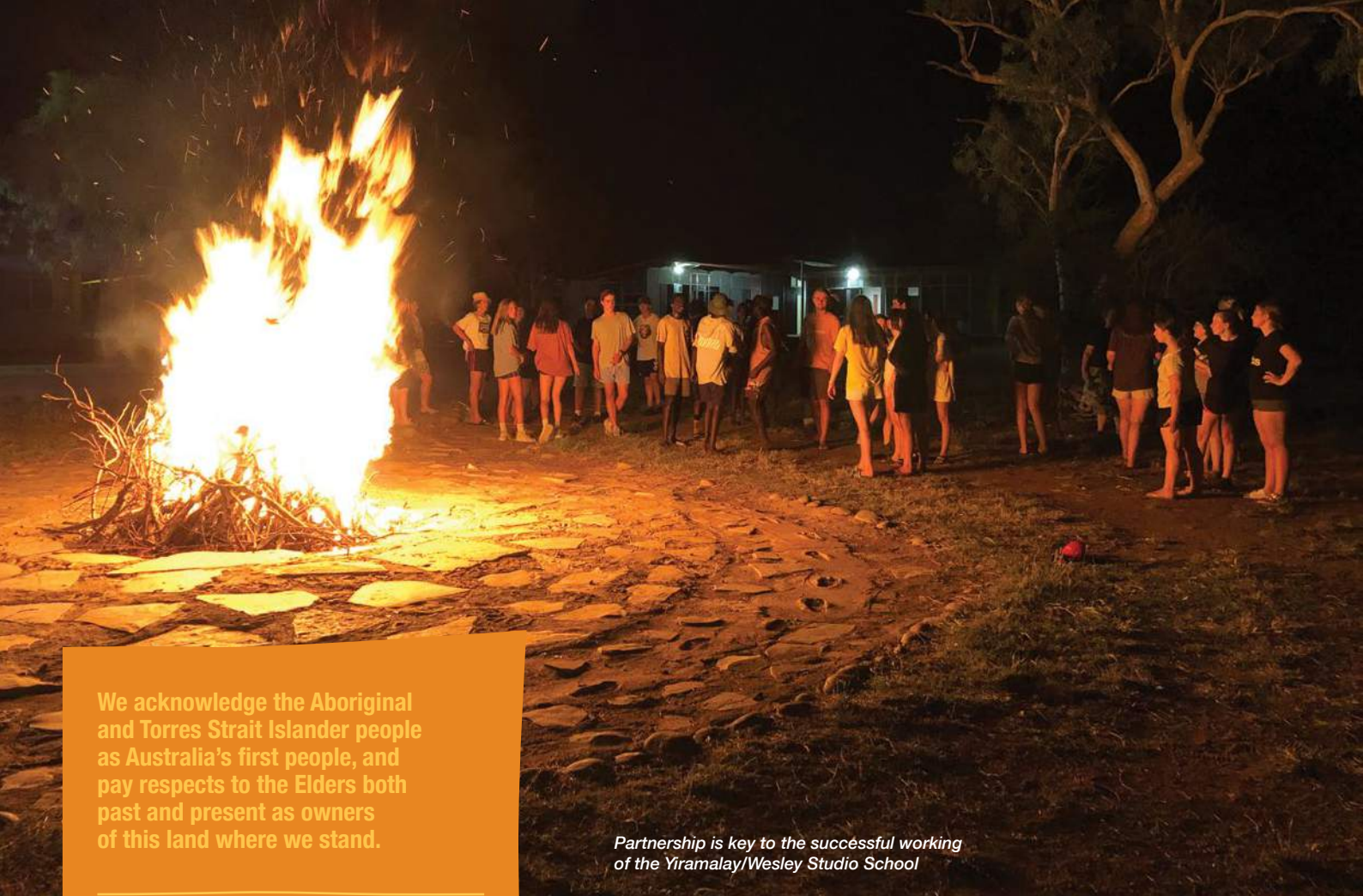


**YIRAMALAY/WESLEY
STUDIO SCHOOL**

ANNUAL REPORT 2019

Fairfield, Leopold Road, Fitzroy Crossing, Western Australia



We acknowledge the Aboriginal and Torres Strait Islander people as Australia's first people, and pay respects to the Elders both past and present as owners of this land where we stand.

Partnership is key to the successful working of the Yiramalay/Wesley Studio School

Yiramalay/Wesley Studio School Annual Report 2019

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Vision

The Yiramalay/Wesley Studio School holds an important place within a world-class coeducational independent school developing the whole person through timeless principles of learning to know, learning to do, learning to live with and learning to be – with innovation and wisdom.

Within these important principles, the Yiramalay/Wesley Studio School seeks to bring about positive change through education to the children and families of Aboriginal and non-Aboriginal communities who are part of the school. Fostering harmony within the school community, where cultural diversity is respected and a sense of belonging is cultivated, is key to bringing about this change.

Values

With shared respect for people, language, culture and country, the partnership between Bunuba people and Wesley College, Melbourne values:

- expanding the horizons and life choice expectations of our youth
- enriching and enhancing the whole-of-life experiences for both communities
- developing cultural understanding and a capacity to relate to others
- supporting and to enhancing community cohesion

These values co-exist alongside Wesley's distinctive ethos which values:

- the individual talents and worth of each in its community
- an open-entry policy and achievement of personal best in all areas
- a diverse, balanced curriculum, enabling students to excel academically
- openness and creativity
- care for the emotional and social wellbeing of everyone in its community
- a broad understanding of human and cultural diversity, nurturing commitment to social justice
- spirituality, embracing Christianity and other faiths
- its history and traditions.

GOVERNANCE



The Yiramalay/Wesley Studio School is now in its 10th year of operation and this provides an opportunity for reflection. The Yiramalay/Wesley Studio School is a collaborative endeavour between the Bunuba community in the Kimberley and Wesley College in Melbourne. It was born out of broad, shared objectives between the two communities. Those objectives as described in a Memorandum of Understanding are to expand the horizons, life choices and expectations of our youth; to enrich and enhance whole-of-life experiences for both communities; to develop cultural understanding and the capacity to relate to others; and to support and enhance community cohesion.

The Yiramalay/Wesley Studio School was established following on from this initial Memorandum of Understanding. Partnership is key to the successful working of the Yiramalay/Wesley Studio School. Through the renewal of our shared objectives, the partnership will continue to evolve and strengthen. Partners always need to continue to be mindful and work hard to develop relationships of trust, understanding and, most importantly, mutual respect. Geography adds a further dimension to the importance of trust, understanding and respect – and as partners we recognise that good communication is essential.

