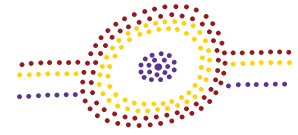


Yiramalay/Wesley Studio School

Fairfield – Leopold Road, Fitzroy Crossing, Western Australia

Annual Report 2014





Yiramalay/Wesley Studio School Annual Report 2014

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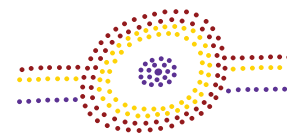
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This painting of the rainbow serpent represents our land and our animals. We call him “Ungud, the Rainbow Serpent”. In Bunuba culture, we believe Ungud lives in our waterholes. He cares for us by looking after our land and giving us bush tucker. It is important to welcome new people to Bunuba Country so Ungud can take care of them.

Kaylene Marr

Bunuba woman and traditional owner, Yiramalay





Yiramalay provides an innovative and effective two-way learning experience that integrates the value systems of both the Indigenous and non-Indigenous communities

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 the Federal Government

It is hard to believe that the Yiramalay/Wesley Studio School is on the cusp of celebrating its 5th anniversary since it began operating in August 2010. There is much to celebrate in the way the school has been embraced by all who have attended it since its beginning and are part of its unique learning approach.

2014 was another year of significant achievement for the 43 local students - 20 Year 10s, 21 Year 11s and two Year 12s – from local communities in the Kimberley and Northern Territory, who attended the school. This brings the total who have completed their Year 12 studies to nine, which is an outstanding achievement in such a short time. Special congratulations to Nicole Mills and Daisy Walker on their graduation in 2014 and best wishes for the future.

In addition, we welcomed a further 79 Year 10 students from Melbourne, and 20 local students, who participated in the induction programs offered during the year.

One of the outstanding features of this school is the way communities in both the Kimberley and Melbourne have embraced and supported what we do. This year saw the formation of the *Friends of Yiramalay* support group at the Wesley Melbourne campuses at Glen Waverley and St Kilda Road. Special thanks must go to Georgie Raik-Allen and Romy Moshinsky, who conceived the idea of supporting our school following a visit to Leopold Downs. Their enthusiasm for Yiramalay translated into two very successful and well-attended launch events at St Kilda Road and Glen Waverley. With the enthusiasm created in the launches, we look forward to creating more “friendships” in the years ahead

It is pleasing to report that the school reported a “break even” financial result, largely due to increased access to Federal and WA State Government support, together with the continued high level of donor support through the

Yiramalay Foundation. I want to take this opportunity of thanking all those who supported the school financially - your contributions, whether large or small, make a difference to what we do. I also want to thank the Foundation Chair, Joe Ross, and all the other Foundation members for their contributions over the past year.

Last year I reported that we had commenced a self study review of the schools’ performance over the first years of its operation. This review is now complete and has been independently reviewed by an external consultant. The report supports the success of the school in providing an innovative and effective two-way learning experience that integrates the value systems of both the Indigenous and non-Indigenous communities. The report also makes some recommendations as to where we can make improvements. The findings of this review together with the actions we are taking to improve what we are doing are now part of our communication strategy for the 2015 year.

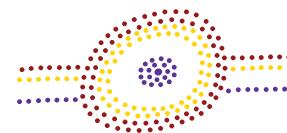
It is important to remember the continued success of the Studio School would not be achieved without the leadership and dedication of our Principal, Dr Helen Drennen, and Executive Director, Ned McCord. When this is combined with the professional team of teachers, mentors and support staff both in the Kimberley and Melbourne, we have the best chance of providing all who attend the school with the opportunity and confidence to grow and prosper as young Australians. I am sure I speak on behalf of us all in thanking Helen, Ned and the team for making 2014 a great year.

Finally I want to thank all members of the Studio School Steering Committee for making the year such a success. Your wisdom and foresight is certainly appreciated by us all.

Peter Harrison
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.

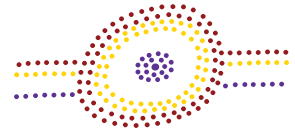
The Steering Committee is comprised of three persons with voting rights appointed by Wesley College and three persons with voting rights and their nominated alternate members appointed by the Bunuba people.

