



# Yirara College

of the Finke River Mission Inc  
ABN 12 832 689 950

## ANNUAL REPORT 2022

*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, 2022, 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 very low levels of oracy and literacy in Standard Australian English with students being an average of 6 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

Due to being short staffed, there were no year 7's on campus at the time of NAPLAN.

#### Year 9 NAPLAN 2022 Alice Spring Campus

Yirara College

NORTHERN TERRITORY - INDEPENDENT - 50156

Report Generated: 3/8/2022  
Class Summary Report

NAPLAN 2022

[Home](#) [School Item Report](#) [Class Summary Report](#) [Class Test Report](#) [Student Reports](#)

Year Level: 9 Class Groups: 9

Writing

n=20



Reading

n=21



Grammar and Punctuation

n=22



Spelling

n=22



Numeracy

n=24



## Year 9 NAPLAN 2022 Kintore Campus

Yirara College

NORTHERN TERRITORY - INDEPENDENT - 50156

Report Generated: 3/8/2022  
Class Summary Report

NAPLAN 2022

[Home](#) [School Item Report](#) [Class Summary Report](#) [Class Test Report](#) [Student Reports](#)

Year Level:  Class Groups:

Writing

All test scores fall to the left side of band 5. The graph cannot be displayed.

Reading

All test scores fall to the left side of band 5. The graph cannot be displayed.

Grammar and Punctuation

Students did not complete this test online

Spelling

Students did not complete this test online

Numeracy

Students did not complete this test online

Our 2022 NAPLAN results saw slight improvements across all areas, compared with 2021.

### 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. All students, with the exception of our NECET class participated in this program.

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

### Numeracy

Testing in the Welcome to Yirara class has found that the average maths ability of students when they arrive is ACARA year 2.

Teachers have undergone some PD in maths this year with Matt Skoss, learning how to integrate more hands on learning into their maths lessons.

Middle school students were introduced to a new online learning tool called Maths online. It is an Australian site, linked to ACARA and is very useful for differentiation.

Senior students participate in weekly financial literacy workshops in Term 2, run by Lutheran finance.

## **Wellbeing**

Year 7-10 homeroom 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.

In Term 4 all senior students participated in weekly workshops with nurses around the topic of diabetes. Selected students participated in weekly anti-tobacco session run on campus by Congress.

Our NTCET class provided the students with an opportunity to gain qualifications through the NTCET (Northern Territory Certificate of Education) and through VET courses. Part of this program is the PLP (Personal Learning Plan), where students prepare for their future and reflect on their learning against the general capabilities. In 2022 we saw 11 students gain academic credits towards their NTCET (this is in addition to students who received credits through VET and Duke of Edinburgh)

## **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 Stars Foundation and Male and Female Boarding.

## **Specialist Learning**

Students have the opportunity to participate in timetabled specialist subjects each semester including music, art, science and Digital technologies.

Our middle school students participate in activities twice a week which included dance, cooking, bike riding, ceramics, photography, rock climbing, woodwork, and song writing.



Senior students participate in Industry Elective twice per week. These programs were designed to develop employability skills in industries of student interest. In 2022 some of the electives on offer included personal training, woodwork, barista, music, cooking, childcare, mechanics, digital art, tourism, health care and business.

### **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 are returning to normal with restrictions no longer in place.

#### Vocational Educational Training (VETiS)

VET courses 2022:

- |  |                             |
|--|-----------------------------|
| • Certificate II Rural Operations                    | RTO Department of Education |
| • Certificate III in Agriculture                     | RTO Department of Education |
| • Certificate I Racing/Stable hand (Skill Set)       | RTO Taminmin College        |
| • Certificate II Music (Skill Sets, mini intensives) | RTO CDU                     |
| • Certificate II in Media                            | RTO CDU                     |
| • Certificate II Community Engagement NTPFES         | RTO NTPOL                   |
| • Certificate I in Resources & Infrastructure        | Civil Train                 |
| • Certificate II in Aircraft Line Maintenance        | Aviation Australia          |

Micro training – Senior first aid, Bronze Medallion and White Card.

