



Kirsty Jarrett, untitled, 2009

# Hard heads, soft hearts and capable hands





## Give me your eyes

### Ninnie's story

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I want you to look through my eyes and see and experience my life journey.

I want you to imagine, to picture a place where you have found happiness, success, love and family.

Coming to this school in my eyes was happiness and success: meeting new people, having caring teachers, developing the school's Aboriginal dance group.

Isn't this valuable, isn't this what we strive for?

Before Schols I could hardly read and barely spell, but being here has given me the courage to try, and I know when I try I succeed.

For the first time, I feel I can contribute and achieve something. To me this is special.

But I know there are many of our brothers and sisters, children who don't have that opportunity, where dreams come as often as rain across our sunburnt country.

First Nations people of Australia on average live 17 years less than their non-Aboriginal counterparts. They have limited access to employment, housing, health and educational opportunities. These problems have created a downward spiral which affects you, me and the prosperity of our great land.

Look through my eyes and imagine not having a father figure in your life, picture not having a father from the age of six till forever.

It's tough, all I do is cry, but now I wipe away the tears and make my daddy proud.

My family isn't the richest family but my Mum always has food on the table; that's why I'm so happy, grateful and blessed to have a loving and caring family.

It's not all about money or fame, it's about family at the end of the day; that's what I've learnt while growing up to be a young woman.

# A Message from the Prime Minister



All Australian children deserve the opportunity to get a good start in life through quality schooling and positive experiences in education.

However, too many of our Aboriginal and Torres Strait Islander students continue to struggle to achieve to their potential at school. International survey results show that in late primary and early secondary school, Indigenous students are approximately two years behind their non-Indigenous counterparts.

In March 2008, all Australian governments committed to closing the gap between Indigenous and non-Indigenous Australians, and have set targets across the core areas of health, education and employment to focus our efforts. However, governments cannot do this alone – nowhere is there a clearer need for new partnerships and policy innovation than in Indigenous policy.

It requires a plan, with responsibilities shared between local Indigenous leadership, governments, business and third sector organisations. One role for governments is to provide the basic building blocks in communities, but the corporate sector also has a very important role to play in these partnerships. One of the great missed opportunities of past Indigenous policies has been that we haven't effectively harnessed the goodwill, resources and expertise of the business community.

The Australian Indigenous Education Foundation is the product of a strong partnership with Australian business and an outstanding example where corporate Australia is helping to improve the opportunities for people in Indigenous communities.

The Australian Government will be working with AIEF to improve the educational outcomes of young Indigenous people around Australia.

One of AIEF's key strategies is to provide scholarships for up to 2,000 Indigenous secondary school students to attend boarding schools around Australia over 20 years. This initiative will provide families with the choice of sending their child to a high-performing secondary school, which will bring with it access to quality learning environments and educational opportunities that might not otherwise be available. In order to achieve these outcomes, the Government has committed \$20 million over three years and AIEF has agreed to raise at least this much again in matching funding from business and other contributors.

I urge all Australians to support the work of the Australian Indigenous Education Foundation and help achieve the agreed national policy priority to close the gap between Indigenous and non-Indigenous Australians by empowering Indigenous children through education.

**The Hon Julia Gillard, MP**  
Prime Minister for Australia

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# Messages from our Patrons



Her Excellency Professor Marie Bashir  
AC CVO, Governor of New South Wales –  
Patron-in-Chief

As Patron-in-Chief of the Australian Indigenous Education Foundation I have experienced the delight of meeting so

many young men and women whose lives, and those of their families and communities, have been changed by quality education.

I have also learnt of how they plan to 'give back' and have done so much already in real and practical terms for their non-Indigenous peers in creating a road to reconciliation.

From only one secondary school scholarship in 2008, to 43 scholarships at seven schools in 2009, AIEF completed 2010 with 136 students at 15 schools in NSW and QLD and 14 tertiary students at university in NSW. In 2011 AIEF is offering 331 scholarship places at 17 schools across Australia, with the latest expansion in WA to increase these figures further.

It is universally recognised in Australia that "a lack of a quality education is the biggest obstacle for Indigenous people seeking a job." However over 85% of Indigenous students at AIEF Partner Schools complete Year 12, which is nearly double the national Year 12 attainment rate for Indigenous school students (47%). Indigenous students and their families are seeking out places at AIEF Partner Schools in record numbers. Through the *AIEF Post-School Pathways Program*, launched in 2010, AIEF is now working with their major corporate partners to transition

these school leavers to tertiary study and to leading companies for meaningful careers.

However it is the schools and universities, their staff and the families and communities who provide the vital support to educate these young people. To them I pass on my personal gratitude. And most importantly, to the students themselves – as CEO Andrew Penfold has stated "you don't give someone an education, it's not like a blanket. People have to earn an education – they have to do the work." Congratulations to you brave and inspirational young Australians.

I would also like to recognise and acknowledge the great work of co-Patron Mr Carlo Salteri AC who passed away last year but leaves behind a legacy of generational change through his generous support.

I am delighted and encouraged by the commitment, successes and just plain 'hard work' that the hundreds of Indigenous children on scholarships display in these pages. Enjoy reading about them and I encourage you to support the important work of the Australian Indigenous Education Foundation.



Sir William Deane AC KBE – Patron

In this Annual Report, the Australian Indigenous Education Foundation celebrates a quite extraordinary year of consolidation, expansion and achievement.

A few basic facts and statistics can be mentioned. In 2010, no less than 70 Indigenous students successfully completed their secondary schooling at AIEF Partner Schools. Experience at AIEF Partner Schools over the last 10 years indicates that almost two-thirds of the Indigenous students completing Year 12 go on to university with almost all of the remainder obtaining apprenticeships or going directly into employment. In 2010, AIEF introduced its first tertiary scholarships with 14 students. On the other side of the coin, the AIEF support base has continued to strengthen and no less than \$30 million had been raised by the end of 2010 towards the initial \$40 million target.

Those basic facts and statistics, important as they are, tell only part of the story. Equally important are the more personal achievements and subjective benefits in terms of character, ambition, leadership, social relationships and adjustment, and the development and growth of mutual respect, self confidence and self-esteem of our AIEF students. Yet another aspect

of the story is the national leadership of AIEF and its Partner Schools in addressing Indigenous disadvantage in our country.

I warmly congratulate and thank all those whose vision, work or financial or other support have helped make possible AIEF's achievements in 2010. Many of them are identified by Andrew Penfold in this Report. It is probably unnecessary to add that, in their forefront, are Andrew himself and his wife, Michelle.

Finally, I note with sadness that my friend and co-Patron of AIEF, Carlo Salteri AC, has died since the 2009 Report. I would like to record my personal admiration for Carlo and my thanks for his wonderful support of AIEF right up until the time of his death.

# In Memoriam



The late Mr Carlo Salteri AC, former AIEF Patron

## It is with great sadness that we farewell the Australian Indigenous Education Foundation co-Patron, Carlo Salteri AC, who passed away last year.

Mr Carlo Salteri AC, co-founder of Transfield and founder of Tenix, two of Australia's largest private companies, passed away on 12 October 2010 after a short illness at the Mater Hospital in Sydney.

The Australian Indigenous Education Foundation pays tribute to the groundbreaking contribution Mr Salteri made to Indigenous education, by opening doors that enable hundreds of young Indigenous students to access educational opportunities in leading boarding schools across Australia.

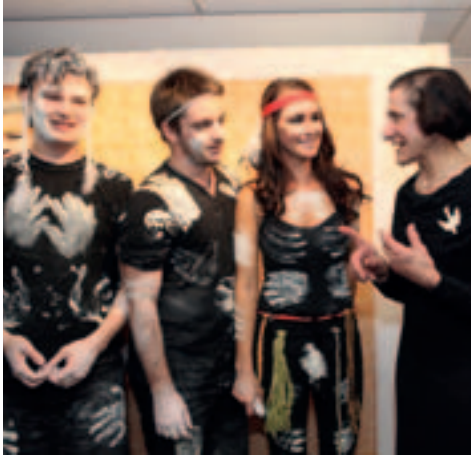
Carlo Salteri was a man of great tenacity and vision. One of the founding supporters of the St Joseph's College Indigenous Fund, Mr Salteri then generously supported AIEF in its infancy and honoured us by agreeing to be co-Patron with his friend Sir William Deane AC KBE and Professor Marie Bashir AC CVO as Patron-in-Chief.

He recognised the opportunity to take a 'one school fund' helping forty students at Joesys to a national body that could help thousands. He was personally involved – he involved his family, his business, and he had a genuine personal interest in the individual lives of the students he supported. He lunched with them, he listened to them, he

watched their progress with pride. Carlo Salteri leaves behind a legacy of generational change in what are now hundreds, and is on track to becoming thousands, of Indigenous families across Australia.

Success gave Mr Salteri the opportunity to give back to society. He continued to be an active Director of the Tenix Group of companies until his death, at the age of 89. He also established the Tenix Foundation to provide assistance for education, research and underprivileged children. When establishing the Foundation he commented, "When I came to Australia in 1951, I came to a young country with opportunity, optimism, vitality and enthusiasm for the future. Over the years our success has enabled us to assist those in our community who have not been as fortunate."

Mr Salteri, who married his first wife, Renata, in 1946 (they were separated when she died in 1991) is survived by his second wife Roslyn (nee Cameron), children Paul, Mary, Adriana and Robert and their partners, 11 grandchildren and their partners and great-grandchild Matthew.





Ray Martin AM

**She was only thirteen. Tall and bony, like an Aboriginal girl who'd stepped out of a Russell Drysdale painting. I asked her what she dreams of doing.**

**"I'd like to be a surgeon," she said with a sparkling smile. "Or else I'd like to be a hairdresser."**

Remember she's only thirteen. The important thing is she now has the chance to dream.

At a recent dinner with some AIEF scholarship students in Sydney, five young Indigenous men and women introduced themselves to me. They come from towns with a turbulent past, like Brewarrina and Bourke. They announced proudly that they're studying first year Medicine at university.

If that's not spine-tingling enough, one of the students told me she had a baby a few years ago, but then decided to go back to school. With the help of her devoted mother, she's raising the baby while becoming a doctor.

She's a strong, determined and committed young woman. She'll make a wonderful doctor. So will the 14 young Indigenous men and women studying in the Faculty of Medicine at The University of NSW who were supported

with AIEF scholarships in 2010, and that number is growing.

In a moment, I want to tell you briefly about some of the seventy or eighty AIEF scholarship students I met this year, doing the rounds from Toowoomba to Perth. Many of them are inspirational, too.

But first, as Chairman of AIEF, a few words of thanks.

Thanks especially to the 136 Indigenous students in NSW and Queensland – so far – who have made the choice of leaving family and friends to attend boarding school. They all know it's an opportunity at life. That doesn't make it any easier though – leaving home, often making impossibly-long bus journeys to schools in faraway places and adapting to the strict school routine. Not to mention the "boarding house food!" (That was the most common complaint I heard in my meetings with students, always said



with a cheeky grin. And, sometimes 'a lament' from the Torres Strait Islander kids, because they never get to eat turtle or dugong anymore!).

My sincere thanks to all of our AIEF Partner Schools and their fabulous staff, as we expand around the country. You make the dreams possible for the students. You're the ones who enable this scholarship scheme to work so well.

The Federal Government has been impeccable with its encouragement and financial support of the AIEF program – from the Prime Minister, Julia Gillard, down to her key ministers, Jenny Macklin in Indigenous Affairs, Education Minister Peter Garrett and the Minister for Indigenous Employment, Mark Arbib. We thank them sincerely.

To our magnificent Patrons – the Governor of NSW Professor Marie Bashir AC CVO and Sir William Deane AC KBE – we thank you for all you do. We hope you realise how important your presence is to the work of AIEF.

Sadly, our Co-Patron Carlo Salteri AC passed away last October, after a short illness. A man of immense vision in everything he undertook, Mr Salteri leaves a grand legacy that is already changing the lives of hundreds, maybe thousands, of Indigenous children for the better. He was much loved by all of us.

I wish to also sincerely thank, our extraordinary team of Ambassadors. I doubt that any Foundation in Australia has such an illustrious array of talent, expertise and public respect as our select group of Ambassadors.

It's a powerful, public endorsement of what we do.

Talking about Ambassadors, I should make special mention of our latest outstanding recruits, Dr. Nikki Williams and Matthew Hayden AM. Welcome aboard!

The other vital cog in the wheel of success at AIEF is our CEO Andrew Penfold and his high-powered executive team. Their formidable output – and outstanding results – truly belies the fact that there are only six of them. (All of them women, incidentally – except for Andrew.) My deepest appreciation for all that they do.

Finally, a special word of thanks to Mrs Patricia Ritchie AM and her family. The Ritchie family's extraordinary generosity means hundreds of Indigenous high school students get a first-class education that has, until now, never been available to them. Personally, I must confess I look forward to Mrs Ritchie's lively wit, and sage sense of humour, at so many of our functions.





So, let me conclude where I began my third Chairman's overview.

That's with a final word about these sometimes effervescent, often shy, almost always charming students whom I met on my travels this year.

There were some common themes.

Almost every one of them had been encouraged by their mothers, to grab the chance of an education, take the scholarship and run with it. Dads and grandmothers were strong influences in some cases, but it was almost always "Mum" who pressed them to see the opportunity and take it – an opportunity the sons and daughters knew only too well that mum had never had.

With some outstanding exceptions, many of the boy students have sporting dreams, especially the younger ones. They usually centre on the NRL or the AFL, but also include winning Olympic glory or playing pro basketball in America. Amongst the exceptions were boys who saw themselves as engineers, carpenters, marine biologists and police or army officers. Fortunately, older boys seemed to be a little more realistic and saw the need for a job or profession, in case the athletic dreams fall over.



The girl students were much more clearly focused on careers – everything from being a magistrate ("possibly a judge"), to teaching, nursing, medicine, the law and social work.

The overwhelming impression I found with all these students was a delightful, lively, bright, committed, appreciative bunch of young men and women. 'Charming' was the word I kept thinking summed them up best.

Many students volunteered to me, that just being at these wonderful boarding schools gave them confidence to face the discrimination, and often racism, that they still find in their day-to-day lives.

As one fourteen year old girl at St Saviour's in Toowoomba put it, so innocently yet so succinctly: "I just want to be able to show people that there's no reason not to like Aboriginal people. No reason."

I thank you for supporting the Australian Indigenous Education Foundation.

**Ray Martin AM**  
Chairman  
11 May 2011

## AIEF Board of Directors

### Ray Martin AM (Chairman)

Ray Martin's lifetime in journalism has included a decade as the ABC's North American Correspondent, before becoming the public face of the Nine Network. An original member of the Council for Aboriginal Reconciliation, he was also Chairman of the Fred Hollows Foundation, before becoming Chairman of AIEF in 2008. Ray was named as a Member of the Order of Australia on Australia Day 2010.

### Ann Sherry AO (Deputy Chair)

Ann Sherry is the Chief Executive Officer of Carnival Australia, a division of Carnival Corporation, the largest cruise ship operator in Australasia. Before this Ann was with Westpac for 12 years in a variety of roles which included Group Executive and CEO of Westpac New Zealand and CEO of the Bank of Melbourne. Prior to this Ann was First Assistant Secretary of the Office of the Status of Women in Department of Prime Minister and Cabinet. Ann also currently holds the following Directorships: Director, Wilson HTM Investment Group; Chair, Public Service Commission of Queensland; Director, Jawun – Indigenous Corporate Partnerships; Deputy Chair, Tourism and Transport Forum Australia Ltd; and Director, Australian Maritime Museum. In 2009, Ann was nominated as one of the 'Top 15 Women in Business' by Business Women's Magazine, *Pink*.

### Rob Coombe

Rob Coombe is Group Executive Westpac Retail and Business Banking with responsibility for all Westpac's retail, small-to-medium enterprises and commercial customers in Australia. Prior to this Rob was CEO of BT Financial Group. Rob has over 28 years experience in banking, finance and wealth management. Prior to joining BT, Rob accumulated ten years of experience in commercial banking, property investment and funds management. Rob is also a Director of BT Investment Management Limited,

Director of Ascalon Capital Management, a member of the Advisory Board to the UTS Faculty of Law and Director of Surfing Australia.

### Michael Lindsay

Michael Lindsay graduated with a Bachelor of Engineering Degree with First Class Honours in Mining Engineering from the University of NSW and a Master of Business Administration from the AGSM. He also holds a Graduate Diploma in Company Secretarial Practice. Michael is Group Company Secretary of Olbia and Tenix Group, Director of Olbia Pty Limited and Director of the Tenix Foundation. Michael is a Fellow of Engineers Australia, EngExec Engineers Australia and Fellow of the Institute of Chartered Secretaries.

### Warren Mundine DUniv (Hon) FAIM MAICD

A Bundjalung man, Warren Mundine is CEO of NTSCORP Ltd and Chairman of Indigenous Investment Management. Warren also holds several Chairmanships such as the Australian Indigenous Chamber of Commerce, NASIDA Ltd, the Healing Circle at Southern Cross University and he is a member of the Macquarie University Council.

### Andrew Penfold

Andrew is the CEO of AIEF. A former finance lawyer and investment banker with 20 years experience working in leading international firms in Sydney, London and Hong Kong, in 2004 he left the business world and spent five years working on a fulltime but voluntary basis for a range of non profit and charitable organisations. In 2004 he established the St Joseph's College Indigenous Fund and was a participant in the Indigenous stream of the Australia 2020 Summit in Canberra in April 2008. Andrew received a Leadership Award from the *Australian Davos Connection* in 2008, was one of the 2009 True Leaders in the annual *Australian Financial Review Boss Magazine* awards and was a finalist for Australian of the Year in 2010.



Andrew Penfold

**At AIEF we dream. With soft hearts.  
Then we plan. With hard heads.  
Then we do. With capable hands.**

Hard heads, soft hearts and capable hands – this is our mantra at AIEF and it has led to spectacular results and achievements for AIEF in 2010 about which we are very proud of.

A bit of advice an old school mate gave me was this: people who build rockets are dreamers with big imaginations, but it takes an incredible amount of planning and hard work to build a rocket. If you don't put in the hard work and planning or you don't know what you're doing, then when you launch it you will have 'ooohs', 'aahhs' and fireworks, but it will soon crash back to earth in a blaze of smoke and ashes having failed, and probably cause a lot of damage in the process. But if you get it right, you'll have created a spaceship that will orbit smoothly through space needing only a gentle guiding hand to steer it and it will be around to successfully achieve its mission for many years to come.

This is how we do it at AIEF. We are methodical and results driven and one of our most cherished 'corporate values' is that we be *work horses* not *show ponies*.

At AIEF, 2009 was a year of establishment, and 2010 has been a year of rapid growth and expansion.

The grinding hard work and energy that has been put into establishing our foundations last year, has provided a strong platform for growth and expansion in 2010.

Although there are many, many bigger mountains still to climb, we are very proud of AIEF's achievements to date.

This Annual Report is our way of letting our stakeholders know how much of a difference they have made. Rather than trying to change the whole world, this is what happens when you change one person's life at a time, and when you make it personal instead of leaving it to others.



The Australian Government, schools, teachers, families, communities, corporates, individuals and philanthropic investors supporting AIEF have changed the trajectory of the lives of 150 Indigenous young Australians in 2010. That's up from one scholarship in 2008 and 43 in 2009, with 136 Indigenous secondary school students at 15 Partner Schools in NSW and QLD and 14 university students on AIEF scholarships in 2010.

These are not numbers, they are children's lives.

In 2010, 70 Indigenous students at AIEF Partner Schools completed Year 12, with 22 of them on AIEF scholarships. Our hope is to see not 20 or 30 Indigenous students complete Year 12 each year but hundreds of them, to pursue further study and careers and a future they choose.

AIEF also crossed the \$30 million mark at the end of 2010 towards its \$40 million initial funding target – which is well ahead of our projected timeframes and very pleasing. This means that we are now able to offer places for over 300 scholarships each year on a long-term sustainable basis. There are too many people and organisations to thank individually here for this, but I want to express our very deep and sincere gratitude to the Australian Government, Mrs Patricia Ritchie AM and her family, the

Commonwealth Bank, Leighton Contractors, KPMG, the late Mr Salteri and his family and Tenix company, the AFL, the Cathy Freeman Foundation, the Australian Ireland Fund, the Estate of the Late Mrs Nancy Barnes, particularly with respect to its support of the Yarrabah community, and many, many others that have enabled our work to prosper and grow. And as we go to print in 2011 we have also added BHP Billiton and the NSW Minerals Council to this stable of blue chip corporate partners.

In 2010, AIEF also successfully established and commenced the *AIEF Post-School Pathways Program* and the *AIEF Mentor Program* which are reported in depth in Section 5. These programs and the activities within them have been tremendously beneficial for the Indigenous students involved and also enabled staff and volunteers from our corporate partners to engage more deeply in AIEF's activities. In 2011 we will continue to expand these programs.

AIEF's successful results come from extraordinary hard work and commitment from many people and organisations. I extend warm thanks to the students and staff at the schools and colleges we work with, the families and communities the students come from, our Honorary Patrons, Directors and Ambassadors, the small but



capable and hard working executive team in our office, the Commonwealth Government and the strong personal support of so many senior Ministers and Shadow Ministers, the individuals, foundations and corporate supporters that partner with us and sponsor our work, and the many the volunteers who invest their own time on top of their busy lives to assist our work.

These are the people and organisations that keep us energised to work tirelessly to continue the path of success that AIEF has enjoyed to date. They are the lifeblood and drivers of AIEF's achievements and we are extremely grateful and proud to engage in collaborative partnerships with them on this journey.

It is through the collective efforts of all these people and organisations that AIEF sits at the forefront defining best practice and achieving outcomes, whilst setting the benchmark that others seek to emulate and measure their success against, particularly around the trends in the non-profit sector towards aggregated funding models and collaborative partnerships where AIEF excels.

As has been mentioned elsewhere in this report, we were deeply saddened by the passing of our inspirational Co-Patron Mr Carlo

Salteri AC last October. His contribution to the success of AIEF today cannot be overstated, and through his example, he leaves a very tangible legacy of hundreds of lives changed for young Indigenous Australians.

Our success in 2010 has enabled us to grow our programs and reach a large number of Indigenous students quickly. But our expansion has also shone a light on the enormous demand from Indigenous children, families and communities to be presented with more options and opportunities. AIEF and its Partner Schools are inundated with enquires at a rate that far exceeds our capacity to meet that demand, resulting in much disappointment, and this is one of the few heartbreaking aspects of our work.

\$40 million was never going to be enough and the increasing demand by schools and families for more scholarship places reaffirms this each day. Whilst this presents fundraising challenges, it also inspires and motivates us to continue to grow and expand our efforts to enable schools to foster systemic, generational change in marginalised Indigenous communities through the provision of quality education.

AIEF is more determined than ever to get on with the job. Put simply, that job is to open more and more doors of opportunity at some of the leading schools and universities in the country so that Indigenous families who want it, can have access to the same educational opportunities for their children as I have for mine and that all us would want for our own children – access to a great school of their choice for a quality education.

In 2011, we will continue to grow our programs and collaborative partnerships as well as commencing our scholarship activities in WA. We look forward to sharing the results with you in our next Annual Report.

As you review this year's Annual Report I'm sure you will be inspired by the strength of the human spirit evident in these pages to continue on this journey with us.

**Andrew Penfold**  
Chief Executive Officer  
11 May 2011

### The Bill and Patricia Ritchie Foundation

**AIEF is delighted to announce that in 2010 we formalised a major funding partnership with The Bill and Patricia Ritchie Foundation. Under these AIEF-Bill and Patricia Ritchie Foundation Scholarships, both AIEF and The Bill and Patricia Ritchie Foundation have made significant funding contributions that will enable hundreds more boarding school places to be available for eligible Indigenous students at selected AIEF partner schools.**

**We extend our warm appreciation and thanks to Mrs Patricia Ritchie AM and her family for the truly inspiring leadership they have shown through this substantial investment in the future of Indigenous children.**

The Prime Minister recognises that “one of the great missed opportunities of past Indigenous policies has been that we haven’t effectively harnessed the goodwill, resources and expertise of the business community.”

Leading the way in leveraging government and corporate resources, the *AIEF Scholarship Program* is a \$40 million joint venture between the Australian business and philanthropic community and the Commonwealth Government to provide boarding school and college scholarships for Indigenous children to attend some of the leading schools and universities in the country. Students receive a world-class education that exposes them to further education and career opportunities that they would not otherwise have access to. The Australian Government has committed \$20 million to match another \$20 million to be raised by AIEF from individual, philanthropic and corporate investors to create a scholarship fund which is invested and distributed for Indigenous scholarships over a period of up to 20 years.

For many families, it is the lack of choice, not aspiration, which prevents their children from accessing an exceptional education and attaining Year 12 completion. Their geography and circumstances inhibit their ability to access high quality education alternatives. The role of AIEF is to facilitate that access.

AIEF works in partnership with leading schools by underwriting and funding an agreed number of boarding places within each of our Partner Schools on an ongoing basis so that schools have certainty of funding and can direct their energies into creating and sustaining best practice Indigenous education programs for the long term.

AIEF conducts a thorough review using a range of quantitative metrics and measurements relating to the Indigenous education program at each school such as track-record, retention and completion rates and critical mass when identifying potential Partner Schools.

AIEF also scrutinises a range of qualitative factors. Each school that AIEF partners with has a demonstrated commitment to Indigenous children and works relentlessly to give the students pride in themselves, their culture, their school and their wider community. These schools warmly embrace Indigenous culture and incorporate Indigenous celebrations into their school communities.

Importantly, each school has its own unique Indigenous education program. AIEF believes that best practice in Indigenous education does not apply a one-size fits all approach. These Partner



Schools have invested significant time, effort and energy into learning what works best for their school, their community and the various Indigenous communities with which they have established connections. Their retention and completion rates are a testament to their commitment and achievement in establishing best practice, whatever form that may take, and those rates are particularly impressive considering that AIEF scholarships are awarded based on financial need rather than academic excellence.

Similarly, AIEF recognises that, just as there is not only one way of doing things when it comes to the education of Indigenous children, not every school is the right fit for every child, Indigenous or non-Indigenous. The process for a parent in selecting the right school and the school selecting the right students requires careful consideration. For this reason, AIEF believes that best practice is for our Partner Schools to have a direct relationship with the Indigenous families and communities they work with. This model ensures that our Partner Schools develop strong and longstanding partnerships with Indigenous families and communities, they know and understand one

another, have the same aspirations and goals for the students, and this produces sustainable results.

Our Partner Schools select and enrol their own students based on the schools' expertise in assessing the strengths and challenges of each individual student, the enthusiasm and commitment of the student and their family for the educational opportunity on offer and the likelihood of each student completing Year 12. These are among the core competencies of the leading schools that AIEF partners with and they have developed expertise in these areas, collectively over hundreds of years.

These are the factors that AIEF believes are the key drivers of success. Apart from those, AIEF's principal consideration for awarding a scholarship is a test of financial need.

Many students have very limited education opportunities during early childhood which often means that they arrive at Partner Schools with literacy and numeracy levels below their classmates. The challenge that this presents only makes their achievements in completing Year 12 and moving into further education and rewarding careers all the more outstanding.



2010 was a year of exceptional growth for the *AIEF Scholarship Program* as AIEF funded our first scholarships in Queensland. The following pages of this Annual Report review the Indigenous education programs at our 2010 Partner Schools and provide an overview of their outstanding work (not ours). This report also looks at the individual stories of past and present students who have taken on the exciting challenge of boarding life at each of these Partner Schools.

In 2009, AIEF funded 43 scholarships. In 2010 AIEF funded 136 scholarships at our Partner Schools across New South Wales and Queensland, in addition to 14 tertiary student scholarships, and closed 2010 with 311 scholarship places per annum on offer at AIEF Partner Schools. With the support of our investors, AIEF's objective is to resource our Partner Schools to be able to grow and sustain their Indigenous enrolment numbers.

AIEF also recognises that the real hard work has been done by the 136 secondary students who proudly completed the 2010 school year and the schools that nurtured and educated them

throughout that journey. The pages that follow report on the work and achievements of these schools and their students to illustrate why AIEF has partnered with them and provide a glimpse of what we can collectively achieve in the future if we continue to increase the number of enrolments at schools like these.

In 2010 AIEF had partnerships with the following 15 boarding schools across New South Wales and Queensland:

- Columba Catholic College, Charters Towers
- Kincoppal-Rose Bay School
- Loreto Normanhurst
- Marist College Ashgrove
- Presbyterian Ladies' College, Sydney
- Pymble Ladies' College
- St Augustine's College, Cairns
- St Catherine's School, Waverley
- St Joseph's Nudgee College
- St Peters Lutheran College
- St Saviour's College, Toowoomba
- St Scholastica's College, Glebe

- St Vincent's College, Potts Point
- The Cathedral School, Townsville
- Townsville Grammar School.

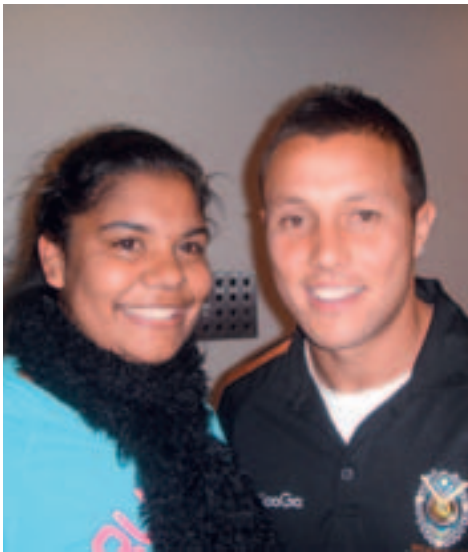
The combined statistical history over the past 10 years and the 2010 aggregate results of the Indigenous education programs at these schools are highlighted later in this report.

In addition to these Partner Schools, in 2010 AIEF established its first partnership with tertiary residential college, The Shalom College, to offer tertiary scholarships to Indigenous students studying at the University of New South Wales. The achievements of Shalom College and its students are also detailed in the pages that follow.



**Australian Government**

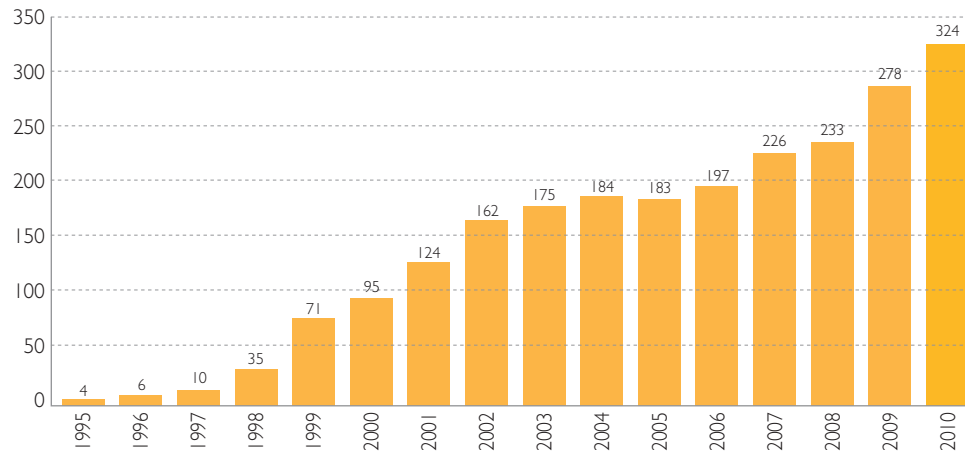
The *AIEF Scholarship Program* is supported by the Australian Government Department of Education, Employment and Workplace Relations in collaboration with the private sector.



### Indigenous Student Enrolment History 1995 – 2010

Nine of AIEF's 2010 Partner Schools have been enrolling Indigenous students for over ten years, with the remaining schools commencing their Indigenous education programs at various times throughout this period. Overall, there has been a steady and consistent increase in Indigenous enrolments at Partner Schools, with a 43% growth in Indigenous enrolments since AIEF was established in 2007.

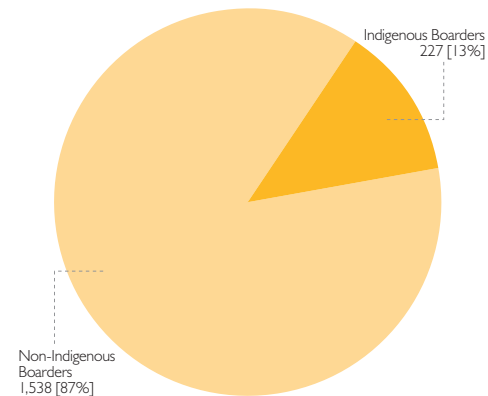
Indigenous Student Enrolment History 1995–2010



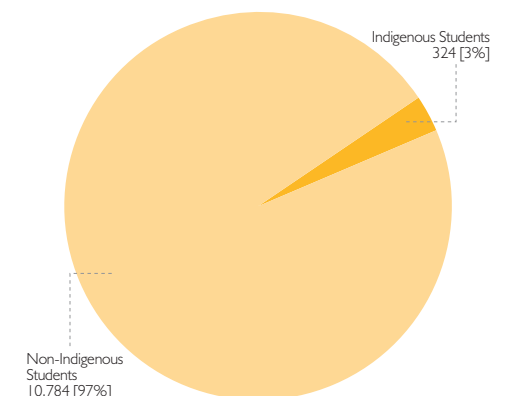
### Critical Mass

In 2010 there were a total of 227 Indigenous boarders at AIEF's Partner Schools out of a total combined boarding house population of 1765 students, equal to 13% of boarders being Indigenous students at these schools.

Critical Mass 2010  
Boarding House (Total 1,765 Boarders)



Critical Mass 2010  
Secondary Students (Total 11,108 Students)

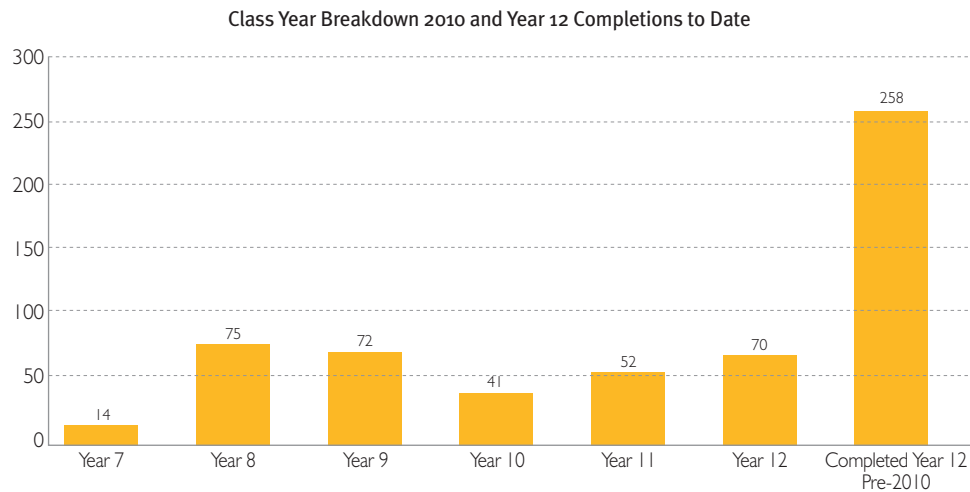


In 2010, there were 324 Indigenous secondary students attending AIEF Partner Schools (including both day and boarding students), equal to 3% of the total secondary student population at those schools. This is representative of the proportion of Indigenous Australians in the general population. AIEF Partner Schools also have a number of junior school Indigenous enrolments not included in these figures.



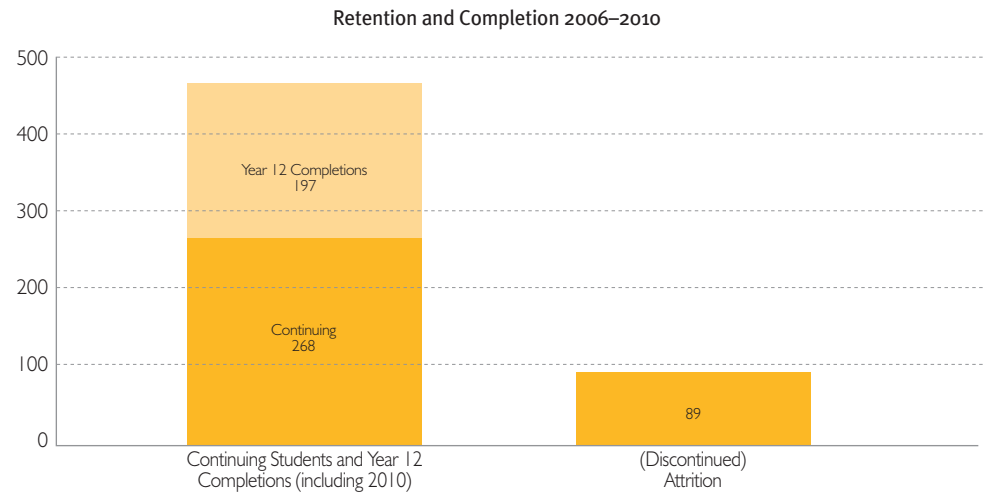
### Class Year Breakdown in 2010

The 324 Indigenous secondary students enrolled at AIEF Partner Schools in 2010 were spread throughout Years 7 to 12 in New South Wales and 8 to 12 in Queensland (secondary school commences at Year 8 in Queensland). 70 Indigenous students at these schools attained Year 12 completion in 2010, joining 258 other students who have successfully completed Year 12 at these Partner Schools since 1998.



### Retention and Completion 2006 – 2010

At AIEF our measurement looks at the rate of retention and completion over a rolling five-year period at any given point in time. In the last five years at AIEF Partner Schools, there have been 554 Indigenous students enrolled at the schools, of which 465 (84%) Indigenous students have either completed Year 12 or are still at the schools and 16% of the Indigenous students have left before completing Year 12.



Note: The retention, completion and attrition rates are not for AIEF scholarships but the collective historical rates for the overall Indigenous education programs at AIEF Partner Schools over the last five years. The retention and completion rates are used to monitor outcomes over the period. The 'attrition' rates do not imply underperformance as students may leave the school for a variety of reasons such as the migration of their family interstate, personal or family health issues, access being provided to another school that is more suited to their needs or geographically more appropriate and other personal and family circumstances.



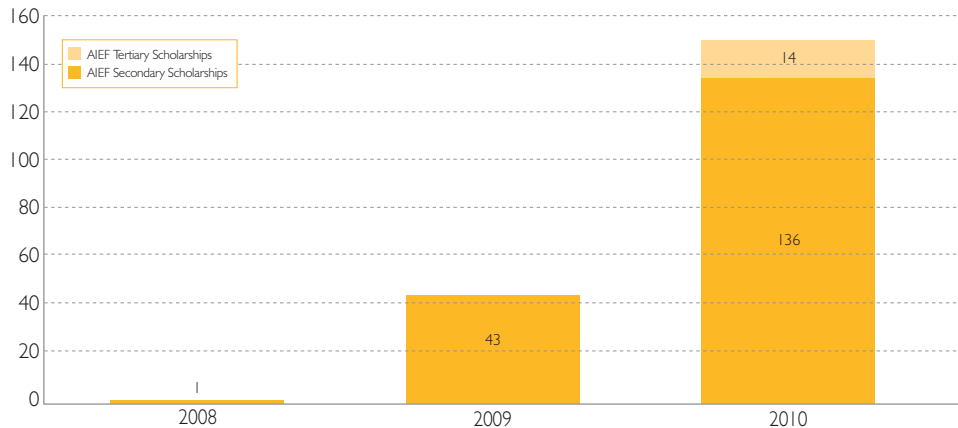
### Indigenous Communities

Since 1998, AIEF Partner Schools have established relationships with Indigenous families and communities across 170 different locations, with a considerable representation across regional and rural New South Wales and Queensland. The representation of various communities is discussed in the individual Partner School profiles in this Annual Report.

### AIEF Scholarships

In 2010 AIEF funded 136 secondary school scholarships and 14 tertiary residential scholarships. The increase in the number of scholarships funded by AIEF since funding the first scholarship in 2008 is shown in the following graph:

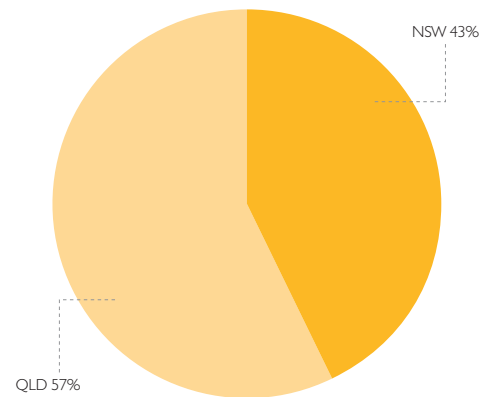
AIEF Scholarships 2008–2010



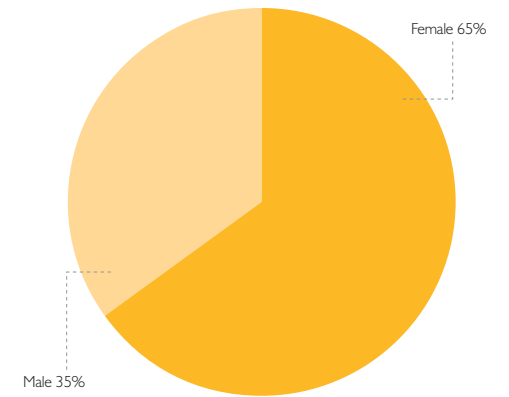
### Gender and Geography

Of the 136 secondary school scholarships funded by AIEF in 2010, 43% were at Partner Schools in New South Wales and 57% were at Partner Schools in Queensland. 89 (65%) of the secondary school scholarship recipients were female and 47 (35%) were male.