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
<i>Voting members Bunuba</i>		
June Oscar, Chair, Bunuba Cattle Company and Bunuba elder - one meeting Kaylene Marr, nominated alternate member and Bunuba elder - two meetings Joe Ross, nominated alternate member and Bunuba elder - one meeting	4	4
Danny Marr, Chair, Bunuba Aboriginal Corporation and Bunuba elder - one meeting Anthony Aiken, nominated alternate member and Bunuba elder - four meetings	4	4
Mary Aiken, Chair, Bunuba Inc and Bunuba elder - one meeting Joe Ross, nominated alternate member and Bunuba elder - three meetings Jessica Francis, Bardi/Bunuba elder - one meeting	4	4
<i>Voting members Wesley College</i>		
Peter Harrison, Chair, Yiramalay/Wesley Studio School Steering Committee.	4	4
Helen Drennen, Principal	4	4
Wendy Lasica, Member, Wesley College Council	4	4
<i>Non voting members Wesley College</i>		
Ned McCord, Executive Director, Yiramalay/Wesley Studio School	4	4
Cameron Moroney, Chief Financial Officer and Business Director, Wesley College	3	4

Profiles



Peter Harrison

Peter is the Chair of the Yiramalay/Wesley Studio School Steering Committee and is a former President of the Wesley College Council, having joined the College Council in 1993. He is currently the Chair of the Wesley College Foundation.

Peter's career includes a 20 year period as managing partner of accounting firm William Buck, two short-term roles as CEO of legal firms Phillips Fox and Herbert Geer and Rundle and a 10 year term with consulting engineering firm AECOM, as their CFO for operations in Australia, New Zealand, Asia and the Middle East. More recently he has been consulting to several leading legal and accounting firms in Melbourne. Peter and his two sons are former students of the College.



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 Organisation (IBO), and then IB Director for the Asia Pacific region.

She is currently a member of the Governing Board of the IBO, and 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.



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.



June Oscar

June Oscar AO is a Bunuba woman from the Central Kimberley region and has represented the Kimberley Aboriginal community on a number of advisory positions and interests to the state and federal governments.

June is a Director of Bunuba Films, Bunuba Pty Ltd and is currently the Chairperson of the Bunuba Cattle Company. She is the Chairperson of the Bunuba Prescribed Body Corporate and a Member of the Australian Institute of Aboriginal and Torres Strait Islander Studies Board and currently works as CEO of Marninwarrtikura Women's Resource Centre in Fitzroy Crossing.

Yajilarra, a documentary made about Emily Carter, Chair of the Marninwarrtikura Women's Resource Centre and June's achievements, which premiered at the United Nations Commission on the Status of Women in New York, has inspired people world-wide. June Oscar and Emily Carter accompanied the Minister for the Status of Women, Tanya Plibersek MP, to the UN summit in New York in March 2009.



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.



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.



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.



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 Dargku 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.



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.



Anthony Aiken

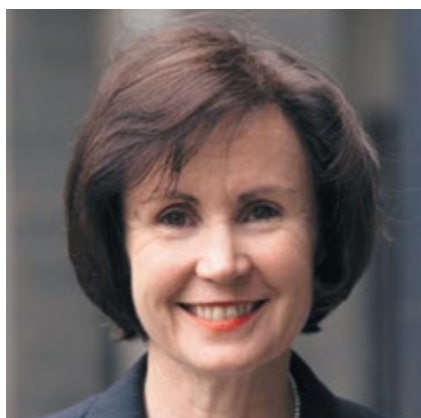
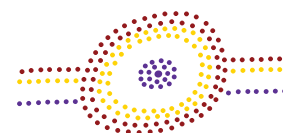
Anthony completed his Certificate IV as a Calm Ranger and is based in Fitzroy Crossing. He is currently the Manager of Geiki Gorge National Park and prior to this, Anthony worked as a tour guide for Dargku Heritage Cruises for five years. Through his training, Anthony has a good understanding of environmental 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.



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.



