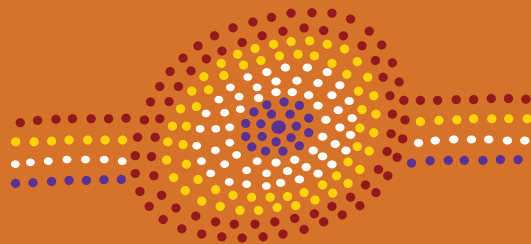




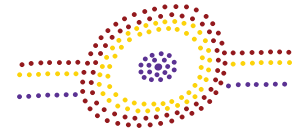
# Annual Report 2016



YIRAMALAY/WESLEY  
STUDIO SCHOOL

Fairfield – Leopold Road, Fitzroy Crossing, Western Australia





# Yiramalay/Wesley Studio School Annual Report 2016

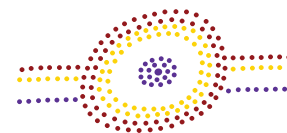
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Yiramalay continues to improve and is always on the cutting edge of providing culturally appropriate education on country

The Yiramalay/Wesley Studio School is Registered School No 1489 in Western Australia. The Wesley College Council is the governing body of the Yiramalay/Wesley Studio School and the Property Trust of the Uniting Church in Australia is the Approved Authority for Federal Government funding

The 2016 year has seen another year of great development for the Yiramalay/Wesley Studio School. Student numbers have grown to 60 and a new kitchen/dining facility was opened.

It is exciting to hear stories of success, academic achievement and to see the personal growth and maturity in each individual student, especially the 11 students who completed Year 12. It is things like this that make me feel very proud to be a part of the Yiramalay/Wesley Studio School. Demonstrating to all that, given the right opportunities and environment, students from different backgrounds and cultures can learn from each other and aspire to be whatever they want to become.

Yiramalay continues to improve and is always on the cutting edge of providing culturally appropriate education on country. At the same time, through the unique partnership with Wesley College Melbourne, Yiramalay is able to provide students with choice in academic learning and an education that is holistic, at the highest level. The Yiramalay/Wesley Studio School Improvement Plan continues to grow and adapt to the constantly changing needs of tomorrow, so that students are best prepared for future employment opportunities and further study. During 2016, the process used has been a learning area in itself for staff and students though the response and adaptability is useful in making sure Yiramalay captures the best learning environment for all to succeed.

It is pleasing to report that the completion of the new kitchen dining area and refurbishment of the old kitchen dining into a new learning area, were completed and opened in June 2016. Senator Pat Dodson officiated at the opening. The \$1.3 million funding to complete these works was received from the Federal Government Indigenous Advancement

Scheme and managed through the Department of the Prime Minister and Cabinet, Remote Community Advancement Network, Kimberley Region Derby Office.

In addition, we were able to purchase and relocate acquired modular housing buildings from the Dalgunya Aboriginal Corporation. The purchase and installation of these buildings onsite at Yiramalay was funded through Wesley College and the Yiramalay Foundation. They provide much-needed upgraded accommodation for our staff.

The two biggest financial challenges going forward for Yiramalay are the high cost of reliable high speed IT connectedness and the cost of fuel to generate power to provide onsite electricity. Ensuring we have adequate and reliable IT is important, so we can deliver our education programs in the best possible way. ABB Australia Pty have been providing us with pro bono advice and are currently designing an alternative power generation system that best fits the needs of Yiramalay. Initial steps to address both IT and power are underway.

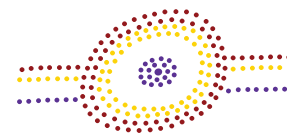
The Yiramalay Foundation has had another successful year in raising much needed funds to underpin the school scholarship program. I want to thank all those who have supported the Foundation and thank all members of our Foundation Board for another successful year.

The Yiramalay program is dedicated to two way learning, and its success continues to be strong because there are two communities, both Bunuba and Wesley continuing to work together to provide learning experiences through hands on education. For students from both the Kimberley and Melbourne, just spending time in each other's backyard provides considerable scope for learning well beyond what is offered in a structured classroom. Thank you again for another successful year to the Principal, Dr Helen Drennen, Executive Director, Ned McCord and all the staff and members of both the Bunuba and Wesley communities who have supported the Studio School throughout 2016.

**June Oscar AO**  
**Chair Yiramalay/Wesley Studio School**  
**Steering Committee**



# 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 fulfill the purposes of the Studio School in offering full-time study to students in Years 10, 11 and 12, industry learning, training opportunities and academic study towards accredited Year 12 qualifications for Aboriginal

students from the Kimberley region in Western Australia and students from Wesley College in Melbourne.

The Steering Committee is comprised of three persons with voting rights appointed by Wesley College and three persons with voting rights and their nominated alternate members appointed by the Bunuba people.

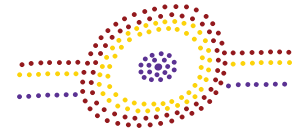
The Steering Committee meets four times per year. Steering Committee members and attendance at meetings are listed in the following table.

