this pilot program for up to 10 weeks.

Riding for Disabled – stable / yard hand Saturday mornings, including client support.

Self-employed / contract – 2 x young men contracted by different organisations to perform their original music at events.

### Traineeships

School – Based traineeships x 2 at Sadadeen Primary school. Withdrawn term 3 due to students not returning from community.

### Career Planning and Interviews

ANSCAP career planning session delivered to senior students.

In-house sessions with senior students, 1:1 career interviews, planning courses and subjects. Work experience for seniors offered to seniors each term, aligned to their VET training and career choice where possible.

Term 4 2020 – Year 9 Transition to Senior School program delivered.

### 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 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.

Host workplaces; Coles Supermarkets, Gaps Kitchen, Parks & Wildlife NTG, Lil Antz, CAAMA, IGA, 8 CCC Radio, Salvation Army Thrift Shop, Alice Springs Reptile Centre, Alice Springs Toy Library, Harvey Norman and ICTV.

Industry; Indigenous Allied Health Association, Australian Defence Force and Recruiting and Alice Springs Town Council. Due to covid restrictions there were limited industry connections.

### DriveSafe (restricted due to limited numbers and delivery)

- Students engaged with Drivesafe training - 19

### Background Documentation

We assist students in acquiring documentation such as; Birth Certificates, Tax File Numbers, Unique Student Identifier numbers, Ochre Cards, Tangentyere, ID cards, Bank Accounts/cards and other supporting documentation.

### Food, Safety & Transport

Our cohort does not have access to the appropriate personal work equipment 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.

### 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. COVID lockdowns and restrictions limited opportunity for students to complete their awards in 2021.

Five staff are trained as award leaders.

Disadvantaged Youth Funding for enrolments and camp (Camp funding rollover to 2022)

Award Level	Graduates 2021	Enrolments 2021
Bronze	0	19
Silver	0	1
Gold	0	

Disadvantaged Youth Funding for enrolments and camp (Camp funding rollover to 2022)

### Post School Support

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

### Preparing for the future

Maintaining 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.

### Year 12 students

No student's completion of full certificates, covid restrictions and attendance have affected results.

### 13 x 2021 graduates

Year 13	Year 13 & Traineeship	Returned to Community	Unknown
4	1	8	0

## **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. No interstate, face to face professional development courses were undertaken in 2021, on-line learning and in-house programmes increased considerably. The main Professional Development opportunities included:

## **Staff training for 2021**

10 Minutes Being a New Leader
10 Minutes Handling Conflict
10 Minutes Listening Skills
10 Minutes Problem Solving
10 Minutes Questioning Skills
10 Minutes Showing Empathy
10 Minutes Your Attitude
Aboriginal and Torres Strait Islander Cultural Appreciation
Australian Professional Standards for Teachers
Basic Budgeting for Non-financial Professionals - Basic Budgeting for Non-financial Professionals
Basic written communication for the workplace
Benefits of Delegation
Boarding (2018/19)
Boarding (2020)
Body Language Module
Child Protection (Northern Territory, 2018/19)
Child Protection (Northern Territory, 2020)
Collaborative Care, Young People, Grief, Loss and Trauma
Depression
Effective Feedback
Email Etiquette Module
Fostering Mentoring Relationships - Fostering Mentoring Relationships
Four Attributes of Effective Meetings
Giving & Receiving Feedback
Hand hygiene
Handling Complaints Module
Having Difficult Conversations with Staff
How Stress Affects Your Body
How to Handle Angry People
How to Protect Yourself Against COVID-19
Inclusive Education: Teaching Students with Disabilities Online
Introduction to effective workplace relationships
Introduction to Teaching Remotely
Leadership approaches and theories
Leadership Styles
Management versus Leadership
Mandatory Reporting in the Northern Territory
Mental Health in Schools: How to Get Young People to Seek Help
Organize Your Physical and Digital Workspace
Positive and productive workplace