AIEF Secondary Scholarship Students by State (%) 2010



AIEF Secondary Scholarship Students by Gender (%) 2010





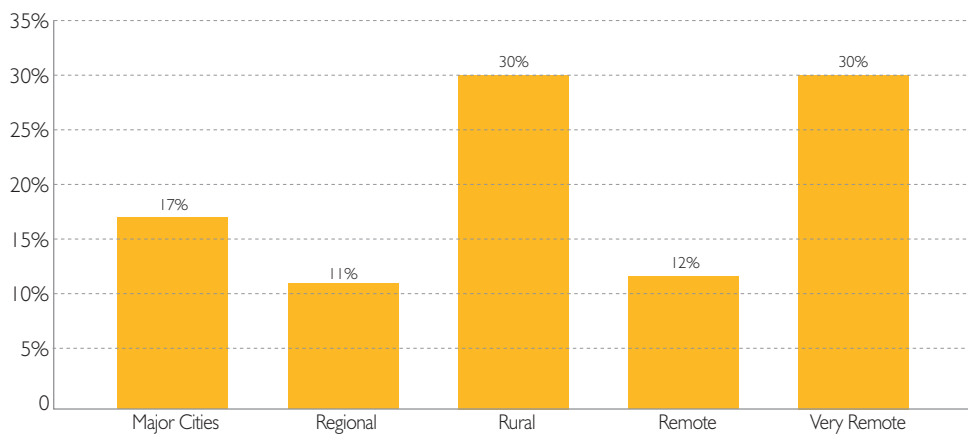


As the following graph shows, 72% of the AIEF scholarship recipients come from rural, remote and very remote communities. The remaining students come from Indigenous communities in capital cities and regional centres.

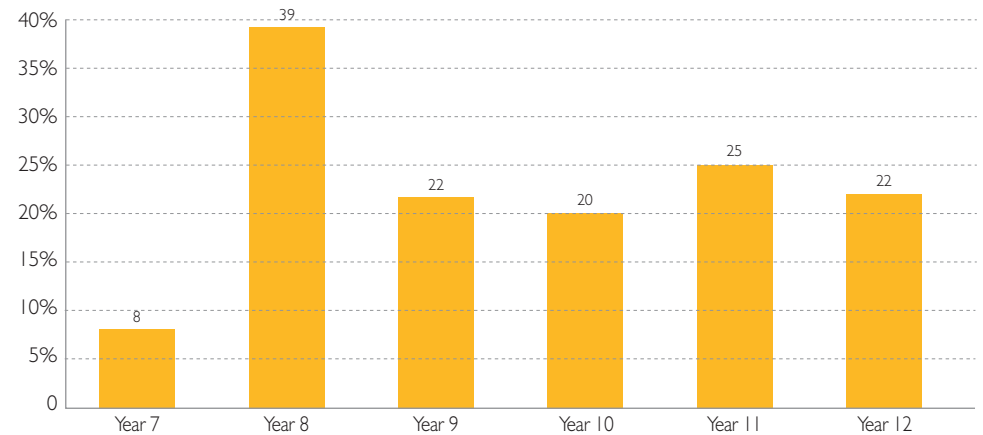
### Year Groups

AIEF scholarship students were spread throughout secondary school grades as shown below, with 24 AIEF scholarship recipients having completed Year 12 in 2009 (2) and 2010 (22).

AIEF Scholarships Students – Remoteness



AIEF Secondary Scholarships Students by Grade 2010



# Pathways Program

To complement our Scholarship Program, in 2010 AIEF implemented the *AIEF Post-School Pathways Program* – to support the transition of well educated Indigenous school leavers from leading schools through tertiary studies and into leading companies for meaningful careers.

The Pathways team works closely with AIEF Partner Schools to identify opportunities for student development. We then engage with our corporate partners, tertiary institutions, other organisations and the schools to facilitate relationships and activities that support Indigenous students to develop clear career goals and defined pathways to achieve them.

Key *AIEF Post-School Pathways Program* activities:

1. Mentor Program – an experienced, professional individual shares knowledge and offers a student guidance and support about life and career options;
2. Experience Visits – students are exposed to workplaces, universities and other educational institutions to reveal career options and clearly defined pathways;
3. One-on-One Volunteering – the skills and experience of AIEF corporate partners' staff assist students with practical tasks;
4. Workshops – students create a resume, learn interview techniques and work-place practices, and develop communication skills;
5. Work Activities – school-based traineeships, work experience, holiday jobs and other employment opportunities;
6. Networking – building networks between schools, corporates and tertiary institutions, and sharing knowledge, information and opportunities;
7. Student Profiles – gathering information about students' interests, strengths and outcomes; and
8. Student Transition Support – individual case management of students' transition from school to further study and into the workforce.



## 2010 Highlights

- AIEF piloted the *AIEF Mentor Program*. Volunteer mentors from the Commonwealth Bank of Australia (CBA) were matched with an Indigenous student at a participating Partner School. Mentors met in person with their assigned students once a month to discuss their career goals and plans. Some sessions were one on one and others were facilitated group sessions. This successful pilot will inform the expansion of the *AIEF Mentor Program* in 2011.
- AIEF coordinated the participation of 50 students from our Partner Schools in the *Learn Earn Legend! Work Experience with Government* program from 21-25 June 2010 in Canberra. These students from across Queensland and New South Wales were placed in MPs', Ministers' and Senators' offices for hands-on work experience.
- AIEF arranged for over 100 students from Sydney Partner Schools to attend Bangarra Dance Theatre's performance of *earth & sky* on 29 July 2010. The students also benefited from an interactive backstage session with Stephen Page, Artistic Director and Frances Rings, Choreographer and former Principal Dancer of Bangarra.
- The first *AIEF Work-Readiness Boot Camp* was held in September 2010 and achieved some great outcomes. Indigenous Year 12 students from participating Partner Schools came together for two-days of intensive training in job finding, resume preparation, personal presentation, interview and communication skills, workplace etiquette and other work-readiness skills.
- AIEF coordinated the first *Girls in the City: Corporate Wardrobe Challenge* for mentors and students involved in the *AIEF Mentor Program*. Students were given a sponsored voucher for \$100.00 from Westfield and 1.5 hours with their mentor to find the perfect corporate outfit for their first job interview. The students had previously received training about dressing for success, dressing on a budget and how to create an appropriate corporate wardrobe.



Indigenous student Frank Lowah on an AIEF scholarship from St Peters Lutheran College, recently graduated and has secured full-time employment in Indigenous Employment Minister Mark Arbib's office.



Attendees at the *Learn Earn Legend! Work Experience with Government* program.



A mentor from CBA with her student on the *Girls in the City: Corporate Wardrobe Challenge*.

“The first week back has been filled with a trail of stories highlighting the value both girls placed on their Canberra experience. The breadth of the experiences offered the girls a window into another aspect of life beyond their dreams. Their interaction with so many diverse groups was incredible.”

Principal from an AIEF Partner School following the *Learn Earn Legend! Work Experience with Government* program

“Thank you for finally coordinating the various events and offerings under one umbrella (i.e. AIEF). A number of us as teachers attempted to do that but we didn't have much luck maintaining the momentum given the numerous other demands on our time. AIEF seems to do it all effortlessly.”

Indigenous Liaison Officer from an AIEF Partner School

“I want to help society – it's a large part of my life as I want to give people less fortunate than me opportunities which I have had over the years.”

Indigenous student from 'Charter of Personal Values' developed at *AIEF Work-Readiness Boot Camp*

“You always need to respect yourself so that others learn to have respect for you as well.”

Indigenous student from 'Charter of personal Values' developed at *AIEF Work-Readiness Boot Camp*



**Australian Government**

The *AIEF Post-School Pathways Program* is supported by the Australian Government Department of Education, Employment and Workplace Relations in collaboration with the private sector.



## Kincoppal– Rose Bay School

Hilary Johnston-Croke, Principal



2010 has been an exciting year for Kincoppal-Rose Bay, with our first Year 12 Indigenous students 'closing the gap' and graduating. The achievement of this milestone brings hope for the future to these students, their families and their extended communities, making their dreams of tertiary education and career options a reality.

Our Year 12 graduates Zaylia and Karina commenced at KRB in Year 8 from St Mary's School, Bowraville, and have developed skills and interests in a wide range of sporting, social, cultural and academic areas.

Planning for post-school options was a priority this year, with students working closely with the Careers Advisor, Pastoral Coordinators and Director of Students and participating in experiences such as:

- UNSW Winter School program in July
- Indigenous student work experience program
- Careers in Sport days at Sydney Olympic Park
- Work experience in different professions, including primary teaching
- AIEF Mentor Program
- Learn Earn Legend! Work Experience with Government program in Canberra facilitated by AIEF

- AIEF Work-Readiness Boot Camp.

Another first was the election of an Indigenous student as Head of Boarding Student Council. Nominating for this position, Kygim wrote, "I would strive to include everyone and help others to achieve their goals."

The AIEF Mentor Program enabled senior students to develop a structured, trusting relationship with a professional adult. Volunteer employees from the Commonwealth Bank offered guidance, support and encouragement in decisions about life and careers.

Tanika, Kygim and Taylor (Year 11) also attended the Learn Earn Legend! Work Experience with Government program facilitated by AIEF in Canberra where they experienced life in a political office, spending two days with a Parliamentarian and experiencing Question Time.

Support for our Indigenous students, integral to academic success and personal well-being, is built into their school routine. Tutoring assistance is provided in the Homework Centre, school counsellors and pastoral tutors provide day to day support and a teaching staff mentor assists each student with organisation, academic and social matters and liaises with teachers, boarding houses and families.

During 2010 our Indigenous students accepted challenges and achieved significant personal goals. Tanika (Year 11) attended the Sacred Heart School in Taipei on the Sacred Heart Exchange program, living with a local family and experiencing a very different culture and education system. She was also a member of the Sport Netball/Touch Football Tour to Hawaii, where she was awarded both the 'Cor Unum Award' for behavior and positive attitude and 'Best and Fairest' for her performance on the field.

Megan, in Year 7, took up debating for the first time and won Most Improved Debater Award.

Kincoppal-Rose Bay's strong connection with the Bowraville community remains an important aspect of the school's Indigenous commitment. Several students come from this area and maintaining links with the community, as well as providing practical support for St Mary's School, Bowraville, ensures we develop opportunities for younger students. In October, students, Board members, staff and alumnae participated in a week-long sporting, cultural and health education community camp in Bowraville.

In 2011 Kincoppal-Rose Bay will have three Indigenous students in Year 12 and we look forward to following the careers of our graduates of the class of 2010, whom we hope will become role models for current and future students, realising their potential and fulfilling their own personal dreams.

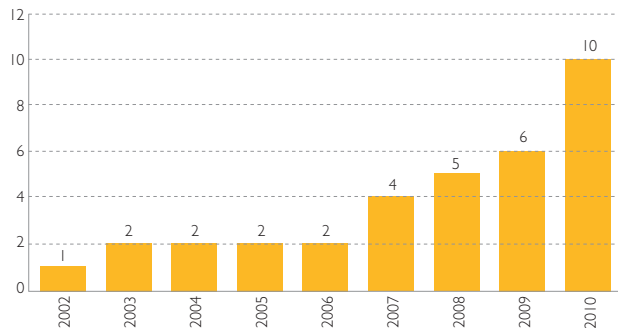


Kincoppal-Rose Bay has been enrolling Indigenous students since 2002 and over the last eight years has substantially grown its program while, at the same time, developing and building an ongoing relationship with the Bowraville community in northern New South Wales. All students in Kincoppal-Rose Bay's Indigenous education program are boarders.

**Indigenous Student Enrolment History 2002 – 2010**

Kincoppal-Rose Bay commenced their program by enrolling three students from Western Australia. The difficulties associated with location and family engagement proved challenging in the early years of the program and the learnings from these experiences informed the future direction of Kincoppal-Rose Bay's program. The school developed a relationship with the Bowraville community in northern New South Wales and in 2006 commenced enrolling Indigenous girls from Bowraville. Since 2006, the school has successfully retained all of the Indigenous boarders from Bowraville. The School has also increased its Indigenous enrolments by 150% since partnering with AIEF in 2007 and the Indigenous enrolments are continuing to grow.

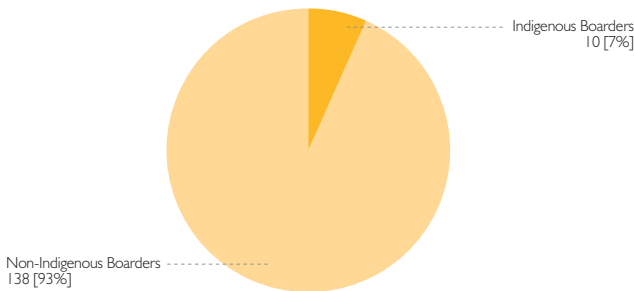
**Indigenous Student Enrolment History 2002–2010  
Kincoppal-Rose Bay School**



**Critical Mass**

In 2010 Kincoppal-Rose Bay had a total of 10 Indigenous boarders out of a total boarding house of 148 students, equal to 7% of boarders being Indigenous students. This number is expected to continue growing.

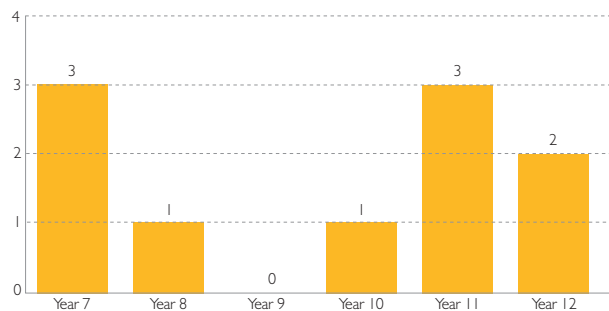
**Critical Mass Kincoppal-Rose Bay School 2010  
Boarding House (Total 148 Boarders)**



**Class Year Breakdown in 2010**

As indicated above, the Indigenous program at Kincoppal-Rose Bay has two distinct phases – the pre-2006 program with the three girls from Western Australia who left before completing Year 12; and the post-2006 program with ten Indigenous girls from the New South Wales north coast. Two of the Indigenous girls from Bowraville who commenced in Year 8 in 2006 completed Year 12 in 2010 and are the school's first Indigenous graduates.

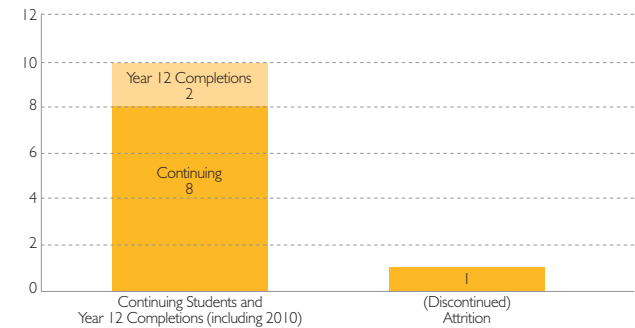
**Class Year Breakdown 2010  
Kincoppal-Rose Bay School**



**Retention and Completion 2006 – 2010**

At AIEF our measurement looks at the rate of retention and completion over a rolling five-year period at any given point in time. In the last five years there have been 11 students enrolled at Kincoppal-Rose Bay, of which 10 either completed Year 12 or are still at the school. As mentioned above, the 10 continuing students represent full retention under the new program with a focus on New South Wales communities.

**Retention and Completion 2006–2010  
Kincoppal-Rose Bay School**



Note: The retention, completion and attrition rates are not for AIEF scholarships but the collective historical rates for the overall Indigenous education programs at AIEF Partner Schools over the last five years. The retention and completion rates are used to monitor outcomes over the period. The 'attrition' rates do not imply underperformance as students may leave the school for a variety of reasons such as the migration of their family interstate, personal or family health issues, access being provided to another school that is more suited to their needs or geographically more appropriate and other personal and family circumstances.

**Indigenous Communities**

Kincoppal-Rose Bay's Indigenous community relationships are currently based in northern New South Wales. The school has developed a particularly strong and ongoing relationship with Bowraville since 2006.

Bowraville	Kalumburu
Turkey Creek	Leeton
Forster	Pearl Beach
Kempsey	Sylvannia



Barbara Watkins, Principal

## Loreto Normanhurst



**Loreto Normanhurst's connection with Indigenous Australians has been far reaching over many years with a commitment to Reconciliation and programs in place that promote social justice in Australia and overseas.**

As a Loreto school the values of freedom, justice, truth, joy and sincerity drive all that we do and these Loreto Values, as we call them, are the lens via which we view our life, our relationships and our learning.

It has long been the Loreto and the Institute of the Blessed Virgin Mary (IBVM) tradition to work with Indigenous communities in Kununurra in the Kimberley Region of Western Australia and Santa Teresa in Central Australia.

Since 2004, Loreto Normanhurst students have been part of the Loreto Normanhurst Student Growth Model (LNSGM) in which a major focus of the curriculum is an understanding of our Australian Indigenous population. The focus for Year 9 is the theme of Outreach. Each year, all Year 9 students travel to Far North Queensland for two weeks of schooling 'outdoors' where we 'walk beside and care for country'. Our students spend time at Yarrabah, at the high school and nursing homes working with the Indigenous community.

The school also works closely with Aboriginal elders Uncle Doug Stewart and Aunty Syb Bresolin, of the Dulguburra Yidinji tribe on the Atherton Tablelands bringing our footprints together with theirs. Being welcomed to Uncle Doug and Aunty Syb's country is the highlight for all of our students and over the years we have worked together they have become highly valued members of our wider Loreto Normanhurst community.

Whilst in Far North Queensland our students also connect with Djarragun College, a program that we have built together and encouraged since 2006. The student growth in understanding and connection to the Indigenous past and present story has been quite obvious over the years. Many friendships have been built from this exciting program.

In 2010 we have continued our relationship with Yarrabah with groups of students and teachers



spending some of their school vacation time working with various groups there, a program we will continue in the years to come.

With an ever growing Boarding School at Loreto Normanhurst of more than 200 country girls in 2011 we are proud to say that we have been able to welcome three Indigenous girls into our community in 2010, two sisters from the North Coast of NSW and a student from Broome. This year these three students have had a fabulous year embracing all that the school has to offer. They have settled well and been happy and have educated our community in their life and beautiful culture.

The school is excited to have embarked on an Indigenous boarding program and the work we have commenced in 2010 will continue to expand with support from our Loreto Normanhurst community and the Australian Indigenous Education Foundation.





AIEF formed a partnership with Loreto Normanhurst in 2010 to assist the school with the expansion of their program. As detailed above, Loreto Normanhurst has operated their Indigenous outreach program for all Year 9 students since 2006. In 2010 they built on the outreach program to enrol three Indigenous boarders. All students in Loreto Normanhurst's Indigenous education program are boarders.

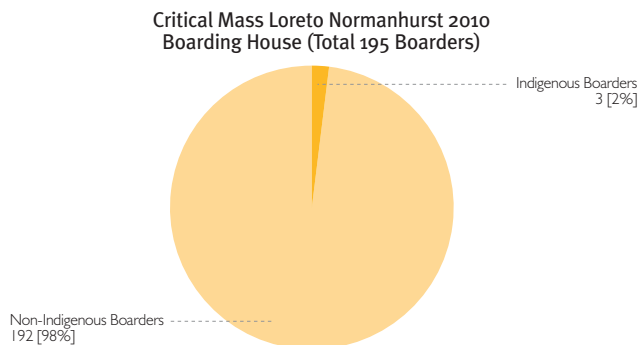
### Indigenous Student Enrolment History

Loreto Normanhurst commenced their boarding program in 2010 to run in conjunction with their broader Indigenous education initiatives. Three students were enrolled and successfully completed the school year in 2010.



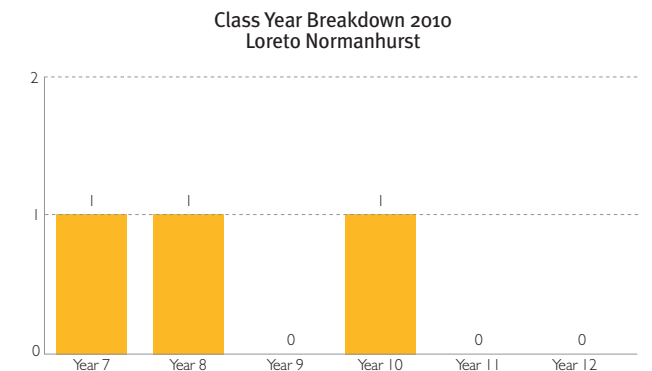
### Critical Mass

In 2010 Loreto Normanhurst had three Indigenous boarders out of a total boarding house of 195 students, equal to 1.5% of boarders being Indigenous students. This number is expected to continue growing until it reaches approximately 6% of the total boarding enrolments.



### Class Year Breakdown in 2010

The three Indigenous students at the school were spread across Year 7, Year 8 and Year 10.



### Indigenous Communities

Loreto Normanhurst has commenced the boarding component of their Indigenous education program with students from Goonellabah in Northern New South Wales and Broome in Western Australia.

Goonellabah, NSW	Broome, WA
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**“It has been great to be involved in the AIEF Mentor Program with students from Loreto – I am looking forward to learning from them and sharing this cultural learning with my colleagues at CLSA. I hope that we can continue to make meaningful contributions to their lives as well through our partnership with AIEF.”**

Corporate Partner and participant in the AIEF Mentor Program



## Marist College

### Ashgrove

Peter McLoughlin, Headmaster



Since the foundation of Marist education in France nearly two hundred years ago the fundamental mission of a Marist school such as Marist College Ashgrove is to transform the lives of youth, particularly the least favoured, the marginalised and those at risk, through education.

In providing a secure foundation for empowering disadvantaged young people, the Marist philosophy assists in developing boys of character and confidence with skills that will shape their future lives and work – and through them the lives of many others. In the 2010 Marist College Indigenous Education Program there were 30 students including 20 boarders from remote isolated areas and others from regional areas.

2010 saw the establishment of a partnership with the Australian Indigenous Education Foundation which supported nine of our 20 boarding students. Marist College was the first school in Queensland to partner with AIEF to provide educational opportunities for Indigenous students.

Highlights of the Indigenous Education Program in 2010 include:

- Ceremonies and liturgies that developed themes of celebration of cultural achievement, in which our Indigenous students were significantly involved, such as Harmony Day, NAIDOC and Founder's Day;
- Expansion of after-hours tutoring support to assist students with homework, assignments, literacy and numeracy;
- The *Learn Earn Legend! Work Experience with Government* program facilitated by AIEF for a student in Year 10 and another in Year 11;
- Sporting achievements including selection in Met North Rugby, Indigenous Under 16s QLD Representative Rugby Team, National Volleyball selection and Softball representation;
- Two Year 12 students received Champagnat Awards for Conspicuous Effort in College Life and Conspicuous Effort in Boarding at graduation;
- A Year 12 graduate received the PASS Australia Trainee of the Year Award;
- Two Year 12 students received the highest accolade of a Gold Plus Award for completing more than 60 hours community service; one Year 11 student was commended for 60 hours service; another Year 11 completed 20 hours service and a Year 11 student was chosen for an immersion experience to the Solomon Islands;
- A number of Indigenous students had the opportunity to meet then Prime Minister Kevin Rudd during a visit to the College;
- A Year 12 graduate was offered a scholarship to Bond University;
- Three students improved their English language outcomes sufficiently to be able to move from Learning Enrichment support to mainstream English; and
- A number of students were granted school-based traineeships in boiler-making, diesel mechanics and sports.

2010 has also seen the establishment of stronger ties between the College and the rural communities of St George and Murgon. The hope is that students from these communities will enjoy a more seamless transition to boarding school.

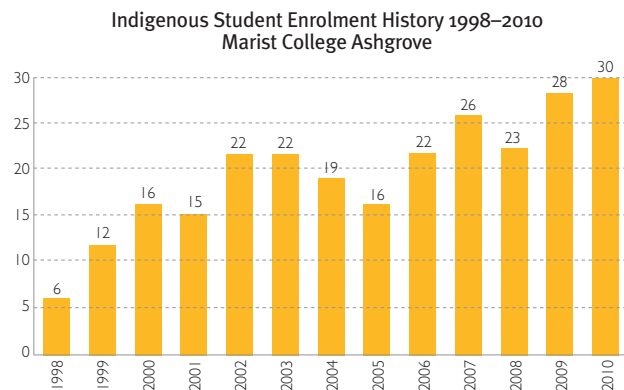
The success of the 2010 program has been largely due to the relationships forged between students, staff, families and communities. At the forefront has been the effective work of our Indigenous Support Officers, Darryl White and Bianca McDowall whose skills, insight and experience ensure the program is a success.



Marist College Ashgrove has been enrolling Indigenous students since 1998 and over the last thirteen years has substantially grown its program to expand to 30 Indigenous students in 2010. Since partnering with AIEF late in 2009 for the 2010 school year, Indigenous enrolments have grown by 10% and will continue to grow.

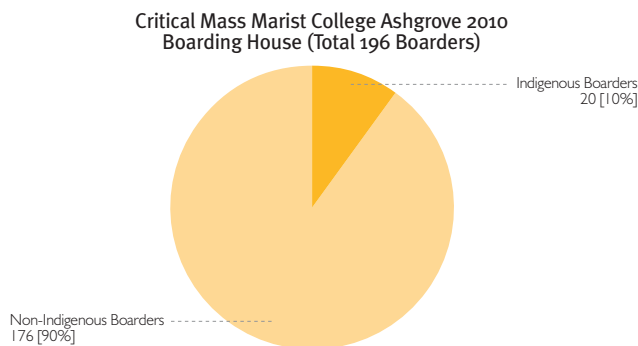
### Indigenous Student Enrolment History 1998 – 2010

Marist College Ashgrove's Indigenous student enrolments increased steadily between 1998 and 2002. Enrolments decreased after 2002 through to 2005 due to nine Indigenous students completing Year 12 during that period as the first cohort of students successfully moved through the program. From 2005 onwards, Indigenous student enrolments have generally increased each year.

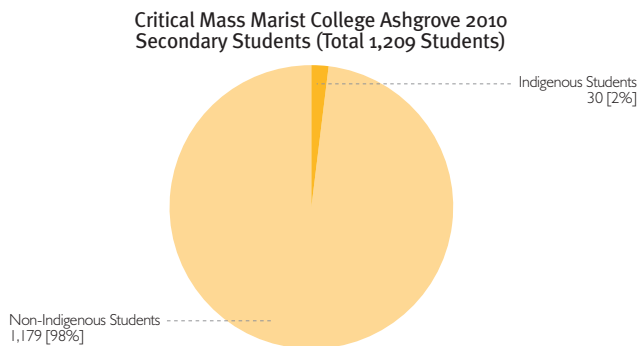


### Critical Mass

In 2010 Marist College Ashgrove had a total of 20 Indigenous boarders out of a total boarding house of 196 students, equal to 10% of boarders being Indigenous students.

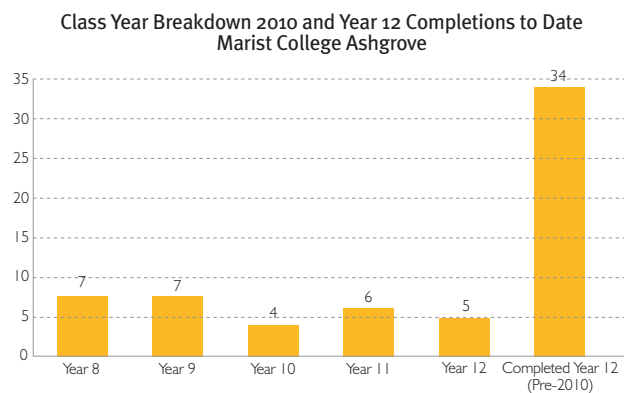


In 2010 there were 30 Indigenous secondary students attending the College in total, equal to 2.5% of the total secondary student population of 1,209.



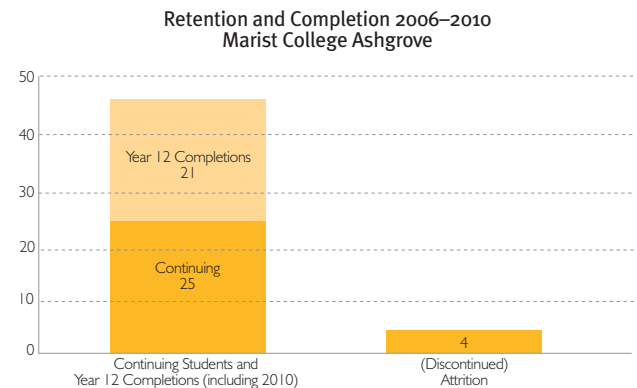
### Class Year Breakdown in 2010 and Year 12 Completions to date

Indigenous secondary students at Marist College Ashgrove are spread evenly across Year 8 to Year 12, including five students that completed Year 12 in 2010.



### Retention and Completion 2006 – 2010

At AIEF our measurement looks at the rate of retention and completion over a rolling five-year period at any given point in time. In the last five years there have been 50 students enrolled at Marist College Ashgrove, of which 25 were still at the school and 21 had completed Year 12 (including five Year 12 graduates in 2010).



Note: The retention, completion and attrition rates are not for AIEF scholarships but the collective historical rates for the overall Indigenous education programs at AIEF Partner Schools over the last five years. The retention and completion rates are used to monitor outcomes over the period. The 'attrition' rates do not imply underperformance as students may leave the school for a variety of reasons such as the migration of their family interstate, personal or family health issues, access being provided to another school that is more suited to their needs or geographically more appropriate and other personal and family circumstances.

### Indigenous Communities

Marist College Ashgrove has established community relationships with students from a wide variety of remote, rural, regional and metropolitan communities across Queensland, including Cape York and the Torres Strait Islands. The school has also welcomed students from the Northern Territory.

Brisbane	Weipa
Murgon	Bamaga
Thursday Island	Cairns
Katherine	Samford
Palm Island	St George



Dr William McKeith AM, Executive Principal

## Presbyterian Ladies' College, Sydney



In 2010, at Presbyterian Ladies' College, Sydney, students throughout the school celebrated Indigenous culture and the successes of our Indigenous students with formal ceremonies, outreach beyond the school and awards for outstanding achievement.

2010 saw the recognition by Presbyterian Ladies' College, Sydney of the Indigenous heritage of the school. This was the culmination of a process begun in 2009, which involved the recommendation to the Student Representative Council that a plaque be erected in the school recognising the traditional custodians of the land, resulting in a land dedication ceremony which formally acknowledged the original inhabitants of the land on which the college is situated. It was the students themselves who initiated this project, researched the wording for the plaque, organised the ceremony of dedication and negotiated the copyright of a poem written by Indigenous poet, Hyllus Maris:

*I am a child of the Dreamtime People  
Part of this Land, like the gnarled gum tree*

This inscription on the plaque is particularly fitting as students chose to locate it at the foot of the oldest gum tree in the school, a tree which photographic records reveal is at least 100 years old.

In 2010, our Indigenous students were active in the school community, publicising the 'Close the Gap' initiative to their fellow students by speaking at assemblies and distributing information through tutor groups. They mobilised the school to raise funds for Indigenous health and education projects and raised awareness in the school community of these fundamental needs in the wider Indigenous community.

In June, three Indigenous Presbyterian Ladies' College, Sydney students were given the opportunity to travel to Canberra with the *Learn Earn Legend! Work Experience with Government* program facilitated by AIEF, an opportunity to work alongside members of parliament and become familiar with democratic processes. The effects of this experience on these students has been profound both in their aspirations for the future and in the connections they have made with other students who worked alongside them in Canberra.

Presbyterian Ladies' College, Sydney is proud to acknowledge the achievement of Gemma Lloyd, a Year 12 2010 student, who has been awarded a full Indigenous scholarship at Bond University. Throughout her time at the College, Gemma has modelled enthusiasm, commitment and leadership to all students in the school.

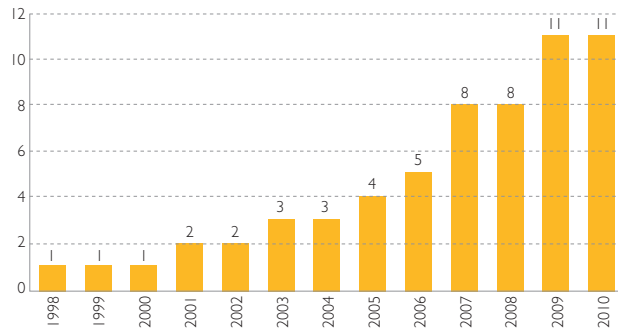
Every year Presbyterian Ladies' College, Sydney celebrates Indigenous art by hosting an Indigenous Art Exhibition at the Adelaide Perry Art Gallery. This year our Indigenous dance group opened the exhibition and students from Year 10 officially accepted custodianship of a beautiful painting donated to the school by one of the artists. The 2008 exhibition featured the work of Nelli Marks Nakamarra who has given permission for the school to use elements of her painting 'Sacred Sites and Rock holes in My Country, Ualki' throughout the school's new Research Centre where it provides a unifying thread of women's dreaming. The Centre, which will be used by students for the first time in 2011, will provide a showcase of Indigenous culture.

Presbyterian Ladies' College, Sydney has been enrolling Indigenous students from the greater Sydney area for over ten years and from 2007 has begun enrolling Indigenous students from regional and remote communities. The College enrolls both Indigenous boarders and day students.

**Indigenous Student Enrolment History 1998 – 2010**

Since 1998, Presbyterian Ladies' College has steadily grown the number of Indigenous student enrolments with consistent increases over the past six years. Since AIEF was established in 2007 the College has increased Indigenous student enrolments by 38%.

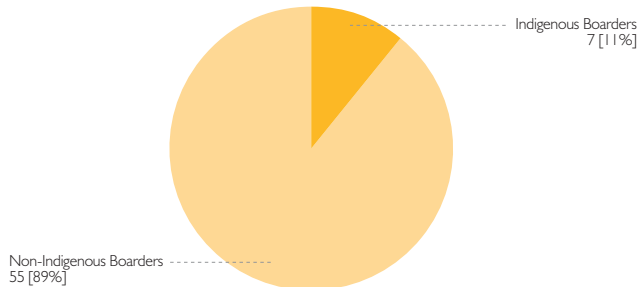
**Indigenous Student Enrolment History 1998–2010  
Presbyterian Ladies' College, Sydney**



**Critical Mass**

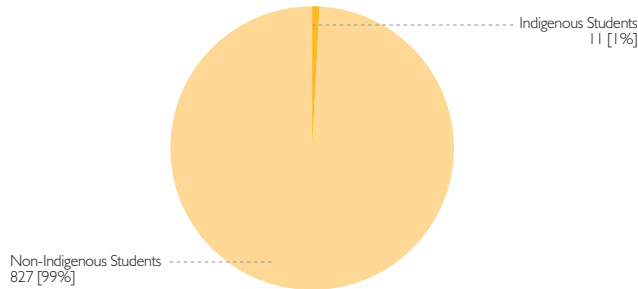
In 2010 Presbyterian Ladies' College had a total of seven Indigenous boarders out of a total boarding house of 62 students, equal to 11% of boarders being Indigenous students.

**Critical Mass Presbyterian Ladies' College, Sydney 2010  
Boarding House (Total 62 Boarders)**



In 2010 there were 11 Indigenous secondary students attending the College in total, equal to 1% of the total secondary student population of 838.

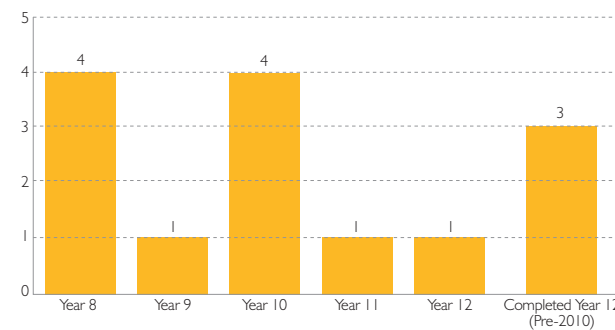
**Critical Mass Presbyterian Ladies' College, Sydney 2010  
Secondary Students (Total 838 Students)**



**Class Year Breakdown in 2010 and Year 12 Completions to Date**

The 11 Indigenous students enrolled at Presbyterian Ladies' College in 2010 were spread throughout Years 7 to 11 with two concentrated groups in Year 8 and Year 10. The Year 12 student in 2010 has been enrolled at the College since Year 5 in 2003 and completed her Higher School Certificate in 2010. Since 1998, four Indigenous students have completed Year 12 at the College.

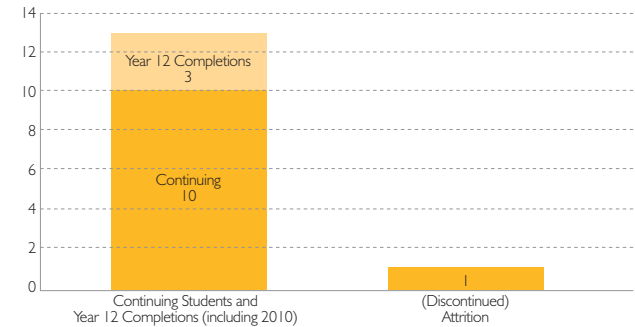
**Class Year Breakdown 2010 and Year 12 Completions to Date  
Presbyterian Ladies' College, Sydney**



**Retention and Completion 2006 – 2010**

At AIEF our measurement looks at the rate of retention and completion over a rolling five-year period at any given point in time. In the last five years at Presbyterian Ladies' College, there have been 14 students enrolled at the College, of which 93% have either completed Year 12 or are still at the College (in addition to the other one Year 12 completion before 2006).

**Retention and Completion 2006–2010  
Presbyterian Ladies' College, Sydney**



Note: The retention, completion and attrition rates are not for AIEF scholarships but the collective historical rates for the overall Indigenous education programs at AIEF Partner Schools over the last five years. The retention and completion rates are used to monitor outcomes over the period. The 'attrition' rates do not imply underperformance as students may leave the school for a variety of reasons such as the migration of their family interstate, personal or family health issues, access being provided to another school that is more suited to their needs or geographically more appropriate and other personal and family circumstances.

**Indigenous Communities**

Presbyterian Ladies' College has established relationships with Indigenous families and communities across more than seven different locations. As the College caters for Indigenous day students as well as boarders, many of the Indigenous students are from Sydney areas. The College introduced Indigenous boarders in 2007 and now has boarders from Dubbo, the Newcastle area and Melbourne.

Sydney	Emerald Beach
Otford	Essendon
Charlestown	Hamilton
Dubbo	



Vicki Waters, Principal

## Pymble Ladies' College



**Pymble Ladies' College is committed to achieving the highest ideals in the education and development of girls and young women and embraces the opportunity to offer Indigenous girls an outstanding educational experience in their secondary school years alongside their non-Indigenous peers.**

In 2010 three new students joined the College increasing our number to eight Indigenous scholars. The greatest excitement for the College was witnessing our first two students graduate with their Year 12 cohort. Our first graduates have paved a successful path of achievement in all facets of College life; they are outstanding role-models for those who follow and we will watch their progress beyond *Pymble* with great interest.

2010 has been a memorable year in the history of Indigenous education at *Pymble*. The College showcased Indigenous artworks from Far North Queensland and the Torres Strait Islands in an exhibition, *Sharing Cultures*, as the highlight of a week-long Indigenous Cultural Celebration. During the celebration students from Kindergarten to Year 12 participated in activities and authentic learning experiences linking the curriculum to Indigenous culture. The outcomes far exceeded

our expectations as we were enriched by contributions of Indigenous artist in residence, Mr Billy Missi, storyteller Boori Pryor and author Tara Wynch, and through the screening of Indigenous films and Indigenous dance workshops.

The *Sharing Cultures* Indigenous Art exhibition was a grand event, attended and enjoyed by many members of the *Pymble* community, who warmly welcomed the Patron of our Indigenous Scholarship Program, Mrs Evonne Goolagong-Cawley AO MBE, when she officially opened the exhibition. As a result of the week the College community developed an increased awareness, sensitivity and insight into the culture of Indigenous people.

Throughout the year our Indigenous Scholarship Program girls have impressed College academic and operational staff, their families and peers and have represented the College on a variety of occasions including:

- the AIEF launch of the 2009 Annual Report;
- the GenerationOne launch at the Overseas Passenger Terminal;
- the Bangarra Dance performance *of earth & sky* at the Opera House; and
- *Learn Earn Legend! Work Experience with Government* program facilitated by AIEF in Canberra.

Closer to home the girls have embraced their role as students of Pymble Ladies' College. They were outstanding hosts at the *Sharing Cultures* art exhibition and conducted the College's inaugural NAIDOC Assembly with personal accounts of life away from school.

Our Indigenous Scholarship Program girls starred in *Gathering Stories*, an Indigenous drama/dance production produced with the guidance by Indigenous artist in residence, Johanna Clancy. The girls have also been

wonderful ambassadors sharing stories with future scholars during their Orientation program.

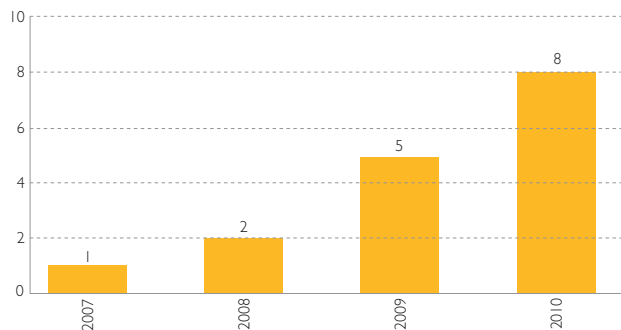
Throughout 2010 it has been delightful to witness the progress each student has made. There have been great gains in personal confidence and every scholar has sought opportunities to increase her participation in the life of College in academic, sport, music and speech and drama. In 2011, the fifth year of our Indigenous Scholarship Program, we will welcome three new students into the College to take their place amongst a very capable group of young Indigenous scholars.

Pymble Ladies' College began their Indigenous education program in 2007 with one student from Alice Springs. In 2010 this student completed her Higher School Certificate, along with another Indigenous student that enrolled in the College in Year 10 in 2008. All of the students in the Indigenous education program are boarding students.

### Indigenous Student Enrolment History 2007 – 2010

Since 2007, Pymble Ladies' College has steadily grown the number of Indigenous student enrolments from one student to eight students. Since partnering with AIEF in 2009, the College has increased Indigenous student enrolments by 63%.

