



Annual Report 2008



AUSTRALIAN  
**indigenous**  
**education**  
FOUNDATION



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## Australian Indigenous Education Foundation

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# Australian Indigenous Education Foundation



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

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

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 Kevin Rudd MP  
Prime Minister of Australia

# Messages from our Patrons

This initiative also benefits non-Indigenous children in our schools by providing the opportunity for our non-Indigenous students to form bonds of friendship with, and cultural understanding of, their Indigenous classmates. In this way, we are together working towards a brighter future for all Australians and empowering Indigenous children to have real choices in life.

I urge you all to support the important work of the St Joseph's College Indigenous Fund and the Australian Indigenous Education Foundation.



**Sir William Deane AC KBE**

This Annual Report records the passage of another year of successful operation of the St. Joseph's College Indigenous Fund and marks the commencement of the wider Australian Indigenous Education Foundation. Both the Fund and the Foundation share the common objective of providing an opportunity and a supportive environment for a first class secondary education for a significant number of young Indigenous Australians.

I have, as Patron, been privileged to have been involved with the St. Joseph's Fund – which has always been a Fund for a cause not a school – from the beginning and to have seen at first hand how it has transformed the lives and the possibilities of those young Australians whom it has benefited. The success of the Fund has manifestly demonstrated something of which I have for long been conscious, namely, the tremendous extent of the abilities and potential of young Indigenous Australians . . . if only they are given a real chance. I look forward, as a Patron of the new national Foundation, to being, if only peripherally, involved in the provision of such a real chance to young Indigenous Australians on a national scale.

I add a word of admiration and thanks to all those whose vision, work or financial or other support have helped either to make the St. Joseph's Fund the success that it is or to make possible the establishment of the new Foundation. Many of them are identified by Andrew Penfold in his Report. I confine myself to specifically mentioning but three of them: Andrew himself who has effectively dedicated a significant part of his life to the establishment of the Fund and now the Foundation; and two outstanding headmasters of St. Joseph's, Brother Paul Hough and Mr Ross Tarlinton. I should also mention my delight in sharing patronage of the new Foundation with two greatly admired personal friends.



**Mr Carlo Salteri AC**

The Prime Minister's Apology in February 2008 was the first step in "acknowledging the past and laying claim to a future that embraces all Australians. A future where we harness the determination of all Australians, Indigenous and non-Indigenous, to close the gap that lies between us in life expectancy, educational achievement and economic opportunity."

It is with great pride that I have been able to contribute to this bright future for Indigenous children through the work of the AIEF. I am continually impressed with the achievements of the Indigenous boys at St Joseph's College who have successfully completed their education with the assistance of the Indigenous Fund.

The success of the Indigenous programme pioneered at St Joseph's College has set a challenge for other schools to follow and develop their own Indigenous programmes with the assistance of the AIEF. I look forward to hearing of the significant achievements of future generations of Indigenous boys and girls who will be able to complete their education at many high performing schools around Australia.

When I came to Australia in 1951, I came to a young country with opportunity, optimism, vitality and enthusiasm for the future. I came with an education, a privilege I am forever grateful to my parents for encouraging and nurturing.

Education is a passport to success and provides the opportunity for our children to achieve success for themselves and our country.

I am confident of the success of the AIEF as it works to develop the future envisioned by the Prime Minister. I sincerely acknowledge the support of the Prime Minister and the Australian Government for their financial support of the AIEF and I encourage other Australians to contribute to the work of the Foundation.



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

There is no doubt that the St Joseph's College Indigenous Fund revealed an extraordinary vision when it commenced in 2005, creating a template that could be emulated and scaled on a national basis. Indeed, the Fund's vision was never merely to support a school, but to provide an efficient and effective means for Australians to invest in the education of Indigenous children.

The Headmaster of St Joseph's College, Mr Ross Tarlinton, has been an exemplar of moral leadership in this area. Not just in terms of the implementation and management of the outstandingly successful programme at St Joseph's College, but also by encouraging a national expansion through the newly formed Australian Indigenous Education Foundation (AIEF).

I am indeed honoured to be the Patron-in-Chief of the AIEF, and to help create opportunities for a quality education for more Indigenous children across the nation. I am particularly pleased to see more educational opportunities for Indigenous girls.

AIEF is an excellent example of how individuals and corporate organisations can make a difference to the lives of Indigenous children by facilitating access to educational opportunities that would not otherwise be available to them, and to do so in an efficient framework that provides clear, transparent and regular reporting.

# Chairman's overview



Ray Martin

## As the Chairman of the Australian Indigenous Education Foundation, it gives me great pleasure to introduce this first Annual Report on behalf of the AIEF Board of Directors.

I once met an old Aboriginal man in Meekatharra, north of Perth, at the end of the railway line. That was more than 40 years ago, when I was a fledgling journalist at the ABC.

He told me about being chained to a boab tree by WA police, just out the back of Roebourne, for three days. He was held on suspicion of having speared some cattle. He was just a boy, but they chained him up like a dog.

I was more upset than he was. He just figured that sort of thing happened to blackfellas. I've been a campaigner against Aboriginal injustice ever since I heard his story.

Not so long ago, a librarian told me about an elderly whitefella coming into her Narrandera public library. It was NAIDOC Week and she had an exhibition of old photos of the local Wiradjuri people, camped down by the Murrumbidgee River. The librarian

knew the man, who was a regular borrower of books. She guessed his age, at somewhere in his late 60s. As she stamped his books, he turned and looked at the black and white pictures.

'I'm ashamed to say it now', he said to her, 'but, when I was about six my father and uncle took me out on a shooting party. Out to an island, somewhere down the river. And they shot some blacks.'

Both these shameful crimes happened in Australia, not so long ago. Sometime between the First and Second World Wars. That's only yesterday.

I was Chairman of the Fred Hollows Foundation from its inception for almost a decade, mainly because of its commitment to Aboriginal health and welfare. I was a member of the National Council for Aboriginal Reconciliation for its full ten-year term, under governments of both political persuasions. I have been a strong supporter and Patron of the Aboriginal Employment Strategy for many years and a long term Ambassador for the St. Joseph's College Indigenous Fund.

Now I am the Chairman of the Australian Indigenous Education Foundation.

Long after I began this journey I also discovered that I had a great, great grandmother who was a Kamilaroi woman, born on Keepit Station, outside of Gunnedah.

So, I take on this task as Chairman of AIEF with a long and deep commitment to Aboriginal Australians. The alternative is to do nothing and that is not a decent alternative.

Having been involved for so long, I know that there is no 'silver bullet' to end the neglect and appalling disadvantage that Indigenous people have had to face every day of their lives. If it was easy, well-meaning governments would have fixed the problem decades ago.

But whilst there is no 'silver bullet', there is no disputing the fact that education is the essential, basic key in opening the door of opportunity. For every person. It has been the core ingredient in human progress for centuries, no matter what race, colour or creed.

But, it's a door that has been closed for too long, for too many Indigenous Australians. Because of isolation, lack of facilities, community problems and economic disadvantage, education has simply not been the priority it should have been.

It is, of course, essential that we confront the crisis facing Indigenous Australians on every level – social, justice and economic. But, after all my years involved in Aboriginal affairs, I'm convinced that if we guarantee the right to a quality education, then all those other basic rights will follow.

A couple of years ago I filmed a special television report on the St Joseph's College programme, for the 'Sunday' show. So I've seen its operation up close. I've seen what a stunning success story it is.

What Joeys has done so inspiringly has been realised under the gentle but firm hand of the Headmaster, Ross Tarlinton, along with the exemplary business skills of Andrew Penfold. Andrew, who has given his time voluntarily, has raised almost five million dollars in three years.