## Meetings

Steering Committee Members	Meetings	
	Meetings attended	Meetings eligible to attend
<b>Voting members Bunuba</b>		
June Oscar, Chair, Yiramalay/Wesley Studio School Steering Committee (from June 2016) and Bunuba elder – three meetings Kaylene Marr, nominated alternate member, Bunuba elder and traditional owner Yiramalay – three meetings	4	4
Anthony Aiken, member, Bunuba elder – three meetings Stanley Shaw, nominated alternate member and Bunuba elder – one meeting	4	4
Mary Aiken, Chair, Bunuba Inc and Bunuba elder – two meetings Kerry Aiken, nominated alternate member and Bunuba elder – two meetings	4	4
<b>Voting members Wesley College</b>		
Peter Harrison, Chair, Yiramalay/Wesley Studio School Steering Committee (until June 2016)	3	3
Dr Helen Drennen, Principal	4	4
Marianne Stillwell, President, Wesley College Council	3	3
Wendy Lasica, member, Wesley College Council	4	4
<b>Non voting members Wesley College</b>		
Ned McCord, Executive Director, Yiramalay/Wesley Studio School	4	4
Cameron Moroney, Chief Financial Officer and Business Director, Wesley College	4	4



# Profiles



**June Oscar**

June Oscar is Chief Executive Officer of Marninwarrtikura Women's Resource Centre and a proud Bunuba woman from the remote town of Fitzroy Crossing. She is a Bunuba language speaker and is considered one of the most outstanding Aboriginal leaders in the Fitzroy Valley, and across Australia. She is a strong advocate and activist for Indigenous Australian languages, social justice, women's issues, and Foetal Alcohol Spectrum Disorder. Her courage and determination to address the most complex and sensitive issues affecting the lives of Aboriginal Australians is inspirational.

In 2012 June was appointed as an Ambassador for Children and Young People by the Western Australian Commissioner for Children and Young People, Michelle Scott. June is a Chief Investigator on the Lillivan Project. In June of 2013 she was awarded an Order of Australia (AO). June was the winner of the Westpac and Financial Review 100 Women of Influence 2013 for Social Enterprise and Not for Profit Category.

In 2014 June was awarded the Menzies School of Health Research Medallion for her work with Foetal Alcohol Spectrum Disorder. In 2015 June was asked to be an Ambassador for the National Organisation for Foetal Alcohol Spectrum Disorder. In 2016 June was awarded the Desmond Tutu Fellowship from the Global Reconciliation Foundation and in February 2017, was awarded an honorary doctorate from Edith Cowen University.



**Kaylene Marr**

Kaylene Marr was born in Derby and grew up in Fitzroy Crossing and Yiramalay on Leopold Downs Station on Bunuba country and is a traditional owner of the land and alternate Bunuba representative on the Steering Committee. Mother to three children, Kaylene works at Yiramalay/Wesley Studio School as a cultural mentor and lives and works with the students in both Melbourne and Yiramalay. Her connection to the land inspires her artwork and she has been an artist since she was a small child and she is also an actor who has featured in several major movies.

Kaylene is passionate about preserving the language and culture of the Bunuba people while embracing white fella education to improve outcomes for Indigenous people.



**Anthony Aiken**

Anthony completed his Certificate IV as a Calm Ranger and is based in Fitzroy Crossing. He is currently the Manager of Geikie Gorge National Park and prior to this, Anthony worked as a tour guide for Darnngu Heritage Cruises for five years. Through his training, Anthony has a good understanding of environmental issues and Aboriginal culture. Anthony is a Director of the Bunuba Cattle Company, the Secretary of the Bunuba Aboriginal Corporation and an alternate Bunuba representative on the Steering Committee of the Yiramalay/Wesley Studio School.



**Helen Drennen**

Helen was born and raised in Melbourne and has been Principal of Wesley College since 2003. She is the first female to have been appointed to this role since the College opened in 1866.

She co-founded the Yiramalay/Wesley Studio School with Bunuba partners Joe Ross and June Oscar, and Executive Director Ned McCord.

Her career spans State, National and International education, and she has taught in both Government and Independent school sectors in Australia and internationally.

Prior to her appointment as Principal at Wesley College, Melbourne, she was Director of Academic Affairs for the International Baccalaureate Organization (IBO), and then IB Director for the Asia Pacific region.

She is currently a member of the Council of Monash University in Melbourne, and is a Trustee of the Shrine of Remembrance in Victoria.

In 2010, Helen was made a Fellow of the Australian College of Educators (FACE) and a Fellow of the Australian College of Educational Leaders (FACEL) in 2011. In 2016 she was recognised in the Australia Day Honours list as a Member (AM) in the General Division of the Order of Australia.



**Danny Marr**

Danny spent his childhood on Brooking Springs Station near Fitzroy Crossing and did most of his schooling in Fitzroy Crossing, but completed Years 11 and 12 in Perth. Danny's family are the traditional owners of Galamunda and the Leopold Downs homestead area.

Danny is a self-taught musician and a founding member of the band, Fitzroy Xpress. He is the lead singer and writes most of the songs for the band. Fitzroy Xpress won the Album of the Year award at the 2005 Deadlys – the national Indigenous awards. Fitzroy Xpress have released four albums and toured the "top end" of Australia. Danny is a director of the Bunuba Cattle Company and the current chairperson of the Bunuba Aboriginal Corporation.



**Mary Aiken**

Mary Aiken is a Bunuba woman who was born and raised in Fitzroy Crossing. Mary completed her schooling in Fitzroy Crossing and Derby and later worked for the Department of Community Services, Aboriginal Legal Commission and Aboriginal Torres Strait Islander Commission.

