



AIEF DREAMING

A LEARNING JOURNEY

AIEF Dreaming, a six-panel artwork created by Aboriginal artist, Yvonne O'Neill, celebrates the educational journey of young Indigenous secondary school students on AIEF scholarships around Australia.

The artwork was created for the AIEF 2010 Annual Report launch event held in Sydney on 11 May 2011, where the six panels were distributed, each to a different custodian, representing the many individuals and organisations involved in creating and sustaining the work of AIEF. By accepting custodianship of a panel of the *AIEF Dreaming*, custodians acknowledged their commitment to creating and sustaining the learning journey of ever-increasing numbers of young Indigenous students around Australia.

The concepts represented in the *AIEF Dreaming* arose from the reflections of two teachers at AIEF Partner School, St Joseph's Nudgee College: Indigenous Education Officer, Yvonne O'Neill and Chris Ryan, Dean of Identity – two people closely involved in the Indigenous Education Program at the College. Each of the six 30-centimetre square panels represents a stage in the learning journey of the Indigenous students on AIEF scholarships.



PANEL 1 – THE STRUGGLE

Life is full of struggles, and while students at St Joseph's Nudgee College and other AIEF Partner Schools face struggles every day, they also recognise that in many ways they are the fortunate ones, and that those around them often face far greater struggles in life. The students learn that struggles can be overcome. The colourful, dotted learning pathway begins in this first panel, representing the empowering educational pathway that continues through each panel. The emu is slim, not fat; he struggles to survive.



PANEL 2 – FROM STRUGGLES WE CREATE NEW DREAMS

AIEF's founders defined a dream and now everybody at St Joseph's Nudgee College and at AIEF, together with the individual, philanthropic, corporate and government supporters of the AIEF Scholarship Program, are the creators and supporters of the dream that each student forms and shapes themselves. It is a dream of a future, a dream empowered by the opportunity of a fine education, a dream so many people are committed to support. The dream is represented in this panel by the circular flower motif; it's a tentative dream, an evolving dream, a powerful dream, and one that will, in time, come to fruition.



PANEL 3 – STRIVE

Like the bush berry depicted in this panel, which strives to survive and feeds and nurtures the people of the land, the students strive every day to meet and overcome their challenges, to work towards their dream. Their carers, teachers and families strive to support them, to give them the best possible educational opportunities so their dreams can come true. The pathway – the journey – continues.



PANEL 4 – NURTURE

In this panel the emu is filling up, filling out, getting fat because the student's dream is being nurtured. The cross-hatching designs on the emu's body represent the enriching learning that the nurtured student is experiencing. Our dream – the shared *AIEF Dreaming* of all the corporate and government supporters, the individual philanthropists, the schools, principals, teachers and students, the Indigenous support staff and the student mentors and tutors – is now being lived. The line of emu footprints represents all those who come in and out of a student's school life; there when needed, standing back when not needed, but always hovering, ready to be supportive, nearby.



PANEL 5 – TO BECOME

Having faced the struggle, overcome the challenges, articulated the dream, strived and been supported to nurture it, the student, ultimately, becomes who they want to be: they begin to realise and live the dream. The circular flower motif now dominates the centre of the panel. It is the creation motif, the productive motif, the lifeline.



PANEL 6 – CELEBRATION

The emu prints walk off the edge of the panel, into the future as the child, now grown, walks off to live their dream. The circles in this panel are formed using the AIEF colours, whereas all the other panels are a mixture of traditional colours. The emu footprints walking through the journey represent AIEF and its partners together walking the journey to realise the dream for every student. There are spaces on each panel: it is not crowded. This is the space and room to dream, to be inspired along the way. As part of the celebration comes the responsibility to re-create the dream by working to make it possible for other, younger students to begin the *AIEF Dreaming* journey all over again.



A MESSAGE FROM THE PRIME MINISTER

THE HON JULIA GILLARD MP
PRIME MINISTER FOR AUSTRALIA



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.





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01 MESSAGES FROM OUR PATRONS

HER EXCELLENCY PROFESSOR MARIE BASHIR AC CVO
GOVERNOR OF NEW SOUTH WALES



As Patron-in-Chief of the Australian Indigenous Education Foundation, I have experienced over the past four years 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.

From only one secondary school scholarship in 2008, to 43 scholarships at seven schools in 2009, 136 students at 15 schools in New South Wales and Queensland and 14 tertiary students at university in New South Wales in 2010, the Australian Indigenous Education Foundation closed 2011 with 184 students at 23 schools in New South Wales, Queensland and Western Australia and 25 tertiary students at university in New South Wales. Most pleasing about this, apart from the continued growth and expansion of the Australian Indigenous Education Foundation, is the establishment of the program now in Western Australia.

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 Australian Indigenous Education Foundation 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 places at Australian Indigenous Education Foundation Partner Schools in record numbers to participate in the *Australian Indigenous Education Foundation Scholarship Program*. To complement this successful program, the *Australian Indigenous Education Foundation Post-School Pathways Program*, launched in 2010 and further expanded in 2011, continues to work with major corporate partners to transition these school leavers to tertiary study and to leading companies for meaningful careers. Since 2009, no less than 52 Indigenous students have graduated on Australian Indigenous Education Foundation Scholarships from school or university including the first ever Indigenous optometrist in New South Wales.

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 convey my deep and personal gratitude. Also to the students themselves, who are such brave and inspirational young Australians. I am delighted and encouraged by their commitment,

successes and sheer ‘hard work’ that is on display in these pages.

Finally, also to recognise the Australian Government, corporate partners, individual philanthropists and foundations who have partnered with the Australian Indigenous Education Foundation on this important journey. To raise \$40 million in less than three years indicates a genuine desire and engagement to end perhaps Australia’s greatest national shame – the disadvantage of our Indigenous peoples.

This is a truly great investment, not only in our Indigenous young people but also in the nation.

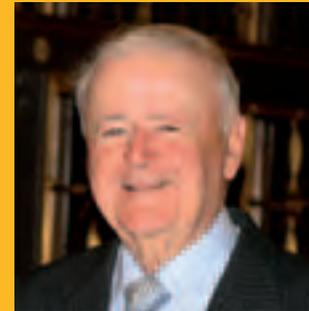
I urge you to enjoy reading the achievements of the last twelve months and I encourage you to support the important work of the Australian Indigenous Education Foundation.

May the Foundation go from strength to strength.





SIR WILLIAM DEANE AC KBE



In this 2011 Annual Report, the Australian Indigenous Education Foundation celebrates another year of expansion and achievement.

A few basic facts and statistics can be mentioned. In 2011, no less than 184 Indigenous students were supported with AIEF scholarships at Australian secondary schools. In 2010, AIEF introduced its first tertiary scholarships with 14 students. In 2011, that number rose to 25. At the same time, the AIEF support basis has continued to strengthen and the initial \$40 million target was reached towards the end of 2011.

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, self-esteem, leadership, social relationships and adjustment of our AIEF students and in terms of character, understanding and decency of other students in schools which house and support the AIEF program.

I warmly congratulate and thank all those whose vision, work or financial or other support have helped make possible AIEF's achievements in 2011. 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.

Years ago, in delivering the Inaugural Lingiari Lecture in Darwin at the invitation of the old Council for Aboriginal Reconciliation, I expressed the view that our country can never know true and lasting reconciliation until we have at least reached the position where it can be seen that "the future prospects – in terms of health, education, life expectancy, living conditions and self-esteem – of an Aboriginal baby are at least within the same area of discourse as the future prospects of a non-Aboriginal baby." AIEF is making an immense contribution towards helping us attain that goal. It is of great importance, not only to young Indigenous Australians but to our nation as a whole, that the Foundation and its work continue to prosper and grow.

02 CHAIRMAN'S OVERVIEW

RAY MARTIN AM



“The alternative is to do nothing. And that’s not an alternative.”

Fred Hollows, 1990

The saintly eye doctor’s clarion call still rings in my head.

I’ve been around long enough to know that if it was easy to ‘Close the Gap’ – to fix Indigenous disadvantage and injustice – it would have been done many years ago. It’s not easy.

Over the past thirty or forty years, Federal governments have spent many billions of taxpayers’ dollars, mostly with honest, well-meaning intentions.

But in the end they stand guilty – at best – of ‘benign neglect’. In other words, guilty of doing nothing. And as Fred said, “That’s not an alternative”.

Certainly when it comes to health and housing, jobs and justice, not a lot has changed in the two decades since Professor Hollow’s untimely death.

As Patrick Dodson, the Father of Reconciliation, remarked to me last year, “Just as they’re about to leave The Lodge, they all [i.e. the Prime Ministers] start to get regrets about what they have and haven’t done for Indigenous Australia.”

By then it’s too late.

Our tireless, persuasive CEO, Andrew Penfold, convinced me a couple of years ago that when it comes to ‘Closing the Gap’ there really is ‘a silver bullet’ – despite my deep-seated doubts. It’s called ‘education’. (The truth is, education has always been ‘the silver bullet’ for the poorest, most disadvantaged in every culture and every society.)

Education is clearly what AIEF is about. And 2011 has been another outstandingly successful year, as we walk together with our scholarship students, their supportive families and many of Australia’s finest schools, hand-in-hand with our generous and committed business and individual partners.

“Imagine producing two hundred, four hundred, six hundred well-educated Indigenous young people”, Noel Pearson – the outstanding Aboriginal leader – said to us a few years ago, before AIEF had even begun. I remember Noel, a bit starry-eyed, daring to dream. “Imagine how that would turn the Indigenous predicament around.”

Well, with the unwavering financial support of the Gillard government to the tune of \$20 million, now matched by our donors, AIEF is on track to get two thousand Indigenous girls and boys into

the best boarding schools in Australia. Perhaps many more.

What all those people who believe in AIEF are doing is giving disadvantaged youngsters not just a wonderful education but a red-blooded chance at life. A chance to dream, like most other Australians.

Personally, it’s exciting to be part of it, to watch it start to happen driven by Andrew and his highly impressive, irrepressible AIEF team. They’re an inspiring bunch, with their energy matched only by their dedication. (Incidentally, all of them are female, except for Mr Penfold! I’m not sure what that tells us.)

While on the subject of inspiration and dedication, our esteemed Patrons, Her Excellency, Professor Marie Bashir AC CVO and Sir William Deane AC KBE set the highest standards in everything they do. We are deeply indebted to them both.

I would also like to thank our extraordinary collection of AIEF Ambassadors, who by lending us their good names and great support, do immeasurable good for Indigenous Australia. Immeasurable good.

And finally, my sincere thanks to the AIEF Board which continues to bring great wisdom, ample wit and the occasional reminder that even Tom Brown’s school days had their lighter moments. Education also has to be fun.

Still, my last word in this 2011 Annual Report is meant to be a sober one. It’s sparked by a wonderful, bright-eyed Year 11 girl named Nahdia, an AIEF scholarship student from St Vincent’s College. Nahdia was speaking in front of hundreds of government officials, VIP guests and fellow students in Canberra this past year. (She insisted she was scared witless, although you would never have known from her calm and clever speech.)

“I encourage my fellow students,” Nadia implored them, “to make the most of this opportunity that’s been given to us all.”

Make the most of this opportunity.

Now I think Nadia was speaking specifically about their Canberra experience at the time but I hope it served as a broader, strong reminder to all the Indigenous scholarship students. And our partner



schools and teachers. Along with the AIEF team and all those who richly support what we do.

These AIEF scholarships really are a once-in-a-lifetime opportunity for the students who win them. A chance at life. A chance to Close the Gap.

The scholarships are expensive and that money has to be raised in a tough economic climate. We can't afford to fail too often, although some students will inevitably fall out of the program. That's life.

But like the legendary Rhodes Scholarships and the Churchill Fellowships, and all the other high-powered pathways, AIEF scholarships must be treasured and adorned with success stories. Not only doctors and lawyers, professors and Wallabies – as much as we welcome such triumphs. But also nurses and tradesmen, and just well-rounded citizens who benefit from what Nahdia called “this opportunity that's been given to us all.”

I congratulate all those Aboriginal and Torres Strait Islander students who have been given the opportunity in 2011.

And I congratulate AIEF on a truly remarkable year.

AIEF BOARD OF DIRECTORS



RAY MARTIN AM (CHAIRMAN)

Ray's lifetime in journalism has included a decade as the ABC's North America Correspondent, before becoming the public face of the Nine Network and its show *60 Minutes*. 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 a Member of the Order of Australia on Australia Day 2010.

ANN SHERRY AO (DEPUTY CHAIR)

Ann is the Chief Executive Officer of Carnival Australia, a division of Carnival Corporation & plc, the leading cruise company in Australia. Before this, Ann was with Westpac for twelve 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 the Department of the Prime Minister and Cabinet. Ann also currently holds the following Directorships: Director and Chair, Public Service Commission of Queensland; Director, Tourism and Transport Forum Australia Ltd; Director, Indigenous Enterprise

Partnerships; Director, Australian Maritime Museum and Board Member, Australian Sports Commission.

ROB COOMBE

Rob is the former Group Executive at 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. Before joining BT, Rob accumulated over ten years of experience in commercial banking, property investment and funds management. In 2011, Rob was awarded the UTS Alumni of the Year for Excellence in recognition of his achievements in the business community and social sector.

MICHAEL LINDSAY

Michael Lindsay is a Director, Company Secretary and Treasurer of the Australian Indigenous Education Foundation and a member of AIEF's Investment Committee. Michael is also Director and Group Company Secretary of the Olbia & Tenix Group, a leading provider of Infrastructure Asset Services and Parking and Traffic Solutions. Michael trained as a Mining Engineer and began work in a variety of operational roles in underground and open-cut coal mines with BP Coal in the Hunter Valley. He then completed an MBA at the AGSM before rejoining the mining industry working in a variety of executive roles with Energy Resources of Australia, North Ltd and Resource Finance Corporation, before joining Tenix in 2003. Michael is a Fellow of Engineers Australia, Eng Exec Engineers Australia and Fellow of the Institute of Chartered Secretaries. Michael is also a Director of the Tenix Foundation.

WARREN MUNDINE

A Bundjalung man, Warren 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 and the Indigenous Business Advisory Policy Group. Previous roles held by Warren include National President of the Australian Labor Party, Chair of NSW Country Labor and member of the NSW Attorney General's Juvenile Crime Prevention Committee, NSW PCYC State Board and IAG's Expert Community Advisors Committee. Warren has also had considerable involvement in local government through a number of roles including Deputy Mayor of Dubbo, President of the NSW Local Government Aboriginal Network, Executive Member of the Local Government Association of NSW and as a commissioner with the NSW Local Government Grants Commission.

ANDREW PENFOLD

Andrew Penfold is the CEO and Director of the Australian Indigenous Education Foundation and a member of AIEF's Investment Committee. A former finance lawyer and investment banker with 20 years' experience working in leading international firms in Sydney, London and Hong Kong, Andrew left the business world in 2004 and spent five years working on a full-time, voluntary basis for a range of non-profit and charitable organisations, before establishing AIEF in 2007. Andrew participated in the Indigenous Australia stream of the *Australia 2020 Summit* in Canberra in April 2008, received a Leadership Award from the Prime Minister at the *Australian Davos Connection* in 2008. Andrew was also featured as one of the 2009 *True Leaders* in the annual *Australian Financial Review Boss Magazine*, was a finalist for *Australian of the Year* in 2010 and was nominated by *The Australian* for its *Australian of the Year* award in 2012.

03 CHIEF EXECUTIVE'S REPORT

ANDREW PENFOLD

"I'm a bit sick of whitefellas who go into Indigenous communities and go feral, getting naked and dancing around bonfires with bongo drums." Warren Mundine, 28 February 2012

At AIEF, we believe that the Indigenous situation is a national crisis; and the reason we get out of bed each day is to do something about it. There's no point doing this unless it is hard-headed and going to make a difference. That's why our approach is to have a hard head, a soft heart and capable hands with everything we do. One of our organisational values is 'Go Hard or Go Home' – which we translate to ourselves as: if you aren't going to give it everything and make a difference, get out of the way and make room for someone who will.

2011 has been another year of significant growth and expansion in all aspects of AIEF's operations.

In the *AIEF Scholarship Program*, the number of scholarship students increased by 40% to 209 students, which included an additional 25 Year 12 graduates in 2011, who are now embarking on tertiary studies and careers. We supported 25 Indigenous students at university – one of whom completed his degree in Medicine in 2011, joining another university graduate we supported in 2010, who became the first ever Indigenous optometrist

in New South Wales. In the *AIEF Post-School Pathways Program*, we assisted and supported over 100 Indigenous students in career-related activities, including those 25 Year 12 graduates.

We partnered with an additional eight new boarding schools and ended the year with over 300 scholarship places on offer for 2012 and beyond. This growth has reflected the continuously increasing momentum coming from our growing number of supporters, which has enabled AIEF to reach its initial \$40 million funding target at the end of 2011, nearly 18 years ahead of schedule.

In 2011, we commenced partnerships with two new partner schools in regional New South Wales, The Armidale School and The Scots School Albury, and six new partner schools in Perth: Aquinas College, St Brigid's College, La Salle College, Presbyterian Ladies' College, Scotch College and Trinity College.

We are extremely proud of the work done by the Indigenous students we support in partnership with the leading educators we are privileged to



work with. The reason we push ourselves to work with determined and unrelenting focus – sometimes bordering on obsession – is to be able to offer the opportunity for success to more and more Indigenous students and their families, who are knocking down our doors seeking these opportunities in far greater numbers than we can meet, notwithstanding the tremendous success we have had in attracting investment in our work.

Of course, this is not about money; it is about helping Indigenous children achieve their dreams. But we cannot help Indigenous children achieve their dreams without the vital funding that enables our work.

On the day we published our Annual Report in May 2009, we signed a contract with the Australian Government in which we undertook to use our best endeavours to raise \$20 million over 20 years to match a \$20 million investment from the Australian Government. We also undertook that we would use our best endeavours to raise \$5 million in the first five years. And we took this commitment extremely seriously. That is why we were proud to have raised the full \$20 million in just 2.5 years.

The question now is – having come so far so soon, where do we go next? The answer is that we must

continue to push ourselves to grow even more in order to help more Indigenous children have the opportunity to succeed and the future they dream of. But we can't do this alone.

We must continue to attract support from all corners of our community to be able to continue our work. That includes government, business, philanthropy, opinion leaders, media and all Australians.

In this national crisis, we want to work with people and organisations who believe what we believe. That is, the inescapable truth that:

- the Indigenous situation is one of the most pressing challenges facing our nation;
- quality education is without any doubt the most effective way to overcome disadvantage and empower individuals to transform their own lives and break the cycle of disadvantage; and
- if we accept that this is one of our most pressing national challenges and quality education is the way out – we must ensure that Indigenous children have access to the best schools our nation has to offer.

At AIEF, everything we do must pass three tests: are we doing it with a soft heart, with a hard head and with capable hands? This approach means we must be work horses not show ponies. It also requires

that we continuously challenge orthodoxy and the status quo and we don't take "no" for an answer.

AIEF is under the patronage of some of Australia's most respected civic leaders and is managed and governed by Indigenous and non-Indigenous individuals with proven track records in the private sector. I sincerely thank my fellow Directors of AIEF for their efforts and contribution to our success and for positioning AIEF as one of the most successful and proven organisations in the Indigenous space. It is truly a remarkable Board of Directors.

In addition, AIEF has 54 respected leaders from business, government, media, sport and the arts who act as our official public Ambassadors, and I also thank each and every one of them for their ongoing support.

Most recently, we have welcomed Alan Joyce, the Chief Executive of Qantas, Ian Narev, the Chief Executive of the Commonwealth Bank, Paulo Maia, the Chief Executive of HSBC Bank Australia, Michael Rose, the Chief Executive of Allens Arthur Robinson, John Hartigan, the outgoing Chairman and Chief Executive of News Limited, and James Paterson, the Country Head of CLSA, to this distinguished group of Ambassadors. We sadly note the passing of a great supporter and Ambassador, Jim Thynne, the former Chairman of Allens Arthur Robinson, in 2011. His time ran out before he could witness how much of an impact his support made.

I also want to publicly record my deep personal and professional appreciation to all the staff at AIEF led mainly by my inspiring colleague Renée Coffey. With only 11 permanent staff, we operate with a fraction of the employees of other non-profit organisations, yet achieve an exponential multiple of the results at a fraction of the cost. It is truly a highly productive and professional team, which moves mountains every day.

With a fund of \$40 million, we are now able to offer scholarships and support to over 300 Indigenous students each year on a long-term sustainable basis. There are too many other people and organisations to thank individually here, but I want to express our very deep and sincere gratitude to the Australian Government, the AFL, Allens Arthur Robinson, the Cathy Freeman Foundation, the Commonwealth Bank of Australia, KPMG, Leighton Contractors, the late Mr Carlo Salteri AC and his family through the Tenix Foundation, The Australian Ireland Fund and Mrs Patricia Ritchie AM and her family for their ongoing support over the past years.

A special thank you also to our new partners who joined forces with AIEF more recently and contributed to the growth and expansion we saw over the last twelve months – the Australian Children's Trust, BHP Billiton Iron Ore, BP Australia, CLSA through the Chairman's Trust, The Trust Company through the Fred P. Archer Charitable Trust, HSBC Bank Australia and Qantas committed to long-term and engaged partnerships with AIEF, which I am very grateful for.

AIEF was honoured to be featured as a "key partner" by respondents in the Business Council of Australia (BCA) report *Vision and Values: Working Together to Close the Gap*, its third annual review of the Indigenous engagement efforts by BCA's membership.

We will not let anything stand in the way of our success. Our definition of success is an increasing number of Indigenous children who complete Year 12 and have a successful transition into a sustainable career of their choosing. That's the core business we are in.

\$40 million was never going to be enough. We've come a long way, but we've got a long way to go and our resolve is stronger than ever. We will not stop until we succeed and if you believe what we believe please continue with us on this historic journey. We thank you for your support.

THE AUSTRALIAN

Indigenous support builds

Education and employment the antidote to disadvantage

INDIGENOUS disadvantage remains one of our nation's most pressing challenges and we rightly expect our governments to lead efforts to help our fellow Australians make the most of the opportunities our country provides. But, as in most endeavours, governments can't do all the work and, in fact, to properly banish disadvantage it is the vast mainstream of the nation, and businesses and non-government organisations, that must embrace indigenous Australians, and vice versa. So it was encouraging that yesterday *The Australian's* Patricia Karvelas and Justine Ferrari shared separate reports that demonstrate growing success in important private endeavours. To be sure, both the Generation One indigenous employment movement and the Australian Indigenous Education Foundation rely on significant government co-operation and support. But they are both driven and largely funded by private enterprise, and, significantly, rely on intimate engagement with businesses and organisations outside the sphere of government. As Australia prepares to consider the next step in Aboriginal reconciliation — a proposal due early next year to include recognition of

indigenous Australians in our Constitution — it is important to realise that, quite apart from apologies, symbolism and recognition, the most crucial factors in redressing disadvantage must always be education and employment. All experience tells us that, from these building blocks, people will develop better health, live longer lives and engage more fully in community life. Both these initiatives owe their genesis to the inspiration and dedication of individual, successful men. Andrew "Twiggy" Forrest founded Generation One and Andrew Penfold established the AIEF. On opposite sides of the country, both men grew up in close contact with indigenous disadvantage and, after making their fortunes, have dedicated themselves to help people seize control of their own destinies through the powerful building blocks of education and employment. As they aim to provide 2000 scholarships and 50,000 jobs, there is a long way to go. Some would cower in the face of the task. But these programs are looking to build on their foundations. Thankfully, both have extensive backing and are delivering ever more success stories. We salute and encourage their efforts.

22 December 2011

04 THE AIEF SCHOLARSHIP PROGRAM

Our goal is to support the education of over 2,000 marginalised Indigenous children to empower them to realise their potential, break the cycle of poverty, take responsibility for their own future, and become leaders and role models to serve their communities and the common good. We do this through a combination of two proven transformational methods: quality education coupled with productive careers.

“I enjoy boarding school as I have made a lot of new friends and I can now be more focussed on my school work.”

AIEF scholarship student

We are proud that the Indigenous students who study on AIEF scholarships have a success rate of 88%, which is far beyond the national average. In addition, two-thirds of the Indigenous students who complete Year 12 at our partner schools progress into university.