According to Ross Tarlinton, the Indigenous boys have proven to be a credit to the school, adding immeasurably to the College's rich culture. In turn, the school and its dedicated staff have given the boys pride, self-esteem and the opportunity to succeed in life.

The boys I talked to are clearly appreciative of this. Their parents have said to me that their sons now have confidence, ambition and 'walk taller'.

For the first time in their lives they see a future for themselves.

**In all my forty-plus years campaigning for true reconciliation, I have never seen a better way to bring about real, quantifiable change in Indigenous Australia than by getting Indigenous boys and girls through a quality education to complete high school.**

It's an initiative that simply works.

The new AIEF scheme will work just as well, for boys and girls at quality schools right around Australia.

It's an exciting, innovative programme under the experienced and watchful eye of Andrew Penfold. With so much at stake, I believe it's in safe, sure hands.

We've all seen countless billions of taxpayer's dollars squandered on useless policies and hair-brained strategies. Some of them were unwittingly racist, others were blatantly patronising and shameful. Put simply, they were apartheid policies and worse.

Besides, benign neglect makes governments just as guilty as deliberate policies of discrimination.

In his maiden speech to Parliament over 10 years ago in November 1998, the newly elected Member for Griffith, The Hon Kevin Rudd MP, observed that "if equality of opportunity does not begin in the school system, it begins nowhere at all".

Last year as Prime Minister, Kevin Rudd issued a deep and heart-felt National Apology, making it possible to finally move into a genuine and long overdue, healing process.

To harness the unprecedented goodwill following the Apology, the Rudd Government is developing a strategy for business action to encourage corporate partnerships.

Late last year, in an address to Australia's corporate leaders at the annual dinner of the Business Council of Australia in Sydney, the Prime Minister referred to AIEF as the product of a strong existing partnership with Australian business and announced that the Australian Government will be working with AIEF to improve the educational outcomes of young Indigenous people around Australia.

But Mr Rudd did more than that.

He announced that his Government will be partnering with AIEF and providing \$20 million towards AIEF's Indigenous scholarship programme, with AIEF raising at least this much again, to create a \$40 million campaign to underpin AIEF's target of educating 2,000 Indigenous children over the next 20 years.

AIEF is determined and confident about raising this additional \$20 million, despite the extraordinary economic turmoil.

Corporate Australia, philanthropic foundations and ordinary mums and dads have made it clear that they intend to join us in making a difference. They also believe it is time to end the injustice and inequality of opportunity that has faced Indigenous Australians for too long, and that a quality education is the most transformational and empowering way to overturn entrenched generational disadvantage.

In reviewing AIEF's achievements to date, 2008 has been an important establishment year. The Prime Minister's \$20 million announcement late last year resulted from more than 12 months work by AIEF. Although much of this work was away from the spotlight, it will no doubt prove to be one of AIEF's most important foundations.

Since the Prime Minister's announcement late last year, we have been working hard to finalise the contractual arrangements relating to the \$20 million investment by the Australian Government. We cannot launch our public campaign to raise the other \$20 million until those arrangements are finalised.

It has been a time consuming process working through the details with the Government but the details will affect how AIEF operates for the next 20 years so it is critical to our success that we start on the right foot.

We are keen to get on with the job ahead of us. There is so much goodwill, enthusiasm and momentum that we need to capitalise on and so many of our Ambassadors, financial supporters and partner schools that are keen to start. We thank them all for their patience.

I would also like to thank my fellow directors on the AIEF Board, our three magnificent Patrons and our very impressive group of Ambassadors who are eagerly awaiting the formal launch of AIEF so they can help the effort.

There are dozens of organisations and people that have played a crucial role in the establishment of AIEF by contributing voluntary and pro bono services - in fact far too many to mention them all. But without so much energy, commitment and sheer generosity of spirit these people have shown, AIEF would not be where it is today.

In this context I would like to formally record our thanks and appreciation to Allens Arthur Robinson (Jim Thynne, Deborah Doctor and Heran Kim), the White Agency (Craig Galvin and Heath Amos), MacBride Hinton (Clinton McDonald), and Michael Lindsay, Michelle Penfold, Sally Penfold, Tom Drake-Brockman, Holly Hart, Julian Canny, Br Paul Hough, Craig Ashby, Nikki Easterbrook, Oliver Harvey, Janie Hicks, Adam Lewis, Greg Lawler, Kathleen Hickie, Peter Hunt, Helen Lynch, Brad Orgill and all of the hardworking and committed individuals working with the Indigenous students at AIEF's partner schools.

I also thank the Prime Minister, the Deputy Prime Minister and the Minister for Indigenous Affairs for their confidence in AIEF's ability to deliver and I give a public commitment on behalf of the AIEF Board of Directors that we will not let you down.

I would also like to thank all our existing financial supporters who have been willing to get AIEF off the ground even before we have officially launched.

Holding AIEF receipt number 2 (second only to our founding CEO) is a kind-spirited eight year old boy named Harry Mead who donated \$150 he found early last year.

We also thank our partner The Catherine Freeman Foundation and Females in the Finance Industry who hosted a function in Sydney early last year to support the work of AIEF before we had launched; our two major founding donors, Commonwealth Bank and Tenix without whom AIEF would not be positioned as it now is, and all of our other private donors, large and small. Whether it's \$100 or \$5 million, every cent makes a difference and is much appreciated.

We will soon be officially launching AIEF's campaign and putting the commitment of corporate and individual Australians to the test in this innovative education revolution.

We will need your help.

**Ray Martin**

Chairman – Australian Indigenous Education Foundation  
20 May 2009

# AIEF scholarship programme overview

## Education has been the core ingredient in human progress for centuries, no matter what race, colour or creed.

The overarching AIEF mission is to increase opportunities for Indigenous Australians to participate in the mainstream of the Australian community and economy.

Our mission is underpinned by the core belief that a quality education is the quintessential key to transforming lives and equipping marginalised children with the opportunity and capability to make meaningful choices.

AIEF grew out of the success and teachings of the St Joseph's College Indigenous Fund and the Indigenous education programme at St Joseph's College in Sydney, described in the national media as "the nation's pacesetter in Indigenous scholarships" (*The Australian* 31 May 2008).

AIEF was established by the same individuals who initiated and led the St Joseph's College Indigenous Fund to replicate and scale the initiative on a national basis and most of the AIEF Directors, Patrons and Ambassadors have also been involved in the St Joseph's College Indigenous Fund since its early days.

AIEF's Indigenous scholarship programme is initially focused on boarding school scholarships for Indigenous students in secondary school. This is the area in which we have the most experience and expertise.

Our scholarship model works by having AIEF sit 'behind' each of our partner schools.

This means Indigenous students and families do not apply to AIEF for scholarships, but instead they apply directly to partner schools for enrolment.

After Indigenous students are accepted for enrolment for boarding at one of AIEF's partner schools, AIEF provides scholarship funding directly to the school for eligible Indigenous students.

From AIEF's perspective, this eligibility is primarily based on financial need, enthusiasm and commitment from the student and family, and the school's assessment of the likelihood of the student successfully completing their schooling through to Year 12.

The AIEF model does not prescribe a "one size fits all" approach and our partner schools may also have enrolment eligibility criteria. It is important that each partner school be free to make decisions about scholarship applicants on their own terms, as the individual school is best placed to determine the likelihood of a student succeeding in the particular school environment. We seek to empower decision making by our partner schools, with AIEF acting as an enabler rather than being prescriptive.