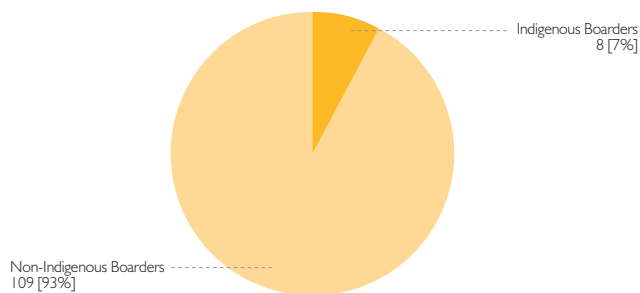
Indigenous Student Enrolment History 2007–2010  
Pymble Ladies' College



### Critical Mass

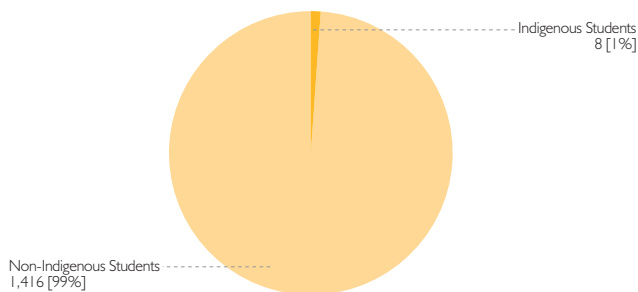
In 2010 Pymble Ladies' College had a total of eight Indigenous boarders out of a total boarding house of 117 students, equal to 7% of boarders being Indigenous students.

Critical Mass Pymble Ladies' College 2010  
Boarding House (Total 117 Boarders)



In 2010 there were eight Indigenous secondary students attending the College in total, equal to 0.6% of the total secondary student population of 1424.

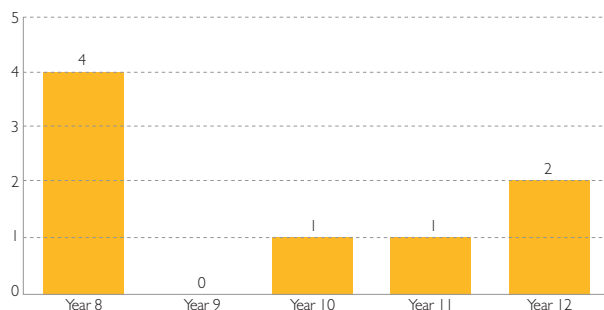
Critical Mass Pymble Ladies' College 2010  
Secondary Students (Total 1,424 Students)



### Class Year Breakdown in 2010 and Year 12 Completions to Date

The eight Indigenous students enrolled at Pymble Ladies' College in 2010 were spread throughout Years 8, 10, 11 and 12. The two Year 12 students are the first Indigenous students to complete the Higher School Certificate at the College.

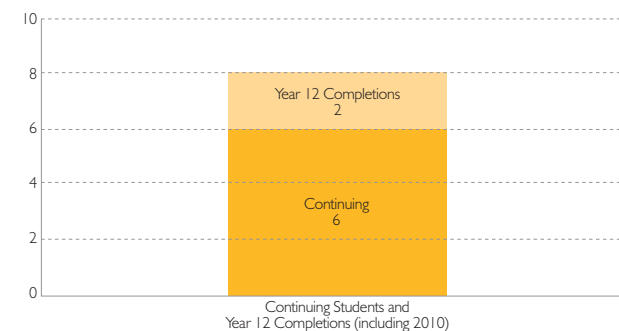
Class Year Breakdown 2010  
Pymble Ladies' College



### Retention and Completion 2007 – 2010

At AIEF our measurement looks at the rate of retention and completion over a rolling five-year period at any given point in time. Since the inception of the program in 2007, Pymble Ladies' College has maintained a 100% retention and completion rate.

Retention and Completion 2006–2010  
Pymble Ladies' College



### Indigenous Communities

Pymble Ladies' College has established relationships with Indigenous families from regional, rural and remote communities across New South Wales, Queensland and the Northern Territory including communities such as Alice Springs and Innisfail.

Moree	Bungalow
Thursday Island	Innisfail
Alice Springs	Terrigal



## St Augustine's College, Cairns

Brother Bill Sullivan, Headmaster



**After a long and proud involvement in assisting families and communities in the education of Indigenous students in Far North Queensland, 2010 saw St Augustine's College, Cairns team with the Australian Indigenous Education Foundation.**

St Augustine's is part of the Marist network of schools. Their founder, St Marcellin Champagnat, believed that the key means of education was the personal relationship between teacher and students and that Marist schools should be characterised by their family spirit. These are well evidenced at St Augustine's and have provided the basis of a successful year for the 21 Indigenous boarding students and nine Indigenous day students that were a part of the student population in 2010.

Our Year 8 boys settled in well with a program of welcome and transition into boarding for the first weeks of the year. The bonds between the groups were strengthened in the Year 8 Camp that was also held in early March. Boys in the other year levels were also involved in camps and retreats throughout the year. These camps individually challenged in different ways as well as provided opportunities for leadership and community participation.

At the other end of the secondary school experience, our Year 12 students successfully completed their studies and made preparations for post-schooling. Highlights included participation in the region's Constitutional Convention activity with Neerim Callope going on to represent at the National Convention held in Canberra. Three other students took part in the *Learn Earn Legend! Work Experience with Government* program organised by AIEF in Canberra.

Some highlights of the year include:

- In July, the visit to the College of Mrs Mary O'Shane, our previous long-serving Indigenous Liaison Officer, to provide the 'Welcome to Country' at the commissioning ceremony for our new principal, Br Bill Sullivan;
- The selection of three Year 10 students to attend a National Indigenous Students Science Program held in Adelaide in December;

- The cultural performances given by our students at the Catholic Principals' Conference held in Cairns;
- The strong representation of our Indigenous students in college activities across the range of co-curricula offerings including debating, public speaking, visual art and performance as well as sport;
- Most pleasingly, the number of Indigenous students receiving awards at the Academic Awards' Assemblies which recognise outstanding effort in studies and attendance each semester; and
- The visit by members of staff to the remote community of Pormpuraaw, home to several of our students, as well as the 'Country Dinners' held in closer communities.

Such successes are the result of the abilities and hard work of the students. It is also a reflection of the level of support that is provided to our

Indigenous students. As well as the College's commitment to providing the best possible academic and pastoral care to all students, the College offers a wider network of support and assistance:

- A Liaison and Support Officer who, along with the Tutors, Heads of Year and Heads of Residences, oversees the individual welfare and progress of our Indigenous students and is another link with parents and communities;
- The Homework System that provides weeknight tutoring for students in both small groups and with individual needs. The degree of assistance to individual students varied considerably depending on needs and abilities; and
- AIEF and their funding support has been invaluable, particularly in ensuring the students have access to funds for incidental items that have allowed them to adapt more easily to life in a boarding school where the population spans all levels of society.

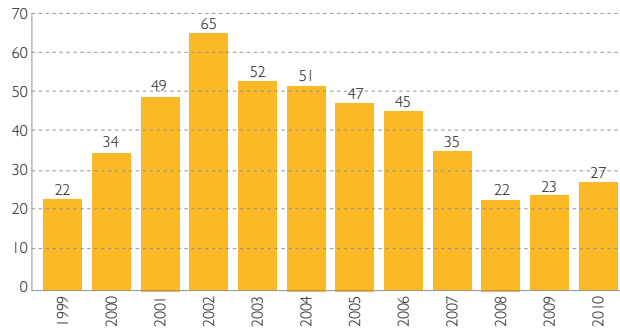
St Augustine's has welcomed the support offered through AIEF and looks forward to a continuation of this partnership to further assist students and families in their education aspirations.

St Augustine's College has a long history of educating Indigenous students, commencing in the 1980s. In 2010 there were 27 Indigenous students in the Indigenous education program from communities across Far North Queensland and the Torres Strait.

**Indigenous Student Enrolment History 1999 – 2010**

St Augustine's College scaled back Indigenous student enrolments between 2002 and 2007 to establish a structured, specialised Indigenous education program with a smaller cohort of students. Since 2008 enrolments have been steadily increasing and will continue to grow.

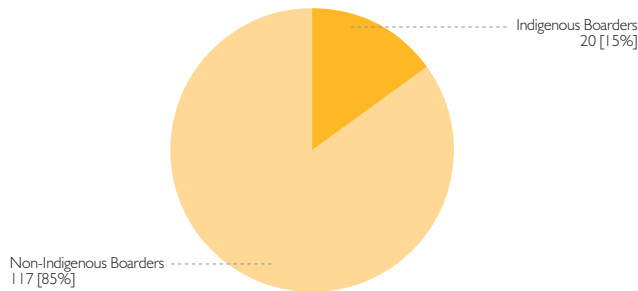
**Indigenous Student Enrolment History 1999–2010  
St Augustine's College, Cairns**



**Critical Mass**

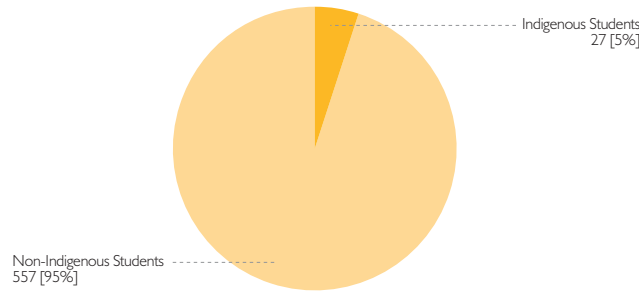
In 2010 St Augustine's College had a total of 20 Indigenous boarders out of a total boarding house of 137 students, equal to 15% of boarders being Indigenous students.

**Critical Mass St Augustine's College, Cairns 2010  
Boarding House (Total 137 Boarders)**



In 2010 there were 27 Indigenous secondary students attending the College in total, equal to 5% of the total secondary student population of 584.

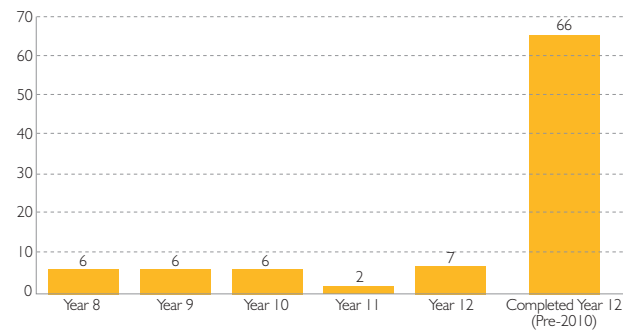
**Critical Mass St Augustine's College, Cairns 2010  
Secondary Students (Total 584 Students)**



**Class Year Breakdown in 2010 and Year 12 Completions to date**

Indigenous students at St Augustine's College are spread evenly across Year 8 to Year 12, including seven students that completed Year 12 in 2010.

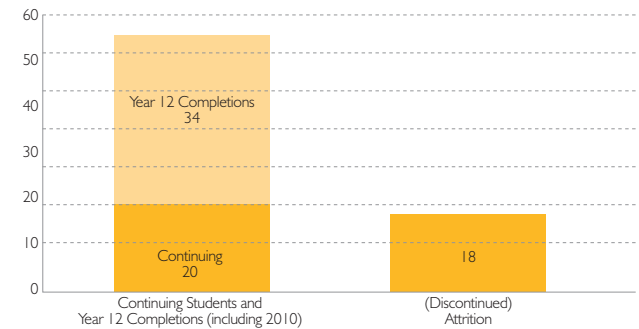
**Class Year Breakdown 2010 and Year 12 Completions to Date  
St Augustine's College, Cairns**



**Retention and Completion 2006 – 2010**

At AIEF our measurement looks at the rate of retention and completion over a rolling five-year period at any given point in time. In the last five years there have been 72 students enrolled at St Augustine's College, of which 20 were still at the school and 34 had completed Year 12 (including seven Year 12 graduates in 2010).

**Retention and Completion 2006–2010  
St Augustine's College, Cairns**



Note: The retention, completion and attrition rates are not for AIEF scholarships but the collective historical rates for the overall Indigenous education programs at AIEF Partner Schools over the last five years. The retention and completion rates are used to monitor outcomes over the period. The 'attrition' rates do not imply underperformance as students may leave the school for a variety of reasons such as the migration of their family interstate, personal or family health issues, access being provided to another school that is more suited to their needs or geographically more appropriate and other personal and family circumstances.

**Indigenous Communities**

St Augustine's College has established community relationships with students from a wide variety of remote, rural and regional communities across Far North Queensland including communities such as Bamaga, Pormpurraw and Thursday Island.

Thursday Island	Yorke Island
Cairns	Atherton
Bamaga	Aurukun
Normanton	Gordonvale
Badu Island	Mabuag Island



## St Catherine's School, Waverley

Dr Julie Townsend, Headmistress



At the commencement of the 2010 school year four new Indigenous students were welcomed to St Catherine's School. These girls coming from Mungindi, Dubbo, Forbes and nearby Maroubra and entering Kindergarten, Year 8, Year 9 and Year 11 joined an existing diverse group of fifteen Indigenous students.

The Indigenous students participated fully in the life of the school throughout the year. Camps, clubs and choirs, team sports, drama performances, art exhibitions, and boarders' dances were extra-curricula activities they all embraced. In addition some of the girls opted to participate in outreach programs such as the Duke of Edinburgh program, the Borneo exposure visit and a Book Week Breakfast for the children of the Waterloo/Redfern and Alexandria community. One of the Year 12 girls completed her school-based bank traineeship and a Year 11 student commenced her placement with Qantas.

In their self reflections many of the Indigenous students expressed that they had surprised themselves by the results they had gained in their academic programs. They were again assisted this year by the tutoring program the School provided in partnership with the WATSA

(Women's College Aboriginal and Torres Strait Islander Support group) women. The senior girls particularly enjoyed their Wednesday evening visits to the College at Sydney University for dinner with their tutors before study sessions.

The Aboriginal Studies Program offered at St Catherine's (elective, Preliminary and HSC) again afforded Indigenous and non-Indigenous students opportunities to study the histories and cultures of Indigenous peoples of Australia and overseas. The students particularly enjoyed their visits to the Art Gallery, the State Library, the Australian and Sydney museums and Indigenous organisations in the Redfern and La Perouse area.

AIEF programs continued to offer exciting opportunities and challenges for the Indigenous students enabling them to grow both their confidence and their pride in their

accomplishments. The students performed the National Anthem in the local Dharawal language at the AIEF 2009 Annual Report Launch and participated in the *Learn Earn Legend! Work Experience with Government* program in Canberra and the AIEF Mentor Program.

St Catherine's and the Independent Girls Schools Indigenous Support Teachers network provided a number of opportunities for the girls to engage in cultural events. The School continued the tradition of celebrating NAIDOC and commemorating Sorry Day. Local Wiradjeri author Anita Heiss spent a day at the School as the special guest for Book Week and the students attended a Bangarra Performance at the Opera House *of earth & sky*. It was with sadness that the girls attended the funeral of Uncle Chicka Dixon who had been a regular visitor to St Catherine's.

The year concluded with an acknowledgement that it is not only the Indigenous scholars who benefit from scholarships to St Catherine's. Reverend Kimberly Sawyer presented the School with a religious artwork *God's Grace* by Aboriginal artist Kristy Naden from the Gubbi Gubbi, Wakka Wakka, Wiradjuri Aboriginal Nation as her farewell gift. Reverend Sawyer explained that her gift choice was influenced by her deep appreciation for the opportunity to connect with and learn from the Indigenous students and families of the School.

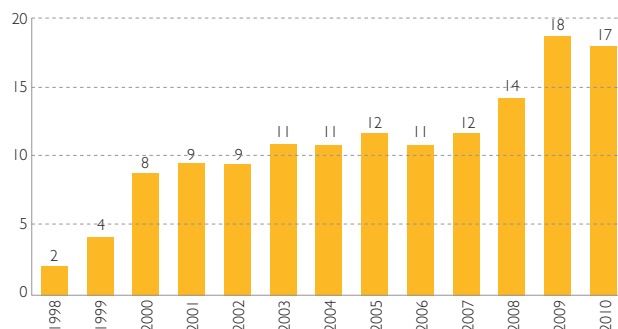


St Catherine's has been enrolling Indigenous students across both junior and senior schools since 1998 and beyond. The School has a long track record with Indigenous students and caters for both boarders and day students.

### Indigenous Student Enrolment History 1998 – 2010

St Catherine's has consistently grown their Indigenous student enrolments since commencing their current program with two students in 1998. The school achieved its highest number of enrolments with 18 Indigenous secondary students in 2009. Since partnering with AIEF in 2007, the School has grown its Indigenous student enrolments by 46%.

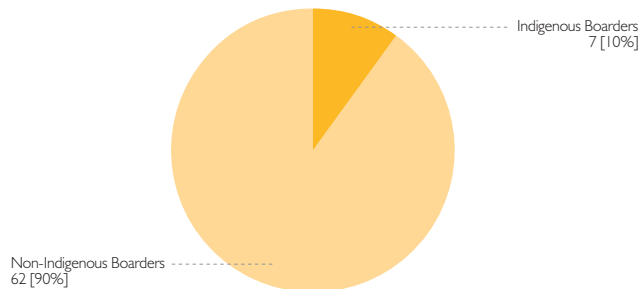
Indigenous Student Enrolment History 1998–2010  
St Catherine's School, Waverley



### Critical Mass

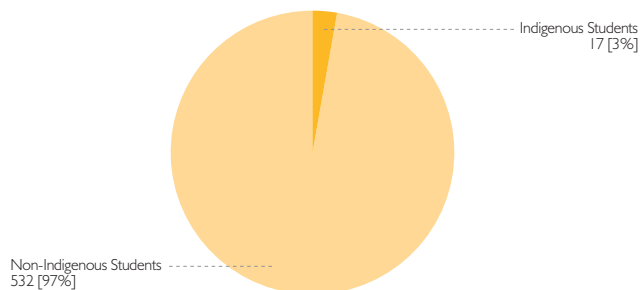
In 2010 St Catherine's School had a total of seven Indigenous boarders out of a total boarding house of 69 students, equal to 10% of boarders being Indigenous students.

Critical Mass St Catherine's School, Waverley 2010  
Boarding House (Total 69 Boarders)



In 2010 there were 17 Indigenous secondary students attending the School in total, equal to 3% of the total secondary student population of 549.

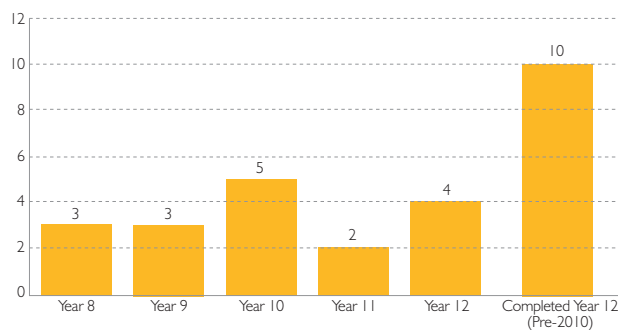
Critical Mass St Catherine's School, Waverley 2010  
Secondary Students (Total 549 Students)



### Class Year Breakdown in 2010 and Year 12 Completions to Date

The 17 Indigenous secondary students enrolled at St Catherine's School in 2010 were spread throughout Years 8 to 12. Four students completed their Year 12 Higher School Certificate in 2010, joining ten other Indigenous girls who have successfully completed Year 12 at St Catherine's School since 1998, bringing the total Year 12 completions to 14.

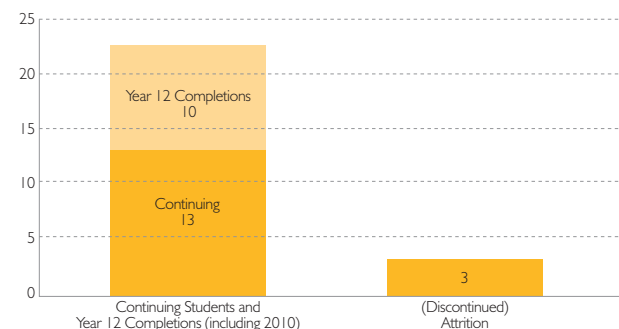
Class Year Breakdown 2010 and Year 12 Completions to Date  
St Catherine's School, Waverley



### Retention and Completion 2006 – 2010

At AIEF our measurement looks at the rate of retention and completion over a rolling five-year period at any given point in time. In the last five years at St Catherine's, there have been 26 Indigenous students enrolled at the School, of which 23 (88%) Indigenous students have either completed Year 12 or are still at the School and three Indigenous students have left before completing Year 12.

Retention and Completion 2006–2010  
St Catherine's School, Waverley



Note: The retention, completion and attrition rates are not for AIEF scholarships but the collective historical rates for the overall Indigenous education programs at AIEF Partner Schools over the last five years. The retention and completion rates are used to monitor outcomes over the period. The 'attrition' rates do not imply underperformance as students may leave the school for a variety of reasons such as the migration of their family interstate, personal or family health issues, access being provided to another school that is more suited to their needs or geographically more appropriate and other personal and family circumstances.

### Indigenous Communities

St Catherine's has established relationships with a wide range of Indigenous families and communities from 10 different locations. The School caters for both Indigenous boarders and day students from Sydney and the Indigenous boarding population includes Indigenous students from rural and regional New South Wales communities such as Armidale, Forster, Gulgong, Mungindi, Warren and Wellington.

Sydney	Armidale	Mungindi
Lismore	Forster	Wellington
Dubbo	Gulgong	Wallace Rockhole
Wreck Bay		



Daryl Hanly, Principal

## St Joseph's Nudgee College, Brisbane



St Joseph's Nudgee College has a long and proud history of catering for the educational needs of Aboriginal and Torres Strait Islander students. Our approach to this endeavour was formalised in 1993 with the establishment of the Nudgee Indigenous Student Support Team and associated programs.

The majority of boys come from a wide range of communities outside of areas close to Brisbane – Alice Springs, Cape York and western Queensland. The range of communities and our connectedness to those communities add to the richness of culture they bring to help grow the 'Nudgee Spirit'. Indigenous past student (1989–1993), and currently Australia's Deputy Ambassador to Germany, Damien Miller commented recently, "The Nudgee College spirit is tangible and real; it's not fake or manufactured. Everyone there is genuinely proud of the school, what it represents and what it can and does achieve. Importantly, this spirit is underpinned by faith and a commitment to service."

The development of a Reconciliation Action Plan in 2009 and its implementation have ensured the placing of the Indigenous story as integral to Nudgee. This is evident in:

- The recognition of the Turrbul people as the traditional owners of the land on which Nudgee stands;
- The telling of the land's story as *Nar* (wild ducks) *Dha* (place of) with Nudgee (*NarDha*) the anglicised interpretation of the Turrbul language;
- Indigenous students sharing their stories, language and totems at College Assemblies;
- NAIDOC week celebrations;
- The striking of a commemorative jersey celebrating Nudgee College and Ipswich Grammar's commitment to reconciliation;
- Students and staff signing a drawing of the Rainbow Serpent created on our Edmund Rice Mall, the creation story of the Serpent having been shared with the whole school; and
- Establishing the tradition of the 'smoking ceremony' as integral to the opening of new and refurbished buildings, along with singing and dancing.

Indigenous Program Coordinator, Yvonne O'Neill says that these initiatives help the boys leave home and come to Nudgee, adding, "It gives them a sense of pride to be Indigenous within Nudgee College."

The Pastoral Care Program which is imbedded in both the Day School and Boarding School life of the students, monitors the physical, spiritual and social well-being of all students. The support of Yvonne O'Neill and her connectedness to the Indigenous students and their communities ensures that a 'whole team approach' is employed in looking after the boys.

Indigenous 2010 graduate, Thomas Boase has set a benchmark for all students for the future. He has participated in the national Schools Constitutional Convention in Canberra, was selected as a College Prefect, was awarded an Australian Defence Forces Academy Scholarship and has been accepted into ADFA to study a Bachelor of Science Degree.

The highlight for our community this year (if not for all school communities in Australia) was having Djuma Dawes, Matt Connop and Ryan Williams lead the procession at the Mass of Thanksgiving for St Mary of the Cross (MacKillop) at the Papal Basilica of St Paul's Cathedral in Rome. The Cross they carried was constructed at St Joseph's Nudgee College, and painted by Yvonne O'Neill, having been commissioned by the Aboriginal Catholic Ministry, Murri Ministry.

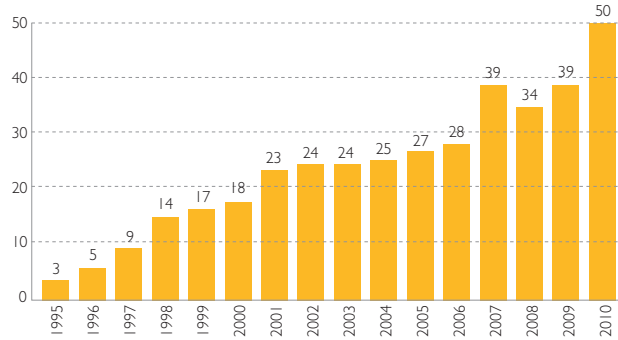
We are grateful for the support of the Australian Indigenous Education Foundation as we continue in our efforts to improve the educational outcomes of our Indigenous students, and add to the richness of our culture by their sharing and presence.

St Joseph's Nudgee College has been enrolling Indigenous students since 1995 and over the last 15 years has substantially grown its program to expand to 50 Indigenous students in 2010, including 39 Indigenous boarders. Since partnering with AIEF in 2009 for the 2010 school year, Indigenous student enrolments have grown by 28% and will continue to grow.

**Indigenous Student Enrolment History 1995 – 2010**

St Joseph's Nudgee College's Indigenous student enrolments increased steadily between 1995 and 2010, noting a spike in 2010 after partnering with AIEF.

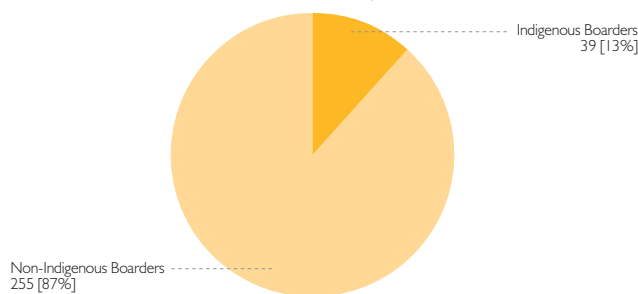
**Indigenous Student Enrolment History 1995–2010  
St Joseph's Nudgee College, Brisbane**



**Critical Mass**

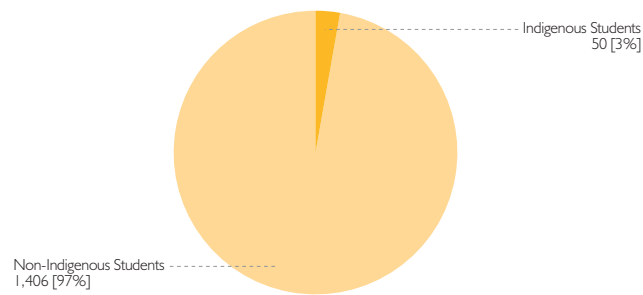
In 2010 St Joseph's Nudgee College had a total of 39 Indigenous boarders out of a total boarding house of 294 students, equal to 13% of boarders being Indigenous students.

**Critical Mass St Joseph's Nudgee College, Brisbane 2010  
Boarding House (Total 294 Boarders)**



In 2010 there were 50 Indigenous secondary students attending the College in total, equal to 3.5% of the total secondary student population of 1456.

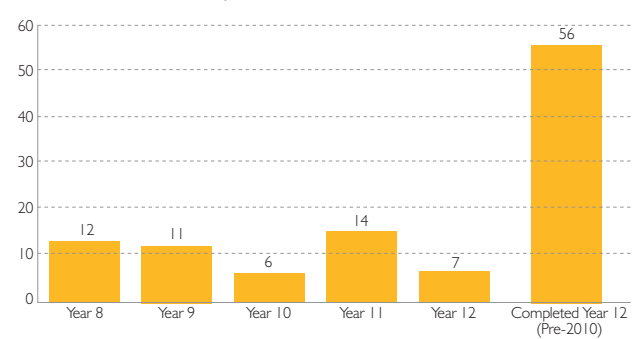
**Critical Mass St Joseph's Nudgee College, Brisbane 2010  
Secondary Students (Total 1,456 Students)**



**Class Year Breakdown in 2010 and Year 12 Completions to date**

Indigenous students at St Joseph's Nudgee College are spread evenly across Year 8 to Year 12, including seven students who completed Year 12 in 2010. This is in addition to the 56 students who have completed Year 12 at the College in previous years.

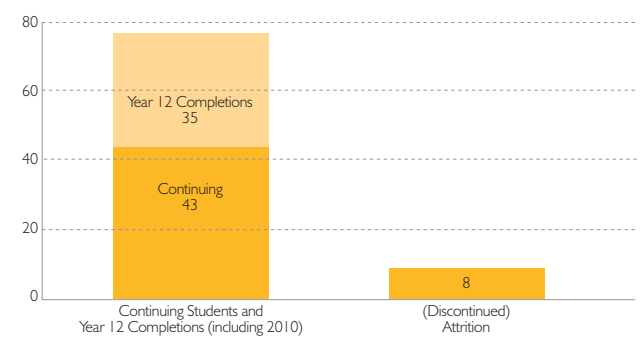
**Class Year Breakdown 2010 and Year 12 Completions to Date  
St Joseph's Nudgee College, Brisbane**



**Retention and Completion 2006 – 2010**

At AIEF our measurement looks at the rate of retention and completion over a rolling five-year period at any given point in time. In the last five years there have been 86 students enrolled at St Joseph's Nudgee College, of which 43 were still at the school and 35 had completed Year 12 (including seven Year 12 graduates in 2010), representing a 91% retention and completion rate.

**Retention and Completion 2006–2010  
St Joseph's Nudgee College, Brisbane**



Note: The retention, completion and attrition rates are not for AIEF scholarships but the collective historical rates for the overall Indigenous education programs at AIEF Partner Schools over the last five years. The retention and completion rates are used to monitor outcomes over the period. The 'attrition' rates do not imply underperformance as students may leave the school for a variety of reasons such as the migration of their family interstate, personal or family health issues, access being provided to another school that is more suited to their needs or geographically more appropriate and other personal and family circumstances.

**Indigenous Communities**

St Joseph's Nudgee College has established community relationships with students from a wide variety of remote, rural, regional and metropolitan communities across Queensland, including Cape York and the Torres Strait Islands. The school has also welcomed students from the Northern Territory and northern New South Wales.

Brisbane	Aurukun
Pompuraaw	Cherbourg
Kowanyama	Darwin
Nhulunbuy	Mornington Island
Thursday Island	Toowoomba



## St Peters Lutheran College, Brisbane

Stephen Rudolph, Head of College



It is with great pride that I write the first Head of College's review for the AIEF's Annual Report. And I would like to publically thank Mr Andrew Penfold and the AIEF staff for supporting St Peters Lutheran College's Indigenous Education Program.

St Peters Lutheran College is a co-educational Christian college with over 2,000 students, based in central Brisbane. St Peters is a Prep-12 boarding school that offers both the Queensland Studies Authority syllabus and the International Baccalaureate. A central philosophy within the college is *care, dignity and respect*. These principles are central within the college's Indigenous Education Program.

St Peters is an international school with a global focus that is open to all cultures and in doing so recognises the significance of the First Australians within contemporary Australian society. At St Peters we strive to engage all students through a variety of quality educational experiences – academic, pastoral, cultural and sporting. In this environment we have developed over the past years a specific program designed to enhance the opportunities and educational outcomes for the college's

Indigenous students. This has been developed in conjunction with the program ambassador and St Peters old scholar, Mr Noel Pearson.

In 2010 we had 25 Indigenous students at St Peters and nearly all of these students were in boarding. The Indigenous boarders over the past years have had a wonderful impact within the St Peters community and have contributed positively to all aspects of college life.

In 2008 Mr Murray Paterson was appointed to the position of Indigenous Education Coordinator. Under his leadership the program has developed very well and his efforts are to be commended. Some of the key initiatives implemented within our Indigenous Education Program over the past 12 months were:

- Individual educational plans engaged for all Indigenous students.

- Extra one-on-one tutoring support offered to Indigenous students across all subject areas.
- An annual Indigenous cultural pride day that included a variety of guest speakers and cultural experiences.
- The program coordinator made several trips to Far North Queensland to meet with parents and to engage with students and their families in their communities.
- All staff received professional development in regards to cultural sensitivity and awareness.
- The college employed an Indigenous social worker, Ms Amanda Lynch, full-time in boarding to support the educational and emotional needs of the students from remote communities.
- Support and guidance provided to all students in post-year 12 initiatives.

A key focus within our program is based on the responsibility of leadership. Program ambassador, Mr Noel Pearson, has challenged the students to respond positively to leadership challenges and embrace all educational opportunities offered. This culminated in 2010 with both the head boarder boy and girl, democratically elected by the college staff and students, being Indigenous. Both Frank and Milly are to be commended for their service to St Peters and congratulated on gaining such important leadership positions within the college community.

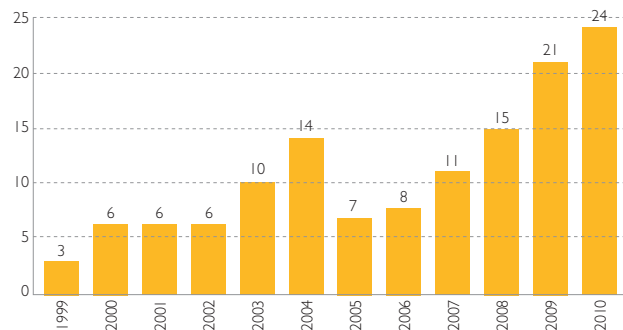
I would like to take this opportunity to wish all the Indigenous Year 12 graduates of 2010 Frank, Jimilla (Milly), Jayranie, Don, Peter and Myee all the best for the future.

St Peters Lutheran College has been enrolling Indigenous students since 1999, commencing with three students from communities as far and wide as Cape York, outback Queensland and Western Australia. In 2010 the program has expanded to 24 Indigenous students, including 21 Indigenous boarders.

### Indigenous Student Enrolment History 1999 – 2010

St Peters Lutheran College's Indigenous student enrolments increased steadily between 1999 and 2004. With the graduation of the College's first large cohort of six Year 12 students in 2004, numbers dropped in 2005 but have steadily increased since and will continue to do so in 2011 and beyond.

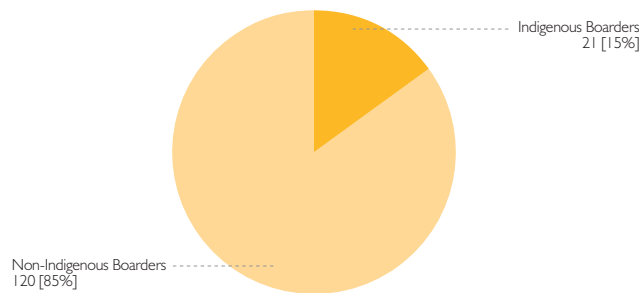
Indigenous Student Enrolment History 1999–2010  
St Peters Lutheran College, Brisbane



### Critical Mass

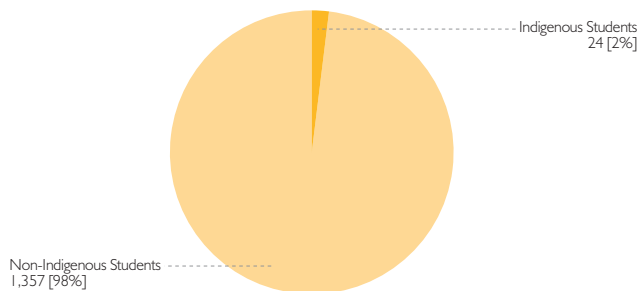
In 2010 St Peters Lutheran College had a total of 21 Indigenous boarders out of a total boarding house of 141 students, equal to 15% of boarders being Indigenous students.

Critical Mass St Peters Lutheran College, Brisbane 2010  
Boarding House (Total 141 Boarders)



In 2010 there were 24 Indigenous secondary students attending the College in total, equal to 2% of the total secondary student population of 1381.

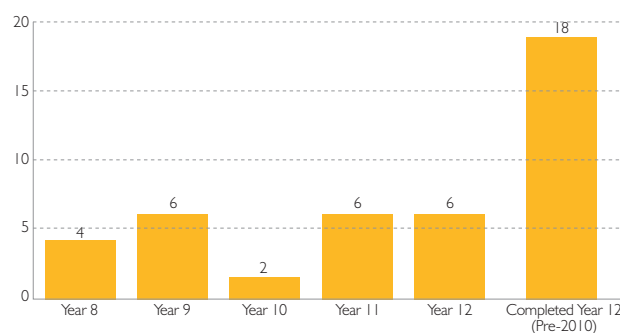
Critical Mass St Peters Lutheran College, Brisbane 2010  
Secondary Students (Total 1,381 Students)



### Class Year Breakdown in 2010 and Year 12 Completions to date

Indigenous students at St Peters Lutheran College are spread evenly across Year 8 to Year 12, including six students that completed Year 12 in 2010. This is in addition to the 18 students that have completed Year 12 at the College in previous years.

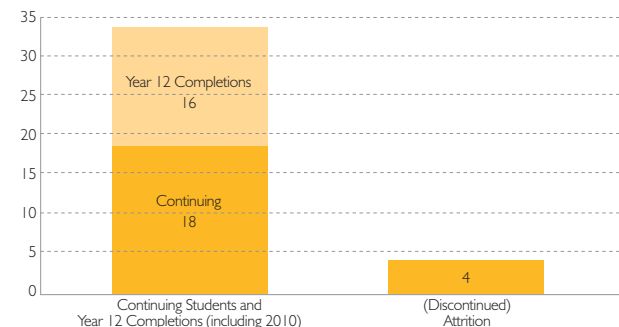
Class Year Breakdown 2010 and Year 12 Completions to Date  
St Peters Lutheran College, Brisbane



### Retention and Completion 2006 – 2010

At AIEF our measurement looks at the rate of retention and completion over a rolling five-year period at any given point in time. In the last five years there have been 38 students enrolled at St Peters Lutheran College, of which 18 were still at the school and 16 had completed Year 12 (including six Year 12 graduates in 2010).

Retention and Completion 2006–2010  
St Peters Lutheran College, Brisbane



Note: The retention, completion and attrition rates are not for AIEF scholarships but the collective historical rates for the overall Indigenous education programs at AIEF Partner Schools over the last five years. The retention and completion rates are used to monitor outcomes over the period. The 'attrition' rates do not imply underperformance as students may leave the school for a variety of reasons such as the migration of their family interstate, personal or family health issues, access being provided to another school that is more suited to their needs or geographically more appropriate and other personal and family circumstances.

### Indigenous Communities

St Peters Lutheran College has established community relationships with students from a wide variety of remote, rural, regional and metropolitan communities across Queensland, including Coen, Cairns, Cherbourg and Hopevale. The College has also welcomed students from the Northern Territory and Western Australia.

Thursday Island	Weipa
Cairns	Badu Island
Brisbane	Bamaga
Hopevale	Lockhart River
Coen	Yarrabah



Margaret Battle, Principal

## St Saviour's College, Toowoomba



**2010 proved to be an exciting and rewarding year for the Indigenous community at St Saviour's College. Collective efforts of staff, students and the broader community have resulted in many girls exploring exciting new options and opportunities.**

Welcoming students from across Australia and the Torres Strait Islands, the College is proud of the individual and collective achievement of all girls.

A key feature for the year has been the establishment of an Indigenous Literacy Centre. Conscious that each community needs to develop a learning model relative to their individual needs and culture, the College employed a senior teacher to work with our Indigenous girls in both a one to one and small group basis. The benefits of the Centre have been evident in the increase in students' confidence and self-esteem especially in terms of having a strong voice within the College community. Girls have been delighted with their improved grades and the opportunity to access learning through a wide range of mediums including art and cooking.

The cultural life of the College has been specifically enhanced through the energy and efforts of the Young Indigenous Women's

Group. The group has taken responsibility for the organisation and management of a number of key events throughout the year including National Sorry Day, Reconciliation Week activities, Interschool Indigenous Games Day and the Great Book Swap – a project to raise funds to support Indigenous literacy whilst at the same time, raising funds to support Indigenous literacy in remote communities. A particular success of the Young Indigenous Women's Group has been the peer support offered through the Homework Centre. Senior students have taken pride in supporting and encouraging younger students to strive for excellence in all they do. The girls' dedication and generous spirit in terms of giving up after school time has been a great means of role modelling to the whole community.

Throughout the year a number of girls actively sought out avenues to develop leadership skills.

This was demonstrated through commitment to the Cadet program and the assistance given to organising and running an interschool Indigenous Games Day held at St Saviour's and the University of Southern Queensland.

The College was proud to see thirteen Indigenous girls from Years 9 to 11 chosen to participate in a two day Indigenous Leadership Program – Dhuuluu Yala – offered at the University of Southern Queensland. The students had the opportunity to hear motivational talks by successful Aboriginal and Torres Strait Islander people, participate in a healthy eating workshop and get first-hand experience in university lectures and classes.

Two of our senior students were delighted to be offered an opportunity to explore their career options through the unique *Learn Earn Legend! Work Experience with Government* program offered through AIEF. The breadth

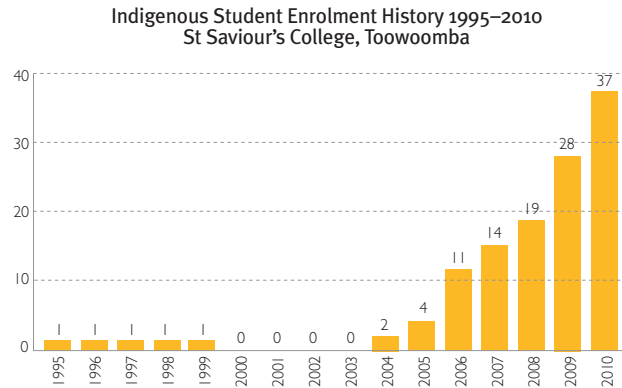
of experiences opened the door for the girls to realise the opportunities available to explore as part of post school life. Meeting students from across Australia, sharing stories and dreams and taking up the challenge of setting personal goals ensured the girls will remember their week in Canberra as part of a life changing experience.