The Yiramalay/Wesley Studio School Steering Committee was established as part of the initial Yiramalay/Wesley Studio School agreement as a vehicle to advise on and make recommendations as to the preferred operation and management of the business affairs of the Yiramalay/Wesley Studio School. The Committee typically meets four times a year and has equal representation from the Bunuba and Wesley College communities, reflecting the shared contribution to the development and delivery of this unique program. In addition to budgetary and operational updates the Committee addresses significant infrastructure requirements that impact the efficiency and effectiveness of operations. Specifically, this includes information technology where a significant upgrade in connectivity is needed. Funding for this significant project is being actively pursued. I am grateful to Cameron Moroney, Chief Finance Officer at Wesley College, for his assistance with this project and financial matters relating to the Yiramalay/Wesley Studio School. I am also grateful to Bunuba leaders June Oscar and Joe Ross for their input and guidance to the Committee.

Whilst the physical appearance of the Kimberley site has changed dramatically since its first days with the development of new infrastructure and modern facilities such as the new dining hall and accommodation blocks, it is the students, teachers and wider community which make a school. The Yiramalay/Wesley Studio School continues to provide a model of education inspired by the shared vision of its founders to provide opportunities for students for mutual learning across cultures and to engage families, staff, friends and supporters to work in partnership. Feedback over the period of the Yiramalay/Wesley Studio School's existence has demonstrated and reinforced the benefits of mutuality of learning including, specifically, how much there is to learn from Aboriginal people and their cultures and respect for land.

The success of the Yiramalay/Wesley Studio School provides effective proof of concept that shows the model has great potential to provide further opportunities for the provision of a culturally appropriate education for all, and to expand the approach for both teachers and students through the establishment of Studio Schools Australia. Work is progressing towards that end.

The year 2019 was one of continuity and change for the Yiramalay/Wesley Studio School. With the departure of long-standing Executive Director Ned McCord, we understandably feel a sense of loss in both communities as Ned had been integral to the conception and development of the Yiramalay/Wesley Studio School from the start. Nevertheless, the rhythm of school life has continued smoothly thanks to the understanding, resilience, diligence and hard work of the staff and students and their parents, and the robustness of the school structures and curriculum. This has enabled us to look to 2020 with optimism and renewed focus. In this respect, I thank Felicity Pearson for stepping into the Director role in an acting capacity and the wonderful staff and students for their understanding during this transition period.

The Friends of Yiramalay, a group established by parents from Wesley College, continues to play an active and very positive role in supporting the Yiramalay/Wesley Studio School. Their visits to the Kimberley and ongoing support are appreciated.

I look forward to another successful year for the Yiramalay/Wesley Studio School in 2020.

Estelle Bowman
Chair, Yiramalay/Wesley
Studio School Steering Committee

THE SUCCESS OF THE YIRAMALAY/WESLEY STUDIO SCHOOL PROVIDES EFFECTIVE PROOF OF CONCEPT THAT SHOWS THE MODEL HAS GREAT POTENTIAL TO PROVIDE FURTHER OPPORTUNITIES FOR THE PROVISION OF A CULTURALLY APPROPRIATE EDUCATION FOR ALL.

YIRAMALAY/WESLEY STUDIO SCHOOL STEERING COMMITTEE

Overview

The Yiramalay/Wesley Studio School Steering Committee (the Steering Committee) was established in 2011 under the Studio School Agreement between Wesley College, Bunuba Cattle Company, Bunuba Aboriginal Corporation and Bunuba Inc.

The function of the Steering Committee is to assist the partnership between Wesley College and the Bunuba community to fulfil the purposes of the Yiramalay/Wesley Studio School. That purpose is to offer full-time study to students in Years 10, 11 and 12, industry learning, personal and social learning and academic study towards accredited Year 12 qualifications for Aboriginal students from regions across western, central and northern Australia, and students from Wesley College in Melbourne.

The Steering Committee includes three members with voting rights appointed by Wesley College and three members with voting rights appointed by the Bunuba people.

In December 2019 Ned McCord resigned as Executive Director, Yiramalay/Wesley Studio School. Ned was instrumental in the establishment and development of the Yiramalay/Wesley Studio School and served as its inaugural Executive Director since 2014. Ned played a key role in the development of this unique model for Indigenous education that is leading in its field. It is no exaggeration to say that without Ned, there would be no Yiramalay/Wesley Studio School. In addition, Ned has been a significant contributor to the

fabric of the College more broadly, and we sincerely thank him for his efforts.

Felicity Pearson will step into the role of Acting Director, Yiramalay/Wesley Studio School for the 2020 school year while the College, in consultation with our Bunuba partners, considers a permanent replacement.

We wish Ned all the very best for the future.

June Oscar AO and Joe Ross were invited to attend the final meeting of the Steering Committee, to oversee the transition and to revitalise the Steering Committee engagement in furthering the partnership and supporting the Yiramalay/Wesley Studio School.

Profiles



Estelle Bowman

Estelle Bowman's expertise spans the public, private and academic sectors in Australia and overseas. She has

held senior positions in the Federal Public Service in Canberra, in the UK Cabinet Office in the Prime Minister's Efficiency Unit and on the faculty of a leading business school. Estelle is a Chartered Occupational Psychologist (UK) and Associate Fellow of the British Psychological Society. She is also a member of the Association of Business Psychologists and a Chartered Member of the Institute of Personnel and Development. Estelle is an associate of Creative Management Associates in the UK and a virtual team member of Pentacle, the Virtual Business School. Estelle is a graduate of the University of Adelaide and the Canberra CAE (now the University of Canberra).



Nick Evans

Nick Evans (OW1985) is Wesley's 17th Principal. Nick has a long association with Wesley College both as a student

and in teaching and leadership roles spanning 20 years. Following five years as Deputy Headmaster and Head of Senior School at Melbourne Grammar School, Nick has returned to Wesley as an accomplished leader with extensive experience in contemporary curriculum development, in the implementation of academic and cocurricular programs to complement a holistic education and in building connected relationships with staff, students and community. Nick also brings to Wesley extensive experience in coeducational and residential schooling, teacher appraisal and the development of programs to support teaching excellence.