We firmly believe that one of the important factors in successful completion to Year 12 is that the school form and maintain a direct relationship and engagement with the family and community of the student, rather than having AIEF interposed between them.

It is also implicit in this model that AIEF is not in the business of seeking out or encouraging Indigenous students to go to boarding school. We will want to ensure that students, families and communities are aware of the opportunities available for enrolling in our partner schools, but the decision to apply to a particular school is made by the family or community of the student. It is not for AIEF to try to influence where a mother should send her child to school. All we want to do is remove the financial barriers to entry at our partner schools for families that could not otherwise afford to have that choice.

The role of the school is the single most important factor in the success of this initiative. AIEF will therefore carefully select partner schools based on our assessment of schools that are most likely to assist AIEF achieve its target of providing scholarships to educate 2,000 Indigenous children.

At present, AIEF has partnered with the five girls boarding schools detailed in the following pages, and AIEF has also partnered with St Joseph's College to assist with their Indigenous education programme. After we have finalised the contractual arrangements relating to the \$20 million investment by the Australian Government, AIEF will seek to partner with additional schools and will release further information about this at the time of our official launch.

AIEF partner school overview

# Kincoppal – Rose Bay School



Hilary Johnston-Croke,  
Principal



**Kincoppal-Rose Bay School of the Sacred Heart is located in the Sydney suburb of Rose Bay, and comprises a co-educational Junior school and Secondary and Boarding school for girls.**

The school enjoys innovative learning spaces in a technology rich environment. It is humbling when the seven year olds present a business proposal to the principal via Powerpoint presentations for new playground equipment. The Secondary school and Boarding House provide a welcoming atmosphere for students and offer a wide variety of opportunities in academic and co-curricular activities.

As a School of the Sacred Heart, Kincoppal-Rose Bay is committed to the goals of “social awareness which impels to action, a deep respect for intellectual values and the building of community as a Christian value”.

To increase the awareness and sensitivity of the students relating to Indigenous issues and the challenges still faced in the 21st Century by Indigenous communities, topics such as Aboriginal spirituality, Indigenous music, history, culture and art are embedded in the curriculum from the early years of schooling. The Junior school students learn about the stories told through Indigenous art, family life and culture revealed in literature, and the meaning of music for Indigenous ceremonies. In the Studies of Religion course in both the Preliminary and HSC courses, the senior students engage at a deeper level with Indigenous issues, and study historical disadvantage caused by separation from land and community and the links between Aboriginal spirituality and their cultural traditions and obligations to the land. Year 7 students make symbolic multi-coloured hands to recognise and celebrate reconciliation with our Indigenous peoples, and display these with pride on the school fields and grounds.

A week-long programme undertaken by Year 9 students, called the City Immersion Programme, allows the students to experience the reality of daily life of an urban Indigenous community which is very different from their own. Part of the learning is done with the Indigenous community at Redfern, where they spend time with community members, enjoy conversation with the community over lunch, take a tour of The Block, speak with residents and participate in spiritual and reflective opportunities.

The Sisters of the Society of the Sacred Heart have maintained a community at Redfern for nearly 20 years where the Sisters work with the local people, opening their home as a drop-in centre and providing advocacy as requested and assistance in dealing with different agencies. The girls become aware of the work of the Sisters during their time in the Year 9 programme, meeting with the local community in an atmosphere of equality and respect. This experience has a profound effect on the students, and they return to school with determination to challenge the inequality they have observed first hand.

Respect and inclusion for the Indigenous community is an integral part of the school consciousness. The Indigenous flag is flown alongside the Australian flag on all occasions of significance to the Indigenous community and all formal school occasions begin with an Acknowledgment of Country. Reconciliation Week is celebrated by the school, and the staff and students have actively advocated for Indigenous rights and equality. Indigenous elders from the local area are invited to significant events at the school, and offer the school community a welcome to their land with smoking ceremonies, dance and other ceremonial rituals.







community was personalised in 2001, when the former Principal of KRB and the Principal of St Mary's Catholic Primary school at Bowraville, in northern NSW, met at an educational conference. Conversations about the joys and challenges of educating students led to an idea of linking the two schools, whose students come from very different backgrounds and cultures, and from that beginning an ongoing relationship developed with the Bowraville community.

The programme has prospered and developed, and has become a key element of education and equality for students in both schools. As part of my induction as Principal in 2005, I had the privilege of visiting the St Mary's school to meet community members, and I continue to encourage the development of our relationship with the school and the community. Indigenous students are also welcomed from other areas of northern NSW and as far away as the Kimberleys.

St Mary's Bowraville has a population of around 50 students of whom 96% are of the Gumbaynggirr people. The students, staff, alumnae and Board members of Kincoppal-Rose Bay support the Bowraville Project which is held in Bowraville each year, the home of several of our Indigenous boarders. As part of the building of the relationship between the communities, Indigenous teachers from St Mary's have been hosted by KRB to engage in Professional Development with school staff, and to teach students at KRB about Indigenous art and music. In return, the community at St Mary's has welcomed KRB staff into the classrooms and school life at St Mary's, and enabled them to spend time with the community.

To allow the students to develop closer ties and provide practical assistance, KRB conducts an annual camp in October at Bowraville for children, providing a programme which includes physical activities, music, drama, sports skills and art and craft. Embedded in the Bowraville Project is ongoing assistance in improving facilities at St Mary's, so KRB staff and students attending the 2008 camp participated in the re-building of the school's kitchen, which supports the children's nutrition programme. Throughout the year, the students at Kincoppal-Rose Bay provide ongoing help to the school and community through fundraising and practical strategies such as sending books and classroom supplies.

The Indigenous students at Kincoppal-Rose Bay are all boarders who participate fully in the life of the Boarding House. The girls enjoy living and socialising with a diverse student population at this globally-oriented school and form friendships with peers from all over NSW and from many different countries.

The Indigenous students enjoy being part of a network which includes other independent schools, happily joining in BBQs and dances, learning social skills and offering each other advice on fashion and social networking. In the Boarding House the students gain independence in their daily lives, caring for their own belongings and learning to live in harmony with others. The students all mix widely, engage in many different sport programmes and take home to their families stories of students' lives from different countries, cultures and family expectations. The benefits are shared by the entire boarding community. An Indigenous Student Liaison teacher

helps the girls balance school life with social, sporting and recreational activities, and encourages them to communicate regularly with their families at home.

Kincoppal-Rose Bay celebrated the achievements of their first Indigenous students in achieving the School Certificate in 2008. This was a milestone for the students and their families and teachers, and the challenge now is to support and encourage these girls to gain the Higher School Certificate in 2010. Having the opportunity to enter tertiary education and make choices in careers and their futures is the goal of the school for every student.

The school plans to extend its engagement with the Indigenous population over the coming years. The school hopes to establish a relationship with another community to support the education of young women, and to increase the connection of both school communities in a mutual learning experience.

I would like to take this opportunity to affirm my support of the Indigenous Student Programme. Our support of Indigenous students at KRB is part of our educational mission based on the foundation goals of a Sacred Heart school. One of our goals is the development of social awareness which impels to action. The generosity of our parent community and the support of the Australian Indigenous Education Foundation enable us to put this goal into action and provide a wonderful education for these young women. We hope, as we do for all our graduates, that they will make a difference to their world in the future.

## Kincoppal–Rose Bay School Indigenous student overviews

**Zaylia** from Bowraville completed Year 10 and her School Certificate in 2008 and has moved into Year 11 in 2009. Zaylia's strongest subjects are Design and Technology, PDHPE and Visual Arts. She would like to undertake tertiary education and become a PE teacher when she leaves school. Zaylia has represented the school in touch football and has been a member of the CIS touch football team.