Central to all efforts, irrespective of whether within the four walls of the classroom or exploring culture, is the value of building sound relationships based on respect. This was reinforced for our junior Indigenous girls as they tentatively embarked on a ten week personal and social development course called SHINE. Facilitated through our Catholic diocese, girls warmly welcomed their weekly meeting and on graduating shared the appreciation for the support of their peers and the encouragement of the team of young women who presented the course.

St Saviour's College has had Indigenous boarding students enrolled since the early 1990s. Their current Indigenous education program began with an increase in Indigenous student enrolments from four to eleven in 2006. Since then, the school has substantially grown its program to expand to 37 Indigenous students, including 24 Indigenous boarding students.

**Indigenous Student Enrolment History 1995 – 2010**

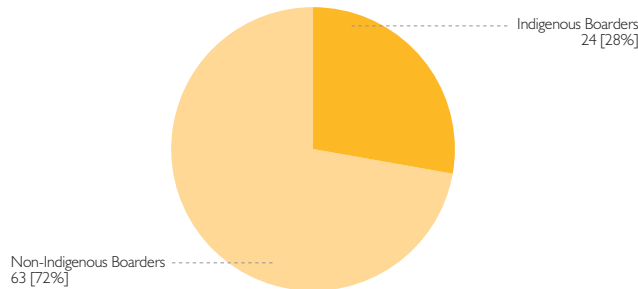
St Saviour's College's Indigenous student enrolments have increased steadily from 11 students in 2006 to 37 students in 2010.



**Critical Mass**

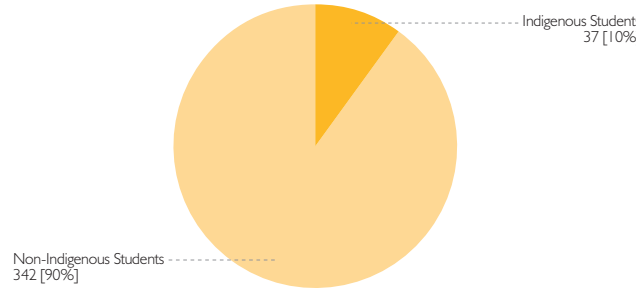
In 2010 St Saviour's College had a total of 24 Indigenous boarders out of a total boarding house of 87 students, equal to 28% of boarders being Indigenous students.

**Critical Mass St Saviour's College, Toowoomba 2010 Boarding House (Total 87 Boarders)**



In 2010 there were 37 Indigenous secondary students attending the College in total, equal to 10% of the total secondary student population of 379.

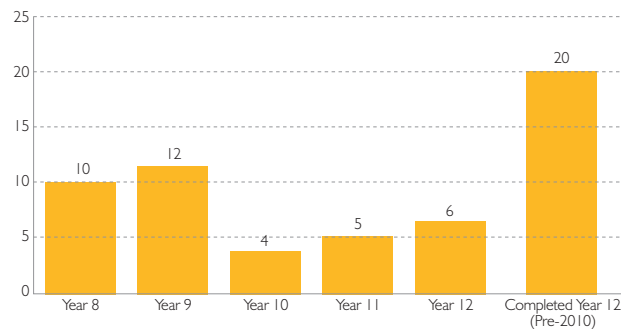
**Critical Mass St Saviour's College, Toowoomba 2010 Secondary Students (Total 379 Students)**



**Class Year Breakdown in 2010 and Year 12 Completions to date**

Indigenous students at St Saviour's College are spread across Year 8 to Year 12, with two large student cohorts in Year 8 and Year 9. Six Indigenous students completed Year 12 in 2010.

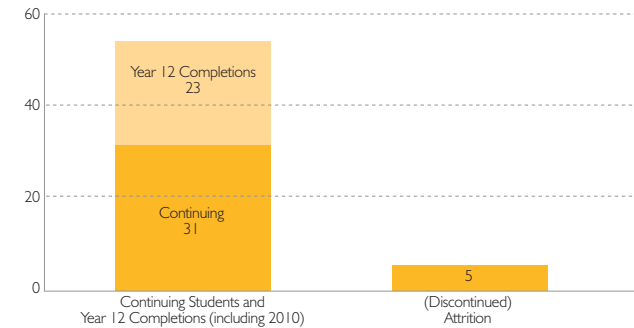
**Class Year Breakdown 2010 and Year 12 Completions to Date St Saviour's College, Toowoomba**



**Retention and Completion 2006 – 2010**

At AIEF our measurement looks at the rate of retention and completion over a rolling five-year period at any given point in time. In the last five years there have been 59 Indigenous students enrolled at St Saviour's College, of which 31 were still at the school and 23 had completed Year 12 (including six Year 12 graduates in 2010).

**Retention and Completion 2006-2010 St Saviour's College, Toowoomba**



Note: The retention, completion and attrition rates are not for AIEF scholarships but the collective historical rates for the overall Indigenous education programs at AIEF Partner Schools over the last five years. The retention and completion rates are used to monitor outcomes over the period. The 'attrition' rates do not imply underperformance as students may leave the school for a variety of reasons such as the migration of their family interstate, personal or family health issues, access being provided to another school that is more suited to their needs or geographically more appropriate and other personal and family circumstances.

**Indigenous Communities**

St Saviour's College has established community relationships with students from communities spread across Far North Queensland, including Cunnamulla, Quilpie and Thargomindah. The College also has a number of Indigenous students from the Torres Strait Islands.

Toowoomba	Cherbourg
Cunnamulla	Rockville
Thargomindah	Quilpie
Dauan Island	Eromanga
Cambooyah	Eulo



## St Scholastica's College, Glebe

Loretto Richardson, Principal



**In 2010, there were 53 Indigenous students at St Scholastica's; 23 in the boarding school and 30 day students. These numbers are an increase on last year. Many of the boarders are supported by AIEF, without whose generous support we would be unable to maintain such a significant number of Indigenous students.**

Indigenous students represent almost 30% of our boarding population and make a significant contribution to the fabric of the whole school. In 2010 all seven Indigenous students who started Year 12 were awarded the HSC and successfully completed their school work placements. They have chosen to pursue diverse paths post school.

In Year 11 in 2010 we had three students who successfully completed their Preliminary and are continuing on to complete their HSC. All the Indigenous students were successful in completing the outcomes for the subjects studied. To ensure each student successfully meets the challenges of high school we have put in place a program which provides academic and pastoral support while fostering their talents and increasing their confidence. The Indigenous program is a priority of the College which involves the whole school community

participating in a cultural immersion program – Journey to the Centre.

The College offers Aboriginal Studies through to HSC. This is a popular subject especially in Years 9 and 10. This subject has allowed many Indigenous and non-Indigenous students to gain a broader understanding of the histories and cultures of Indigenous peoples. It also provides an opportunity for our Indigenous students to strengthen their self esteem and identity.

Indigenous culture is respected and celebrated at all College events: assemblies, liturgies, graduation and speech night all begin with Acknowledgement of Country; each day the Australian and Aboriginal flags are flown. The College continues to acknowledge Sorry Day and at this year's assembly our guest speaker was Kristy Kennedy an ex-student of the College who had just graduated from Sydney University with a Bachelor of Laws. Kristy very succinctly



and movingly spoke of her time at St Scholastica's and encouraged each student to keep going to achieve their goals.

Our dance group Yapa Mula is a great ambassador for Indigenous culture, the College and the power and confidence of young women. Under the careful tutelage of their dance teacher the girls have performed at many venues including the Powerhouse, RPA Hospital and various colleges for their Close the Gap Initiatives and at Speech Night before Marie Bashir, the NSW Governor.

All of our Indigenous students participated in a number of events which strengthen their cultural connections. Students were mesmerised by Bangarra performance of *earth & sky*. They are given a wide range of experiences catering to all their potential interests and talents as well as many opportunities to maintain or strengthen their Indigenous culture and spirituality.

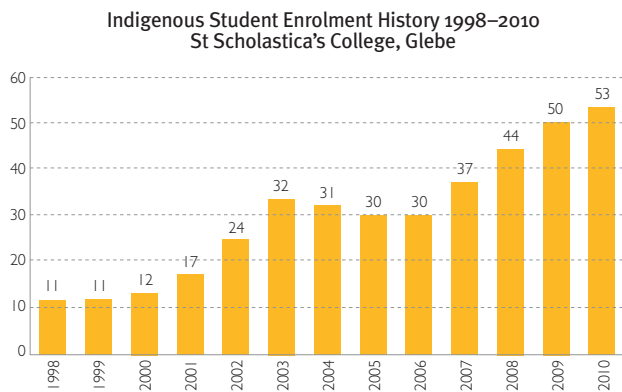




St Scholastica's has a long history with Indigenous students and has been enrolling and educating Indigenous students successfully for over 30 years.

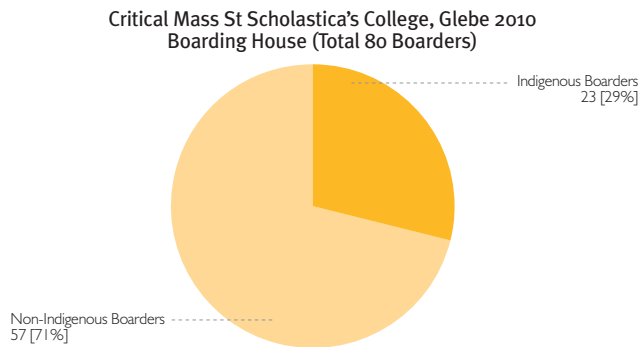
**Indigenous Student Enrolment History 1998 – 2010**

Since 1998, the number of Indigenous students at the College has been steadily increasing and in 2010 reached a new milestone with 53 Indigenous students enrolled. This represents an increase of 51% since partnering with AIEF in 2007.

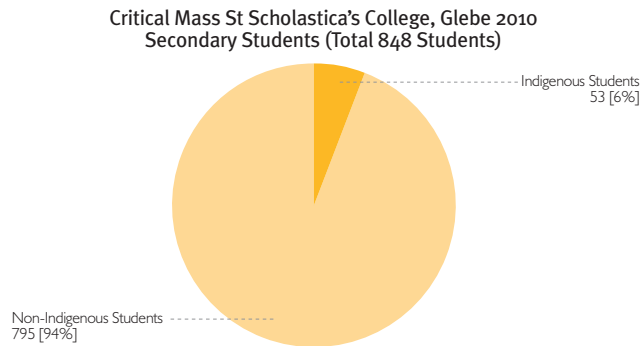


**Critical Mass**

In 2010 St Scholastica's College had a total of 23 Indigenous boarders out of a total boarding house of 80 students, equal to 29% of boarders being Indigenous students.

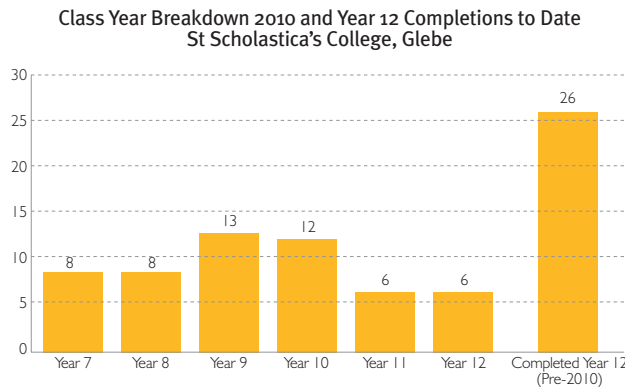


In 2010 there were 53 Indigenous secondary students attending the School in total, equal to 6% of the total secondary student population of 848.



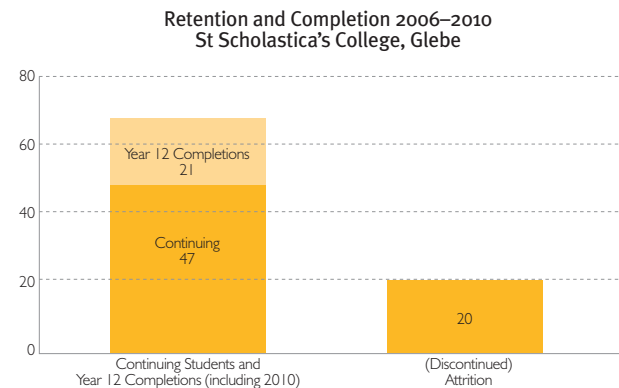
**Class Year Breakdown in 2010 and Year 12 Completions to Date**

The 53 Indigenous students enrolled at St Scholastica's College in 2010 were spread throughout Years 7 to 12 with a concentration of students in Years 7 to 10, reflecting the steady growth in enrolments at the College over recent years. Six Indigenous students completed their Year 12 Higher School Certificate in 2010, joining 26 other girls who have successfully completed Year 12 at St Scholastica's College since 1998.



**Retention and Completion 2006 – 2010**

At AIEF our measurement looks at the rate of retention and completion over a rolling five-year period at any given point in time. In the last five years at St Scholastica's, there have been 88 Indigenous students enrolled at the College, of which 68 (77%) Indigenous students have either completed Year 12 or are still at the school (in addition to the other 11 Year 12 completions before 2006) and 20 Indigenous students have left before completing Year 12.



Note: The retention, completion and attrition rates are not for AIEF scholarships but the collective historical rates for the overall Indigenous education programs at AIEF Partner Schools over the last five years. The retention and completion rates are used to monitor outcomes over the period. The 'attrition' rates do not imply underperformance as students may leave the school for a variety of reasons such as the migration of their family interstate, personal or family health issues, access being provided to another school that is more suited to their needs or geographically more appropriate and other personal and family circumstances.

**Indigenous Communities**

St Scholastica's College has relationships with a wide range of Indigenous families and communities, with students from 50 different locations. As the College caters for Indigenous day students as well as boarders, there are many Indigenous day students from within the local community (e.g. Glebe, Marrickville, Annandale and Balmain) and the Indigenous boarding population has representation of students from rural and regional New South Wales communities such as Walgett, Dubbo, Kempsey, Ballina and Bourke.

Sydney	Bourke	Dubbo	Ballina	Torres Strait
Walgett	Maclean	Kempsey	Moree	Tweed Heads



Fay Gurr, Principal

## St Vincent's College, Potts Point



This report reflects the range of activities we at St Vincent's College have had with our Indigenous student program this year. 2010 was a year of positive growth for St Vincent's College, with a greater focus on the goals we would like to achieve for the Indigenous girls who come to us from around NSW.

Our numbers remained constant and for 2011 we expect to increase enrolments.

One of the main reasons I know that girls like St Vincent's is that it is an inner city college which gives girls the advantages of being able to access facilities such as the Art Gallery and the harbour. We enjoy the opportunity to attend special events held in the city as well as access cultural events such as concerts and well known speakers who visit the city. For girls from country areas this exposure gives them confidence in travelling in the city and familiarity with universities and businesses which they may like to attend later.

Three students completed Year 12 in 2010 and two of those girls have secured work with businesses in the time between the end of classes and the start of university. All three girls have benefitted from the AIEF Mentor Program provided to them through our contacts with AIEF. One has been offered

a bank traineeship and another is starting a Nursing degree next year at the University of Wollongong. With the support of the college Indigenous coordinator, Mrs Kim Hill, the girls are well prepared for life beyond the college.

Our Indigenous numbers were concentrated in Years 8 and 9 in 2010. These two groups have now been together for a few years and have developed a confidence and poise in their identity as Indigenous as well as members of our community at the college.

It is from this group that the majority of our new dance group – the Garraway dancers – was formed. This group has been assisted by a choreographer who works with the Bangarra Dance group and she brought to the girls a way of expressing their Indigenous heritage as well as their own personalities through a traditional and modern dance fusion. The girls have performed at a national conference held in



Sydney; at the multi-faith service held in October and at a number of college events including the Speech Day where our special guest was Mr Ray Martin AM, the Chairman of AIEF.

In 2010, the college had the benefit of an Indigenous coordinator to work with the girls. Mrs Kim Hill has had extensive experience of working within the Diocese of Sydney in making the bridge between communities and school. Kim has been a wonderful asset to the college and her relationship with the girls is one of professional care and a deep understanding of the Indigenous experience.

We look forward to sharing and enriching the experiences of our Indigenous students at the college in 2011.



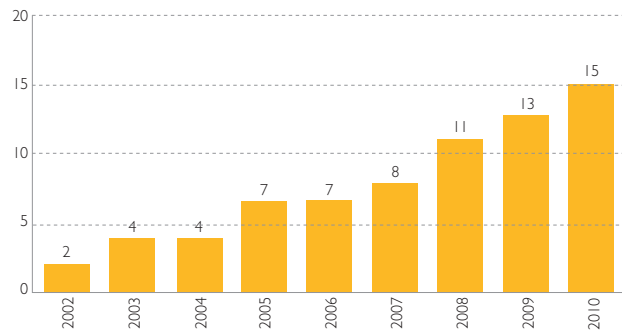


St Vincent's College has enrolled Indigenous students from rural and regional New South Wales since 2002 and has developed a particularly strong relationship with the communities of Brewarrina, Goodooga and Walgett in the State's far north west since 2007. The College predominantly caters for Indigenous boarding students.

### Indigenous Student Enrolment History 2002 – 2010

Since commencing the current Indigenous education program in 2002, St Vincent's has steadily and consistently increased Indigenous student enrolments, achieving its highest number of enrolments in 2010 with 15 Indigenous boarders at the College. This represents an increase of 88% since partnering with AIEF in 2007.

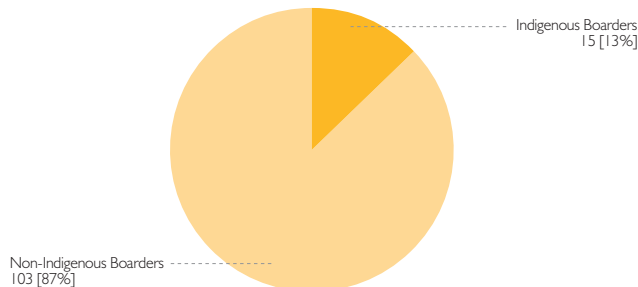
Indigenous Student Enrolment History 2002–2010  
St Vincent's College, Potts Point



### Critical Mass

In 2010 St Vincent's College had a total of 15 Indigenous boarders out of a total boarding house of 118 students, equal to 13% of boarders being Indigenous students.

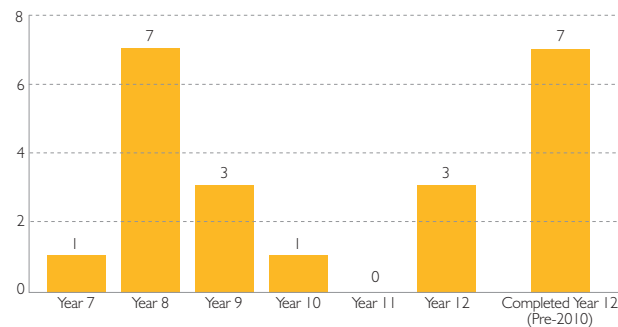
Critical Mass St Vincent's College, Potts Point  
Boarding House (Total 118 Boarders)



### Class Year Breakdown in 2010 and Year 12 Completions to Date

Of the 15 Indigenous students enrolled at St Vincent's College in 2010, apart from Year 11, there was a representation across Years 7 to 12 with a particularly large cohort in Year 8. Three Indigenous students completed the Year 12 Higher School Certificate in 2010 with seven other Indigenous students completing Year 12 at St Vincent's since 2002.

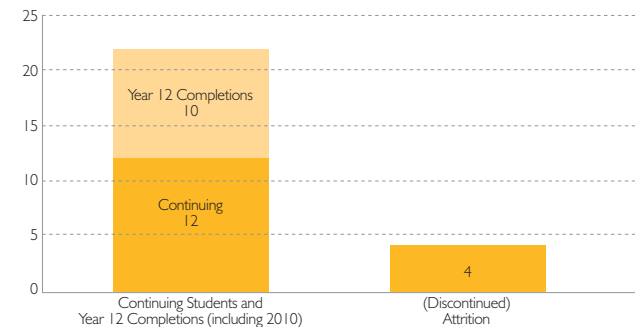
Class Year Breakdown 2010 and Year 12 Completions to Date  
St Vincent's College, Potts Point



### Retention and Completion 2006 – 2010

At AIEF our measurement looks at the rate of retention and completion over a rolling five-year period at any given point in time. In the last five years, St Vincent's has enrolled 26 Indigenous students at the College, of which 22 (85%) have either completed Year 12 or are still at the College.

Retention and Completion 1990–2010  
St Vincent's College, Potts Point



Note: The retention, completion and attrition rates are not for AIEF scholarships but the collective historical rates for the overall Indigenous education programs at AIEF Partner Schools over the last five years. The retention and completion rates are used to monitor outcomes over the period. The 'attrition' rates do not imply underperformance as students may leave the school for a variety of reasons such as the migration of their family interstate, personal or family health issues, access being provided to another school that is more suited to their needs or geographically more appropriate and other personal and family circumstances.

### Indigenous Communities

St Vincent's College has relationships with a number of Indigenous families and communities, with students attending the College from 13 different localities since 2002. St Vincent's has had a large number of Indigenous students from Walgett in the State's far west in recent years and also has Indigenous boarders from other rural and regional communities in New South Wales such as Bowraville, Kempsey, Goodooga and Brewarrina.

Walgett	Kempsey
Bowraville	Bellingen
Brewarrina	Canberra
Sydney	Dubbo
Goodooga	Moree



## The Cathedral School, Townsville

Ian Gamack, Principal



The Cathedral School of St Anne & St James is an Anglican coeducational day and boarding school with approximately 1,120 students from Early Childhood to Year 12. Set in spacious, shady grounds in the geographic centre of Townsville, the school has been providing a comprehensive education to the youth of North Queensland and beyond since 1917.

The 121 boarding students from Years 7 to 12 are cared for in a friendly, relaxed environment where students establish a sensible balance of study and recreational activities. A Christian ethos and a strong pastoral care system provide a safe, secure scaffold for all students.

In 2010 The Cathedral School had an enrolment of 50 Indigenous students from Year 1 to Year 12, including 41 Indigenous secondary students. The majority of our Middle and Senior School Aboriginal and Torres Strait Islander students are boarders from communities near Townsville, far North Queensland, Cape York Peninsula and the Northern Territory. These students join with other non-Indigenous students from regional Queensland and overseas to be an integral part of boarding life where cultural values and beliefs are shared. We take great pride from the fact that we now have second generation Cathedral Indigenous students living in our boarding houses.

The Indigenous students at Cathedral are supported by an Indigenous Students' Department that employs three full time members of staff. These staff members liaise with students, staff and parents to structure individual learning programs to suit each student's needs. They plan, visit classrooms, tutor, organise programs and liaise with outside agencies to best support our students. This includes extensive after-hours tutoring services and career planning in conjunction with the careers officer. A staff member also visits Aboriginal and Torres Strait Islander communities annually to keep strengthening our already established links between the school and home.

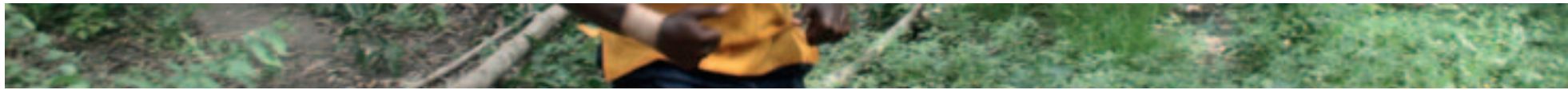


This year saw our students participate and represent the school in a wide range of activities including:

- Far North Queensland Aboriginal and Torres Strait Islander Constitutional Convention
- Aboriginal and Torres Strait Islander Aspirations Program (ATSIAP) Challenge
- NAIDOC Week
- Mabo Day
- Harmony Day
- Indigenous Careers Expo
- Indigenous Schoolboys Rugby Competition
- Indigenous Games
- The Cathedral School Open Day
- *Learn Earn Legend! Work Experience with Government* program with AIEF in Canberra.

These events provide opportunities for our students beyond the classroom that they really value and enjoy. They have also provided the chance for some students to represent the school at the regional, state or national level in sporting, social and cultural experiences.

The Cathedral School is committed to the further development of the educational, leadership, sporting, cultural and career programs that it offers its Indigenous students.

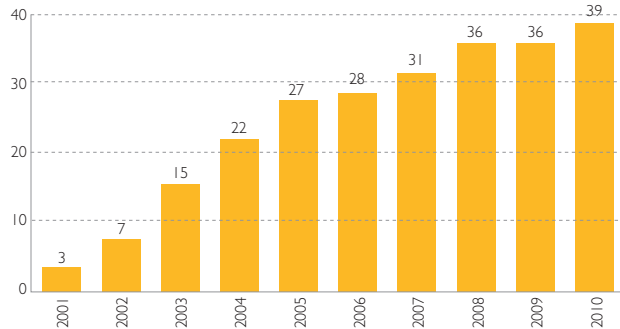


The Cathedral School has been enrolling Indigenous students since the 1980's and has maintained its current Indigenous education program since 2001. The program's numbers have gradually increased to 39 Indigenous secondary students in 2010. The Indigenous education program at The Cathedral School supports both day and boarding students.

**Indigenous Student Enrolment History 2001 – 2010**

Since the commencement of the program in 2001 numbers have steadily increased up until 2008. At this time, Indigenous student numbers plateaued for two years however, since partnering with AIEF for the 2010 school year, numbers are again increasing with a 10% increase in 2010 to 39 students.

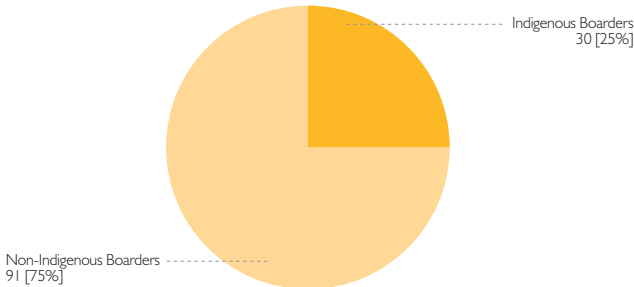
**Indigenous Student Enrolment History 2001–2010  
The Cathedral School, Townsville**



**Critical Mass**

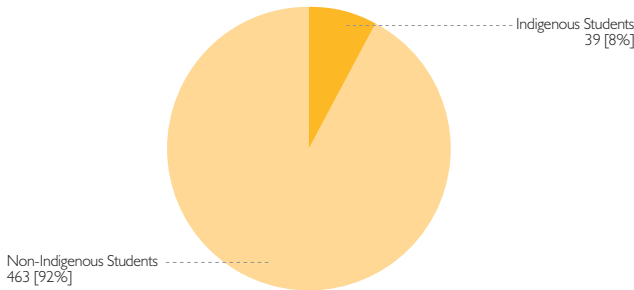
In 2010 The Cathedral School had a total of 30 Indigenous boarders out of a total boarding house of 121 students, equal to 25% of boarders being Indigenous students.

**Critical Mass The Cathedral School, Townsville 2010  
Boarding House (Total 121 Boarders)**



In 2010 there were 39 Indigenous secondary students attending the School in total, equal to 8% of the total secondary student population of 502.

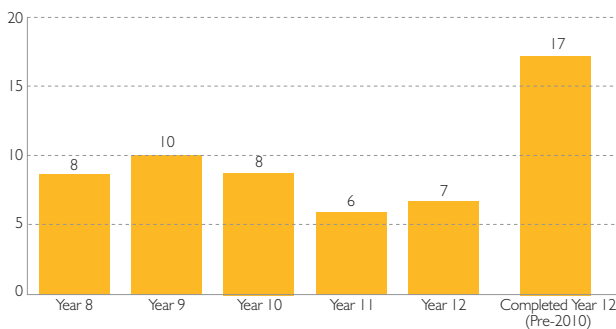
**Critical Mass The Cathedral School, Townsville 2010  
Secondary Students (Total 502 Students)**



**Class Year Breakdown in 2010 and Year 12 Completions to Date**

The 39 Indigenous students enrolled at The Cathedral School in 2010 were spread evenly throughout Years 8 to 12. Seven Indigenous students completed Year 12 at the School in 2010 in addition to 17 previous graduates.

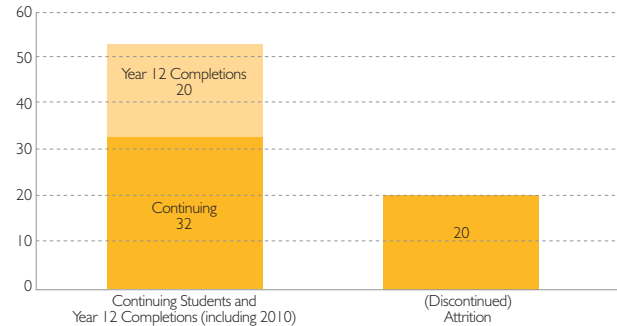
**Class Year Breakdown 2010 and Year 12 Completions to Date  
The Cathedral School, Townsville**



**Retention and Completion 2006 – 2010**

At AIEF our measurement looks at the rate of retention and completion over a rolling five-year period at any given point in time. In the last five years at The Cathedral School, there have been 73 Indigenous students enrolled at the School, of which 52 (71%) Indigenous students have either completed Year 12 or are still at the school and 20 Indigenous students have left before completing Year 12.

**Retention and Completion 2006–2010  
The Cathedral School, Townsville**



Note: The retention, completion and attrition rates are not for AIEF scholarships but the collective historical rates for the overall Indigenous education programs at AIEF Partner Schools over the last five years. The retention and completion rates are used to monitor outcomes over the period. The 'attrition' rates do not imply underperformance as students may leave the school for a variety of reasons such as the migration of their family interstate, personal or family health issues, access being provided to another school that is more suited to their needs or geographically more appropriate and other personal and family circumstances.

**Indigenous Communities**

The Cathedral School has relationships with a wide range of Indigenous families and communities, with students from 34 different locations. As the College caters for Indigenous day students as well as boarders, there are many Indigenous day students from within the local communities surrounding Townsville. The boarding population is represented by students from across Far North Queensland, Cape York and the Torres Strait Islands. The School has also welcomed students from the Northern Territory.

Thursday Island	Moa Island	Palm Island
Mt Isa	Cairns	Kowanyama
Dauan Island	Cunnamulla	Mabuiag Island
Yarrabah		

In addition to the large number of scholarship boarding places offered at AIEF Partner Schools, together with the Cathy Freeman Foundation, AIEF also has partnerships with schools for smaller groups of Indigenous students specifically from Palm Island.



**Kheona** completed Year 10 in 2010 at Columba Catholic College and is proud of her heritage as a Palm Islander. Kheona is a polite, quiet student who has displayed leadership qualities and high academic ability. In 2010 Kheona showed marked improvement in her application to her studies and has been commended for her commitment to completing her work. Kheona was an active participant in various sports in which she showed a lot of potential.

**Shannon** from Palm Island completed Year 10 in 2010 at Columba Catholic College. Shannon is a friendly, hardworking quiet achiever and a proud ambassador for her Indigenous heritage. In 2010 Shannon performed well academically and was commended for giving 100% effort on the sporting field and in the classroom. Shannon possesses leadership qualities as well as the ability to do well academically. Shannon is able to complete any task she sets her mind on and is a potential candidate for a leadership role within the College in the years ahead.



Mike Ashton, Principal



## Columba

## Catholic College,

## Charters Towers

Columba Catholic College is situated in Charters Towers in North Queensland and is the amalgamation of three schools – Mt Carmel College, St Mary's College and St Columba's School, which occurred in 1997.

Today the College operates on two campuses with an additional camp site on the Burdekin River.

Our boarders (who number 120) are drawn from a very wide area – the Cape, the Gulf, Torres Strait Islands to the north, Darwin, Katherine, Alice Springs to the west, Sydney to the south and Palm Island to the east. Approximately 15% of our students are Indigenous but this percentage rises to approximately 30% in the boarding houses.

A great deal of time and effort is spent by all members of the College to ensure that our Indigenous students are given every opportunity to be actively involved and immersed in the College activities and culture. It is quite usual for younger brothers and sisters of past students to enrol, even travelling great distances past other boarding schools because of the family experiences at the College.

**Kristyn** completed Year 12 in 2010 at Columba Catholic College and is a proud member of the Palm Island community. Kristyn is a hardworking, friendly and honest student whose overall effort and attitude earned her the leadership position of Dorm captain for 2010. Her efforts on the sporting field in 2010 led to her being picked in a representative side for netball. In 2011, Kristyn returned to Palm Island where she is actively seeking work in the field of education/sports and recreation following her graduation from the PASS program she completed while at school.

While at the College the students have the opportunity to be involved in the Sports Academy, the PASS scheme (which leads to a Certificate II in Sports and Recreation while providing part time employment one day a week and, in some cases, on the holidays) and a wide variety of careers opportunities and social activities. Visits by Indigenous sporting stars and entertainers are as regular as time and opportunity allow.

The College recently built a Community Visitors Centre which provides accommodation for visiting families thereby removing one of the blockages to the family's engagement with the college. It will be formally opened early in 2011.

Our Indigenous students have provided leadership to the College in a variety of endeavours.



Richard Fairley, Principal

# Townsville

# Grammar School



Townsville Grammar School is a co-educational, non-denominational Pre-Prep – Year 12 boarding school located in Townsville.



Townsville Grammar School is a school where young people of all walks of life, irrespective of their abilities, can achieve their personal best. The School motto Bonus Intra Melior Exi – to 'come in good and go out better' is a guiding philosophy in our approach to the academic, sporting, cultural and character development of all students that attend the School, both day and boarding. The School enjoys a proud culture of achievement across academic and sporting disciplines. Students are encouraged to develop and demonstrate self-discipline in behaviour, dress and manner as well as worthy personal qualities, notably integrity, decency, responsibility, self-respect, honesty and industry. Every student is expected to do his or her best and there is a supportive and caring ethos in which every student is given individual attention and support.

with the majority being from the rural west and north-west of Queensland. Our Indigenous students form a complementary part of the multicultural boarding community. The school believes that the core purpose in boarding is to provide a caring and nurturing environment for all students in the boarding community.

In conjunction with the School's curricular and co-curricular activities, boarders at Townsville Grammar have access to pastoral and academic support services.

A key part of the academic support service is the Educational Support Centre. This centre caters for all students and provides particular assistance to students with learning difficulties and disabilities to assist in their educational development.



The boarding community consists of 150 boys and girls who are an integral and important part of the School who live on-campus for the 38 weeks of the School year. Our boarders are drawn from a wide national and international demographic, including our Indigenous students,

**Jerri** from Palm Island completed Year 8 in 2010 at Townsville Grammar School. In 2010 Jerri's leadership skills were evident especially in performing arts activities and during the year she made dramatic progress in her academic achievements, especially in Art, Performing Arts and Information Technology. An enthusiastic participant in the school Environmental Action Project, Jerri settled well into her first year as a high school boarder and is a keen participant in fundraising and other diverse school activities.



Dr Hilton Immerman, Chief Executive Officer

Shalom College

University of NSW



In 2010, AIEF entered into a partnership with Shalom College, a residential college for tertiary students at the University of New South Wales. In conjunction with the Gamarada Trust, AIEF offered 14 Shalom Gamarada AIEF Scholarships to tertiary students in 2010.

Shalom College, at the University of NSW, was founded by the Jewish community in 1973. Unlike most other independent colleges, it is not a religious institution and welcomes applications from all students irrespective of race, religion, class, national or ethnic origin, gender, sexual orientation or disability.

The college's mission is to provide a supportive and enriching college experience which promotes learning and leadership, helps ensure the academic success of its students and develops a community which espouses core values of integrity, citizenship and respect.

The Shalom Institute, which runs the college, started the Shalom Gamarada Indigenous Scholarship Program in 2005. Its Patron is Her Excellency, Professor Marie Bashir AC CVO, Governor of NSW. She described it as "a strong and eloquent contribution to our journey of reconciliation."

The scholarships provide residency at Shalom College for Aboriginal and Torres Strait Islander students studying at UNSW. The program's name comes from the term Gamarada ngiyani yana in the Eora language (the coastal Aboriginal people of Sydney) and is translated as "We walk together as friends."

Co-Founder of the program, Professor Jackson Pulver, Chair Indigenous Health, UNSW, recently said,

*We have not had one single student drop out because of having to work to support themselves or because of the lack of accommodation since this program began. Today, we have one of the best retention rates of Aboriginal students in the country. Shalom Gamarada has allowed us to provide appropriate on-campus accommodation and meals to students in a city which is arguably the most expensive in the country.*

Since the program's inception in 2005, it has assisted 24 students studying medicine, optometry, health science and Law. In 2009 we saw our first medical graduate. In 2010, there were 14 Indigenous students at Shalom College, ranging from the first to the fifth year of their studies. In 2011, the number of scholarship students in Shalom College will grow to approximately 20.

The scholarships are funded under a partnership between AIEF and the Gamarada Trust. The Shalom Gamarada Art Exhibition is a contributor to the Gamarada Trust and was initially established to support the scholarship program. It has been held annually since 2005 at Shalom College and the proceeds from sales – after expenses have been paid, including the purchase of the art solely from Indigenous communities and staging the exhibition – help to fund scholarships. In addition to the funding from AIEF and the proceeds raised from the exhibition, a number of individuals, families,

foundations and corporate supporters contribute to scholarships through the Gamarada Trust.

### Shalom College Students

**Khyarne** comes from Dubbo, NSW. She was in her second year of a Medicine degree at the University of NSW and resided at Shalom College in 2010. She is from the Ngemba tribe. Khyarne was featured in the ABC's *7:30 Report* on 22 September 2010 on Improving Indigenous Health, where she stated, "If you go out even further than Dubbo, there is no access to health services and the worst thing about it is most of these diseases and illnesses that are causing this massive life expectancy gap are preventable."

**Jay** comes from Toowoomba, Queensland. She was in her first year of a Science degree at the University of NSW and resided at Shalom College in 2010. Jay is a member of the Wiradjuri tribe. She said, "Being from interstate, I could not afford to study in Sydney without the Shalom Gamarada Scholarship. It has enabled me to live





in a close community of fellow Indigenous and non-Indigenous students and to have access to academic help from the college tutors.”

**Hamish** comes from Darwin in the Northern Territory. He was in his second year of a Science degree at the University of NSW and resided at Shalom College in 2010. Hamish is an active member of the Larrakia tribe. He continued to reside in college after the end of the semester and worked as a Summer Tutor in the evenings while having a summer cadetship at the CSIRO. Hamish said that he looks forward to “contributing to the wellbeing of the Indigenous community and playing my part in helping to eradicate some of the problems our people face.”

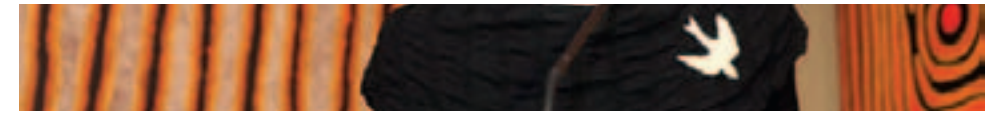
**Laura** comes from Canberra. She was in her second year of a medical degree at the University of NSW and resided at Shalom College in 2010. She is a member of the Muruwari tribe. Laura served as Shalom College Resident Society’s Social Director this year and represented the college in a variety of inter-college sporting activities. She is also a keen reader.

**Justin** hails from Byron Bay, NSW. He was in his first year of a Medicine degree at the University of NSW and resided at Shalom College in 2010. Justin is a mature-age student who was a certified electrician until he discovered his

passion for medicine. He is a very proud member of the Bundjalung tribe and has both Torres Strait Islander and Aboriginal heritage. He hopes one day to become a surgeon and, by so doing, to improve the health outcomes for Indigenous people.

**Josef** comes from Newcastle. He has completed the fifth year of his Medicine degree at the University of NSW and resided at Shalom College in 2010. He is a member of the Awabakal tribe and enjoys surfing and bushwalking. He was appointed Medical Tutor at Shalom College this year. As part of his studies, he completed rural terms working in hospitals in Wilcannia and Broken Hill. He has just commenced a research elective into Indigenous empowerment which involves men exercising better control over their health.

**Jenna** grew up in the tiny town of Albert, 150 kilometres west of Dubbo, NSW, which had no school. When she reached Year 8 her family moved to Dubbo to facilitate her education. In 2010, she completed a 5 year Optometry degree at the University of NSW whilst residing at Shalom College. Jenna maintained a distinction average and was dux of 4th year Optometry. She is an avid sportswoman who plays tennis, basketball, touch football, etc.



– all at a high level – and is an outstanding golfer with a handicap of 4. Jenna graduated as the second Aboriginal Optometrist ever in Australia and is about to commence work as an Optometrist in Port Macquarie.

**Brendan** comes from Coffs Harbour, NSW. He successfully completed first year medicine at UNSW while residing at Shalom College in 2007, but then had to defer until his return in 2010 to study for second year of Medicine at the University of NSW. He is a member of the Gumbaynggirr tribe. Brendan said, “As I have had the privilege of growing up with the richness and beauty of Indigenous culture, I feel it is my responsibility to give something back.”

**Haylee** originally comes from Tamworth, NSW but more recently Blacktown in Sydney’s west. She was in her third year of a Medicine degree at the University of NSW and resided at Shalom College in 2010. She is a proud member of the Dunghutti tribe. In 2010, Haylee has been involved in the Independent Learning Project (ILP) requirement for her medical degree. She worked in Indigenous Public Health and her topic is on women who are perpetrators of violence.

**Sam** comes from Redfern in Sydney, but his family has moved away from the city. He was in the first year of a Science degree at the University of NSW and resided at Shalom College in 2010. He is a member of the Kamilaroi tribe. Sam thoroughly enjoyed studying microbiology this year. Sam served as a supervisor in Nura Gili Science Winter School in July at UNSW. Sam hopes to be able to transfer into undergraduate Medicine next year.