#### Employment

Retail – 6 students

Health – 1 student

#### Traineeships

No students chose to follow this option in 2022.

#### Career Planning and Interviews

ANSCAP career planning session delivered to senior students.

In-house sessions with senior students, 1:1 career interview, 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 2022 – 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, IGA, 8 CCC Radio, Alice Springs Reptile Centre, AVIS, Woolworths, McDonalds, Outback Kebabs, Foodbank, Pizza Hut, Larapinta Child Care Centre, Parks & Wildlife NTG, KFC, and ICTV.

Industry: Indigenous Allied Health Association, Australian Defence Force and Recruiting, Norforce, Alice Springs Town Council, Arafura Resources NT Farmers, Double Tree by Hilton, Central Land Council, Newmont and ESS Compass.

DriveSafe (restricted due to limited numbers and delivery)

- DriveSafe training Theory 1 - 7 students engaged (no lessons were available)

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 programs and work experience. Food and transport are 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.

Five staff are trained as award leaders.

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

Award Level	Graduates 2022	Enrolments 2022
Bronze	3	12
Silver	0	4
Gold	0	0

Disadvantaged Youth Funding for enrolments and camp was rolled over from 2021.

### 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 completion of full certificates, ongoing results of covid restrictions and attendance have affected results.

Year	Number Leaving Year 12	Year 13	Year 13 Traineeship	Jobs	Further Education	Community	Unknown	Other
2022	11	3		5		2		1 x parenting

### **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.

2022 was another year of exciting activity and high engagement from the young men of Yirara College. Their 'buy-in' to the Clontarf program helps drive their connection to the school and off the back of this come opportunities to develop themselves to be ready for the challenges that life after school will bring. That all starts with jumping on a bus or a plane at the start of the year and we applaud every fella that makes that all-important decision.

Thank you to all the families who support the young men in their lives to make this decision. We are humbled to walk alongside you in growing these young men into leaders that will impact positively on their communities when they graduate and return.

This gratitude extends to the staff at Yirara College – from each department – who help make the journey a supported, safe and meaningful one.

During 2022, some of the major highlights of that journey have included:

- Participating in the RCN08 Street Parade through Alice Springs
- Camps to Yuendumu, Ntaria, Hamilton Downs, Tennant Creek, Uluru
- Junior and senior football carnivals across the NT
- Billycart Derby @ Bunnings, Alice Springs
- Employment Forum
- Working part-time shifts at Kmart
- Performing carpark marshalling duties at the Alice Springs Turf Club
- End of year Major Trip – Brisbane / Gold Coast

Our remote project with the incredible communities and schools of Ntaria and Yuendumu continued to strengthen and grow and we look forward to continuing those relationships on into 2023.

We will also welcome Andrew Richardson to Yirara in 2023 to lead the Brumbies for another epic year.

### **Stars Foundation**

Stars provides a holistic program that supports Indigenous girls and young women to attend and remain engaged at school, complete Year 12 and move into work or further study.

Our program is based on strong, trusting relationships. The Stars Room provides a culturally safe, warm environment – a place where the girls and young women in our program feel nurtured and inspired.

We provide a range of activities to support our Stars to develop the self-esteem, confidence and life skills they need to successfully participate in school and transition into a positive and independent future.

In term 4 of 2022 we delivered a series of activities that were centred around our four pillars:

1. Community, Culture and Leadership
2. Education, Training and Employment
3. Wellbeing
4. Healthy Lifestyles

**The activities were as follows:**

Week 1 – Desert Mob art exhibition, afterschool arts and crafts, before school morning training followed by a BBQ breakfast, daily recess and lunch time activities, gardening.

Week 2 – Swimming, Alukura Women’s Health Service launch, afterschool arts and crafts, tree planting and before school morning training followed by a BBQ breakfast, daily recess and lunch time activities, gardening.

Week 3 – Senior ladies employment workshop, mixed program Stars oz tag carnival in Tennant Creek, seniors resume writing and mock job interviews, daily recess and lunch time activities, gardening.