The key to AIEF's success are the Indigenous Education Programs at the schools and colleges we partner with. Their culturally inclusive environments, intensive pastoral care and excellent academic support offer the best educational opportunities for their Indigenous students. However, the majority of Indigenous students in Australia do not have the resources to go to a private boarding school or to live at a residential university college – and at AIEF we are committed to opening these doors for these students.

We believe in tangible results and we partner with schools based on their commitment to Indigenous education and the success of their programs. If a school has a proven track record of growing Indigenous enrolments and strong Year 12



attainment, AIEF provides funding to support the development and further growth of these programs.

A \$40 million joint venture between the Australian business and philanthropic communities and the Commonwealth Government, the *AIEF Scholarship Program* provides boarding school and residential college scholarships, enabling Indigenous students in financial need to attend leading schools and universities.

From one secondary scholarship in 2008, AIEF has grown quickly and substantially over the past few years to fund 184 boarding school scholarships and 25 tertiary residential scholarships in 2011. We closed the year with over 300 scholarship places per annum on offer at AIEF Partner Schools in addition to those on offer at our tertiary partner, Shalom College at The University of New South Wales.

2011 was a year of exceptional growth for the *AIEF Scholarship Program*. The program expanded into regional centres of New South Wales through two new partnerships with boarding schools in Albury and Armidale. Furthermore, AIEF signed with six new partner schools in Western Australia, thanks to a substantial new partnership with BHP Billiton

Iron Ore, to provide scholarships for students from the Pilbara region.

For 2011, numbers in Western Australia were initially small. Like everything we do at AIEF, we start out small with our new ventures to ensure everything we do is scalable and sustainable, and we look forward to growing the *AIEF Scholarship Program* in Western Australia in 2012.

“(The Scholarship) definitely impacted on where I am now. I wouldn't be doing what I'm doing now. It definitely made a big impact.”

Graduate from St Catherine's School, who is now studying at UNSW and residing at Shalom College

In 2011, AIEF had partnerships with 23 leading boarding schools across New South Wales, Queensland and Western Australia:



NEW SOUTH WALES

- Kincoppal-Rose Bay School of the Sacred Heart
- Loreto Normanhurst
- Presbyterian Ladies' College, Sydney
- Pymble Ladies' College
- St Catherine's School, Waverley
- St Scholastica's College
- St Vincent's College, Potts Point
- The Armidale School
- The Scots School Albury

QUEENSLAND

- Clayfield College
- Marist College Ashgrove
- St Augustine's College
- St Joseph's Nudgee College
- St Peters Lutheran College
- St Saviour's College
- The Cathedral School
- Townsville Grammar School

WESTERN AUSTRALIA

- Aquinas College
- La Salle College
- Presbyterian Ladies' College, Perth
- Scotch College
- St Brigid's College
- Trinity College

Looking forward to 2012, AIEF is presently formalising exciting partnerships with new schools where scholarships can be offered.

2010 was the first year in which AIEF funded tertiary scholarships for Indigenous students to reside at Shalom College at The University of New South Wales (UNSW) and we saw scholarship holder Jenna Owen graduate as the first Indigenous optometrist in New South Wales. In 2011, students continued to work hard towards the attainment of their tertiary qualifications in the safe and supportive environment of the College. We are delighted to share the news that in 2011, the second AIEF and Shalom Gamarada Indigenous scholarship holder graduated from UNSW – Dr Josef McDonald.

We are now in conversations with a number of other residential university colleges and institutions about offering further tertiary scholarships in other parts of the country.

The following pages of this Annual Report review the Indigenous Education Programs at our 2011 educational partners and provide an overview of their outstanding work. This Report also looks at the individual stories of AIEF's graduate students, who took on the challenge of boarding life and are now tackling life's next exciting and rewarding challenges.

The AIEF scholarship has changed the way in which I think about my future and this year I have really tried to focus on my schoolwork amongst all the other things that I do to make sure I have really good options at the end of Year 12. I would like to be able to get a great job but also help the Wallabies win the World Cup for Australia.

Year 10 student, Aquinas College



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



Australian Government



AIEF PARTNER SCHOOLS

INDIGENOUS STUDENT ENROLMENT HISTORY 1995-2011

AIEF Partner Schools have been enrolling Indigenous students for many years, with the earliest enrolments going back several decades. Since the beginning of our records in 1995, there has been a steady and consistent increase in Indigenous enrolments at AIEF Partner Schools, with a 41% growth since AIEF was established in 2007.

CRITICAL MASS

In 2011, there were 485 Indigenous secondary students attending AIEF Partner Schools (including both day and boarding students), equal to 3% of the total secondary student population at these schools. This is representative of the proportion of Indigenous people in the general population of Australia. AIEF Partner Schools also have a number of Indigenous junior school enrolments that are not included in these figures.

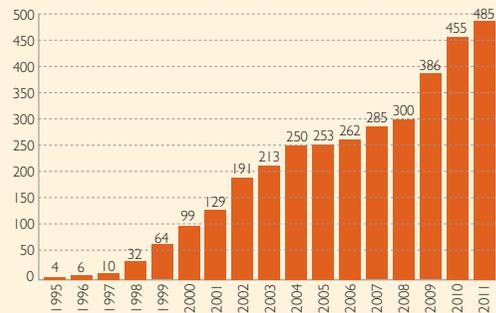
In 2011, there were 325 Indigenous boarders at AIEF Partner Schools out of a total combined boarding house population of 2,498 students. Indigenous students comprise 13% of boarders at AIEF Partner Schools.

CLASS YEAR BREAKDOWN IN 2011

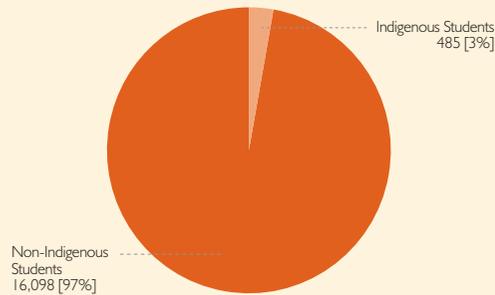
The 485 Indigenous secondary students enrolled at AIEF Partner Schools in 2011 were spread throughout Years 7 to 12 in New South Wales and Years 8 to 12 in Queensland and Western Australia, where secondary school commences in Year 8. 68 Indigenous students at these schools attained Year 12 in 2011, joining 405 Indigenous students who have successfully completed Year 12 at these schools since their first Indigenous graduates in 1998.

Note: The figures represented in the graphs on this page have been collected from AIEF Partner Schools where available.

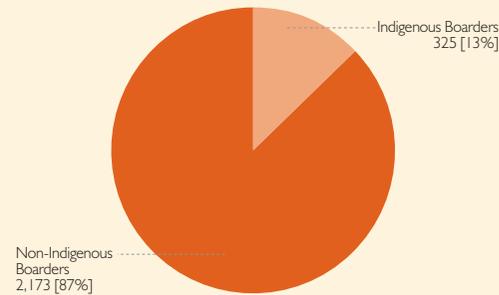
Indigenous Student Enrolment History 1995-2011



Critical Mass 2011 Secondary Students (Total 16,583 Students)



Critical Mass 2011 Boarding House (Total 2,498 Boarders)



Class Year Breakdown 2011 and Year 12 Completions to Date





AIEF FUNDED STUDENTS

AIEF SCHOLARSHIPS

The number of AIEF scholarships has steadily increased in the past four years; from one secondary scholarship in 2008 to 43 secondary scholarships in 2009 and 136 secondary and 14 tertiary residential scholarships in 2010. In 2011, AIEF funded 184 secondary scholarships and 25 tertiary residential scholarships.

GENDER AND GEOGRAPHY

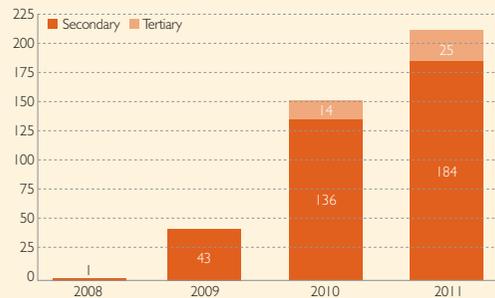
Of the 184 secondary school scholarships funded by AIEF in 2011, 36% were at AIEF Partner Schools in New South Wales, 58% at AIEF Partner Schools in Queensland and 6% at AIEF Partner Schools in Western Australia. Of the secondary scholarship recipients, 115 (62%) were female and 69 (38%) were male.

INDIGENOUS COMMUNITIES AND REMOTENESS

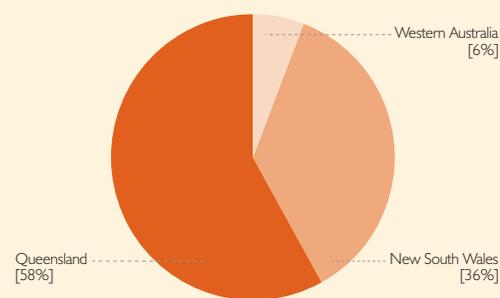
For many years, AIEF Partner Schools have been establishing relationships with Indigenous families and communities across Australia, predominantly in New South Wales, Queensland and Western Australia. The representation of home communities at individual schools is reflected in the profiles of each AIEF Partner School in this Report.

Of the AIEF secondary scholarship recipients in 2011, 71% come from rural, remote or very remote communities. The remaining 29% come from Indigenous communities in urban or regional centres.

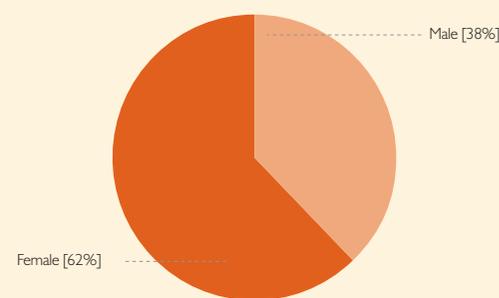
AIEF Scholarships 2008–2011



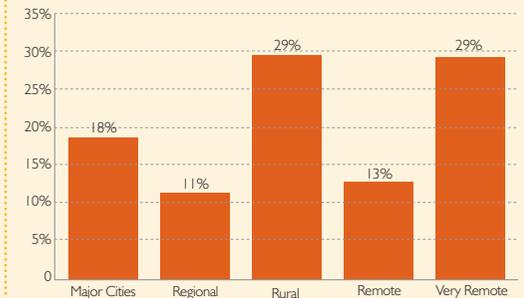
AIEF Secondary Scholarship Students by State (%) 2011



AIEF Secondary Scholarship Students by Gender (%) 2011



AIEF Scholarship Students – Remoteness





AIEF FUNDED STUDENTS CONTINUED

AIEF SCHOLARSHIP YEAR GROUPS

In 2011, AIEF secondary scholarship recipients were spread throughout secondary school grades as shown below, with 50 scholarship recipients having completed Year 12 between 2009 and 2011, two of whom graduated in 2009, 23 in 2010 and a further 25 in 2011.

RETENTION AND COMPLETION 2008-2011

In our most recent analysis of enrolments and retention of all Indigenous students at AIEF Partner Schools, approximately 85% of Indigenous students successfully completed Year 12 at these schools. This analysis was undertaken using comprehensive historical data available from our partner schools at the time. Since then, AIEF has formed partnerships with many more schools with successful Indigenous Education Programs. The enrolment and retention data for the available schools is presented throughout this Report where available.

The enrolment and retention data shown for each school in this Report encompasses all Indigenous students at the relevant school and is not limited to only those students funded by AIEF. The purpose of presenting this data is to provide an insight into the overall program at each school. It is also the case that whilst some schools may have historically lower retention or Year 12 completion rates, many programs have developed in recent years and show improvements in their retention rates for Indigenous students.

Looking at the statistical analysis for the students on AIEF scholarships at all AIEF Partner Schools in the four years since AIEF has been operating (2008-2011), the following graph shows the

retention and Year 12 completion rates for AIEF-funded students.

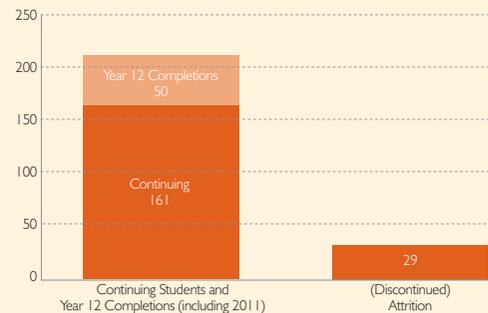
As this graph indicates, AIEF has so far provided scholarships to 240 secondary school students. 88% of these students have either completed Year 12 (50 students) or are still enrolled and are continuing their studies towards Year 12 (161 students), and only 12% of AIEF-funded students left their school before completing Year 12. Of those students who leave before completing Year 12, most – if not all – of them continue their studies at another secondary school.

Through the Tertiary Scholarship Program, AIEF has supported 32 Indigenous students at university in the past two years since we commenced the Program (2010-2011). The following graph shows that 94% of these students have either completed their degree or are still at university progressing towards completing their degree, including two students who are continuing their studies at a different university. Only two students supported by AIEF tertiary scholarships have discontinued their university studies prior to completion of their degree.

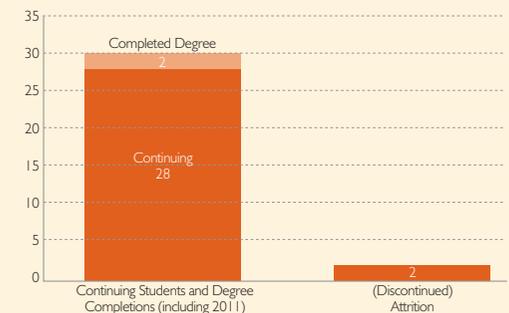
AIEF Secondary Scholarship Students by Grade 2011



Retention and Completion AIEF Secondary Scholarship Students 2008-2011



Retention and Completion AIEF Tertiary Scholarship Students 2010-2011





“My first year at St Augustine’s was probably one of the best years of my life. I have made many friends this year and my marks have been better than at any other school I have been to.

YEAR 8 STUDENT, ST AUGUSTINE’S COLLEGE

05 THE AIEF POST-SCHOOL PATHWAYS PROGRAM

At AIEF, our mission is empowerment through quality education, with the support of the *AIEF Scholarship Program*, and a successful transition into a sustainable career, achieved by the *AIEF Post-School Pathways Program*. We aim to unlock the potential of the Indigenous students in our program and equip them with the tools to realise their dreams. This is the catalyst for change.

The *AIEF Post-School Pathways Program* ensures that AIEF's current and future graduates are prepared for their lives following the completion of secondary school and continue to achieve positive career outcomes.

We do this by delivering programs that provide intensive support to ensure that Year 12 students are 'job-ready' and otherwise prepared for the transition beyond school, with a particular niche focus on the students' transition from school into further study and careers and supporting the students on an ongoing basis after they have completed Year 12 and left school.

All activities conducted focus on work-readiness skills, career planning guidance and specific skills development for the Indigenous student participants.

The *AIEF Post-School Pathways Program* has achieved 390 student interactions through the various activities since launching in 2010. These student interaction numbers result in 8,172 contact hours of student engagement in AIEF Program activities.

In 2011, over 100 students from 19 AIEF Partner Schools participated in the following Pathways programs and activities.

In addition to the activities outlined below, AIEF was able to offer cultural development opportunities through the support of the Sydney Theatre Company and Bangarra Dance Theatre in both New South Wales and Queensland.



AIEF MENTOR PROGRAM

The *AIEF Mentor Program* aims to create a structured and trusting, one-on-one relationship with an experienced, professional individual who shares knowledge and offers guidance and support about life and career options.

The Program has grown from a pilot in 2010 (six students and their mentors) to 29 students who participated in 2011 with volunteer mentors from AIEF corporate partners, Commonwealth Bank and CLSA in Sydney. The pairs meet once a month in face-to-face sessions at the students' schools and in group sessions with fun and more social activities in locations around the city. Students and mentors also communicate by text, email and phone in the interim. The highlights of the year included their initial meeting at the Induction Day with activities focussed on building rapport and trust, and a celebration of their mentor relationships at a year-end gathering, enjoying afternoon tea and the stunning harbour view at Café Sydney.

Special occasions and opportunities arose from the mentor partnerships throughout the year. One mentor invited her student to see a Bangarra Dance performance at the Sydney Opera House. Another student commented on the value of her mentor:

"I can tell my mentor anything. She never judges me and she is always there to support me. She has been through school, university and a job and she has good advice for me when we talk about what I want to do in the future."

We expect the Program to more than double again in New South Wales in 2012 and we will also launch the *AIEF Mentor Program* in Queensland in 2012.

AIEF TUTOR PROGRAM

The *AIEF Tutor Program* provides skilled, experienced and professional volunteers to assist students with numeracy and literacy support and other practical tasks at school. Tutors also act as a positive, professional role model for students.

AIEF piloted the Tutor Program in Term 4 of 2011 at AIEF Partner Schools in Sydney with volunteer tutors from AIEF corporate partner KPMG. Tutors visited the schools once a week to work with



students in either a one-on-one or group session. AIEF was encouraged by the enthusiasm to continue participating in the *AIEF Tutor Program* in the future by one Tutor who said “The girls have expressed interest in continuing tutoring next year. I would be happy to continue tutoring these two, if possible, for the next four years through to the end of Year 12. They work really well together and are engaged and interested.”

AIEF WORK EXPERIENCE PROGRAM

The *AIEF Work Experience Program* provides opportunities for students to participate in formal and informal work experience programs made available through the AIEF network of universities, corporate partners, Government and other providers.

AIEF once again worked with the Federal Government to coordinate the annual *Learn Earn Legend! Work Experience with Government* program, held in Canberra in September 2011. The week-long program expanded the horizons of over 100 Indigenous students about job opportunities and pathways in the public sector. The students had the opportunity to observe the workings of Australian Government departments and experienced work in a parliamentary office, spending two days with a parliamentarian and their staff. One participant commented:

“I never thought I would ever go to Canberra and meet the Prime Minister and the whole experience was overwhelming but made me excited for future opportunities.”

In 2011, several students also participated in work experience and school-based traineeship programs organised through AIEF. Highlights included one student undertaking paid work experience in her mentor’s work place over her summer holidays. Her mentor was humbled by the experience and commented, “She seemed to have enjoyed herself. She came dressed in beautiful corporate attire every day. She looked confident and comfortable, which I loved, and interacted well with the team here.” Another student took on the opportunity to work part-time at AIEF corporate partner, Leighton Contractors. AIEF was also able to employ a number of students as Interns over their school holidays.

AIEF TRANSITION SUPPORT PROGRAM

The *AIEF Transition Support Program* gathers information about students’ interests, strengths and aspirations, provides them with one-on-one assistance and case-manages their successful transition from school into traineeships, apprenticeships, further study and into the workforce.

The Student Support Manager (SSM) provided one-on-one case management to all 25 Indigenous students in Year 12 on AIEF scholarships across our partner schools in New South Wales, Queensland and Western Australia. The SSM worked closely with the students on identifying career goals, developing resumes and writing university, scholarship and job applications. The support of these students will continue well after school and into their tertiary studies and future careers.

A student who graduated from St Saviour’s College in 2011 thanked the SSM:

“I appreciate everything you do for me so much – I don’t know what I would do without the support from you and AIEF.”

The *AIEF Transition Support Program* has been a huge success in 2011 – the post-school destinations and achievements of the graduates from the *AIEF Scholarship Program* are highlighted in Section 8 of this Report.

AIEF WORKSHOP PROGRAM

The *AIEF Workshop Program* provides opportunities for students to participate in a variety of work-readiness workshops that address topics such as resume writing and interview training.

In 2011, AIEF organised workshops that took place in AIEF corporate partners’ offices in Sydney and Brisbane, and were based on a holistic approach to work-readiness. The workshops were aimed at broadening students’ experiences of workplaces, professional environments and the diversity of jobs and opportunities within the organisations.

AIEF partner Allens Arthur Robinson facilitated a Positive Psychology workshop in Sydney in which students learnt about the workings and benefits of positive psychology and ‘being your best’. An accompanying teacher commented that the students were “on top of the world” afterwards.

Students also visited the Brisbane office of Allens Arthur Robinson to meet with staff and learn about their career paths and the diversity of career opportunities within the firm.



AIEF partner Leighton Contractors facilitated a *Leighton Unlocked* workshop for students in Sydney in which students learnt about the diversity of jobs within Leighton Contractors, were 'interviewed' by staff members about their post-school career pathways and participated in many teamwork-oriented activities.

AIEF SKILLS DEVELOPMENT PROGRAM

The *AIEF Skills Development Program* includes a wide range of activities to work on students' personal skill development. These skills might include self confidence, self awareness and resilience, and professional networking skills.

The *AIEF Outward Bound Program*, delivered by Outward Bound Australia (OBA) and funded by The Trust Company, was held in September 2011 in Namadgi National Park, just south of Canberra. The *AIEF Outward Bound Program* was a seven-day expedition involving hiking and physically, mentally and emotionally challenging activities such as abseiling, high ropes courses, navigating and team chores. 27 students from seven partner schools in

NSW and QLD had the opportunity to attend and develop their personal and emotional strength, their social well-being and their leadership skills.

A mother of a participant commented to AIEF after the program about her daughter's personal development:

“My daughter just came back from the AIEF Outward Bound Camp. She had an amazing experience and has not stopped talking about it. I see a different girl, a stronger one with passion, strength and confidence, and with 19 or so more friends. Thanks very much to AIEF.”



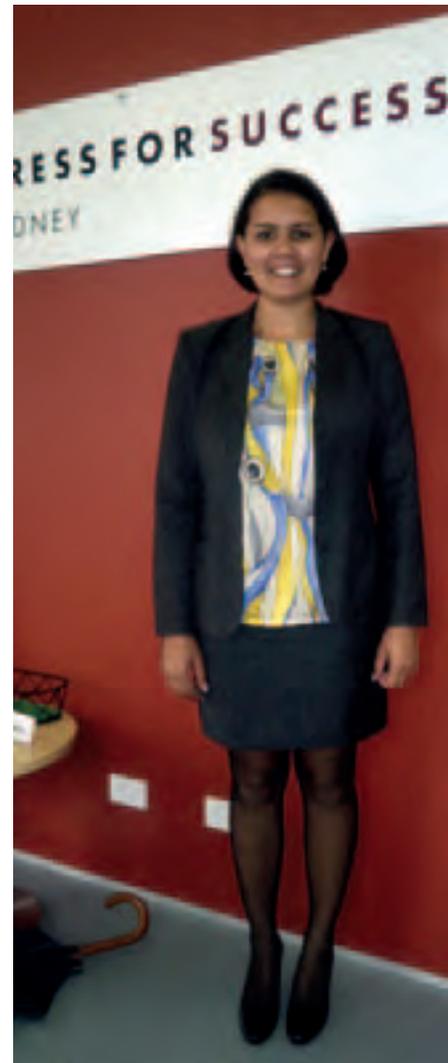
The *AIEF Food for Thought* series of boardroom lunches was a new Pathways activity in 2011. As part of *Food for Thought*, AIEF invites a small number of students to visit a workplace and meet with CEOs and senior staff of AIEF's corporate partners. The informal and intimate setting of the lunches provides a great opportunity for students to network and interact with high-profile professionals they may not come across often in every day life. In 2011, the lunches were hosted by AIEF Board Member Rob Coombe, Michael Rose from Allens Arthur Robinson and Ralph Norris of the Commonwealth Bank. The lunches have been received well by the CEOs and by the students. Michael Rose described his experience:

“The lunch was a great reminder of the incredible potential that can be unlocked if students like the three girls we met can be matched with good teachers in a strong learning environment. They were very impressive young women whose confidence and maturity speaks volumes about the AIEF program.”

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.



Australian Government





Since I started at Loreto Normanhurst 10 months ago I have had endless opportunities to be involved in extra-curricular activities. Recently I did the Acknowledgement of Country, acknowledging the Indigenous people at a whole school event. I really enjoyed the experience, although it was a bit confronting speaking in front of such a large audience. I am proud of my heritage and loved acknowledging the traditional owners of our land.