In 1999 Mary and her husband Bill took on the operation of Darnngu Heritage Cruises, which provides guided tours through Geikie Gorge. Mary is a board member of the Western Australian Indigenous Tourism Operators Council and also works with TRACKS and FitzCam on the sustainability and conservation of the Fitzroy River.



**Joe Ross**

Joe Ross is a member of the Bunuba people who has held a range of leadership positions, including Director of the Australian Indigenous Leadership Centre, Director of the Enterprise Career Education Foundation, and National Indigenous English Literacy and Numeracy Strategy Ambassador. He has been active in developing leadership development programs to provide skills development opportunities for young Indigenous leaders and enable them to contribute to shaping the future of their communities and Australia. Joe is the former Chair of the North Australian Land and Water Taskforce and has been prominent in facilitating the development of the National Indigenous Climate Change Project.

A graduate of the Australian Rural Leadership Program, Joe was awarded a Centenary medal for his active role in creating innovative leadership for young Indigenous leaders.



**Ned McCord**

Ned McCord is the Executive Director of the Yiramalay/Wesley Studio School. From 2003 to 2012 he was the Director/Business Coordinator of the Bunuba Cattle Company, Leopold Downs and Fairfield Station, and 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 and the Teachers Registration Board of Western Australia recently granted Ned Limited Teacher registration.



**Wendy Lasica**

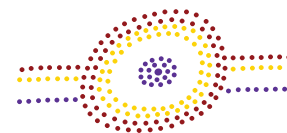
Wendy joined the Wesley College Council in mid-2011. She is an award-winning theatre producer, has been a director and board member of Next Wave Festival, chaired funding panels for Arts Victoria, been general manager for Stonnington Symphony, written a how-to book for emerging artists and managed a playwrights' award at the State Library. 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 the College and her daughter is a graduate of Wesley.



**Cameron Moroney**

Cameron Moroney joined Wesley College early in 2010 as the Business Director & Chief Financial Officer.

Cameron has held senior executive leadership positions at Chief Operating Officer, Chief Financial Officer and Chief Information Officer level across multi-site complex businesses in areas including education (RMIT University), healthcare (Epworth HealthCare), telecommunications (Ericsson) and heavy industrial (BHP Billiton). 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.



To see the pride of students, staff, and families from across Australia and our wider communities on that night, made everything worthwhile

## Celebrating Family and Community

Celebrations of family and community make learning at school come alive and 2016 was special in this regard. On 18 March, a highly successful Yiramalay Open Day at the Glen Waverley campus in Melbourne was attended by many Yiramalay community supporters and friends. Students and mentors conducted tours providing guests with an insight into what a day is like for Yiramalay students in Melbourne. A similar Open Day in the Kimberley later in April was a highlight for families who travelled from all over the Kimberley to see their children show off their school with pride.

The Wesley sesquicentenary celebration at Yiramalay and the opening of the new dining/kitchen facility was another such occasion. More than 300 people attended with official guest and speaker Senator Pat Dodson, Senator for Western Australia. ABC Kimberley Radio travelled from Broome to cover the celebrations, which were broadcast live on the ABC breakfast program that day and a number of staff and students shared their stories on air. The dining/kitchen facility was funded entirely by a grant of \$1.6m from the Indigenous Advancement Strategy Funding from the Federal Government.

The climax of the year for families and staff was the graduation of eleven Year 12 Yiramalay students at Speech Night at the Melbourne Town Hall. To see the pride of students, staff, and families from across Australia and our wider communities on that night, made everything worthwhile. In the words of Inga Pedersen, parent of Natashka Ozies (OW2016), and aunty to Henry Davey (OW2016), *I enjoyed everything about my time in Melbourne especially Speech Night when the students were on stage. It made me very proud when everyone cheered. I am glad my daughter and nephew have completed their education at the Studio School and finished Year 12. Education has changed them into more confident people. They have blossomed. It has made them see that there are many more opportunities available and that they can achieve anything they want. Finishing school has also given them a sense of achievement and opened up many pathways.*

Our extending industry and university partnerships have also been much celebrated in 2016.

Our new partnership agreement with ABB Australia, a global leader in industrial technology, was signed. The partnership will enable students to participate in work experience with ABB at their factories in and around Melbourne. In 2016, several Yiramalay students enjoyed a week at ABB Blackburn making robots. As part of our partnership with Monash University, for the first time, senior staff from the Department of Medical Imaging and Radiation Services visited Yiramalay in 2016.

## Growth and Impact

So often at school, growth is reduced to a number with less emphasis on the factors which really matter and which are much more difficult to quantify – the readiness of students and staff to learn, the involvement of families, the readiness of all to engage, and the quality, fitness and purpose of the educational programs for students and staff to succeed.

At Yiramalay, success is measured not only by the number of students who participate, or who go on to complete Year 12, but by the rates of those who successfully gain employment, re-engage in learning, or begin further education. The positive impact of Yiramalay is also seen in improvements to student health, readiness to learn, growth in confidence and in the ability to lead.

In 2016, 60 Aboriginal students were enrolled at Yiramalay. They achieved near perfect school attendance and a high retention level – with students completing all required school days, more than in any of their previous years at school.