**Karina** from Bowraville completed Year 10 and her School Certificate in 2008 and has moved into Year 11 in 2009. Karina participates in a number of sports including touch football and hockey. Karina likes the hospitality industry and hopes to undertake study in this area in 2009 as part of her HSC programme of study.

**Taylor** from Bowraville completed Year 9 in 2008 and has moved into Year 10 in 2009. Taylor represented the school in touch football and hockey and in 2008 became a member of the CIS touch football team. Taylor prides herself on her academic achievements in 2008, being placed in both advanced Maths and English classes for 2009. Her favourite subject is Science and she would like to go to university and study to become a doctor after she finishes her HSC.

**Kirsty** from Bowraville completed Year 8 in 2008 and has moved into Year 9 in 2009. She enjoys Visual Art, History and Geography. Kirsty completed her first year at KRB in 2008 and maintained a good standard in all of her subjects.

AIEF partner school overview

# Presbyterian Ladies' College, Sydney



Dr William McKeith,  
Executive Principal



PLC Sydney is a day and boarding school for girls from pre-Kindergarten to Year 12, offering a broad curriculum to students from a diverse range of backgrounds.

Since its inception in 1888, Presbyterian Ladies' College, Sydney, at Croydon, has been committed to the pursuit of knowledge and the achievement of excellence in all areas of life, with a strong academic focus.

PLC Sydney has a long tradition of recognising the unique cultural background each student brings to the College community and Indigenous culture is widely celebrated among staff and students. The College actively seeks to expand the number of Indigenous students in its care.

In 2009 there are 13 Indigenous students, including five boarding students, out of approximately 1,280 girls. Indigenous students represent approximately 1% of the total number of students enrolled and 10% of the boarding population.

According to the Strategic Plan, *PLC Sydney 2020: A Vision of Excellence*, the College seeks to be a school with a global focus that 'recognises and celebrates the important contribution of Indigenous people to Australian society'. It is the aim of the College that all students recognise and value Indigenous heritage and culture. To this end, the Indigenous programme at PLC Sydney facilitates a range of initiatives to support Indigenous students, while also seeking to incorporate Indigenous culture into the curriculum and daily activities of College life. Indigenous bursaries are awarded each year, providing full or part remission of boarding fees and full or part remission of tuition fees to girls with Aboriginal or Torres Strait Islander background.

At the beginning of 2008 Ms Mayrah Butt commenced her role at PLC Sydney as the Indigenous Students' Liaison Officer. Her role includes acting as a mentor to Indigenous students at the College, liaising between staff and parents of Indigenous students, helping staff to understand more about Indigenous culture and assisting with the integration of Indigenous culture into the curriculum.

To support them in their learning, Individual Education Plans are formulated for every Indigenous student at PLC Sydney. This student-centred approach enables the girls to set achievable academic goals and strengthens the three-way relationships among students, parents and teachers that are so crucial to academic growth. A special programme of support has also been established to enable Indigenous students to receive assistance with homework tasks.

While all students at PLC Sydney are encouraged to choose career paths that will enable them to make a difference in a rapidly changing global society, a special focus is given to assisting Indigenous students in this area. They investigate and taste a range of career opportunities and meet Indigenous Australian women working successfully in a variety of occupations. This gives focus to their learning and encourages them to set high career goals.

A variety of networking opportunities are provided for Indigenous students and their families at PLC Sydney. Afternoon teas at the College allow parents, students and members of staff to meet one another and share their educational experiences. A support group was recently established, consisting of staff members from a number of independent girls schools who are responsible for Indigenous affairs in their respective workplaces. This provides





opportunities for PLC Sydney staff members to meet with other educators and share knowledge in this field.

As well as enabling Indigenous students to reach their full academic potential, the College seeks to incorporate Indigenous culture into the curriculum and daily school activities so that all students may recognise and value Indigenous heritage and culture. This is put into practice through specific Indigenous professional development seminars for teaching staff. Junior and Senior School curriculums are regularly audited to make sure relevant Indigenous content and understandings are included across all subject areas. There are plans to expand this practice over the next few years.

Indigenous perspectives are also incorporated into Service Learning at PLC Sydney. Students are encouraged to support Indigenous charities and/or educational institutions to broaden their understanding of Aboriginal culture and practise compassion complimentary to the Christian world view.

Significant Indigenous days and events are celebrated at PLC Sydney. These include Sorry Day and NAIDOC Day, with special assemblies involving art displays, presentations and performances from Indigenous students and guests.

Wherever possible, female Indigenous leaders in the community or Indigenous elders are profiled for students at special events, particularly those associated with leadership. This not only encourages Indigenous students to aspire to leadership but also builds awareness about Indigenous people and culture among all students and staff.

There were a number of Indigenous highlights in 2008 at PLC Sydney:

- To celebrate Sorry Day, Senior School students in each year group painted a hand print canvas in black, yellow and red symbolising unity and respect. The Federal Government apology to the stolen generation was also screened in the Audrey Keown Theatre for Years 7 to 10.
- NAIDOC Day was celebrated with special Junior and Senior School assemblies at which there were Indigenous dancers, welcome to country speeches by an Indigenous elder and presentations from PLC Sydney's Indigenous Students' Liaison Officer. All Indigenous students had the opportunity to meet the guests and speakers.
- A group of Year 8 students chose to support Wunanbiri Preschool, a facility in Alexandria with a high Indigenous population, and funded the purchase of a number of books for the young students.
- The Junior School forged a relationship with Darlington Public School, a school with a large Indigenous identity, enabling students from both schools to share knowledge and build cultural bridges through letter writing and visits.
- An Indigenous art exhibition was held at PLC Sydney's Adelaide Perry Gallery and the exhibition, entitled 'My Country', was opened by an Indigenous student who formally accepted the donation of an artwork on behalf of the College.
- An afternoon tea was organised for Indigenous students and their families which facilitated communication among families and educators. The event was well received by staff, students and family members alike.
- All Junior School teachers participated in a professional development day at The Rocks in Sydney to expand their cultural knowledge, with the view to incorporating more Indigenous perspectives in teaching and learning at PLC.
- Throughout the year staff audited curriculum programmes to ensure the presence of sufficient Indigenous content across all subject areas, thus maintaining awareness about Indigenous heritage.

- To encourage Indigenous students to investigate career options, selected Indigenous students attended Liverpool Hospital to learn about Indigenous women working in health careers. A group also visited Sydney University's Women's College which has an Indigenous association that is trying to encourage young women to look at the Women's College as a residential possibility for undergraduate studies.
- Professor Larissa Behrendt, Professor of Law and Director of Research at the Jumbunna Indigenous House of Learning at the University of Technology, Sydney, was the guest speaker at the 2008 Leadership Conference. As a successful Indigenous businesswoman, Prof. Behrendt had a lasting impact on the Year 12 leaders in attendance.

With regard to the future of Indigenous affairs at PLC Sydney, the College has four main intentions. Firstly, there are plans to actively expand the number of Indigenous student enrolments. It is hoped that the Hunter region north of Sydney will be a good area to draw new enrolments from, due to its convenient geographical proximity to the school for students and families.

PLC Sydney is committed to seeing Indigenous students explore their cultural heritage through music, dance and art, and during 2009 it plans to facilitate more formal settings for this to take place.

Working with staff and students, the executive staff and I hope to develop further opportunities for recognition and celebration of Aboriginal culture at the College.

Finally, I look forward to PLC Sydney providing Indigenous students with more opportunities to develop leadership skills in the school and the broader community in 2009 and beyond.