Privacy (2018/19)
Privacy (2020)
Responding to COVID-19/Coronavirus: Guide for Schools
SLS Quick Start Guide (2018)
Staff Handbook
Student Duty of Care (2018/19)
Student Duty of Care (2020)
Supporting Students after Trauma
Team roles and relationships
Ten Things You Need to Know about Dyslexia
Time and stress management
Tips & Tricks for Teaching Online
Unconscious Bias Module
Verbal communication
Welcome to Yirara - course
Welcome to Yirara - video
What Does ADHD Look like in Children?
WHO COVID-19 Short Course
Work Health and Safety (NT, 2018/19)
Work Health and Safety (NT, 2020)
Working legally and ethically
Workplace Mental Health Awareness
Yirara College Code of Conduct
Covid-19 Infection Control Training (Dept of Health)
MAPA: Management Actual Potential Aggression training
Macqlit Delivery of Hands on Maths training
Cultural Awareness & Song Keeper Film
Intro into films and editing training
LEA Connect Induction 2020
Managing Challenging Behaviours
Synergetic presentation on where to find specific information on Synergetic.
Explaining the new TRB Professional Development Framework
Overview on staff wellbeing due to Coronavirus COVID-19. How you can help the college support its staff.
Current Requirements for Mandatory Reporting NT – Department of Education
How to write EAP's training
Identifying & supporting students who have a learning disability
Teaching Indigenous Language Workshop
Numeracy Training - Maths Teachers Association of the Northern Territory Inc
Sign in Essential Assessment PD
LEA – Valuing Safe Communities staff training: module 1 (online)
LEA – Valuing Safe Communities staff training: module 2 (face-to-face)

Synergetic Management Systems Webinar
Synergetic Lab on Human Resources and Staff Kiosk webinar
Synergetic Refresher training
Synergetic Enquiry & future students Masterclass webinar
Duke of Edinburgh leader training
IEBA Webinar - Indigenous Education & Boarding Australia
ASBA State Conference - Association of Business Australia
Taxation & Payroll Training 2020 Webinar
New Staff Induction
ESL PD teaching and learning program
Active Supervision training
Diploma of Youth Work
Provide First Aid – 2 Day
Provide First Aid – 1 Day with online learning and assessment
Provide cardiopulmonary resuscitation.
Bronze medallion – Royal Life Saving
Pool Lifeguard Update - Australian Swimming Coaches & Teachers Association
SCTA Swim Australia - Australian Swimming Coaches & Teachers Association
Diploma of Counselling
Cert of IV Community Services
Licence upgrades to Medium Rigid
About Giving Vaccines Upskill - Remote Health Practice Program
Covid-19 in Australia and Remote Indigenous Communities - Remote Health Practice Program
Synergetic – Medical data entry training
Accidental Counsellor Training - Boarding Training Australia
Applied Suicide Intervention Skill Training (ASIST) - Lifeline
Trauma Practice Training - Australian Childhood Foundation
Career Industry Council of Australia (CICA) Webinar
Managing Wellbeing in time of Change and Uncertainty training
ACEL Leadership Conference - Australian Council of Educational Leaders
AISNT NCCD Conference - National Consistant Collection of Data
Conflict Coaching - EASA Workplace Solutions
NTCET Principals Conference - Northern Territory Certificate of Education & Training
Restorative Journeys and Restorative Practices Training
Construction Industry Induction (White Card) training - Eagle Training Services
Work Safely at Heights - Eagle Training Services
Accidental Counsellor (2 Day) - Lifeline
Accreditation as a Teacher in Lutheran Schools - Lutheran Education Australia

## **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 2020, the Governing Council consisted of Aboriginal leaders from remote communities as diverse as Minyerri, Alice Springs, Tennant Creek, Hermannsburg, Haasts Bluff, Finke, Yuendumu and Papunya.

In 2020, the Governing Council has only met once due to COVID related travel restrictions however, in 2021 with restrictions easing the committee planned to meet once a term. Reports are received from the Chairman, Principal, Director of Community Liaison Officer, College Chaplain and the Business Manager. The Chair of the Governing Council was re-elected in 2021, Cassandra Williams from the Hermannsburg community, she has done a commendable job as the Chair-person.