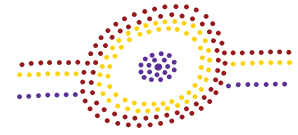
**90%**  
Attendance rate

**11**  
Aboriginal students  
completed Year 12  
in 2016 - the largest  
class to date



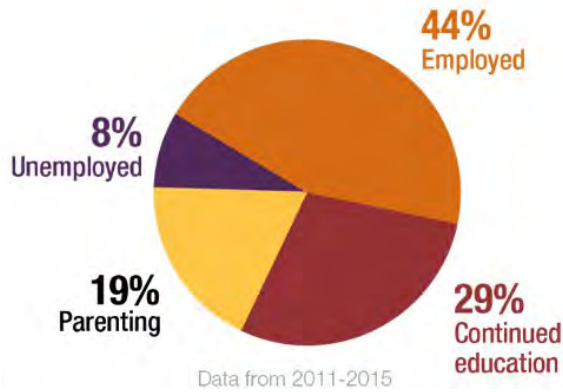






## Student Destinations

Since Yiramalay opened in 2010, nearly 75% of Yiramalay students go on to employment or continue their education after completing Years 10, 11 or 12 at Yiramalay.



## Further Positive Outcomes

At the heart of any great school is an exceptional staff, both teaching and support staff, and here Yiramalay continues to be blessed. Teachers, cultural and residential mentors, and Executive Director, Ned McCord and his leadership team including Matt Watson, Dean Thompson, Eliza Barlow, Kaylene Marr, and Felicity Pearson, all continued to develop as a team in 2016. Of crucial importance to the success of Yiramalay are the Aboriginal staff who are pivotal to the program. Their growth in confidence, skill and steadfastness in 2016 was an inspiration to us all.

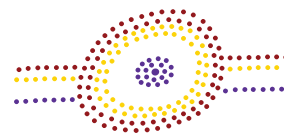
**Helen Drennen**  
Principal

Our students use their skills, knowledge and confidence in employment across a broad range of industries:

Industries of Employment	
Conservation	17%
Cattle Industry	17%
Construction	11%
Mining	11%
Education / Childcare	22%
Beauty	5%
Community Service	11%
Hospitality	5%







Yiramalay has grown quickly in numbers and now has a total of sixty Aboriginal students currently in two locations, Melbourne and Yiramalay

Yiramalay has grown quickly in numbers and now has a total of sixty Aboriginal students currently in two locations, Melbourne and Yiramalay. The Studio School in the Kimberley commences the same time as Wesley College in Melbourne, and in the second week of Term 1 the first of six Inductions for 2016, departed Melbourne to participate in the three-week Kimberley program. Kimberley and Melbourne students are well oversubscribed and there is a waiting list for both Kimberley and Melbourne students wanting to participate.

The Yiramalay Open Day at Glen Waverley in Melbourne was a huge success. It was attended by many Yiramalay friends and supporters. The tours conducted by students and mentors provided guests with an insight into what a day was like for Yiramalay students in Melbourne. During lunch, guests were provided with an opportunity to meet students and staff. They are encouraged to ask questions and make connections, so that they can appreciate the cross cultural learning that takes place on a daily basis.

The Yiramalay Open Day in the Kimberley was held in April with guest and families travelling from all over the Kimberley, including Broome, Halls Creek, Derby and Fitzroy Crossing. It was a real highlight to watch the students show off their school to guardians and family members.

On 17 June 2016, the Yiramalay/Wesley Studio School celebrated Wesley College's achievement of providing 150 years of education which, was combined with the opening of the new kitchen-dining facility. This was attended by more than three hundred guests including staff and students. Funding for the kitchen/dining facility was made possible through the Federal Government's Indigenous Advancement Fund. The day commenced with a performance by Bunuba and Bardi dancers and this was followed by speeches from Senator Pat Dodson, June Oscar and Dr Helen Drennen which emphasised reconciliation and sharing of culture. It left all attendees with the hope that there will be a better future with greater opportunities for all children.

The official cutting of the ribbon was undertaken by Wesley College Council President, Marianne Stillwell and newly-elected Chair of the Yiramalay Steering Committee, June Oscar. The celebrations continued well into the evening with live music performed by Danny Marr, lead singer from

the *Fitzroy Express* band with support from students and guests. Whilst other students performed with visiting National Institute of Circus Arts – everyone was keen to show off their recently learnt juggling tricks and gymnastics. ABC Kimberley Radio travelled from Broome to cover the celebrations and broadcasted the breakfast program from 6.30am to 9.00am from House 2, with many students and staff sharing their Yiramalay stories live on air.

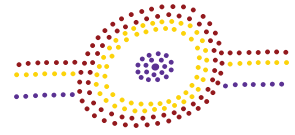
Yiramalay competed in the Kimberley Cup in Broome again this year, the largest interschool sporting event in the Kimberley. We had a total of five teams competing in basketball and football. This was only the second time Yiramalay had competed in the event and the first time Melbourne induction students had participated. The highlight this year was winning the football grand final. Yiramalay combined with the Fitzroy Crossing team to beat the One-Arm Point team. Much fun was had by all over the week-long program.