Kaylene Marr

Kaylene Marr was born in Derby and grew up in Fitzroy Crossing and on Leopold Downs Station on Bunuba

country. She is a traditional owner of the land and an artist whose connection to the land inspires her artwork. Mother to three children, Kaylene works at Yiramalay/Wesley Studio School as a Cultural and Community Advisor and lives and works with the students in both Melbourne and the Kimberley. She is also an actor who has featured in several major film productions. Kaylene is passionate about preserving the language and culture of the Bunuba people while embracing white fella education to improve outcomes for Indigenous people.



Kohana Ross

Kohana Ross identifies as a Karrajarrri woman on her mothers' side and a Bunuba woman on her father's side.

Kohana began work with the Yiramalay/Wesley Studio School in 2015 as a mentor mostly based in Melbourne. She is passionate about advancing educational outcomes for Indigenous youth. Her daughter and niece attended Wesley College, Middle School, and her son and nephew attended Wesley College, Junior School. In October 2019, Kohana returned to Fitzroy Crossing to engage in Aboriginal Languages Teacher Training and spend time on country and with family.



Marianne Stillwell

Marianne Stillwell is the President of the Wesley College Council. She has been a member of the Wesley College

Council since 2006, and is the Chair of the Strategy, Ethics, Compliance and Governance Committee, and Remuneration Committee. In her professional career, Marianne spent 12 years in finance management roles with Ford Credit Australia Limited, and has 10 years of secondary teaching experience in Catholic and independent schools. Marianne is currently Executive Director of the Stillwell Family Council and a Director of Stillwell Motor Group, a family company specialising in prestige motor vehicle retail. She is also Deputy Chair of the Board of Management for Independent Schools Victoria. Marianne's daughter currently attends Wesley College and her two sons are graduates of Wesley.



Felicity Pearson

Felicity Pearson has been a teacher at Wesley College since 2000, and the Yiramalay/Wesley Studio School since

2010. During that time she has co-directed and choreographed more than 15 award-winning full-scale musicals and theatre productions. Her senior leadership roles include Head of Humanities, Head of Teacher Development (acting), Induction Coordinator and most recently Deputy Director. She has been travelling to the Kimberley since 2007, and was the leader of the first group of students to study at the Yiramalay/Wesley Studio School – Induction 1 in August 2010. She is the mother of two children and has been a member of the Bentleigh West Primary School Council. She holds a Bachelor of Arts, Bachelor of Arts/Bachelor of Education, and Certificate IV in Training and Assessment. Felicity is passionate about her work and committed to the growth and development of young people.



Ned McCord

Ned McCord was the Executive Director of the Yiramalay/Wesley Studio School from 2014 until December

2019. From 2003 to 2012 he was the Director/Business Coordinator of the Bunuba Cattle Company, Leopold Downs and Fairfield Station. He has extensive experience in the management of broad-acre cattle properties across northern Australia and the development of beef cattle herds suitable for the live export market. He is a former non-executive director of Livecorp and a member of the Live Export Research and Development Advisory Committee. Ned has worked collaboratively with Aboriginal pastoralists in both the Northern Territory and the Kimberley. He was a member of the Governing Council and Chair of Kimberley Training Institute from 2003 until 2012. He has Limited Registration from the Teacher Registration Board of Western Australia.



Wendy Lasica

Wendy Lasica is a member of the Wesley College Council and an award-winning theatre producer. She has

been a director and board member of the Next Wave Festival, chaired funding panels for Arts Victoria, been general manager for Stonnington Symphony, written a how-to book for emerging artists and managed a playwrights' award at the State Library of Victoria. Wendy has also worked extensively in New York. She holds a Masters in Urban Planning and operates a niche practice working at the intersection of cities and culture. Wendy's son currently attends Wesley College and her daughter is a graduate of Wesley.



Cameron Moroney

Cameron Moroney is the Business Director and Chief Financial Officer of Wesley College. Cameron has held

senior executive leadership positions at the Chief Operating Officer, Chief Financial Officer and Chief Information Officer level across complex, multi-site businesses including RMIT University, Epworth HealthCare, Ericsson and BHP. His executive responsibilities have encompassed strategy/business planning, market/business development, customer service delivery and support, financial and performance management, facilities management, information systems, supply/major contract negotiation, insurance and risk management.

More than 180 students experienced the Yiramalay/Wesley Studio School program in 2019



PRINCIPAL'S OVERVIEW



It is a very great pleasure for me to write my first report for the Yiramalay/Wesley Studio School Annual Report 2019, not least because the school has lived in my imagination for a long time.

I well remember the first time I heard the name. It was at one of the earliest meetings, around 2008 if I had to put a date to it. I remember hearing about the first trip to Leopold Downs, and to the stories that came back. I remember meeting Annette Kogolo when she came down to teach Bunuba to Junior School children at Wesley. I remember seeing a range of colleagues working in the Kimberley and coming back.

It was, therefore, a privilege for me to visit the Kimberley for the first time in 2019. To be welcomed on country was very moving. To see the Yiramalay/Wesley Studio School in action was equally moving. I visited at the time of the Indigenous Languages Forum, which meant I was able to hear language on country for only the second time in my life. I watched lessons in action, and saw dedicated teachers working with students who were learning. It was a wonderful experience.

Year 12 Graduation 2019

I also had the joy of witnessing the graduation of the students of the Class of 2019 from Yiramalay/Wesley Studio School. The way in which their success was clearly celebrated by their families was truly moving. Perhaps the moment that encapsulated the partnership perfectly for me was the way in which all the graduating students at the Glen Waverley Valedictory Dinner rushed up onto the stage and sang 'Wesley Now and Always' at the top of their voices. Proudly wearing their Old Wesley ties and brooches, the Yiramalay/Wesley Studio School students were front and centre. My sincere congratulations are extended to Corey Aiken from Derby, Elizabeth Andrews from Fitzroy Crossing, Maxie Coppin, Nelson Coppin, Declan Ryan, Simara Munda, Mervin Warrie, Jayden Landers from Broome and Perth, Alison Lockyer from Roebourne, Teneisha Forbes, Rena Marrkula, Erica Ngurruwuthun, Aaron Wunungmurra and Shanadom Wunungmurra from Gapuwiyak and Desiree White from Broome. Each of these students has travelled an extraordinary journey to graduate from Yiramalay/Wesley Studio School. The dedication and commitment they have shown, not least in moving away from their families in order to further their education, is an inspiration. To see the pride on each face as they walked across the stage at the Melbourne Town Hall was a wonderful moment.

