



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

# ANNUAL REPORT 2019

*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, 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, 2019, 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. 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 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 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 99% 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 for Yirara in 2019 are displayed in the table below and shows the results of 2019 compared with previous years.

### **NAPLAN Results 2019**

	Year	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	2019	417	286	388	389	404
	2018	392	281	403	308	434
	2017	387	253	371	345	406
	2016	252	215	352	268	320
Year 9	2019	341	253	422	303	460
	2018	441	286	430	404	494
	2017	423	261	414	395	485
	2016	278	200	383	276	347

The year 7 results were similar to that of previous years, however the Year 9 results were down considerably in most areas. Cohorts of students change, and the Year 9 students in 2019 were particularly challenging.

Improving literacy of our students is a major focus and 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 are showing improvement.

In 2019 Yirara College progressively introduced the MacqLit program. This is an explicit and systematic reading intervention program for small groups of older low-progress readers. It focuses not only on reading strategies, but also spelling, writing and comprehension.

The table below shows the progress of our regularly attending middle school students over two terms. (Senior School students did not being MaqLit until Term 4)

		Beginning Term 3 2019	End of term 4 2019
Level A	Year 1	15 (students)	4
Level B	End Year 1	4	4
C	Early year 2	6	5
D	End year 2	0	8
E	Early year 3	2	4
F	End year 3	1	1
G	Early year 4	0	0
H	End year 4	0	2

Senior students use the BKSB program in their literacy and numeracy classes and this program is based on the Australian Core skills Framework. Below are the working levels of students who attended at least two terms in 2019.

#### English

English Working Levels	No. of students at the Start of 2019	No. of students at the Start 2020	
Pre Level 1	15	7	Lower Primary
Level 1	18	10	
Level 2	7	23	
Level 3	3	3	
Level 4	0	0	Year 10

#### Maths

Maths Working Levels	No. of students at the Start of 2019	No. of students at the Start 2020	
Pre Level 1	11	6	Lower Primary
Level 1	29	10	
Level 2	6	22	
Level 3	0	6	
Level 4	0	0	Year 10

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## Teaching and Learning and Wellbeing Program

In 2019 we continued with programs that we introduced in 2018. Our Year 7 and 8 students participated in a series of Headspace workshops centred on mental health. The year 9's participated in weekly Deadly Choices sessions run by Congress. Our Senior students completed a six-month unit with Tangentyere Council looking at healthy relationships.

We continued looking at different approaches to help our students understand the value of education and their Families are encouraged to come to Yirara for a short time and reside on campus to help settle students into boarding school life.

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

In 2019 we had one student obtain their NTCET, and seven students complete their year 12 education. Other senior students are continuing to accrue NTCET credits in their subjects or courses.

## 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, Girls Academy and Male & 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.

Clontarf has been working in partnership with Yirara College since the beginning of 2007. At the centre of this partnership is our 'Clontarf Academy' which is a meeting place where Clontarf members can enjoy each other's company, play some ping-pong and interact with Clontarf staff. Clontarf activities are planned within the focus areas of education, leadership, employment, well-being, life skills and sport. In order to remain in the programme, participants must continue to work at school and embrace the objectives of the Foundation.

In Term 1 the Brumbies competed in the annual Imparja Cup, a great event which exposes the fellas to the joys and challenges of cricket in a modified format which gives everyone a bat and a bowl. This was followed up by the Melbourne FC Gala Day for Academy members to show off their footy skills for the coaches of the Dees Next Generation Academy. From the Yirara Brumbies team, five were selected to represent Alice Springs in the Michael Long Cup in Darwin. Other highlights included Clean Up Australia Day at Anzac Hill, a supertraining with the town academies, and the Territory Cup in Darwin, where the fellas made the Grand Final but fell short against Casuarina in the dying seconds. 2019 was another epic year for the famous Yirara Brumbies.

Term 2 was full of exciting employment opportunities with a Clontarf Pathways Expo for middle-school students that exposed them to potential careers in Alice Springs and beyond, as well as some employment visits to Yeperenye and Bunnings and an AFL Umpire's course. Central Australian Clontarf Academies also played host to some corporate partners from Tradies, Sydney, as well as joining Barker College on their annual pilgrimage to the Red Centre. And let's not forget the Yirara Brumbies getting their fourth chequered flag at the Billy Kart Derby!