**Mitch** comes from Devonport, Tasmania. He was in the first year of a Medicine degree at the University of NSW and resided at Shalom College

in 2010. He loved studying anatomy and may be interested in specialising in surgery one day. He is a member of the Punnilerpanner tribe. Mitch has been busy this year participating in activities offered by the Rural Allied Health and Medical Society on Indigenous Health, the UNSW Surgical Society and the Dermatological Society.

**Rosemary** comes from Cairns in Queensland. She was in her first year of a combined Arts/Law degree at the University of NSW and resided at Shalom College in 2010. She is the oldest of eight children and was raised by her great-grandmother. She was the head prefect of Djarragun College just south of Cairns and then started her studies at James Cook University before transferring to UNSW. She is a Torres Strait Islander from the Saibai Laig / Meriam tribe. She is a keen jogger and fitness enthusiast.

**Joshua** comes from Bellingen in the mid-North Coast of NSW. He was in the first year of a Medicine degree at the University of NSW and resided at Shalom College in 2010. His family is from the Darug people of the Blue Mountains. In 2010, he was elected the Indigenous Representative for ARC, the University of NSW Students’ Union. He commented that growing up in the small rural town of Bellingen demonstrated first-hand to him the need for more trained doctors in the rural areas.

**Jessica** comes from Katoomba, NSW. She was in her third year of a Medicine degree at the University of NSW and resided at Shalom College in 2010. She is a member of the Dharuk tribe. As part of her Independent Learning Project (ILP) for her medical degree, she worked at the National Perinatal Statistics Unity under the supervision of A/Prof Elizabeth Sullivan. She focused specifically on a study ‘Mothers and Gestation in Custody’.

## Current Students

## Kincoppal-Rose Bay School

## Year 7

**Megan** is from Leeton and she started at KRB in Year 7 in 2010. Her favourite subjects are Maths, Art, English and Science. Megan was awarded a Principal's merit award for Science and was also the most improved Year 7 debater. She has represented KRB in Tennis, Hockey, Debating and Dancing this year. Megan also represented the school at a commemoration service honouring ATSI veterans at Hyde Park in May.

**Anika** is from Pearl Beach and she started at KRB in Year 7 in 2010. Her favourite subjects are Art, Maths, PDHPE and Music and she achieved Principal's Merit Awards in Maths, Science and PDHPE. Anika participated in Touch Football, Gymnastics, Soccer and Netball in 2010. She also represented Gosford in the Aboriginal Knock-out Netball Tournament. Anika is a member of the KRB Sacred Heart Committee and represented KRB at a commemoration service honouring ATSI veterans at Hyde Park. She would like to be a Primary School Teacher when she finishes school.

**Tannielle** is from Sylvania and she started at KRB in Year 7 in 2010. Her favourite subjects are Art, Music, French and Religious Studies. Tannielle participated in Touch Football, Basketball and Gymnastics. She has achieved some outstanding results in Gymnastics and competed in many competitions throughout the year. When Tannielle finishes school she would like to either run an Indigenous art gallery or become a professional athlete.

## Year 8

**Maddison** from Bowraville completed Year 8 in 2010, which was her second year at KRB. Her favourite subjects are PDHPE, History, English, Art and Science. Maddison was presented with a Sacred Heart Award, the highest honour awarded by the school. She participated in Touch Football, Cross Country, Netball and Indoor Soccer and won premierships in Touch Football and Netball. A highlight of her year was writing the best Gothic Story in English and receiving an award for this piece of writing. Maddison is hoping to study PDHPE Teaching or Counselling when she finishes school as she wants to help people.



## Year 10

**Kirsty** is from Bowraville and she completed Year 10 in 2010, having commenced at KRB in Year 8. Her favourite subjects are Art and English and she received a merit award for English in 2010. Kirsty participated in Soccer, Touch Football, Indoor Soccer and Hockey in 2010. In July, Kirsty attended the UNSW Winter School where she focused on Indigenous Studies. She is looking forward to securing a part-time job in the school holidays.

## Year 11

**Taylor** from Bowraville completed Year 11 in 2010. She commenced at KRB in Year 8. Her favourite subject is Maths and she achieved merit certificates in Italian, Biology, Chemistry and Maths. Taylor is Touch Football Captain and is in KRB 1 for Touch Football, Soccer, Hockey and Indoor Soccer. She is also in the IGSSA Touch Football Team and is the KRB Under 17 runner-up Athletics champion. In addition to her sporting activities, Taylor is also in the school Choir. She participated in the UNSW Winter School in July 2010 where she focused on developing her skills and interest in Medicine, a career which Taylor hopes to study when she completes her Higher School Certificate in 2011.

**Kyгим** is from Kempsey and she completed Year 11 in 2010. This was her second year at KRB. Kyгим's favourite subjects are Legal Studies and PDHPE. She was Captain of Athletics and also represented KRB in Touch Football, Basketball, Netball and Indoor Soccer. Kyгим was elected Head of Boarding Student Council 2010/11, and is the first Indigenous student at KRB to have a Leadership role. Outside of KRB Kyгим is a member of the NSW Indigenous Netball Team and she is a valuable member of the KRB 1 Team who won their division in 2010. Kyгим would like to study Law when she completes her Higher School Certificate in 2011.

**Tanika** is from Forster and commenced at KRB in Year 11 in 2010. Her favourite subjects are English and Drama and she achieved Merit Certificates in English in 2010. Tanika is a talented sportswoman and is Captain of Netball. She participated in the Hawaii Touch Football/Netball Tour and was nominated KRB's Player of the Tour and was also awarded the runner-up Best and Fairest Player out of all the players in the tournament. Tanika also travelled to Taiwan as part of a Sacred Heart Schools Exchange Program where she experienced a different culture and taught the Taiwanese girls about her culture as well. Tanika would like to pursue a career in Social Work or Counselling when she completes her Higher School Certificate in 2011.



### Year 12

**Karina** is from Nambucca Heads and she completed Year 12 in 2010. She began at KRB in Year 8. Her favourite subjects are Biology and Religious Studies and she received Principal's Merit awards in English and PDHPE. Karina played Touch Football, Basketball and Hockey this year, received a Gold Sports Award and won the Basketball premiership. She would like to go to university and become a primary teacher. Karina completed a day of work experience at Curl Curl North Public School to get a taste of her dream career. Karina has not decided to pursue further studies in 2011, instead returning home to spend some time with family before returning to study.

**Zaylia** is from Bowraville and completed Year 12 in 2010. She started at KRB in Year 8. Her favourite subjects are Art, PDHPE and English. Zaylia represented KRB in a variety of sports including Touch Football, Soccer and Hockey. She is also the 18 Years Athletics Age Champion. Zaylia completed a day of work experience at Curl Curl North Public School to gain some experience in primary education. In 2011 Zaylia will commence a Bachelor of Education (Primary) at Macquarie University.



### Loreto Normanhurst, Sydney

#### Year 7

**Taniesha** from Goonellabah was a valued member of the Loreto Normanhurst community in Year 7 in 2010. She has sung with gusto in her House Choir at the annual Music Festival and participated in both the Athletics and Swimming Carnivals with enormous Aston House pride. She danced her way through Aston's Light Entertainment Act and shared her personal and cultural stories with the members of her Tutor Group.

**Taniesha** worked hard during the integrated musical rotation for *West Side Story* – helping to choreograph her group's act. On Grandparents' Day she performed in a liturgical movement. In Term 4 she helped to design a House Liturgy Cloth with her Aston peers. Taniesha played in the IGSSA Netball Competition and IGSSA Softball and Basketball Competitions; she has been part of the Athletics Training Program and Touch Football Competitions. Taniesha is a confident young woman who works very diligently in her studies. She is a good friend to her peers and has a great rapport with her teachers. Taniesha has completed her first year at Loreto Normanhurst most commendably.

### Year 8

**Tegan** from Goonellabah was in Year 8 in 2010 and also sang in the House Choir at the annual Music Festival. Tegan participated in both the Athletics and Swimming Carnivals taking the purple pride of Aston House to new heights. She danced in Aston's Light Entertainment Act and has openly shared her culture and family stories with the members of her Tutor Group and her Boarding colleagues.

**Tegan** has embraced the opportunities on offer at Loreto Normanhurst. This year she participated in the IGSSA Softball and Basketball Competitions, the Athletics Training Program and Touch Football Competitions. Tegan was also involved in IGSSA Athletics and Pilates group. At Inter House events Tegan represented Aston in Basketball. She sang in the Aston House Choir and Boarder Choirs. Tegan has worked very hard on her studies this year and she received a Principal's Award for Academic Achievement at the 2010 Awards Ceremony.



### Marist College Ashgrove

#### Year 7

**Darnell** from Murgon commenced as a boarder in Year 7 at Marist College Ashgrove in 2010. He has adjusted to the challenges of secondary schooling well and deserves credit for his self-discipline and motivation to improve his studies. Darnell participates in many of the college's cultural and sporting activities. He enjoyed attending a number of Bronco's matches at Suncorp Stadium this year and was regularly involved in College Assemblies and Mass. Darnell has a strong sense of social justice and is always looking out for others.

#### Year 8

**Ervyn** from Cherbourg began studying at Year 8 at Marist College Ashgrove in 2010. He has found the adjustment to boarding life quite challenging at times but embraced the many cultural and boarding opportunities offered by the college. Ervyn has participated with pride in many cultural events such as our NAIDOC Celebrations, the Champagnat Day Mass and Harmony Day, often leading the dances with great spirit.



**Kassim** from the Torres Strait Islands began studying Year 8 at Marist College Ashgrove in 2010. He has participated with pride in many cultural events such as NAIDOC Celebrations, the Champagnat Day Mass and Harmony Day, show-casing the many dances and music of the Torres Strait Islander people. Kassim enjoys many different sports including Rugby and swimming. He has good writing skills and is looking forward to studying subjects of his own selection in Years 9 and 10. The highlight of 2010 for Kassim was meeting the former Prime Minister of Australia, the Hon Kevin Rudd when he visited the college mid-year.

#### Year 9

**Jerome** from Mt Isa completed Year 9 at Marist College Ashgrove in 2010. He commenced at the school as a boarder this year and has settled in well. Jerome is a talented softball player who has also taken up Rugby, athletics and running this year. Jerome has participated in many cultural events such as NAIDOC Celebrations, the Champagnat Day Mass and Harmony Day. He has enjoyed the many different subjects offered at Marist College Ashgrove, particularly in SOSE studying Organised Crime, Tourism and Business subjects. He also took the opportunity to join a new class, Advanced Religion in which he learnt a great deal as



reflected in his participation in many school Mass and Church events as well as the 'Mates' Community Support activities. Jerome has a strong sense of social justice and is considering a career in law once he finishes Year 12.

**Sam** from Stradbroke Island completed Year 9 at Marist College Ashgrove in 2010. Sam commenced at the school as a boarder in Year 8 in 2009. In Year 9, Sam has participated successfully in many cultural events such as NAIDOC Celebrations, the Champagnat Day Mass and Harmony Day. Sam has many creative talents and enjoys studying Graphics and Art. He represented the school in Rugby and Basketball and hosted a number of other students at his family home on Stradbroke Island during holidays and Boarder's Free Weekends.

#### Year 10

**Michael** from St. George completed Year 10 at Marist College Ashgrove in 2010. Michael commenced at the school as a boarder this year and has found the adjustment to boarding life quite challenging at times. Despite this, Michael has had great success particularly on the Rugby field, gaining selection in the Under 16's MetNorth Representative Team. He has also been signed by the Western Tigers for the next three years, hoping to join their senior ranks after

successfully completing Year 12. Michael has participated in many cultural events at the college such as NAIDOC Celebrations, the Champagnat Day Mass and Harmony Day. Michael has found considerable improvement in his academic subjects, the result of increased perseverance and resilience. Next year Michael will be starting a School-Based Traineeship Certificate III in Community Recreation with PASS Australia and is thinking about a future career (post rugby) in either PE Teaching or coaching.

**Nathan** from Yarrabah completed Year 10 at Marist College Ashgrove in 2010. He commenced at the school as a boarder this year and has settled in well. Nathan was selected for the MetNorth Rugby Team and has also been selected in the college's Firsts Volleyball team for 2011. Academically, Nathan has shown great improvement over the year and received a glowing report from the Customs and Border Protection Minister in Canberra after participating in the *Learn Earn Legend! Work Experience with Government* program. Nathan has also been selected to participate in the AVS Program during Years 11 and 12 to learn the skills of Boiler Making. He is however, still considering attending university after his success and experience with Customs and Boarder Protection. Nathan was a regular participant



in many cultural events such as NAIDOC Celebrations, the Champagnat Day Mass and Harmony Day.

#### Year 11

**Charles** from Mornington Island completed Year 11 at Marist College Ashgrove in 2010. Charles commenced at the school as a boarder in Year 9 in 2008. In Year 11 Charles has participated successfully in many different sporting teams and was selected in the Queensland Indigenous Under 16's State Rugby Team, playing in a National Tournament in Sydney. Charles has had work experience as a Diesel Mechanic and coaching primary school students in various sports. This year Charles has embraced the community spirit at Marist and received an award for his participation in 'Mates' activities such as helping out at the Barbeque for the Homeless. He has participated in many cultural events such as NAIDOC Celebrations, the Champagnat Day Mass and Harmony Day.

**Benji** from St. George completed Year 11 at Marist College Ashgrove in 2010. Benji commenced at the school as a boarder in Year 9, 2008. He has participated in many cultural events such as NAIDOC Celebrations, the Champagnat Day Mass and Harmony Day, showing growing leadership particularly with the



junior boys. He has always spoken of his desire to become a personal trainer and this year Benji has shown a great deal of initiative, self-discipline and self-motivation to help achieve his goals. During 2010 Benji began a School-based Traineeship in Certificate III at Aspley East Primary School assisting with PE classes. He has also been completing his Certificate III in Personal Training in his own time, after school hours at an external, accredited college. On top of all this Benji has been doing work experience back home in St. George during his holidays. He has also participated in many sporting teams and has focused his training on body building hoping to compete in 2011 in the 'Natural (drug-free) Body Building Championships'.

### Presbyterian Ladies' College, Sydney

#### Year 8

**Dharpaloco** from Mortlake in Sydney completed Year 8 in 2010. She is a member of the Yolngu people of the Gumatj clan of North East Arnhem Land. Her home community is the town of Yirrkala. Dharpaloco is very proud of her Indigenous heritage and is actively involved in Indigenous dance outside of school including the Fire Water at the Rocks ceremony at Sydney Vivid. Dharpaloco has also been part of a small



group of dancers who performed at the opening of the Indigenous Art Exhibition at the PLC Sydney Adelaide Perry Gallery and the Land Dedication held at PLC Sydney in March which honoured the traditional custodians of the land on which the school is located.

**Ellie** is a Wiradjuri girl from Dubbo, New South Wales. She joined Presbyterian Ladies' College Sydney in 2009 and has completed Year 8 in 2010. Ellie recently accompanied our Indigenous Liaison Officer on visits to the National Centre for Indigenous Excellence, Vibe and Tranby and has been very enthusiastic with her increased understanding of these organisations. Ellie is an extremely likeable young woman who mixes well with all students. She has settled into her academic work well and has begun to set goals for herself for after school. Ellie would like to be a Human Rights lawyer.

**Yimillia** is from Emerald Beach on the Central Coast. Yimillia joined Presbyterian Ladies' College Sydney at the beginning of 2010 as a Year 8 Boarder. Yimillia has settled into the school routine well, taking full advantage of the sporting programs available. She is currently working very hard to improve her learning across all her subjects. Yimillia recently accompanied our Indigenous Liaison Officer

on visits to the National Centre for Indigenous Excellence, Vibe and Tranby and has been very enthusiastic with her increased understanding of these organisations. Yimillia was also part of a small group of dancers who performed at the opening of the Indigenous Art Exhibition at the PLC Sydney Adelaide Perry Gallery.

#### Year 10

**Bronte** from Newcastle commenced her education, as a full time Boarder, at Presbyterian Ladies' College Sydney in 2009 and has successfully completed Year 10 in 2010. Bronte is a popular member of the Year Group. She is making good academic progress and has done well in Visual Arts, gaining full marks for painting. Bronte is an exceptional sports person with ability in Diving and Athletics (High Jump). Her sporting achievements this year include: diving above her age at the IGSSA carnival, being selected for the CIS carnival where she placed 4th overall in the springboard event and winning silver medals in the State Diving Championships which qualified her to dive at National Age Championship. Bronte has her Level 1 Diving coaching certificate and is keen to begin coaching younger students. Bronte hopes to do event management or sports photography when she leaves school.



**Gapala** is from Mortlake in Sydney. She is a member of the Yolngu people of the Gumatj clan of North East Arnhem Land. Her home community is the town of Yirrkala. In 2007 Gapala commenced her education at Presbyterian Ladies' College Sydney and has completed Year 10 in 2010. During Terms 3 and 4 she completed work experience at the Royal Botanic Gardens in Sydney. Gapala is very proud of her Indigenous heritage and is actively involved in Indigenous dance outside of school including the Fire Water at the Rocks ceremony at Sydney Vivid. Gapala has also led a small group of dancers at the opening of the Indigenous Art Exhibition at the PLC Sydney Adelaide Perry Gallery and the Land Dedication held at PLC Sydney in March which honoured the traditional custodians of the land on which the school is located.

**Olivia** is from the Newcastle and the South Coast Community of Wreck Bay. In 2009 Olivia commenced her education at Presbyterian Ladies' College Sydney and completed Year 10 in 2010. Olivia has made steady progress in her academic work. She showed leadership and initiative this year by organising a week-long focus on 'Closing the Gap' at PLC, raising awareness and funds for the campaign. In 2011 Olivia will be doing a TAFE course in Animal Care alongside her Preliminary subjects in order to equip her to achieve her goal of becoming a Veterinary Nurse.



### Year 11

**Katelyn** is a Year 11 student at PLC Sydney who comes from Essendon, Victoria. As the oldest of our Indigenous students, Katelyn has taken on a mentoring role for the younger students, meeting with the girls in Year 10 to tell them about the transition into senior studies. She is a hard working student who has set herself high goals for the future. At the beginning of 2010, Katelyn travelled to Austria as an exchange student. Since her return she has been inspired to continue her study of German outside the school at Open High School. She has been asked by this organisation to do the Acknowledgement of Country at the Open High School's award ceremony at the end of the year.

In July Katelyn was one of three Presbyterian Ladies' College Sydney students who travelled to Canberra to participate in the *Learn Earn Legend! Work Experience with Government* program. The experience has motivated Katelyn to work towards a Public Service position in the Department of Foreign Affairs.



## Pymble Ladies' College, Sydney

### Year 8

**Andrea** from Thursday Island completed Year 8 at Pymble Ladies' College in 2010. This was her second year at *Pymble* and she has had an excellent year. Andrea is incredibly studious and has received wonderful comments about her academic progress from a wide variety of her teachers. Andrea has been a great support to fellow Indigenous Scholars as they have settled into their new boarding environment. She has successfully completed a second year of Speech and Drama and has played basketball for the College.

**Ebithia** from Thursday Island completed Year 8 at Pymble Ladies' College in 2010. This was her second year at *Pymble* and she has been working with great diligence and focus in her studies. Ebithia promises to be a great leader in the future as she has a vibrant and outgoing personality, and she is a most influential person amongst her peers. Ebithia is a very good basketball player, and has competed extensively for the College this year, she has also dabbles in athletics. She has completed a second year of learning Speech and Drama following the AMEB syllabus.

**Merika** from Moree completed Year 8 at Pymble Ladies' College in 2010. Despite this being her first year at the College, Merika has had a most successful year. She is extremely hard working in her academic subjects and she has made some significant gains particularly in Mathematics. She also commenced guitar lessons thereby realising a passion she has long held. Merika was involved with the students from the senior Dance and Drama groups in the performance of *Gathering Stories*, an Indigenous inspired dance and drama pastiche. Merika has also played numerous sports during the year including basketball, netball and touch football, thus taking full advantage of the opportunities afforded to her.

**Tiana** from Moree completed Year 8 at Pymble Ladies' College in 2010. Tiana's bright and bubbly personality meant that she made friends readily, despite 2010 being her first year at *Pymble*. One of the first things she did when she arrive at the College was to commence piano lessons and she persisted with these throughout the year. Tiana was involved with the students from the senior Dance and Drama groups in the *Gathering Stories* performance. She opened the event by performing a traditional dance. Tiana also played a wide variety of sports including soccer, netball and cricket. She had a wonderful first year at *Pymble*.



### Year 10

**Ella Maree** from Terrigal completed Year 10 at Pymble Ladies' College in 2010. This was her second year at *Pymble* and she has integrated very well into the life of the College. She is working well academically and has received many positive comments from her teachers about her diligence. Ella is a very talented tennis player and her commitment to tennis takes her out of the College on a regular basis for tournaments and training that are held all over the state. She thoroughly enjoyed the week down in Canberra arranged by AIEF where she worked for the Department of Education and Training. Ella appears cheerful and well settled into her life at *Pymble*.

### Year 11

**Elizabeth** from Bungalow completed Year 11 at Pymble Ladies' College in 2010. Libby has energy and enthusiasm and has made a significant impact on her Year 11 group. Her first year has been most successful. In Term 1, Libby set up a link between her Year 11 peer group and senior students from Cairns High School via email. Each participating student from *Pymble* was linked up with an 'epal' from Cairns and they chatted for a number of weeks over the internet. During Term 3 a teleconference was set up between the two groups. Both



*Pymble* girls and Cairns girls were very enthusiastic about 'seeing' each other for the first time. Libby has also been voted House Captain for Thomas House. She has made friends effortlessly and has done much to raise awareness and understanding of issues pertaining to Aboriginal and Torres Strait Islander people. She has also played netball as part of the Under 19 Indigenous Netball team at the Nationals in Adelaide. Libby was also participated in the week down in Canberra arranged by AIEF which linked Indigenous students with government ministers. She worked with the Department of Aboriginal Affairs and thoroughly enjoyed the experience.

#### Year 12

**Jessica** from Alice Springs completed Year 12 at *Pymble Ladies' College* in 2010. She was the first Indigenous boarder at *Pymble* and 2010 marks her fourth and final year at the College. She has had a most successful year, serving ably as Prefect and performing very well academically. Jessica has had a very positive experience at the College and has made numerous friends both within the boarding and day schools. She is a young woman of great promise and leadership potential. Her maturity and affability made her a great choice as the pioneer of the Indigenous Scholarship Program at *Pymble*. Jessica achieved

outstanding results in her Higher School Certificate achieving four Band 6s, one Band 5 and one Band 4 in her results and an ATAR of 95.45. In 2011, Jessica received an offer to study Medicine at The University of New South Wales. Jessica has also been awarded the university's Balnaves Scholarship, for \$25,000. Jessica participated in the Goolagong National Tennis Development Camp which took place at the Australian Open Tennis Competition in January 2011.

**Keiryn** from Innisfail completed Year 12 at *Pymble Ladies' College* in 2010. Keiryn completed three years at the College and has made quite an impact particularly in boarding where her art works are on display in the various houses. Keiryn is a compassionate and capable young woman and has proved a wonderful mentor for the younger girls. She also demonstrated her musical skills on a number of occasions. She played and sang at the opening of *Gunyah*, a place for quiet contemplation set aside within the school; as well as the final assembly for her Year 12 cohort. Keiryn attained impressive results in her Higher School Certificate achieving; two Band 3s, two Band 4s and two Band 5s. In 2011

Keiryn achieved entry to her first preference course at the University of Technology, Sydney to study Bio-Medical Science, so she has re-located to Sydney. At the end of 2010, Keiryn commenced working as a summer intern at the Australian Indigenous Education Foundation and in early 2011 she took part for the seventh year in the Goolagong National Tennis Development Camp which took place during the Australian Open Tennis Competition.

### St Augustine's College, Cairns

#### Year 8

**Brandon** from Lockhart River completed his first year in Year 8 at St Augustine's in 2010. Brandon is very talented on the sporting field. His League team won finals this year, with Brandon playing a major role. Brandon favorite subjects are English, Physical Education and Techshop. He presented a *Fractured Fairy Tale* in English, a version of *Little Red Riding Hood*. The wolf was a wild boar that had eaten his grandmother, he killed it with his spear, and the village gathered for a feast and consumed it. Then he did a traditional dance in celebration.

**Ethan** from Cairns completed his first year in Year 8 at St Augustine's in 2010. Ethan's uncle, Charles, is an old boy of the College so Ethan has a family connection. Ethan enjoys English, SOSE and Tech Shop and achieved sound results in these subjects in 2010. Ethan has also established a reputation as being very good with computers and is often turned to by his peers to offer technological assistance.

**Haldane** from Port Douglas completed Year 8 at St Augustine's in 2010. Hali, as he prefers to be called, originally comes from Melbourne and his father is from Murray Island. His favorite subject is Science as he has a teacher from Zimbabwe who he finds very interesting and engaging. Hali enjoys playing hockey and his team made it to the finals in 2010. Hali also is an excellent fisherman and fishes every weekend if possible. He is most proud of going from a D to a B+ in Math class. Hali would like to have a career flying in the air-force after finishing school.

**Ishmaiel** from Warraber Island completed Year 8 at St Augustine's in 2010. Ishmaiel commenced study this year at Saints. It was a big leap from his small Island of Warraber in the Torres Strait; however, he has coped very well. Ishmaiel is progressing well at school considering the massive change to his environment.



Ishmaiel's favorite subjects are SOSE (Study Of Society and Environment) and Tech Shop. He has become a popular student with his peers especially those involved in boarding. Ishmaiel is also a popular member of his league and union teams.

**Nelson** from Thursday Island completed Year 8 at St Augustine's in 2010. Nelson commenced study this year at Saints. Nelson is a focused student who achieves very well academically. Nelson's favorite subjects are Math, SOSE (Study of Society and Environment), English and Tech Shop. Nelson is looking to study engineering when he leaves school.

**Welu** from Warraber Island completed Year 8 at St Augustine's in 2010. Welu commenced study this year at Saints which was a big transition from his small Island home on Warraber in the Torres Strait; however, he has coped very well. Welu has become a popular student with his peers, especially those involved in boarding. Welu is also a popular member of his league and Union teams. Welu's English teacher was very pleased with his progress in 2010 as he gave a speech in English that received a B+. The speech was about Christine Anu's hit song *My Island Home* which resonated with Welu because of his connection to his own island home.



### Year 9

**Budhagi** from Pormpuraaw completed Year 9 at St Augustine's in 2010. Budhagi started at Saints in 2008 in Year 8. Dougy, as he likes to be called, enjoys Math and Science lessons. Dougy has a talent for Rugby Union and Rugby League. He was also selected for the U14 AFL Jonathan Brown Cup and the U14 Rugby Union team. These teams play in a regional competition against schools from all over far north Queensland. In 2010 Dougy also assisted with preparation for and participated in our Saint Augustine's Indigenous Cultural Appreciation Night that was held in the College.

**Dean** from Mossman completed Year 9 at St Augustine's in 2010. Dean commenced at Saints in Year 8, 2009. He enjoys English, SOSE and Tech Shop. Dean is a fine public speaker. Dean presented a speech at our Saint Augustine's Indigenous Cultural Appreciation Night, SAICAN. He is a valued player on the Rugby League field and a popular member of the boarding community.

**Jimi** from Tully completed Year 9 at St Augustine's in 2010. Jimi commenced at Saints on Year 8 in 2009. Jimi enjoys English, SOSE and, in particular, Tech Shop because he gets to apply his creativity to construction. He is talented on

the rugby league field and is a popular student amongst his peers and boarding community. Jimi would like to be a vehicle mechanic and take on an apprenticeship when he completes Year 12.

**Tharramali** from Cairns completed Year 9 at St Augustine's in 2010. Mali, as he is called, commenced studies at Saints in 2009. Mali lives in Cairns with his family; however, he originally comes from the Torres Strait Islands. Mali is a dedicated student who applies himself well to his academic studies. Mali is also a talented musician and plays the violin in the College orchestra.

**Tyus** from Thursday Island completed Year 9 at St Augustine's in 2010. Tyus is a member of the famous Gondwana Choir which is choir based in Sydney and made up entirely of young Aboriginal and Torres Strait Islander students. Tyus is the face of the Qantas advertisements and is the lead chorister for *I Still call Australia Home*, Qantas' theme song. He has performed at AFL's Grand Final and in Los Angeles for Qantas in the 'G'day LA' Festival.

### Year 10

**Colin** from Mabuiag Island completed Year 10 at St Augustine's in 2010. Colin commenced his schooling at Saint Augustine's in 2007. Colin applied himself very well to his studies in 2010



and strived to do his best. As a result of this renewed commitment to study, Colin is performing extremely well academically. Colin is also an accomplished public speaker. His favorite subjects are English and Technology Shop where he is able to construct items out of steel and wood. Colin makes a cultural contribution to the school by performing traditional dances on cultural evenings. Colin hopes to be involved in customs or law enforcement when he graduates from Year 12.

**Christopher** from Cairns completed Year 10 at St Augustine's in 2010. Chris' favorite subject is drama as it helps him express himself. Chris is a truly dedicated scholar and maintains an A-grade average which is exceptional. Chris has also represented the College in regional competition in high jump. Chris recounts his trip to Canberra in 2010 to participate in the *Learn Earn Legend! Work Experience with Government* program facilitated by AIEF as a highlight of his time at Saints. Chris would like to study computer programming and pursue a degree and a career in software design.

**Robert** from Bamaga completed Year 10 at St Augustine's in 2010. Robert participated in our Saint Augustine's Indigenous Cultural Appreciation Night by performing traditional





dances with other Indigenous students from the Torres Strait. Robert hopes to complete Year 12 and go on to be a carpentry apprentice which will enable him to join the family carpentry business in Cape York.

**Shaun** from Mornington Island completed Year 10 at St Augustine's in 2010. Shaun commenced his schooling at Saint Augustine's in 2008. Originally from Mornington Island, Shaun and his family now live in Atherton on the Tablelands. Shaun is a talented singer and has performed at Indigenous Masses for the Catholic Education Office in the Diocese of Cairns. Shaun was our compere and host for our Saint Augustine's Indigenous Cultural Appreciation Night. He also has been selected to compete in the regional sporting competitions by representing his College in Rugby Union and Rugby League. Shaun wishes to pursue a career in Architecture.

**T'kido** from Thursday Island completed Year 10 at St Augustine's in 2010. TK, as he likes to be called, started school at St Augustine's in 2008 in Year 8. TK is a strong academic student, showing promise in all his subjects. He recently participated in our college public speaking contest and gained 2nd place. TK has also travelled to Melbourne to produce a digital story with the Australian Centre for the Moving



Image. TK is also a talented athlete, in both team sports and running. He won 1st place for his age group in the College Athletic Carnival. TK wishes to study Medicine at university after finishing Year 12.

**Townson** from Saibai Island completed Year 10 at St Augustine's in 2010. Townson, or James, as he is called, started at Saints in 2008 in Year 8. James particularly enjoys Film and Television, Drama and English. He has produced and directed one movie already that was selected, screened and was given a Highly Commended Award at the Saints Gala Movie Festival. James also received a Silver Effort Award for study this year and was awarded the Champagnat Award presented by the Principal. This award is given to the student in each tutor class who shows outstanding witness to Marist values.

#### Year 11

**Branden** from Pormpuraaw completed Year 11 at St Augustine's in 2010. Branden has been at Saints since Year 8 starting his high school education in 2007. He has a talent for Rugby League and Union and has represented the College on numerous occasions. He has even tried out for state and represented in Peninsula teams. Branden is an all round sportsman being athletic and competing in many school sports.

His favorite subjects are Math and English and Branden would like to pursue a career in the Engineering field.

**Jack** from Cairns completed Year 11 at St Augustine's in 2010. Jack commenced study at Saints in Year 8 in 2007. Jack's favorite subject is the elective Film and Television and he has produced and directed some very good movies in his senior classes. Another subject that he enjoys is Marine Studies in which the students learn about the natural environment and water craft. They also study for their small boat license which he obtained in November 2010.

#### Year 12

**Haryne** from Sabai completed Year 12 at St Augustine's in 2010. Haryne commenced at Saints as a boarder in Year 8 in 2006. Haryne has represented the College in three sports: Union, League and Volleyball. He has assisted in leading the junior Indigenous students in cultural activities and is an accomplished traditional Island dancer. Haryne also had a role in our school musical as a dancer. He is outgoing and has a great sense of humor. After achieving very pleasing results of three High Achievements and four Sound Achievements, in 2011 Haryne has accepted an offer to study Nursing at James Cook University, Cairns. He will defer



commencing for six months as he is currently working in his home community at Sabai Island.

**Jack** from Cairns completed Year 12 at St Augustine's in 2010. Jack has been a consistent student in his years at the College. Jack started at Saints in year 8 in 2006. Jack excelled in Vocational Engineering and was a very much liked student in the College. In 2011 Jack has accepted an offer to commence a Bachelor of Business and Digital Media at Griffith University.

**Michael** from Cairns completed Year 12 at St Augustine's in 2010. Michael's favorite subjects were Biology, Chemistry and Marine Science. Michael represented the College in the CISSA Volley Ball Team. Being tech savvy, he looked after the technical aspects of our SAICAN evening in 2010; operating and coordinating the power points and the video presentations. Michael says that the *Learn, Earn, Legend! Work Experience with Government* program is his greatest memory of Year 12 as "Parliament House and Canberra were great." He has two options open to him for next year; obtaining a coxswains certificate and pursuing something with Marine Customs or becoming an electrical apprentice. Michael received a High Achievement for Marine Studies and Sound Achievements in his other subjects, and in 2011



he will commence a Bachelor of Nursing at James Cook University, Cairns.

**Neerim** from Normanton completed Year 12 at St Augustine's in 2010. Neerim commenced at Saints in Year 8 in 2006. Neerim's favorite subjects are Ancient and Modern History. Neerim captained the college Under 19 Touch Football Team. An accomplished public speaker, Neerim represented the College in the senior debating team and many speech competitions and was awarded Champion Public Speaker of the College. Neerim is also an accomplished Indigenous dancer and played a lead character in our school play. Neerim was also selected to attend the National Constitutional Convention held in Canberra. In his final examinations Neerim received three Very High Achievements and four High Achievements and in 2011 he will commence studying Bachelor of Law at James Cook University.

**Robert** from Yorke Island completed Year 12 at St Augustine's in 2010. He has represented the College in League and Union and is captain of the First 13 Union Team. Robert excelled in art while at school and performing excellently in the sporting arena: a surprising combination of talents. He has donated one of his artworks to Powderfinger, the Australian rock group at Gala

Fundraising Dinner in the Brisbane Convention Centre. In his final examinations he received three High Achievements and two Sound Achievements, and in 2011 he will commence a degree in Physiotherapy at the University of Queensland in Brisbane.

**Ryan** from Cairns completed Year 12 at St Augustine's in 2010. Ryan commenced study here at Saints in 2009 in Year 11. Ryan is a very popular with his peers as well as staff members. Ryan is able to get along with a variety of people and is very adaptable. He has proven that he is a very capable and helpful student in and out of the classroom. In 2011 Ryan has relocated to Brisbane where he is working as a painter with his father.

**Aden** from Charleville completed Year 12 at St Augustine's in 2010. In his final year, Aden was selected to attend the *Learn Earn Legend! Work Experience with Government* program in Canberra. In his final examinations he received a Very High Achievement for Graphics, four High Achievements and two Sound Achievements. In 2011 Aden will commence a traineeship as an apprentice at an energy company in Cairns.



## St Catherine's School, Waverley

### Year 8

**Kimberly** from Matraville completed Year 8 at St Catherine's School, Waverley in 2010. She commenced school at St Catherine's in Year 7 in 2009 and is a day student. Kimberly was very proud about the effort she had put into studying for her examinations this year and in her level of achievement in all subjects. She had particularly enjoyed the excursions she had attended for Aboriginal Studies, oceanography and maths. She listed playing in the netball knockout and getting a job at a fast food restaurant as highlights for the year.

**Laura** from Matraville completed Year 8 at St Catherine's School, Waverley in 2010. She commenced school at St Catherine's in Year 7 in 2009. Laura particularly enjoyed drama this year and was excited about the short film she made and her performance in 'Closing the Gap' for the NAIDOC assembly. She was proud about her achievement in moving up into a higher Maths class and about being selected for the NSW Indigenous School Girls Netball Team. A highlight for her this year was the friends she has made at St Catherine's. Laura has committed to additional tuition and is determined to improve her examination results in 2011.

**Taylor** from Botany completed Year 8 at St Catherine's School, Waverley in 2010. She commenced school at St Catherine's in Year 7 in 2009 as a day student. Taylor has been particularly enjoying Drama and French at St Catherine's. She is proud to have received a High Distinction in the State French Competition and is excited to have submitted a film to Tropfest (Junior). Taylor has embraced a number of co-curricula opportunities at St Catherine's including representing the school in inter-school snow sports.

### Year 9

**Katie** from Mungindi completed Year 9 at St Catherine's School, Waverley in 2010. This was Katie's first year as a boarder at St Catherine's and she was very proud to have completed a year's study away from her family. In her self-reflection workshop Katie noted particularly how much she had learnt in, and enjoyed, her maths program. She also really enjoyed the sports she participated in, netball, soccer, touch and basketball and had been very pleased about her selection into the First touch team and getting three 'best and fairest' awards. Katie's goals for next year are to allocate more time to assignments and study to improve her results, to widen her group of friends and to excel in her sports. She is aiming to continue being happy at St Catherine's and completing her education.



**Tamina** from Maroubra completed Year 9 at St Catherine's School, Waverley in 2010. She commenced school at St Catherine's in Year 7 in 2008. Tamina particularly enjoyed the geography electives that she studied in 2010. Oceanography was a natural choice for Tamina who loves to spend time surfing with her father. She is very excited about being selected onto the youth committee of the Coogee Surf Living Saving Club. The Drugs and Diseases elective reinforced Tamina's ideas about a possible future career as a doctor. Tamina enjoyed sporting successes throughout the year, her teams winning both the netball and soccer grand finals.

**Zhane** from Roselands completed Year 9 at St Catherine's School, Waverley in 2010. She commenced school at St Catherine's in Year 7 in 2008. Zhane's reflections on the year were that she had really enjoyed her elective subjects including Design and Technology and commerce, she was impressed by how much she had learnt in physical education and she was proud of the grades that she had achieved. She has already achieved one of her 2011 goals of moving into the B maths class. Zhane was also very proud about joining the Duke of Edinburgh program.



### Year 10

**Che** from Millers Point completed Year 10 at St Catherine's School, Waverley in 2010. She commenced school at St Catherine's as a boarder in Year 8 in 2008. A particular highlight for Che this year was the opportunity to join the *Learn. Earn. Legend! Work Experience with Government* Program and shadow Tanya Plibersek in Canberra. Che is also proud of the leadership positions she has been selected for in 2011 at St Catherine's including Boarders Council representative and Year 7 mentor. Drama and participating in the drama festival were Che's favourite school activities.

**Tori** from Wellington completed Year 10 at St Catherine's School, Waverley in 2010. She commenced school at St Catherine's in Year 7 in 2007. Tori has been particularly busy this year at St Catherine's and, as she is a talented sportswomen, she has represented the school in basketball and touch football. At the school's NAIDOC celebration, staff and students enjoyed the film that Tori had produced about the impact on her of her decision to leave Wellington and come to St Catherine's. Tori is very excited to have been accepted for a traineeship with Channel 9 commencing next year.

**Brittannie** from Waterloo completed Year 10 at St Catherine's School, Waverley in 2010. She commenced school at St Catherine's in Year 7 in 2007. A particular highlight for Brittannie in 2010 was gaining a leadership position in the School and she is looking forward to being a peer support leader in 2011. Brittannie was pleased with her School Certificate trial results and she has completed the year feeling more confident about her academic abilities.

**Talia** from Dubbo completed Year 10 at St Catherine's School, Waverley in 2010. She commenced school at St Catherine's this year in Year 10 as a boarder. Talia has settled into St Catherine's and the boarding house well and already has a wide circle of friends. She has begun to participate enthusiastically in a number of co-curricula activities within the school. Talia shows significant potential in the areas of PDHPE and Design and she is hoping to pursue courses which will assist her to move into the area of fashion design.

### Year 11

**Ashleigh** from Armidale completed Year 11 at St Catherine's School, Waverley in 2010. She commenced school at St Catherine's as a boarder in Year 8 in 2007. Ashleigh is supplementing her school program with



a VET Entertainment course and this year she has enjoyed visiting theatres to learn about backstage operations. She has been applying her newly acquired practical knowledge to assist with the lighting and sound for theatre productions staged at St Catherine's. Ashleigh received a 2010 VET Workplace Award. This is prestigious award as employers nominate few students.

**Demi** from Wreck Bay completed Year 11 at St Catherine's School, Waverley in 2010. She commenced school at St Catherine's in kindergarten in 1999. Demi has been boarding at St Catherine's since 2008. Demi has been enjoying the opportunity to spend one day per week working at Sydney International Airport this year as part of her traineeship with Qantas. She has been very committed to her Aboriginal Studies and Visual Arts studies and she is achieving excellent results. Demi's confidence has really grown this year and she provided the school with very moving Acknowledgments of Country at the Prefect Induction Assembly and the Farewell Chapel Service for Reverend Sawyer.



### Year 12

**Brylie** from Forster completed Year 12 at St Catherine's School, Waverley in 2010. She commenced school at St Catherine's as a boarder in Year 11 in 2009. Motivated by her goal to gain admission to medicine Brylie has worked extremely hard throughout 2010. She studied chemistry, biology, maths (extension) and English (extension). It was therefore with great excitement that Brylie learnt that she had been admitted to the pre-medicine program with Nura Gili at the University of NSW. Further, on completion of her Higher School Certificate Brylie was offered a place to study Medicine at the University of New South Wales. Brylie also received a College scholarship and will be residing at Shalom College on campus. She and her family are very excited. Despite her dedication to her studies Brylie has been a greater supporter of the other Indigenous students and cultural activities organised by the school and by AIEF.