IT WAS A PRIVILEGE FOR ME TO VISIT THE KIMBERLEY FOR THE FIRST TIME IN 2019. TO BE WELCOMED ON COUNTRY WAS VERY MOVING. TO SEE THE YIRAMALAY/WESLEY STUDIO SCHOOL IN ACTION WAS EQUALLY MOVING.



Proudly wearing their Old Wesley ties and brooches, the Yiramalay/Wesley Studio School students were front and centre at the 2019 Year 12 graduation ceremony



The impact of the Yiramalay/Wesley Studio School program on the learning and personal growth of students and others has been far reaching

Impact and growth

The addition of the 15 new graduates from the Class of 2019 brings the total number of graduates since the Yiramalay/Wesley Studio School's inception to 59. From March until November 2019, six Induction programs were run involving a total of 171 students, which included 136 students from Melbourne and 35 Aboriginal students from many different places across western, central and northern Australia. The distances students travel to attend the Yiramalay/Wesley Studio School in the Kimberley are an indication of their enormous determination, preparedness for hard work and absolute commitment to succeed in order to create better futures for themselves and their communities, and they will reap the benefits for many years to come.

The breadth of educational opportunities at the Yiramalay/Wesley Studio School in the Kimberley are many and include the Induction program, Senior Years Learning Framework, including the VCE, and Learning in Residence. The impact of learning and personal growth are far reaching, affecting not only those

students who attend the Yiramalay/Wesley Studio School, but their families, their communities and all those whose lives they touch.

The quality of a school is always reflected by the quality of staff and in this regard the Yiramalay/Wesley Studio School is blessed. As Principal, I know that we are fortunate to have exceptional staff and I would like to thank Felicity Pearson, Kaylene Marr, Matt Watson and Kym Adams and Tegan Gluschenko for the leadership and commitment they have shown, and to all teachers and residential staff both in the Kimberley and Melbourne. They are assisted by a formidable team of support staff including Marte Ur Loevaas, Sheryl Chaplin, Helen Grist and Dawn Anderson who do a magnificent job. Of crucial importance to the success of the Yiramalay/Wesley Studio School are also the Indigenous staff who are pivotal to the program. Their growth in confidence, skill and steadfastness in 2019 was an inspiration to us all. It is very encouraging and satisfying to know that the Yiramalay/Wesley Studio School is improving the lives

FROM MARCH UNTIL NOVEMBER 2019, SIX INDUCTION PROGRAMS WERE RUN INVOLVING A TOTAL OF 171 STUDENTS, WHICH INCLUDED 136 STUDENTS FROM MELBOURNE AND 35 ABORIGINAL STUDENTS FROM WESTERN, CENTRAL AND NORTHERN AUSTRALIA.

and prospects of our children and our communities, and our appreciation goes to everyone who is playing a part.

I pay particular tribute to two departing staff members of the Yiramalay/Wesley Studio School. Ned McCord departs as the Executive Director of Yiramalay/Wesley Studio School. Marte Ur Loevaas leaves us after doing almost every job within the program short of formal teaching. She has been a wonderful presence in helping to bind together the various communities which comprise the Yiramalay/Wesley Studio School.

Indigenous Languages Forum

The Yiramalay/Wesley Studio School hosted the Indigenous Languages Forum onsite in the Kimberley in August 2019 – the International Year of Indigenous Languages. The two-day forum brought together speakers of 38 languages from around the world. The landmark Indigenous Languages Forum confirmed that Indigenous languages matter, and two-way learning in Indigenous languages and English is crucial to students' success. It was very moving, as noted above, to hear Indigenous language on country. Work continues on a Yiramalay/Wesley Studio School Languages Policy.

In conclusion, I thank the members of the Yiramalay/Wesley Studio School Steering Committee, chaired expertly by Estelle Bowman, for their commitment and hard work over the course of the year. Like any partnership, there have been some moments of tension over 2019, but the honesty of the partnership has, as a result, been strengthened and renewed. I look forward to this continuing throughout 2020.

Nick Evans
Principal, Wesley College



We are proud of the enormous determination, hard work and commitment of our Yiramalay/Wesley Studio School students, and look forward to watching the Class of 2019 take their next steps

We are so pleased with our graduates' academic outcomes, but also their sense of purpose as they move onto the next stage of their journey



ACTING DIRECTOR'S REPORT



Staff worked tirelessly on enhancing curriculum offerings that are culturally sensitive and relevant

The Yiramalay/Wesley Studio School is located across two locations – one in the Kimberley in Western Australia, a unique part of the Australian continent, where aspects of traditional cultural life and Indigenous autonomy are possible and prominent, the other in Melbourne in an urban setting where Aboriginal culture is valued and celebrated within the context of Wesley College.

Community partnerships like the one that Wesley College has forged with the Bunuba people show what is possible. In both locations, the prospect of reconciliation remains integral to all that we do.

Highlights

In 2019 the Yiramalay/Wesley Studio School took significant steps forward with regard to progress and development. We were delighted to congratulate, if sad to farewell, our 15 Year 12 graduates, our highest number to date.

More than 22 family members travelled to Melbourne to attend Year 12 graduation celebrations, including final assemblies, the Valedictory Dinner and Speech Night. These were proud moments shared by staff, students, family and community.

One student was recognised at Senior Years Learning Framework (SYLF) – Advanced level – completing the Victorian Certificate of Education. Another 14 students were recognised at SYLF Standard level, completing the Certificate II in Skills for Work and Vocational Pathways.

These results are evidence of the growth that has been achieved in both the Personal Development and Academic circles of the SYLF during the students' time at the school.

The Languages Forum was a powerful context within which to present the Yiramalay/Wesley Studio School Language Policy, which will inform the development of Bunuba language teaching at the school



Staff worked tirelessly on enhancing curriculum that is stage-based rather than age-based, spending valuable time with colleagues and mentors to ensure that curriculum offerings are culturally sensitive and relevant. This collaboration further improved student engagement in the program and we are so pleased with our graduates' academic outcomes and sense of purpose as they move onto the next stage of their journey with the confidence to straddle traditional cultural, home and family demands with those of contemporary society, all the while knowing they are loved and respected by both their school and home communities. We are excited about what the future may hold for our 2019 young leaders.