In Term 3 the senior fellas were lucky enough to experience a few days at the iconic Uluru, as did the juniors later in the year. It is always an inspiring camp and we look forward to doing the same in 2020. At the Top End Cup for middle school students the Yirara Brumbies again came agonisingly close, losing to Casuarina in the Grand Final. The annual Clontarf Employment Forum was a great chance for senior students to really narrow in on career pathways and to meet industry representatives and business owners who can get them there. Clontarf fellas also participated in an RUOK camp at Tilmouth Well with a focus on mental health and well-being and ran a clinic for the kids out at Amoonguna.

As always, the highlight of Term 4 was the major trip for the seniors. In 2019 the fellas got a taste of life on the Gold Coast where they tried surfing lessons for the first time, toured the Gold Coast Suns and Brisbane Broncos facilities and met the players, and spent a day of fun and laughter at Dream World.

Thank you to the families all through the NT and beyond who let us work with their amazing young men. We are really proud of them and honoured to help you grow them into leaders and role models. Thanks also to Yirara College for all of your incredible support – it is a pleasure working with you all. We can't wait for 2020 when we can do it all again!

## Yirara Girls Academy

This year 2019 has been the fourth year of the Girls Academy program at Yirara College. We have many different programs that aim to support our ladies. Some of these are applied in the academic day, whilst many are extra-curricular and occur in the afternoons/evenings or weekend. 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, wellbeing components.

Some of our Support Programs include:

- Girls Academy open every recess and lunch
- After school/evening program on Mondays and Tuesdays. The space is open for activity and afternoon tea.
- Health Checks at Alukura Women's Clinic
- Leadership Camps – junior and senior
- Sleepovers – junior and senior/ These camps are part of our Intensive Education Program
- Staff and Student Morning Teas
- Barbecue Breakfasts
- End of Year Trips
- End of Term Awards
- Hettie Perkins – Old peoples home

During Term 2 we welcomed a new staff member to the Girls Academy, Ms Moesha McCormack. Ms Moesha brought new ideas and a fresh insight to young Indigenous women. We then focused 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.

Central Australian Legal Aid Service now known as NAAJA

Red Dust Role Models

Tangentyere Women's Family Safety Group

Congress Alukura

Centre Bush Bus

Kungkas Can Cook

Hannah Trindorfer (Woo Woo Yiljirli)

Ngurratjuta

REACH Foundation

Central Australian Health Service

Central Land Council

Tangentyere Employment Services

Purple House

DASA

During Term 3 the Girls Academy continued to work hard to provide support for our young women. We also chose important topics that were relevant to our young ladies. Jessie from Red Dust Role Models continued with her weekly activities that supported our women in all areas. (Drug and Alcohol Education), Healthy Eating and Cooking with Bush Tucker (Kungkas Can Cook), Youth and

the Law (Knowing your Rights), Respectful Relationships (Relationship Australia) and Women's Health (Alukura).

At the beginning of Term 4 Girls Academy leadership was taken over by Mrs Kylie Campbell, who is a local Aboriginal women. She has stepped into the shoes of Mrs Beverly Angeles who left us at the end of term 3. We introduced a new component to our Elective Programme Hetti Perkins age care facilities. This involved going to Hetti Perkins aged care facilities and interacting with the old women. It has been amazing seeing our young women listen to the stories that the old ladies tell, painting their nails, brushing their hair and just spending time with them. Sometime the elderly ladies don't get many visitors because their family live out of town, so our young women are able to cheer them up on those days.

The new staff member, Mrs Kylie Campbell who is a local Aboriginal women will bring a new insight into our programme, we look forward to the New Year and what it brings to support indigenous education.

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

The Pathways team has expanded to 5 staff, 2 full time, 3 part time.

This has enabled staff to facilitate more opportunities for senior students including nationally certified training, regular 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. We aim to continue offering opportunities that equip our young people with work ready skills 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 in Hospitality                       | RTO Department of Education |
| • Certificate I Racing / Stablehand (Skill Set)      | Taminmin College            |
| • Certificate II Music (Skill Sets, mini intensives) | RTO CDU                     |
| • Certificate II Aircraft Line Maintenance           | RTO Aviation Australia      |

## Other Training

- Moto Scouts Program. Included Certificate I Automotive. Other certificates and training within the program included White Card, Confined Spaces, Food handling and Hygiene Completed EOT 1 2019. Three full graduates.
- Responsible Service of Alcohol Certificate - RTO Karen Sheldon Training. March 2019

## 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
- Riding for Disabled

## Traineeships

Qantas traineeship application submitted. Applicant postponed to 2021 for personal reasons.

## 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.

Term 4 2019 – 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 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. 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.

We trialed an intensive week work experience with senior students, this was successful and we will implement termly in 2020.