YEAR 7 STUDENT, LORETO NORMANHURST

AIEF PARTNER SCHOOLS 2011

NEW SOUTH WALES

KINCOPPAL-ROSE BAY SCHOOL OF THE SACRED HEART
 LORETO NORMANHURST
 PRESBYTERIAN LADIES' COLLEGE, SYDNEY
 PYMBLE LADIES' COLLEGE
 ST CATHERINE'S SCHOOL, WAVERLEY
 ST SCHOLASTICA'S COLLEGE
 ST VINCENT'S COLLEGE, POTTS POINT
 THE ARMIDALE SCHOOL
 THE SCOTS SCHOOL ALBURY

QUEENSLAND

CLAYFIELD COLLEGE
 MARIST COLLEGE ASHGROVE
 ST AUGUSTINE'S COLLEGE
 ST JOSEPH'S NUDGEES COLLEGE
 ST PETERS LUTHERAN COLLEGE
 ST SAVIOUR'S COLLEGE
 THE CATHEDRAL SCHOOL
 TOWNSVILLE GRAMMAR SCHOOL

WESTERN AUSTRALIA

AQUINAS COLLEGE
 LA SALLE COLLEGE
 PRESBYTERIAN LADIES' COLLEGE, PERTH
 SCOTCH COLLEGE
 ST BRIGID'S COLLEGE
 TRINITY COLLEGE

Note: The individual school profiles showcase a school's overall Indigenous Education Program, and the data provided may not be limited to Indigenous students funded by the *AIEF Scholarship Program* but can include self-funded students as well as students supported by other external organisations.

NSW KINCOPPAL- ROSE BAY SCHOOL OF THE SACRED HEART

HILARY JOHNSTON-CROKE, PRINCIPAL



A Sacred Heart Education focuses on educating both the hearts and minds of each student; encouraging, challenging and supporting them to reach their full potential.

The Indigenous students at Kincoppal-Rose Bay School (KRB) enrich the school and wider community in sharing their heritage and contributing to many aspects of school and boarding life.

The Indigenous students of 2011 distinguished themselves in many ways, especially with their involvement in school and community activities. They did not just participate in sports, but competed at high levels and captained teams. They not only found their own way in friendships, boarding life and the opportunities offered at KRB, but supported other students through mentoring, peer-support and as Boarding Buddies for younger peers. They also made a difference to the lives of others, volunteering at St Canice's Soup Kitchen, working for the Salvation Army Red Shield appeal and the Red Cross Blood Bank.

Supporting the students academically is an important part of the program, and several of the girls participated in Mathematics tutoring from

committed staff at KPMG through the *AIEF Tutor Program*. The *AIEF Mentor Program* provided students with a professional mentor from the Commonwealth Bank with whom to discuss a range of issues.

KRB continued to build its relationship with the Indigenous community in Bowraville, Northern NSW, developing professional relationships between teachers at St Mary's Primary School and KRB. Bowraville is home to several of our Indigenous students, and the Annual Sport and Recreation Camp held in the October break is very popular with the local children. One of our 2010 Indigenous graduates, Karina, works as a Teacher's Assistant at St Mary's.

Kincoppal-Rose Bay thanks AIEF for their continued support of the Indigenous students in the program and the initiatives developed to enrich the lives of these students and their families.

HOME COMMUNITIES

Bowraville	Forster	Kempsey	Leeton
Nowra	Pearl Beach	Ravenswood	Wallsend



In February, the boarding community held its annual 'In Weekend' in which current and new boarders joined in social events and leisure activities as a way to welcome all students on their return to Kincoppal-Rose Bay.



In April, the boarding community held its annual Easter dinner. Tanika and Victoria both took part in the parade and Victoria won a prize for best Easter bonnet.



INDIGENOUS STUDENT ENROLMENT HISTORY 2002-2011

Indigenous student enrolments at Kincoppal-Rose Bay School have increased steadily from one student in 2002 to ten students in 2011.

Indigenous Student Enrolment History 2002–2011
Kincoppal-Rose Bay School



CLASS YEAR BREAKDOWN

In 2011, Indigenous secondary students were spread across Years 7 to 12 at Kincoppal-Rose Bay School. Three Indigenous students have completed Year 12 prior to 2011.

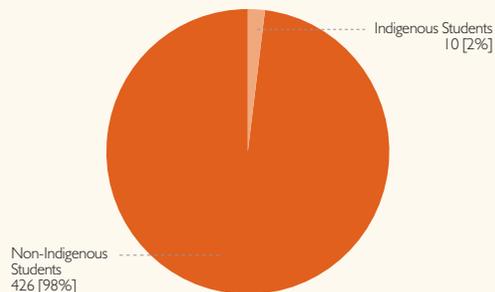
Class Year Breakdown 2011 and Year 12 Completions to Date – Kincoppal-Rose Bay School



CRITICAL MASS

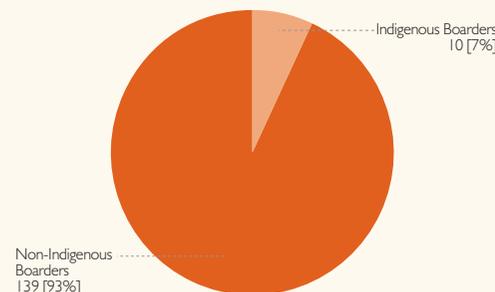
In 2011, ten Indigenous students were enrolled at Kincoppal-Rose Bay School, equal to 2% of the total student population of 436 students.

Critical Mass Kincoppal-Rose Bay School 2011
Secondary Students (Total 436 Students)



All ten Indigenous students were boarding at Kincoppal-Rose Bay School in 2011, equal to 7% of the total boarding house population of 149 boarders.

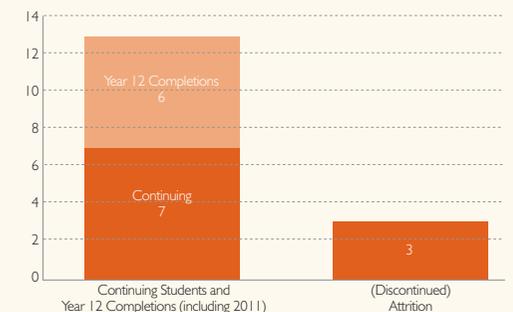
Critical Mass Kincoppal-Rose Bay School 2011
Boarding House (Total 149 Boarders)



RETENTION AND COMPLETION 2007-2011

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, 16 Indigenous students were enrolled at Kincoppal-Rose Bay School, of whom 13 have either completed Year 12 or are still at the school and three have left the school before completing Year 12.

Retention and Completion 2007–2011
Kincoppal-Rose Bay School



Note: The retention and completion rates reflect the overall Indigenous Education Programs at AIEF Partner Schools over the last five years. The attrition rates do not imply underperformance as students may leave a school for a variety of reasons that can include changes in personal circumstances such as family migration interstate, personal or family health issues, or moving to a school that is more suited to the needs of the student.

NSW LORETO NORMANHURST

BARBARA WATKINS, PRINCIPAL



2011 has marked the expansion of the Loreto Normanhurst Indigenous Program thanks to the ongoing assistance of AIEF. During the year, the school has done a great deal of planning for further expansion of our current Indigenous enrolments.

Our Indigenous students have done well and have had success in all areas of their learning and development. At the School, we have our own learning model – the Loreto Normanhurst Student Growth Model – which develops students in what we call the FACE elements of Faith, Academic, Community and Extra-Curricular. All students at the School take part in a conversation with a known adult every three weeks and our Indigenous students have particularly found this beneficial in terms of the positive ongoing relationship with a trusted adult who can assist them in managing their school days.

Our Indigenous students are part of a very large boarding school at Loreto Normanhurst of 208 boarders. Our Indigenous students have made a wonderful contribution to the community in so many ways, with our most senior Indigenous boarders taking up positions of leadership within the boarding school.

This year, we have further embedded our long-term relationship with the Indigenous community at Yarrabah in Far North Queensland by visiting again with our Year 9 cohort as part of their outreach experience. We have also returned with small groups throughout the year in holiday time, supporting the community in an ongoing way. This close connection has opened the door to two Indigenous students from the Yarrabah community joining the Loreto Normanhurst community for 2012, which is very exciting for both our communities. Much has been achieved in 2011 and we look forward to further growth in 2012.

HOME COMMUNITIES

Bourke

Broome

Casino

Goonellabah



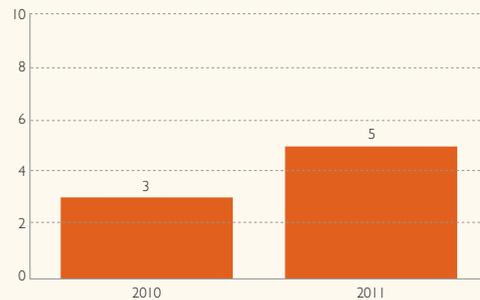
Loreto Normanhurst student Sarah with her mentor from the 2011 AIEF Mentor Program at the Annual Report Launch event in May 2011.



INDIGENOUS STUDENT ENROLMENT HISTORY 2010-2011

Loreto Normanhurst commenced their Indigenous Education Program with three Indigenous students in 2010 and a further two students in 2011. With the continued support of AIEF partner CLSA through the Chairman's Trust, the School will continue to expand the program in 2012, enrolling students from Yarrabah, a community with whom the school has established diverse, enriching relationships.

Indigenous Student Enrolment History 2010-2011 Loreto Normanhurst



CLASS YEAR BREAKDOWN

In 2011, the Indigenous secondary students at Loreto Normanhurst were spread evenly across Years 7 to 11.

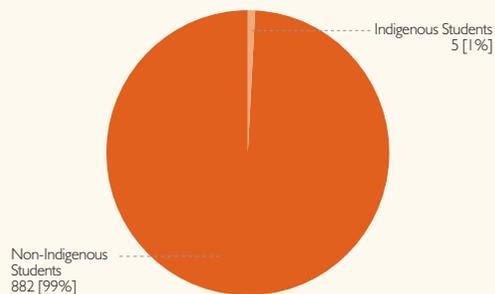
Class Year Breakdown 2011 and Year 12 Completions to Date - Loreto Normanhurst



CRITICAL MASS

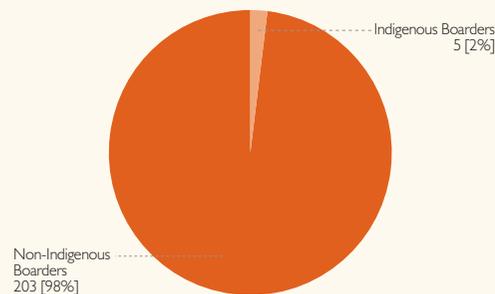
In 2011, five Indigenous students were enrolled at Loreto Normanhurst, equal to 1% of the total student population of 887 students.

Critical Mass Loreto Normanhurst 2011 Secondary Students (Total 887 Students)



All five Indigenous students were boarding at Loreto Normanhurst in 2011, equal to 2% of the total boarding house population of 208 boarders.

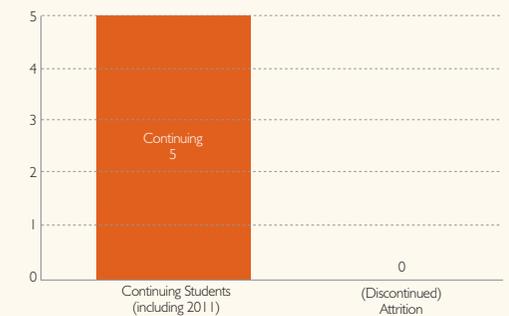
Critical Mass Loreto Normanhurst 2011 Boarding House (Total 208 Boarders)



RETENTION AND COMPLETION 2007-2011

At AIEF, our measurement looks at the rate of retention and completion over a rolling five-year period at any given point in time, however in the case of Loreto Normanhurst only the past two years are relevant. All Indigenous students enrolled at Loreto Normanhurst in these two years are continuing their studies at the School.

Retention and Completion 2007-2011 Loreto Normanhurst



Note: The retention and completion rates reflect the overall Indigenous Education Programs at AIEF Partner Schools over the last five years. The attrition rates do not imply underperformance as students may leave a school for a variety of reasons that can include changes in personal circumstances such as family migration interstate, personal or family health issues, or moving to a school that is more suited to the needs of the student.

NSW PRESBYTERIAN LADIES' COLLEGE, SYDNEY

DR PAUL BURGIS, EXECUTIVE PRINCIPAL



The Indigenous Program at Presbyterian Ladies' College, Sydney involves every girl in the school. We see it as critical that all students engage with Aboriginal and Torres Strait Islander culture as a regular part of their day.

Throughout the year, the College has challenged each student to participate and to learn as they explore the Indigenous heritage of our country. Events such as NAIDOC allow each girl to ask questions, to discover new learning and to make a personal contribution to celebration. In 2011, all students contributed to a rainbow serpent which was laid down in the forecourt of the new Research Centre. The event was managed by our Indigenous students, who relished the opportunity to talk with other students about their culture. Aunty Joan Tranter joined us on the day to tell the whole school about her life and the struggles she has endured. Her story resonates for each member of our community and brings us all together in the common purpose of making Indigenous heritage and history an active part of our lives.



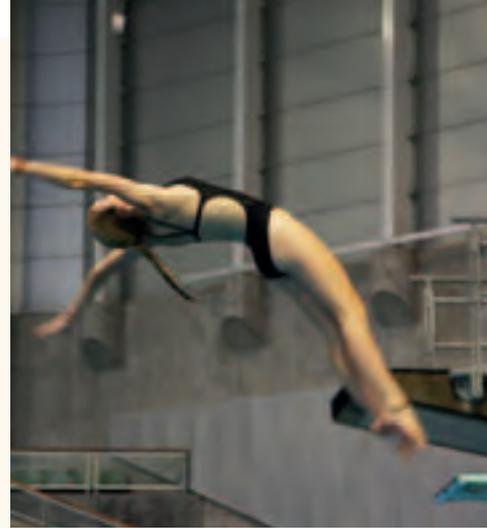
Indigenous student Aiyana (left) and friends make a Rainbow Serpent using footprints illustrating the theme of NAIDOC 2011, "Change: the next step is ours".

HOME COMMUNITIES

Charlestown	Dubbo	Emerald Beach	Essendon
Hamilton	Sydney	Thursday Island	



PLC Sydney students celebrate NAIDOC week with Aunty Joan Tranter (centre), family members and the Principal, Dr Paul Burgis (6th from right).



INDIGENOUS STUDENT ENROLMENT HISTORY 1998-2011

Indigenous student enrolments at Presbyterian Ladies' College, Sydney have increased steadily from one student in 1998 to 11 students in 2011. Enrolments have increased substantially since partnering with AIEF in 2008.

Indigenous Student Enrolment History 1998–2011 Presbyterian Ladies' College, Sydney



CLASS YEAR BREAKDOWN

In 2011, Indigenous secondary students at Presbyterian Ladies' College, Sydney were spread across Years 7 to 12. Four Indigenous students have completed Year 12 prior to 2011.

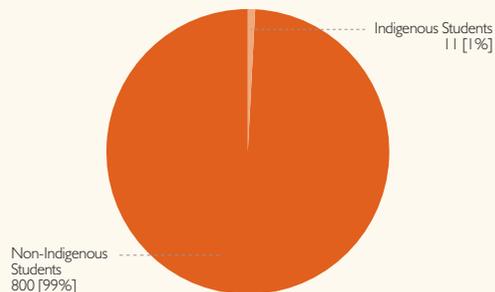
Class Year Breakdown 2011 and Year 12 Completions to Date – Presbyterian Ladies' College, Sydney



CRITICAL MASS

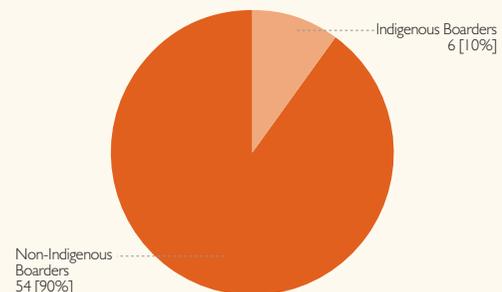
In 2011, 11 Indigenous students were enrolled at Presbyterian Ladies' College, Sydney, equal to 1% of the total student population of 811 students.

Critical Mass Presbyterian Ladies' College, Sydney 2011 Secondary Students (Total 811 Students)



In 2011, six Indigenous students were boarding at Presbyterian Ladies' College, Sydney, equal to 10% of the total boarding house population of 60 boarders.

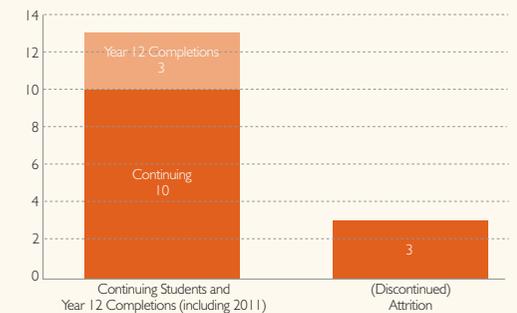
Critical Mass Presbyterian Ladies' College, Sydney 2011 Boarding House (Total 60 Boarders)



RETENTION AND COMPLETION 2007-2011

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, 16 Indigenous students were enrolled at Presbyterian Ladies' College, Sydney, of whom 13 have either completed Year 12 or are still at the school and three have left the school before completing Year 12.

Retention and Completion 2007–2011 Presbyterian Ladies' College, Sydney



Note: The retention and completion rates reflect the overall Indigenous Education Programs at AIEF Partner Schools over the last five years. The attrition rates do not imply underperformance as students may leave a school for a variety of reasons that can include changes in personal circumstances such as family migration interstate, personal or family health issues, or moving to a school that is more suited to the needs of the student.

NSW PYMBLE LADIES' COLLEGE

VICKI WATERS, PRINCIPAL



The five core values of care, courage, integrity, respect and responsibility affirm our commitment to the Christian heritage of the College and underpin everything we do at Pymble.

Our values are key to the success of our growing Indigenous Program and are further accentuated as the girls work towards achieving their personal goals.

In 2011, our program expanded to include nine scholars with the addition of two Year 7 students from Moree and Darwin. They have thrived in their new environment and made significant achievements in their first year at Pymble and their first year away from home. We have Indigenous scholars in all three of our secondary schools and this has provided wonderful opportunities including their participation in positions of leadership.

This year, we have looked closely at our mission for Indigenous students and listened attentively to the girls to ensure that they are indeed educated side-by-side with their non-Indigenous sisters; and we have respected their wish to blend naturally with fellow students.

In 2011, Pymble celebrated the achievements of a number of our Indigenous scholars who, in line with the College motto *All Ultimo Lavoro* (Strive for the Highest), excelled in sports (including a national representative), in academics (including a scholarship with entry into The University of New South Wales to study Law) and leadership, with one of our younger scholars rewarded with a prestigious Middle School Prize for Citizenship and another with a prestigious Future Leaders Indigenous Award.

Education is one of the most valuable gifts we can give and in 2012, we look forward to welcoming three new students into our program as we extend our commitment to Indigenous education.

HOME COMMUNITIES

Cairns

Darwin

Moree

Terrigal

Thursday Island



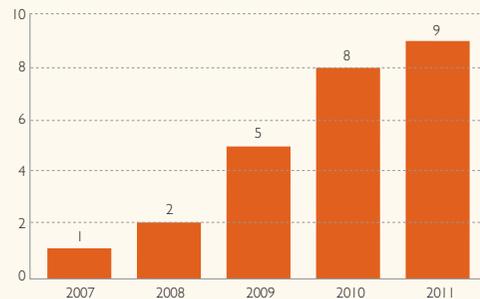
In 2011, Pymble celebrated NAIDOC week across the three schools that make up our secondary school. The celebration was particularly significant for the Upper School (Year 9 and 10) as two of our Year 9 scholars led the celebration. Merika and Tiana along with Tayla from Year 7 have been having lessons in their native language, Gamilaraay. The girls presented the Acknowledgement of Country in Gamilaraay and spoke to the Upper School girls about the importance of preserving and passing on Indigenous language to younger generations of Indigenous children.



INDIGENOUS STUDENT ENROLMENT HISTORY 2007-2011

Indigenous student enrolments at Pymble Ladies' College have increased steadily from one student in 2007 to nine students in 2011.

Indigenous Student Enrolment History 2007-2011
Pymble Ladies' College



CLASS YEAR BREAKDOWN

In 2011, Indigenous secondary students were spread across Year 7 and Years 9 to 12 at Pymble Ladies' College. Two Indigenous students have completed Year 12 prior to 2011.

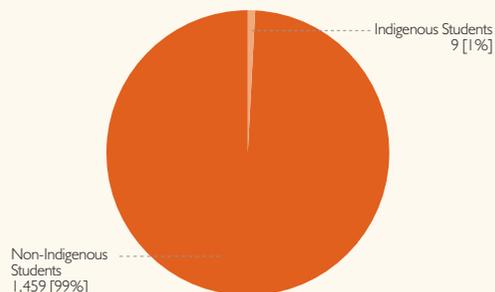
Class Year Breakdown 2011 and Year 12 Completions to Date - Pymble Ladies' College



CRITICAL MASS

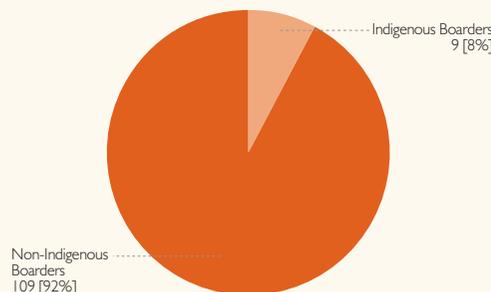
In 2011, nine Indigenous students were enrolled at Pymble Ladies' College, equal to 1% of the total student population of 1,468 students.

Critical Mass Pymble Ladies' College 2011
Secondary Students (Total 1,468 Students)



All nine Indigenous students were boarding at Pymble Ladies' College in 2011, equal to 8% of the total boarding house population of 118 boarders.

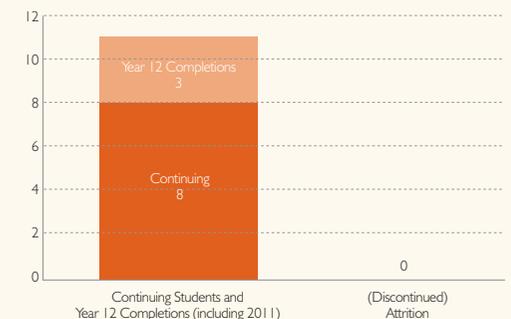
Critical Mass Pymble Ladies' College 2011
Boarding House (Total 118 Boarders)



RETENTION AND COMPLETION 2007-2011

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, all of the 11 Indigenous students enrolled at Pymble Ladies' College have either successfully completed Year 12 or are still at the school.

Retention and Completion 2007-2011
Pymble Ladies' College



Note: The retention and completion rates reflect the overall Indigenous Education Programs at AIEF Partner Schools over the last five years. The attrition rates do not imply underperformance as students may leave a school for a variety of reasons that can include changes in personal circumstances such as family migration interstate, personal or family health issues, or moving to a school that is more suited to the needs of the student.

NSW ST CATHERINE'S SCHOOL, WAVERLEY

DR JULIE TOWNSEND, HEADMISTRESS



At St Catherine's, Indigenous and non-Indigenous girls have been learning together for many years. Our first Indigenous student joined us in 1971.

In 1998, St Catherine's was one of the first schools to offer Indigenous scholarships to help ensure that Indigenous students had the same educational opportunities as non-Indigenous students. We are proud to be a school where Indigenous and non-Indigenous girls work together to build their future. The core of our philosophy is to offer a broad, challenging and vibrant education, underpinned by strong support structures, that helps each girl realise her unique potential.

Parents and guardians are encouraged to participate in meetings and initiatives concerning Indigenous students and school programs. We believe that family and community support is important to a student's success and wellbeing. Community links

are a strong and valued instrument in maintaining and enriching the education and wellbeing of our Indigenous students. We continue to build on our associations with the Indigenous community through shared participation in our Indigenous Studies curriculum and programs, significant school events and close associations with local Indigenous organisations such as Nura Gili. This collaborative spirit enriches the personal and educational opportunities available to our Indigenous students now and into the future.



In October, Indigenous students from across Sydney joined in a social evening of dancing, eating and generally getting to know each other, hosted at St Catherine's School.

