



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

ANNUAL REPORT 2020

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

TABLE OF CONTENTS

Preamble: History of the School	3
Part 1: (a) Yirara College Today	3
Part 1: (b) Assessment of School Performance.....	5
Part 1: (c) Assessment of the relationship with parents and the community	18
Part 2: Details of major events concerning the school	19
Part 3: Uses of government financial assistance and other support received	20
Part 4: (a) Condition of the school's buildings, structures and other facilities	20
Part 4: (b) Plans for new buildings, structures and other facilities	20
Part 5: Current staff of the school (as of December 2020)	21

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, 2020, 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 resulted in our students being locked in their respective communities from 26th March 2020. Prior to this date and from term 3, 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. 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 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.

Covid-19 resulted in the school rethinking its education delivery. Most of our families do not have access to an internet connection nor do they have a home computer, so normal online learning was not going to engage students. Most had access to mobile data through their cell phones. We did have 12 Day students throughout the whole of term 2.

The school using academic and boarding staff, developed a 30 minute, TV programme, called "Yirara2U" that was placed on the school website and on the schools face book page. It was also aired in ICTV each school day at 2:00pm.

This gave students in communities the opportunity to engage with their teachers in learning activities. All students were sent a 10 week work book that related to the TV programmes. This was a great success in engaging students in learning. Thanks must go to ICTV who aired our programmes.

With students returning in term 3, (48 students returned in the last 3 weeks of term 2) the TV programme was reduced from one 30 minute, programme each day to 15 minutes each day.

Staff were also required to teach classes. During this terms 3 & 4 our Covid plan had our numbers restricted to 96 students each.

During this second semester 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 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

Naplan results for 2020 are not available as Naplan assessment was cancelled due to the Covid-19 pandemic.

Here are the results for 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

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 regular attending students over three terms. (MacqLit did not run in term 2, due to Covid). Students are moved up levels based on their reading (decoding) ability only.

		Beginning Term 1, 2020	End Term 4, 2020
Pre A	Transition	3 (Students)	3
A	Year 1	8	2
B	End Year 1	13	3
C	Early Year 2	6	9
D	End Year 2	5	10
E	Early Year 3	1	7
F	End Year 3	4	5
G	Early year 4	1	1
H	End Year 4	1	
I	Early Year 5		2
Post MacqLit	Year 5 +	4	6

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. Below are the working levels of students who attended for at least two terms in 2020.

English

English Working levels	No. of students at start of 2020	No. of students at the end of 2020	Equivalent levels
Pre-Level 1	4	1	Lower Primary
Level 1	9	10	
Level 2	9	11	
Level 3			Year 10
Level 4	1	1	

Maths

Maths Working levels	No. of students at start of 2020	No. of students at the end of 2020	Equivalent levels
Pre-Level 1	2	1	Lower Primary
Level 1	11	11	
Level 2	8	9	
Level 3	1	1	Year 10
Level 4			

Teaching and Learning Wellbeing Program

In 2020 Yirara College signed a MOU with Headspace and as a result we now have 2 counsellors on alternate days based at Yirara. This has been of great benefit to our students, giving them easy access to the professional services that Headspace offers.

We were unable to have families visiting students for most of 2020, and so for family contact we relied on phone calls for the majority of contact with our student's families and carers. In these calls we discussed progress, educational adjustment programs and what programs we had in place for their well being.

In 2020 the Flexible Learning Centre continued to be successful. The learning space was used as an alternative learning program for our more challenging students. The program allowed for more individualised programming.

Our Year 12 class provided the students with an opportunity to gain qualifications through the NTCET (Northern Territory Certificate of Education) and through VET courses. At the conclusion of the year we had 9 students complete their Year 12, with many indicating that they would return in 2021 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, Badminton, Touch Football, AFL Football, Swimming, Bike-Riding, Hiking, Go Carts, Weight training and Rock Climbing. Due to Covid 19 restrictions, sport with other schools and competitions was limited for much of the year, with it only beginning to open up during Term 4. 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.