Host workplaces; Coles, Yirara College Maintenance, Headspace, Gap Youth Centre, Gaps Kitchen, Harvey Norman, Bindi Centre, YMCA, Alice Springs Reptile Centre, Parks and Wildlife Ranger Division, Joint Defense Facility Pine Gap

Industry; Indigenous Allied Health Association, Transition Support Unit, Women in Aviation, YMCA, Saltbush Employment, Australian Defence Force and Recruiting

### Drivesafe

- Delivery of 2 groups x Drivesafe theory 1 (20 students)
- Drivesafe Theory 2 x 1 student
- Probationary license x 1 student

### 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

### 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

- Career Expo
- UniSA Engineering trip to Adelaide, 2 students
- National Disability Service / Workforce Plus – Yirara students worked with developers in a Virtual Reality project in working towards improving employment opportunities for young Indigenous men and women in the health industry.

### 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.

The highlight of the year was the visit from HRH Prince Edward, Earl of Wessex, Ambassador of the Duke of Edinburgh's international Award Australia.

Two staff are trained as award leaders.

Award Level	Graduates 2019	Enrolments 2019
Bronze	3	10
Silver	1	2
Gold	0	

### 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 2021

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.

## **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:

<b>Professional Development</b>	<b>Sector</b>
Duke of Ed 2019 leader training	Cate Driver (Pathways)
<i>Staff Orientation</i>	New Staff
Staff Orientation – Business	New Staff
Staff Orientation – Cultural Awareness	New Staff
Stress Management	Boarding Staff
Valuing Safe Communities – Face to Face	All Staff
Cultural Awareness – Expectations of staff on Communities	All Staff
BKSB Introduction	Academic staff
<i>Testing and Literacy support</i>	Academic staff
Mandatory Reporting	Boarding Staff
Quad training	Boarding Staff
Mandatory Reporting	Academic Staff
Stress Management	Academic Staff
NTCET Engagement day	Head of Teaching and Learning
Legal and Risk Management	Finance Manager
Advanced Leadership program	Head of Teaching and Learning
Boarding Symposium	Head Male Boarding
VET Career advisor annual conference	Director of Pathways
Indigenous Psychological Service	Heads of Boarding, Girls Academy Coordinator
Aboriginal Cultural Awareness	Girls/Female staff
Aboriginal Cultural Awareness	Fellas/Male staff
Abuse/Family violence workshop	Girls Academy staff
2019/19 taxation and payroll seminar	Finance Manager
MAPA training and Train the trainer	Zane Smith and Sandra Cooper
ADF Influencers Tour	Director of Pathways
Sexual Assault Seminar	Gilbert Lelis ( College Nurse )
Berry Street Education Model	Lisa Newman, Fleurette Moreng (Academic)
Aboriginal Mental Health First Aid	Sandra Cooper (Academic), Girls Academy Staff
LEQ/LESNW Business Managers Conference	Director of Business Operations
Equip Module 1	Academic
Aquatic Technical Operator	Maintenance
Grant Application Workshop	Executive Staff
Aboriginal Mental Health First Aid	Key Academic Staff
LEA Chaplin Conference	Pastor Basil Schild ( College Chaplin )
MacqLit Workshop	Academic Staff
Equip Workshop	Academic
Naplan Online	Head of Teaching and Learning
Lifeline – Accidental Counsellor	Boarding and Student Support staff
St John First Aid	Various staff Academic and Boarding
MR and LR driver training	Various staff Academic and Boarding

WARP MacqLit	Academic Staff
Biannual ASBA Conference	Director of Business Operations
Synergetic Training	All Staff
Staff Learning System and CompliSpace Training	All Staff
Cert IV in Training and Assessment	Various Staff
Beyond Year 12 conference	Deputy Principal

## 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 2019, the Governing Council consisted of Aboriginal leaders from remote communities as diverse as Minyerri, Alice Springs, Hermannsburg, Haasts Bluff, Finke, Yuendumu and Papunya.

In 2019, the Governing Council has met four times, at the commencement of each 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 elected the previous year, Cassandra Williams from the Hermannsburg community, 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 recruit students, 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. The CLO office has been instrumental in implementing the new database Synergetic. The new Database allows remote access to student information and better communication between the school and families. Although still a work in progress, the database will allow better reporting on many areas including medical, student support, life skills training, boarding curriculum and past student tracking.

## 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 Pastor 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 is 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. We also have regular Chapel service 3 days each week first thing in the morning. This helps to set the tone for the day.