HOME COMMUNITIES

Armidale	Bodalla	Dubbo	Mungindi (NSW)
Parkes	Sydney	Welby	



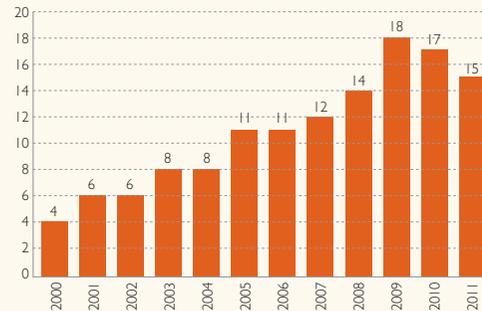
In July, St Catherine's School celebrated NAIDOC with a whole school assembly. Junior and Senior School students rejoiced together in the achievements, hopes and dreams of our Indigenous community, but also reflected on the difficulties Aboriginal and Torres Strait Islander people have faced, particularly in their struggle for the right to receive a sound education.



INDIGENOUS STUDENT ENROLMENT HISTORY 2000-2011

St Catherine's School has a long history of Indigenous enrolments, going back to the 1970s. Through the current Indigenous Education Program, Indigenous student enrolments at St Catherine's School have increased steadily from four students in 2000 to 15 students in 2011. Enrolments peaked in 2009, with a number of successful Year 12 completions.

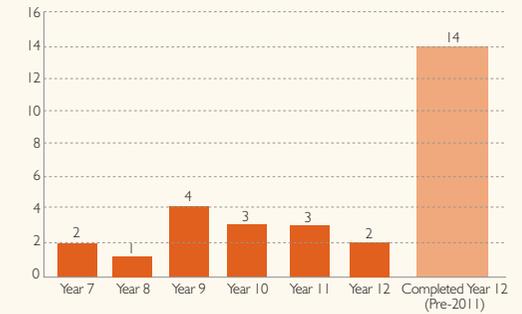
Indigenous Student Enrolment History 2000-2011
St Catherine's School, Waverley



CLASS YEAR BREAKDOWN

In 2011, Indigenous secondary students were spread across Years 7 to 12 at St Catherine's School. 14 Indigenous students have completed Year 12 prior to 2011.

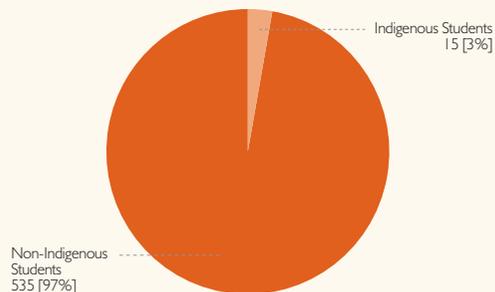
Class Year Breakdown 2011 and Year 12 Completions to Date - St Catherine's School, Waverley



CRITICAL MASS

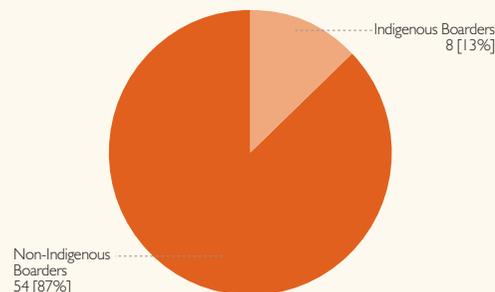
In 2011, 15 Indigenous students were enrolled at St Catherine's School, equal to 3% of the total student population of 550 students.

Critical Mass St Catherine's School, Waverley 2011
Secondary Students (Total 550 Students)



Eight Indigenous students were boarding at St Catherine's School in 2011, equal to 13% of the total boarding house population of 62 boarders.

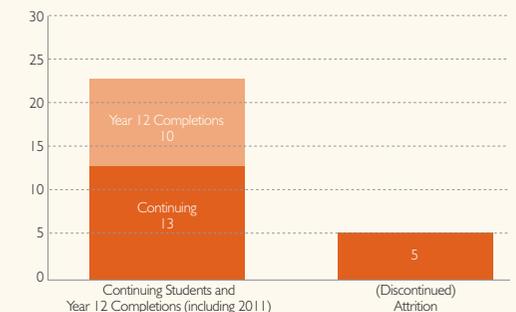
Critical Mass St Catherine's School, Waverley 2011
Boarding House (Total 62 Boarders)



RETENTION AND COMPLETION 2007-2011

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, 28 Indigenous students were enrolled at St Catherine's School, of whom 23 have either completed Year 12 or are still at the school and five have left the school before completing Year 12.

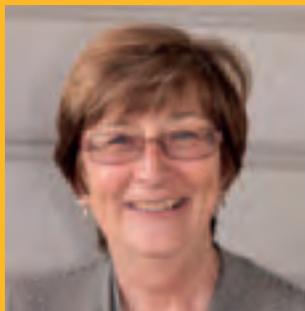
Retention and Completion 2007-2011
St Catherine's School, Waverley



Note: The retention and completion rates reflect the overall Indigenous Education Programs at AIEF Partner Schools over the last five years. The attrition rates do not imply underperformance as students may leave a school for a variety of reasons that can include changes in personal circumstances such as family migration interstate, personal or family health issues, or moving to a school that is more suited to the needs of the student.

NSW ST SCHOLASTICA'S COLLEGE

LORETTO RICHARDSON, PRINCIPAL



Our numbers of Aboriginal students have been maintained in both the day and boarding schools. Our students come from many different areas; many from the inner city given our location at Glebe.

Our boarders come from as far afield as Yirrkala in the Northern Territory, Walgett, Bourke, Dubbo and the northern coast of New South Wales. This diverse representation continues to build on the Indigenous Program, which was started at least 40 years ago with Mum Shirl and Father Ted Kennedy identifying students for the Good Samaritan Sisters to educate. Since this time, we have continued to embrace all peoples, underpinned by the belief that all have a right to a good education.

The numbers of Indigenous students in the boarding college remain strong and are made possible by funds from organisations such as AIEF. These young women add to the richness and diversity of the College. This was seen not only in the impressive major works produced by Year 11 and 12 students for Aboriginal Studies, but also in the wonderful artworks that the junior students created in both

Visual Art and Aboriginal Studies. This was reinforced by our Indigenous dance troupe *Yapa Mula*, which travelled to Spain in 2011 to perform at the International Benedictine Youth Conference in August.

Each day, I am reminded of where I am and of the importance of our Aboriginal program when I look up and see the Aboriginal flag flying next to the Australian flag. This year, we had our second Indigenous school captain, Nioka. The first was Malarndirri McCarthy in 1989, who is now a member of the Northern Territory Legislature. Our students continue to complete their schooling and go on to either study at university, TAFE or through cadetships and then on to a wide variety of careers – young women who have many more choices than their parents.



HOME COMMUNITIES

Bourke	Dubbo	Griffith	Hillston
Kempsey	Merewether	Sydney	Walgett
Weston	Yirrkala		

In August 2011, a group of young St Scholastica's Aboriginal students headed overseas to attend the International Benedictine Youth Conference and World Youth Day in Spain.

This was made possible by the generous donation of other Good Samaritan Schools, the Sisters of the Sacred Heart and the New South Wales Catholic Education Commission. There was much excitement mixed with anxiety as none of these young women had been outside Australia before.

After an emotional farewell, the girls headed to Spain with other World Youth Day pilgrims, ready for their big adventure. This excitement was tempered by an exhausting thirty-hour flight to arrive in Barcelona.

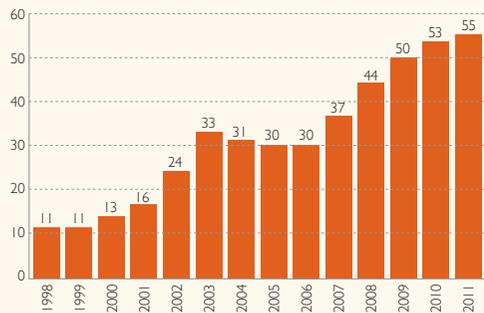
The girls then travelled on to Montserrat for the International Benedictine Youth Congress. The famous monastery, where the conference was held, is located at the top of a mountain, with steep cliffs and stunning scenery. Here the girls shared their ancient culture and traditions with other students from around the world. They danced at the opening ceremony and ran a workshop on Aboriginal culture and dance. They were very much part of the spiritual aspect of the conference.



INDIGENOUS STUDENT ENROLMENT HISTORY 1998-2011

St Scholastica's College has a long history of Indigenous enrolments, going back at least 40 years. In recent years, Indigenous student enrolments at St Scholastica's College have increased steadily from 11 students in 1998 to 55 students in 2011.

Indigenous Student Enrolment History 1998–2011
St Scholastica's College



CLASS YEAR BREAKDOWN

In 2011, Indigenous secondary students were spread across Years 7 to 12 at St Scholastica's College. 32 Indigenous students have completed Year 12 prior to 2011.

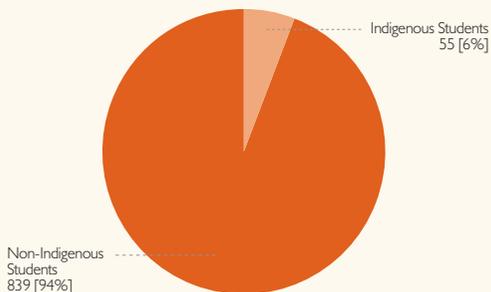
Class Year Breakdown 2011 and
Year 12 Completions to Date – St Scholastica's College



CRITICAL MASS

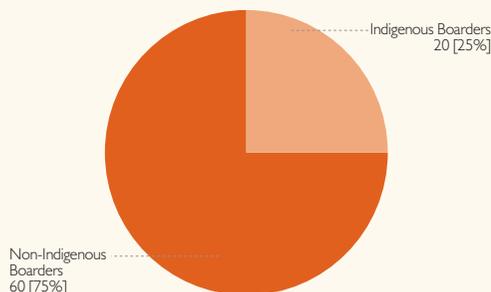
In 2011, 55 Indigenous students were enrolled at St Scholastica's College, equal to 6% of the total student population of 894 students.

Critical Mass St Scholastica's College 2011
Secondary Students (Total 894 Students)



20 Indigenous students were boarding at St Scholastica's College in 2011, equal to 25% of the total boarding house population of 80 boarders.

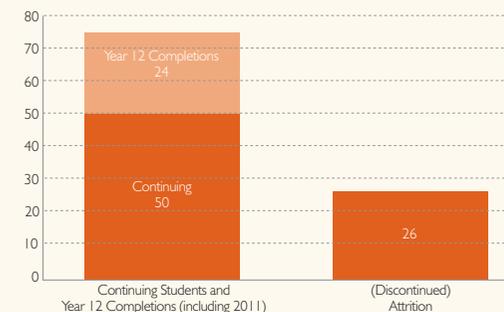
Critical Mass St Scholastica's College 2011
Boarding House (Total 80 Boarders)



RETENTION AND COMPLETION 2007-2011

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, 100 Indigenous students were enrolled at St Scholastica's College, of whom 74 have either completed Year 12 or are still at the school and 26 have left the school before completing Year 12.

Retention and Completion 2007–2011
St Scholastica's College



Note: The retention and completion rates reflect the overall Indigenous Education Programs at AIEF Partner Schools over the last five years. The attrition rates do not imply underperformance as students may leave a school for a variety of reasons that can include changes in personal circumstances such as family migration interstate, personal or family health issues, or moving to a school that is more suited to the needs of the student.

NSW ST VINCENT'S COLLEGE, POTTS POINT

FAY GURR, PRINCIPAL



From the time the five Sisters of Charity came to Australia to answer the call for help with the struggling colony, there has been a connection with the Aboriginal men and women of Australia.

St Vincent's College continues, 154 years on, to honour our Indigenous students and their families and bring compassion and hope.

In 2011, Indigenous student Nahdia presented a moving Reconciliation Assembly address, expressing a personal account of the difficulties faced by many Aboriginal people without a well-rounded education, the need for social justice and a sense of hope for the future for all Aboriginal people. Nahdia went on to describe the need for programs in Aboriginal education, health and social justice similar to those at St Vincent's College, to continue to encourage, support and present opportunities for Aboriginal people across Australia.

HOME COMMUNITIES

Alice Springs	Bellingen	Bodalla	Dubbo
Moree	Nyngan	Quirindi	South Bukalong
Sydney	Tweed Heads	Walgett	Wardell
Yass			

The formation of the *Garraway Aboriginal Dance Troupe* in 2010 has been a cultural asset and credit to the School with their moving performance at St Vincent's Hospital for Sorry Day in May 2011. The *Garraway Aboriginal Dance Troupe*, under the professional guidance of former Bangarra dancer and choreographer, Ms Peta Strachan, has learnt new and more complex routines including a Fire Dance from Arnhem Land. After a few rehearsals and learning these complex routines, the girls were performing before staff, patients and visitors at St Vincent's Hospital, as well as school assemblies and the end of year Speech Day assembly.





INDIGENOUS STUDENT ENROLMENT HISTORY 2002-2011

Indigenous student enrolments at St Vincent's College have increased steadily from two students in 2002 to 16 students in 2011.

Indigenous Student Enrolment History 2002–2011
St Vincent's College, Potts Point



CLASS YEAR BREAKDOWN

In 2011, Indigenous secondary students at St Vincent's College were spread across Years 7 to 11. Ten Indigenous students have completed Year 12 prior to 2011.

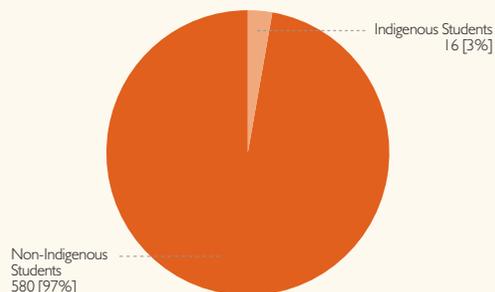
Class Year Breakdown 2011 and Year 12 Completions to Date – St Vincent's College, Potts Point



CRITICAL MASS

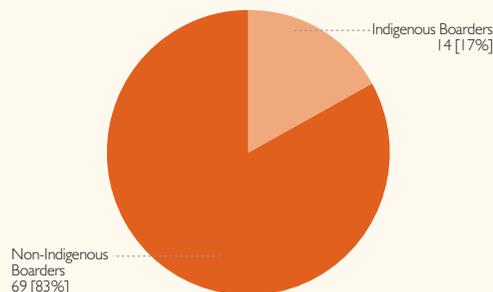
In 2011, 16 Indigenous students were enrolled at St Vincent's College, equal to 3% of the total student population of 596 students.

Critical Mass St Vincent's College, Potts Point 2011
Secondary Students (Total 596 Students)



14 Indigenous students were boarding at St Vincent's College in 2011, equal to 17% of the total boarding house population of 83 boarders.

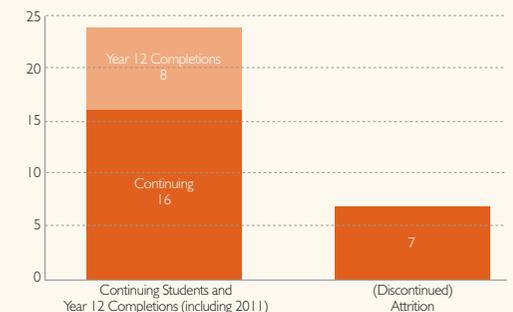
Critical Mass St Vincent's College, Potts Point 2011
Boarding House (Total 83 Boarders)



RETENTION AND COMPLETION 2007-2011

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, 31 Indigenous students were enrolled at St Vincent's College, of whom 24 have either completed Year 12 or are still at the school and seven have left the school before completing Year 12.

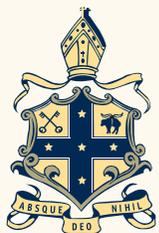
Retention and Completion 2007–2011
St Vincent's College, Potts Point



Note: The retention and completion rates reflect the overall Indigenous Education Programs at AIEF Partner Schools over the last five years. The attrition rates do not imply underperformance as students may leave a school for a variety of reasons that can include changes in personal circumstances such as family migration interstate, personal or family health issues, or moving to a school that is more suited to the needs of the student.

NSW THE ARMIDALE SCHOOL

MURRAY GUEST, PRINCIPAL



2011 has seen The Armidale School's (TAS) Indigenous Education Program expand and develop key areas. Growing enrolments of Indigenous students and an exciting new partnership with a nearby Aboriginal Primary School have come together to make 2011 a very positive year for the School.

TAS began its partnership with AIEF in 2011 and three new boarders started at the School with AIEF scholarships. The year has been a happy and successful one for those boys, with extensive involvement in school and representation in sport, music and the outdoor education and cadet leadership program. The boys received valuable mentoring from our senior Indigenous student, who carried the combined responsibilities of school prefect and boarding house captain as well as providing an excellent role model as a committed academic, sportsman and musician.

In 2011, the ad hoc relationship that TAS has been enjoying with Minimbah Aboriginal Primary School for some years developed under the leadership of one of our senior teachers, Barney Buntine, to include active involvement from students and staff. Each week, around 30 senior TAS students visit

Minimbah during their lunch break to support their reading program and play sport with the primary school children. Minimbah students visit TAS each week for swimming classes and a number played in TAS Rugby teams. Minimbah students also competed in the TAS primary Athletics carnival and representatives from both schools travelled together to the North Coast Independent Schools Athletics Championships.

TAS and Minimbah staff have also been spending time in one another's classrooms. This has provided excellent professional learning for our teachers.

Our Indigenous Education Program has attracted the interest and support of our Old Boys, who have established a fund designed to support our Indigenous students in their extracurricular activities.

HOME COMMUNITIES

Armidale	Bundjalung	Inverelle	Lewisham
Lightning Ridge	Mallowa	Moree	Narrabri
Trangie	Walcha		



Eddie and Brett, along with fellow student Jayden, painted for the NAIDOC ceremony.

The Armidale School's dedicated assembly in recognition of NAIDOC Week 2011 was a very special occasion, and perhaps even a milestone, in the history of TAS. This was the first time that our assembly was entirely devised and run by our Aboriginal students and the first time that the students and staff of Minimbah Aboriginal Primary School have joined us. From the thoroughly inspiring speech from our senior Aboriginal student Levi, to a video introducing each of the Aboriginal students and their heritage and the spectacle of all our boys dancing in full ceremonial paint – it was a stunning event.



INDIGENOUS STUDENT ENROLMENT HISTORY 2000-2011

After commencing with a small cohort of Indigenous students between 2000 and 2006, The Armidale School has developed and scaled its Indigenous Education Program with enrolments increasing steadily to 14 students in 2011.

Indigenous Student Enrolment History 2000–2011
The Armidale School



CLASS YEAR BREAKDOWN

In 2011, Indigenous secondary students were spread across Years 7 to 9 and Year 12 at The Armidale School. Four Indigenous students have completed Year 12 prior to 2011.

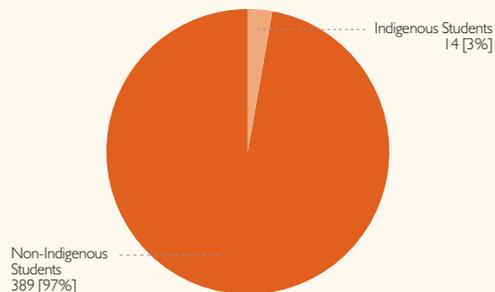
Class Year Breakdown 2011 and Year 12 Completions to Date – The Armidale School



CRITICAL MASS

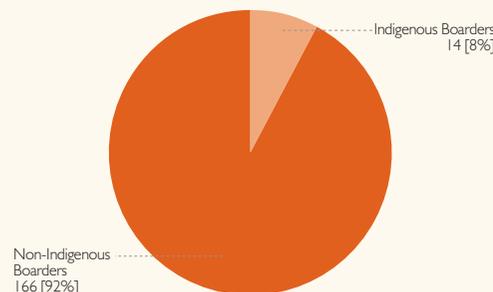
In 2011, 14 Indigenous students were enrolled at The Armidale School, equal to 3% of the total student population of 403 students.

Critical Mass The Armidale School 2011
Secondary Students (Total 403 Students)



All 14 Indigenous students were boarding at The Armidale School in 2011, equal to 8% of the total boarding house population of 180 boarders.

Critical Mass The Armidale School 2011
Boarding House (Total 180 Boarders)



RETENTION AND COMPLETION 2007-2011

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, 17 Indigenous students were enrolled at The Armidale School, of whom 16 have either completed Year 12 or are still at the school and one has left the school before completing Year 12.

Retention and Completion 2007–2011
The Armidale School



Note: The retention and completion rates reflect the overall Indigenous Education Programs at AIEF Partner Schools over the last five years. The attrition rates do not imply underperformance as students may leave a school for a variety of reasons that can include changes in personal circumstances such as family migration interstate, personal or family health issues, or moving to a school that is more suited to the needs of the student.

NSW THE SCOTS SCHOOL ALBURY

HEATHER NORTON, PRINCIPAL



We are very proud to partner with AIEF in providing educational opportunities for all students, particularly our two Indigenous students, Zac and Ethan.

In 2009, the School Board initiated conversations with AIEF seeking avenues to increase our relationship with Indigenous communities. Members of the staff and the School Board met with Andrew Penfold to discover the scope and potential for partnership opportunities.

Early in 2011, Zachary was enrolled as a boarder in Year 11. Similarly, later in 2011, Ethan also sought enrolment and joined our community.

The Scots School Albury aims to provide all students with a meaningful educational experience,

encourages each student to discover and foster their gifts and talents, and seeks to allow our students to work collaboratively regardless of age, gender, nationality or cultural group. Our Indigenous Program is central to our school aims. As a school of the Uniting Church in Australia, we actively support reconciliation through shared experiences of common goals. Both Zachary's and Ethan's commitment and participation in our School give us great faith that we can continue to provide quality education for Indigenous students. Our non-Indigenous students have widely welcomed them into our school and their hearts.

As part of active support for this program, we employed our first Indigenous Coordinator in 2011. She works with the students during their Prep (homework) time, which allows more flexibility and consistency of care. This assists each student as they adapt to our school's academic expectations and we have witnessed great changes in their attitudes and results. It will also assist them with future career plans.

HOME COMMUNITIES

Dunlop

Narrandera



Both Indigenous boys at Scots were offered holiday work through a local manufacturing firm. Ethan completed work experience with this company and was universally applauded for his teamwork, propensity for hard work and his willingness to learn.



INDIGENOUS STUDENT ENROLMENT HISTORY 2008-2011

The Scots School Albury commenced its Indigenous Education Program with one student in 2008 and 2009. Through the partnership with AIEF in early 2011, the program re-commenced with the enrolment of two Indigenous students.

Indigenous Student Enrolment History 2008–2011
The Scots School Albury



CLASS YEAR BREAKDOWN

In 2011, the Indigenous secondary students at The Scots School Albury were enrolled in Years 10 and 11.

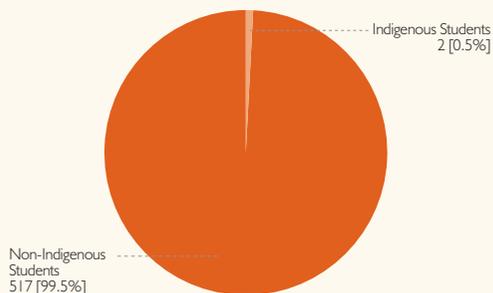
Class Year Breakdown 2011 and Year 12 Completions to Date – The Scots School Albury



CRITICAL MASS

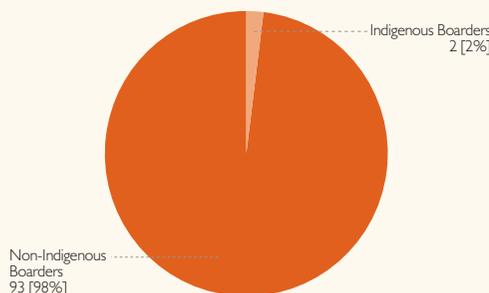
In 2011, two Indigenous students were enrolled at The Scots School Albury, equal to 0.5% of the total student population of 519 students.

Critical Mass The Scots School Albury 2011
Secondary Students (Total 519 Students)



Both Indigenous students were boarding at The Scots School Albury in 2011, equal to 2% of the total boarding house population of 95 boarders.

