



# Yirara College

of the Finke River Mission Inc  
ABN 12 832 689 950

## ANNUAL REPORT 2018

*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

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 4 (l)10.nt

## Part 1: (b) Assessment of School Performance

The past year, 2018, 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. Some of the courses that students were involved in were; through VETiS, 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.

Naplan results for Yirara in 2018 have not yet been displayed on the 'my schools' web site. The table below shows the collated results that were given for individual students. Our results across all areas continue to improve, with the exception of grammar in our year 7 cohort.

**NAPLAN Results 2018**

	Year	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	2018	392	281	403	308	434

### Secondary Education

Several students worked towards a year 12 certificate in 2018. Two student successfully completed their NTCET in 2018. Yirara College now offers two methods of year 12 completion, NTECT and SYLF.

### Teaching and Learning and Wellbeing Program

Yirara College is constantly looking at new approaches to the students learning. In 2018 we introduced several new programs, extending the areas of study that we can offer the students. Our Year 7/8's all participated in a series of Headspace workshops centred around mental health. Our year 9 students completed a six month unit with Tangentyere Council looking at healthy relationships.

We are also looking at different approaches to help these students understand the value of education. We continue to encourage families to come in, stay a few days and talk to the students from their community.

In 2018 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









- Moto Scouts Program. Includes Certificate I Automotive. Other certificates and training within the program include White Card, Confined Spaces, Food handling and Hygiene
- Responsible Service of Alcohol Certificate - RTO Karen Sheldon Training

Discussions with Department of Education are continuing in regards to new courses and opportunities in the skills shortage areas. This includes cabinetry / carpentry, equine industry, and resources and infrastructure.

### Employment

Casual work was available for students that were interested. We supported students through the application process, creating resumes, interview practice, filling in applications and appropriate work behaviour.

- Bunnings
- Kmart
- Independent Grocers Australia (IGA)

### Traineeships

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

NAB traineeship, student commenced and withdrew

Qantas traineeship application submitted

### 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.

### NTCET

NTCET completions as at January 2019 certificates. Two students





Professional Development	Sector
<i>Welcome to Yirara College, WH&amp;S, Behaviour Management, Cultural Awareness</i>	216T/ ( D)-10S (c)42 (a)1ff (r)JJETQq284.28 76

## 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 2018, the Governing Council consisted of Aboriginal leaders from remote communities as diverse as Minyerri, Alice Springs, Hermannsburg, Haasts Bluff, Finke, Yuendumu and Papunya.

In 2018, the Governing Council has met once formally. Reports are received from the Chairman, Principal, Director of Community Liaison Officer, College Chaplain and the Business Manager. The

new

## NAIDOC Week

In 2018 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.

Sunday 4th



Part 4:

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

Staff Member's Name	Role
Abbott Kurt	Male Houseparent
Altus Christine	Teacher
Anderson Sue (Hazel)	Senior Houseparent Female Boarding
Angeles Beverley	Girls Academy Coordinator / Teacher
Ashcroft Jann	Teacher
Ashcroft Roger	Principal
Barfuss Verena	Bookkeeper
Bishop Elizabeth	Teacher
Botha Graham	Lutheran School Curriculum Officer -Kintore
Botha Sherill	Teacher - Kintore
Bowman Penelope	CLO Administration
Cooper Sandra	Teacher
Cox Thomas	Lutheran School Curriculum Officer -Music
Croucher Suzanne	Teacher
Darling Daphne	CLO Administration
Davey Timothy	Male Houseparent
DeLaine Jed	Senior Houseparent Male Boarding



Smith Zane	Teacher
Somerville Andra	Lutheran School Curriculum Officer
Stowers Robyn	Communications Officer
Terrell Rebecca	Director Community Liaison
Thiel Susanne	Administration
Thiel Eric	Teacher
Thompson Heath	Male Houseparent
Thompson Sharon	Lutheran School Curriculum Officer
Vaioleti Sione	Male Houseparent
Wakelin Tama	Male Houseparent
Wakeling Mark	Lutheran School Curriculum Officer
Waudby Deborah	Lutheran School Curriculum Officer / Teacher
Whelan Greg	Property Services Manager
Youngs Grace	College Counsellor

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Respectfully submitted,

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Chris England  
Principal  
April 2019