### Media - Yirara TV

During 2019 we saw Yirara TV presented on campus weekly and aired on at times ICTV

### NAIDOC Week

In 2019 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. Some Yirara Staff represented the College in the Naidoc day march in Alice Springs.

### 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. In November 2019, 7 students along with 3 staff were confirmed at the Yirara Sunday Chapel Service by Pastor Basil Schild before a congregation estimated at 200.

Friday 15 November - End of Year Awards Assembly

Many of our students were recognised for their achievements over the course of 2019 at the End of Year Awards Assembly. The Principal's Awards went to Isaiah Anderson.

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

Yirara College's Financial Accounts for the year ended 31 December 2019 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 2019 we replaced several aging buses and a motor vehicle, added Tables to the shade areas of the college grounds and conducted a major repair to one on the brick buildings. 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 2019, the Executive team discussed the need for new buildings to accommodate female students.

**Part 5: Current staff of the school (as at December 2019)**

<b>Staff Surname</b>	<b>Christian Name</b>	<b>Role</b>
Abbott	Kurt	Male Houseparent
Altus	Christine	Teacher
Anderson	Laura	Female Houseparent
Baliva	Sophia	Teacher
Barfuss	Verena	Bookkeeper
Bishop	Elizabeth	Teacher
Bloomfield	Kylie	Girls Academy
Botha	Graham	Kintore
Botha	Sherill	Kintore
Bowman	Penelope	Administration
Cabebula	Salaseini	Female Houseparent
Coombe	Jessica	CLO Admin
Cooper	Sandra	Teacher
Cox	Thomas	Teacher
Darling	Daphne	CLO Admin
De Laine	Jed	Male Houseparent
Driver	Catherine	Pathways
Dunn	Cajetan	Grounds/Maintenance
England	Christopher	Principal
Fesola'l	Gyani	Senior House Parent
Folds	Ralph	Teacher
Gaff	Bridget	CLO
Gates	Anthony	CLO
Gates	Paula	Pathways
Grivell	Yvonne	Female Houseparent
Harris	Wayne	Maintenance
Hardy	Andrea	Teacher
Harrison	Kevin	Male Houseparent
Hoth	Martha	Female Houseparent
Hubner	John	Director Business Operations
Imms	Paul	LSO (Media)
Ingram	Eloise	LSO
Ioapo	Aso	Male Houseparent
Jacobsen	Hannelore	Admin Support
Jantzen	Michael	Teacher
Jessen	Kate	LSO
Johnston	Leanne	Teacher
Jude	Sharon	LSO
Kele	Farao	Male Houseparent
Knott	William	Pathways
Komene	Lesley	Female Houseparent
Latham	Rebecca	LSO

Lelis, Gilbert	Gilbert	College Nurse
Lindner	Jacilyn	Executive Assistant
Lindner	Kaylene	Director Human Resources
Lorkin	Geoffrey	Grounds/Maintenance
Loza	Samuel	Director of Boarding
Mabus	Anne-Marie	CLO
Mani	Gina	Female Houseparent
Marcello	Daniel	Male Houseparent
Marchesi	Rebecca	Female Houseparent
Marshall	Krystal	Female Houseparent
McAskill	Donna	Director of Pathways
McAuliffe	Shane	LSO
McCormack	Moesha	Girls Academy
Meyer-Zbinden	Nathalie	Finance Officer
Miller	Greg	Deputy Principal
Mirtschin	Leela	LSO
Moreng	Fleurette	Teacher
Muller	Brodie	LSO
Musinskis	Peter	CLO
Neville	David	Male Houseparent
Newman	Lisa	Head of Teaching and Learning
North	Daniel	Facilities Officer
O'Brien	Molly	Teacher
Palale	Taisson	Student Support
Pearce	Priscilla	Teacher
Petia	Ken	Male Houseparent
Rayner	Darren	Grounds/Maintenance
Roman	Jamie	LSO
Russell	Shynia	Reception
SAMBO Silver	Steve	LSO
Sa'U	Don	Male Houseparent
Smith	Zane	Teacher
Smith (Wolff)	Lisa	Head of Female Boarding
Somerville	Andra	LSO
Stephens	Rebecca	Teacher
Stowers	Robyn	Student Support
Swan	Tiffany	LSO
Terrell	Rebecca	Director of CLO
Thiel	Susanne	Administration
Vaioleti	Sione	Male Houseparent
Vakapora	Lisa	Female Houseparent
Wakeling	Mark	LSO
Waudby	Deborah	LSO
Webb	Noni	Female Houseparent
Whelan	Greg	Property Services Manager

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Respectfully submitted,

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Chris England  
Principal  
May 2020