The support program afforded 15 alumni an opportunity to re-enter the Yiramalay/Wesley Studio School program as mentors and administrative support. We also supported four alumni in Melbourne to pursue modelling opportunities or further education at Melbourne University and RMIT University.

The year 2019 was the International Year of Indigenous Languages, or this brought with it many opportunities to strengthen cultural connections and enhance learning opportunities amongst

our Aboriginal and non-Aboriginal students in Melbourne and the Kimberley. Indigenous languages carry the spirit and heart of this country and it was with this in mind that the Yiramalay/Wesley Studio School Languages Forum was held onsite in the Kimberley in August. Indeed, the Yiramalay/Wesley Studio School aims to contribute to wider language awareness, take concrete and principled action, help strengthen the languages of Australia's first people, promote widespread appreciation and study of additional languages by all Australians, and combat discrimination and disadvantage connected to language and literacy. The Languages Forum brought together some of Australia's leading language academics, teachers and community leaders across two days. With sessions such as 'Giving Language Power,' 'Preserving Language' and 'Language Examples from the Classroom,' the forum was a powerful context within which to present the Yiramalay/Wesley Studio School Language Policy. This policy will now set the scene for the development of Bunuba language teaching at the school, and the enhancement of the other languages present in the school.

STAFF WORKED TIRELESSLY ON ENHANCING CURRICULUM THAT IS STAGE-BASED RATHER THAN AGE-BASED, SPENDING VALUABLE TIME WITH COLLEAGUES AND MENTORS TO ENSURE THAT THE CURRICULUM OFFERINGS ARE CULTURALLY SENSITIVE.

Additional highlights of 2019 included:

- being recognised with the 2019 Excellence in Indigenous Boarding award from the Australian Boarding Schools Association
- Years 11 and 12 students making it to the finals of the Local Emerging Indigenous Artist Song Competition as part of their Certificate II Cultural and Community Arts studies
- students and staff riding the 660 kilometre Gibb River Bike Challenge, and raising \$5,260 for the Royal Flying Doctor Service
- winning the Boys Football Grand Final at the Kimberley Cup for the third year in a row, with Captain and Year 12 student, Mervyn Warrie, receiving the runner-up award for Most Valuable Player
- a wonderful performance, *Gilandirra* (to become grown up), involving circus and dance under full stage lighting at dusk at the Kimberley site – the result of our wonderful partnership with the National Institute of Circus Arts and Theatre Kimberley
- participation in work experience in the Commonwealth Government Work Exposure in Government program
- taking the lead once again in Reconciliation Week ceremonies and activities.

Wesmob

Wesmob, the student advocacy group at both the Glen Waverley and St Kilda Road campuses of Wesley College, passionately led by Wesley staff members Rohan Chiu and Angela Forthun, was very active this year. Raising awareness of the partnership between Wesley College and the Bunuba people, and engaging Yiramalay/Wesley Studio School students were key priorities. Wesmob's hosting of Reconciliation Week breakfasts, assemblies and activities ensured that all in our community had opportunities to deepen their appreciation of the important place the Yiramalay/Wesley Studio School holds in the landscape of Indigenous education. We thank Wesmob Prefects Isaac Wise and Annie McGovern who worked closely with Yiramalay/Wesley Studio School Prefects Maxie Coppin and Alison Lockyer to successfully advance two-way learning across the school.

Friends of Yiramalay

The enormous efforts of the Friends of Yiramalay led by Romy Moshinsky and Georgie Raik-Allen (OW1987) were again appreciated by the Yiramalay/Wesley Studio School. Friends of Yiramalay grew in number throughout the year and this extensive network of parents contributed to the growth and development of the program. The fundraising events, support of the Year 12 Formal and high levels of engagement during Reconciliation Week activities were highlights of another productive year

Infrastructure

In 2019 repairs and renovations to many key areas of the Kimberley site were completed including the Gurranda staff room and Warrana office. A new power plant was installed, completing the upgrade and reducing daily fuel use. Two buses were added to the fleet, adding more scope to the types of student outings and on-country experiences possible, as well as the numbers of students able to be transported during excursions and trips.

Yiramalay/Wesley Studio School staff, administrators and community members have generously contributed their time and energy to building an exceptional and empowering program for our students, and provided educational and employment opportunities for Aboriginal and Torres Strait Islander people. Without them, the success of the Yiramalay/Wesley Studio School in 2019 would not have been possible and they are paid grateful recognition and sincere thanks.

As the Wesley College theme for the year, 'Change and continuity,' predicted, 2019 has been characterised by the consolidation of best and impactful practice in the academic and personal social domains, alongside the forging of new partnerships and initiatives that will pave the way to the school continuing to provide a model of shared respect for people, language, culture and country.

Felicity Pearson
Acting Director

'Language is at the core – it is the foundation – of who we are as Indigenous peoples.' Patsy Bedford, Chair of the Kimberley Language Resource Centre, linguist, language teacher and Bunuba woman, in her keynote address at the Yiramalay/Wesley Studio School Languages Forum



Years 11 and 12 students in programs within the Senior Years Learning Framework develop academic, industry and personal/social skills



CURRICULUM



Yiramalay/Wesley Studio School students work with writers and actors from Ilbijerri Theatre

The learning framework for the Yiramalay/Wesley Studio School gives equal value to academic learning, hands-on practical industry learning, and personal/social learning across cultures.

Senior Years Learning Framework – Years 11 and 12

Academic Learning

The **Advanced level** course is designed for students interested in pathways into further vocational education and university. To complete the academic component of the Senior Years Learning Framework (SYLF), Advanced level students are expected to study English with at least three other senior secondary academic subjects from at least two of the following domains:

- English and Languages
- Humanities and Social Sciences
- Mathematics, Science or Technology
- Creative Arts.