## AIEF partner school overview

# St Catherine's School, Waverley



Lynne Stone, Principal



**St Catherine's School, situated in Waverley, Sydney, is a Kindergarten to Year 12 day and boarding school and is the oldest Anglican Girls School in Australia.**

For over 150 years the School has had a proud history of educating critical, reflective thinkers who not only contribute to, but shape society as leaders and as women determined to make a difference.

For the past decade, St Catherine's School has maintained a strong commitment to Indigenous education.

Significantly, the initial challenge came from the St Catherine's student body. In 1998 a group of Year 10 students from the School attended the Kormilda meeting in Darwin and returned determined to encourage the School to commit to action to address Indigenous disadvantage. As the School was responding by organising its participation in the Reconciliation Process, the Northern Territory Arrente community at Wallace Rockhole requested the assistance of St Catherine's in providing educational opportunities for their community. School staff then journeyed out to meet the community at Wallace Rockhole. It was agreed that one of the girls would join the 1999 St Catherine's Year 5 cohort on a trial basis. Despite the cultural, language and social differences, that student attained her goal and completed her Higher School Certificate in 2006, the first member of her community to reach this milestone.

Today there are 20 Indigenous students enrolled in the School, seven in the boarding house and 13 day students. The Indigenous students comprise over 2% of the School population and 10% of the boarding house population.

St Catherine's recognises the value for all sectors of the School community and for the future of Australian society in welcoming Indigenous students, communities and cultures to the School and in providing a strong Aboriginal Studies programme at the School.

School staff are actively involved in both the education of the St Catherine's Indigenous students and in Indigenous education more broadly. This includes participation in programmes to assist the School in developing benchmarks and monitoring progress in relation to Indigenous education, attending Indigenous education conferences, participating in inter-school networks and participating in Government programmes.

In 2000 the School decided to expand the support for Indigenous students by establishing the position of Aboriginal Studies Teacher/Consultant.

A guiding principle for the School's Indigenous Education programme is a strong relationship with the Indigenous communities from which students are drawn. There is a commitment to providing scholarships to local Indigenous students. In allocating the Indigenous scholarships, the School consults with local community members who have a close association with St Catherine's. Their understanding of the culture and environment of St Catherine's, coupled with their community involvement, enable them to provide valuable input in the selection process.

The collaborative process, established from the outset, is maintained. The School has a strong Indigenous parent/community committee which provides advice to the School, supports the social/cultural needs of the Indigenous students and offers encouragement and support for each other as parents and guardians.

The 2004 Review of Aboriginal Education reinforced the philosophy on Aboriginal Studies already held at St Catherine's





School: Aboriginal Studies is of value to all students. In 2000 the School introduced the newly developed Board of Studies Aboriginal Studies syllabus as part of the School's Years 8, 9 and 10 elective semester programme. From 2002 students at St Catherine's have had the opportunity to study Aboriginal Studies as part of their HSC programme. The families and communities associated with the School advise, resource, share life stories and histories and link the students with community organisations. Through studying Aboriginal Studies, students at St Catherine's are given access to a broader understanding of the histories and cultures of Australia and are prepared for effective and responsible participation in Australian society. For St Catherine's Indigenous students the inclusion of Aboriginal Studies in the School curriculum has a positive effect on self-esteem and identity.

There has been a strong focus on professional development in the area of Indigenous education for all staff. Aboriginal Studies is included in the School's curriculum from K to 12. Junior School staff members are committed to incorporating Indigenous perspectives within all Key Learning Areas and have completed a number of professional development sessions to actualise this goal. In the Senior School, Indigenous perspectives are integrated within a number of topics and units in all subjects.

Recognition and respect for Indigenous histories and cultures is embedded within the routines and rituals of St Catherine's School. The Aboriginal flag is raised daily alongside the Australian and St Catherine's flags on both the junior and senior campuses and is included in the flag procession at the School's formal Breaking Up

ceremony. The protocol of Welcome to Country and Acknowledgement of Country is observed at all main School events. National Sorry Day is commemorated with a chapel service and Indigenous resource persons are accessed for the School's annual NAIDOC celebrations. The School environment, with our collection of Aboriginal art displayed in significant, highly visible areas and the provision of an Aboriginal Studies Resource Room in the School's central courtyard reflects the welcoming, valuing and inclusion of Indigenous students and cultures to St Catherine's.

In 2008 all the Indigenous students of the School were successful in completing all outcomes for all subjects studied. Our Year 12 Indigenous student completed her HSC and was awarded a position at the University of Melbourne for 2009. The three Indigenous School Certificate candidates achieved above average results. One student has been awarded a traineeship with a bank and will combine school-based study for the HSC with work-based training at the bank. A second School Certificate candidate has been granted a position in the inaugural Indigenous Youth Programme jointly run by leading law firm Gilbert + Tobin, Tranby Aboriginal College and the University of Technology, Sydney.

During the year the Indigenous students participated in a number of events which reflect the School's commitment to providing opportunities for maintaining and strengthening cultural connections. Students attended the Bangarra performance, "Mathinna"; they had lunch with Aunty Beryl Van Oploo at Yaama Dhiyaan; Mrs Lynette Riley shared her life story with them at the Koori Centre at Sydney University and they spent an afternoon at Koori Radio. Students

also attended dances at Kincoppal-Rose Bay and St Scholastica's College, Glebe with other Indigenous students studying at independent schools across Sydney and participated in a function with the Australian Indigenous Education Foundation and Females in the Finance Industry. Future career planning was facilitated with visits to Nura Gilli (University of New South Wales), the Koori Centre (University of Sydney), the Women's College (University of Sydney) and attendance at the annual ASX-Reuters dinner.

In 2008 St Catherine's was one of 20 schools which piloted the 'Yarn Up' programme, based on Bobby Randall's award winning documentary 'Kanyini'. The School's initial screening of the film was for the local Indigenous communities where a dialogue, aimed at strengthening school/community connection, commenced. The School responded to an invitation from Uncle Vic Simms to visit and learn more about La Perouse Aboriginal history later in the year with a field trip and a visit with "Two Women Dreaming" at the La Perouse Health Centre.

The 2008 HSC candidates who completed 2 Units of Aboriginal Studies at St Catherine's achieved results significantly above the state average.

Initial drafting has commenced of the School's Reconciliation Action Plan (RAP) which the School's RAP Team will launch later in the year. Planning is also underway for an Indigenous careers forum to assist Indigenous students in Sydney to increase their awareness of post-school options and assistance available to them.

# AIEF partner school overview

## St Scholastica's College, Glebe



Loretto Richardson, Principal



**St Scholastica's is a Catholic girls day and boarding school in the heart of Sydney with 800 students in total, including 80 boarders.**

The school leadership and its staff are fully committed to fostering the success of all students and addressing the specific needs of Indigenous students. The College has a strong multicultural mix with over 50 different ethnic groups represented in the student body.

St Scholastica's recognises and respects the dignity and individuality of each person and has been enrolling Indigenous students for over 30 years. Indigenous students are very much an intrinsic part of the fabric of the College.

The College strives to develop each girl's abilities through a variety of quality learning experiences, academic and pastoral support, by promoting her individuality and talents, and providing educational challenge and freedom to learn and succeed.

A board range of subjects are offered at the College, including Aboriginal Studies, through to the HSC.

In 2008 there were 45 Indigenous students at the College; 20 in the boarding school and 25 day students. With support from AIEF, the College intends to maintain at least 20 Indigenous boarders in the years ahead.

In 2008, four Indigenous students completed Year 12 and of these three have elected to continue their studies at university, studying Communications and Arts/Science at Sydney University and Welfare Studies at Newcastle.