**Crystal** from Blacktown completed Year 12 at St Catherine's School, Waverley in 2010. She commenced school at St Catherine's in Year 7 in 2005. Crystal has participated enthusiastically in a diverse range of areas within the school. It was her passion for both her culture and for



languages which led to the students learning the National Anthem in the local Dharawal language which they performed at the AIEF 2009 Annual Report launch. Crystal's commitment to her academic work has been excellent and her results in English in particular have been outstanding. Crystal participated in the national geography competition, she sang in clubs and choirs and she played hockey for the school. Crystal produced band 5 results in four of five subjects in her Higher School Certificate. Crystal is looking forward to taking a gap year in Spain and Italy in 2011, including a two month stay at a house in Calabria. Crystal plans to apply for the Bachelor Arts Law at UNSW in 2012 and will be working with the support of Nura Gili to achieve her goals.

**Jessie** from Little Bay completed Year 12 at St Catherine's School, Waverley in 2010. She commenced school at St Catherine's in Year 7 in 2005. Jessie graduated this year with a banking Workplace Traineeship. She maintained excellent commitment to her HSC program and her art and English results are particularly pleasing. Jessie has overcome her shyness to represent the Indigenous students and the school at formal events both within and outside the school. Jessie applied herself with focus to

the HSC Course, receiving band five results in Visual Arts and General Mathematics. Her Body of Work for Visual Arts was dramatic, refined and detailed in finish. After finishing school Jessie enjoyed a holiday in Fiji and in 2011 she will commence studying Business at TAFE with a view to commencing a Business degree at university in 2012.

**Lowanna** from Tregear completed Year 12 at St Catherine's School, Waverley in 2010. She commenced school at St Catherine's in Year 8 in 2006 as a boarder. Lowanna has been an inspiration to many of the girls at St Catherine's, Indigenous and non Indigenous, with her obvious devotion and love for her family. She was chosen for a leadership position in the school as a transition mentor. Lowanna has been particularly committed to her Aboriginal Studies and Visual Arts courses and she completed outstanding major works in both subjects. In 2011 she will continue to pursue her passion for the Visual Arts as she has been accepted into the Bachelor of Art Education at the UNSW College of Fine Arts.



### St Joseph's Nudgee College, Brisbane

#### Year 7

**Lindsay** from Brisbane completed Year 7 at St Joseph's Nudgee College in 2010. Lindsay is a young man who is full of life, with a strong understanding of his own strengths and challenges. Keen to participate in activities, Lindsay has taken every opportunity on offer at the college. Through hard work and his determination to learn, Lindsay has made strong progress this year and his efforts were recognised with a Principal's Award in Term 4.

#### Year 8

**Aiden** from Burketown completed Year 8 at St Joseph's Nudgee College in 2010. 2010 was a year of adjustment for Aiden coming from a small community and leaving his family for the first time. He met the challenge of his new coursework by maintaining a positive approach, working hard both in the day school and at tutoring in the evenings. Aiden was heavily involved in Rugby at Nudgee playing in two teams and filling in for others when needed. Aiden received his highest subject results in Design Technology, Art and Maths and is looking forward to returning to Nudgee in 2011.



**Brodie** from Orange completed Year 8 at St Joseph's Nudgee College in 2010. Brodie has adjusted well to life at Nudgee College, no doubt helped by having an older brother in Year 12. Throughout the year Brodie improved in his studies, displayed a courteous nature and was considered a friendly and cooperative member of the Nudgee community by students and staff alike. Brodie attends tutoring diligently and is a keen sports person, playing in Rugby, Tennis and Athletics teams.

**Robert** from Goodooga completed Year 8 at St Joseph's Nudgee College in 2010. He is a very capable young man who has given 110% to everything on offer at Nudgee. Robert is someone whom others follow and he is developing into a wonderful leader who is always willing to offer a helping hand. Robert has worked hard to achieve very good results in English and Maths. He loves his sports and is leaving his own mark on Nudgee sporting life, playing Rugby and as a member of the Athletics team.

**Joshua** from Cooribah completed Year 8 at St Joseph's Nudgee College in 2010. Joshua has come to Nudgee with all guns blazing; he has approached every challenge with a positive attitude. He is a delight to have around and he provides a good example for other young



Indigenous men in the college to see what can happen with commitment and hard work. Joshua has excellent study habits and is always available to help his fellow students. Joshua also enjoys playing sport. He made the Rugby, Rowing, Cricket and Athletics teams as well as attending the end of year USA Basketball Tour.

**Tristan** from Lockhart River completed Year 8 at St Joseph's Nudgee College in 2010. In his first year at the College Tristan has grown from strength to strength. Tristan has worked hard to improve academically, attending the tutoring every morning and evening which led to very pleasing results in 2010. He is a valued member of the college community. Tristan has helped teach non Indigenous students about Indigenous culture and is one of the best story tellers you could ever meet. Tristan also played Rugby in the College's sports program.

**Josiah** from Brisbane completed Year 8 at St Joseph's Nudgee College in 2010. Josiah arrived at the College in Term 4 2010 and found his feet very quickly. He is working hard in classes and is ready to meet the challenge of continuing to do this in 2011. As a new arrival, Josiah has not had an opportunity to be involved in any sporting teams but he is looking forward to doing so in 2011.

**Brayden** from Brisbane completed Year 8 at St Joseph's Nudgee College in 2010. Although originally from Darwin, Brayden commenced the year as a day student but due to the amount of school work and his commitment to sport and training it was suggested Brayden would benefit from becoming a boarder. He has adjusted well to boarding life. On the sporting field Brayden proved to be a talented Cricket player and also tried his hand at Rugby. Although Brayden received sound results throughout 2010 it is expected that 2011 will be a better year for him academically due to the level of support that he will have access to as a boarder through the College tutoring program.

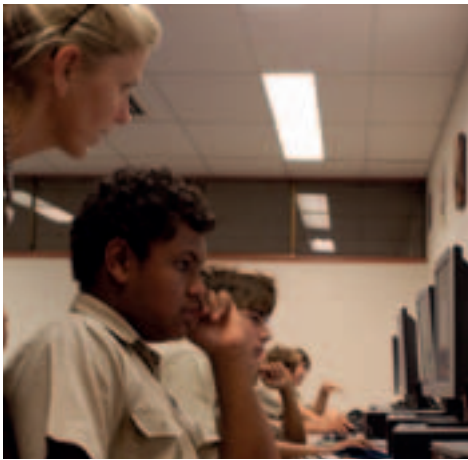
**Year 9**

**Bailey** from Toowoomba completed Year 9 at St Joseph's Nudgee College in 2010. In his second Year at Nudgee College, Bailey has gone from strength to strength. He was involved in both the Rugby and Rowing programs. Academically Bailey is achieving good results especially in Religion and English and is to be congratulated on his work ethic. Bailey is a very well liked young man who gives 100% effort to every challenge he faces, whether it is in the sporting arena or in the classroom. Bailey would like to go to University at the end of his schooling but is still unsure what he will study.



**Joshua** from Buderim completed Year 9 at St Joseph's Nudgee College in 2010. Joshua has worked hard during his first year at the College with his results reflecting this impressive work ethic. He is an enthusiastic young man who has come into boarding life at Nudgee College with an open attitude. He has taken on new challenges both with his sports and academically, receiving excellent results in his first year of Japanese. Joshua is a regular attendee at evening tutoring and this has helped him achieve the great results shown on his report card. He has also been involved in the Rugby, Rowing, Tennis, Athletics and Cricket programs.

**Keneen** from Brisbane completed Year 9 at St Joseph's Nudgee College in 2010. He has had a great year at the College and is a young man who is a pleasure to have around. Keneen always tries to do the right thing. He is an enthusiastic participant in class activities and works hard to get tasks completed. He is also a talented sportsman with a special gift in Athletics. Keneen played Rugby, representing the College in the Lloyd McDermott Competition in Sydney, as well as attending the end of year USA Basketball Tour.



**Manu** from Mornington Island completed Year 9 at St Joseph's Nudgee College in 2010. He settled into his first year at the college well and made lots of friends. Throughout the year Manu proved to be a well mannered and cooperative student who grew in maturity and confidence. Manu's good work ethic and approach to his learning was reflected on his report card. He has the potential to be a great leader amongst his Indigenous brothers at the College and at home in his community. Manu also cheerfully supported his fellow Nudgee students when they were defending the honour of the College on the sporting fields.

**Ryan** from Kingaroy completed Year 9 at St Joseph's Nudgee College in 2010. Ryan is a larger-than-life young man who is involved in the Rugby, Swimming and Rowing Programs. A highlight of Ryan's year in 2010 was his selection to travel to Rome for the Canonisation of 'St Mary of the Cross' MacKillop. Ryan is a hard worker who joined the USA Basketball Tour at the end of 2010.

#### Year 10

**Antonio** from Aurukun completed Year 10 at St Joseph's Nudgee College in 2010. Completing his third year at Nudgee College has been a great achievement for Antonio and his academic



results have consistently improved each year. He is strong proud young man with enormous potential. He would like to complete Certificates in Building and Construction and possibly Engineering. It has been wonderful to see Antonio take on the additional responsibility of leadership within the Nudgee College Indigenous community in 2010, as a role model and leader among the younger Indigenous and non-Indigenous students. Antonio is studying Certificate 2 in Sport and Recreation.

**Assan** from Bamaga and Thursday Island completed Year 10 at St Joseph's Nudgee College in 2010. In his first year at the College Assan had the opportunity to play in the Lloyd McDermott Rugby Competition in Sydney. Assan is a delightful company, a bright young man who is full of life and who has everyone laughing all day. He is also studying Certificate 2 in Sport and Recreation.

**Tyrone** from Bundaberg completed Year 10 at St Joseph's Nudgee College in 2010. Tyrone is a very well rounded young man who is clear about his own path in life. He is a talented sports player, participating in both the Rugby and Rowing programs. Tyrone is a student who is there for his fellow students and he was a leader in this boarding house for 2010. Tyrone

aims to study and work in Accounting when he finishes Year 12 and he will put in the effort that is needed to get there. He is studying Certificate 2 in Sport and Recreation. He also attended the end of year USA Basketball Tour.

**Samson** from Brisbane completed Year 10 at St Joseph's Nudgee College in 2010. New to the College in Term 4 2010, Samson adjusted to college life very well and very quickly. Samson has a strong work ethic and has given himself the challenge of achieving good results. He is well liked amongst students and staff. He has not had an opportunity to be involved in any sporting teams yet but he eagerly took up the opportunity to join the end of year USA Basketball Tour.

#### Year 11

**Bodean** from Innisfail completed Year 11 at St Joseph's Nudgee College in 2010. In his second year at the College Bodean excelled in Rugby, playing in the 16A's and training with the 1st XV squad. He has worked hard to stay on track with his studies excelling in subjects such as English, as well as the more hands-on subjects of Building and Construction, Engineering and Manufacturing. Bodean has also taken on leadership roles within the Indigenous community at Nudgee and other students look to him for



guidance. He has been a great role model for all students at the College. Bodean is studying Certificate 2 in Sport and Recreation.

**Anthony** from Darwin completed Year 11 at St Joseph's Nudgee College in 2010. As 2010 was Anthony's first year at the College, he learned to settle into college routines, to set and work towards meeting personal goals and he became known as a well mannered, enthusiastic and polite student. Anthony is a gifted runner and a crucial member of the College Athletics team with the potential to set and achieve high goals in Athletics in the future. Anthony faces the challenge of hard work ahead in his studies in his final year at Nudgee in 2011. He is also studying Certificate 2 in Sport and Recreation.

**Craig** from Brisbane completed Year 11 at St Joseph's Nudgee College in 2010. Craig is as very talented sportsman. He is a vital member of the Nudgee 1st XV Rugby team and also plays an important role in the Athletics team. To assist him with achieving his goal of working in the sports industry, Craig is studying a Certificate 2 in Sport and Recreation.

**Dylan** from Darnley Island completed Year 11 at St Joseph's Nudgee College in 2010. Dylan is a larger than life character with a good work



ethic. Dylan has adjusted very well to life at Nudgee College; he has been a vital part of the Rugby program working his way from the Open Fourths to playing in the Open Thirds. He is a great leader amongst the College community and, in particular, Nudgee's Indigenous community. Dylan is hoping to pursue a trade after leaving school.

**Malachi** from Darwin completed Year 11 at St Joseph's Nudgee College in 2010. Malachi is an impressive, polite young man who never wants to upset anyone. He gives his best to everything he does. Malachi is a very talented Boxer and is the current Northern Territory Champion. He is a punctual student with a friendly nature. Malachi wants to go into a trade after completing Year 12.

**Matthew** from Palmerston completed Year 11 at St Joseph's Nudgee College in 2010. Matthew is a wonderful well mannered young man to have in the Indigenous Program at Nudgee College. He has developed into a very comfortable leader at the College, taking a positive approach to the Big Brother program. He enjoyed playing Rugby in the Open Fourths. Matthew is also to be congratulated for making significant academic improvement throughout 2010. He has taken up every opportunity at the



College and had the privilege of travelling to Rome for the Canonisation of 'St Mary of The Cross' MacKillop.

**Noel** from Lawn Hills completed Year 11 at St Joseph's Nudgee College in 2010. Noel has courageously returned to school after having sometime out in the work force. He made the difficult decision to return to school after meeting Indigenous footballers at the 2010 Indigenous All-Stars game who encouraged him to achieve his goals, starting with education. Through AIEF Noel found his way to Nudgee and has committed wholeheartedly to the challenge of completing Year 12. Noel has a great sense of humour and has contributed positively to the atmosphere of the College. He is an outstanding young man whose friendly nature and lovely manners ensure he is an asset to any class. He is studying Certificate 2 in Sport and Recreation. In 2011 Noel will complete Year 12 and that will be one of the College's proudest moments.

**Patrick** from Woogie Woogie completed Year 11 at St Joseph's Nudgee College in 2010. Patrick only started at the College in Term 4, yet he adapted to life at the College quickly, making lots of friends in a very short time. Patrick is a talented AFL player and is also a lover of music who hopes to have a career in the music industry.

**Morley** from Darwin completed Year 11 at St Joseph's Nudgee College in 2010, commencing at the College in Term 4. Morley is a young man with a wonderful nature who has found his feet at the College quickly. He has not had enough time to participate in sporting teams but has already settled well into his classes and looks forward to participating in all aspects of College life in 2011.

#### Year 12

**Thomas** from Brisbane completed Year 12 at St Joseph's Nudgee College in 2010. Thomas was elected House Prefect of Fogarty House and Boarding House Vice Captain of Murphy Boarding House. Thomas came to Nudgee College with the support of the Logan Elders group. Since arriving at the College, Thomas has used the opportunity to reshape his life completely. Thomas has given as much to Nudgee as it has given to him. Thomas has been an outstanding leader in the College especially for the Indigenous students. He received an OP 8 and an A result in the QCS test. Thomas was awarded the Australian Defence Force Academy (ADFA) Scholarship to commence officer training and a Science degree at ADFA in 2011.



**Yarnell** from Cleveland completed Year 12 at St Joseph's Nudgee College in 2010. A local boy, Yarnell has been an asset in the boarding college as he is a very capable young man who puts 100% effort into everything he does. Yarnell is a very talented runner and was an important member of the Athletics team for 2010. As Captain of the Athletics Team, Yarnell proudly presented the Principal with the winning trophy for 2010. After graduating, Yarnell will continue with his running. He is a member of the 'Jump Start to London' program which aims to train young people to represent Australia at the 2012 London Olympics.

**Luke** from Mossman completed Year 12 at St Joseph's Nudgee College in 2010. Luke was determined to complete Year 12 and he also participated as a player in the College Rugby program. In 2011 Luke plans to go to TAFE and commence an Apprenticeship as an Electrician.

**Bryce** from Orange completed Year 12 at St Joseph's Nudgee College in 2010. Over his three years at the College Bryce has grown to love the College and be a proud young Indigenous Nudgee man. Bryce has always worked hard and he successfully undertook a traineeship with Emergency Services QLD, where he completed a Certificate 3 in Business



Administration. Bryce won the Apprentice/ Trainee of the Year at Nudgee for 2010, which a great honour. Bryce has accepted a full time job in 2011 in the cotton industry working for Namoi Cotton.

**Blair** from Aurukun completed Year 12 at St Joseph's Nudgee College in 2010, after five years of schooling at Nudgee College. His is a very proud Aboriginal man. Over the five years at the College Blair faced and overcame many challenges, always supported by a very strong group of friends. A proud Nudgee graduate, Blair has returned to his home community of Aurukun in 2011 where he is working towards gaining his drivers licence with a view to commencing employment in the mining industry.

### St Peters Lutheran College, Brisbane

#### Year 8

**Billy**, from the Western Cape York town of Weipa, completed Year 8 at St Peters Lutheran College in 2010. Billy is the younger brother of Jimilla (Year 12) and Giuseppe (Year 9). Billy has had a successful first year at St Peters. He has demonstrated that he is a confident young man and has had no problems adapting to boarding school life. His favourite subjects have been



Physical Education and Maths in which he has done very well. Billy is a good sportsman and has represented the College in a variety of sports, whilst additionally playing club Rugby League.

**Donna** from the Cape York community of Coen completed Year 8 at St Peters Lutheran College in 2010. Donna has settled into the routine of boarding life very well. She has made some close friends and has a quite but adventurous personality. Her favourite subjects are Visual Arts, Design and Technology and Physical Education. Donna has shown a considerable improvement in her academic results over 2010 and is proud of her achievements. Donna has been involved in several sports throughout 2010 and is a talented touch football player.

**Melody** from the Cape York community of Yarrabah completed Year 8 at St Peters Lutheran College in 2010. Melody had a wonderful first year at St Peters. She had a very successful year with her academic commitments. She received very good results in all her subjects, in particular English. Melody has laid the foundations for a bright future at St Peters as she moves towards her senior years of schooling. Melody has a very warm personality and has made many new friends throughout 2010.

#### Year 9

**Moses** from Yam Island in the Torres Strait Islands completed Year 9 at St Peters Lutheran College in 2010. Moses has been at St Peters with his two older brothers Don and George since 2008. Moses adapted to boarding life very quickly and has been involved in all aspects of College life in his time at St Peters. His favourite subjects are Physical Education and Construction. In 2010 he was involved in the College's Iron Bark program. This entails spending five weeks at a working farm with no access to contemporary technology. Moses thrived in the Iron Bark experience and proved to be very good at orienteering. Moses is a talented sportsman and he made a representative Rugby team in 2010.

**Giuseppe (Joe)**, from the Western Cape York town of Weipa, completed Year 9 at St Peters Lutheran College in 2010. Joe has been at St Peters since Year 8 along with his older sister Jimilla and his younger brother Billy. Joe is a well mannered young man and is a very good all round student. His favourite subjects are Design and Technology and Physical Education. Joe is a good sportsman and has represented the College in a variety of sports. He is additionally developing leadership qualities that make him a well respected young man in the College's boarding community.



**Mahalia** from the Cape York community of Bamaga completed Year 9 at St Peters Lutheran College in 2010. Mahalia has been at St Peters since 2009. Mahalia has a very enthusiastic approach to life and is very friendly. Subsequently she has settled into boarding life very easily and is popular with her peers. She has done very well academically in 2011. Her favourite subjects have been Visual Arts and Physical Education. Mahalia is a good sportswoman and was very good this year in particular playing Touch Football.

**Georgia** from Springfield Lakes completed Year 9 at St Peters Lutheran College in 2010. Georgia is a quite achiever and has had a very successful year in 2010. She has done well in a range of subjects academically this year. Her favourite subjects are Visual Arts and Physical Education. Georgia is a member of the elite St Peters Western Swim club and is coached by Olympic coach Michael Bohl. She is a member of the squad that includes several Olympic Gold medal swimmers such as Stephanie Rice and aims to be the first Indigenous woman to represent Australia in swimming.

**Chloe** from Jamboree Heights completed Year 9 at St Peters Lutheran College in 2010. Chloe has been at St Peters since 2009. Chloe





is a very affable young lady and is very popular within her peer group. She is enthusiastic about school and subsequently achieves positive results. Her favourite subjects to date have been Drama, Visual Arts and French. Chloe additionally was a member of her year group's Netball team in 2010.

**Leearna** from the Cape York community of Hopevale completed year 9 at St Peters Lutheran College in 2010. Leearna is a student serious about doing her best and subsequently she is witnessing her hard work turn into positive results. Her favourite subjects are Textile Studies and Visual Arts, in which she is excelling. Leearna would one day like to be a Textile Studies teacher. Leearna is popular within the girls boarding community and her caring personality helped many new Year 8 students settle into boarding without too many anxious moments. Leearna has been involved in several sports throughout 2010.

#### Year 10

**Antoinette** from the Cape York community of Coen completed Year 10 at St Peters Lutheran College in 2010. Antoinette has been at the college since 2008. In this time she has represented her community proudly. Antoinette has an outgoing personality and she is very



popular with both her peers and faculty. Antoinette's favourite subjects this year have been Visual Arts, Physical Education and English. Antoinette is a gifted sportswoman and was involved in a different sport for each term, which is an outstanding effort. She has done particularly well in Touch Football and Softball in 2010.

**Latiesha** from Melville Island in the Tiwi Islands of the Northern Territory completed Year 10 at St Peters Lutheran College in 2010. Latiesha has been at the College since 2008. Latiesha is a good student that has a clear focus on creative and hands on subjects. Subsequently she has excelled in Visual Arts, Fashion Design and Animation Studies. Latiesha is a very happy and friendly student – attributes that have made her many long lasting friendships in the time she has been at St Peters. Latiesha contributed several works of art to the College's annual Visual Arts exhibition, in addition to being a member of her year group's Touch Football and Softball teams.

#### Year 11

**Wassie** from Brisbane completed year 11 at St Peters Lutheran College in 2010. Wassie has been at St Peters since 2007. Wassie is a very confident and jovial student. She is very popular in her peer groups and is highly respected by the teaching faculty. Her favourite subjects are Physical

Education and Study of Religion. Wassie would like to be a PE teacher when she graduates. Wassie is a very gifted athlete and has consistently made representative teams for Netball and Athletics – more specifically javelin throwing.

**Eddie** from Cairns completed Year 11 at St Peters Lutheran College in 2010. Eddie is a 'gentle giant' and is very popular with his peers. Eddie's favourite subject is Construction in which he has excelled and he would like to be a builder in the future. Eddie has completed an in school traineeship in 2010. Eddie is a gifted Rugby player and made several representative teams, in addition to going on the College's annual rugby tour to New Zealand in 2010.

**Jemmason** from Bowen completed Year 11 at St Peters Lutheran College in 2010. Jemmason, in her first year at St Peters, has excelled in all facets of College life. She has performed very well academically, in particular doing well in the subjects of Drama, English and Modern History. She has additionally been very active in the College's sporting program and was selected to represent Queensland in Netball. Her all round efforts were recognised by the College when she was awarded the prestigious Sportsperson of the Year Award at St Peters in addition to a Service Excellence Award. Her broader



community recognised her special gifts when she was awarded Bowen Shire Council Young Sportsperson of the Year award.

**Krissa** from West Mackay completed Year 11 at St Peters Lutheran College in 2010. Krissa is a very well mannered young lady whom has proved herself to be popular with both her peers and College staff. She has had a very impressive first year at St Peters. Her favourite subjects are Physical Education and Geography. Krissa was a member of the very successful open netball team that were runners up in the Vicky Wilson cup. She made representative Netball teams and juggled her sporting and academic commitments very well in 2010.

**Tyrone** from Brisbane completed Year 11 at St Peters Lutheran College in 2010. Tyrone is a very popular young man and has excellent communication skills. Tyrone's favourite subject is Physical Education, in which he has excelled and he would like to be involved in the health and recreation industry when he leaves school. Tyrone has completed an in school traineeship with in 2010. Tyrone is a gifted AFL player and this year made several representative teams in 2010. Tyrone additionally was outstanding in his efforts for the College's Athletics team in 2010.



**Boche** from Cairns completed Year 11 at St Peters Lutheran College in 2010. Boche is a likable young man and has excellent communication skills. He has a very good singing voice and has kept the boarders entertained with his guitar and didgeridoo playing skills. Boche's favourite subjects in 2010 have been Physical Education and Construction. Boche has completed an in school traineeship in 2010. He is a gifted rugby player and this year made several representative teams, including the Indigenous Queensland team that played in the curtain raiser of the inaugural Indigenous All Stars Rugby League game. Boche additionally was outstanding in his efforts for the College's Athletics team in 2010.

#### Year 12

**Jayranie** from the Lockhart River community in Cape York graduated from Year 12 at St Peters Lutheran College in 2010, having commenced at the school as a boarder in Year 10 in 2008. In her senior years Jayranie particularly enjoyed studying Business Procedures and undertook an in school traineeship in the College Prep Centre, whilst completing a Certificate II in Child Care at TAFE. Jayranie represented the College in a range of sports and was a member of the victorious Open Girls Touch Football team. In 2011, Jayranie has returned to the



Cape after four years of boarding in Brisbane to be closer to family and friends. Jayranie is undertaking a Business Diploma at Cairns TAFE whilst she works part time at a local Kindergarten as a teacher's aide, using the qualifications from the in-school traineeship she completed in Years 11 and 12 at the College.

**Jimilla** from the Western Cape town of Weipa graduated from St Peters Lutheran College in 2010, after commencing at the College as a boarder in Year 10. Milly's mature approach to life and her leadership qualities were recognised by her peers when she was elected Head Boarder Girl at the beginning of Year 12. Her dedication to this prefect position culminated in her being awarded the prestigious Boarder Spirit Award. In her senior years Jimilla excelled in fashion design. Her work was recognised in a variety of Brisbane competitions such as Calico Brides, APEX teenage fashion awards (she came second in Brisbane heat and went through to the Nationals for the My Culture section), Brookfield Show and Ambiwerra Fashion. In the future, Jimilla would like to pursue her interest in Fashion Design, however in 2011 she has deferred fashion studies to return home to the Cape for several months to spend time with family and work part-time in an administrative position at Centrelink. Jimilla has accepted a role

as a Business Administration Trainee within the Human Resources Division of the University of Queensland, she is thrilled.

**Myee** from Ipswich completed Year 12 at St Peters Lutheran College in 2010. Throughout her senior years Myee did very well in subjects such as Legal Studies, Study of Religion and Ancient History. Myee is very rightly very proud of her culture and focused on Indigenous spirituality in the majority of her assessment tasks in Study of Religion, which she thoroughly enjoyed. She was involved in various fundraising activities throughout her final years at the College and has strong social justice views. Myee graduated with a very good Overall Position within the Queensland Study Authorities tertiary ranking system. Myee has accepted a position in a Bachelor of Psychological Science at Griffith University where she will focus on becoming a social worker as she is keen to work with Indigenous youth. After leaving school she commenced working for her parents' organisation, Children of the Dreaming, setting up and running an online Aboriginal art gallery where the profits will go back to charity. Myee is to be commended for her dedication to her study.



**Frank** from Cairns completed Year 12 at St Peters Lutheran College in 2010. Frank is a proud Torres Strait Islander who has had a very positive impact at St Peters in his senior years. Frank's excellent communication and interpersonal skills culminated in him being elected to Head Border Boy for 2010. In his senior years Frank's favourite subjects were ancient history, legal studies and economics. A gifted Rugby player, Frank took part in the College's annual rugby tour to New Zealand in 2010. Frank was awarded the most prestigious boarding award on graduation night – the annual Boarder Spirit award. In 2011, Frank achieved entry to his preferred course at university. As well, he was offered a position which he has accepted on the personal staff in the office of a Federal Minister, a NSW Senator based in Sydney. In this role, Frank will travel to Canberra as part of the Ministerial support staff during parliamentary sittings. He also hopes to continue his passion for Rugby by playing with a Sydney team.

**Don** from Yam Island in the Torres Strait Islands completed Year 12 at St Peters Lutheran College in 2010. Don came with his older brother, George, to St Peters in 2008. Don proved to be an excellent role model to all students by his commitment to his school work



and to the College in general. Don was heavily involved in the College sports program and this was recognised when he received a Gold Award for Service to the College on graduation night. In 2011 Don is pursuing a career in the Royal Australian Navy. He attended an Australian Defence Force work experience program in 2010 and from this experience he has been inspired to become a reconnaissance diver. Don is determined to make the most of the opportunities in the RAN and travel the world. Don is also keen to keep playing rugby and would possibly also like to do further study in the future.

**Peter** from Cairns completed Year 12 at St Peters Lutheran College in 2010, having arrived at the College in Year 10. During this time he developed excellent leadership skills and demonstrated maturity beyond his years. Peter is a gentleman who conducts himself with dignity. He was named the College Sports Captain in his senior year and he performed his duties in this position extremely well, showing wonderful enthusiasm for the College and contributing very positively to school spirit. In 2011, Peter will commence a Diploma in Sports Management at South Bank Institute of Technology, Brisbane. Peter also represented Queensland in AFL in 2010 and he has spent

the full pre-season with the new AFL franchise on the Gold Coast, where he trained alongside Gary Ablett Jr. In 2011 he has also been employed by St Peters as a junior sports coach and a live-in boarding supervisor in boys' boarding. Peter is determined to have a career as a professional AFL player.

### St Saviour's College, Toowoomba

#### Year 8

**Codie** from Quilpie completed Year 8 at St Saviour's College in 2010. Codie is a hard-working student with a bright and lively approach to life. She participates in the school sporting program. Codie has travelled a long way both in distance and attitude since attending the College. Codie has increased in self confidence throughout the year enabling her to increase her involvement in a broader range of activities at the College.

**Makala** from Thargomindah completed Year 8 at St Saviour's College in 2010. Makala takes an active role in building community spirit at the College, organising activities for celebration days. Makala is an enthusiastic participant in the Indigenous Young Womens' Group and she worked hard to raise funds for Indigenous children in isolated areas through The Great

Book Swap. Mapping is an area of strength in Geography and her outcomes in History are impressive. Makala strongly encourages her peers to be fully involved in school life.

**Gloria** from Murgon completed Year 8 at St Saviour's College in 2010. After the initial settling in period, Gloria became a valuable team and class member. She is a natural athlete so has participated in all the sports offered at the college. Gloria enjoyed all subjects with a particular flair for Dance and Drama. She participated in the Young Women's Indigenous group where she showed interest in taking on a leadership role in the future.

**Ngatali** from Boonah completed Year 8 at St Saviour's College in 2010. Ngatali is a newcomer to St Saviour's College in 2010. She particularly enjoys her studies in Dance and mapping skills in Geography classes. Ngatali has strong athletic skills and been chosen to represent her home district in Vigoro. She has settled into boarding life and works hard to support her younger peers.

**Paiton** from Mitchell completed Year 8 at St Saviour's College in 2010. A member of the TSSS Athletics Team, Paiton is a talented athlete. Paiton especially thrives in Performing Arts

classes where she enjoys experimenting with roles, voice, movement and improvisation. She displayed a flair and love of Japanese, often attending extra classes to meet this interest. She is a student who shows initiative in taking control of her learning. This has been evident in her attention to detail in the spelling program. She displayed a talent for Mathematics and Problem Solving and contributed to the Enhanced Learning Centre with original thought and writing.

**Adimin** from Duaun Island completed Year 8 at St Saviour's College in 2010. Adimin is a considerate young woman with a cheerful disposition, a kind nature and a bright smile. She delighted in sharing her life experiences as a 'Salt water person'. Her maturity and responsibility were evident in the Junior Education Training Plan she completed covering sport, leadership and work education. Adimin especially enjoys History classes where she saw the connection to the past in current events.

**Shania** from Quilpie completed Year 8 at St Saviour's College in 2010. Shania is a positive, courteous and friendly young woman with a cheerful disposition and a warm smile. She is a consistent worker who always gives of her best and her confidence is steadily growing.



Her design skills were evident in an eye-catching magazine cover she created in English class. Shania enjoys Japanese class where she enthusiastically participates and has sound knowledge of introductory language elements. Performing arts is another area where Shania increasingly shines. In her attendance at the Enhanced Learning Centre she proved to have a lively mind capable of original and mature thought.

**Penibo** from Duaun Island completed Year 8 at St Saviour's College in 2010. Penibo displayed a cheerful and co-operative outlook in all her relationships. As a 'Salt water person' she delights in discussing the differences between her culture and that of the 'Desert people'. Penibo enjoys dance and drama. She is a conscientious worker participating fully in class and completing tasks on time. Penibo has displayed quiet leadership in 2010.

### Year 9

**Dama** from Thargomindah completed Year 9 at St Saviour's College in 2010. Dama is a highly involved student at the College. She participates in the Indigenous Young Women's Group, the Youth Girls AFL Cup and is a keen player in the Under 15 Volleyball Team. Dama especially enjoys Dance, Home Economics and Mathematics classes and she is progressing well



in each of these courses. She is an increasingly motivated and independent student who has been commended for her poetry writing skills. In 2010 she submitted one of her poems to the school magazine, *A Country Life Journal*, and will compete in the 2011 Toowoomba Eisteddfod writing section. Dama particularly enjoyed the Department Course offered to Years 9 and 10 girls.

**Miranda** from Cherbourg completed Year 9 at St Saviour's College in 2010. Miranda's pride in her heritage is evident at the College through her participation in the Indigenous Young Women's Group activities. Miranda shines in Information Technology classes where her initiative and efforts display her enthusiasm for this area of study. She is a very diligent student who enjoys creative writing with an example of her poetry to be submitted in the 2011 Toowoomba Eisteddfod Writing section. She also loves Dance and intends to audition for the school musical in 2011.

**Ashlee** from Thargomindah completed Year 9 at St Saviour's College in 2010. Ashlee takes the lead and contributes to the school community through her participation in the Student Representative Council and the Indigenous Young Women's Group. She especially enjoys

Home Economics where her culinary skills are evident in the quality dishes she creates. She is a very attentive student in Mathematics class, where she is very competent and her skills are developing steadily. Ashlee is the events photographer where she shows a clever eye for the 'right shot'. She can be counted on to volunteer for the often unpopular tasks.

**Whitlee** from Cherbourg completed Year 9 at St Saviour's College in 2010. Whitlee is a well-respected classmate with a positive influence on her peers. Her community spirit was evident in her enthusiastic participation Indigenous Young Women's Group at the College. Whitlee's creation of a Musical Theatre Dance demonstrated her skills in this area. Her participation in a formal spelling program shows her determination to improve her skills. In the Enhanced Learning Program she has written poetry which has given her the opportunity to express her emotions, thoughts and creativity.

**Molly** from Thargomindah completed Year 9 at St Saviour's College in 2010. She is especially interested and successful in Business Education, Mathematics and Science studies. Molly is a courteous and cheerful student who is actively involved in many sporting and cultural activities at the College. A motivated student, she works



hard and has developed good study skills. Molly loves Mathematics was selected to participate in the school team for the Inter-city Maths Challenge competition. Molly is a strong, keen sportswoman who participated in the Youth Girls AFL Cup competition. She was a member of the TSSS Athletics team and plays a wide range of sports including basketball, lacrosse and football. Molly is a great role model in terms of approach to her studies and training in martial arts.

**Taylah** from Birdsville completed Year 9 at St Saviour's College in 2010. Taylah is a very cheerful student with a good sense of humour. She happily takes on responsibilities and has taken up membership of the Indigenous Young Women's Group. Taylah is taking increasing responsibility for her studies and her ability to work independently is developing well. A lively student, Taylah enjoys participating in class discussions, especially in English classes. This is evidence of growing maturity and confidence as Taylah was very shy and withdrawn when she first arrived at school.

**Shannon** from Moree completed Year 9 at St Saviour's College in 2010. Shannon is a thoughtful, reflective student who is cooperative and friendly in the boarding school. She maintains a positive approach to her studies. Her community



spirit is evident in Home class, where Shannon enjoys taking a lead in administrative processes. Her team spirit is apparent in sports where Shannon demonstrates good ability, speed and fluency in basketball, lacrosse and touch football. Shannon represented the College at the State Indigenous Education Conference.

#### Year 11

**Carmelitta** from Eulo completed Year 11 at St Saviour's College in 2010. Carmelitta volunteered her time in 2010 to represent the College by assisting at Toowoomba Regional Council functions. She also participated in the Toowoomba City Council Young Ambassador Program. Carmelitta works closely with the Boarding team to provide mentoring support for all younger students and is looking forward to welcoming her younger sister to the College into Year 8 in 2011.

**Kelly** from Cunnamulla completed Year 11 at St Saviour's College in 2010. Kelly is a reliable, well organised Home Class captain with a welcoming, open nature that is friendly and accepting of others. Kelly has been an active member of the Young Indigenous Women's Indigenous group and has been instrumental in supporting a range of cultural activities. In 2010 Kelly participated in the Toowoomba Mayoral



Champagne Breakfast. Kelly especially enjoys her studies for the Certificate in Tourism and the Hospitality course. She enjoys presenting her point of view in class discussions. As Assistant Coach, Kelly was a valuable member of the Volleyball Specialisation class. A gifted coach, Kelly hopes to continue to pursue her interest in coaching sport.

**Mariah** from Cherbourg completed Year 11 at St Saviour's College in 2010. Mariah's leadership skills and commitment are apparent in her participation in the Indigenous Young Women's Group. Mariah enjoys Biological Science, a course that enables her to demonstrate her skills with both practical and theoretical tasks. Throughout the year Mariah made herself available to assist with providing hospitality for a number of school events. Mariah was elected as vice captain of McAuley House Residential College and is planning to undertake formal leadership training to assist her in this role.

**Lyndelle** from Texas completed Year 11 at St Saviour's College in 2010. Lyndelle especially enjoys her studies in Hospitality. As a senior, Lyndelle is growing in maturity and confidence, providing an example for younger students. Her creative skills are evident in her Visual Arts studies. Through her Hospitality

course, Lyndelle volunteers for extra-curricular functions, making a valuable contribution to a range of events at the College. Lyndelle has been awarded a traineeship in Sport Management – Rugby League. As a result of this she has taken the initiative to run coaching sessions for students interested in this sport.

#### Year 12

**Ashley** from Surat completed Year 12 at St Saviour's College in 2010. Ashley commenced at the school as a boarder in Year 9 in 2007. In Year 11, Ashley chose an academic course as her ambition is to study law. Ashley is a gifted public speaker. She has been heavily involved in service and leadership of the Indigenous Young Women's Group at the College, which aims to raise awareness of Indigenous culture and traditions in the College Community. She organised and ran an after school tutorial program for younger Indigenous students. She received the Young Indigenous Woman of the Year Award for 2010. Ashley was awarded a Certificate II in Business, a Certificate II in Information Technology and she received an OP of 11. These results enabled Ashley to access admission to study her first preference, a degree in Arts / Law. Ashley has chosen to take a gap year in 2011, and is currently working in Surat. She plans to take up the university offer and commence her studies in 2012.



**Jade** from Eromanda completed Year 12 at St Saviour's College in 2010. Jade commenced at the school as a Year 8 boarder in 2006, joining her older sister, Chloe. Jade has successfully completed her Certificate I in Work Education, Certificate II in Business, Certificate II in Information Technology, Certificate II in Tourism, Certificate I in Hospitality (Kitchen Operations) and Certificate II in Hospitality.

**Emma** from Cunnamulla completed Year 12 at St Saviour's College in 2010. She commenced as a boarder in Year 11 in 2009, together with her younger sister, Kelly. Emma studied a mixture of Board subjects – Modern History and Physical Education, and Vocational studies – Certificate II in Business. Emma attended meetings and activities of the Indigenous Young Women's group during Reconciliation Week. In 2011 Emma will commence a traineeship in her hometown of Cunnamulla where she is also working full time in the area of disability services.



**Tamara** from Harlaxton completed Year 12 at St Saviour's College in 2010. She commenced as a day student in Grade 8 in 2006. Tamara is a skilled Touch Football player, making the Darling Downs Touch Football team and playing in the State Titles. Tamara achieved her Certificate II in Business, Hospitality Operations and Tourism and a Certificate I in Hospitality Kitchen and Work Education. During her Senior year, Tamara had a traineeship with a Motel/Restaurant, 'Riviera on Ruthven', and now has full time work at a fine dining restaurant in Toowoomba. During Year 12, Tamara was successful in her application to the College for the opportunity to participate in *Learn Earn Legend! Work Experience with Government* program facilitated by the Australian Indigenous Education Foundation.

**Sinaed** from Cambooya completed Year 12 at St Saviour's College in 2010. Sinaed commenced in Year 8 in 2006, and in later years, has been joined by her two younger sisters, Chelissa and Chelsea. Sinaed regularly supported meetings and activities organised by the Indigenous Young Women's group. Sinaed studied an academic course, and is hoping to obtain time employment or continue study either at University of Southern Queensland or at TAFE. Sinaed's great sporting love is Muay Thai Kick Boxing, for which she trains extensively.



**Tia** from Rockville completed Year 12 at St Saviour's College in 2010. She commenced as a day student in 2007. Tia achieved a Certificate II in Information Technology, Business, Tourism, Hospitality Operations and a Certificate I in Hospitality Kitchen. Tia is a skilled Touch Football player. During Year 12, Tia had a Business Traineeship at the Department of Sport and Recreation. In 2011 Tia intends to do further studies at TAFE.

### St Scholastica's College, Glebe

#### Year 7

**Martika** from Walgett completed Year 7 at St Scholastica's College in 2010. Martika has seized every opportunity available to her. She is a naturally gifted sportswoman. She has represented the College and played at Representative level in Netball, Basketball and Touch Football. Martika has taken her studies very seriously determined to be organised and do well in all her subjects. Martika is an integral member of the Aboriginal dance group Yapa Mala, proudly representing her people, culture and the College. Martika has received awards for both sport and her involvement in the College. She hopes to go to university and play sport professionally.

**Teghan** from Whalan completed Year 7 at St Scholastica's College in 2010. She joined the boarding school in 2010. Teghan likes sport and the subject she enjoyed the most was English. She has chosen Japanese and Italian for her electives next year so if she continues with these she could work as a flight attendant. Teghan has developed some good friendships while at Schols. She is a sweet engaging young woman.