It is not often that people of like mind, but very different life stories, meet and find in one another the wherewithal to bring about significant change. The story of the Yiramalay/Wesley Studio School is one of those stories

Impact and change - Yiramalay Self Study Review

During 2014, the process of the self study review of the Yiramalay/Wesley Studio School was completed and the process of independent verification was also undertaken by external consultant, Mr Rees Barrett, from Western Australia.

The main objective of the self study review was to evaluate community understanding of the aspirations, nature and purpose of the Studio School, and its impact on student learning. The review gathered information for analysis relating to the key factors which affect student learning including: curriculum and educational programs, the teaching and learning environment, leadership, governance and accountability, and family and community engagement.

The review was evidence-based and inclusive of the multiple perspectives of each stakeholder group, especially the Aboriginal members of the Fitzroy Valley community.

All stakeholder groups expressed strong understanding of the vision and values of the school and a clear appreciation of the model of the Studio School and its movement between the Kimberley and Melbourne. The centrality of language and culture in its program was appreciated by many, along with the benefit of learning through experience "on country", and living and learning in residence. Optimism and commitment of staff to the vision and values of the program is strong and so, too, is support for two-way learning.

The review highlighted that there has been measurable improvement in:

- Student attendance (compared with their previous schools)
- A demonstrated readiness to learn and to engage in two-way learning
- Improvements in student health, and
- The positive impact of Yiramalay on the post-graduation destinations of Yiramalay students

Findings

Results of the review were very positive and highlighted a number of areas of success and achievement.

	Intake total	Completed Year 10 Program	% Completed Year 10 Program	Completed Year 12	Expected to complete Year 12	% Combined totals completed and predicted Year 12	Pathway to future education	% Program to future education	Employment	% Employment	Parental responsibility/ Health issues	% Parent responsibilities/ Health issues	Undetermined	% Undetermined	Total % of successful Students
2010	7	7	100	5		71	0	0	1	14	1	14	0	0	86
2011	9	5	56	3		60	0	0	1	20	1	20	0	0	80
2012	15	13	87	1	3	31	4	31	3	23	2	15	0	0	85
2013	21	16	76		13	81	3	19	0	0	0	0	0	0	100
2014	20	14	70												

Student Retention Rates (Updated March 2015)

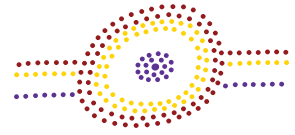
At Yiramalay, success in re-engaging students in their schooling is not measured by a simple calculation of the percentage of students who commence Year 10 and then complete Year 12. As outlined in the table above, success

at Yiramalay is defined in three broad categories: those who complete Year 10 and then continue at Yiramalay to complete Year 12, or who enrol in another school, or who are successful in gaining employment.



← YIRAMALAY / WESLEY
40 STUDIO SCHOOL





Verification process

The independent verification of the findings of the review conducted by educational consultant, Rees Barrett, highlighted some outstanding achievements within the Bunuba-Wesley College partnership. These included (from the verification report):

- The successful creation of a learning community with an integrated curriculum and pastoral care system that values Aboriginal and Western perspectives and is based on mutual respect and two-way learning
- The personal development and growth in intercultural understanding achieved by Kimberley and Melbourne students, with some experiencing transformational change
- The creation of a successful school model that has engendered a strong sense of belonging, optimism and pride in both of its partner communities

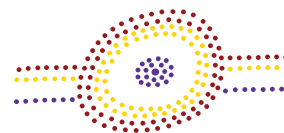
The verification process also highlighted broad areas for improvement in the school's next phase of development which will enhance its sustainability. These include:

- Reviewing strategies for managing the sensitivities arising from two-way education
- Developing procedures for providing individual student information in a way that balances cultural norms
- Systematically gathering and recording quantitative and qualitative evidence of student learning (engagement, progress and achievement) and community learning
- Continuing to develop staff structures, expertise and communication systems, and
- Documenting practice

At the heart of any great school is an exceptional staff, both teaching and support staff, and here Yiramalay continues to be blessed. Executive Director, Ned McCord, senior staff, Tanya Davies, Eliza Barlow, Kaylene Marr, Debbie Chere, Raylene Pindan, Frank Concilia and Felicity Pearson, Dawn Anderson, teachers, and cultural and residential mentors, all continued to develop as a team in 2014. 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 2014 is an inspiration to us all.