Week 4 – Healthy cook up and smoothie making, beauty session, afterschool arts and crafts with Yipirinya School, healthy cook up, before school morning training followed by a BBQ breakfast, Centrelink information session, daily recess and lunch time activities, gardening.

Week 5 – Teambuilding session with Red Dust, afterschool beauty session, empowerment session and a Seniors workplace visit, daily recess and lunch time activities, gardening.

Week 6 – Araluen art centre visit, bowling, beauty engagement and afterschool arts and crafts, daily recess and lunch time activities, gardening.

Week 7 – All stars Christmas lunch, year 12 retreat, arts and crafts and before school morning training followed by a BBQ breakfast, daily recess and lunch time activities, gardening.

Week 8 – Stars formal preparation and Stars End of Year Awards night, daily recess and lunch time activities, gardening.

Week 9 – Beauty session and Christmas activities, daily recess and lunch time activities, gardening.

## **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 2022, on-line learning and in-house programmes increased considerably. The main Professional Development opportunities included:

## Staff training for 2022

1 Minute Open & Closed Questions – CompliSpace Course
10 Minutes Being Assertive – CompliSpace Course
10 Minutes Handling Conflict – CompliSpace Course
10 Minutes Listening Skills – CompliSpace Course
10 Minutes Problem Solving – CompliSpace Course
10 Minutes Questioning Skills – CompliSpace Course
10 Minutes Showing Empathy – CompliSpace Course
10 Minutes Your Attitude – CompliSpace Course
Aboriginal and Torres Strait Islander Cultural Appreciation – CompliSpace Course
Basic written communication for the workplace – CompliSpace Course
Benefits of Delegation – CompliSpace Course
Boarding (2022) – CompliSpace Course
Child Protection (NT, 2022) – CompliSpace Course
Child Protection (NT, 2022, 2nd Edition) – CompliSpace Course
Code of Conduct – CompliSpace Course
Delegation – CompliSpace Course
Discrimination, Harassment and Bullying (2021) v2 – CompliSpace Course
Duty of Care Before and After School Hours: Who is responsible? – CompliSpace Course
Email Etiquette Module – CompliSpace Course
First aid: Principles & DRSABCD – CompliSpace Course
Hand hygiene – CompliSpace Course
How Stress Affects Your Body – CompliSpace Course
How to Handle Angry People – CompliSpace Course
HR: Discrimination, Harassment and Bullying (2022) – CompliSpace Course
Introduction to effective workplace relationships – CompliSpace Course
Mentoring – CompliSpace Course
Positive and productive workplace – CompliSpace Course
Privacy (2022) – CompliSpace Course
Student Duty of Care (2022) – CompliSpace Course
Team roles and relationships – CompliSpace Course
Ten Things You Need to Know about Dyslexia – CompliSpace Course
Time management – CompliSpace Course
Unconscious Bias Module – CompliSpace Course
Verbal communication – CompliSpace Course
Welcome to Yirara – CompliSpace Course
What Does ADHD Look like in Children? – CompliSpace Course
Work Health and Safety (NT, 2022) – CompliSpace Course
Working from home - Cyber Security – CompliSpace Course