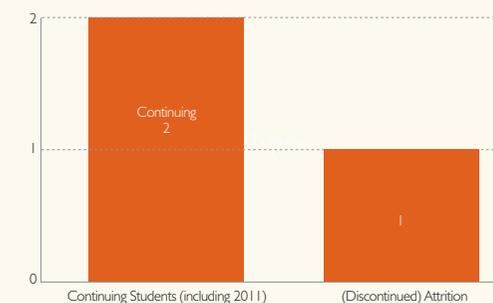
Critical Mass The Scots School Albury 2011
Boarding House (Total 95 Boarders)



RETENTION AND COMPLETION 2007-2011

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, three Indigenous students were enrolled at The Scots School Albury, of whom two are still at the school and one has left the school before completing Year 12.

Retention and Completion 2007–2011
The Scots School Albury



Note: The retention and completion rates reflect the overall Indigenous Education Programs at AIEF Partner Schools over the last five years. The attrition rates do not imply underperformance as students may leave a school for a variety of reasons that can include changes in personal circumstances such as family migration interstate, personal or family health issues, or moving to a school that is more suited to the needs of the student.

QLD CLAYFIELD COLLEGE

BRIAN SAVINS, PRINCIPAL



Indigenous students add a valuable dimension to the holistic education provided by Clayfield College.

Their presence provides the College community with a unique opportunity to develop a deeper understanding of the significance and integrity of Indigenous culture within a Christian learning community that welcomes students from diverse cultural backgrounds and mixed-ability levels. At Clayfield College, educating young people includes building reciprocal relationships that are characterised by deep connectedness between the people they bind.

Building reciprocal relationships energises and drives the success of the Indigenous Learning Program at Clayfield. Our program uses a holistic approach in achieving its mission to transition, integrate, educate, and provide greater opportunities and better outcomes for all its participants. Clayfield College acknowledges the injustices of Australia's European history and appreciates that the key to enhancing the God-given talents within future Indigenous generations is deeply rooted in the provision of an effective education, which means a much greater chance of building a successful life.

Clayfield College is committed to 'Closing the Gap' between the life outcomes of Indigenous and non-Indigenous Australians because it knows what works. Building strong relationships between the School, the students and their families, providing well-prepared and supportive teachers, following students through with Individual Education Plans, we continue to celebrate Indigenous culture – history, lore, language, country and spirituality – and offer excellent facilities and innovative learning techniques and programs, coupled with high-quality boarding accommodation and leadership programs. Clayfield College is well-placed to deliver such focused education.

Clayfield College is very committed to supporting our young people to build the futures they want for themselves through education. We wish to acknowledge the support and good work of AIEF.

HOME COMMUNITIES

Ascot	Narrandera	Casuarina	Chermside West
Darling Heights	Moa Island	Mornington Island	Napranum
Palm Island	Torres Strait	Wynnum	



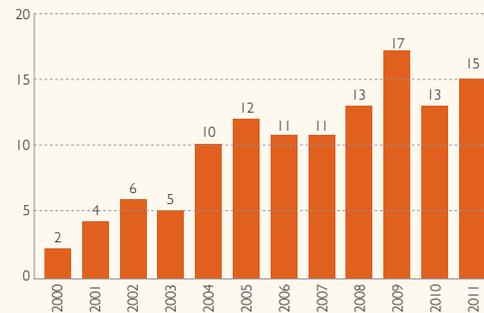
Motorcar Dreaming 1 and *Motorcar Dreaming 2* are fresh, unique artworks created by Clayfield College Indigenous boarder Claudia. An emerging Indigenous artist with a particular interest in photography, Claudia screen-prints distinctive images and photographs onto old car parts to create astonishing, original works of art. Claudia's artworks on salvaged car parts enable her to share images and contexts of remote communities with urban audiences. In recognition of her highly original artworks, Claudia has been invited to attend and exhibit at the Japan Exhibition in 2012.



INDIGENOUS STUDENT ENROLMENT HISTORY 2000-2011

Indigenous student enrolments at Clayfield College have increased steadily from two students in 2000 to 15 students in 2011.

Indigenous Student Enrolment History 2000–2011
Clayfield College



CLASS YEAR BREAKDOWN

In 2011, Indigenous secondary students were spread across Years 8 to 11 at Clayfield College. 12 Indigenous students have completed Year 12 prior to 2011.

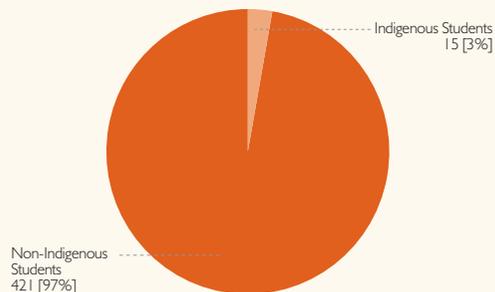
Class Year Breakdown 2011 and Year 12 Completions to Date – Clayfield College



CRITICAL MASS

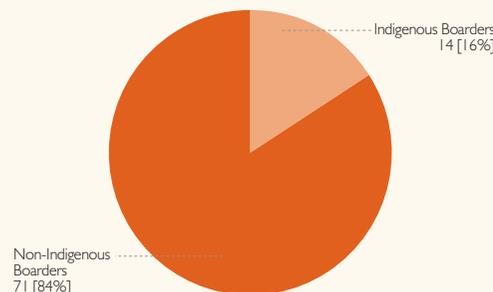
In 2011, 15 Indigenous students were enrolled at Clayfield College, equal to 3% of the total student population of 436 students.

Critical Mass Clayfield College 2011
Secondary Students (Total 436 Students)



14 Indigenous students were boarding at Clayfield College in 2011, equal to 16% of the total boarding house population of 85 boarders.

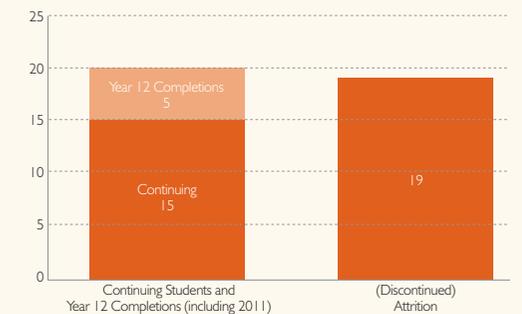
Critical Mass Clayfield College 2011
Boarding House (Total 85 Boarders)



RETENTION AND COMPLETION 2007-2011

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, 39 Indigenous students were enrolled at Clayfield College, of whom 20 have either completed Year 12 or are still at the school and 19 have left the school before completing Year 12. The high attrition rate reflects the challenges the Indigenous Education Program faced in the initial phase. Learnings in recent years have led to a pattern of increased retention and completion rates.

Retention and Completion 2007–2011
Clayfield College



Note: The retention and completion rates reflect the overall Indigenous Education Programs at AIEF Partner Schools over the last five years. The attrition rates do not imply underperformance as students may leave a school for a variety of reasons that can include changes in personal circumstances such as family migration interstate, personal or family health issues, or moving to a school that is more suited to the needs of the student.

QLD MARIST COLLEGE ASHGROVE

PETER MCLOUGHLIN, HEADMASTER



Marcellin Champagnat founded the Marist Brothers on 2 January 1817. The mission of the Brothers has always been to make Jesus known and loved.

The purpose of a Marist school such as Marist College Ashgrove is to transform the lives and situation of youth – particularly the marginalised and those at risk – through education. In providing a solid, 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 2011, there were 29 students, including 21 boarding students from remote, isolated areas as well as from regional areas, in the Marist College Indigenous Education Program.

In 2011, eight of our 21 Indigenous boarding students were supported by AIEF. 2011 has also seen the cementing 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 2011 program has been due in large part to the relationships forged between students, staff, families and communities. At the forefront of this has been the effective work of our Indigenous Support Officers, Darryl White and Bianca McDowall. They have the skills, insight and experience to ensure the program is as successful as it can be.

HOME COMMUNITIES

Brisbane	Dunwich	Fifield	Mornington Island	Murgon
New Mapoon	Palm Island	Peregian Beach	Pompuraaw	St George
Sunset	Thursday Island	Weipa	Wondunna	Woree
Yarrabah				



Marist students Benji and Charlie, Year 12 (left and centre), attended the *Learn Earn Legend! Work Experience with Government* program in Canberra.



Indigenous students Nathan and Jerome with Mr McLoughlin and Alan Joyce (CEO of Qantas) at a recent Australian Ireland Fund function at St Lucia Golf Club. This Fund supports AIEF's program at Marist College Ashgrove. The boys were asked to speak at the function, and so impressed was the audience that several businesses, along with Alan Joyce, expressed an interest in the boys joining their company once they graduate from the College.



INDIGENOUS STUDENT ENROLMENT HISTORY 1998-2011

Indigenous student enrolments at Marist College Ashgrove have increased steadily from five students in 1998 to 29 students in 2011.

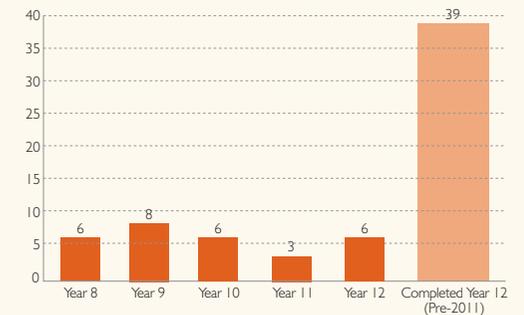
Indigenous Student Enrolment History 1998–2011
Marist College Ashgrove



CLASS YEAR BREAKDOWN

In 2011, Indigenous secondary students were spread across Years 8 to 12 at Marist College Ashgrove. 39 Indigenous students have completed Year 12 prior to 2011.

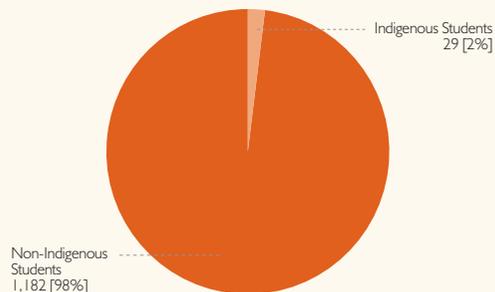
Class Year Breakdown 2011 and
Year 12 Completions to Date – Marist College Ashgrove



CRITICAL MASS

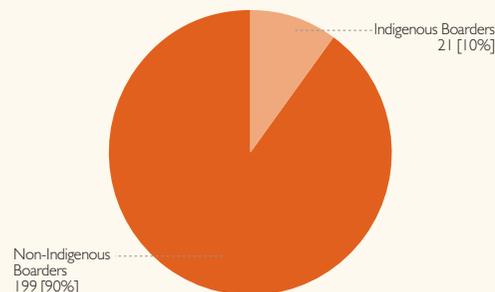
In 2011, 29 Indigenous students were enrolled at Marist College Ashgrove, equal to 2% of the total student population of 1,211 students.

Critical Mass Marist College Ashgrove 2011
Secondary Students (Total 1,211 Students)



21 Indigenous students were boarding at Marist College Ashgrove in 2011, equal to 10% of the total boarding house population of 220 boarders.

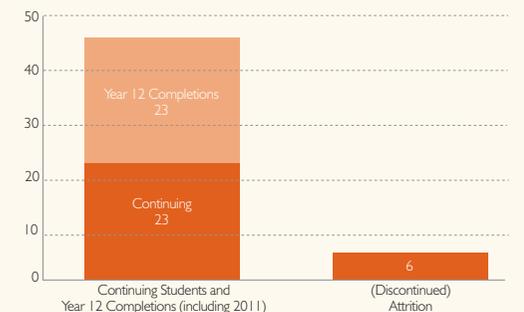
Critical Mass Marist College Ashgrove 2011
Boarding House (Total 220 Boarders)



RETENTION AND COMPLETION 2007-2011

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, 52 Indigenous students were enrolled at Marist College Ashgrove, of whom 46 have either completed Year 12 or are still at the school and six have left the school before completing Year 12.

Retention and Completion 2007–2011
Marist College Ashgrove



Note: The retention and completion rates reflect the overall Indigenous Education Programs at AIEF Partner Schools over the last five years. The attrition rates do not imply underperformance as students may leave a school for a variety of reasons that can include changes in personal circumstances such as family migration interstate, personal or family health issues, or moving to a school that is more suited to the needs of the student.

QLD ST AUGUSTINE'S COLLEGE

BROTHER BILL SULLIVAN FMS, HEADMASTER



Within the range of options open to Indigenous students in Far North Queensland and in the Torres Strait, St Augustine's College fills a critical, important niche.

The College's commitment to Indigenous education is long-standing. The particular approach is the fruit of years of ongoing reflection, negotiation and cumulative wisdom. The College aims to review and enhance its approach by ongoing and close collaboration with parents, community leaders, support agencies and educational experts.

St Augustine's offers a mainstream academic curriculum. It provides Indigenous students, especially those from remote communities, with the opportunity to complete Year 12 and prepares them for further education at a tertiary level. It challenges and supports them to achieve as young Indigenous people within a mostly non-Indigenous milieu. This is the central hope of their parents.

The Indigenous education at St Augustine's is characterised by a number of core ideals. These include:

- Direct relationships with the parents and communities – the College has developed particularly strong relationships with communities of the Torres Strait. Support agencies and the College's Indigenous Support person assist in linking these relationships.
- A welcoming environment – practices are in place to ensure that the transitions into the College are as stress-free as possible for both students and parents.
- A 'critical mass' of Indigenous students is maintained (around 15% of boarding students).
- Enrolment is open to students of all academic abilities with targeted support and extension where needed.
- Promotion of excellence – provision of first-rate facilities and practices that encourage attendance and meeting the high expectations that are set.

HOME COMMUNITIES

Bamaga	Cairns	Gordonvale	Lockhart	Mabuiag Island
Mornington Island	Mossman	Parkes	Pormpuraaw	Port Douglas
Saibai Island	Thursday Island	Warraber Island		



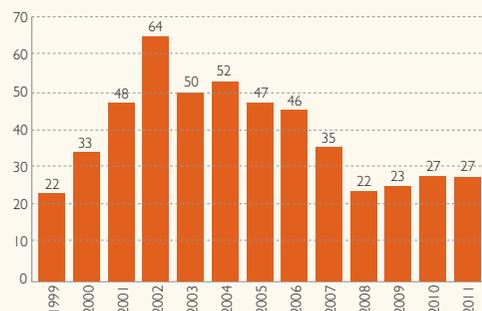
Colin, a Year 11 student at St Augustine's, meets with the Australian Prime Minister, the Hon Julia Gillard. Colin, who comes from a remote Island in the Torres Strait, has attended St Augustine's College since Year 8 and has shown passion and perseverance to improve his literacy skills. Colin was in Canberra as part of the *Learn Earn Legend! Work Experience with Government* program, organised by AIEF.



INDIGENOUS STUDENT ENROLMENT HISTORY 1999-2011

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 steadily increased and will continue to grow.

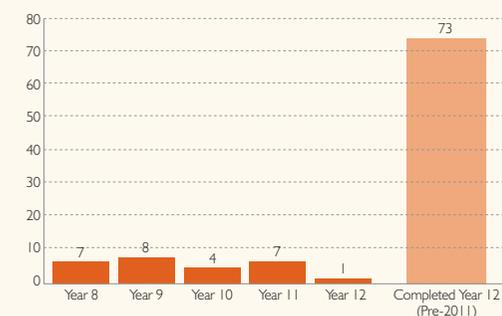
Indigenous Student Enrolment History 1999-2011
St Augustine's College



CLASS YEAR BREAKDOWN

In 2011, Indigenous secondary students were spread across Years 8 to 12 at St Augustine's College. 73 Indigenous students have completed Year 12 prior to 2011

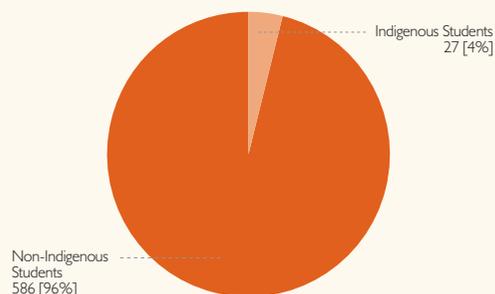
Class Year Breakdown 2011 and
Year 12 Completions to Date - St Augustine's College



CRITICAL MASS

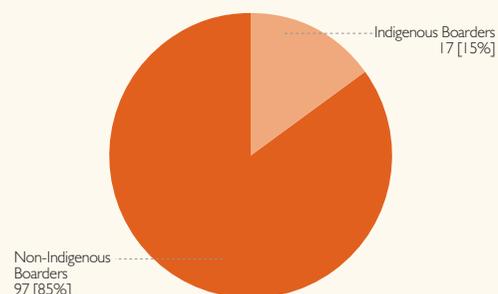
In 2011, 27 Indigenous students were enrolled at St Augustine's College, equal to 4% of the total student population of 613 students.

Critical Mass St Augustine's College 2011
Secondary Students (Total 613 Students)



In 2011, 17 Indigenous students were boarding at St Augustine's College, equal to 15% of the total boarding house population of 114 boarders.

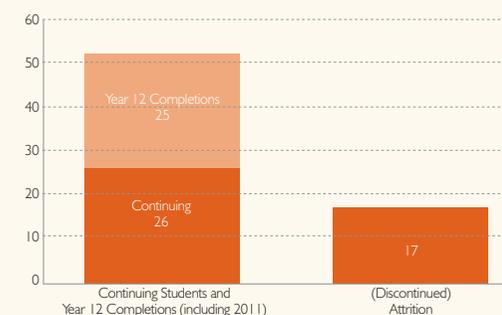
Critical Mass St Augustine's College 2011
Boarding House (Total 114 Boarders)



RETENTION AND COMPLETION 2007-2011

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, 68 Indigenous students were enrolled at St Augustine's College, of whom 51 have either completed Year 12 or are still at the school and 17 have left the school before completing Year 12.

Retention and Completion 2007-2011
St Augustine's College



Note: The retention and completion rates reflect the overall Indigenous Education Programs at AIEF Partner Schools over the last five years. The attrition rates do not imply underperformance as students may leave a school for a variety of reasons that can include changes in personal circumstances such as family migration interstate, personal or family health issues, or moving to a school that is more suited to the needs of the student.

QLD ST JOSEPH'S NUDGENE COLLEGE

DARYL HANLY, PRINCIPAL



This year, the Senior students at St Joseph's Nudgee College coined as their motto, "Dream, Dare, Do!".

College Captain, Scott Gale, ever proud of his Indigenous heritage, capably led the College, demonstrating through action and endeavour the importance of visioning for the future and taking a risk in achieving that dream through decisive action.

As the eleven Indigenous graduates of St Joseph's Nudgee College stood proudly on the altar of St Stephen's Cathedral in November and were congratulated on their successes, along with 98 Indigenous graduates from many other Catholic Schools of the Archdiocese, I could not suppress the immense pride I felt, realising the wonderful achievements of these young men who had shared their skills and talents with us – academics, dancers, artists, debaters, musicians and sports-persons.



Bailey and Joshua were selected to travel to Sydney with Miss Yvonne O'Neill to attend the Annual Report launch event for our scholarship partner, the Australian Indigenous Education Foundation. The students made the most of this unique opportunity and mingled with Her Excellency Professor Marie Bashir AC CVO, the Hon Sir William Deane AC KBE, AIEF Chairman Ray Martin AM and founder of AIEF, Chief Executive Officer Andrew Penfold.

More critically, I reflected on the imparting of Indigenous culture, so willingly shared, which has enriched the 'spirit' of the College.

As a College community, we are all indebted to the generosity of the Australian Indigenous Education Foundation, which supports so well the educational journeys of these young men, and in doing so contributes to such cross-cultural understandings.



HOME COMMUNITIES

Bamaga	Brisbane	Buderim	Bundaberg	Burketown	Cherbourg	Cooroibah
Darnley Island	Darwin	Eulo	Goodooga	Innisfail	Kingaroy	Lockhart
Longreach (QLD)	Lyons	Mornington Island	Normanton	Orange	Palmerston	Thursday Island
Tiwi Islands	Toowoomba	Townsville	Winton			



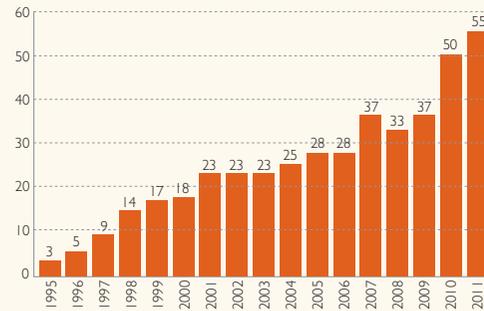
With Matthew being the driving force, our young men have danced with such pride and confidence in which everyone can be proud. We saw the students dance at both the awards ceremonies and also the Graduation Mass Service. Some of the most positive outcomes of these experiences were the obvious boost of confidence in our young men and the impact their performances had on individuals in our wider school community.



INDIGENOUS STUDENT ENROLMENT HISTORY 1995-2011

Indigenous student enrolments at St Joseph's Nudgee College have increased steadily from three students in 1995 to 55 students in 2011, with a spike in 2010 after partnering with AIEF.

Indigenous Student Enrolment History 1995–2011
St Joseph's Nudgee College



CLASS YEAR BREAKDOWN

In 2011, Indigenous secondary students were spread across Years 8 to 12 at St Joseph's Nudgee College. 62 Indigenous students have completed Year 12 prior to 2011.

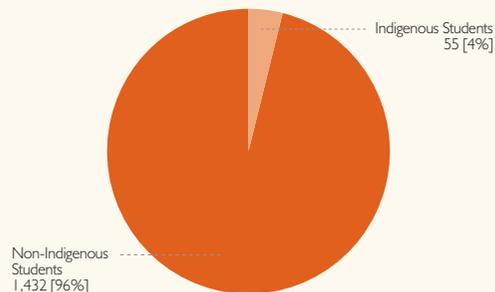
Class Year Breakdown 2011 and Year 12 Completions to Date – St Joseph's Nudgee College



CRITICAL MASS

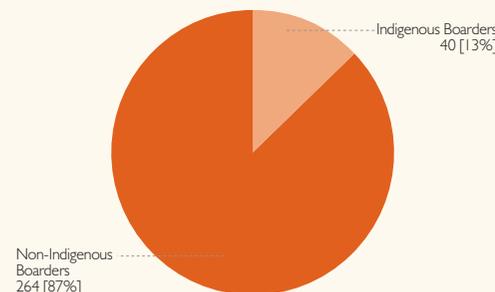
In 2011, 55 Indigenous students were enrolled at St Joseph's Nudgee College, equal to 4% of the total student population of 1,487 students.

Critical Mass St Joseph's Nudgee College 2011
Secondary Students (Total 1,487 Students)



In 2011, 40 Indigenous students were boarding at St Joseph's Nudgee College, equal to 13% of the total boarding house population of 304 boarders.

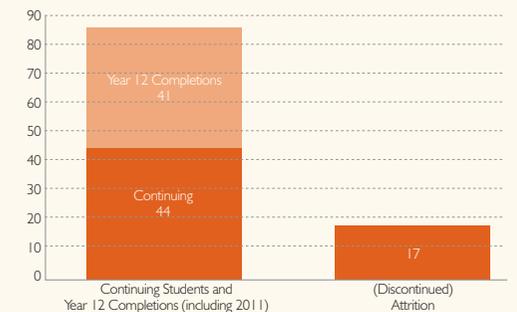
Critical Mass St Joseph's Nudgee College 2011
Boarding House (Total 304 Boarders)



RETENTION AND COMPLETION 2007-2011

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, 102 Indigenous students were enrolled at St Joseph's Nudgee College, of whom 85 have either completed Year 12 or are still at the school and 17 have left the school before completing Year 12.

Retention and Completion 2007–2011
St Joseph's Nudgee College



Note: The retention and completion rates reflect the overall Indigenous Education Programs at AIEF Partner Schools over the last five years. The attrition rates do not imply underperformance as students may leave a school for a variety of reasons that can include changes in personal circumstances such as family migration interstate, personal or family health issues, or moving to a school that is more suited to the needs of the student.

QLD ST PETERS LUTHERAN COLLEGE

ADRIAN WILES, PRINCIPAL



I am delighted that St Peters continues to be involved with a strong Indigenous Education Program.

AIEF is a valued partner in this worthwhile enterprise and I know that our students benefit greatly from the support given to them through the Foundation.