Other highlights included:

- Indigenous Hip-Hop Projects (IHHP) in Brunswick provided students with the opportunity to practice their dance moves, learn some new ones and develop their confidence before participating in the Sydney Road Dance Off Festival. The students had a lot of fun and enjoyed performing in front of a crowd
- A fantastic experience was had by all students who attended SYN Media (Student Youth Network Inc), an Australian youth-run media organisation that provides training and broadcasting opportunities to young people. The work experience also included live broadcasting and recording sessions at RMIT Studios
- Senior lecturers from Monash University's Department of Medical Imaging and Radiation Sciences provided students with the opportunity to join a program that enabled them to meet with Indigenous students who attend Monash University and to visit different faculties including Engineering, Zoology, Geology and Medical Imaging and Radiation Sciences. Staff from Monash University then visited the Kimberley to build on the program, which included three components – how to complete a systematic literature review,







strategies for entering and completing health science programs, and to teach Yiramalay students short, health science lessons

In May, Yiramalay students were fortunate to attend the play, *Sugarland*. All students were captivated by the play as it raised issues and concerns that are prominent in rural Indigenous communities in Northern Australia

- During National Reconciliation Week, Yiramalay students in Melbourne participated in assemblies at Glen Waverley and St Kilda Road. Staff and students at Yiramalay opened up the discussions on how they can better learn from each other and accept and listen to each other for who they are. This was seen by students and community members as one of the first challenges that needs to be shared and understood so reconciliation can begin
- Yiramalay again this year participated in the Troy Bycroft Cup, a local football competition for students in Years 10, 11 and 12 who attend Kimberley schools. The Cup was held in Fitzroy Crossing and the Yiramalay team, supported by boys from Induction 24, played against the Fitzroy Crossing team
- At the beginning of Term 3, students in Melbourne attended an afternoon at the Notting Hill, Factory of ABB Australia to witness the signing of a Memorandum of Understanding (MOU) with the Yiramalay/Wesley Studio School. This partnership will see our students participate in work experience with ABB at their factories in and around Melbourne. The day concluded with a short site visitation, that included learning about ABB operations and a hands on preview of the latest BMW electric car and an opportunity to operate UMI, the robot. The Australian CEO, Axel Kuhr, was on hand to sign the MOU with Simon DeBell from ABB, Dr Helen Drennen, and myself. Since signing the MOU, some of the Yiramalay boys have completed a week at ABB Blackburn making robots. In October ABB sent a team of their staff to Yiramalay to look at our electricity requirements at the Studio school and investigate ways we could become more energy efficient, using alternative power sources rather than fossil fuels. The other highlight for ABB staff was they had a great chance to work with the students and learn about Aboriginal culture while they were in the Kimberley. The learning was shared on both sides and the Yiramalay Students had a great time learning about electricity and loved making the small solar cars
- One of the highlights for Induction 23 and Yiramalay students was the visit to Biridu Community on Leopold Downs. They attended the KALACC's (Kimberley Aboriginal Law and Cultural Centre) regional meeting and had the privilege of attending a meeting where community members provided feedback to government representatives about the closure of communities. It was an eye-opening experience for both local students and induction students

- In August, we again hosted two second-year medical students from the University Of Notre Dame's Fremantle campus. This program has been running for over thirteen years and is focused on providing future doctors first-hand experience in the culture and lifestyle of the Kimberley, to help them appreciate the issues facing those who live in the outback
- The 2016 PALS project included upgrading the Yiramalay Spring walking trail. The project aims to highlight local plants and animals as well as share cultural stories and knowledge of the local area. Information was collated into a booklet for the community

Yiramalay is always on the move and has much to celebrate. One important aspect of the Yiramalay educational program is to provide opportunity for students to learn across cultures, as this forms an important part of the ongoing process of reconciliation and adds to the continued story of Yiramalay/Wesley Studio School.

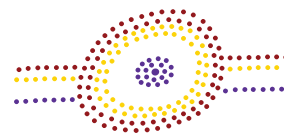
For 2016 the story started by reflecting on a year of growth and celebration, as the unique partnership of the Bunuba people and Wesley College work together to provide learning experiences through "hands on" education.

**Ned McCord**  
**Executive Director**









...designed for students interested in pathways into further vocational education and university



## Senior Years Learning Framework

In 2016, eight students graduated from the Senior Years Learning Framework (SYLF) Standard Level, whilst another three students graduated from the Advanced Level. Five of these students completed individualised programs focusing on lifeskills and pathways to further work or study.

The Advanced Level course has been designed for students interested in pathways into further vocational education and university. To complete the SYLF Advanced Level, students are required to participate in Industry Learning and a structured work placement, part-time apprenticeship, traineeship or part-time job and study English with three other senior secondary academic subjects from at least two of the following domains:

- English and Languages - English is a compulsory subject and various Languages can be studied
- Humanities and Social Sciences (History, Legal Studies)
- Mathematics, Science or Technology (Chemistry, Physics)
- Creative Arts (Drama, Music)

The Standard Level course has an emphasis on the development of literacy, numeracy and Information Communications and Technology (ICT) literacy skills as academic learning. This course has been designed for students interested in moving directly to work or further vocational education at the completion of secondary school.

In 2016, fifteen students spent the year working through the first year of this Standard Level course and two students worked through the first year of the Advanced Level course.