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. 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 2020, 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 develop relationships between the families and the College, to connect with parents about how their children are faring at Yirara, to initiate and conduct community meetings, deal with some 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 team has a fleet of five bush ready vehicles equipped with Satellite phones, trackers and recovery equipment to ensure the safest possible practice while travelling. In 2021 the CLO office welcomed a new position, “CLO Teacher” who will spend

time out on communities assisting those students who are unable to attend on campus. The CLO teacher is qualified to teach and will be liaising between other organisations to provide further support to our students. The CLO office has been instrumental in implementing the new database Synergetic. The new Database continues to be a work in progress and is helping to streamline some of the processes and communications between the different sectors of the college.

## Part 2: Details of major events concerning the school

### Yirara Church

Throughout the term Yirara Students gathered together in the College Chapel for a short worship service on Sunday mornings. The spiritual focus is one that supports the students in their life, family and community. We also have regular Chapel services 3 days a week first thing in the morning. This helps to set the tone for the day.

### November – Confirmation and First Communion Day

At the request of remote community families, Yirara College offers an opportunity for students to celebrate Communion and Baptism. It is a significant day on the College Calendar each year. The extended families of those celebrating Communion and Baptism travel from communities quite distant from the College to witness and be a part of these singularly important events in the spiritual lives of the students.

### Media - Yirara TV

Yirara TV was presented each Friday as part of the normal weekly activities. It summarised some of the student's activities that week. It is published on our school website and Facebook page.

### NAIDOC Week

In 2021 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. NADOC was celebrated at the end of July. Activities included; Music, football, art, cooking, puzzles and shared food.

### **End of Year Awards Assembly**

Many of our students were to be recognised for their achievements over the course of 2021 at the End of Year Awards Assembly (25<sup>th</sup> November 2021). Unfortunately, due to the opening up of health restrictions and of state borders, Covid commence it spread through the wider community. The Graduation celebration was postponed until June of 2022.

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

Yirara College's Financial Accounts for the year ended 31 December 2021 have been audited and the Auditor's report and financial statements are attached. The support from the Departments of Education in both Darwin and Canberra has been much appreciated. Their tolerance as meant that as a school we continued to operate as fully as possible.

### **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 2020 we cleaned most of our building during term 2 We repainted exterior walls on several of our buildings and erected some security fencing. With the financial support of the Bulk Grant Authority the College was able to erect an outside classroom.

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 2021, the Executive team continued to discuss the need for new buildings to accommodate female students.

**Part 5: Current staff of the school (as at December 2021)**

<b>YIRARA STAFF LIST 2021</b>			
<b>Surname</b>	<b>Christian Name</b>	<b>Job position</b>	<b>Aboriginal, or Torres Strait Islander status? 1=Yes / 0=No</b>
Meyer-Zbinden	Nathalie	Finance Officer	0
Jacobsen	Hanne	Admin Support	0
Lelis	Gilbert	School Nurse / First Aid Officer	0
Raven	Patricia	Receptionist / First Aid Officer	0
Thompson	Sharon	Admin Assistant	0
Barfuss	Vreni	Bookkeeper	0
Terrell	Rebecca	Director of Community Liaisons	0
Darling	Daphne	Community Liaison Admin Office Supervisor	0
Parfitt	Brenda	Human resources manager	0
van den Berg	Samantha	Enrolments officer	0
Mabus	Anne-Marie	Community Liaison Officer East	0
Gaff	Bridget	Community Liaison Officer Central	0
Gates	Anthony	Community Liaison Officer West	0
Braun	Natasha	Community Liaison office	1
Musinskis	Peter	Community Liaison Officer	0
Baliva	Sophia	Co-ordinator of Girls Academy	1
McCormack	Moesha	Girls Academy Development Officer	1
McAskill	Donna	Director of Pathways	0
Driver	Cate	Pathways Admin	0
Knott	William	Office Manager of Pathways	0
Gates	Paula	Pathways Admin	0
Stowers	Robyn	Head of Female Boarding	0
Smith	Renee	Student Support Wellbeing	0
Frost	Lenny	Student Support Wellbeing	0
Imms	Paul	Media Officer	0
Bourke	Florence	Teacher (Senior)	0
Palale	Taisson	Academic LSO	0
Newman	Lisa	Head of Teaching and Learning	0
Altus	Chris	Academic - Christian Studies teacher	0
Cass	Mandy	Academic - SCB	1
Bishop	Elizabeth	Academic - MSB9B	0
Toliday	Paul	Academic	1
Armstrong	Pamila	Academic	0
Cox	Thomas	Music	0
Hunt	Jeremy	DT	0
Hardy	Andrea	SSFA	0