Helen Drennen
Principal





The Yiramalay staff continued to offer incredible support and guidance to all students and Kimberley local mentors play a significant role in both supporting the students and also the staff

The Yiramalay/Wesley Studio School continues to provide culturally-appropriate education *on country*. With a total of 13 successful induction programs completed since 2010, everyone has continued to learn. Teaching staff who have been involved in the three-week induction programs have said it has been a key to their development as teachers, as they have all grown in stature by facing challenges head on and learnt new teaching skills and the true meaning of *two way learning*.

The highlights for 2014 continue to be varied and many. For students in Term 1 the many weekend activities available including reconnecting with friends across the College in Melbourne, a visit from world-famous magician Cosentino, Indigenous celebrations during the St Kilda Festival, Sorry Celebration at the Myer Music Bowl, a rodeo at Whittlesea and White Night in Melbourne, to name just a few. During the week student classes have included numeracy, literacy, Information Technology, PE and Music. Students also attended TAFE classes once a week in their preferred elective. There were a variety of industry-based subjects which included hospitality, construction, veterinary nursing and automotive. During Term 1, some Yiramalay students were located in Clunes for three week periods. While there, they participated in some of the mainstream activities, such as FASTA games, music lessons and local community activities.

Yiramalay returned to the Kimberley for Terms 2 and 3. In 2014 students were collected from Roebourne, Broome, One Arm Point, Derby, Fitzroy Crossing, Halls Creek, Wankatjunka and Nhulunbuy in the Northern Territory. It was inspiring to see the returning students feeling proud to be at Yiramalay - their pride and connection to country is a strong reminder of the importance of this in our program.

During Terms 2 and 3 there was an induction program running alongside the normal program, and when combined, was the largest number of students to live at Yiramalay at one time. Another great benefit of being in the Kimberley was being able to connect with the local students' families and members of surrounding communities. The Yiramalay

staff continued to offer incredible support and guidance to all students and Kimberley local mentors play a significant role in both supporting the students and also the staff.

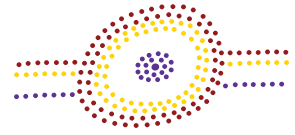
The routine of school life at Yiramalay for students was not as rushed as in Term 1 in Melbourne, and it didn't take students long to settle in to the now familiar routine of morning work projects, numeracy and literacy classes before lunch and project work after lunch. On Wednesdays students split into male and female groups, and spent time on country with Aboriginal mentors or were involved in community activities in Fitzroy Crossing, such as sport with Clontarf Academy, or helping out at Guwardi aged care facility. Saturdays were spent at the local footy in Fitzroy Crossing. A group of students from Yiramalay, including Melbourne induction students played with the Junjuwa Magpies.

The Yiramalay/Wesley Studio School continues to provide a special place of learning no matter where the location and a great opportunity for people to work with others from different cultures and languages. One lesson that the students have learnt is the importance of being accepted. For this to transpire one first must accept others for who they are and where they have come from so all have a sense of belonging. Listening to each other and respecting and appreciating the other's culture is the first step.

Other highlights

- Year 12 marked the end of their secondary schooling at Speech Night in Melbourne and celebrated the evening with family members from the Kimberley and other Yiramalay students and staff
- Yiramalay became self-funding in 2014. The new needs-based funding model, introduced by the Federal Government in 2014, again improved the amount of funding provided to the Studio School. And with the individual donors from within the Wesley community and beyond and continued support of philanthropic foundations/corporate sponsorship self-funding has been achieved