The year before in 2007 saw five Indigenous students in Year 12 graduate, with Tilly Milroy achieving a UAI of 98.65 and being presented with an award for her excellence in Aboriginal Studies.

Four of the five Year 12 graduates in 2007 elected to continue their studies at university, ranging from Medicine, Socio-Legal Studies, Design and Teaching, while one has gone to NAISDA to study dance.

The results of the graduating Indigenous students from St Scholastica's over many years have been pleasing, with many having successfully gone on to university, studying for a range of degrees. Others have chosen TAFE and more practical careers, with Hospitality and Tourism proving to be popular choices, while some have set up their own businesses and gone into politics.

The College has also put in place a programme which gives support to the Indigenous girls both at an academic and pastoral level. The Indigenous programme is co-ordinated by Ms Annie Barnett who is supported by a full-time Indigenous teacher, Ms Debbie Lennis, who also works as the Aboriginal Liaison Officer and teaches Aboriginal Studies, History and Geography.

When first enrolled in the College, some of the younger students have the need for specialist numeracy and literacy support which the College provides. This support includes a dedicated Homework Programme where the girls are able to get help from teachers and tutors and time to focus on the tasks which have to be completed for successful academic progress.

Many of the College's Indigenous students need individual tuition and a number of teachers also provide assistance as tutors, mentors and role models to the girls, keeping them focussed and on track.

An individual tutorial programme has been set up to target Year 7 students who need support, enabling them to succeed in the





mainstream classes, and the Indigenous students have also benefited from an ongoing mentoring programme. This provides regular support tutorials for all the Indigenous girls and a range of School Certificate and HSC intensive workshops. The mentoring programme also provides opportunities for leadership development.

Indigenous culture is respected and celebrated at all College events, as evidenced by the following examples:

- All assemblies, liturgies, graduation and speech nights begin with Acknowledgement of Country.
- Sorry Day assemblies are organised by the Indigenous students and involve the whole school community.
- Each day the Australian and Aboriginal flags are flown together at the College.
- The Indigenous students have their own dance group (Yalpu Mala) which performs at many school events and is an effective way of promoting Indigenous culture in the wider community.
- Our Indigenous students are frequent visitors to local primary schools where they perform and share their cultural knowledge and stories.

In 2007 the School's Bi-annual Arts Festival featured Bronwyn Bancroft as the artist-in-residence who gave all students a wonderful insight into aspects of Indigenous painting and art. The Social Justice initiative for 2007 was "To Make Indigenous Poverty History" and was embraced by the whole school community. This was followed in 2008 by adopting "Bridge the Gap".

Indigenous students are given a wide range of experiences catering to all their potential interests and talents. For example, some students participated in an Aboriginal Reconciliation Convention at Parliament House in Sydney while those wishing to immerse themselves in Aboriginal culture and spirituality pursued suitable cultural activities in the local community.

In October 2007 for the first time St Scholastica's participated in the Journey to the Centre, where the school took a group of students to Goodooga and Lightning Ridge. The students and teachers learned much about the lives and continuing disadvantage of the Indigenous communities in NSW. Whether it was catching yabbies in the fish traps at Brewarrina, visiting the mines of Lightning Ridge or attending a smoking ceremony in the bush, all who went gained a deeper understanding of how disadvantage and poverty limit development and quality of life of those Indigenous people who have lived in these areas for many generations. This has become a very popular annual event.

A number of the Indigenous students also participated in World Youth Day (2008) during the July school holidays as performers, dancing at the opening Mass and singing in an Indigenous Children's Choir for the Pope's arrival at Barangaroo. Those involved claimed it was an experience of a lifetime and yet another opportunity to showcase their talents and professionalism.

The extra-curricular life of the College is also rich and diverse. All students are encouraged to participate in activities beyond the classroom which many of the Indigenous students have enthusiastically done.

Their dance troupe Yalpu Mala is an example of this. Other activities include the Duke of Edinburgh Award Scheme for students from Year 9 onwards, Streamwatch for students interested in the environment and Public Speaking and Debating in the Catholic Secondary Schools' Association Competition for students from all years.

The Indigenous students also hold an annual NAIDOC dance to which Indigenous students from other Sydney boarding schools are invited. Opportunities for students to meet and catch up with each other is a very important initiative the College has started, recognising the importance of students maintaining contact with other Indigenous students, facilitating the sharing of experiences and harbouring encouragement between peers.

Sport has always been integral to life at the College and the Indigenous students' participation has contributed to the school's success in this area. The College is an active member of the Catholic Girls Secondary Schools Sporting Association (CGSSSA) and students represent the College in athletics, swimming, dance, diving, tennis, soccer, cross country running, netball, gymnastics, basketball and water polo.

The performing arts have always enjoyed a strong focus at the College and are an area of interest for the Indigenous students, especially the College Choir and their dance troupe. Drama and Music are taught as academic subjects in Years 7 to 12 but there is also a broad extra-curricular involvement by students across the whole school.

## AIEF Partner School Overview

# St Vincent's College, Potts Point



Fay Gurr, Principal



**St Vincent's College is a Catholic day and boarding school for girls from Years 7 to 12.**

Since it was established in 1858 by the Sisters of Charity, the College has been committed to the principles of social justice and to the values of a solid Catholic education for all.

Our College prides itself on its excellent academic results as well as on its devotion to providing a high standard of pastoral care. This applies equally to our Indigenous students, who are nurtured and supported in an environment that takes into account their individual needs and talents, so that each girl may realise her full potential as a future leader and member of the community.

As boarders, the students are chosen not only on the basis of academic results achieved at previous schools, but also on their willingness to become involved in all aspects of College life. The College offers a wide range of extra and co-curricula activities, from sport and recreation to drama and music.

The total number of students enrolled at the College is approximately 650. Currently there are 135 boarders. In 2009 there are 15 Indigenous boarders enrolled at the College. As a group, the Indigenous boarders represent the most significant 'minority' at the College and it is the hope of the College that we will be able to increase this number each year by offering more places to Indigenous students. In this, the College gratefully acknowledges the generous support of the Australian Indigenous Education Foundation in assisting students and families who have made the decision to attend St Vincent's College.

Although we accept boarders from across NSW, the College has developed a special relationship with the community of Walgett in the State's far west. Currently there are six boarders from Walgett and the College is keen to further build on this relationship.

Upon entry to the College in Year 7, a range of academic and pastoral support is offered to identify each girl's strengths and weaknesses. Targeted literacy and numeracy support is provided to assist those girls who fail to meet the relevant benchmarks. In-class support and homework tutoring is also available to the girls, especially for those students who need to develop more effective study and essay writing skills.

In 2008 the College established a formalised reading programme in order to address literacy needs. As a result of the programme we were able to see a definite and measurable improvement in the students' literacy levels.

Indigenous counselling services are available to the students as well as specialist educational and health services. In 2008 a number of our Indigenous students required the services of speech pathology and educational psychology professionals.

The Indigenous programme is co-ordinated by the Indigenous Student Support Teacher. This staff member works closely with academic and boarding staff to ensure that the needs of the students are being met. The support teacher also liaises with parents and community members to ensure that the partnership between the College and the parents is an effective one.







All teaching and boarding staff receive ongoing professional development in strategies for working with Indigenous students. There is a significant amount of Indigenous content that is covered by teachers in all Key Learning Areas (KLAs), most notably in Studies of Religion, History and English. However, all teachers ensure that Indigenous cultures and histories are readily incorporated into their particular KLA.