**Tyeisha** from Walgett completed Year 7 at St Scholastica's College in 2010. She is a naturally talented sportswoman. She has represented the College at Netball, Basketball, Touch Football and Indoor Soccer. She has also played representative Netball, one of her greatest achievements this year was her selection for Wests Representative Netball. This is the first step to fulfilling Tyeisha's goal of being a professional sports woman. At times she has found boarding school difficult as she has missed her family and home but as the year progressed she has made many good friends and finds the support at the school from other students and teachers helpful.

#### Year 8

**Deborah** from Walgett completed Year 8 at St Scholastica's College in 2010. She has been a boarder for the last two years. Deb successfully



has met a number of challenges this year especially after being put in the top English class. This has allowed her passion for reading to flourish and she wrote a very impressive speech for the end of year public speaking competition. Deb's achievements have been acknowledged by receiving several Principal's Awards. Boarding school is less stressful than last year and she is making many new friends in both the Day and Boarding school. Deb has been selected to study the extension Philosophy course next year which will be another challenge for her. She has played Touch Football, Netball and Water Polo for the College as well as being a member of the Aboriginal dance group – Yapa Mala.

**Alyssa** from Walgett completed Year 8 at St Scholastica's College in 2010. She has been a boarder since Year 7. She has had a successful year of sport, playing both inter-college and representative Touch Football and Netball and receiving trophies for both. She hopes to continue playing Netball after she leaves school. The subject she enjoys the most is Maths. Alyssa has chosen Aboriginal Studies and Physical Education as her electives for Year 9 in 2011. She is an integral member of the Aboriginal dance group Yapa Mala. Alyssa also looks after her younger sister who came to Schols this year.



### Year 9

**Rininya** from Griffith completed Year 9 at St Scholastica's College in 2010. She is a talented sports woman and dancer. Rininya is a member of the Aboriginal dance group Yapa Mala. Through this she promotes her culture and is a proud ambassador for her people. Rininya has played Touch Football, Netball and Soccer for the College both at an inter-school and representative level. The subjects she has enjoyed most this year are Maths, English and Aboriginal Studies and one of her greatest achievements was getting good marks in her tests. One of Rininya's most impressive moments in 2010 was the speech she delivered at the end of year Public Speaking competition. In this she movingly shared her personal story with the form and the teachers. Rininya has strong relations with other students and hopes to pursue a career in dance.

**Amelia** from Walgett completed Year 9 at St Scholastica's College in 2010. Amelia's favourite subjects are Food Technology and Maths. She loves the challenge of Maths and the real satisfaction of not only getting the answer right but understanding how she did it. Amelia loves playing sport especially Netball and hopes to do this after she leaves school. She is a member of Yapa Mala proudly representing



her culture and the school. Next year will be a challenge for Amelia but a very proud moment when she gets her School Certificate.

**Meagan** from Walgett completed Year 9 at St Scholastica's College in 2010 after having been at Schols as a boarder since Year 7. She loves playing sport and studying PE. She has played Touch Football and Netball for the College. She loves practical subjects like Food Technology. Meagan finds boarding school fun as she has many friends here and her older sister is always there to look after her. She has been both class and Touch Football captain this year. In meagan's opinion, being at boarding school will not only allow her to get to university but it allows her to have many new opportunities and to play lots of sport. She sees next year, the School Certificate, as a real challenge but is looking forward to doing well.

### Year 10

**Tamara** from Walgett completed Year 10 at St Scholastica's College in 2010. She first came to Schols as a boarder in Year 7. Tamara is a particularly well organised student who completes all her assessment tasks on time. She has studied a range of subjects including Aboriginal Studies and Visual Arts at which she is particularly talented. Tamara has played sport for

the College and is a member of the Aboriginal Dance group Yapa Mala. This fosters Aboriginal culture through dance and the members of the group are excellent ambassadors not only for their people but the College as well. The pride and confidence of these young women is impressive.

**Zianna** from Alstonville completed Year 10 at St Scholastica's College in 2010. She has been a boarder since Year 8. One of her greatest achievements this year was completing her School Certificate as she found this particularly challenging but galvanised her determination to continue her studies into Year 12. Zianna has aspirations to be a flight attendant and is intending to complete a work placement while doing her senior studies. This will require a good deal of organisation and determination on her part. Her demonstrated positive attitudes towards all the challenges she is meeting will allow her to fulfil her goals.

**Sheridan** from Cundletown completed Year 10 at St Scholastica's College in 2010. She is the quiet achiever who has been a boarder for the last four years. Her achievements were acknowledged on Speech Night with the Medal for Aboriginal Studies and a Certificate for Academic Excellent for PE. Sheridan involves herself in all aspects of the College, playing



sport as well as supporting the younger students. This has been recognised by receiving Principal's awards. Her gentle easy nature has allowed her to form firm and strong friendships. Her determination to go to university after school has been set in train by careful selection of subjects for her senior studies. Sheridan intends to complete a school work place traineeship during Years 11 and 12. Her dad, brother and Pop have been her role models all stressing the importance of never giving up and to always strive hard. She feels well supported by boarding school tutors, teachers and friends.

**Nicole** from Walgett completed Year 10 at St Scholastica's College in 2010. She is a quietly confident young woman who has been at boarding school for the last four years. Nicole wishes to get a good HSC and go to university. She also has another important ambition and that is to become a qualified mechanic hence her choice of her school work placement as a trainee mechanic at the City of Sydney council. She is a self sufficient young woman who has sound relations with her peers, is well organised in her studies and has established sound foundations and patterns of study that will assist her throughout her senior studies.



**Jinnara** from Dubbo completed Year 10 at St Scholastica's College in 2010. Jinnara is a classic all rounder who has this year really settled into boarding school after coming in Year 7. The subject she enjoyed most this year was Geography as she found it interesting and has chosen to continue studying it through to the HSC. She received an award for Aboriginal Studies on Speech Night. Jinnara is an excellent sports woman and has represented the College at both Touch Football and Netball. A highlight of the year for Jinnara was the Year 10 Camp in November. She is determined to fulfil her goal of obtaining a university education and working with disabled children.

**Jinnaya** from Dubbo completed Year 10 at St Scholastica's College in 2010. There have been a number of highlights for Jinnaya this year including playing sport, attending the Year 10 camp and completing Year 10. The subject she has enjoyed the most but equally found most challenging was Maths as she got a real sense of achievement from understanding the difficult concepts. Jinnaya balances the demands of her sporting commitments with her study and continues to do well in both. She sees herself at university after school and possibly pursuing a career in immigration. Her family encourage her to be proud and do her best!



**Selene** from Walgett completed Year 10 at St Scholastica's College in 2010. She is a talented student who has ambitions to be a sports doctor. She has selected a rigorous program of studies for her senior years to help make this possible. Selene has enjoyed and done well in a number of her subjects including History, PE and Visual Arts receiving an award at Speech Night for Studies of Religion. Throughout the year she has received numerous merits acknowledging her contribution and involvement in all aspects of the College. Selene has played both Touch Football and Netball for the College. Selene has a very clear message which supports her throughout the year at school away from home; don't be ashamed of who you are; don't underestimate what you can do and don't let anyone stand in your way of achieving what you want.

**Riley** from Cooroy completed Year 10 at St Scholastica's College in 2010. She has been a boarder at Schols for the last two years and has ambitions to go to university to study law. Her mother encourages her to stay at school and complete her HSC allowing her to fulfil her goals. Riley is a talented sportswoman and has played both Touch Football and Basketball throughout the year. The highlights for Riley this year have been finishing Year 10 and going to Jamberoo with the Boarding school.

**Mariah** from Hillston completed Year 10 at St Scholastica's College in 2010. She is very proud of achieving her School Certificate and deciding to continue her studies through to Year 12. She has decided to take a school work placement with the Commonwealth Bank while studying for the HSC. Mariah realises she will have to work hard if she is to go to university after school. She intends to have a gap year before studying and pursuing a career working with animals. She has played both Indoor Soccer and Touch Football for the College.

#### Year 11

**Laura** from Cowra completed Year 11 at St Scholastica's College in 2010 after coming to Schols in Year 10. Her main reason for coming to boarding school was to get a better education. She is proud of her academic achievements which may allow her to study communications or arts at university. This may explain why she enjoys both Visual Arts and English and even though Modern History is challenging she finds the topics studied interesting. She is determined to do her best and is supported in this by her family and teachers.

**Nioka** from Dubbo completed Year 11 at St Scholastica's College in 2010 after being at Schols since Year 8. She is a natural leader and



a most impressive young woman. This was acknowledged by her election as College captain for 2010/11. Needless to say Nioka has received many awards throughout the year including the Principal's and the converted Silver Dove awards. She is studying a range of subjects with a view to a career in the defence force coupled with university qualifications. The subjects she enjoys most are Geography and PE while Maths is her most challenging. Her family have set for her the mantra of never giving up and Nioka believes her goals will be achieved as she is well supported not only by her family but her teachers.

#### Year 12

**Keewa** from North Coast near Maclean completed Year 12 at St Scholastica's College in 2010. She has successfully balanced the demands of HSC study with her work place commitments and her leadership responsibilities as College vice-sports captain. Keewa was a boarder for her senior years at Schols where she clearly demonstrated her ability to fit into a new environment with ease. She is an impressive young woman. This was acknowledged by the esteem in which she was held in the school community and with her work place employer Qantas who have offered her a full time position which she has accepted. This will allow Keewa to gain her tertiary qualifications while working.





**Henrietta** from Moree completed Year 12 at St Scholastica's College in 2010. She joined the boarding school for her senior years at Schols. During this time she blossomed as a young woman and matured into a student determined to do well and attain a position at university. To support this Henrietta participated in the Nurraili preparation course at the University of New South Wales. She most admirably represented the College at swimming. She also successfully balanced the demands of senior study with her school work place commitments. In 2011 Henrietta plans to study Communications and Journalism at the University of Sydney.

**Jemita** from Kempsey completed Year 12 at St Scholastica's College in 2010. Since coming to Schols in Year 9 she has represented the College in a wide range of sports particularly Touch Football, both at the inter-school and state representative level. Jemita choose a number of subjects which complimented her desire to pursue a career in the 'sports field'. She has had excellent preparation for pursuing her ambitious as she has successfully managed her commitments to her HSC study, sport and work placement at Qantas. In 2011 Jemita is taking a gap year to gain work place experience and consider her post-school options.



**Maddie** from Dubbo completed Year 12 at St Scholastica's College in 2010. Her desire since coming to Schols in Year 9 has always to be a chef. Maddie has worked towards this goal consistently. She had a part time job at the local deli before her school work placement that she successfully completed during Years 11 and 12. She is an organised and determined young woman who has balanced the demands of her study with the completion of her work place commitments. She intends to fulfil her goal of becoming a chef. In 2011 Maddie has secured a traineeship with Accor, a French hotel chain, to commence a traineeship as a chef.

### St Vincent's College, Potts Point

#### Year 7

**Brianna** from Brewarrina completed Year 7 at St Vincent's College in 2010. Brianna joined St Vincent's in 2010 and has settled into the Boarding Community and school well. Brianna enjoys all subject areas and displays a good aptitude for Maths. Brianna has formed strong friendships and is admired by teachers and peers alike. Brianna has volunteered to show potential students through the boarding house as well as Acknowledging Country at several formal events. Brianna has a sister, Chelsie, in Year 8, who has supported her transition into the boarding house.

#### Year 8

**Chelsie**, also from Brewarrina completed Year 8 at St Vincent's College in 2010. As with Brianna, Chelsie joined St Vincent's in 2010. Throughout the year Chelsie enjoyed all subjects and is partial to Geography, Music and PDHPE. Chelsie is a valued member of the Garraway Dance Troupe who has performed on various occasions at school and in the broader community.

**Hannah** from South Bukalong completed Year 8 at St Vincent's College in 2010. Hannah came to St Vincent's as a boarder in 2009. She is a talented student who applies herself across all subjects. Hannah has particularly enjoyed Visual Arts, PDHPE, German and Technology. Hannah is well liked in the Boarding and College Community and has formed strong friendships. She has participated in Co-curricular Activity of Touch Football (ESTA) as well as being a valued member of the Garraway Dance Troupe who has performed at the College and other community events.

**Maddison** from Walgett completed Year 8 at St Vincent's College in 2010. Maddy is a conscientious student and has had a fantastic year overall. She is always the first to volunteer when required and her 'can do' attitude is a great asset.



Maddy's hard work and determination was recognised at Speech Day with an Achievement Award. Maddy has actively participated in co-curricular activities including Touch Football (ESTA) and Netball (IGGSA). Maddy is a valued member of the Garraway Dance Troupe who has performed on several occasions at the College and other engagements.

**Nyari** from Lilyfield completed Year 8 at St Vincent's College in 2010 having enrolled in 2009 in Year 7. An avid sportswoman and excellent soccer player, Nyari enjoys all aspects of sport and her favourite subject is PDHPE. On weekends Nyari plays soccer with the University of NSW Under 16's team and has been selected as a representative in the NSW state team. Nyari is a positive young woman with a clear determination to succeed. She has participated in co-curricular activities such as Netball (IGGSA) and Athletics (IGGSA). Nyari is a valued member of the Garraway Dance Troupe who has performed on several occasions at the College and community events.

**Riana** from Moree completed Year 8 at St Vincent's College in 2010. Riana was new to St Vincent's in 2010 and is endeavouring to apply herself academically. She gained very pleasing results in English and Science. She has enjoyed the



social aspect of boarding school life. Riana has participated in co-curricular activities such as Netball (IGGSA), Touch Football (ESTA) and is a valued member of the Garraway Dance Troupe.

**Tamera** from Wardell completed Year 8 at St Vincent's College in 2010. She is a talented student who applies herself across all subjects. Tamera has enjoyed Design and Technology and German in 2010. Tamera is well liked in the Boarding and College Community and has formed strong friendships. Tamera will be able to achieve any goals she sets for herself. She has participated in Co-curricular activities including Touch Football (ESTA) and Netball (IGGSA). Tamera is a valued member of the Garraway Dance Troupe who has performed at the College and other community events.

**Zieha** from Walgett completed Year 8 at St Vincent's College in 2010. Zieha came to St Vincent's as a boarder in 2009. She is a capable student who applies herself across all subjects. Zieha has particularly enjoyed the social aspect of boarding school life however continues to apply herself academically. She has participated in co-curricula activities including Speech, Drama and Netball (IGSSA). Zieha is an active member of the Garraway Dance Troupe who has performed at the College and community events.



### Year 9

**Ellen** from Dubbo completed Year 9 at St Vincent's College in 2010. Ellen is a diligent, hard-working and self-motivated young woman who really is a 'quiet achiever'. She has earned the respect of her teachers due to her dedication. Ellen has grown in her confidence and is a student who is well organised and focused on producing quality results. She has actively participated in co-curricular activities including Touch Football (ESTA) and Netball (IGGSA). Ellen is a valued member of the Garraway Dance Troupe who has performed on several occasions at the College and other engagements.

**Morgan** from Bellingen completed Year 9 at St Vincent's College in 2010 and came to the College as a boarder in 2008. Morgan is a conscientious student who displays a positive work ethic across all curriculum areas. She is a dedicated all-round student who strives to succeed in the learning environment. Morgan is a talented artist and has participated in additional co-curricula activities including Ceramics, Hockey (IGSSA) and invitational Basketball and Volleyball. Morgan is a valued member of the Garraway Dance Troupe.

**Shinee** from Brewarrina completed Year 9 at St Vincent's College in 2010. Shinee was new

to St Vincent's in 2010 and is endeavouring to apply herself academically. She has gained pleasing results in English, Geography, Mathematics and Music. Shinee is a valued member of the Garraway Dance Troupe who has performed on several occasions at the College and other community events.

### Year 10

**Brearna** from Niagara Park completed Year 10 at St Vincent's College in 2010. Brearna joined St Vincent's as a boarder in 2007. Brearna has enjoyed Drama, Geography, Religious Education and PDHPE in 2010. She is well liked in the Boarding and College Community and has formed strong friendships. She is a valued member of the Garraway Dance Troupe and represented the College in co-curricula Hockey (IGSSA).

### Year 12

**Alemka** from Kempsey completed Year 12 at St Vincent's College in 2010 after commencing in Stage 6 studies in 2009. Alemka is an outstanding sportswoman and enjoys competing across many levels. She has an engaging personality which enables her to relate to students and teachers alike. Alemka has the ability to achieve well academically. She has participated in co-curricula Athletics (IGGSA) and achieved coaching level in Netball, with



which she has used her skills in the broader community. In 2011 Alemka is very happy to be commencing a degree in Nursing (Midwifery) at The University of Technology.

**Natahlia** from Kempsey completed Year 12 at St Vincent's College in 2010 and came to St Vincent's in 2008. Natahlia has been a diligent student working consistently throughout Stage 6. She is well liked in the Boarding and College Community and has formed strong friendships. Natahlia has displayed natural leadership by supporting and encouraging the younger students throughout 2010 and her thoughtful demeanour has endeared her to both peers and staff alike. Following her HSC, Natahlia did some short-term work stints at a law firm in Sydney and at a school in Queensland. In 2011 Nathalia plans to gain fulltime employment and later to pursue studies at university.

**Tara** from Illabo completed Year 12 at St Vincent's College in 2010 having joined St Vincent's in 2009 to undertake Stage 6 studies. Tara is a dedicated student who has worked consistently to achieve sound results. She has been an excellent role model for the junior students of the College and Boarding Community. Tara particularly enjoyed the challenges of the Design and Technology course



and was pleased with her completed Design Project. Tara has also participated in and enjoyed co-curricular activities such as the Garcia Choir, Piano and the Garraway Dance Troupe. Tara achieved fine results in her HSC and in 2011 will take up the opportunity to study Primary Education at Charles Sturt University whilst residing on campus at Butler College.

**The Cathedral School, Townsville**

**Year 8**

**Djinabugee** from Coen completed Year 8 at The Cathedral School in 2010. Djinabugee commenced at the school as a boarder in Year 8 in 2010. His favourite subjects are Maths and Design and Technology. He is proud that he has made so many friends and learned so much this year. Djinabugee participated in the ATSIAP Challenge and did some cultural presentations and taught traditional songs to some Prep students during Reconciliation Week. When he finishes school Djinabugee wants to have his own business.

**Kerri-Ann** from Palm Island completed Year 8 at The Cathedral School in 2010. Kerri-Ann commenced at the school as a boarder in Year 8 in 2010. Her favourite subjects are Art,

Design and Technology, English, Investigations, Health and Physical Education and English as a Second Language. Kerri-Ann is proud that she is achieving at a high level in various sports, especially swimming. In 2010 Kerri-Ann participated in the ATSIAP Challenge and taught traditional songs to some Prep students during Reconciliation Week. When she finishes school she wants to go to university to study to be a paediatrician.

**Moewaiya** from Palm Island completed Year 8 at The Cathedral School in 2010. Moewaiya commenced at the school as a boarder in Year 8 in 2010. Her favourite subjects are Art, Design and Technology, Investigation, Health and Physical Education and English as a Second Language. Moewaiya is proud that after one year at the School she is organised and closing the gap with her English, thanks to the Indigenous Support Unit. This year Moewaiya participated in the ATSIAP Challenge and taught traditional songs to some Prep students during Reconciliation Week. When she finishes school she wants to study to be a Physiotherapist or an Interior Designer.

**Gabriella** from Dauan Island completed Year 8 at The Cathedral School in 2010. Gabriella commenced at the school as a boarder in Year 8 in 2010. Her favourite subjects are Maths,

Science and Enterprise. The most challenging thing for Gabriella was Maths and learning Standard Australian English. She is very proud of how much she has learned in these subjects. This year Gabriella participated in NAIDOC Week and Reconciliation Week. When she finishes School she wants to be in the Army.

**Wesley** from Dauan Island completed Year 8 at The Cathedral School in 2010. Wesley commenced at the school as a boarder in Year 8 in 2010. He has two cousins graduating from Year 12 this year and several other cousins also attend the school. Wesley's favourite subjects are English, Investigations, Health and Physical Education, English as a Second Language and Christian Education. Wesley competed in the teachers vs. student's soccer game. He is the first student to make the finals in the 100, 200, 400, 800 and 1500 metre sprints at the North Queensland Athletics Carnival. He also played for the Townsville Rugby team. When he finishes school, Wesley wants to be a builder and a Rugby player.

**Year 9**

**Isa** from Boigu Island completed Year 9 at The Cathedral School in 2010. Isa commenced at the school as a boarder in Year 8 in 2009. Her favourite subjects are Health and Physical

Education, English, Science, Maths, and Christian Education. This year Isa participated in ATSIAP, Inter School Carnival, NAIDOC Week, Interschool Touch Carnival and Swimming. When she finishes school, she wants to join the Army or become a child care worker and undertake some further study. Isa has several cousins attending The Cathedral School.

**Jarrold** from Croydon completed Year 9 at The Cathedral School in 2010. He commenced at the school as a boarder in Year 8 in 2009 and has loved every minute. Jarrold's favourite subjects are art, wood works, drama, food and textiles. Jarrold is very proud of himself for passing Science, Maths and English; they are not subjects that he likes, but he recognises their importance in his future. He has participated in Clean Up Australia Day, Athletics, Rugby, the ATSIAP challenge, Reconciliation Week, swimming and cross country. Jarrold would like to go to university and become a Physical Education Teacher.

**Jessica** from Mt Isa completed Year 9 at The Cathedral School in 2010. Her favourite subjects are Health and Physical Education, Maths and Food and Textiles. Jessica participated in the ATSIAP Challenge and the North Queensland All Schools Touch Football carnival.



Jessica found it challenging to come to a new school and make new friends, and fit into a new routine. She is very pleased that she has passed all of her subjects.

**Kym** from Coen completed Year 9 at The Cathedral School in 2010. She commenced at the school as a boarder in Year 8 in 2009. Kym's favourite subjects are Food and Textiles, ICT, Design and Technology, Health and Physical Education, and Investigations. She participated in Netball, Touch Football, Basketball, Cross Country and Athletics, and in the ATSIAP Challenge and NAIDOC week. When Kym finishes school she hopes to join Bangarra as a dancer. Next year Kym's younger sister will join her at the school.

**Madeleine** from Pompuraaw completed Year 9 at The Cathedral School in 2010. Madeleine commenced at the school as a boarder in Year 8 in 2009. Her favourite subjects are Art, Health and Physical Education and Food and Textiles. Madeleine participated in Inter House Cross Country, Athletics, NAIDOC week, Harmony Day, Netball and U15 Girls Touch. When she finishes school she wants to go to university and study education or run her own business. Madeleine's older sister is in Year 11 and next year her younger brother will start in Year 8.



**Tasheena** from Bamaga completed Year 9 at The Cathedral School in 2010. Her favourite subjects are English, Design and Technology and Visual Arts. This year she participated in the ATSIAP Challenge where teams competed against other teams of Indigenous students from other schools across Townsville and the region. Tasheena also participated in The Cathedral under 15's girls Touch Football team. She is proud that her Standard Australian English and mathematics have both improved since she started at The Cathedral School.

**Tyrone** from New Mapoon completed Year 9 at The Cathedral School in 2010. Tyrone commenced at the school as a boarder in Year 8 in 2009. His favourite subjects are Science and Art. Tyrone has found it challenging to concentrate on his work, but he is very proud of the fact that he keeps trying. He participated in Cross Country where he placed second, Interschool Cross Country, Athletics Carnival, Interschool Athletics where he placed 11th, NAIDOC week, Reconciliation Week and the ATSIAP Challenge. When he finishes school he wants to go to University and study engineering before going to work in the mines in Weipa.

### Year 10

**Billy-Joe** from Tully completed Year 10 at The Cathedral School in 2010. Billy-Joe commenced at the school as a boarder in Year 8 in 2008. He enjoys making new friends at the school, especially in boarding. His favourite subjects are Design and Technology, Health and Physical Education and Food and Textiles. Billy-Joe has participated in North Queensland Athletics, State Cross Country, house musicals, house drama, school Rugby Union, club Rugby Union, AFL, Soccer and Clean Up Australia Day. Billy-Joe has found the schoolwork challenging but is proud of his achievements in his subjects and in his sport. He would like to be a Diesel Fitter or Physiotherapist.

**Brittany** from Yarrabah completed Year 10 at The Cathedral School in 2010. Brittany commenced at the school as a boarder in Year 8 in 2008. Her favourite subjects are Art and Maths. Brittany has participated in the interschool athletics team, North Queensland athletics trials, School Netball, U15 girls Touch Football, the ATSIAP Challenge and House Choir. Brittany enjoyed work experience assisting the grounds maintenance workers at the school. When she leaves school, Brittany would like to study Child Care, Law or Business. She has an older brother is in Year 11 at the School.



**Doreen** from Mabuiag Island completed Year 10 at The Cathedral School in 2010. Doreen commenced at the school as a boarder in Year 8 in 2008. Doreen's favourite subjects are Maths, English and Science. Doreen has enjoyed participating in most of the sports including the Interstate Touch Carnival. She also participated in the ATSIAP Challenge. Doreen loves the social life at the school, particularly all of the friends she has made amongst her peers and the staff members. Doreen is looking forward to starting a nursing traineeship next year at the Townsville General Hospital.

**Marclene** from Dauan Island completed Year 10 at The Cathedral School in 2010. Marclene commenced at the school as a boarder in Year 8 in 2008. Her favourite subject is English. Marclene has participated in Touch Football (including competing in Brisbane), Netball, School Cross country, the Swimming Carnival and the ATSIAP Student Challenge. She delivered cultural talks to students in the Junior School during NAIDOC Week and also performed a week of Community Service at a nursing home, and enjoyed making friends with some of the elderly residents. Marclene would like to join the Police Force when she leaves school.



**Sania** from Mabuiag Island completed Year 10 at The Cathedral School in 2010. Sania commenced at the school as a boarder in Year 8 in 2008. Her favourite subjects are Maths, HPE and Design and Technology. Sania loves watch footy, listening to music and watching DVDs. She has participated in a lot of sport; including Under 15/s Touch Football, AFL, Netball, Swimming Carnival and Cross Country. Sania enjoyed the Year 10 camp and she also enjoyed attending the *Learn Earn Legend! Work Experience with Government* program facilitated by AIEF. Sania undertook further work experience in the Townsville Community Learning Centre.

**Sheldon** from Aitkenvale completed Year 10 at The Cathedral School in 2010. Sheldon commenced at the school as a boarder in Year 9 in 2009. Her favourite subject is Science and Physical Education. She is very proud that she has achieved a B in English this year as it is a subject she has found challenging. Sheldon has participated in Rowing, Soccer, Cross Country, AFL, The ATSIAP Student Challenge and the School Inter-house musical. She recently completed a week of work experience at the hospital rehabilitation unit. Sheldon intends to study nursing when she leaves school.



### Year 11

**Jaidyn** from Yarrabah completed Year 11 at The Cathedral School in 2010. Jaidyn commenced at the school as a boarder in Year 9 in 2008. His favourite subjects are Health and Physical Education, Geography and English. Jaidyn has participated in Athletics, Swimming, Rugby Union, Rugby League and AFL. His achievements have been to compete in interschool Swimming and Athletics, playing in North Queensland representative teams for Athletics and Rugby Union and playing for the Australian Indigenous rugby union team. When he finishes school Jaidyn intends to and study for his Bachelor of Education to become a PE teacher and he hopes to win a contract in Rugby Union.

**Alyssa** from Mt Isa completed Year 11 at The Cathedral School in 2010. She has a younger sister at The Cathedral School in Year 9. Alyssa has participated in the Aboriginal and Torres Strait Islander Constitutional Convention, Cross Country and a TAFE hospitality course. Her favourite subjects are English and Art. Alyssa undertook work experience at Charters Towers State High School as a PE Teacher. She is considering her post-school options which are sure to include travel overseas.

**Ginau** from Dauan Island completed Year 11 at The Cathedral School in 2010. Ginau commenced at the school as a boarder in Year 8 in 2007. His favourite subjects are Woodwork, Multi-strand Science and Food and Textiles. This year Ginau participated in Chatham house choir, Athletics, school rugby trips to Charters Towers, Teachers West Rugby Union under 16s and the school Volleyball team. He represented Townsville in the North Queensland under 15s Rugby, the Brolgas under 16s, the Ballimore cup in Brisbane and the National Indigenous North Queensland under 16s. When Ginau finishes school he would like to learn a trade in Automotive Engineering.

**Nathaniel** from Mt Isa completed Year 11 at The Cathedral School in 2010. Nathaniel commenced at the school as a boarder in Year 11 in 2011. Nathaniel won a music scholarship to attend the school. His favourite subjects are Music and Accounting. Nathaniel participates in The Cathedral School Choir, Concert Band, Clarinet Ensemble and Orchestra. Nathaniel is happy to help out at the School with whatever is happening at the time. Nathaniel is considering becoming a Teacher, Accountant or Musician.

**Stacey** from Pormpuraaw completed Year 11 at The Cathedral School in 2010. Stacey commenced at the school as a boarder in Year 8 in 2007. Her favourite Subjects are English, Art,



Legal Studies and Food and Textiles. Stacey has participated in the ATSIAP Challenge, National Day of Healing, Constitutional Convention, NAIDOC week and Harmony Day celebrations. She has a younger sister at The Cathedral School in Year 9 and in 2011 her brother will also be attending the School. She completed work experience at the Aboriginal and Torres Strait Islander Women's Legal Services and hopes to become a Lawyer or an Environmental Scientist.

### Year 12

**Alick** from Dauan Island completed Year 12 at The Cathedral School in 2010. Alick commenced at the school as a boarder in Year 8 in 2006. His favourite subjects are Health and Physical Education, Woodwork, Computer Studies, English and Maths. Alick has participated in Teachers West Rugby Union, Townsville Rugby union, Japan Rugby Union tour, National Indigenous Rugby Union, North Queensland Rugby Union, Interschool Athletics, the School production, House plays and House choir. Alick has had work experience with Townsville and district Rugby Union, Tropical Fabrication, Pacific Coast Engineering and Greening Australia. In 2011 Alick plans to study at TAFE and commence an apprenticeship in Cabinet Making, Sports and Recreation, or Carpentry.



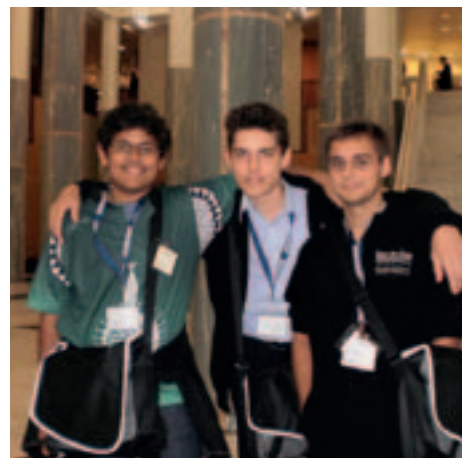
**lailie** from Mabuig Island completed Year 12 at The Cathedral School in 2010. lailie commenced at the school as a boarder in Year 8 in 2006. lailie's favourite subjects were English, Early Childhood and Christian Education. lailie is very proud that she has changed from a shy, withdrawn girl to a confident, happy person. With the help of the Careers Guidance Officer and the Indigenous Support Unit, lailie completed a traineeship for her Certificate III in Childcare at the school's Early Learning Centre and in 2011 is moving to Townsville to take up employment in a Childcare Centre.

**Keithan** from Hope Vale completed Year 12 at The Cathedral School in 2010. Keithan commenced at the school as a boarder in Year 8 in 2006. His favourite subjects are Multi-strand Science and Health and Physical Education. He has participated in Cross Country, Swimming, Athletics, Rugby League and Townsville Rugby Union and the United Kingdom Rugby Tour. Keithan has also participated in the school production, Clean Up Australia Day, the ANZAC march and the North Queensland Constitutional Convention. He enjoyed work experience at Townsville State High School as a PE teacher. After finishing school Keithan enrolled in a Bridging Course at James Cook University, with a view to commencing a Bachelor of Education in 2011 to become a PE Teacher.

**Steven** from Mabuig Island completed Year 12 at The Cathedral School in 2010. Steven commenced at the school as a boarder in Year 8 in 2006. Steven's favourite subject was Health and Physical Education. He participated in the school's production of *Beauty and the Beast*, the House Play and the House Musical, and played Club Footy. Steven really values the friends he made at the School. In 2011 Stephen will commence Maritime studies at Cairns TAFE.

**Shonelle** from Mt Isa completed Year 12 at The Cathedral School in 2010. Shonelle commenced at the school as a boarder in Year 8 in 2006. Her favourite subjects are Health and Physical Education and Woodwork. She is proud that she raised her grade in Maths from a C to an A. Shonelle has participated in the House and Inter-school Athletics Carnival and House and Interschool Swimming Carnival. In 2011, Shonelle has been accepted into the Navy where she will study Business and Administration.

**Zillah** from Dauan Island completed Year 12 at The Cathedral School in 2010. Zillah commenced at the school as a boarder in Year 8 in 2006. Her favourite subjects were Maths and Physical Education. Zillah has represented the school in the United Kingdom Netball Tour, the interschool Athletics carnival and took part



in the North Queensland Constitutional Convention. Zillah was also a member of the backstage crew for the school production of *Beauty and the Beast*. In 2011 Zillah will commence a Nursing Course at The Mater in Brisbane and then to transfer to a Bachelor of Nursing at Bond University.

## Past Students – by Year Graduated

### 2009 Graduates

**Aken** from Cairns completed Year 12 at St Augustine's in 2009. Aken was a great student on the sporting field and a great track and field athlete. Aken was the leader and teacher of all the traditional Islander dances. Aken is now employed as a Cadet Office Administrator at Road Tech in Cairns. Aken keeps close contact with College staff and is always accommodating when asked to teach the younger Indigenous students new traditional dance choreography.

**Birragun** from Yamba completed Year 12 at St Joseph's Nudgee College in 2009. Birragun is playing Rugby League for the Broncos and living in Brisbane.

**Brett** from Cairns completed Year 12 at St Peters Lutheran College in 2009. Brett is currently at the University of Queensland and



is completing a Bachelor of Arts. He has a scholarship at the residential college, Emmanuel. He is a keen Rugby player and has immersed himself in University life. He has worked at St Peters since completing Year 12 as a junior Rugby coach.

**Darcy** from Kanimbla completed Year 12 at St Peters Lutheran College in 2009. Since graduating, Darcy has moved to Sydney to spend time with his father. Darcy is keen to pursue a career in Rugby and is focused on achieving his dream of becoming a professional Rugby player. He is currently pursuing a position within the automotive industry to start a trade.

**Devon** from Pormpuraaw completed Year 12 at St Joseph's Nudgee College in 2009. Devon has returned home to working on the family property.

**Garigarra** from Haberfield completed Year 12 at St Scholastica's College in 2009, and has since been jet setting around the world to places such as Ecuador, Peru, Chile, Argentina, Italy, England, Ireland and Singapore. She spent three months in Ecuador doing volunteer work with children aged six months to two years old. She helped care for these children from Quinto, the incredibly poor area, while their parents worked. Prior to travelling, Garigarra worked



in administration at NTS Corp Limited to save for her trip. In 2011 she plans on pursuing her interest of the arts by auditioning for NIDA, WAAPA and the Sydney Theatre Company in hope of securing acting jobs.

**George** from Cairns completed Year 12 at St Peters Lutheran College in 2009. George completed the first semester of University in 2010 and then deferred from his studies to go travelling to the United States with new friends he met at university. He aims to return to university and complete his studies in Wildlife Management. George was employed at St Peters as a junior Rugby coach in 2010.

**George** from Yam Island in the Torres Strait Islands completed Year 12 at St Peters Lutheran College in 2009. George is currently at the University of Queensland and lives at Emmanuel College. At the start of 2010 George received a generous scholarship from UQ Sport and he has made the most of his opportunities. George played several games of rugby in Queensland's premier division in 2010 and has a very bright future ahead of him.

**Joel** from Hervey Bay completed Year 12 at St Joseph's Nudgee College in 2009 and is playing representative Rugby League for the Colts in Innisfail.



**Kathryn** from Dubbo completed Year 12 at St Catherine's in 2009. She has moved to Sydney to complete a Bachelor of Business at UTS, majoring in human resources, management and marketing. Beginning in 2011 Kathryn is taking up a Qantas cadetship where she will be involved in human resources project management. Kathryn hopes that after graduating from university she will be able to work full-time with Qantas.

**Kira** from Goodooga completed Year 12 at St Vincent's College in 2009. Kira was accepted into the Defence Force but chose to defer entry and is currently working as a boarding co-ordinator in a school on the Atherton Tablelands in far North Queensland.

**Marni-Rose** from Palm Island completed Year 12 at St Peters Lutheran College in 2009. Marni was accepted into the University of Queensland in 2010. Marni decided to have a gap year and has returned to her community of Palm Island and is working within her families' small business. She aims to return to Brisbane and her studies in 2011.

**Mitchell** from Eulo completed Year 12 at St Joseph's Nudgee College in 2009. Mitchell is still a part of life at Nudgee College and is working as a boarding supervisor. He also works in the construction industry.

**Michael** from Katherine completed Year 12 at Marist College Ashgrove in 2009. Michael is completing an apprenticeship in greenkeeping at the Darwin Golf Club. As a part of his apprenticeship Michael is completing a Certificate III in Horticulture and Turf Management.

**Perac** from Thursday Island completed Year 12 at The Cathedral School in 2009. Perac is studying Law Enforcement at TAFE; her ambition is to join the Police Force. Perac also continued her athletics training.

**Rhys** from Cairns North completed Year 12 at St Peters Lutheran College in 2009. Rhys completed the first semester of University in 2010 and has deferred his studies to spend some time with his family in Cairns. He is working with an uncle in a landscaping business. Rhys has continued to play rugby in Cairns after having a frustrating 12 months battling injury.

**Ruth** from Bamaga completed Year 12 at St Augustine's in 2009. Ruth is currently studying Sport Science at James Cook University in Cairns.

**Sam** from Kuranda completed Year 12 at St Joseph's Nudgee College in 2009 and is studying at university in Tasmania.



**Sorogo** from Thursday Island completed Year 12 at St Joseph's Nudgee College in 2009. Sorogo is still a major part of the Indigenous community at Nudgee as Sorogo has taken on a role as an evening tutor. He is currently living on campus at university where he is studying Science.

**Tanay** from Injinoo completed Year 12 at The Cathedral School in 2009. Tanay has gone on to study law at university; her ambition is to become a magistrate.

**T'Keyha** from Cape York community of Wujal Wujal completed Year 12 at St Peters Lutheran College in 2009. T'keyha is currently doing a diploma in Business Studies at Cairns TAFE. She aims to work in an administrative capacity with an agency linked to supporting Indigenous people. T'Keyha is currently still involved in traditional dance groups and is a keen AFL player.



## 2008 Graduates

**Annalise** from Kempsey completed Year 12 at St Scholastica's College in 2008 and, since graduating, has moved to Newcastle to study a Bachelor of Social Science degree majoring in Aboriginal Studies at Newcastle University. She remained focussed on her study in 2010 and completed the second year of her Bachelor of Social Science degree at Newcastle University; her studious efforts were rewarded by achieving several distinctions. Annalise also became the proud mother of baby boy Elijah. She plans on returning to University in 2011 part time to enable her to spend more time with her son.

**Bowdean** from Cherbourg completed Year 12 at St Peters Lutheran College in 2008. Bowdean has completed an apprenticeship as a butcher and has now moved on to work for Queensland Rail. Bowdean still enjoys playing Rugby with the Rockhampton All Blacks.

**Carlie** from Bowraville completed Year 12 at St Vincent's College in 2008 and is studying Arts/Law at the University of New South Wales. In 2010, Carlie completed the second year of Arts/Law degree at University of New South Wales focussing on Criminology as her

Arts major. She attended the opening of the National Center for Indigenous Excellence where she met then Prime Minister, The Hon Kevin Rudd and in 2011 will continue her studies in Law.

**Christopher** from Cairns completed Year 12 at St Peters Lutheran College in 2008. Chris is in his third year of a Bachelor of Human Movement Studies at University of Queensland. He is playing AFL with the Brisbane Lions reserve team and was a part of the 'Footy Means Business Programme' that played a curtain raiser game at the MCG before 'The Dreamtime at the G' match between Richmond and Essendon on the Indigenous round of the AFL season in 2010.

**Fredrick** from Aurukun completed Year 12 at St Augustine's in 2008 and is an A-Grade Rugby League player in Cairns.

**Gemma** from Bondi completed Year 12 at St Vincent's College in 2008 and is now thoroughly enjoying studying a pre-Law course at the University of Technology, Sydney through the Jumbunna Indigenous House of Learning. She is looking forward to studying criminology this year as she would like to pursue a career as a criminal lawyer upon finishing her degree.

Gemma would also like to use her Law degree to help disadvantaged communities in Australia. In 2010, Gemma also competed in a Rugby competition and continues to play rugby, touch and basketball in her spare time.

**Gemma** from Mungindi completed Year 12 at St Catherine's in 2008. Gemma has relocated to Melbourne to study a Bachelor of Arts Extended Program at the University of Melbourne. She enjoyed participating in the University Indigenous Games in 2010 and, as her university won the games, she is looking forward to hosting them in Melbourne in 2011. Gemma's goal is to complete her degree and then to pursue a career in the media.

**Jacqueline** from Goodooga completed Year 12 at St Vincent's College in 2008 and has completed a Certificate III in Aboriginal and Torres Strait Islander primary health care. She is currently completing her Certificate IV in this area whilst working at Bathurst Base Hospital as an Aboriginal Health Education Officer. A key focus of the position is to develop and implement initiatives in partnership with the community, agencies and stakeholders to reduce the burden of chronic diseases and lifestyle illness in the Aboriginal community.

**Keiron** from Thursday Island completed Year 12 at St Augustine's in 2008 and is currently attending University of Queensland completing an Accounting degree.

**Kelsey** from Palm Island completed Year 12 at The Cathedral School in 2008 and is in her second year at university, studying Interior design.