We plan a range of activities around the fellas' academic curriculum within the focus areas of education, leadership, employment, well-being, life skills and sport. Over the course of their school life we look to expose the fellas to as many new experiences as possible, and work with school staff and the fellas' families to instil in them a sense of purpose and direction in their lives. In order to remain in the program, participants must continue to work at school and embrace the objectives of the Foundation.

As with the rest of the world, 2020 was a year like no other for the Yirara Clontarf Academy. Term 1 got off to a solid start with induction camps for our newest Academy members consisting of a Clontarf values workshop, a sleepover in the Academy Room and a daytrip out to spectacular Glen Helen. We also managed to get our traditional Clean Up Australia Day with CMS and CSC Academies and Mayor Damien Ryan on ANZAC Hill in before Covid-19 restrictions began to bite. The back end of the term was all about working out how to maintain a meaningful link to the fellas once they had returned to community.

This commitment bore fruit in Term 2 through the school's Yirara2U project, which saw all Yirara staff filming content for daily episodes that students could follow along with in workbooks that had been posted out to communities. For Clontarf, that meant a crash course in iPad use and a whole lot of brainstorming for episode ideas, which ranged from deciphering weird footy language ("Milk the clock!") to sharing the stories behind why we barrack for certain teams to maths lessons on the dart board. Even the fellas that remained on campus utilised online learning with virtual ping pong and push-up challenges against Clontarf Academies across Australia and virtual employment interactions.

By Term 3 the numbers were rising again and footy was back with a tri-series in Tennant Creek vs CSC and the Barkly Blazers for our senior crew and the Red Centre Cup vs CMS for the juniors in town. We also attended the annual Clontarf Employment Forum, hosted some footy clinics at Amoonguna School, sat in on interviews with Clontarf alumni, shared morning trainings with our brother Academies in town and more.

During Term 4 we hosted special guests from the Australian Federal Police, visited Earth Sanctuary with the Male Boarding crew, took a daytrip out to Palm Valley with the seniors, and played plenty of footy and basketball matches. It was a big term for employment with an ATSIEAP workshop, a Zoom meeting with Kmart's Indigenous Employment Advisor for WA, NT and SA, Brendon Ah Chee, and mock interviews for our Year 12s.

No Term 4 would be complete without an Awards Night where we able to acknowledge our highest flyers for 2020 and our end of year trips. The juniors had an epic week in Katherine while the senior crew had an amazing journey to Darwin and Yirrkala.

We were also able to begin our remote pilot project with Yuendumu and Ntaria schools in Term 4, which involved running two-day programs on community for Grade 5 and 6 fellas across the term; an overnight camp taking Yirara Year 10s out to Yuendumu to run a footy clinic; and a huge footy carnival at the end of term featuring Ntaria, Yuendumu, Tennant Creek, and some local Alice Springs primary schools. We look forward to continuing in 2021. Thank you to all families, school staff and community partners for your support of the Yirara Clontarf Academy in 2020.

Yirara Girls Academy

2020 has been the fifth 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 Alukura Women's Clinic
- Sleepovers – middle and senior school/ These camps are part of our Intensive Education Program
- Staff and Student Morning Teas

- Barbecue Breakfasts
- End of Year Trip
- End of Term Awards
- Hettie Perkins – Old people’s home

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.

Central Australian Legal Aid Service now known as NAAJA
 Red Dust Role Models
 Tangentyere Women's Family Safety Group
 Congress Alukura
 Central Australian Aboriginal Congress Health Service (CAAC)
 Tangentyere Employment Services

During Term One, Jessie Bartlett from Red Dust Role Models, came in and delivered Cyber Bullying in collaboration with Kristy Bloomfield from NAAJA. This program for the middle school ladies was relevant to them as keen social media users. The senior ladies visited the Amoonguna Community weekly, to learn about different art techniques from the Arrernte Elders at the Amoonguna Art Centre. Each week, two ladies were taken to Alukura (CAAC) for regular health checks through a culturally sensitive and appropriate health care system. Throughout the term, various ladies participated in Girls Academy programs and activities, however, all were sent home in week seven due to Covid19 and the forced closure of all Northern Territory Aboriginal communities.