The **Standard level** course has an emphasis on the development of literacy, numeracy and information communications and technology (ICT) skills for the workplace. The course is designed for students interested in moving directly into work or further vocational education at the completion of secondary school. The course is nationally accredited as a Certificate II in Skills for Work and Vocational Pathways, providing training for employment in a range of industries and/or further study. We thank the following businesses and industry partners for their generosity in providing learning experiences for the 2019 Certificate II students across the Kimberley and Melbourne:

- Blak Dot Gallery
- Craft Victoria
- Ilbijerri Theatre
- Koorie Art
- Streetdance Studios
- SYN Radio
- Wangki Yupurnanupurru Radio
- Yarn Bark
- Mangkaja Arts Resource Agency

- Marnin Studio
- Marra Worra
- Broome Regional Aboriginal Medical Service
- Nindilingarri Cultural Health Services
- Theatre Kimberley and Sandfly Circus
- NICA (National Institute Circus Arts)
- Goolarri Media
- ABC Kimberley
- Pilbara and Kimberley Aboriginal Media
- Marngrook Footy Show
- Parks and Wildlife
- Marine and Freshwater Discovery Centre Queenscliff
- Department of Primary Industries and Regional Development
- Bush Heritage
- Healesville Sanctuary
- Yarra Riverkeeper Association
- Wills Reef
- Bunuba Women's Ranger Group
- Kimberley Land Council
- VACCHO – Victorian Aboriginal Community Controlled Health Organisation
- Wesley College Health Centre.



Personal development at the Yiramalay/Wesley Studio School takes many forms, including community-service participation in the 660 kilometre Gibb River Bike Challenge to raise funds for the Royal Flying Doctor Service

Personal Development

The Personal Development program involves students setting goals in their personalised learning plans, and planning and reflecting on community service and leadership experiences (150 hours over two years). In 2019, the scope and range of experiences remained extensive with students participating in a wide array of experiences designed to enhance their self-confidence, leadership, teamwork and awareness of other cultures. Activities that held noticeable impact for students included:

- rehearsing and performing shows for public performance in front of audiences
- Personal Projects focussed on teaching Year 4 students about land, language and culture
- sports training and matches
- Reconciliation activities – public-speaking and event-management
- fundraising for various charities
- cultural camps
- leadership workshops
- GRIP leadership conference

- work experience in the Commonwealth Government Work Exposure in Government program
- the Yiramalay/Wesley Studio School Languages Forum
- Keys for Life driver education program
- FASD awareness-raising march
- writer's workshops
- community duties
- Youth Mental Health First Aid training
- First Aid training.

Industry Learning

Industry Learning in the SYLF is practical work-related learning through TAFE, a work placement or part-time work (50 to 100 days in duration). The Industry Learning program involves a process of thinking about and researching work and career opportunities.

Students use their personalised learning plans to set short- and long-term goals for Industry Learning. They reflect on these goals and the progress they make towards achieving them through experience in the workplace. The organising framework for Industry Learning enables students to understand and develop the following employability skills is:

- communication
- teamwork
- problem solving
- enterprise and initiative
- planning and organising
- self-management
- learning
- technology.

In 2019, students were involved in the following industry placements:

- SYN Radio
- Wangki Radio
- horticulture with the Wesley College grounds team
- work experience in the Commonwealth Government Work Exposure in Government program
- building and construction with Reno and Retro
- modelling with Jira Models
- teaching Health and Physical Education at Wesley College
- hospitality in the the Yiramalay/Wesley Studio School kitchen
- acting and performance with BIGhART theatre company
- Residential Indigenous Science Experience (RISE) at the University of Melbourne.

Yiramalay/Wesley Studio School students explored the craft-making practices and works of Aboriginal makers at Craft Victoria



THE YEAR 10 INDUCTION PROGRAM IS GROUNDED IN TWO-WAY LEARNING, WITH ON-COUNTRY ACTIVITIES DESIGNED TO FOSTER THE DEVELOPMENT OF SELF AND INTRODUCE STUDENTS TO THE HISTORY, CULTURE AND LANGUAGE OF LOCAL COMMUNITIES.

Throughout 2019, more than 130 Year 10 Wesley College students and 10 Wesley College staff learned alongside the 23 new local students we welcomed into the school. The interdisciplinary nature of Induction provides scope to include an experiential learning approach, which is well suited to the contexts of the school. Throughout the year students were involved in experiences such as preparing food, cleaning, welcoming guests and participating in sessions at the Yiramalay/Wesley Studio School Languages Forum as well as participating in workshops delivered by artists of Theatre Kimberley and the National Institute of Circus Arts, along with experiences now characteristic of the induction program including:

- working closely with local Elders to learn about bush foods, language groups and kinship, and cultural and community arts
- competing together in mixed teams in the Kimberley Cup sporting competition, and the Central Kimberley Football League
- interacting with local organisations and businesses in the fields of community, tourism, health, agriculture, arts and education
- learning on-country with local community members about hunting, fishing, damper making, and swimming
- exploring locations of geographical and cultural significance
- participating in community service activities such as preparing the site for the Yiramalay/Wesley Studio School Languages Forum and volunteering at primary schools in the region
- participating in personal development experiences such as leading the group through traditional land and sharing knowledge
- working side by side in industry experiences onsite in the Kimberley in the areas of grounds and maintenance, kitchen services and cleaning
- performing together and sharing talents in the community event, 'Yiramalay's Got Talent.'

Senior Years Preparation Program

The Senior Years Preparation Program curriculum focuses specifically on meeting the expectations described in the Melbourne Declaration on Educational Goals for Young Australians, and is modelled on the SYLF in that learning occurs across three circles: Academic Learning, Personal Social Learning and Industry Learning. The curriculum is focused on developing competency in core skills in the areas of literacy, numeracy, humanities and science, and ICT, through carefully tailored units of work which seek to engage and re-engage students in learning through building learning from a familiar context grounded in Aboriginal ways of knowing. The Personal Social Learning component of the curriculum is designed to develop our students' self-worth and self-awareness, as well as develop their strategies in self-regulation, working in teams and working independently. The Health and Physical Education curriculum also has a strong focus on developing positive student health and wellbeing, and explicitly teaches students about harm minimisation.

The Keeping Safe: Child Protection Curriculum is mapped to the curriculum to further enhance this. In addition to the curriculum in the daily formal academic program, there are numerous opportunities across the rest of the residential program for students to develop their personal skills and abilities through community service and opportunities in the performing and visual arts, sport, leadership and mentoring.

Year 10 Induction Program

The Yiramalay/Wesley Studio School experience starts for everyone with a three-week Induction Program in the Kimberley. Consistent with the aspirations of the overall program, the Year 10 Induction Program is grounded in two-way learning, with on-country activities designed to foster the development of self and introduce students to the history, culture and language of local communities. Students new to Year 10 at the Yiramalay/Wesley Studio School live and learn alongside Year 10 students from Wesley College's Melbourne campuses, together exploring the similarities and differences of their life experiences, achieving competency-based outcomes.