- Launch of the Yiramalay Foundation in Melbourne at St Kilda Road campus and in Perth at Parliament House. Both functions were well-attended and included Bunuba people, business people, Government, as well many Wesley Collegians, parents and staff
- *Jandamarra Sing for the Country* was performed at the Sydney Opera House on 17 and 18 July. This was presented by Paul Stanhope and Steve Hawke in collaboration with the Bunuba people, and the Sydney Symphony Orchestra conducted by David Robertson. It was a dramatic cantata for solo baritone, choirs and orchestra, Aboriginal ensemble and actors. Yiramalay was well-represented with Toron Andrews - Yiramalay student, Keith Andrews - parent and Justin Andrews - cultural mentor at Yiramalay all playing significant acting roles in the reenactment of the Jandamarra story with other Bunuba people
- Seven students from the Kimberley and four Melbourne students attended the Joint Select Committee on Constitutional Recognition of Aboriginal and Torres Strait Islander People public hearing held in Fitzroy Crossing on Wednesday 22 July. Yiramalay was invited to participate and was given an hour on the agenda. The secretariat spent an hour talking to the students prior to them taking a seat at the hearing. The Chairman Mr Ken Wyatt AM MP and Senator Rachel Siewert complimented the school and the students for their knowledge of the constitution

Inductions

In 2014, four induction programs were run at the Studio School throughout Terms 2 and 3 with 82 students from Melbourne and 21 Indigenous students from around the Kimberley, the Pilbara and the Northern Territory, coming

together to learn with, and from one another. Our partnership with the Victorian College for the Deaf was strongly represented through participation in the program of four students and two staff members from the Victorian College for the Deaf. The 16 Melbourne staff were drawn from the three city campuses and Clunes, with Yiramalay staff periodically allocated to support the induction program.

As in previous years, each induction program ran for three weeks and through the two strands of Personal Development (social and cultural learning) and Industry Learning (tourism, the arts and pastoralism), students explored the central idea of:

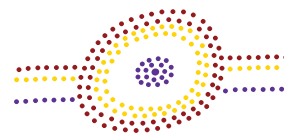
Cultural beliefs and practices are central to how people live their lives – they shape, for example, the different ways in which people express themselves and relate to others as well as how they use and manage land and other natural resources for their sustenance, economic livelihood and general wellbeing.

In 2014 there was significant attention given to further developing the connections with the induction program, and the Melbourne Year 10 classroom. Through their reflections, local students reported feeling that they had achieved something and made great friendships by living with the Melbourne students. Feedback from Melbourne students once again revealed the importance of the experience to them.

Highlights of the induction program this year included the first-ever trip to the magnificent Bell Gorge, an encounter with the helicopter mustering at Leopold Downs, working for the first time with artists from the Muludja community, and making connections with Kimberley artist Mark Norval at his gallery in Derby.

Ned McCord
Executive Director





This course structure has been developed to provide an extensive learning experience integrating personal development, industry experience and academic skills



Senior Years Learning Framework

In 2014 students spent time working through the Senior Years Learning Framework. This course structure has been developed to provide an extensive learning experience integrating personal development, industry experience and academic skills. One student completed the Senior Years Learning Framework (SYLF) Advanced Level, whilst another completed the Victorian Certificate of Education (VCE).

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 2014, eleven students spent the year working through this Standard Level course and three students worked through the Advanced Level.

Industry Learning

Industry Learning in the Senior Years Learning Framework is practical, work-related learning through TAFE, a work placement or part-time work of 10 weeks duration (each year of a two year course). 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 reflected 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:

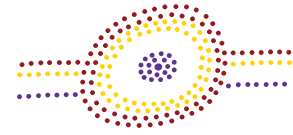
- Cattle Station work at Leopold Downs Station
- Food preparation at Wesley College, Glen Waverley and at Yiramalay
- Horticulture at Wesley College, with Rob Savedra
- Tourism, Event Management and Hospitality through a number of Yiramalay community events
- Building and Construction work experience

Personal Development through Community Activity

Throughout 2014 students participated in Personal Development through Community Activity in community-based projects. The main projects were maintaining a walking trail to Yiramalay Spring, developing a vegetable garden, and resurfacing the basketball court at Yiramalay. This activity was linked to academic pursuits whilst advancing students 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 2014, the students moved outside the Yiramalay community, and spent time at Guwardi, an aged care facility in Fitzroy Crossing in Western Australia and shared presentations on their culture 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 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. The certificate has been structured in a flexible fashion so that it can be adapted to local/regional requirements and opportunities.