Ingram	Eloise	SCB	1
Jantzen	Michael	MS9A	0
Jessen	Katie	Academic -	0
Tonanaa'a	Na'a	Student support	1
Johnston	Leanne	MultiLit	0
Kells	kayemeshia	LSO	1
Logotuli	Liko	Teacher MS78D	0
McAuliffe	Shane	MS78C	1
Moreng	Fleurette	Teacher ( Senior)	0
Lavea	Miri	LSO	0
Mirtschin	Leela	LSO	0
Myers	Daniel	Academic LSO	1
Neville	David	LSO	0
Stevens	Matthew	teacher	0
Palale	Tina	SCA	0
Pearce	Priscilla	Art	0
Silver	Steve	LSO	1
Seiuli	Talu	LSO	0
Smith	Zane	Health and PE	0
Somerville	Andra	Macqlit	0
Stephens	Rebecca	MS78C	0
Swan	Tiffany	MS9A	0
Wakeling	Mark	Skills and Training	0
Waudby	Deborah	WTY Teacher/LSO	0
Knott	William	Pathways officer	0
Willis	Emily	Senior Class A	0
Woods	Ciaran	Skills and Training	0
England	Chris	Principal	0
Hubner	John	Director of Business Operations	0
Thompson	Sharon	Administration Assistant.	0
Loza	Sam	Director of Student Welfare Male Boarding	0
Murray	Jenny	Nurse	0
Miller	Greg	Deputy Principal	0
North	Daniel	Facilities Officer	0
Loza	Charles	Groundsman	0
Harris	Wayne	Groundsman	0
Lorkin	Geoff	Groundsman	0
Creighton	Andrew	Groundsman	0
Smith	Michael	Groundsman	1
Whelan	Greg	Property Services Supervisor	0
Smith (Wolff)	Lisa	Head of FB	0
Komene	Lesley	FB Senior Houseparent	0
Fesola'i	Gyani	FB Senior Houseparent	0

Petia	Ken	MB Senior Houseparent	0
De Laine	Jed	MB Senior Houseparent	0
Abbott	Kurt	Houseparent - Male Boarding	1
Harrison	Kevin	Houseparent - Male Boarding	0
Anderson	Isaiah	Houseparent - Male Boarding	1
Brar	Jimmy	Houseparent - Male Boarding	0
Ioapo	Aso Fiafia (Days)	Houseparent - Male Boarding	0
Cameron	Maxwell	Houseparent - Male Boarding	0
Dhanju	Aman	Houseparent - Male Boarding	0
Dhillar	Sukman	Houseparent - Male Boarding	0
Jandu	Jaspreet	Houseparent - Male Boarding	0
Singh	Gary	Houseparent - Male Boarding	0
Sa'u	Don	Houseparent - Male Boarding	0
Sione	Vaioleti	Houseparent - Male Boarding	0
Anderson	Laura	Houseparent - Female Boarding	0
Babington	Hannah	Houseparent - Female Boarding	0
Cabebula	Sally	Houseparent - Female Boarding	0
Mani	Gina	Houseparent - Female Boarding	1
Orange	Taylia	Houseparent - Female Boarding	0
Orange	Zayle	Houseparent - Female Boarding	0
Hoth	Martha	Houseparent - Female Boarding	0
Webb	Noni	Houseparent - Female Boarding	0
Mani	Gina	Houseparent - Female Boarding	0
Harrison	Olene	Houseparent - Female Boarding	0
Brinkman	Laura	Houseparent - Female Boarding	0
Siebel	Esther	Houseparent - Female Boarding	0
Marshall	Krystal	Houseparent - Female Boarding	0
Taylor	Hannah	Houseparent - Female Boarding	0
Vakapora	Lisa Maree	Houseparent - Female Boarding	0
Woods	Sharron	Houseparent - Female	0
Botha	Graham	Kintore - LSO/Admin	0
Botha	Sherill	Kintore - teacher	0
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This Annual Report of Yirara College, of the Finke River Mission is respectfully submitted,

Chris England  
(Principal)  
May 2022.