SPORT

In 2019, Yiramalay/Wesley Studio School students enjoyed many opportunities to engage in a variety of sports across the Kimberley and Melbourne. Some major events that occurred in the Kimberley included the Gibb River Challenge and the Kimberley Cup. Students in Melbourne engaged in the Wesley School Sport program and represented the school across a range of sports. These sporting opportunities give our students not only the opportunity to showcase their sporting abilities but also to engage with the wider community.

It was the fourth year in a row that the Yiramalay/Wesley Studio School students entered a team to ride in the Gibb River Challenge, a 600 kilometre bike ride completed over five days on dirt roads through rugged terrain in the Kimberley. The Gibb River Challenge provided our team of students with opportunities for engagement with the wider Kimberly community, pushing them out of their comfort zone and enabling them to learn many skills along the way. The team was supported by four staff members, who guided the students on their journey. Students showed great resilience through the long days and the physical challenge. They supported and encouraged each other and worked well as a team to complete the bike ride. Friends, families and supporters generously donated to the Royal Flying

Doctor Service and the Yiramalay/Wesley Studio School Foundation.

The Kimberley Cup is a regional sporting event held in Broome. Our students competed for the fourth year alongside other local schools. This unique event spans four days, bringing students together to compete in netball, AFL, AFL 9s, basketball, soccer and volleyball, all happening in conjunction, somewhat like a mini-Olympics. The students really look forward to representing the Yiramalay/Wesley Studio School at the Kimberley Cup and once again were successful in many events. Most importantly, students showed great sportsmanship throughout the event. The Kimberley Cup competition has a strong sense of community and has a positive influence on the students who attend, all of whom try their best and always show respect for other competitors and staff.

Some results include:

- in Mixed Basketball, Yiramalay/Wesley Studio School defeated One Arm Point School, 34 points to 27
- in Boys Basketball, Aaron Wunungmurra received the award for Most Valuable Player
- in AFL, Yiramalay/Wesley Studio School defeated Broome District High School 31 points to 15
- in AFL, Captain Mervin Warrie was runner-up in the award for Most Valuable Player.

In Melbourne, students also have the opportunity to compete in the Associated

Public Schools of Victoria (APS) sporting competition throughout the year. It is always so great to see our students excelling in their chosen sports. Many students try out for APS Firsts teams, for which the selection process is rigorous. Competitive sport within the APS helps students understand that success is about much more than winning or losing. No matter the outcome, students develop a sense of belonging, teamwork, cooperation and respect for others. The following students represented Wesley College in the following sports.

Boys AFL Football

- Boys 2nd XVIII: Mervin Warrie and Nelson Coppin
- Boys 4th XVIII: Corey Aiken, Geronimo Mimiyanawuy, Kelvin Gurruwiwi, Declan Ryan, Aaron Wunungmurra and Maxwell Wunungmurra

Boys Basketball

- Boys Firsts: Jayden Landers
- Year 10 Boys: Coen Wright

Girls Basketball

- Alison Lockyer

Girls AFL

- Girls 1st XVIII: Kyhona Fraser and Renisha Watts – an absolutely wonderful achievement for the two girls

Sports Colours

Jaden Landers and Kyhona Fraser were awarded Honour Colours – well-deserved recognition of their sporting ability.



Students really look forward to representing the Yiramalay/Wesley Studio School at the Kimberley Cup and were successful once again in many events



The Yramalay/Wesley Studio School convincingly defended their AFL Premiership at the Kimberley Cup, with Captain Mervin Warrie receiving the runner-up award for Most Valuable Player



The Kimberley Cup competition has a positive influence on the students, all of whom try their best and always show respect for others

Local Bunuba students
welcome their Melbourne-
based peers to their country
as part of the Year 10
Induction program



REGISTRATION AND FUNDING



The Yiramalay/Wesley Studio School brings together students from many cultures to create positive change through education

Ongoing registration and government funding arrangements indicate strong support for the Yiramalay/Wesley Studio School.

The Yiramalay/Wesley Studio School was registered by the Department of Education in Western Australia in 2010, for Years 11 and 12, for the period 2011 to 2012. Registration has been renewed for consecutive three-year periods and, in 2018, for a five-year period, the maximum registration renewal possible, until 31 December 2023.

The Yiramalay/Wesley Studio School is reliant on both state and Commonwealth government funding, along with donations and funding from philanthropic and other organisations and individuals.

Commonwealth government funding

A Commonwealth Government funding agreement, signed in 2013, provides full funding for students.

The needs-based funding model introduced by the Commonwealth Government in 2014 significantly improved the amount of funding provided to the Yiramalay/Wesley Studio School. This model includes loadings on top of base student funding (with Indigenous loadings), which are linked to the size of the school, its remote location and its boarding facilities. This funding has continued on an annual basis.

State government funding

At the state level, Western Australian Ministers for Education have been very supportive of this unique studio school model from the outset in 2010 and have supported the provision of the highest level of funding across the full school year, including the period that students are based in Melbourne.

ABSTUDY funding

ABSTUDY funding commenced in 2013. This specific funding for Indigenous students is provided under provisions of the Commonwealth Government-funded Centrelink program.

The complexities of the ABSTUDY funding application process, combined with a lack of reliable telecommunication for many families in remote areas, make the application process an onerous task. In 2019, as a consequence, ABSTUDY funding applications from some enrolled students were not received or approved by Centrelink. As some students did not receive ABSTUDY funding, the Yiramalay/Wesley Studio School was unable to operate with the full funding entitlement from government for 2019.

Yiramalay/Wesley Studio School staff continue to work closely with families to ensure the necessary documentation and information to support their ABSTUDY funding application.

STATE AND COMMONWEALTH REPORTING REQUIREMENTS

2019 overview

Academic programs

	Year level	Number of Students	Graduated
Senior Years Learning Framework – Advanced Level	Year 12	1	November 2019
Senior Years Learning Framework – Standard Level	Year 12	14	November 2019
Senior Years Learning Framework – Advanced Level	Year 11	4	Ongoing
Senior Years Learning Framework – Standard Level	Year 11	17	Ongoing
Senior Years Preparation Program	Year 10	33	Ongoing

Induction programs

	Group Number	Number of Students	Graduated
Yiramalay Induction Program – 13 March to 3 April	Group 37	21	March 2019
Yiramalay Induction Program – 12 May to 2 June	Group 38	24	May 2019
Yiramalay Induction Program – 14 June to 5 July	Group 39	23	July 2019
Yiramalay Induction Program – 24 July to 14 August	Group 40	23	August 2019
Yiramalay Induction Program – 21 August to 11 September	Group 41	23	September 2019
Yiramalay Induction Program – 13 October to 3 November	Group 42	22	October 2019



Teaching staff worked together to improve pedagogy and explore strategies for improving and enhancing engagement, including by making transdisciplinary connections using the eight-ways philosophy



Student reporting indicates substantial progress by students in terms of Academic Learning, Personal Social learning and Industry Learning

Staff professional engagement

The Yiramalay/Wesley Studio School attracts, develops and retains excellent teaching and general staff, and promotes staff engagement through a range of internally run programs, attendance at local activities, events and conferences, and opportunities for interstate and international professional development.