Vocational Education and Training in Schools (VETiS) courses were offered to students in 2014. These included:

- Hospitality
- Business Administration
- Building and Construction
- Pastoral
- Pathology

Students in Year 10 completed a three-week Wesley College induction course, including one week on each of the following topics:

- Personal Development & Land, Language and Culture
- Personal Development & Industry Learning – Tourism and the Arts
- Personal Development & Industry Learning – Pastoralism

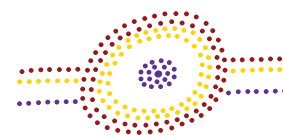
Further to this students completed community projects, a Certificate I in Business and travelled to Melbourne in Term 4 to undergo transition into the Senior Years Learning Framework and spend time at TAFE undergoing a “taster” course. In 2014 the “taster” course was completed at Kangan Institute, and students completed their White Card Certification, while also experience carpentry and Indigenous Art subjects at the institute.

Tanya Davies
Program Coordinator

Frank Concilia
Senior Years Learning Framework
Curriculum Coordinator



State and Commonwealth Reporting Requirements



2014 Overview

	Year Level	Number of Students	Graduated
Senior Years Learning Framework - Advanced Level	Year 12	1	December 2014
VCE	Year 12	1	December 2014
Senior Years Learning Framework - Advanced Level	Year 11	2	Ongoing
Year 10 Terms 2,3 & 4	Year 10	21	Ongoing
Yiramalay Induction Program 4 May to 25 May	Group 10	39	May 2014
Yiramalay Induction Program 15 June to 6 July	Group 11	20	July 2014
Yiramalay Induction Program 20 July to 10 August	Group 12	19	August 2014
Yiramalay Induction Program 17 August to 7 September	Group 13	21	September 2014

Key Student Outcomes

Achievements for 2014:

- Near perfect school attendance and high level retention. All students who started a Year 10 induction program graduated from their three-week program, and at the end of 2014, 81% of these Indigenous students remain part of the program
- Measurable improvement in student health - reduction in smoking and other drug taking, improved sleep, improved physical fitness
- Demonstrated readiness to learn and to engage in two-way learning - Indigenous students act as leaders for learning *on country*
- Demonstrated readiness to teach non-Indigenous 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.

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 parents gatherings held regularly 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.

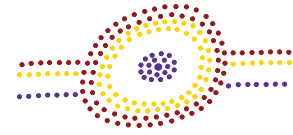
Community Feedback

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 each induction graduation, community BBQs, parents meetings, and student/parent feedback nights, held either at the school or in Fitzroy Crossing. In Melbourne, families of the Wesley community continue to generously open their homes and lives to the Yiramalay students, and 2014 saw the launch of *Friends of Yiramalay*, a parent-driven initiative aimed at supporting and engaging with Wesley parents and families who are keen to continue to support the Studio School.

In 2014 a self study review of the Yiramalay/Wesley Studio School with independent verification was completed. The key objective of the self-study review was to evaluate both community understanding of the aspirations, nature and purpose of the Yiramalay/Wesley Studio School, and the quality of its impact on student learning.

As an evaluative process, the review gathered information for analysis in relation to key factors that affect student learning including: education program, teaching and learning environment, leadership, governance and accountability, family engagement and community partnerships. A key question that informed and shaped the outcomes of the process is that of sustainability.





The review was evidence-based and inclusive of multiple perspectives of each stakeholder group, and included surveys and interviews in both locations.

The level of interest for student applications and expressions of interest in induction programs continue to grow. In 2015, six induction programs will be run to cater for the growing demand from Wesley College students (over 180 initial expressions of interest). Equally as heartening and challenging are the over 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 2014, focus has been given to developing individual professional development plans for staff. A new addition to the support being given to the Aboriginal staff, in particular, is the TEP1 program, run by Charles Darwin University. This program prepares students with initial language, literacy and numeracy skills to enable them to undertake a degree at Charles Darwin University, at a later date.