No students were allowed to return to Yirara College in Term Two due to Covid19 measures. Girls Academy and other Yirara College staff used this time to reach out to students locked down in their home communities, via television, social media, emails and phone calls. Girls Academy were part of a group that focussed on the Arrernte language and cultural revival and maintenance through five, ten minute sessions per week. Jessie Bartlett from Red Dust Role Models kindly donated 70 Nike Sports bags for our ladies, which were filled with care products and educational materials and sent to all female students enrolled at Yirara College. By maintaining contact in a variety of ways during term two, the school provided comfort for our students and their families during a very stressful time of uncertainty and fear.

During Term 3, a limited number of students were allowed back in to the school. Kylie Campbell, the Girls Academy Coordinator, took the term off due to illness and an Arrernte local, Robyn Liddle, was employed to fill her position. The Girls Academy continued to work hard to provide support for our young women. Jessie from Red Dust Role Models continued with her weekly activities that supported our women in all areas. Girls Academy also assisted and participated with one of our senior class’s weekly outdoor cooking lessons, which was a

great support to our ladies in the Academic space as well as helped Girls Academy staff build relationships with other students and staff in the school.

Kylie Campbell returned to Girls Academy in term four. Numbers for students returning were still limited and strict Covid19 measures were in place. Because of this, our program was deeply affected and the only program we ran was through the Red Dust Role Models. In week four, ten ladies were picked to go on the Girls Academy end of year trip. This trip rewards ladies who have had great attendance and participation throughout the whole year with the Girls Academy Program. Once again, Covid19 restricted our trip to within the Northern Territory, so the ladies along with Girls Academy staff and one Lutheran Support Officer, travelled to Darwin for one week. Some activities the ladies got the opportunity to experience were; the Adelaide River Crocodile Cruise, a fun day at King-Pin Arcade, a lovely dinner at Seafood on Cullen Bay, an entertaining football match between Nightcliff and Wanderers at TIO Stadium, to name a few.

Sadly, towards the end of term four, our Academy Coordinator, Kylie Campbell resigned from her position. It is not known who will take her place in 2021.

Pathways (including Vocational Educational Training VETiS)

The Pathways team reduced from five staff (2 full time, 3 part time) to four following reduced student attendance during community lockdown enforced from COVID-19 and the following restrictions on student numbers in terms 3 and 4.

Delivery of Pathways programs during Term 2 2020 was via Yirara2U.

COVID -19 Compliance

Opportunities were restricted due to COVID compliance in offering students industry exposure and work experience. Online VET training was offered, however, due to limited internet access for students on community this offer was not able to be followed up.

VET training recommenced term 3 and 4, with strong links to literacy and numeracy, and hands on approach to learning increased 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
- Certificate II Automotive Vocational Preparation (Skill set) RTO CfAT

Other Training was not accessed due to reduced student numbers / training available due to COVID.

Employment

One young man commenced employment with Scope Building; his commencement date for his apprenticeship in carpentry was delayed due to his return to community during COVID lockdown. Placements in trade school were not available 2020, and was scheduled to commence trade school early 2021. He relocated to Adelaide December 2020 with a football scholarship and commenced an apprenticeship in automotive.

Traineeships

Due to COVID and students coming from remote communities, we were not able to follow up with traineeships.

Career Planning and Interviews

Senior students had 1:1 career interviews, planning their courses and subjects. Where possible they are offered work experience in terms 3 and 4 in their chosen area, courses are aligned to their 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 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; all attending seniors participated in work experience in terms 3 and 4 gaining valuable employability skills.

Host workplaces; Coles Supermarkets, Gaps Kitchen, Alice Springs Reptile Centre, Alice Springs Toy Library, Salvation Army Thrift Shop, Harvey Norman and ICTV.