Staff professional development

Members of the leadership team were engaged in developing strategic plan priorities, and also began work with the Berry St Education Model team to prepare for the implementation of a whole-school approach to trauma-informed practice in 2020. In addition, two Indigenous leadership staff were accepted to participate in an Aboriginal Languages Teacher Training program with a view to becoming Bunuba language teachers.

Teaching staff at the Yiramalay/Wesley Studio School are required to participate in professional development through the Teacher Learning and Collaboration Program each year. This program links

up teaching teams across the two sites of the Yiramalay/Wesley Studio School via video technology so that staff can work together to improve pedagogy and explore strategies for improving and enhancing engagement. In 2019, teachers worked together and with experts in the areas of:

- cultural awareness
- Certificate IV in Training and Assessment
- moderation and reporting
- vocational trainer progression and improvement
- culturally competent curriculum development
- transdisciplinary connections using the eight-ways philosophy
- enhancing the culture of Personalised Learning
- the Keeping Safe: Child Protection Curriculum
- MacqLit – Making up for lost time in literacy
- evidence-based classroom strategies to support learning and differentiate the curriculum

- Aboriginal mindfulness techniques to enhance wellbeing
- design of enrichment experiences for students.

Residential mentor staff also undertook training to develop their skills and enhance their capabilities. Training included attendance at the Association of Independent Schools of Western Australia Aboriginal Independent Community Schools Conference, as well as first aid, youth mental health first aid and cultural awareness professional development programs.

PHILANTHROPIC SUPPORT

Almost 10 years on, the Yiramalay/Wesley Studio School partnership between the Fitzroy Valley community and Wesley College continues to set a precedent for outstanding education with, by and for First Nations people. In 2019, Yiramalay/Wesley Studio School staff, administrators and community members generously continued to contribute their time and energy to building an exceptional and empowering program for students.

The Yiramalay/Wesley Studio School received the 2019 Excellence in Indigenous Boarding Award from the Australian Boarding Schools Association for bringing about positive change and enabling opportunity for the children and families of the Aboriginal and non-Aboriginal communities who are part of the school.

The Yiramalay Foundation's role is to source and distribute financial resources to the Yiramalay/Wesley Studio School –

an immersive education program hosted on country in Fitzroy Crossing, as well as at Wesley College in Melbourne. The Foundation works closely with philanthropic trusts and foundations, corporate donors, individual donors and others in our community who share the school's collaborative and cross-cultural vision of bringing about positive change for Aboriginal and non-Aboriginal children and their families through the Yiramalay/Wesley Studio School program.

The Yiramalay Foundation extends its thanks to all generous supporters for their donations in 2019.

Financial contributions raised through the Yiramalay Foundation have made irreplaceable educational experiences possible for both Aboriginal and non-Aboriginal participants – including mentors, community members, staff and, of course, students. In 2019, some of these experiences included:

- professional development for Aboriginal staff
- ongoing support for Yiramalay/Wesley

Studio School alumni progressing to further education, training and employment

- our students and staff riding the 660 kilometre Gibb Challenge
- travel for parents of Yiramalay/Wesley Studio School students to Speech Night in Melbourne
- the highly successful and impactful Yiramalay/Wesley Studio School Languages Forum hosted in the Kimberley in August.

In 2019, the Yiramalay Foundation's partnerships with philanthropic trusts and foundations, and corporations have continued; the Yiramalay Foundation has also vigorously explored new funding partnerships. We are grateful to Portland House Foundation and Nuline Charter Pty Ltd, both of which have continued their loyal and generous support. In 2019, we welcomed the support of Strange Fellows Investments. The Yiramalay Foundation gratefully acknowledges the support of the Association of Independent Schools of Western Australia, the Commonwealth Government and the Western Australian

The Yiramalay/Wesley Studio School partnership between the Fitzroy Valley community and Wesley College continues to set a precedent for outstanding education with, by and for First Nations people

Government for their ongoing funding of the Yiramalay/Wesley Studio School. The Yiramalay Foundation also thanks the alumni, parents and other supporters from the Fitzroy Valley and Wesley College communities and acknowledges their generous contributions, specifically Geoff Allen AM, Joanne Crosby and Carey Lyon, and Peter Clark SC (OW1963) and Danuta Clark. Of course, the success of our programs this year owes much indeed to the significant support of the Friends of Yiramalay and its founding members Romy Moshinsky and Georgie Raik-Allen (OW1987) who have worked tirelessly to facilitate community engagement, and who organised the third biannual tour for 23 Wesley parents and others to travel to the Kimberley with an overnight stay at the Studio School in 2019. The Friends of Yiramalay also raises funds to support Year 12 Yiramalay/Wesley Studio School students attending the Formal, with current parent, Mojdeh Pleasants providing support to students attending.

The Yiramalay Foundation is grateful for the guidance and support of the Chair

of the Yiramalay/Wesley Studio School Foundation Board, Kevin Oscar, and its members, Dr Helen Drennen AM, Ned McCord, Dr June Oscar AO, Anthony Aiken and Company Secretary, Cameron Moroney.

Finally, the Yiramalay Foundation highlights the contributions of Ned McCord, who resigned in December 2019. He has been instrumental in the establishment and development of the Yiramalay/Wesley Studio School, having served as its inaugural Executive Director since 2010 and as a Director of the Yiramalay/Wesley Studio School Foundation since 2014. We acknowledge and thank him for his efforts and wish him all the very best for the future.

In 2021, the Yiramalay/Wesley Studio School will celebrate its 10-year anniversary. Planning in 2020 will celebrate not only its achievements but also the generosity and support of our community and its collaborative cross-cultural values and vision to bring about positive change for Aboriginal and non-Aboriginal children and families.



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