Working From Home Guide – CompliSpace Course
Working From Home: Top Tips – CompliSpace Course
Working legally and ethically – CompliSpace Course
Workplace Mental Health Awareness – CompliSpace Course
Yirara College Code of Conduct – CompliSpace Course
Yirara College Staff Handbook – CompliSpace Course
Yirara College Work Health and Safety – CompliSpace Course
EASA workshop
Synergetic Software training
Understanding and Responding to burnout workshop for managers & Supervisors
Vicarious Trauma workshop
Conflict Resolution workshop
Valuing Safe Communities (face-to-face) workshop – ALC iLearn
Mindful Approach to difficult conversations workshop
Mandatory Reporting (face-to-face) workshop – Dept. of Education
Trauma Informed Practice workshop
New Staff Orientation workshops
Cultural Awareness workshop – Part 1
Wellbeing Workshop
Critical Incident plan workshop
Academic Reading Support workshop
Cultural Awareness workshop – Part 2
Cultural Awareness workshop – Part 3
Academic LSO's workshop
De-escalation training workshop
LEA Connect session 4 training workshop
National Careers Institute Information session workshop
Chapel Leaders workshop
Term 4 Maths PD workshop - Part 1
NTCET 2023 Plans workshop
Pathways/NTCET 2023 Plans workshop
BTAU - Cert IV Community Services – Student Residential Care
Pathways/ STARS 2023 Planning workshop
Academic Teacher's MacqLit PD workshop
Academic LSO MacqLit PD workshop
Term 4 Maths PD workshop - Part 2
Headspace workshop
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
How to write EAP's training
Licence upgrades to Medium Rigid
Applied Suicide Intervention Skill Training (ASIST) workshop - Lifeline
Taxation & Payroll training 2022 webinar
Covid-19 Infection Control Training (Dept of Health)
NT COVID-19 Safety Supervisor training (Dept of Health)
Education Support (Learning Difficulties) online course
Privacy training for Staff - Presidian
Privacy training for Managers - Presidian
Taking the reins conference – Australian Boarding Schools Association
Strengthening Child Safe Organisations (Two day online) conference - The Hatchery
Online Accidental Counsellor workshop – Human Connections

## 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 Indigenous Steering Committee. This body is the major conduit by which the views of parents are reflected in the policies and practices of the College. In 2022, the Indigenous Steering Committee consisted of Aboriginal leaders from remote communities as diverse as Minyerri, Alice Springs, Tennant Creek, Hermannsburg, Haasts Bluff, Finke, Yuendumu and Papunya.

The Indigenous Steering Committee has been able to resume meetings, these have been held once a term. Reports are received from the Chairperson, Principal, Director of Community Liaison Officer, College Chaplain, and invited guests are also asked to attend and give a report. The Chair of the Indigenous Steering Committee is Cassandra Williams who has done an exceptional job over the past years.

The College listens carefully when its Indigenous Steering Committee speaks, and the views and attitudes of the Indigenous Steering Committee 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 Indigenous Steering Committee who reports to the schools governing council.



## **Community Liaison Office**

In 2022, 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 five 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 6 bush ready vehicles equipped with Satellite phones, trackers and recovery equipment to ensure the safest possible practice whilst travelling. The CLO office continues to be instrumental in implementing and keeping up to date with 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 or at the Alice Springs Lutheran Church in Gap road for a 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. Baptisms were assisted by Pastor Simon Dixon and Lutheran lay minister Katrina Penhall. This occurred on November the 6<sup>th</sup>.

### **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 2022 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 2022 at the End of Year Awards Assembly (1<sup>st</sup> December 2022). The Graduation celebration was for 2021 was held in 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 2022 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 2022 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 2022)**

<b>YIRARA STAFF LIST 2022</b>			
<b>Surname</b>	<b>Christian Name</b>	<b>Job position</b>	<b>Aboriginal, or Torres Strait Islander status? 1=Yes / 0=No</b>
England	Chris	Principal	0
Miller	Greg	Deputy Principal	0
Hubner	John	Director of Business Operations	0
Ballard	Samantha	Executive Assistant	0
Isaako	Sonsee	Human Resource Officer	0
Meyer-Zbinden	Nathalie	Finance Officer	0
Barfuss	Vreni	Bookkeeper	0
Sojan	Ashitha	Finance Assistant	0
Steinmetz	Janna	Receptionist	0
Jacobsen	Hanne	Admin Support	0
Van den berg	Samantha	Compliance Officer	0
Terrell	Rebecca	Director of Community Liaisons	0
Gaff	Bridget	Acting Director of Community Liaisons	0
Darling	Daphne	Community Liaison Admin Office Supervisor	0
Mabus	Anne-Marie	Community Liaison Officer	0
De Laine	Jed	Community Liaison Officer	0
Boult-Lynne	Angus	Community Liaison Officer	0
Nagel	Katelyn	Community Liaison Officer	0
Braun	Natasha	Enrolments officer	0
Flanagan	Samantha	Head of Student Support	0
Smith	Renee	Student Support Team	0
Mitchell	Mark	Student Support Team	1
Powell	Dwayne	Student Support Team	1
Mitchell	Adam	Student Support Team / LSO	0
Palale	Tina	Student Support Team / LSO	0
McAskill	Donna	Head of Pathways	0
Driver	Cate	Pathways Team	0
Coombs	Stan	Pathways Team	0
Voris	Laura-Jane	Pathways Team	0
Newman	Lisa	Head of Teaching and Learning	0
Alosio	Liko	Middle School Coordinator - Teacher	0
Moreng	Fleurette	Senior School Coordinator - Teacher	0
Bourke	Florence	Teacher	0
Altus	Chris	Christian Studies Teacher	0
Toliday	Paul	Teacher	0
Bishop	Elizabeth	Teacher	0