Industry; Indigenous Allied Health Association, Transition Support Unit, Saltbush Employment, Australian Defence Force and Recruiting and Alice Springs Town Council

DriveSafe (restricted due to limited numbers and delivery)

- Individual students engaged with Drivesafe training centre - 11

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 support 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 2020.

Two staff are trained as award leaders.

Award Level	Graduates 2020	Enrolments 2020
Bronze	0	10
Silver	0	
Gold	0	

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

All 2020 year 12 students were enrolled in VETiS, no completions of full certificates due to restricted attendance (COVID)

9 x 2020 graduates

Year 13	Year 13 & Traineeship	Returned to Community	Unknown
3	2	3	1

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. In 2020 the main Professional Development opportunities included:

Staff Training 2020

Aboriginal and Torres Strait Islander Cultural Appreciation
Allergy Facts
Australian Professional Standards for Teachers ACADEMIC
Basic written communication for the workplace
Benefits of Delegation
Boarding (2020) BOARDING
Body Language Module
Child Protection (Northern Territory, 2018/19)
Child Protection (Northern Territory, 2020)
Depression
Dyslexia, Dysgraphia, and Dyscalculia
Effective Feedback
Email Etiquette Module
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 ACADEMIC
Introduction to effective workplace relationships
Introduction to Teaching Remotely ACADEMIC
Leadership approaches and theories
Leadership Styles
Living with a Food Allergy
Management versus Leadership
Mandatory Reporting in the Northern Territory
Mental Health in Schools: How to Get Young People to Seek Help

Staff Training 2020 (cont)

Mentoring is a two-way conversation	
Organize Your Physical and Digital Workspace	
Positive and productive workplace	
Privacy (2020)	
Responding to COVID-19/Coronavirus: Guide for Schools	
Student Duty of Care (2020)	
Supporting Students after Trauma	
Team roles and relationships	
Ten Things You Need to Know about Dyslexia	
The Benefits of Good Posture	
The One with the Welcome to Country	
The Science of Mindfulness	
Time and stress management	
Time management	
Tips & Tricks for Teaching Online	ACADEMIC
Unconscious Bias Module	
Verbal communication	
Welcome to Yirara - Course	
Welcome to Yirara - Interactive	
What Are Universal Human Rights?	
What Does ADHD Look like in Children?	
What Does Being Nice Have to Do with Child Protection?	
What Happens to Your Brain during Concussion	
What Is It like to Live with ADHD?	
Why Sitting Is Bad for You	
Work Health and Safety (NT, 2020)	
Working legally and ethically	
Workplace Mental Health Awareness	
Yirara College - Work Health and Safety - Interactive	
Yirara College Code of Conduct	
Yirara College Staff Handbook	
Yirara College Work Health and Safety	

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, 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 plans 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 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. 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

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.

Many Yirara families, request that the school provide an opportunity for their children to receive Communion and Confirmation instruction. This is offered via the School Chaplain and in 2020 10 students participated in the program which was celebrated on the second Sunday in November.

Media - Yirara TV

During term 2 we saw Yirara TV presented on campus daily educational programme which was aired on ICTV as well as published on our school website and Facebook page.

The school staff produced and aired a daily 30 minute television programme (“Yirara2U”) that was based on the curriculum. It had sections on literacy, numeracy, Language, culture, art, music, health and physical activity, science and maths. This was to, as far as possible, continue the education of our students while they were in their community. A paper work book was sent out to all students, and this was aligned to the TV programmes. Work was provided for each day of the Covid-19 lockdown.

During terms 3 and 4 the programme length was reduced to 15 minutes as the teachers has their normal classes to teach as well as producing this shorter programme.

NAIDOC Week

In 2020 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. Unfortunately, it was held on the 11th November rather than earlier in the year. Activities included; Music, football, art, cooking, puzzles and shared food.

End of Year Awards Assembly

Many of our students were recognised for their achievements over the course of 2020 at the End of Year Awards Assembly (15th November 2020). The Principal's Awards went to Sheneil Henderson.