The Yiramalay/Wesley Studio School employs local people as mentors, teachers' aides and domestic staff. In 2014 Indigenous people represented 70.6% of the residential staff working in the program.

Improvements to the process of preparation and development of Induction staff have included the addition of a new 4-wheel drive training provider, more comprehensive pre-departure briefings and debriefs, and greater opportunities to connect with Induction students when in Melbourne. The professionalism and growth of the Induction staff was evident this year through their interactions and reflections:

It's a different environment up there with a diverse range of challenges that, until you've been there, are difficult to comprehend and contextualise. Rather than focus on the details of each and every "situation", I've found it more beneficial to focus on the bigger picture of what the partnership is trying to achieve, and the difference it is making to the lives of so many people in the Kimberley and here in Melbourne.

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 is currently registered for Years 10, 11 and 12 for the period 1 January 2013 to 31 December 2015.

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

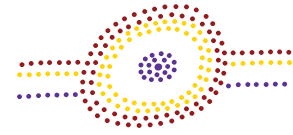
At the state level the Western Australian Minister for Education has been very supportive, from the outset in 2010, of this unique model of Studio School, and has supported the provision of the highest level of funding across the full year, including when the students are based in Melbourne.

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.





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.

Philanthropic Support

Philanthropy has been key to the establishment and growth of the Studio School and remains a fundamental piece in moving forward with continued development in order to achieve the vision of a strong and synergistic relationship between Wesley College and the Fitzroy Valley community in promoting cultural learning across Australia.

Yiramalay Foundation

The success of the Yiramalay/Wesley Studio School has been undeniable with the numbers of Indigenous students steadily increasing year to year. The program also continues to prove popular amongst Melbourne students, who have heard word from their peers of the exhilarating and irreplaceable experience of learning *on country*.

In order to fund this successful program, the Yiramalay/Wesley Studio School Foundation continues to reach out to its generous donors and sponsors, without whom this unique and powerful experience would not exist. The Foundation has welcomed many new donors in 2014 and would like to express its deep gratitude for the support received from sponsors new and old.

Highlights for the Foundation include the launch of the Yiramalay/Wesley Studio School Foundation in Melbourne in March, and in Perth at the Aboriginal People's Gallery, Parliament House, Western Australia hosted and opened by the Hon Peter Collier MLC – Minister for Education, Aboriginal Affairs and Electoral Affairs, in May.

Over the last five years more than \$1.2m has been generated by the combined efforts of the Yiramalay Foundation and the

Wesley College Foundation, to support the Studio School. In 2015 the Yiramalay Foundation aims to extend this effort in order to further fund student scholarships, so that the program is able to reach more young, Indigenous people, who would otherwise not have the means to participate in such a program. Funding is also being sought for building projects which are vital to the growth and development of the Studio School, including a central community centre (with educational kitchen/dining facility) and further student and staff accommodation at Yiramalay, as well as two dedicated houses for Indigenous students at Wesley's Glen Waverley campus.

The Yiramalay Foundation continues to work with corporations, trusts and foundations that have supported the Studio School in the past, while seeking out new ones. The Portland House Foundation, The Kimberley Foundation and Nuline Charters Pty Ltd continued their loyal and generous support and joining them in 2014, the Collier Charitable Fund. We are thankful for the ever-increasing number of alumni and parents who are also supporting this innovative program.

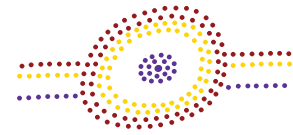
The Yiramalay Foundation is appreciative of the guidance and support from the Principal, Dr Helen Drennen, Executive Director, Ned McCord and Peter Harrison, Chair of the Yiramalay Wesley/Studio School Steering Committee and its members, as well as the Chair of the Yiramalay/Wesley Studio School Foundation Board, Joe Ross, and its members. We would also like to acknowledge the assistance of Andrew McAree and the staff of Wesley Global, Jack Moshakis and the staff of the Wesley College Foundation, and also all the staff and students of the Studio School.

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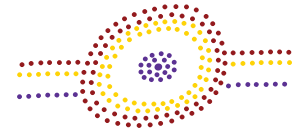
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