We have developed strong links with our local Indigenous community, with guest speakers and other visitors coming to the College to address the student body at assemblies and special events. There is a strong network amongst the Sydney boarding schools. Regular social events are held so that the students can meet up with friends and relatives who are attending other Sydney schools. This helps create a critical mass of Indigenous students who can then support each other during their time at school.

In 2008 Aunty Elsie Heiss from the La Perouse Reconciliation Church was a guest of honour at our annual Reconciliation Week assembly. She spoke eloquently about her life experiences and about what Reconciliation means to her. A Wollemi pine was planted in the College grounds as a symbol of enduring hope and survival. The annual Reconciliation assembly provides a focus for the College's Indigenous programme by placing Indigenous history and culture at the centre of the school stage. Each year a guest speaker addresses the whole school and a liturgy is run by the Indigenous students.

Other highlights of the 2008 school year included:

- Indigenous students from the College were featured in a story that was broadcast on the ABC's 7.30 Report in July 2008 (copy available for viewing on the AIEF YouTube channel at [www.youtube.com/user/AIEFFoundation](http://www.youtube.com/user/AIEFFoundation)). This was a great honour for the students and the College to highlight and affirm all of the great work that is being done by the students and staff at the College.
- Student networking opportunities were provided in a number of ways, including informal gatherings and meetings as well as participation in more formal events organised by the Catholic Education Office.
- The annual Indigenous Students Dinner was held and, as always, proved a great opportunity for the senior students to hear and learn from successful indigenous people who are making a difference.
- Our students participated in visits to the Women's College and the Koori Centre at Sydney University which provided students with an insight into post-school options and opportunities.
- Four Indigenous students completed their HSC at the College. These students were all offered places at NSW universities, in courses ranging from Law to Medicine.
- Two of our students were chosen to participate in the NSW Young Lawyers Work Shadowing Programme, a highly regarded work experience programme for high school students.

- A group of secondary students from the Pitjantjatjara lands in South Australia spent a day at the school talking and sharing their stories and experiences.
- Students participated in the annual NSW State Parliament Reconciliation Convention. At the convention students are given opportunities to address their peers on matters of Reconciliation as well as more general matters of concern. Staff at the College supported students with preparation of their speeches and Powerpoint presentations. The students collectively reported that the Convention was an overwhelmingly positive experience.

Our Indigenous Education Programme provides young Indigenous women with the opportunity to achieve their personal best in all areas of College life. I offer my wholehearted support for the Indigenous Education Programme at St Vincent's College.

With the ongoing support of the Australian Indigenous Education Foundation, the College looks forward to working with Indigenous communities, families and students for many years to come. The College will continue to develop the programme so that we will be able to offer more places for Indigenous students. All staff at St Vincent's College are committed to improving educational outcomes for Indigenous students and to addressing the social and equity issues that impact on many Indigenous students in rural and remote Australia.

# Financial summary

The income recorded in AIEF's 2008 financial statements represents pre-launch financial support from anchor investors who have contributed to AIEF prior to the public launch of AIEF's official fundraising campaign, pending finalisation of the contractual arrangements relating to the \$20 million investment by the Australian Government announced at the end of 2008.

## Key financial highlights for period 9 October 2007 to 31 December 2008 (15 months since incorporation)

Total donations for scholarships	\$583,636
Net operating costs from scholarship donations	\$54,421
Costs as percentage of scholarship donations	9%
Scholarship distributions	\$18,655
Closing balance of AIEF Scholarship Fund	\$484,185
Closing balance of AIEF corporate account	\$33,124
<b>Total consolidated assets</b>	<b>\$517,309</b>

AIEF was incorporated on 9 October 2007 as a non-profit public company limited by guarantee and this is the first annual financial report published by AIEF.

This first set of financial statements is for the period from the date of registration on 9 October 2007 to 31 December 2008. AIEF's financial year ends on 31 December annually so it is synchronised with the financial year used by partner schools.

### Financial structure

To comply with legal requirements and best practice in transparency and financial management, AIEF's financial statements are segregated into two separate sets of accounts as follows:

1. Financial statements for the 'AIEF Scholarship Fund'
2. Financial statements for the 'corporate entity' of AIEF itself.

Both the AIEF Scholarship Fund and the rest of AIEF's activities operate on a non-profit basis.

AIEF has established the 'AIEF Scholarship Fund' as a tax deductible public gift fund under Australian taxation laws for the purpose of its scholarship programme for Indigenous students.

Australian tax laws require that all tax deductible donations given for Indigenous scholarships are made to the separate account of the AIEF Scholarship Fund and that the money in that fund is held and accounted for separately from other funds of AIEF.

AIEF has set itself a target to try and cap its expenses at 15% of the income of the fund.

To help achieve this 15% target, AIEF will also seek to generate other independent sources of income to help fund AIEF's capacity to operate successfully and sustainably. This other income will include items such as capacity donations where AIEF's financial supporters may provide funding with the specific intention that such funds be used to invest in AIEF's operational and organisational capacity instead of being directed to scholarships. In addition to this type of capacity donation, AIEF may also seek to generate income under fee-for-service arrangements involving service contracts with other parties, sponsorships, income from other activities relating to Indigenous education and other non-deductible fundraising activities.

To keep the 15% target clear and transparent, 15% of income from the AIEF Scholarship Fund is transferred to the AIEF corporate account and then all costs and expenses relating to the administration of the AIEF Scholarship Fund are paid out of the AIEF corporate account.

AIEF is confident the efficiencies of its business model make this 15% costs-target realistic, positioning it as one of the most efficient and lowest cost independent non-profit organisations in the country. In 2008 AIEF outperformed its 15% target by incurring net expenses equal to just 9% of scholarship donations.

The separate accounts of the AIEF Scholarship Fund and the AIEF corporate entity are tabled below.

### AIEF Scholarship Fund

#### AIEF Scholarship Fund Income Statement for the Period 9 October 2007 to 31 December 2008

<b>Income</b>	
Donations for Scholarships	\$583,636
Donations for Costs	\$10,000
Investment Earnings	\$6,750
<b>Total Income</b>	<b>\$600,386</b>
<b>Expenditure</b>	
Donations for Costs to AIEF	\$10,000
Donations – Costs Contribution	\$87,545
<b>Total Expenditure</b>	<b>\$97,545</b>
<b>Operating Surplus</b>	<b>\$502,840</b>
<b>Distributions</b>	
Scholarship Distributions	\$18,655
<b>Total Scholarship Distributions</b>	<b>\$18,655</b>
<b>Surplus</b>	<b>\$484,185</b>

### AIEF Scholarship Fund Balance Sheet as at 31 December 2008

<b>Scholarship Funds</b>	
Accumulated Surplus	\$484,185
<b>Total Equity</b>	<b>\$484,185</b>
Represented by:	
<b>Current Assets</b>	
Scholarship Fund Cheque Account	\$203,175
Scholarship Fund Savings Account	\$311,379
<b>Total Assets</b>	<b>\$514,554</b>
Current Liabilities	
Provision Transfer to Corporate Account	\$30,368
<b>Total Liabilities</b>	<b>\$30,368</b>
<b>Net Assets</b>	<b>\$484,185</b>

In the 15-month period since incorporation, the AIEF Scholarship Fund has received \$583,636 in pre-launch scholarship donations, \$10,000 in capacity donations and \$6,750 in Investment Income.

At the end of 2008 the AIEF Scholarship Fund stood at a capital balance of \$484,185.

Investment Income was relatively low in 2008 because a large part of the pre-launch donations were received by AIEF in the last quarter of 2008 and all of the funds in the AIEF Scholarship Fund are held in cash, conservatively invested in interest bearing bank deposits.