The award ceremony was scaled down compared to previous years due to Covid-19 restrictions.

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

Yirara College's Financial Accounts for the year ended 31 December 2020 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.

We have plans to erect an outdoor classroom space. This is expected to be constructed next year.

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 2020, the Executive team discussed the need for new buildings to accommodate female students.

Part 5: Current staff of the school (as at December 2020)

YIRARA STAFF LIST 2020			
Surname	Christian Name	Job position	Aboriginal, or Torres Strait Islander status? 1=Yes / 0=No
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
Lindner	Jacilyn	Executive Assistant	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
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
Munster	Wayne	Community Liaison Officer North	0
Musinskis	Peter	Community Liaison Officer (Academic Senior Class A teacher, then Long services leave, then returned to CLO team)	0
Campbell	Kylie	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	Coordinator Support Services	0
Smith	Renee	Student Support Wellbeing	0
Frost	Lenny	Student Support Wellbeing	0
Imms	Paul	Media Officer	0
Liam	Meyer	Media support	0
Palale	Taisson	Media, then changed to Academic LSO	0
Newman	Lisa	Head of Teaching and Learning	0
Altus	Chris	Academic - Christian Studies teacher	0
Baliva	Sophia	Academic - SCB	1
Bishop	Elizabeth	Academic - MSB9B	0
Coombe	Jessica	Academic LSO	1
Cooper	Sandra	AcademicFlexi	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
Jude	Sharon	Academic - Christian studies LSO	1
Johnston	Leanne	MultiLit	0
Latham	Rebecca	78A	1
Logotuli	Liko	MS78D	0
McAuliffe	Shane	MS78C	1
Moreng	Fleurette	MS78AB	0
Moreng	Judi	MS78D LSO	0
Muller	Brodie	Music	0
Myers	Daniel	Academic LSO	1
Nanai	Ita Moe	skills and training teacher	0
O'Brien	Molly	SCC teacher	0
Palale	Tina	SCA	0
Pearce	Priscilla	Art	0
Roman	Jamie	MSB9B LSO	1
Seiuli	Talu	Senior Classes	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
Wighton	Paul	Senior Class	0
Willis	Emily	Senior Class A	0
Woods	Ciaran	Skills and Training	0
England	Chris	Principal	0
Hubner	John	Director of Business Operations	0
Lindner	Kaylene	Director of Human Resources	0
Loza	Sam	Director of Student Welfare Male Boarding	0
McAskill	Donna	Director of Pathways	0
Miller	Greg	Deputy Principal	0
North	Daniel	Facilities Officer	0
Lorkin	Geoff	Groundsman	0
Rogers	James	Groundsman	0
Dunn	Catjetan (Junior)	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
Ioapo	Aso Fiafia (Days)	Houseparent - Male Boarding	0
Lafolafo	Drummond	Houseparent - Male Boarding	0
Maivalenisau	Viliame	Houseparent - Male Boarding	0
Marcello	Daniel	Houseparent - Male Boarding	0
Morgan	Emmanuel	Houseparent - Male Boarding	0
Neville	David	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
Davis	Kara	Houseparent - Female Boarding	1
Hogenbirk	Ruby	Houseparent - Female Boarding	0
Hoth	Martha	Houseparent - Female Boarding	0
Webb	Noni	Houseparent - Female Boarding	0
Mani	Gina	Houseparent - Female Boarding	0
Marchesi	Bec	Houseparent - Female Boarding	1
Marshall	Krystal	Houseparent - Female Boarding	0
Taylor	Hannah	Houseparent - Female Boarding	0
Vakapora	Lisa maree	Houseparent - Female Boarding	0
Woods	Sharron	Houseparent - Female Boarding	0
Botha	Graham	Kintore - LSO/Admin	0
Botha	Sherill	Kintore - teacher	0
			14

This Annual Report of Yirara College, of the Finke River Mission is respectfully submitted,

Chris England
(Principal)
April 2021.