**Laura** from Canberra completed Year 12 at St Vincent's College in 2008 and after receiving an excellent HSC result is now studying Medicine at the University of New South Wales. Laura is very focused on her studies and is actively involved in the life of the University. She received a scholarship and now resides on campus at Shalom College. Laura is also a member of the Shalom College Student Society and as a result has organised a number of social events for the college including a ball, a trip to Jamberoo and several Karaoke nights.

**Malena** from Kempsey completed Year 12 at St Scholastica's College in 2008. Since leaving school Malena has travelled and spent quality time with family along with undertaking a traineeship. In 2011, she will begin a Primary Education degree at the University of Western Sydney.





**Tim** from Wondunna completed Year 12 at **Marist College Ashgrove** in 2008. Once he finished school was interested in the Mechanical Industry – inspiration from his uncle who works in the Mining Industry. Tim is a Diesel Fitter for Leighton and is working in a new mine called Moor Vale.

**Zoe** from Tweed Heads completed Year 12 at St Scholastica's College in 2008 and is currently studying a combined Bachelor of Education and Arts degree at the University of Sydney. She received a three year scholarship and now resides on campus at Women's College. She also works part time as a waitress for her College. Zoe hopes after finishing her degree she can become either an English or History teacher in secondary schools as she believes education is the key to success. 2010 was a great year for Zoe, she passed all of her subjects. She was also voted in as the Indigenous Officer for Undergraduates at Sydney University and as a part of this role got the opportunity to travel to Tasmania for a conference. She was also elected as secretary of Women's College at Sydney University, a role that she has happily accepted.



## 2007 Graduates

**Alisha** from Glebe completed Year 12 at St Scholastica's College in 2007 and has now successfully completed three years of an Education degree at the University of Sydney.

**Annie-Maude** from Annandale completed Year 12 at St Scholastica's College in 2007 and now works as an administrative assistant for BCA National Training Group in Sydney.

**Ariane** from Lismore completed Year 12 at St Catherine's in 2007. Ariane is a full time student at the University of Technology, Sydney in the fourth year of a degree in Law and Communications (Social Inquiry). She continues to work part time during the semester and full time over the University break at Thomson Reuters and now, two years on, she is a Learning and Development Coordinator.

**Djerami** from Normanton completed Year 12 at St Augustine's in 2007 and since graduating he has worked as a trainee for Traditional Knowledge Revival Pathways (TKRP) which is an Indigenous owned community and environmental Consultancy. During his time at TKRP he has been involved in several media projects such as helping the Kuku-Thaypan

Elders to preserve their own traditional knowledge through recordings which can be passed down generation to generation.

**Ebony** from Darwin completed Year 12 at St Scholastica's College in 2007 and is now studying a Bachelor of Communications degree majoring in Media Arts and Production at the University of Technology, Sydney. After completing her degree Ebony hopes to find work in the creative industries.

**Emily** from Otford completed Year 12 at Presbyterian Ladies College, Sydney in 2007 and is now thoroughly enjoying studying Nursing at the University of Wollongong through the Wollungah Indigenous Centre. She has successfully gained an Indigenous Nursing cadetship which provides a 12 week placement at Sutherland Hospital in the operating theatres, enabling her to increase her clinical experience which she is completing over her University holidays. On top of this cadetship Emily has also had the opportunity to do one of her University clinical placements in Dareton, in rural NSW, which provided her with more of an insight into Indigenous health and mental health issues. Apart from University, Emily has also undertaken part time work in a dementia/aged care facility and as a swimming teacher.



**Kaiya** from the Torres Strait Islands completed Year 12 at St Scholastica's College in 2007. Kaiya completed a Bachelor of Socio-Legal Studies at Sydney University in 2010 and is looking forward to graduation. As well as studying, Kaiya worked as a Research Assistant for the International Business and Economics Faculty at Sydney University.

**Rarriwuy** from Nhulunbuy in Arnhem Land completed Year 12 at St Scholastica's College in 2007 and took a year off to travel overseas. Since returning, Rarriwuy has actively pursued her interest in dancing, obtaining the lead role in an Aboriginal version of *Romeo and Juliet*. She spent 2010 touring Australia with the show *Wrong Skin* directed by Nigel Jamieson and with The Chooky Dancers. Rarriwuy and her partner are still trying to set up their own company *black cockaTWO productions*. The couple ran hip hop workshops at Garma festival 2010 in Arnhem Land.

**Shenade** from Heatley completed Year 12 at The Cathedral School in 2007. She took a gap year to work as a teacher aide at a school in Bamaga but has returned to studying Veterinary Science part time at James Cook University.



**Tanika** from Cairns completed Year 12 at The Cathedral School in 2007. Tanika has gone on to study Nursing at James Cook University where she is in her third year and enjoying her studies.

**Talila** from Annandale completed Year 12 at St Scholastica's College in 2007 and after receiving a fantastic HSC mark, achieving band 6 in six courses, Talila completed her Bachelor of Science degree at the end of 2010. She has decided to take 2011 off from study but has received a research position at the Garvin Institute, an institute that conducts medical research at St. Vincent's Hospital. In 2011 she will sit the GAMSAT exam for entry into medicine as she is hoping to do postgraduate medicine at Sydney University in 2012.

### 2006 Graduates

**Alanah** from Mannering Park completed Year 12 at St Scholastica's College in 2006 and received a national scholarship for Vocational Education which recognised her outstanding performance in hospitality. Since then, Alanah has attained her Diploma of Hospitality Management from Charles Darwin University; worked at the Crown Plaza Hotel, Darwin; and the Mercure Hotel Parramatta where she is the Food and



Beverage Supervisor. Alanah has also actively supported various initiatives to help Indigenous youth and less fortunate members of the community and in 2009 assisted with an Indigenous Job Ready Program for the Accor Hotel Group. In February 2010, Alanah was awarded the Accor Hotels' most prestigious honour – the 2009 'I Build Smiles' employee recognition award – a regional recognition program for Accor employees across Australia, New Zealand and Fiji. Alanah received the award in recognition for her commitment to outstanding customer service and her community involvement.

**Alkira** from Bowraville completed Year 12 at St Vincent's College in 2006 and then moved to Agnes Waters in Queensland where she worked for a few months. Alkira has now returned to her home town and is working at the Bowraville Land Council. Alkira successfully completed a hospitality course and is currently in the process of completing a Certificate II in Business Administration.

**Ashleigh** from Bowraville completed Year 12 at St Vincent's College in 2006 and returned to her local community where she worked as an administrative assistant for Miimi (Mothers) House, an Aboriginal corporation aiming to

provide community support services to the people of the Nambucca Valley. Ashleigh is now working in hospitality in Macksville.

**Edward** from Thursday Island completed Year 12 at St Augustine's in 2006. Edward has an honours degree in psychology and is provisionally registered in Queensland. Following graduation he commenced work at Central Queensland Mental Health service in Rockhampton as a case manager. Ed is also a graduate of the Royal Military College of Australia and is a member of the Australian Indigenous Psychologists Association. Ed is interested in abnormal psychology, Indigenous mental health and research.

**Elizabeth** from Botany completed Year 12 at St Catherine's in 2006 and, after gaining her HSC, successfully completed a Certificate IV in Performing Arts at ED5 International. She is currently employed as a manager at Hoyts Entertainment. Liz continues to pursue a career in Performing Arts by teaching dance and performing in a number of festivals and concerts. Elizabeth's talents continue to be enjoyed by St Catherine's as she has returned on a number of occasions to support the school's Reconciliation and NAIDOC



celebrations. Liz recently travelled to New York where she took dance classes and attended a number of shows.

**Goodwill** from Thursday Island completed Year 12 at St Augustine's in 2006 and has now completed a plumbing apprenticeship. He is the first person from his island to achieve such a milestone. His family and his community are rightly very proud of him.

**Jay** from Eromanga completed Year 12 at Marist College Ashgrove in 2006. He studied Accounting at the Queensland University of Technology and now works for DC Accounting.

**Larissa** from Wallace Rockhole in the Northern Territory completed Year 12 at St Catherine's in 2006, the first person from her remote community to gain a HSC. After graduating Larissa returned to her community and commenced work in the community store at Wallace Rockhole, a popular tourist destination. She has also travelled to Darwin to complete a business/managerial course and has subsequently taken over the management of the store. Larissa is also the proud mother of a three-year-old Clinton and she enjoys being involved in community initiatives.



**Nicholas** from Eulo completed Year 12 at St Joseph's Nudgee College in 2006 and moved to Sarina, a town in Northern Queensland about 40kms south of Mackay. During his time in Sarina he enjoyed working as a concreter and playing Rugby League for the local side, the Sarina Crocs. He has recently moved back to Brisbane and has returned to Nudgee as a night dorm supervisor along with working as a labourer during the day.

**Sarah** from Otford completed Year 12 at Presbyterian Ladies' College, Sydney in 2006 and is now studying to become a primary school teacher at the Australian Catholic University in Canberra. As a part of her study Sarah had the opportunity to travel to the Northern Territory to see the education system in process. She described the experience as being a 'real eye opener' and hopes that, after a few years working as a qualified teacher, she will be able to return to the Northern Territory and teach children from remote communities. She has also worked part time in after school care.

**T'Shinta** from Omamana completed Year 12 at St Saviour's College in 2006. Since T'Shinta graduated from St Saviour's she has completed a Bachelor of Nursing degree at the University of South Queensland in Toowoomba. She is



now working at Brodrigg Home for the elderly in Toowoomba and is looking at moving into the public health service. T'Shinta has also married since leaving school in 2006 and is showing great community spirit by taking part in the World's Greatest Shave for a Cure in 2011 this year by shaving off her hair in support of her sick cousin. T'Shinta plans to return to study a masters degree in Midwifery, Mental Health and Indigenous Health.

**Tamika** from Strawberry Hills completed Year 12 at St Scholastica's College in 2006 and moved to New York where she currently lives and works as a Pilates and Dance teacher.

### 2005 Graduates

**Ella** from Balmain completed Year 12 at St Scholastica's College in 2005 and studied a Bachelor of Arts/Education at Sydney University. In 2010 she had the opportunity to work on a film with Beck Cole and Warwick Thornton. Ella was also awarded a scholarship from the Sydney Photographic Workshop and at the end of 2010 received a \$20,000 scholarship from the Australian Film, Television and Radio School where she will commence studies in 2011.

**Monika** from Moa Island completed Year 12 at The Cathedral School in 2005. Monika is living on Dauan Island with her partner, and has two children aged one and two. Monika is very happy to be a stay at home mum.

**Sally** from Waverley completed Year 12 at St Catherine's in 2005 and completed a Bachelor of Arts (Media and Communications) at Sydney University at the end of 2009. It was a four year degree and throughout her time at University she was heavily involved in the Koori Centre and the Australian Indigenous Mentoring Experience (AIME) program. Sally is now working with the Australian Broadcasting Corporation (ABC) in their Publicity Department as a Television Publicist. In 2010 she also volunteered her services to assist in organising the Indigenous University Games.

**Taryn** from Leichhardt completed Year 12 at St Scholastica's College in 2005. Since graduating Taryn has completed a Diploma in Children's Services at Meadowbank TAFE. Whilst studying Taryn also worked two casual jobs, one at Orange grove primary school as an out of school hours carer and also as a retail assistant at Ripcurl Australia. She is now the Manager of Ripcurl Australia, Homebush direct factory outlet. Taryn has also had the



opportunity to travel to places such as Bali, Fiji, New Caledonia and Vanuatu. Taryn is hoping to further her education by studying Primary Education at Univeristy.

### 2004 Graduates

**Anastasia** from Strathfield South completed Year 12 at St Scholastica's College in 2004 and studied a Bachelor of Fine Arts at the University of New South Wales. After completing a year of Fine Arts Anastasia decided to change courses to study a Bachelor of Digital Media. In 2009 she successfully graduated from the University of New South Wales with a degree in Digital Media. Straight after graduating Anastasia was selected to work at the Australian Council for the Arts in the Aboriginal and Torres Strait Islands/Islander Arts section. Her role includes communicating with artists and arts organisations to assist them with claiming, controlling and enhancing their cultural experience. As part of her job Anastasia regularly travels throughout the country assisting and engaging with Indigenous artists and communities.

**Brianna** from Walgett completed Year 12 at St Scholastica's College in 2004 and studied a Bachelor of Applied Science in Leisure and



Health at Sydney University. Upon finishing her degree, Brianna undertook her current role as a full time youth worker in her home town of Walgett with Mackillop Rural Community Services which she says is immensely rewarding, adding that the need for more Indigenous graduates cannot be over estimated.

**Casey** from Cootamundra completed Year 12 at St Scholastica's College in 2004 and, since graduating, has moved to Canberra and completed a Bachelor of Arts majoring in International Relations and Indonesian at the Australian National University. After graduating from university in 2008, Casey completed a two-year Graduate Program with the Department of Foreign Affairs and Trade (DFAT), where she continues to work today. Casey will take up a three year posting to Australia's High Commission in Port Vila, Vanuatu, in July 2012.

**Emily** from Lismore completed Year 12 at St Catherine's in 2004 and, since leaving school, has completed her a degree in International Studies and a Bachelor of Laws at the University of Sydney. In February 2011, Emily is relocating to Canberra as she has been accepted into the Graduate Program at the Department of Foreign Affairs and Trade (DFAT). Before taking up her



DFAT position, Emily travelled to America and New Zealand. Emily is looking forward to graduating in May with a Bachelor of Laws.

### 2003 Graduates

**Ben** from Everton Park completed Year 12 at Marist College Ashgrove in 2003. After school Ben played for the National Aboriginal and Torres Strait Islander Rugby Team, travelling on a tour to Adelaide and a tour of Argentina in South America. In 2004 Ben completed a Certificate III in Business Administration at the Indigenous Land Corporation and was offered a full time role. He is currently volunteering in Nepal teaching English at schools. He has been in Nepal for three months and has trekked to Mt Everest base camp and Kalapata, describing it as "an amazing experience."

**Bernard** from Thursday Island completed Year 12 at St Augustine's in 2003. Since leaving school Bernard first returned back to the Torres Strait Islands to undertake a traineeship with the Torres Shire Council. Bernard then moved down to Cairns and completed a four year apprenticeship with the department of Main Roads as a trainee Materials Officer (Soil Tester). He remains employed with Main Roads.

**Jasmin** from Gulgong completed Year 12 at St Catherine's in 2003. She moved straight into university study and graduated with a Bachelor of Social Work (Hons) in 2008. Jasmin took up the position of Social Worker/Aboriginal Liaison Officer at St Vincent's Hospital Darlinghurst. She has subsequently decided to pursue a career in teaching and has returned to the University of Sydney to complete postgraduate studies in a Masters in Primary Teaching. Jasmin is a supporter of the Indigenous University games. This year Jasmin joyfully announced her engagement to her childhood sweetheart.

**Meriki** from Lismore attended St Catherine's School, leaving early in Year 12 in 2003 to travel to the United Kingdom. Whilst in the UK Meriki worked as a nanny, completed her A Levels and spent time connecting with her extended family. She then applied and was accepted into the School of Medicine at the University of London. In 2011 Meriki is at The Kings College, University of London undertaking the fourth year of her degree in Medicine.

**Nigel** from Barcaldine completed Year 12 at St Joseph's Nudgee College in 2003 and joined the Monadelphous workforce where he completed five years as a Trades Assistant with Rio Tinto Alumina Refinery. During these five



years he worked with pumps and plant equipment, the boilermaker's crew and as a forklift driver. Nigel then spent two years working as a scaffolder for the same company. He has also continued to play sport. He played Rugby League, Touch Football and Rugby Union for Gladstone, along with playing cricket for Yarella Cricket Club. He also took on the position as Assistant Coach for the 2009 U9's and 2010 U10's Gladstone Wallabies. Nigel is looking forward to starting a Traineeship in Community Service (Indigenous Relations) with Tarong Energy Power Station in 2011.

### 2002 Graduates

**Michael** from Thursday Island completed Year 12 at St Augustine's in 2002 and is now a professional Rugby League player for the North Queensland Cowboys. He previously played for the Manly Sea Eagles and in 2008 was named in the Papua New Guinea training squad for the 2008 Rugby League World cup.

**Torres** from Mossman completed Year 12 at St Augustine's in 2002. Torres was the young member of the 2011 National Youth Week Planning Group. In 2005 he graduated with a Degree of Bachelor of Applied Science (majoring in Fisheries and Aquaculture



Management) at Southern Cross University. In December 2009 he took part in the Indigenous Youth Leadership Program in Vanuatu with four other Australian Indigenous Youth. He has also travelled to New Dehli, India, for the OXFAM International Youth Partnerships Kaleidoscope event. In 2009 he was a Member of the inaugural Queensland Indigenous Youth Parliament, and a member of the Young Indigenous Leader's Forum. He has also been a participant of the National Indigenous Men's Leadership Program, Aboriginal and Torres Strait Islander Reference Group as a Youth Delegate for OXFAM Australia.

### 2001 Graduates

**Mayrah** from Redfern completed Year 12 at Presbyterian Ladies' College, Sydney in 2001 and has completed a Bachelor of Arts Communication degree from the University of Technology, Sydney. Since completing her degree she has worked as a Public Relations Officer at the Aboriginal Education Directorate of the New South Wales Education Department; as the Producer for Vibe Australia; has been a Promoter for the 2005 Yabun Concert; and most recently became the first Indigenous Student Liaison officer at PLC Sydney. Mayrah has also had the opportunity to appear on



National Indigenous Television to speak about the Deadlys and travel to Los Angeles where she lived shortly with her husband. She has also travelled through Europe visiting France, Italy and Spain.

### 2000 Graduates

**Evette** from Annandale completed Year 12 at St Scholastica's College in 2000 and, despite her inability to see, successfully gained a position at Central Queensland University's conservatorium of music. She has excelled in playing jazz music on the clarinet. Evette recently had the opportunity to perform at the Egremont Torchlight Parade in Cumbria, on the west coast of England.

### 1999 Graduates

**Kristy** from Bourke completed Year 12 at St Scholastica's College in 1999 and has successfully completed a combined Bachelor of Arts/Law degree at the University of Sydney. She lived on campus at the Women's College for the first few years of her degree, and then moved into private accommodation whilst working part time for the NSW Attorney General's Department. Kristy wishes to

encourage any student to consider the opportunities that are presented to them, including tertiary study, as she says attending university has presented her with opportunities that she had never dreamed of. Kristy also had the opportunity as a guest of AIEF to meet HRH Prince William in January 2010. In 2011 Kristy will commence the role as a Judge's Associate in the New South Wales Supreme Court.

**Sarah** from Thargomindah completed Year 12 at St Saviour's College in 1999. She has since, successfully, completed a Law/Accounting degree and is now practicing as a Lawyer in QLD.

### 1998 Graduates

**Louise** from Canberra completed Year 12 at St Scholastica's College in 1998 and now has a Bachelor of Arts, Bachelor of Laws and a Graduate Diploma in Legal Practice from the Australian National University. Louise has worked primarily as a criminal lawyer in the ACT. During a significant portion of her seven years with the ACT Director of Public Prosecutions, Louise performed the role of Specialist Family Violence Prosecutor. She currently works for the Commonwealth Director of Public Prosecutions as a Principal



Legal Officer. Louise has a strong interest in access to justice for women, particularly for Indigenous and other marginalised women. Louise is the deputy chair for the Australian Capital Territory Ministerial Advisory Council on Women. The Council provides strategic advice to the ACT Government on issues affecting women in the ACT, it also provides a link between the minister for women and women in the ACT community. She was the 2009 recipient of the ACT International Women's day award. Louise is also a mother of two.

### 1994 Graduates

**Malarndirri** McCarthy completed Year 12 at St Scholastica's College as School Captain in 1994, when she was known as Barbara McCarthy. Since leaving school Malarndirri attended university and subsequently undertook at cadetship at the Australian Broadcasting Commission. More recently she was elected as a Member of the Legislature in the Northern Territory.

With the lowest costs in the sector, AIEF raised an additional \$5 million from private and philanthropic investors in 2010 to cross the \$30 million mark towards its \$40 million target, leaving less than \$10 million remaining as at the end of 2010 to achieve that target.

In its entire history AIEF has only spent \$1.2 million on its total costs from more than \$30 million of funds raised for scholarships, resulting in a cost ratio of 4%. This ratio is not a fundraising expense ratio, it represents the entire cumulative total that AIEF has spent from scholarship donations on everything since it was established including all staff, premises, regulatory and operational costs involved in establishment, incorporation, rollout, delivery and expansion of its extensive scholarship program, as well as fundraising, investment management, reporting, acquittals and compliance.

#### Key highlights to date – AIEF Scholarship Program

Funding target for Scholarship Program	\$40,000,000
Funds raised to date	\$30,634,423
Balance required	\$9,365,577

#### Funds raised to date – AIEF Scholarship Program

Government funds received	\$15,000,000
Government funds pledged	\$5,000,000
Private contributions received	\$5,028,703
Private investment income	\$139,496
Private contributions pledged	\$5,466,224

**Total funds raised to date for Scholarship Fund (2009-2010) \$30,634,423**

Total expenditure to date from Scholarship Funding (2007-2010) \$1,241,534

**As a percentage of total funds raised to date 4.05%**



The AIEF financial results provide more compelling evidence of how a private sector led non-profit initiative with an efficient and scalable model coupled with leading implementation capability can maximise outcomes and effectiveness of public sector investment.

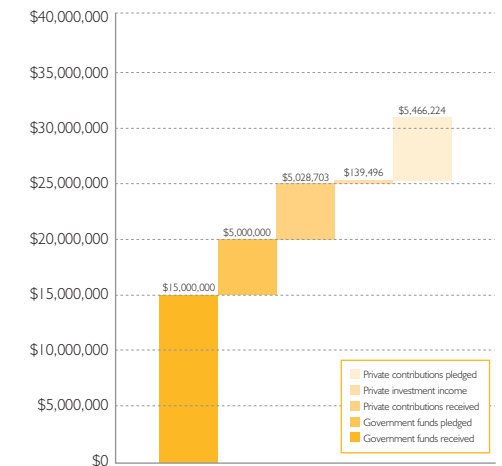
Moreover, AIEF is itself an evidence based case study that the private sector has appetite to invest in strategies to help Close the Gap and to invest in a joint venture with the public sector that is efficient, effective, proven and low cost, and unburdened with cumbersome bureaucracy, and where the joint venture has detailed and transparent public reporting and is regulated through the same corporate governance regime under ASIC that applies to public companies rather than blind trusts, non-reporting institutes or other non-transparent structures.

Mums and dads, large and small philanthropic investors and the big end of town in corporate Australia have backed AIEF, because it does important work, because it has unambiguous results, and because it is efficient and transparent.

AIEF signed a contract with the Australian Government in May 2009 under which the Government would contribute \$20 million in three instalments and AIEF undertook to use its

best endeavours to raise another \$20 million, and to use its best endeavours to raise \$5 million of this in the first five years. By the end of 2010 AIEF was only 18 months into the five years and had already raised over \$10 million and is on track to exceed \$35 million by the end of 2011. This success significantly exceeds our most optimistic projections. This means more Indigenous children will be able to receive AIEF scholarships, because as the AIEF Scholarship Fund grows, AIEF adds more Partner Schools and offers more and more scholarship places to those Partner Schools.

#### Progress Towards AIEF's \$40 million Target

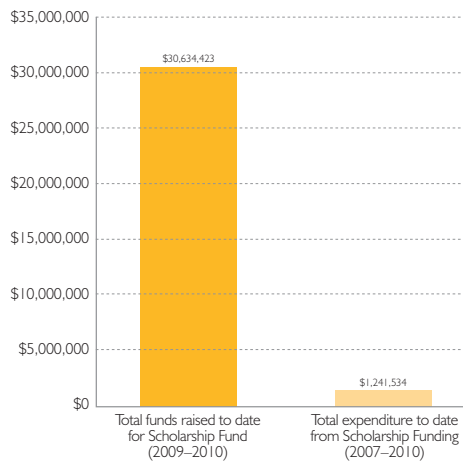




AIEF has received a total of \$15 million for its Scholarship Program from the Commonwealth Government with an additional \$5 million committed and payable in 2011, a total of more than \$5 million from private contributors and investments, plus an additional \$5 million in non-government pledges, making a total of over \$30 million. In accordance with accounting and audit advice, only the actual receipts are included in the statutory accounts and the pledges are booked as and when they are received. All previous pledges have been honoured and AIEF has a zero default rate on committed pledge funding.

Of the over \$30 million AIEF has raised for Indigenous scholarships as at the end of 2010, only 4% of it has been spent on costs, as shown in the Total Funds Raised vs Total Costs chart. This is not a fundraising cost ratio, it is a total operating and capital expense ratio. AIEF is not aware of any other non-profit organisation that has a lower cost ratio.

**Total Funds Raised vs Total Costs 2007-2010**



AIEF is able to achieve such a low cost ratio because it has efficiencies and economies of scale built into its business model, because it has a small but extremely hard working and committed staff, and because it spends money prudently and conservatively, maximising all available opportunities for costs to be sponsored or discounted and for pro-bono and in-kind support to be leveraged wherever possible.

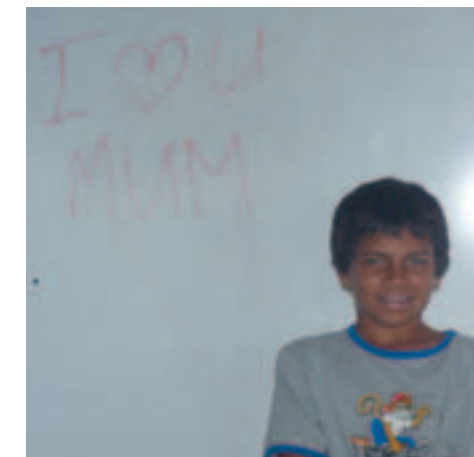
AIEF is indebted to many people and organisations for this support to help make AIEF more cost-efficient so that more Indigenous children can be educated instead of having money spent on costs. In particular, AIEF expresses its sincere gratitude for such support to KPMG, Allens Arthur Robinson, Microsoft, The White Agency, Orion Enterprise Business Solutions, MacBride Hinton & Co, Nikki Easterbrook Photography, Kimberley Bloom Design, Mark Talbot, Tenix, the Commonwealth Bank, Sands Print Group, Zenith Interiors, That's My Cake, Jim Croft Framing, About Picture Hanging, Euroespresso Machine Co, Zip Industries, and all of AIEF's other volunteers including its non-executive Directors, Patrons, Ambassadors, Mentors and other volunteers – and especially to the Indigenous students and artists who have helped to decorate our offices with their beautiful paintings; Sheridan Clarke, Kirsty Jarrett, Craig Ashby and Kim Holten.

AIEF has also received some other donations and contributions from specific investors and supporters to be used for specific items of expenditure rather than being donations for scholarships and we refer to such financial contributions as Capacity Donations (\$25,271 in 2010).

Under the legal, regulatory, tax and contractual framework AIEF operates within, AIEF is required to keep various separate books of accounts and segregation of funds (for example segregation of government and non-government funds) for accounting, investment, distribution and treasury functions. AIEF's statutory accounts comply with all such requirements in full and are always filed well within the required legal and regulatory timeframes.

For the purposes of this Annual Report, AIEF has summarised its statutory accounts into two convenient components as follows:

1. the AIEF Scholarship Program, which contains details of all income, expenditure, assets and liabilities relating to that program from both government and non-government sources; and separately,
2. the AIEF Corporate Account comprising the financial statements for AIEF's operating accounts where all operating income and expenses are captured.



## AIEF Scholarship Program

### AIEF Scholarship Program Statement of Income and Expenses for Year Ending 31 December 2010

#### Income

Government Funding for Scholarships	\$2,500,000
Non-Government Funding for Scholarships	\$3,415,846
Non-Government Capacity Donations	\$25,271
Investment Earnings	\$829,682
<b>Total Income</b>	<b>\$6,770,799</b>

#### Expenditure

Donations for Costs to AIEF	\$25,271
Transfer to Operating Costs Reserve	\$616,579
<b>Total Expenditure</b>	<b>\$641,850</b>
<b>Operating Surplus</b>	<b>\$6,128,949</b>

#### Distributions

Secondary Scholarship Distributions	\$1,433,691
Tertiary Scholarship Distributions	\$226,096
<b>Total Scholarship Distributions</b>	<b>\$1,659,787</b>

<b>Surplus</b>	<b>\$4,469,162</b>
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In 2010, AIEF received \$6.7 million into the AIEF Scholarship Program. This included a second instalment (\$2.5 million) of the contracted funding from the Australian Government (in addition to the \$12.5 million received in 2009), \$3.4 million in non-government contributions and \$0.8 million in investment income on both government and non-government contributions.

The investment earnings shown above do not include accrued interest on term deposits that matured post 31 December 2010, and this income will be included in the 2011 accounting period.

The business model for the AIEF Scholarship Program anticipates that the number of scholarships offered by AIEF each year increases as its funding base increases, with scholarship places offered on an ongoing basis so that scholarship funding is provided to schools on a long-term sustainable basis. This creates a scholarship fund which will be invested and distributed for Indigenous scholarships over a 20 year period.

AIEF's plan is to raise the full \$40 million in five years (exceeding its contractual commitment to raise \$5 million of non-government funds in five years). During this funding period 15% of all income is allocated to the AIEF corporate account to contribute to operating costs over

the full 20 year business plan period, with the investment income including the 15% net contribution from the investment income in the Scholarship Program accounts. This operating income will also be supplemented by income generated from other activities undertaken by AIEF to ensure AIEF can continue to operate on a sustainable basis over the 20 year business plan period. This other income is shown in the AIEF Corporate Account as Income from services and other programs.

From the 2010 income in the Scholarship Program, a total of \$616,579 was transferred to AIEF's operating reserve account for costs.

Whilst scholarship funds are being raised, AIEF is also distributing scholarship funds each year. In 2009 AIEF distributed a total of \$478,124 in scholarship distributions for 43 Indigenous students and in 2010 a total of \$1.6 million was distributed for 150 scholarship students (136 secondary and 14 tertiary).





**AIEF Scholarship Program  
Balance Sheet as at 31 December 2010**

<b>Scholarship Funds</b>	
Retained Earnings as at 31 December 2009	\$10,343,925
Accumulated Surplus	\$4,469,162
<b>Total Equity</b>	<b>\$14,813,087</b>
<b>Represented by:</b>	
Bank and Term Deposits	\$14,678,205
Donations Receivables	\$135,000
<b>Total Assets</b>	<b>\$14,813,205</b>
<b>Current Liabilities</b>	
Provision Transfer to Corporate Account	\$118
<b>Total Liabilities</b>	<b>\$118</b>
<b>Net Assets</b>	<b>\$14,813,087</b>

The AIEF Scholarship Program had retained earnings of \$10.3 million at the end of 2009 and a surplus of \$4.4 million in 2010 after distributions for scholarships and costs, resulting in a closing balance of \$14.8 million as at 31 December 2010. This net asset position enables AIEF to underwrite and fund scholarships at its Partner Schools on an ongoing basis to provide long-term certainty and sustainability.

The figure for net assets shown above is in addition to the \$10.4 million in pledges committed to AIEF as at the end of 2010.

AIEF's investment strategy is described in more detail below.

**AIEF Corporate Account**

The AIEF Corporate Account is the operational limb of the AIEF financial statements. For simplicity and transparency all operating income and operating expenditure is accounted for in the AIEF Corporate Account.

**AIEF Corporate Account  
Statement of Income and Expenses for the Period 1 January 2010 to 31 December 2010**

<b>Income</b>	
Capacity Donations	\$26,642
Costs Contribution from Funds for Operating Reserve	\$616,579
Income from Services and Other Programs	\$144,920
Investment Earnings	\$193,251
<b>Total Income</b>	<b>\$981,392</b>
<b>Expenditure</b>	
Bank Expenses	\$2,340
Staffing Costs	\$709,281
Office and Operating Expenses	\$209,629
Depreciation	\$6,375
Insurance	\$5,688
Accounting & Legal	\$5,041
Interest Expense	\$0
<b>Total Expenditure</b>	<b>\$938,354</b>
<b>Surplus</b>	<b>\$43,038</b>



All capacity donations for AIEF are routed to this operating account in addition to the cost contributions from the AIEF Scholarship Program described above, and all expenditure is routed through this operating account. This provides a centralised and segregated clearing house for all operational income and expenditure.

As this shows, AIEF has incurred total operating expenditure in 2010 of \$938,354 against operating income of \$981,392, producing an operating surplus of \$43,038 with a reserve of \$2.9 million shown on the balance sheet.

AIEF's 20 year business plan has operating income front loaded into the first few years (during the funding phase) which then provides a sustainable capital base reserve for future operating costs during the long-term roll-out of the AIEF Scholarship Program over the remaining 20 year period (the distribution phase). This operating reserve provides a similar sustainability for AIEF to continue managing the AIEF Scholarship Program so both AIEF and its Partner Schools have certainty and financial security that AIEF is here for the long-haul to see through its work.



#### AIEF Corporate Account Balance Sheet as at 31 December 2010

##### Members Funds

Retained Earnings as at 31 December 2009	\$2,918,945.09
Accumulated Surplus	\$43,038.19

<b>Total Equity</b>	<b>\$2,961,983.28</b>
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##### Represented by:

Bank and Term Deposits	\$2,985,793.95
Provision Transfer from Scholarship Account	\$118.20
Plant and Equipment less Accumulated Depreciation	\$31,014.82

<b>Total Assets</b>	<b>\$3,016,926.97</b>
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##### Current Liabilities

GST Liabilities	-\$4,399.02
FBT and PAYG payable	\$18,970.60
Other Employer costs payable	\$40,372.11

<b>Total Liabilities</b>	<b>\$54,943.69</b>
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<b>Net Assets</b>	<b>\$2,961,983.28</b>
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#### Investment strategy

AIEF is currently adopting a defensive, cautious and conservative investment strategy focussed on stability, predictability and certainty with all funds held in cash and term deposits with major licensed Australian banks. AIEF has a professional and experienced Investment Committee chaired by AIEF Director Rob Coombe, CEO of Westpac Retail and Business Banking and former CEO of Bankers Trust and including Greg Cooper, CEO of Schroder Investment Management Australia Ltd, asset allocation expert John Schaffer, Tenix and AIEF Treasurer and Director Michael Lindsay and AIEF's Chief Executive and former investment banker Andrew Penfold.

AIEF continues to develop and model its optimal number of scholarships and partner schools and the expected costs and cashflow requirements resulting from different strategies and enrolments at different schools. At the same time, financial markets and global economies continue to experience volatility and an uncertain outlook. In these circumstances AIEF maintains an interim investment strategy to place all funds in bank deposits of varying maturities with major commercial banks licensed in Australia.



As AIEF further develops its strategies, Partner Schools and financial modelling and expands its balance sheet, the AIEF Investment Committee will refine a longer-term investment strategy to best achieve investment objectives and AIEF's investment policy will be revised to reflect that longer-term strategy. With low risk and low volatility in bank deposits returning over 6% per annum, and with AIEF being tax exempt, there is no strong rationale to take on additional investment risk.

**Audit**

The full financial report for AIEF for the twelve months ending 31 December 2009 has been filed with ASIC in accordance with the requirements of the Corporations Act 2001. The financial statements have been prepared in accordance with the Australian Equivalent of International Financial Reporting Standards and audited by MacBride Hinton & Co, Chartered Accountants in accordance with Australian Auditing Standards.

**'One day my Nan took me along when she went to see a lawyer from Kempsey who did pro bono work in Bowraville. That day I realised the great satisfaction that would come with knowing that I could make a difference in the lives of people who weren't as fortunate as I was to go to a good school, a school which helped me realise the opportunities I had upon finishing my HSC and going to university. That's why I'm doing a law degree now.'**

Carlie, a graduate of St Vincent's College, is in the third year of a Law degree at UNSW and works part-time as an Intern at AIEF



Sheridan Clarke, Connections, 2009

The Australian Indigenous Education Foundation is a non-profit public company limited by guarantee, governed by its Board of Directors with advice and assistance from its Ambassadors, under the Patronage of Her Excellency Professor Marie Bashir AC CVO (Patron-In-Chief) and Sir William Deane AC KBE (Patron).

### Patrons



**Patron-in-Chief**  
Her Excellency  
Professor Marie  
Bashir AC CVO,  
Governor of NSW



**Patron**  
Sir William Deane  
AC KBE

### Board of Directors



Ray Martin AM  
(Chairman)



Ann Sherry AO



Rob Coombe



Michael Lindsay



Warren Mundine



Andrew Penfold

### Ambassadors



Janet Albrechtsen



Senator The Hon  
Mark Arbib



Craig Ashby



Stephanie Brantz



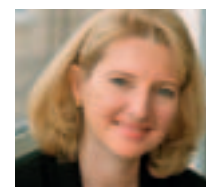
Associate Professor  
Ngiare Brown



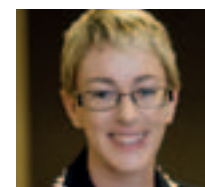
The Hon Linda  
Burney MP



Jennifer Byrne



Liz Cacciottolo



Barbara Chapman



Kerry Chikarovski



Brett Clegg



Greg Cooper



Bruce Corlett AM



Patricia Cross



Charles Curran AC



Geoff Dixon



Tom Drake-Brockman



John Eales AM



Dr Peter Farrell AM



Andrew Forrest



Nicola Forrest



Catherine Freeman  
OAM



Adriana Gardos



Danny Gilbert



David Gonski AC



Wayne Goss



Caroline Gurney

## Ambassadors continued

A



Steve Harker



Matthew Hayden AM



Janie Hicks



Greg Hutchinson



Katie Lahey



Kirsten Lynn



Peter Mason AM



David Mortimer AO



David Murray AO



Ralph Norris



John O'Sullivan



Michelle Penfold



Guy Reynolds AM



Aden Ridgeway



Heather Ridout



John Schaffer



Nora Scheinkestel



Professor Julianne Schultz AM



Jillian Segal AM



Mary Shaw



Jim Thynne



Geoff Walsh AO



Dr Nikki Williams



Tristan Wills



Geoff Wilson



Frank Zipfinger

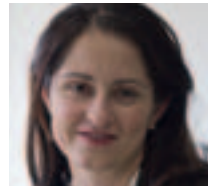
## Executive



Andrew Penfold,  
Chief Executive Officer



Renée Coffey,  
Programs Director



Michelle Penfold,  
Partnerships Director



Jane van Beek,  
Program Manager



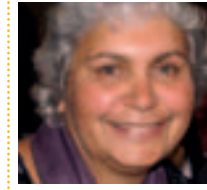
Jenny Dean,  
Program Manager



Anna Wills,  
Business and Accounts  
Associate



Alexandra Pitzing,  
Communications  
Associate



Kim Hill,  
Volunteer



Natascha Milsom,  
Volunteer



Kathleen Hickie,  
Student Support Manager



Claudia Cowell,  
Program Associate



Birrillee Vale,  
Administrative Assistant



Bonnie Street,  
PA to CEO

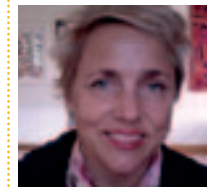


Carlie Smart,  
Intern



Keiryn Lenoy,  
Intern

## Volunteers



Serena Porges,  
Volunteer

## Contact and Donation Details

For further information about AIEF, enquiries should be directed as follows:

### Contact Information

**Andrew Penfold**

Chief Executive Officer

Australian Indigenous Education Foundation  
Suite 312, Level 3, Edgecliff Centre  
203-233 New South Head Road  
Edgecliff NSW 2027

T 02 8373 8000

M 0412 66 77 93

E [andrew.penfold@aief.com.au](mailto:andrew.penfold@aief.com.au)

### Investing in Indigenous Education

If you share our vision to create tangible, measurable and enduring social change through evidence-based social investment and to address Indigenous disadvantage through education, you can invest in the future of Indigenous children by supporting the work of AIEF.

Donations are tax-deductible. Copies of DGR and TCC certificates are available on request.

To support Indigenous students, cheques should be made payable to:

Australian Indigenous Education Foundation

and posted to:

Australian Indigenous Education Foundation  
Suite 312, Level 3, Edgecliff Centre  
203-233 New South Head Road  
Edgecliff NSW 2027

or via our website at [www.aief.com.au](http://www.aief.com.au)

### ABN

Australian Indigenous Education Foundation  
ABN 13 127 908 187



**'I would just like to let you know that my daughter has won an Application Award and will be presented with this at the John Clancy Auditorium, University of NSW. I just thought I would invite you as if it wasn't for the support of Australian Indigenous Education Foundation my daughter wouldn't be receiving this award. Thank you.'**

Valerie, mother of a Year 9 student, St Vincent's College 2010



**'I just want to say thank you for the opportunities that you as an organisation give to our young Indigenous people of today. Without the help of good people like you, we as young Indigenous students would not experience what it's like to get a high education and try to make something of ourselves. From my personal experience, attending boarding school here at Marist College Ashgrove has really given me the opportunity to learn and achieve my goals. Thank you.'**

James, a graduate of Marist College Ashgrove

# AIEF Collaborative Partnerships

Collaborative partnerships are the touchstone of AIEF's success. AIEF partners with some of Australia's leading schools and university colleges highlighted throughout this Annual Report. AIEF is also proud to collaborate with some of Australia's leading companies and foundations, setting the benchmark in engaged philanthropy. These are our major partners:



Allens Arthur Robinson



Commonwealth Bank



# Acknowledgements

AIEF would like to acknowledge the photography of Nikki Easterbrook of [nikki.e photography](http://nikki.e.photography) for her work within these pages and to thank Nikki for her ongoing contribution of her time and talents in support of AIEF – [www.nikkiphotography.com.au](http://www.nikkiphotography.com.au)

AIEF would also like to thank Kim Bloomfield of Kimberley Bloom Design for her creative design work with AIEF including this Annual Report – [www.kimberleybloom.com.au](http://www.kimberleybloom.com.au)

AIEF would also like to thank Sands Print Group for their assistance in the print production of this Annual Report – [www.sandsprint.com.au](http://www.sandsprint.com.au)

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