Cox	Thomas	Music Teacher	0
Hardy	Andrea	Teacher	0
Stevens	Matthew	Teacher	0
Stevens	Rebecca	Teacher	0
Pearce	Priscilla	Art Teacher	0
Woods	Ciaran	Teacher	0
Kells	Kayemeshia	LSO	1
Lavea	Miri	LSO	0
Mirtschin	Leela	LSO	0
Swan	Tiffany	LSO	0
Willis	Emily	LSO	0
Naufahu	Sinafoni	LSO	0
Neville	David	LSO	0
Wakeling	Mark	LSO	0
Somerville	Andra	LSO	0
Hosking	Rose	LSO	0
Moreng	Josiah	LSO	0
Lewsley	Lilly	LSO	0
Pepperill	Ashleigh	LSO	1
Sandler	Max	LSO	0
Silver	Steve	LSO	1
Imms	Paul	Media Officer	0
Palale	Taisson	LSO – Media	0
Musinskis	Pete	Kintore Teacher	0
Ingram	Eloise	Kintore LSO	1
Stowers	Robyn	Head of Female Boarding	0
Orange	Zayle	Senior Houseparent – Female Boarding	0
Harrison	Olene	Senior Houseparent – Female Boarding	0
Takarei	Pikipo	Houseparent – Female Boarding	0
Hoare	Rose	Houseparent – Female Boarding	0
Hoare	Jamie	Houseparent – Female Boarding	0
Komene	Lesley	Houseparent – Female Boarding	0
Deemara	Tamara	Houseparent – Female Boarding	0
Samy	Shobna	Houseparent – Female Boarding	0
Motuhinau	Papa	Houseparent – Female Boarding	0
Singh	Amrita	Houseparent – Female Boarding	0
Loza	Sam	Head of Male Boarding	0
Harrison	Kevin	Senior Houseparent – Male Boarding	0
Abbott	Kurt	Senior Houseparent – Male Boarding	1
Anderson	Isaiah	Houseparent - Male Boarding	1
Ioapo	Aso	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
Pareroultja	Lofty	Houseparent - Male Boarding	1
Cameron	Maxwell	Houseparent - Male Boarding	0
Sa'U	Don	Houseparent – Male Boarding	0
Love	Esala	Houseparent – Male Boarding	0
Singh	Harmandeep	Houseparent – Male Boarding	0
Jugadai	Isiah	Houseparent – Male Boarding	1
Woods	Adrian	Houseparent – Male Boarding	1
Whelan	Greg	Property Services Supervisor	0
North	Daniel	Facilities Officer	0
Harris	Wayne	Groundsman	0
Smith	Michael	Groundsman	0
Robinson	Brett	Groundsman	1
Creighton	Andrew	Groundsman	0
Murray	Jenny	School Nurse	0
Lelis	Gilbert	School Nurse	0
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This Annual Report of Yirara College, of the Finke River Mission is respectfully submitted,

Chris England  
(Principal)  
May 2023.