## Industry Learning

Industry Learning in the Senior Years Learning Framework is practical, work-related learning through TAFE, a work placement or part-time work (100 days in duration). The Industry Learning program involves a process of thinking about and researching work and career opportunities. Students 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 work place. Understanding and developing the following employability skills was the organising framework for Industry Learning:

- Communication
- Teamwork
- Problem solving
- Enterprise and initiative
- Planning and organising
- Self-management
- Learning; and
- Technology

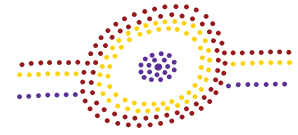
Students were involved in the following Industry Learning:

- SYN Radio broadcasting and training
- First Aid training
- ABB Australia Pty Limited – electrical engineering industry
- CERT 1 in GATE by North Regional TAFE
- Education – student support in class
- Office administration at Wesley College
- Residential Indigenous Science Experience (RISE) Melbourne University
- Cattle station work at Leopold Downs Station and Myroodah Station
- Food preparation at Wesley College, Glen Waverley, Yiramalay and at FareShare Kitchen Abbotsford
- Horticulture at Wesley College, with Wesley College Grounds Team
- Tourism through a number of Yiramalay community events
- CERES, Plant, Horticultural Crops
- Nindilingarri Cultural Health Services
- Crossing Automotive and Towing
- Baya Gawiy Children and Family Centre
- Garnduwa Indigenous sport and recreation organisation









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## Personal Development through Community Activity

In 2016 students worked on their Personal Development through Community Activity in community based projects. These projects included a wide variety of topics including Living on the land, Aboriginal Art, and Traditional hunting and food. These activities were linked to academic pursuits whilst advancing students in personal development skills, namely:

- Self confidence
- Leadership
- Teamwork
- Cultural awareness

The Personal Development through Community Activity program involves goal setting, planning, reflection, and community service. In 2016, the students moved outside the Yiramalay community and spent time with the Year 4 students at Wesley College in Melbourne. The assessment piece for this project included research, planning, showing initiative, experience and reflection on the following aspects:

- Challenges and problems involved in acting in the community
- The range of socio-cultural experiences the student has in the community
- The nature and structure of the society in which the student lives
- The way the student responds to social-cultural and interpersonal experience in the community
- The nature and forces at work in being a member of a team and in contributing to the leadership of a team
- How the responses of the student change and develop
- What the student learns about society, other people and themselves from the community involvement activity

## Academic Learning

The academic learning component in the Standard Level course is incorporated in a pre-vocational and Vocational Education and Training (VET) Certificate that provides training for employment in a range of industries and/or further study. The course is nationally accredited as a Certificate II in Work Preparation and focuses on the development of employability skills, literacy, numeracy and ICT literacy skills. This certificate has been structured in a flexible fashion so that it can be adapted to local/regional requirements and opportunities.

Students in Year 10 were offered Certificate I in GATE, community projects and travelled to Melbourne during Terms 3 and 4 to undergo transition into the Senior Years Learning Framework.

**Dean Thomson**  
**Teaching and Learning Coordinator**

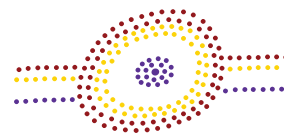
**Matt Watson**  
**Program Coordinator (Melbourne)**



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In 2016 for the second year, Yiramalay students successfully participated in the Kimberley Cup in Broome, the biggest week-long sporting event in the Kimberley. Schools from across the region attended and competed in a range of sports including, basketball, volleyball, netball, indoor soccer, touch footy, mixed netball and football. This event is proving a great backdrop to showcase the up and coming talent from schools around the Kimberley.

The Yiramalay/Wesley Studio School had five teams competing in basketball and football, with a total of 47 students and 12 staff attending the event. The increase in student numbers at this year's event did not present the logistical challenge that many thought it would, our students were amazingly supportive of each other and worked

together with staff ensuring everyone had a great time. This unique event offers students an informal opportunity to get together and play, laugh and socialise in a healthy environment with their peers, staff and the local community. For staff it is not only an occasion to share experiences and build rapport with Yiramalay students and each other, it also presents an opportunity to build relationships with local community members and network with other schools in the Kimberley.

Other highlights include seeing the student cohort and staff resplendent in uniform and of course the ultimate highlight - winning the grand final with Fitzroy Crossing against One Arm Point. A very proud moment!

## Registration and Funding

The Yiramalay/Wesley Studio School was registered by the Department of Education Services in Western Australia in 2010, for Years 11 and 12, for the period 1 January 2011 to 31 December 2012. It has subsequently been approved for two further three year periods and is currently registered to 31 December 2018.

The Yiramalay/Wesley Studio School is reliant on both State Government and Federal Government funding, along with donations and sponsorship funding from philanthropic and other organisations and individuals.

### State Funding

At the state level the Western Australian Minister for Education has been very supportive, from the outset in 2010, of this unique model of Studio School, and has supported the provision of the highest level of funding across the full year, including when the students are based in Melbourne.

### Federal Funding

A Federal Government funding agreement was signed in 2013, providing full funding for students, comprising Recurrent Grant funding, Remote Loading (due to the remote location of the Studio School) and Indigenous Supplementary Assistance. This full funding was received for 2013 and also backdated for 2012. Limited Federal Government funding was previously provided under Special Circumstances provisions of Federal legislation largely due to early difficulties registering the Studio School within the Federal system, given the uniqueness of the school extending across state borders.

The new needs-based funding model, introduced by the Federal Government in 2014, has significantly improved the amount of funding provided to the Studio School. This model includes a number of new loadings on top of the 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.