2011 student achievements:

- **Jemmason and Wasie:** Australian Open Girls Netball
- **Jemmason:** College Prefect
- **Eddie:** Trainee of the Year PASS Australia
- **Taylor and Mahalia:** UQ's *Young Achievers Program*
- **Eddie:** Captain College First 15 Rugby
- **Travis:** Australian Indigenous Rugby Team tour – New Zealand
- **Latiesha:** *Learn Earn Legend! Work Experience with Government program*

In 2012, fifteen students will enter into their senior years. Thirteen students have elected to follow a study pattern aimed at attending university.



HOME COMMUNITIES

Bamaga	Bowen	Brisbane	Cairns
Coen	Dirranbandi	Hope Vale	Melville Island
Moura	Palm Island	Weipa	West Mackay
Yam Island			

An exciting highlight for AIEF scholarship students in 2011 was having a *Food for Thought* boardroom luncheon in Sydney with Ralph Norris, then-CEO of the Commonwealth Bank. The students involved were Latiesha, Eddie, Moses and Jemmason. Only Eddie had been to Sydney before – an eye-opener for all the students as they had lunch in a high-rise in Sussex Street with one of Australia's most recognised CEOs. The students were humbled by Mr Norris' welcome and kind words of advice and encouragement.



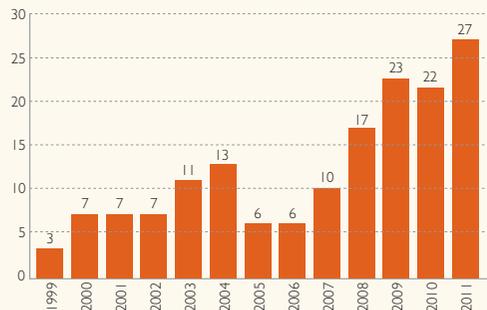
Latiesha from the Northern Territory attended the *Learn Earn Legend! Work Experience with Government program* in Canberra in 2011. Latiesha had never been to Australia's capital before and was thrilled to walk through Parliament House and to visit the Australian War Memorial and the National Museum. She additionally found the pace of Parliament House and the scale of operations there overwhelming and she described the whole experience as life-changing. The highlight was when she met the Prime Minister.



INDIGENOUS STUDENT ENROLMENT HISTORY 1999-2011

Indigenous student enrolments at St Peters Lutheran College increased steadily between 1999 and 2004. Following an early peak in 2004 with the graduation of the College's first large cohort of Indigenous Year 12 students, enrolments have continued to steadily increase to more than double since that time.

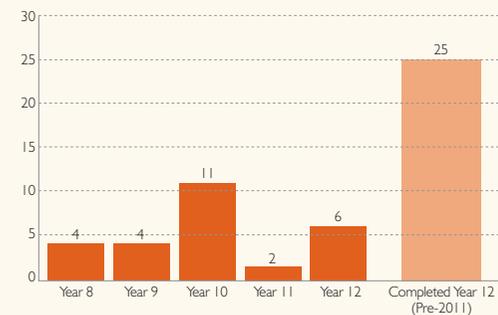
Indigenous Student Enrolment History 1999-2011
St Peters Lutheran College



CLASS YEAR BREAKDOWN

In 2011, Indigenous secondary students were spread across Years 8 to 12 at St Peters Lutheran College. 25 Indigenous students have completed Year 12 prior to 2011.

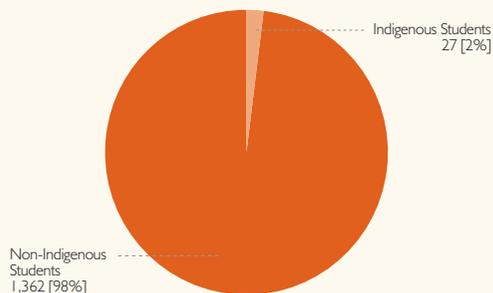
Class Year Breakdown 2011 and Year 12 Completions to Date - St Peters Lutheran College



CRITICAL MASS

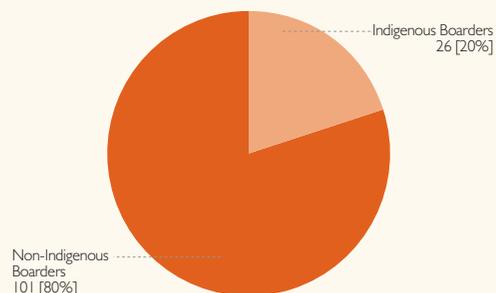
In 2011, 27 Indigenous students were enrolled at St Peters Lutheran College, equal to 2% of the total student population of 1,389 students.

Critical Mass St Peters Lutheran College 2011
Secondary Students (Total 1,389 Students)



In 2011, 26 Indigenous students were boarding at St Peters Lutheran College, equal to 20% of the total boarding house population of 127 boarders.

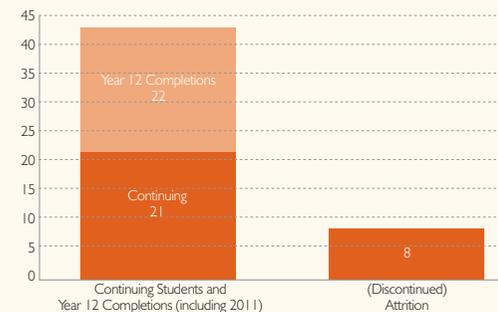
Critical Mass St Peters Lutheran College 2011
Boarding House (Total 127 Boarders)



RETENTION AND COMPLETION 2007-2011

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, 51 Indigenous students were enrolled at St Peters Lutheran College, of whom 43 have either completed Year 12 or are still at the school and eight have left the school before completing Year 12.

Retention and Completion 2007-2011
St Peters Lutheran College



Note: The retention and completion rates reflect the overall Indigenous Education Programs at AIEF Partner Schools over the last five years. The attrition rates do not imply underperformance as students may leave a school for a variety of reasons that can include changes in personal circumstances such as family migration interstate, personal or family health issues, or moving to a school that is more suited to the needs of the student.

QLD ST SAVIOUR'S COLLEGE

MARGARET BATTLE, PRINCIPAL



Empowering our young Indigenous women to have the confidence to embrace with hope their personal potential has offered an overriding theme for our academic and pastoral support program for 2011.

Staff, parents and numerous local agencies have worked in partnership to strengthen the capacity for current and future Indigenous women, to nurture and respect culture, traditions and social connectedness. Building on the findings and successes of 2010, the College has continued to provide an environment of care that commits to removing barriers to greater success. To achieve this, consistent attention has been given to investigating the difficulties that many of the girls encounter with some aspects of mainstream learning structures.

Although the College has focused on developing the literacy and numeracy skills of all girls, staff and students together have sought avenues to achieve this goal through as many means as possible including the critical analysis of data and seeking strategies to challenge potential obstacles to success. Working predominantly through the established Indigenous Learning Enhancement Centre, girls have been offered a wide range of

opportunities including access to leadership training, specific traineeship and career support and the promotion of cultural activities such as a NAIDOC dinner and the commencement of an Indigenous and Torres Strait Islander Totem Garden as a recognition space.

Travelling to the Canberra hinterland during the September school holidays for the *AIEF Outward Bound Camp* offered a number of girls not just an adventure but an experience that strengthened their independence, challenged their personal aspirations and provided opportunities to develop leadership skills. Learning to cope with the unknown and unexpected has resulted in a number of young women embracing the future with determination and confidence. The support offered through AIEF to participate in this experience assisted them to realise and appreciate the breadth of support and hope the broader community has in them and the impact they can have on their communities in the future.

HOME COMMUNITIES

Birdsville	Boonah	Cambooya	Cherbourg	Cunnamulla	Dauan Island
Eulo	Gracemere	Highfields	Lockhart (QLD)	Mackay	Miles
Mitchell	Moree	Murgon	Oakey	Pormpuraaw	Quilpie
St George	Thargomindah	Toowoomba			





INDIGENOUS STUDENT ENROLMENT HISTORY 1995-2011

After enrolling one Indigenous student over a five-year period in the late Nineties, St Saviour's College carefully developed its Indigenous Education Program which re-commenced in 2004. Enrolments have steadily grown, to reach a new milestone of 40 Indigenous students in 2011.

Indigenous Student Enrolment History 1995-2011
St Saviour's College



CLASS YEAR BREAKDOWN

In 2011, Indigenous secondary students were spread across Years 8 to 12 at St Saviour's College. 26 Indigenous students have completed Year 12 prior to 2011.

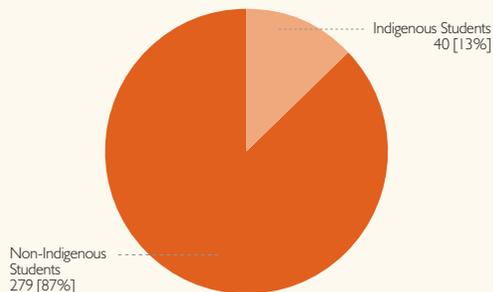
Class Year Breakdown 2011 and Year 12 Completions to Date - St Saviour's College



CRITICAL MASS

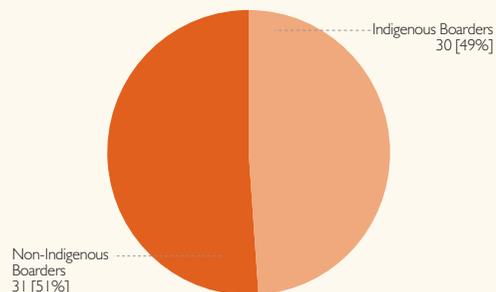
In 2011, 40 Indigenous students were enrolled at St Saviour's College, equal to 13% of the total student population of 319 students.

Critical Mass St Saviour's College 2011
Secondary Students (Total 319 Students)



In 2011, 30 Indigenous students were boarding at St Saviour's College, making up almost half of the total boarding house population of 61 boarders.

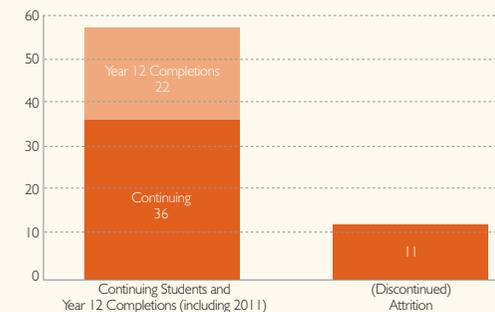
Critical Mass St Saviour's College 2011
Boarding House (Total 61 Boarders)



RETENTION AND COMPLETION 2007-2011

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, 69 Indigenous students were enrolled at St Saviour's College, of whom 58 have either completed Year 12 or are still at the school and 11 have left the school before completing Year 12.

Retention and Completion 2007-2011
St Saviour's College



Note: The retention and completion rates reflect the overall Indigenous Education Programs at AIEF Partner Schools over the last five years. The attrition rates do not imply underperformance as students may leave a school for a variety of reasons that can include changes in personal circumstances such as family migration interstate, personal or family health issues, or moving to a school that is more suited to the needs of the student.

QLD THE CATHEDRAL SCHOOL

IAN GAMACK, PRINCIPAL



The Cathedral School of St Anne and St James has built its ethos and school culture around strong community, strong relationships and the desire for every child to achieve success.

These aims pervade all programs in the School, both in and out of the classroom. A key element of our success is the willingness of the staff and students to embrace the necessary hard work and collaboration required for these relationships to work productively for all concerned.

When it comes to the work done by our Indigenous Support Department, the need for positive relationships requires even more attention, due to the fact that our Indigenous students all come from such diverse and distant communities and the support they need crosses so many departments in the school.

The highly successful Indigenous Support Department at Cathedral, headed for the last seven years by Irene Marshall and handed over to Kylie Mitchell in September 2011, supports the scaffold needed to

promote successful learning and living for all our Indigenous students. Irene and Kylie, along with department members Monique Russell and Floyd Gillan, support the boarding, nursing, teaching, administration and learning support staff. This extensive teamwork exercise requires the Indigenous support staff to possess excellent communication and people management skills, which then allows them to do the best for the Indigenous students in their care. Communication with the various scholarship organisations, like AIEF, as well as regular contact with parents and families also allow for relationship building to occur at optimum levels. I know I speak on behalf of our Indigenous students when I congratulate the Indigenous Support Department of The Cathedral School for their outstanding work and thank them for their significant contribution to the School.

HOME COMMUNITIES

Alyangula	Bamaga	Boigu Island	Brisbane	Cloncurry
Coen	Croydon (QLD)	Dauan Island	Kelso	Mabuiag Island
Mt Isa	New Mapoon	Normanton	Palm Island	Pormpuraaw
Townsville	Tully	Wujal Wujal	Yarrabah	



Kylie Mitchell and Irene Marshall from The Cathedral School's Indigenous Support Department.



INDIGENOUS STUDENT ENROLMENT HISTORY 2001-2011

Indigenous student enrolments at The Cathedral School have increased substantially from two students in 2001 to 44 students in 2011.

Indigenous Student Enrolment History 2001-2011
The Cathedral School



CLASS YEAR BREAKDOWN

In 2011, Indigenous secondary students were spread across Years 8 to 12 at The Cathedral School. 24 Indigenous students have completed Year 12 prior to 2011.

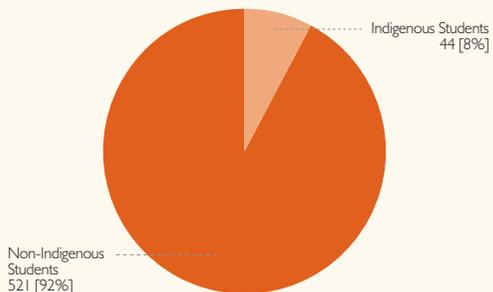
Class Year Breakdown 2011 and Year 12 Completions to Date – The Cathedral School



CRITICAL MASS

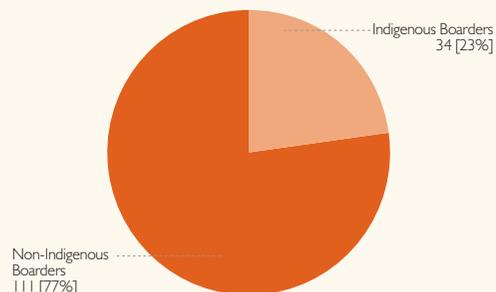
In 2011, 44 Indigenous students were enrolled at The Cathedral School, equal to 8% of the total student population of 565 students.

Critical Mass The Cathedral School 2011
Secondary Students (Total 565 Students)



In 2011, 34 Indigenous students were boarding at The Cathedral School, equal to 23% of the total boarding house population of 145 boarders.

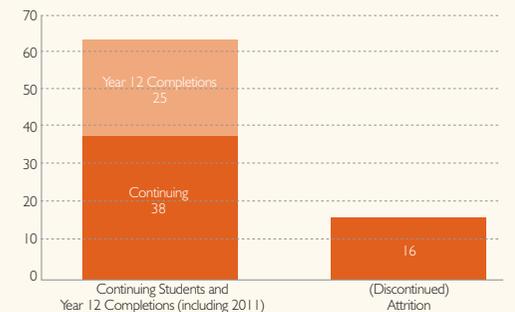
Critical Mass The Cathedral School 2011
Boarding House (Total 145 Boarders)



RETENTION AND COMPLETION 2007-2011

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, 79 Indigenous students were enrolled at The Cathedral School, of whom 63 have either completed Year 12 or are still at the school and 16 have left the school before completing Year 12.

Retention and Completion 2007-2011
The Cathedral School



Note: The retention and completion rates reflect the overall Indigenous Education Programs at AIEF Partner Schools over the last five years. The attrition rates do not imply underperformance as students may leave a school for a variety of reasons that can include changes in personal circumstances such as family migration interstate, personal or family health issues, or moving to a school that is more suited to the needs of the student.

QLD TOWNSVILLE GRAMMAR SCHOOL

RICHARD FAIRLEY, PRINCIPAL



Townsville Grammar School is a co-educational, non-denominational Pre-Prep to 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 who 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.

The boarding community of 150 boys and girls is an integral and important part of the School. They

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, with the majority being for 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.

Jerri is a Year 10 student at Townsville Grammar School, funded by an AIEF Scholarship. We asked Jerri to give us some of her highlights on boarding school:

“Mr Wilson [Director of Boarding at Townsville Grammar School] is always telling us that boarding is just a home away from home and I couldn't agree more. School becomes our home, the teachers become our parents and our friends become our siblings. In boarding if you're ever feeling sad or homesick, there will always be someone there to help you out. Here we create friendships that can never be broken. I do admit to having my ups and downs but that's what life's about – if you don't fall, how will you ever find out who will be there to help you up again? So here's some advice to anyone who is having trouble in boarding school: if you want friends, put yourself out there and you'll find your crowd. If you're homesick, don't forget there will always be someone who wants to help you so remember you're never alone. It's okay to cry but it's better to smile.

”



I had lost my passion and drive for the future, didn't know what I was going to do, until that night when I heard all those stories and realised there was so many people in my position, but also so many people supporting us; it made me more focused in deciding what I want my future to be.

AIEF SCHOLARSHIP STUDENT AFTER THE 2010 AIEF ANNUAL REPORT LAUNCH EVENT

WA AQUINAS COLLEGE

MARK SAWLE, PRINCIPAL



Aquinas College has had a significant history through its Christian Brother traditions of supporting Indigenous students through education. Aquinas College stands in solidarity with Indigenous people of Australia.

Through collaborative partnerships that are mutually enriching, Aquinas College is called through its place in Catholic education through the Bishops' Mandate to Catholic schools, the Charter of Edmund Rice Education Australia and its own mission to be committed to increasing the enrolment and retention of Aboriginal and Torres Strait Islander students.

From 2010, Aquinas has formalised its structures to assist Indigenous students to attend the College and enrolled 12 Indigenous secondary students in 2011. Of these students, there are eight boarders and four day students with the boarders being drawn from the breadth of Western Australia – from Kununurra in the North, to Esperance in the South. For the first time, Aquinas has enrolled an Indigenous student into the junior school as a day student.

The College is gradually growing the number of students from Indigenous backgrounds as a deliberate, planned approach to providing an enriching and holistic education for our boys.

In support of the Indigenous students, the College has employed an Indigenous Support Officer, who has been actively engaged in both classroom support and liaising with parents. This role has been vital to adding to the Aquinas experience of the boys who attend. Mr Derek Hunter will continue in this role in 2012 and will be joined by Mr Michael Bell in the position of Director of Indigenous Education.

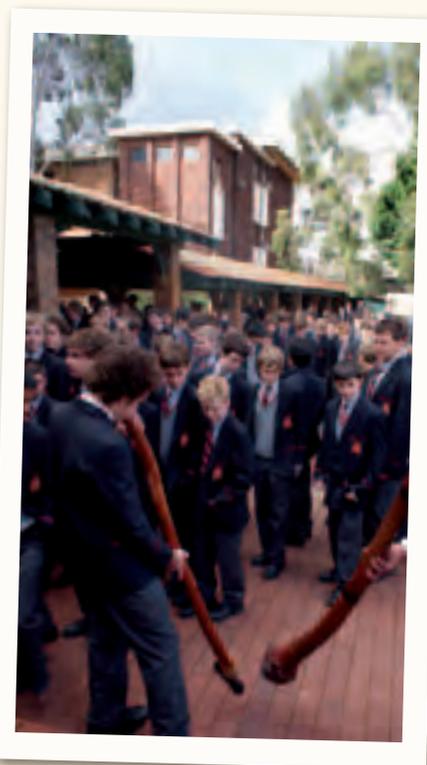
Aquinas College has been delighted to join the AIEF network in Western Australia and is looking forward to three more boys commencing in 2012 through the *AIEF Scholarship Program*.

NAIDOC Day celebrations – The College came together in an assembly and the guest of honour was Mr Ben Wyatt, the Shadow Minister of Education, who is a former Indigenous student of the College. The week's activities included Indigenous bead-making workshops as part of lunch breaks. The Indigenous boys also attended a NAIDOC liturgy with other Indigenous students in Catholic schools around Perth.

HOME COMMUNITIES

Port Hedland	Beagle Bay	Beverley	Broome	Esperance
Ferndale	Kardinya	Kununurra	St James (VIC)	

Derby Immersion Program – Students from the College explored the culture, issues and land in the Derby and Kimberley region and whilst doing this formed relationships with local Indigenous communities.





INDIGENOUS STUDENT ENROLMENT HISTORY 2000-2011

Whilst Aquinas College has been enrolling Indigenous students since 2000, building upon past success, the school commenced its current Indigenous Education Program in 2010 with a significant increase in enrolments to 12 Indigenous students.

Indigenous Student Enrolment History 2000-2011
Aquinas College



CLASS YEAR BREAKDOWN

In 2011, Indigenous secondary students were spread across Years 8 to 12 at Aquinas College. 12 Indigenous students have completed Year 12 prior to 2011.

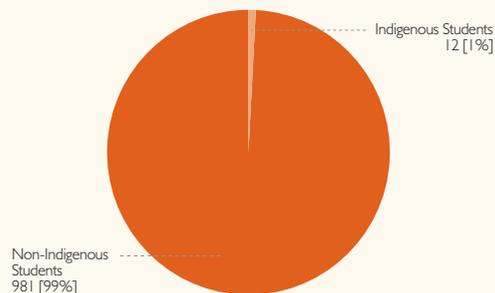
Class Year Breakdown 2011 and Year 12 Completions to Date - Aquinas College



CRITICAL MASS

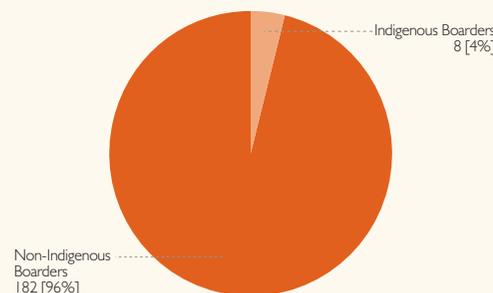
In 2011, 12 Indigenous students were enrolled at Aquinas College, equal to 1% of the total student population of 993 students.

Critical Mass Aquinas College 2011
Secondary Students (Total 993 Students)



In 2011, eight Indigenous students were boarding at Aquinas College, equal to 4% of the total boarding house population of 190 boarders.

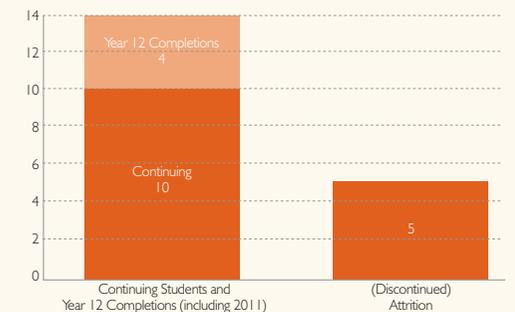
Critical Mass Aquinas College 2011
Boarding House (Total 190 Boarders)



RETENTION AND COMPLETION 2007-2011

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, 19 Indigenous students were enrolled at Aquinas College, of whom 14 have either completed Year 12 or are still at the school and five have left the school before completing Year 12.

Retention and Completion 2007-2011
Aquinas College



Note: The retention and completion rates reflect the overall Indigenous Education Programs at AIEF Partner Schools over the last five years. The attrition rates do not imply underperformance as students may leave a school for a variety of reasons that can include changes in personal circumstances such as family migration interstate, personal or family health issues, or moving to a school that is more suited to the needs of the student.

WA LA SALLE COLLEGE

WAYNE BULL, PRINCIPAL



La Salle College caters for 1,400 students in the Middle Swan region in Western Australia.

As a Catholic school, under the charism of St John Baptist de La Salle, the College provides a quality Catholic education that focuses on the development of the whole person – the intellectual, spiritual, socio-emotional and physical domains.

The College is committed to Aboriginal education and seeks in its own way to 'Close the Gap' for Aboriginal students. The College provides an educational environment for Aboriginal students, drawing from the local area, the Pilbara and the Kimberley regions.

2011 was the first year of boarding exclusively for Aboriginal students with a special link to Luurmpa Catholic School, Balgo Hills for up to 40 students. Indigenous students participated in a variety of educational programs, including transition classes, mainstream and tertiary entrance courses, vocational educational training, school-based traineeships and work experience.

Eight Aboriginal students graduated this year – three of them came from remote communities. Of those students, three will go on to university studies, one has secured a mining apprenticeship, three will go on to TAFE studies and one will be doing a volunteer gap-year.

La Salle completed its Aboriginal Education Policy and the Reconciliation Action Plan and both will be fully implemented in 2012.