An amount of 15% of the AIEF Scholarship Fund income has been paid to the AIEF corporate account to meet expenses of the AIEF Scholarship Fund, except for the capacity donations of \$10,000 which have been paid in full to the AIEF corporate account as directed by the relevant donor to support AIEF's organisational capacity to deliver AIEF's scholarship programme.

#### Scholarship distributions

Whilst AIEF has been working with its partner schools to continue to increase the number of Indigenous boarders enrolled at those schools, it has not begun making distributions from the AIEF Scholarship Fund pending the official launch of AIEF's campaign when the \$20 million contract with the Australian Government is finalised.

The exception to this is the \$18,655 scholarship distributions last year which was at the specific request of some donors in our pre-launch period in order to secure the immediate enrolment of an Indigenous student in particular and immediate need.

### AIEF Corporate Account

#### AIEF Corporate Account Income Statement for the Period 9 October 2007 to 31 December 2008

<b>Income</b>	
Donations for Costs	\$10,000
Costs Contributions from Scholarship Fund	\$87,545
Fee for Service Income	\$12,822
Investment Earnings	\$2,778
<b>Total Income</b>	<b>\$113,145</b>
<b>Expenditure</b>	
Bank Fees and Interest Charges	\$510
Depreciation	\$480
Insurance	\$3,150
Office and Business Expenses	\$19,244
Staff Costs	\$56,637
<b>Total Expenditure</b>	<b>\$80,021</b>
<b>Surplus</b>	<b>\$33,124</b>

#### AIEF Corporate Account Balance Sheet as at 31 December 2008

<b>Membership Funds</b>	
Accumulated Surplus	\$33,124
<b>Total Equity</b>	<b>\$33,124</b>
Represented by:	
<b>Current Assets</b>	
AIEF Corporate Cheque Account	\$1,096
AIEF Corporate Savings Account	\$18,486
Provision Transfer from Scholarship Account	\$30,368
Plant and Equipment less Accumulated Depreciation	\$2,700
<b>Total Assets</b>	<b>\$52,651</b>
<b>Current Liabilities</b>	
GST Liabilities	-\$898
Payroll – Employment Expenses Payable	\$2,752
Payroll – FBT and PAYG Payable	\$17,673
<b>Total Liabilities</b>	<b>\$19,527</b>
<b>Net Assets</b>	<b>\$33,124</b>

In the 15-month period from incorporation of AIEF to the end of 2008, the AIEF corporate account recorded operating income in a total amount of \$113,145. This includes the 15% costs contribution (\$87,545) from scholarship donations in the AIEF Scholarship Fund and \$12,821 in fee-for-service contract income from service contracts with third parties.

AIEF's expenses for administering the AIEF Scholarship Fund were less than the operating income and AIEF recorded an operating surplus of \$33,124 in its corporate account for 2008.

The 15% costs contribution from scholarship donations transferred to AIEF from the AIEF Scholarship Fund (\$87,545) less the surplus funds in the AIEF operating account at year end (\$33,124) has resulted in a net administration cost from scholarship donations of just 9% (\$54,421) for the year, a substantial outperformance against AIEF's target of 15%.

#### Audit

The full financial report for AIEF for the period 9 October 2007 to 31 December 2008 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 Clinton McDonald of MacBride Hinton, Chartered Accountants in accordance with Australian Auditing Standards.

On behalf of all our stakeholders, AIEF would like to extend sincere thanks and appreciation to Clinton McDonald and his firm who have provided highly valued accounting and auditing support on a pro-bono basis.

#### Looking ahead

In the year ahead AIEF is expecting to finalise the contractual arrangements relating to the \$20 million investment by the Australian Government, formally launch its public fundraising campaign and commence funding scholarships for Indigenous students at its partner schools. AIEF will release further information about this at the time of this official launch.

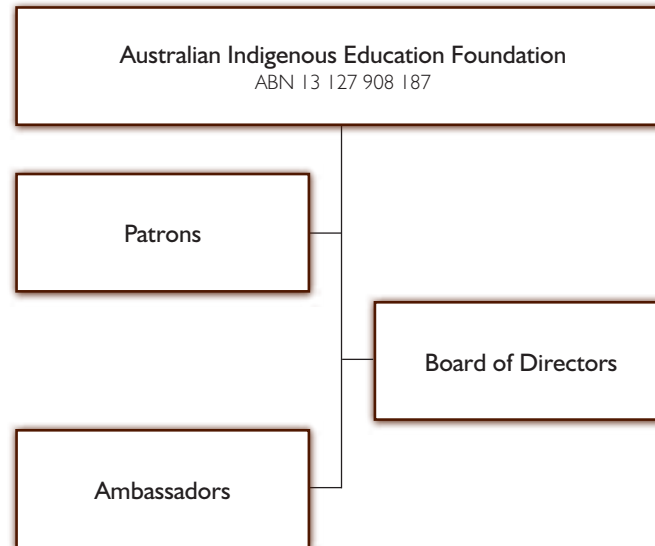
Whilst 2008 has largely been an important establishment year for AIEF, 2009 promises to be an exciting growth year to launch AIEF into its scholarship activities in earnest.

We eagerly look forward to reporting back on an exciting year in our 2009 Annual Report.

# Governance and people



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), Sir William Deane AC KBE (Patron) and Mr Carlo Salteri AC (Patron).



The Patrons, Directors and Ambassadors include individuals with a wide range of skills, experience and qualifications relevant to its activities, which include Indigenous leaders and publicly recognised leaders from Australian politics, business, media and community organisations.

The Patrons, Directors and Ambassadors of AIEF are listed below and opposite.

## Patron-in-Chief



Her Excellency Professor Marie Bashir AC CVO,  
Governor of New South Wales

## Patrons



Sir William Deane  
AC KBE



Mr Carlo Salteri AC

## Board of Directors

## Ambassadors



Ray Martin  
(Chairman)



Ann Sherry AO  
(Deputy Chair)



Rob Coombe



Michael Lindsay  
(Secretary)



Warren Mundine



Andrew Penfold  
(Chief Executive)



Janet Albrechtsen



Senator The Hon  
Mark Arbib



Craig Ashby



Stephanie Brantz



Associate Professor  
Ngjare Brown



The Hon Linda  
Burney MP



Jennifer Byrne



Liz Cacciatolo



Barbara Chapman



Kerry Chikarovski



Brett Clegg



Greg Cooper



Bruce Corlett



Patricia Cross



Geoff Dixon



Tom Drake-  
Brockman



John Eales AM



Peter Farrell AM



Andrew Forrest



Nicola Forrest



Adriana Gardos



Danny Gilbert



David Gonski AC



Wayne Goss



Caroline Gurney



Steve Harker



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



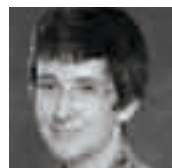
Aden Ridgeway



Heather Ridout



John Schaffer



Nora Scheinkestel



Professor Julianne  
Schultz AM



Jillian Segal AM



Mary Shaw



Jim Thynne



Geoff Walsh AO



Tristan Wills



Frank Zipfinger

# Contact and donation details



For further information about AIEF, enquiries should be directed as follows:

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### **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 or from [www.aief.com.au](http://www.aief.com.au)

To support Indigenous students at each of the AIEF Partner Schools, cheques should be made payable to "Australian Indigenous Education Foundation" and posted to GPO Box 302, Sydney NSW 2001 or by completing the credit card form available at [www.aief.com.au](http://www.aief.com.au)

### **ABN**

Australian Indigenous Education Foundation  
ABN 13 127 908 187