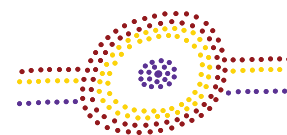
### ABSTUDY Funding

ABSTUDY funding also commenced in 2013. This is specific funding for Indigenous students, provided under provisions of the federally-funded Centrelink program. It is a complex means-tested model, requiring significant paperwork and is also a complicated process for Indigenous families, who need to apply on an individual basis. Currently, ABSTUDY funding is being received for about half of the students in the program.





# State and Commonwealth Reporting Requirements



## 2016 Overview

### Academic Programs

	Year Level	Number of Students	Graduated
Senior Years Learning Framework - Advanced Level	Year 12	1	December 2016
Senior Years Learning Framework - Standard Level	Year 12	9	December 2016
Senior Years Learning Framework - Advanced Level	Year 11	2	Ongoing
Senior Years Learning Framework - Standard Level	Year 11	16	Ongoing
Year 10/Pre-Senior Years Learning Framework	Year 10	26 (includes new students)	Ongoing

### Induction Programs

	Wesley Students	Prospective Yiramalay students	Graduated
Induction Program 20 24 February – 16 March	15	20	March 2016
Induction Program 21 27 April – 18 May	18	6	May 2016
Induction Program 22 10 June – 1 July	22	5	July 2016
Induction Program 23 20 July – 10 August	22	0	August 2016
Induction Program 24 17 August – 7 September	19	0	September 2016
Induction Program 25 9 October – 30 October	23	10	October 2016

### Key Student Outcomes

#### Achievements for 2016:

- Improved school attendance and high level retention of Aboriginal students
- Measurable improvement in student health - reduction in smoking and other drug taking, improved sleep, improved physical fitness. Focus on sporting competitions has significantly helped students to set goals and improve their health
- Demonstrated readiness to learn and to engage in two-way learning – the majority of the students acted as leaders for learning on country when Wesley College students from Melbourne participated in induction programs
- Demonstrated readiness to teach non-Aboriginal students black fella culture - there are many examples, including the willingness of students to help lead induction days at Yiramalay and to present and share their culture with the Year 4 students in Melbourne

- More opportunities taken for involvement in the wider community, including the Kimberley Cup and Wesley College interschool sport
- New opportunities for experiences in industry, including developing many connections and partnerships with business and high education facilities in Melbourne

To date the following evidence and outcomes have been documented:

#### Years 10, 11 and 12 Senior Years Learning Framework Program:

- Mob meetings - weekly student and school community gathering (Mob meeting is the Yiramalay/Wesley Studio School terminology for assemblies)
- Feedback forms distributed to students regularly
- Parent/student/staff interviews and parent's gatherings held at Yiramalay
- Staff reviews (individual and team) each term

#### Year 10 Induction Program:

- Feedback evening for each group of students and parents
- Feedback form (and interviews) for staff
- Feedback from Melbourne school staff on the impact of the induction program on their Melbourne teaching program

### Reporting

At the end of each induction program, students are awarded a Certificate of Completion, if they have attended all three weeks of the program, as well as having participated in learning sessions and the life of the community, including daily community duties. These certificates also indicate areas of strength for each student.

In accordance with government guidelines, at the end of each term all students receive a written report, which focuses on academic progress, pastoral growth and concerns, as well as recording industry experience. All reports are presented to students and parents/guardians, and are followed up with an opportunity for both students and parents/guardians to discuss the report and progress of the students with Yiramalay teaching and pastoral staff.

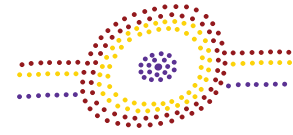
### Community Feedback

The connection between the studio school and the communities in both Melbourne and the Kimberley continues to grow. At Yiramalay, Kimberley families and community members attend the Induction Graduation, community BBQs, parent meetings, and student/parent feedback sessions, held either at the school or in local communities. During 2016, we held two open days. The first was in Term 1 in Melbourne for the Wesley community to meet students and staff over lunch and in the classroom. The second was held at Yiramalay and included parents and guardians from Roebourne, One Arm Point, Derby, Halls Creek, Wangkijunka









and many other small communities in the Fitzroy Valley. Both open days were very well attended by both communities and feedback was very positive. In June over 300 people attended the opening of the new kitchen/dining facility, which was part of Wesley College's sesquicentenary celebrations.

We were proud to have 11 students in Melbourne completing Year 12. The Glen Waverley Speech Night and Valedictory Dinner was very well attended by Kimberley families, past staff, students and Wesley peers. Speech Night included a short video introducing the Class of 2016 and the story of their time at Yiramalay, which was received with much applause and celebration. This provided many Wesley parents and students with a great opportunity to see the school and hear from the students, as it is not easy to visit Yiramalay itself.

In Melbourne, families from the Wesley community continue to generously open their homes and lives to the Yiramalay students, and the Yiramalay students have continued to explore many of the opportunities available to them as part of the wider Wesley community. Friends of Yiramalay continued to support the students throughout 2016, with the highlight being the Year 12 Formal. Friends of Yiramalay provided funding and pro bono support to the Yiramalay students, who looked sensational and had a "wow" of a time.