La Salle College students attend the annual Sorry Day celebrations at Wellington Square, Perth, that brings together students from across the city to learn and share the complex history of Indigenous Australians. Students pictured here are mostly La Salle boarding students from the Balgo Hills Aboriginal Community.

HOME COMMUNITIES

Bindoon	Broome	Gidgegannup	Gingin	Glen Forrest
Halls Creek	Kununurra	One Arm Point	Onslow	Parkerville
Perth	Port Hedland	South Hedland	Stratton	

Two students from La Salle participated in the *Learn Earn Legend! Work Experience with Government* program in Canberra organised by AIEF.

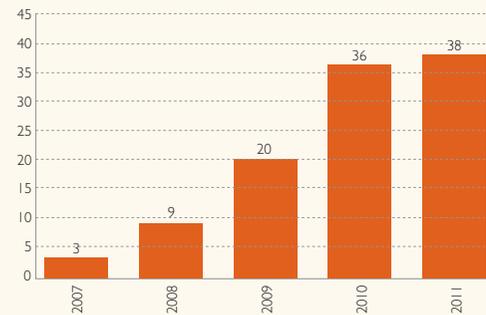




INDIGENOUS STUDENT ENROLMENT HISTORY 2007-2011

Indigenous student enrolments at La Salle College have increased substantially from three students in 2007 to 38 students in 2011.

Indigenous Student Enrolment History 2007-2011
La Salle College



CLASS YEAR BREAKDOWN

In 2011, Indigenous secondary students were spread across Years 8 to 12 at La Salle College. Five Indigenous students have completed Year 12 prior to 2011.

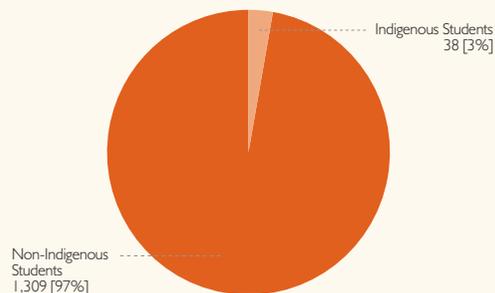
Class Year Breakdown 2011 and Year 12 Completions to Date - La Salle College



CRITICAL MASS

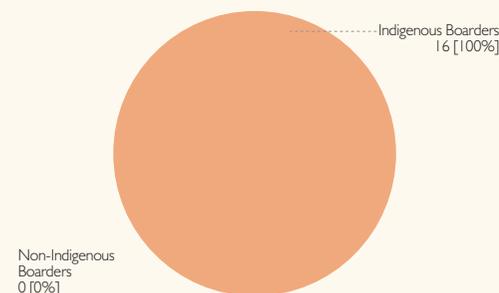
In 2011, 38 Indigenous students were enrolled at La Salle College, equal to 3% of the total student population of 1,347 students.

Critical Mass La Salle College 2011
Secondary Students (Total 1,347 Students)



La Salle College started operating its own boarding facility off-campus in 2011 that housed a small boarding community of 16 Indigenous students. Encouraged by the success of this venture, the boarding program is poised for future growth.

Critical Mass La Salle College 2011
Boarding House (Total 16 Boarders)



RETENTION AND COMPLETION 2007-2011

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, 53 Indigenous students were enrolled at La Salle College, of whom 43 have either completed Year 12 or are still at the school and ten have left the school before completing Year 12.

Retention and Completion 2007-2011
La Salle College



Note: The retention and completion rates reflect the overall Indigenous Education Programs at AIEF Partner Schools over the last five years. The attrition rates do not imply underperformance as students may leave a school for a variety of reasons that can include changes in personal circumstances such as family migration interstate, personal or family health issues, or moving to a school that is more suited to the needs of the student.

WA PRESBYTERIAN LADIES' COLLEGE, PERTH

BETH BLACKWOOD, PRINCIPAL



Presbyterian Ladies' College commenced a scholarship program for Indigenous students from the Kimberley region of WA in 1999. Since then, our program and commitment to Indigenous education have grown in all areas.

With the advent of additional funding bodies, we have been able to significantly increase our student numbers. As a Uniting Church school with a strong ethos of service, we have developed relationships with a number of Indigenous communities through student, parent and school community involvement.

Our mission is to provide a high-quality and holistic education for Indigenous Australian students to enter the post-school world with confidence and optimism, well-prepared to make choices about their future. As an International Baccalaureate school, we acknowledge and emphasise the importance of valuing our students' cultural identity in all aspects of school life.

In 2011, we were pleased to be able to offer our first AIEF scholarship to a student from the Pilbara region.

2011 has been a year of building on past activities and developing new programs for our Indigenous students and their families. Many of the activities for our Indigenous students are organised jointly by boarding schools in the Perth region through the *Future Footprints* Program and this year we hosted the Student Council workshop for all boarding schools with Indigenous students.

Music, Dance and Drama have been prominent in this year's activities. Students have been learning guitar, cello, bagpipes and drums. Our current students were also able to watch one of last year's Year 12 graduates perform in her first play at the West Australian Academy of Performing Arts.



Artwork by PLC, Perth student Skye, who is supported by an AIEF scholarship.



The Reconciliation group of students within the school worked hard to bring a group of teenage boys from the Mowanjumb community to Perth to put on a concert of their own music. This was very successful and the band made many contacts while in Perth and is now being heard across Australia.

WA SCOTCH COLLEGE

DR ALEC O'CONNELL, HEADMASTER



At Scotch College, we have a shared purpose. We are passionate about progressive education, working together in applying knowledge and experience, and we are always seeking new approaches to keep us relevant.

One of the greatest aspects of Scotch is that our students seek out education in all its forms and go on to make a difference in the world around them.

It is with our shared purpose in mind that we developed a vision to offer educational opportunities to Indigenous students across Western Australia. We embraced our Mission and Values statement to "know every boy", to develop "equality of opportunity", to encourage "spiritual enquiry as an important element of life's journey", to provide "breadth of experience for learning" and ensure "excellence regardless of ability".

In 2008, we started with three Indigenous students and now, in 2012, we will have 15 students all receiving Indigenous scholarships – 14 of whom are boarding.

Our Indigenous students come from all areas of Western Australia; together they have had a

significant cultural impact on our School – sharing knowledge and background with fellow students and staff members. They have become part of the school community as individuals whilst maintaining a distinct group identity in the formation of SCIN (Scotch College Indigenous Network). They are forming strong, long-lasting relationships that enhance cross-cultural understandings and reconciliation.

Our model of support involves a team approach which consists of pastoral care, mentoring, academic support and tutoring. An Indigenous student committee was formed to guide and oversee the scholarship program and there is great pride in the rapid growth and success of this initiative.

Although the development of our program has occurred swiftly, the boys have responded well to every challenge and change, and the School is very supportive and proud of their progress.

In 2010, we had one student graduate, who has gone on to The University of Western Australia to study Architecture. He has just successfully completed his first year. In 2011, we had three students graduate, who are exploring pathways such as a Bachelor of Education, Diesel Mechanics and entrance into The University of Western Australia. Our school values and validates every positive pathway that is open to our Indigenous scholarship students. We work closely with our students to identify opportunities that are available to them in their life beyond school.



July 2009 saw our first NAIDOC celebration. This was staff-directed and now, two years later, is completely student-driven and coordinated. It has become a significant series of events in our school calendar and is enjoyed by every member of the Scotch Community. Our Indigenous students are extremely proud to plan and implement this program of events as it provides the opportunity for them to showcase their traditions and to communicate about their country.

WA ST BRIGID'S COLLEGE

DR AMELIA TOFFOLI, PRINCIPAL



The College archives reveal that St Brigid's College's commitment to helping Indigenous families educate their daughters dates back to 1956.

In 2011, as an International Baccalaureate World School, we continue that commitment by providing international education for girls. Ours is a two-way relationship. We recognise that Australia's First People have much to contribute to global discussions, and so it is important that their children develop understandings, skills and attitudes that empower them to participate in the global scene, while still honouring and contributing to their local communities.

Every year, we learn a little more of how to strengthen our relationships with our Indigenous families and how, together, we can educate our children. This year, we ran an extended orientation program for incoming Indigenous girls. During this time, they shadowed other Aboriginal students during normal school hours and after-school hours. As a result, they gained a better understanding of the daily routine of school and boarding life and what is expected of them, and we learnt about

their varied backgrounds. This extra time also allowed girls to have more detailed academic testing and for their parents to participate in orientation workshops. After the week's orientation, the girls returned to their communities more settled having made friendships, having an understanding of campus life, subjects selected, sports chosen, uniforms ordered and tutoring organised. Further, they had shared this experience with a family member who could support them in straddling the different cultures of rural home and city school.

This could be the seed planted which will see these Indigenous girls move onto the world scene. We are delighted that Betty, one of our Golden Girls from 1956, has written an inspiring book about her experiences as an Indigenous girl that includes a chapter on her life at St Brigid's.

HOME COMMUNITIES

Billiluna	Corrigin	Derby	Gununa	Halls Creek
Kununurra	Mandurah	Mount Magnet	Mullewa	One Arm Point
Perenjori	Perth	South Hedland	Tambellup	Watheroo
Yalgoo	York			

Our AIEF scholarship recipient, Kaylee, has participated in all school activities such as the Year 9 camp, has integrated well into her school surroundings and is achieving academic benchmarks. Kaylee is an active member of the boarding house and participates in all events, as well as extra events held at school, such as Language Week. She is a member of the *Future Footprints Program* and through this has been involved in many student activities such as student council meetings and a Black and White Social that was held at St Brigid's College. Through the *SBC Yorga's Programme*, Kaylee was mentored by two Aboriginal mentor artists, Maureen Foster and Gloria Bliss, and was a part of the Indigenous Literacy Day with famous author Anita Heiss, also held at St Brigid's College.





INDIGENOUS STUDENT ENROLMENT HISTORY 2003-2011

St Brigid's College has had a strong commitment to its Indigenous Education Program for many years, with enrolments ranging from 20 Indigenous students in 2003 to a peak of 38 in 2009.

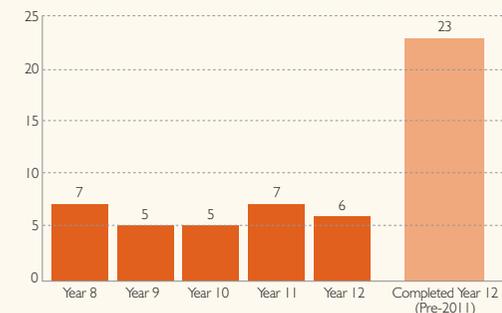
Indigenous Student Enrolment History 2003-2011
St Brigid's College



CLASS YEAR BREAKDOWN

In 2011, Indigenous secondary students were spread across Years 8 to 12 at St Brigid's College. 23 Indigenous students have completed Year 12 prior to 2011.

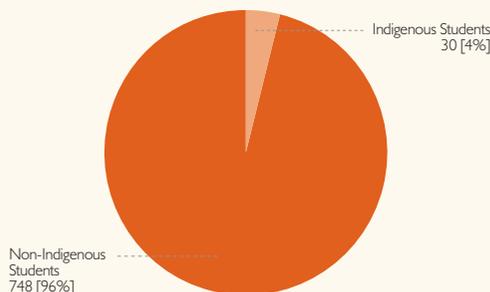
Class Year Breakdown 2011 and Year 12 Completions to Date - St Brigid's College



CRITICAL MASS

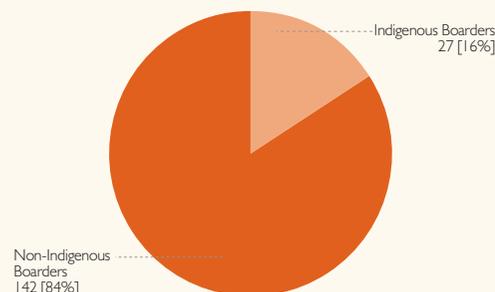
In 2011, 30 Indigenous students were enrolled at St Brigid's College, equal to 4% of the total student population of 778 students.

Critical Mass St Brigid's College 2011
Secondary Students (Total 778 Students)



In 2011, 27 Indigenous students were boarding at St Brigid's College, equal to 16% of the total boarding house population of 169 boarders.

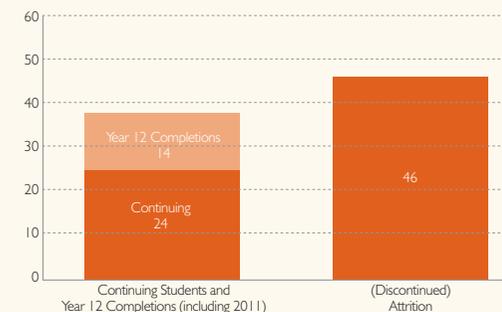
Critical Mass St Brigid's College 2011
Boarding House (Total 169 Boarders)



RETENTION AND COMPLETION 2007-2011

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, 84 Indigenous students were enrolled at St Brigid's College, of whom 38 have either completed Year 12 or are still at the school and 46 have left the school before completing Year 12. Despite a high attrition rate, the College has had many students complete Year 12 from the Kimberley region of Western Australia, which demonstrates a longstanding commitment to educating Indigenous students from remote areas.

Retention and Completion 2007-2011
St Brigid's College



Note: The retention and completion rates reflect the overall Indigenous Education Programs at AIEF Partner Schools over the last five years. The attrition rates do not imply underperformance as students may leave a school for a variety of reasons that can include changes in personal circumstances such as family migration interstate, personal or family health issues, or moving to a school that is more suited to the needs of the student.

WA TRINITY COLLEGE

IVAN BANKS, PRINCIPAL



In 2011, the College was exceptionally proud when our Aboriginal Program was acknowledged as the best Indigenous Program in a Catholic School in the State.

One of our Year 12 students, Wesley, won the Aboriginal Male Student Award. These highly prestigious awards were presented through the Catholic Education Office in Western Australia.

Our Indigenous Program is an important aspect of the School and in 2011, we welcomed 31 Indigenous secondary students. Preston in Year 8 from the Pilbara region was awarded an independent scholarship through AIEF. We look forward to our new venture with AIEF and the new opportunities it will bring to Preston and the Aboriginal students here at the College.

Our inaugural NAIDOC assembly was a big success as our newly formed dance group *Mooditj Dance Theatre* and newly formed didgeridoo group *The*

Didge Boys performed. It was a great opportunity for the Aboriginal students to perform in front of their peers and to celebrate Aboriginal and Torres Strait Islander people. They also performed at the Trinity Spring Fair and at the launch of our DVD that showcases our Aboriginal Program. Steve Richter and Ruth Bott are to be highly commended for their tireless work with the boys in producing such a fantastic dance routine and great music.

A greater focus on traineeships and vocational connections has seen every one of the senior students on a pathway leading towards full-time work and study upon their graduation from Trinity College. We are also encouraging some of our younger Aboriginal students to pursue university pathways and providing the opportunities to do so.

HOME COMMUNITIES

Kendenup Leda Perth Port Hedland South Hedland



Sorry Day 2011 – On Thursday, 26 May 2011, the Aboriginal students attended the Sorry Day celebrations in Wellington Square, Perth. The guest speaker was David Wirrpanda and the Welcoming Home Committee sang the *Sorry Day* song that expressed quite beautifully the sadness for those Australian Indigenous people who were part of the Stolen Generations. The photo is of Preston and Sheldon, both Year 8 students in 2011, with members of the dance group *HALO*. This group is an independently funded organisation that aims to inspire young Aboriginal adults who have been in trouble with the law to get more familiar and involved in their Aboriginal culture. They dance and perform at various schools and public forums and encourage students to stay at school and get an education.



INDIGENOUS STUDENT ENROLMENT HISTORY 2002-2011

After a peak of 35 Indigenous student enrolments in 2004, Trinity College scaled back the enrolments to ensure a structured, specialised Indigenous Education Program. In 2011, 31 Indigenous students were enrolled at the College.

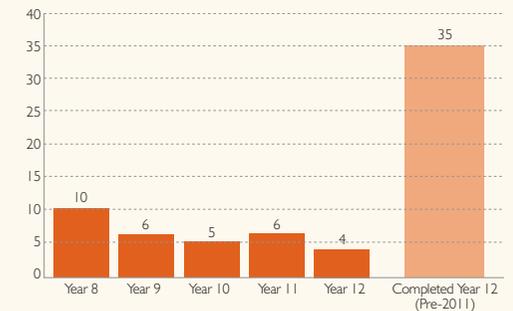
Indigenous Student Enrolment History 2002–2011
Trinity College



CLASS YEAR BREAKDOWN

In 2011, Indigenous secondary students were spread across Years 8 to 12 at Trinity College. 35 Indigenous students have completed Year 12 prior to 2011.

Class Year Breakdown 2011 and Year 12 Completions to Date – Trinity College

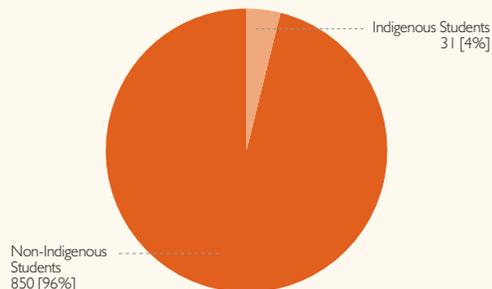


CRITICAL MASS

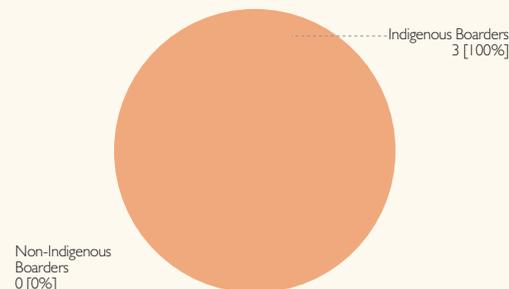
In 2011, 31 Indigenous students were enrolled at Trinity College, equal to 4% of the total student population of 881 students.

The three Indigenous students at Trinity College stay in an external boarding house that is shared with other students from the area and provides a high level of pastoral care and support.

Critical Mass Trinity College 2011
Secondary Students (Total 881 Students)



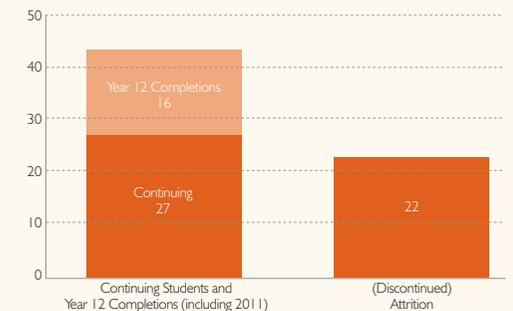
Critical Mass Trinity College 2011
Boarding House (Total 3 Boarders)



RETENTION AND COMPLETION 2007-2011

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, 65 Indigenous students were enrolled at Trinity College, of whom 43 have either completed Year 12 or are still at the school and 22 have left the school before completing Year 12.

Retention and Completion 2007–2011
Trinity College



Note: The retention and completion rates reflect the overall Indigenous Education Programs at AIEF Partner Schools over the last five years. The attrition rates do not imply underperformance as students may leave a school for a variety of reasons that can include changes in personal circumstances such as family migration interstate, personal or family health issues, or moving to a school that is more suited to the needs of the student.

07 TERTIARY SCHOLARSHIPS SHALOM COLLEGE, UNSW

DR HILTON IMMERMAN OAM, CHIEF EXECUTIVE OFFICER



In 2011, 22 positions for Indigenous students at Shalom College were occupied by 25 students over the course of the year as places vacated by students who progressed to placements elsewhere or deferred after Semester 1 were made available to new students in Semester 2.

Out of the entire group, 20 of them passed their year of studies – many of these very comfortably. This means that we have received a pass rate for our Indigenous student group which is even better than national averages for more privileged non-Indigenous Australians.

It was a wonderful experience for me to attend the graduation ceremony on 16 December 2011, of our Program's third graduate, Dr Josef McDonald. In an article called *The 2 of Us* – written by Josef and me for the Medical Journal of Australia, he states:

"[After receiving the scholarship] I no longer felt like a rudderless ship. My self-esteem was greatly improved knowing that I had support and finally had a place in Sydney that I knew I could call home. It was the first time in my life that I felt empowered to achieve anything that I set my mind to."

Joseph was preceded by two other graduates, Dr Beth Kervin in 2009 and Jenna Owen in 2010.

In November 2011, the Shalom Gamarada Scholarship Program won the LIME Network's LIMELight Award (established by the Medical Deans Australia and supported by the Australian Government) in the category of "Leading Innovation in Indigenous Student Recruitment, Support and Graduation". The award was accepted by co-founder of the program, Professor Lisa Jackson Pulver, Chair, Indigenous Health at The University of New South Wales. She 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 university students in the country. Shalom Gamarada has allowed us to



Dr Hilton Immerman OAM and Dr Josef McDonald at Josef's graduation.

provide appropriate on-campus accommodation and meals to students in a city which is arguably the most expensive in the country."

In 2012, we have an outstanding cohort of new talented scholarship students who have come

through the Nura Gili Pre-Programs and will start degrees in Medicine and Law in February 2012. Without AIEF and their scholarships, they would not be able to pursue their studies at The University of New South Wales.



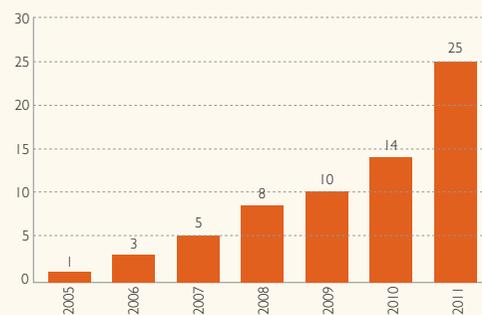
HOME COMMUNITIES

Adelaide	Brisbane	Broome	Byron Bay	Cairns	Coffs Harbour
Darwin	Dubbo	Goulburn	Hobart	Katoomba	Kempsey
Marlee	Narrabri	Newcastle	Pearl Beach	Port Macquarie	Port Stephens
Sydney	Toowoomba	Walgett			

SHALOM GAMARADA INDIGENOUS SCHOLARSHIPS 2005-2011

Shalom College commenced the Shalom Gamarada Indigenous Scholarship Program with one inaugural scholarship student in January 2005. The program has grown rapidly since then and celebrated its first medical graduate in 2009, and two more graduates in 2010 and 2011. After partnering with AIEF in 2010, the number of scholarships offered increased significantly and in 2011, a total of 25 students were supported over the course of the year.

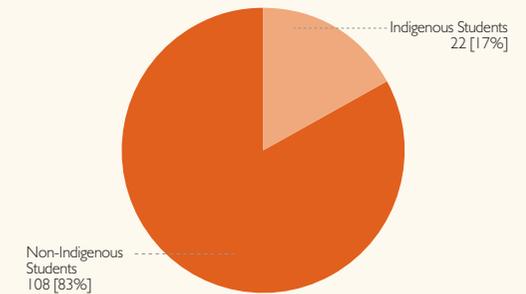
Shalom College, UNSW
Shalom Gamarada Indigenous Scholarships 2005-2011



CRITICAL MASS

Shalom College has a total of 130 places, of which 22 places were available for Indigenous students through the Shalom Gamarada Indigenous Scholarship Program in 2011. These 22 places were occupied by 25 students over the course of the year as places vacated by students who progressed to placements elsewhere or deferred after Semester 1 were made available to new students in Semester 2.

Critical Mass Shalom College, UNSW 2011
Residents (Total 130 Residents)



DEGREES STUDIED BY INDIGENOUS STUDENTS AT SHALOM COLLEGE

The Shalom Gamarada Indigenous Scholarship Program originally focused on Indigenous medical students to help tackle the shortage of young Indigenous doctors. Following the success of the program and an increased demand for support to Indigenous students, admissions have been open to students of any field at UNSW in recent years.

Arts/Law	Commerce	Commerce/Law
Engineering	Fine Arts	Law
Medicine	Science	Social Work/Arts

08 ALUMNI DESTINATIONS

ALUMNI DESTINATIONS

CLASS OF 2009

ST CATHERINE'S SCHOOL, WAVERLEY

Kathryn from Dubbo graduated from St Catherine's School in 2009. In 2010, Kathryn completed her first year of a Bachelor of Business at The University of Technology in Sydney. In 2011, Kathryn took a gap year to be with her family in Dubbo and worked at Elders Real Estate, where she was responsible for marketing and managing accounts. In 2012, Kathryn is looking forward to commencing her second year of university at Charles Sturt University in Bathurst.