The level of student application and expressions of interest in the induction programs continues to grow. In 2016, six induction programs were run and were all very successful. The demand from Wesley College students continues to grow and equally as heartening and challenging are the 50 expressions of interest from the Fitzroy Valley and beyond.

## Professional Engagement

The Yiramalay/Wesley Studio School is governed and managed by Wesley College Melbourne, and as such, reflects the staff professional engagement ethos of the College. The College attracts, develops and retains excellent staff (both teaching and general staff) and promotes staff engagement through a number of different avenues including internally run programs, attendance at local activities and conferences and opportunities for interstate and international professional development.

## Staff Professional Development

Teaching staff at the Yiramalay/Wesley Studio School have either completed or are working towards their Certificate IV in Training and Assessment. Throughout this course, staff develop skills necessary to create meaningful learning environments, design learning processes and products and manage the learning process whilst acquiring the skills in assessing other people's progress through a course. This qualification is needed to become a professional trainer or assessor in a workplace or in the education and training sector.

All residential mentors are also offered training to develop their skills to enhance the work they do within the school program. Training offered includes First Aid, Mental Health First Aid, driver training, cultural awareness and support with literacy, numeracy and ICT skills. In 2016, focus has again been given to developing individual professional development plans for staff. Connections and partnerships with universities throughout Australia continue to be made, to ensure staff are provided with the most appropriate options for further education.

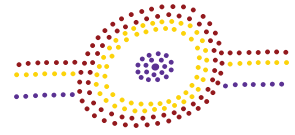
The Yiramalay/Wesley Studio School employs and provides ongoing training for many local Aboriginal people. Throughout 2016 Aboriginal people made up the majority of residential staff working in the program, and others were employed as cultural mentors, teachers' aides, administration and general staff.



Yiramalay Wesley Studio School

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# Philanthropic Support

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The dynamic and supportive relationship between Wesley College and the Fitzroy Valley community continues to drive the growth and development of the Yiramalay/Wesley Studio School. Both demonstrating resolute commitment to the vision of the Studio School and to the promotion of cross cultural learning across Australia.

## Yiramalay Foundation

The Yiramalay/Wesley Studio School is a pioneering cross-cultural education program supported by the Yiramalay Foundation. The Foundation connects funders and donors and others in the community who share the school's values and vision of bringing about positive change to the Indigenous and non-Indigenous children and families who participate in the program. 2016 has seen some of the biggest steps towards this mission yet. With generous donations from the community, the program supported 60 students, including 11 Indigenous Year 12 graduates, and 10 Indigenous mentors who participated in the program in 2016. Aside from these quantitative metrics, the funds raised through the Yiramalay Foundation have given life to deep and lasting personal experiences for both the Indigenous and non-Indigenous students, mentors, staff and community members.

Highlights of the year include the Wesley College sesquicentenary celebration and the opening of the kitchen/dining facility, which saw many Wesley College parents and friends together with many local families travelling to the Studio School. Another has been the commencement of further student accommodation to be completed in 2017. However, the most significant highlight of 2016 was Speech Night, where eleven Year 12 students graduated from the Yiramalay/Wesley Studio School.

Since 2010 almost \$3.9m has been generated from the combined efforts of the Yiramalay Foundation and the Wesley College Foundation, to support the Studio School. In 2017 the Yiramalay Foundation aims to extend this effort in order to further fund student scholarships and other projects, to support young Indigenous people, who would otherwise not have the opportunity to participate in such a program. Funding is also being sought for further building projects which are vital to the growth and development of the Studio School including sporting and cultural facilities and IT.

Yiramalay Foundation continues to work with corporations, trusts and foundations that have supported the Studio School in the past, while seeking out new ones. We are grateful to The Portland House Foundation, The Kimberley Foundation, Champion Education and Nuline Charters Pty Ltd, and the Collier Charitable Trust who have continued their loyal and generous support. In 2016, we welcomed the support of Dorothy and Bill Irwin Charitable Trust, ABB

Australia Pty Limited and Fancy Films. The Foundation would also like to acknowledge the support of the Federal Government and Western Australian government for capital works funding for additional student accommodation and the dining/kitchen facility.

We want to express our deepest thanks to the alumni, parents, and other supporters from both communities and acknowledge the generous contribution of Joanne Crosby and Carey Lyon and that of Peter Clark SC (OW1963) and Danuta Clark. Also, the significant support of the Friends of Yiramalay and its founding members Romy Moshinsky and Georgie Allen (OW1987) who facilitate opportunities for community engagement in the program. In 2016 the Foundation welcomed Geoff Allen (OW1960), who will assist with raising funds from the corporate sector.

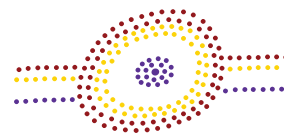
The Yiramalay Foundation is appreciative of the guidance and support from the Chair of the Yiramalay/Wesley Studio School Foundation Board, Joe Ross, and its members, Dr Helen Drennen, Ned McCord, Dr June Oscar, Joe Ross, Anthony Aiken, Peter Harrison and Cameron Moroney.



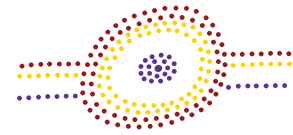




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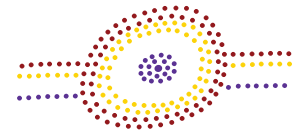


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