ST VINCENT'S COLLEGE, POTTS POINT

Kira from Goodooga graduated from St Vincent's College in 2009. After completing her secondary schooling, Kira moved to Bathurst, staying with her family, and has secured employment in retail. In 2012, Kira would like to pursue studies in the field of Community Welfare.

CLASS OF 2010

COLUMBA CATHOLIC COLLEGE

Kristyn from Palm Island graduated from Columba Catholic College in 2010. Kristyn is presently on a 12-month traineeship with the Palm Island Aboriginal Shire Council. Due to Kristyn's

enthusiasm, attendance, reliability, skills, willingness to learn and the ability to acquire knowledge rapidly, there will hopefully be an opportunity for Kristyn to work full-time with the Council on completion of her traineeship. Kristyn has been working in various areas of the Council including Reception, Corporate Services, Finance and the Indigenous Knowledge Centre, and is currently working at the Works Department. Her employer has commented that she is a valued staff member.

KINCOPPAL-ROSE BAY SCHOOL

Karina from Bowraville graduated from Kincoppal-Rose Bay School in 2010. Karina is presently doing a Traineeship with MEGT at St Mary's Catholic Primary School, in her home community of Bowraville. She is also doing her Certificate III in Education Support. She will continue next year and finish the two-year traineeship. Karina says she is really enjoying the traineeship and is learning a lot from the experience.

Zaylia from Bowraville graduated from Kincoppal-Rose Bay School in 2010. After completing her HSC, Zaylia secured employment in a childcare facility in Bowraville for some time before recently deciding to move back to Sydney to pursue studies in Education.



PYMBLE LADIES' COLLEGE

Jessica from Alice Springs graduated from Pymble Ladies' College in 2010. Jess has moved to her home community of Alice Springs to work for a Geoscience company for two years before commencing her studies at university in Adelaide in 2013, aiming to study Medicine.

Keiryn from Innisfail graduated from Pymble Ladies' College in 2010. Upon completing her HSC, Keiryn commenced work as an Intern with AIEF providing administrative support over the summer holidays. Keiryn is now very happy to be doing an apprenticeship to become a Chef through the William Angliss Institute and working in the kitchens at Westpac Bank in Sydney. A talented singer and guitar player, Keiryn performed at the AIEF Annual Report Event in 2011.

SHALOM COLLEGE, UNSW

Jenna from Albert, a town in western NSW with a population of 111, graduated from The University of New South Wales in 2010 with a Bachelor of Optometry/Science double degree. During her studies, Jenna resided at Shalom College and was the first graduate supported through the AIEF and Shalom Gamarada partnership. Jenna is the first Indigenous optometrist ever in NSW and completed her five-year degree at UNSW with a distinction average. She is now working in Port Macquarie and is serving some surrounding local Aboriginal communities.

ST AUGUSTINE'S COLLEGE

Neerim from Normanton graduated from St Augustine's College in 2010 and has completed his first year of a Bachelor of Law at James Cook University in 2011. Neerim was given the role of Indigenous Student Ambassador at his university, where he helps out with open days and gives speeches on behalf of the Indigenous students to university staff and the wider university community. In July 2011, Neerim received a NAIDOC Undergraduate Achievement Award.

ST CATHERINE'S SCHOOL, WAVERLEY

Brylie from Forster graduated from St Catherine's School in 2010. She commenced a degree in Medicine at The University of New South Wales in 2011 and integrated well into resident life at Shalom College, where she is supported through an AIEF/Shalom Gamarada Indigenous Scholarship. In 2011, Brylie was selected to help with the University's Indigenous Winter School Program organised by Nura Gili.

Lowanna from Tregear graduated from St Catherine's School in 2010. Aiming to become a high school teacher, Lowanna has completed her first year of a Bachelor of Art in Education at The University of New South Wales College of Fine Arts in 2011 and has a strong affiliation with Nura Gili at the University. In Semester 2 of 2011, Lowanna



started residing at Shalom College at UNSW, supported through an AIEF/Shalom Gamarada Indigenous Scholarship, in which she has transitioned smoothly and is enjoying the space to study and the people she lives with. Lowanna also has a part-time job at Taronga Zoo, where she is part of a small team developing a new Indigenous tour starting in March. She will be a Tour Guide working in the Australian section telling dreaming stories of certain animals, how Indigenous peoples lived with the environment and hunting practices, and will also share her own contemporary perspective and stories.

ST JOSEPH'S NUDGEES COLLEGE

Blair from Aurukun graduated from St Joseph's Nudgees College in 2010. After completing Year 12, Blair has returned to his community of Aurukun in Far North Queensland. Presently, Blair is living in Pormpuraaw and is pursuing an opportunity to commence an apprenticeship with a mining company.

Thomas from Brisbane graduated from St Joseph's Nudgees College in 2010. Thomas is at the Australian Defence Force Academy in Canberra and has just completed his first year of a Bachelor of Science degree. Thomas has enjoyed this past year immensely and is excited to continue his training and studies in 2012.

ST PETERS LUTHERAN COLLEGE

Frank from Cairns completed Year 12 at St Peters Lutheran College in 2010. After graduation, Frank secured full-time employment in 2011 as a staffer for former Senator Mark Arbib, based in Sydney and Canberra. During this time, Frank helped to co-ordinate the *Learn Earn Legend! Work Experience with Government* program, sat in Parliament during US President Obama's speech and witnessed the passing of legislation – most notably the 'Carbon Tax'. In 2012, Frank will commence a Bachelor's degree in International Relations/Law at The University of Queensland, residing at Emmanuel College.

Don from Yam Island in the Torres Strait completed Year 12 at St Peters Lutheran College in 2010. Don has had a busy first year post Year 12. He remained in Brisbane and completed a trades course at The Bremer Institute of TAFE in Bundamba and has subsequently secured employment in the construction industry as a carpenter with Apprenticeship Queensland. During his apprenticeship, Don worked on flooded houses and flood recovery jobs. Don also had a very good year playing colts with Wests Rugby League in Queensland under the tutelage of club President Tony Currie and was named top try scorer across all grades for 2011.



Peter from Cairns completed Year 12 at St Peters Lutheran College in 2010. Because of his mature approach to life and his strong leadership skills, after graduating, Peter was employed by the College in the position of Boarding Supervisor whilst working for AFL Queensland in their *Auskick* program. Peter had a very successful start to his AFL career and was drafted to the Collingwood Football Club from the Gold Coast Suns in October 2011. He loves his footy and is excited for all the opportunities the AFL and Melbourne have to offer him in 2012.

ST SAVIOUR'S COLLEGE

Ashley from Surat graduated from St Saviour's College in 2010. After leaving the College, Ashley took a gap year and has been successful in maintaining ongoing employment in her home community. Following her passion since mid-secondary school, Ashley will be working towards a career in Criminal Law, undertaking studies in Criminology at The University of Armidale in 2012.

Emma from Cunnamulla graduated from St Saviour's College in 2010. After successfully completing her secondary schooling, Emma returned to her home community Cunnamulla. She was successful in gaining full-time employment and is currently seeking to commence a traineeship in 2012.

ST SCHOLASTICA'S COLLEGE

Henrietta from Moree graduated from St Scholastica's College in 2010. She is currently studying towards a Bachelor of Arts at The University of Sydney and was awarded a competitive scholarship to reside at The Women's College. Henrietta has also secured a cadetship with the Commonwealth Bank.

Keewa from Maclean graduated from St Scholastica's College in 2010. Keewa has completed her first year of studying towards a degree in Primary Education at Macquarie University. She enjoys her studies and is excited to commence her second year in 2012.

ST VINCENT'S COLLEGE, POTTS POINT

Alemka from Kempsey completed Year 12 at St Vincent's College in 2010 after commencing in Stage VI studies in 2009. After graduating from school, Alemka worked for the National Australia Bank, which provided her with valuable experiences and insights into the workforce. In 2012, Alemka will commence a degree in Midwifery at The University of Technology, Sydney. She was recently awarded a *Puggy Hunter Memorial Scholarship* to support her studies.



Natahlia from Kempsey completed Year 12 at St Vincent's College in 2010. After her graduation, Natahlia completed a one-month traineeship at the international law firm Norton Rose in Sydney. Early in 2011, while applying for traineeships in customer services and financial services, Natahlia also worked as a Boarding Supervisor in a secondary school in Queensland, before returning to her home town of Kempsey to take up a traineeship with Aboriginal Connections Employment Services (ACES).

Tara from Illabo completed Year 12 at St Vincent's College in 2010 having joined the College in 2009 to undertake Stage VI studies. After graduating, Tara worked part-time with the National Australia Bank in Wagga Wagga and gained a good insight into the financial sector. Tara is currently studying towards a degree in Primary Education at Charles Sturt University, Wagga Wagga and also works part-time at the local Hotel to support her studies.

THE CATHEDRAL SCHOOL

Alick from Dauan Island graduated from The Cathedral School in 2010. He has completed a Certificate II in Automotive Studies and a Certificate II in Security at the North Queensland Security Training Academy, and has also completed some work experience in the automotive sector. In 2012, Alick will study an

introductory Mining course at TAFE in Townsville. Upon completion of this course, Alick hopes to secure employment in Boilermaking.

Iailie from Thursday Island graduated from The Cathedral School in 2010. Iailie finished her Certificate III in Childcare and has returned to her home community to fulfil family obligations.

Steven from Thursday Island graduated from The Cathedral School in 2010. After leaving school, Steven has worked as a Healthy Lifestyle Officer on Thursday Island, organising activities and awareness programs around his community. Steven enjoyed the gap year in his home community and liked to spend his free time spear fishing. In 2012, Steven is moving to Cairns to play A Grade NRL football for the Roosters, hoping to one day become a professional NRL player.

CLASS OF 2011 KINCOPPAL-ROSE BAY SCHOOL

Taylor joined Kincoppal-Rose Bay School as a Year 8 student in 2007 and completed Year 12 in 2011. She enjoyed Personal Development Health and Physical Education and Science and has received the Application to Studies award for the General Mathematics course. Taylor was Sports Captain and also the Kincoppal-Rose Bay First Touch Football Team Captain. Taylor was also a



member of the First Hockey and First Indoor Soccer teams. In August 2011, she was selected to give the Tribute to Country address at the Thompson Reuters Charity Dinner. Taylor has taken part in The University of New South Wales Indigenous Winter School in 2009 and 2010 through the Nura Gili Medicine program. Taylor aims to study towards a Certificate II in Animal Studies at TAFE and to work at a Veterinary Practice.

Kyгим from Kempsey completed Year 12 at Kincoppal-Rose Bay School in 2011. A talented netball player, Kyгим was a member of the school First Netball team and in 2010 was a member of the New South Wales Indigenous School Girls team. In her final year at the School, Kyгим participated in volunteer work to assist intellectually disabled people and also worked at St Canice's Soup Kitchen in Darlinghurst. Kyгим was the 2011 Head of the Boarding Community Student Representative Council – the first Indigenous student to hold a leadership position at the School. Kyгим is interested in human rights and social justice issues and her long-term goal is to head her own legal firm in which Indigenous and non-Indigenous professionals work together to assist disadvantaged Australians in legal matters. In 2012, Kyгим will commence a Bachelor of Law at The University of Technology, Sydney.



Tanika is from Forster and completed Year 12 at Kincoppal-Rose Bay School in 2011. In her final year at the School, she received the Application to Studies Award for her work in the Standard English course and the PHL Merit for Academic Excellence in English. Tanika enjoys all types of sport, but her passions are Netball and Touch Football and she is looking forward to continuing her involvement in them both outside of school. Her dream is to one day be an Event Manager for the State of Origin tournament. On the path to this dream, Tanika has secured a traineeship position in Events Administration with the NRL commencing in 2012, and is undertaking a complementary event management course at TAFE.

LA SALLE COLLEGE

Zanamarica from South Hedland completed Year 12 at La Salle College in 2011. A football enthusiast, Zana was a State Under 16s and Under 18s player and was also voted Best Youth Player in the Swans Youth Under 21s team. Zana focused on Science-related subjects at school in order to achieve her goal of getting accepted into university. She would like to study Human Movement in order to become a Sports Trainer or Physical Education Teacher. Before she attends university, Zana is taking a gap year in 2012 and has already secured a job as a Sports Teaching Assistant at Hedland Senior High through the AFL's *Kicking*



Goals program. During this work period, Zana will also be studying towards a TAFE Certificate IV in Sport and Recreation.

Synarah completed Year 12 at La Salle College in 2011 after boarding and studying at the school for three years. Synarah came to the College from South Hedland as part of the Swan Districts *Kicking Goals* program. She is an excellent Football player and all-round sportswoman and has been awarded numerous sporting awards. Synarah completed an Administrative Traineeship as part of her school studies in 2011. A highlight of 2011 for Synarah was participating in the *Learn Earn Legend! Work Experience with Government* program in Canberra through AIEF. In 2012, Synarah will commence an enabling course at The University of Western Australia, with the ambition to study Geoscience in 2013.

Lisa from South Hedland graduated from La Salle College in 2011. Lisa involved herself in a variety of experiences during her time at the College with her ultimate passion being Softball. She participated at the state level in women's Softball and seeks to continue in this regard after school. Lisa has enrolled in Sports Development training programs at TAFE for 2012, with the goal of using sports to work with children and community development in the future.



MARIST COLLEGE ASHGROVE

Benjamin from St George completed Year 12 at Marist College Ashgrove in 2011. Benji loves the outdoors, and strength and fitness training is a career he might ultimately pursue as he has a great passion for Human Movement. While at school, Benji completed a Certificate II and Certificate III in Personal Fitness externally and also completed a Certificate III in Community Recreation and Certificate II in Business as part of his school studies. At school, Benji was regarded as a reliable, well-mannered and cooperative student whom teachers considered could easily and successfully pursue many career paths. He is also a very accomplished Rugby player with a great knowledge of the game and respect for trainers and support staff. Benji was proud to be selected for the Queensland Indigenous Rugby Team. He identified his attendance at the 2011 *Learn Earn Legend! Work Experience with Government* program in Canberra as one of his life's best experiences. Benji's family has decided to move to Toowoomba, where Benji has secured a Diesel Fitting position with Toowoomba Council and where he intends to play Rugby League with the Valleys in 2012.

Charles from Newman, Western Australia, completed Year 12 at Marist College Ashgrove in 2011. Charlie loves to be outdoors and



demonstrates good leadership skills. His sporting skills are exceptional as he is seemingly gifted at anything he plays, especially Rugby Union, Rugby League and Baseball. In boarding, Charlie's teachers remarked on his genuine nature and sense of mateship. In 2011, Charlie attended the *Learn Earn Legend! Work Experience with Government* program in Canberra, where he worked in the office of the Senator for Western Australia, Louise Pratt. Charlie achieved a lot in his final years at school including attaining Marist Bronze and Silver MATES Awards for volunteer work and service to the community, being a member of the Metropolitan North Baseball and Southern Stars Baseball teams and being a member of the College's Second XV Rugby team. Charlie intends to return home to Western Australia in 2012, where he has applied for an apprenticeship in mining.

PRESBYTERIAN LADIES' COLLEGE, SYDNEY

Katelyn from Essendon in Victoria successfully completed her HSC at Presbyterian Ladies' College, Sydney in 2011. Katelyn attained a high ATAR which gave her entry to study a Bachelor of Arts/Law at The University of Technology, Sydney in 2012. Katelyn hopes this double degree will lead her to a career in Human Rights Law or Foreign Affairs in the future. At school, Katelyn took on a mentoring role for younger students,

meeting with them to tell them about transition into senior studies. She also held a paid position in the School's Learning Extension Centre in her final year. In 2010, Katelyn travelled to Austria as an exchange student and was inspired to continue her study of German for her HSC through Open High School. Later that year, Katelyn travelled to Canberra to participate in the *Learn Earn Legend! Work Experience with Government* program, which motivated her to pursue her degree and possible future work as a Public Servant working in Foreign Affairs.

PYMBLE LADIES' COLLEGE

Elizabeth (Libby) from Bungalow completed Year 12 at Pymble Ladies' College in 2011. Libby proudly held the leadership roles of Prefect and Captain of Thomas House and the College regarded her as a tremendous role model for younger students. Libby participated in the *Learn Earn Legend! Work Experience with Government* program in 2010, working in the Department of Aboriginal Affairs. Early in 2011, she spoke at the St Ives Rotary Club and subsequently was invited to Canberra to speak to an audience of 700 people at a major international Rotary conference about how her journey from Cairns to boarding school in Pymble changed her life. After graduating, Libby undertook casual work with AIEF corporate partner Leighton Contractors. Libby is passionate



about Netball and was a dominant member of the College's Firsts Netball and Basketball teams. She was named Captain of the Australian Under-19 Indigenous Netball team that took to the courts in 2011 at the International Under-19 Schoolgirls Championships in New Zealand and has been selected as a squad member for the Sydney State League One Waratah Cup Team. After successfully completing the Nura Gili Pre-Law Program at The University of New South Wales (UNSW), Libby will commence her first year in a double degree of Bachelor of Law/Criminology at UNSW in 2012, residing at Shalom College supported by an AIEF/Shalom Gamarada Indigenous Scholarship. She aims to become a lawyer to promote justice and empower the Indigenous community.

SCOTCH COLLEGE PERTH

Jacob from Newman completed Year 12 at Scotch College in 2011. He commenced at the School at the beginning of Year 11 and settled very quickly into boarding life and the school routine. His teachers commented on his courteous and considerate nature, his keen sense of right and wrong and the very high standards he sets for himself. Academically, his steady, committed approach and dedication were reflected in his final grades as he improved his marks in nearly all subjects. Jacob took on a leadership role with the

organisation of NAIDOC at the College in 2011 and was instrumental in the planning and implementation of activities for the week. Jacob's dream is to work in Genetics research. In 2012, he will undertake an enabling course at The University of Western Australia (UWA) and aims to commence studying towards a Bachelor of Science at UWA in 2013.

SHALOM COLLEGE, UNSW

Josef from Newcastle completed his final year of Medicine and graduated as a Doctor in December 2011, making him the second AIEF/Shalom Gamarada Scholarship Program graduate. Affectionately known as "Macca", he has played a significant role as a College Tutor and served as the Indigenous support tutor in his final year. He has been a strong role model and motivator to other students in the scholarship program. Macca has given considerable time to supporting and promoting the scholarship program, which included giving speeches, liaising with sponsors and being interviewed by the media. Josef was the recipient of the Sabina Ross Slater Memorial Medical Scholarship and will start his internship with the Hunter New England Health Service at the end of January 2012. Josef plans to focus his career on mental health problems in his community.

ST CATHERINE'S SCHOOL, WAVERLEY

Demi from Wreck Bay completed Year 12 at St Catherine's School in 2011. Demi had been at the School since kindergarten and became part of a group affectionately known as the "St Catherine's Survivors". She was very focused in her studies and produced a series of sculptures which incorporated skills and knowledge associated with her close relationship to Wreck Bay and La Perouse as part of her Visual Arts class. She also completed a project on the life of her grandfather in Aboriginal Studies and performed soundly in both of these subjects. Demi beautifully acknowledged her family and country at her graduation dinner. She presented herself confidently outside school and was particularly inspired by the personal stories from Indigenous students at the AIEF Annual Report Launch in 2011 as well as meeting executives from the law firm Allens Arthur Robinson at the AIEF *Food for Thought* Boardroom Lunch organised as part of the *AIEF Post-School Pathways Program*. Demi would like to pursue a career in Health and was very pleased to be accepted by The University of Technology, Sydney to study Nursing in 2012.

Ashleigh from Armidale completed Year 12 at St Catherine's School in 2011, having commenced at the School as a boarder in Year 8. In her final year at the School, Ashleigh continued to

supplement her school program with a Vocational Education and Training (VET) course in Entertainment, Hospitality and Community Services as part of her HSC. She also made a strong contribution towards assisting the Theatre Manager with lighting and sound for theatre productions at the School. Ashleigh is passionate about a career in Childcare, which has been her long-held goal, and she is actively seeking to commence a traineeship in Childcare in 2012.

ST JOSEPH'S NUDGEES COLLEGE

Morley from Darwin completed Year 12 at St Joseph's Nudgees College in 2011. Morley performed very well academically, in sport and in creative pursuits throughout his senior year. He is an exceptionally talented, self-taught artist and displayed his paintings at the Nudgees College *DimensionsNC Art Festival* where some of his work was bought. One of his displayed paintings later featured on the booklet for the Brisbane Catholic Education Indigenous Graduation Mass, which was handed out to an audience of several hundred people. Morley also co-wrote a video clip about the College that was submitted to the 2011 *GenerationOne – Hands Across Australia* competition for schools. Professionally, Morley is very interested in nature and wildlife, especially maritime wildlife, and will commence a Bachelor of Environmental Science degree at Charles Darwin University in 2012.



Anthony from Darwin graduated from St Joseph's Nudgee College in 2011. He completed the PASS program with TAFE qualifications in Sport and Community Recreation. Anthony played in the Firsts for AFL and played Representative Touch Football and Soccer. He participated in the Leroy Loggins Foundation's Sporting Chance Academy, a community achievement program, and the Year 12 students' day of spiritual reflection, the Kairos Retreat. Anthony has been an Australian Institute of Sport scholarship holder in Track and Field and has worked for the *Life Be In It* program. Anthony is currently completing a Certificate III in Business and also secured employment at Centrelink in the Department of Human Services in Darwin. He has an interest in Psychology and would one day like to study this at university.

Dylan from Darnley Island completed Year 12 at St Joseph's Nudgee College in 2011. Dylan is a proud Torres Strait Islander man from a small island only a short distance from Papua New Guinea. At school, Dylan was a leader among his peers and a talented Rugby player. He also participated in the Leroy Loggins Foundation's Sporting Chance Academy, and assisted with the *GenerationOne – Hands Across Australia* song-writing competition entry for Nudgee. He attended all home games for Nudgee Rugby this year and was a presence in the grandstand with



his cheering. Dylan is passionate about cars and likes to repair engines in his free time. He would like to turn his passion into a career in Diesel Fitting and is actively seeking a traineeship in this area for 2012.

Mullie from Cherbourg completed Year 12 at St Joseph's Nudgee College and his teachers congratulated him on his outstanding year as a Senior of 2011. Mullie was extremely proud to be named a Prefect for 2011 and continued his leadership roles as the Captain of the First X Basketball as well as assisting in coaching other senior Basketball teams. Mullie also played Rugby and participated in the Leroy Loggins Foundation's Sporting Chance Academy. Mullie attained certificates in Construction and Community Recreation and graduated with TAFE qualifications through the PASS program. He registered with apprenticeship organisations while at school to secure a career in Carpentry or Construction.

Bodean from Innisfail completed Year 12 at St Joseph's Nudgee College in 2011. He had an extremely busy time in his final year at Nudgee being part of the First XV Rugby team, which won the GPS premiership. Additionally, he played AFL and also participated in the Leroy Loggins Foundation's Sporting Chance Academy. Academically, Bodean successfully completed his



PASS Australia Program and participated in the Year 12 students' day of spiritual reflection, the Kairos Retreat. After graduating, Bodean secured casual employment with a mining company. In 2012, he aims to pursue a professional career in Rugby League and to obtain an apprenticeship.

ST PETERS LUTHERAN COLLEGE

Eddie from Edge Hill near Cairns completed Year 12 at St Peters Lutheran College in 2011. Eddie developed excellent leadership skills in his senior years and was proud to be named Captain of the College's First XV Rugby team and to have made several representative teams. Eddie completed an in-school traineeship with PASS Australia in 2011. His favourite subject was Construction, in which he excelled, and he is commencing an apprenticeship in Construction with QBuild in 2012.

Jemmason from Bowen completed Year 12 at St Peters Lutheran College in 2011. In her senior years, Jemmason excelled in all facets of College life. She performed very well academically, in particular in Drama, English and Modern History, and also was a School Prefect. Jemmason is a highly talented Netball player and was selected in the Australian Open Girls Netball team at the end of 2011 and was invited by Queensland Netball

to be in the training squad for 2012. She hopes to become a Queensland Firebird and maybe an Australian Diamond one day. At an AIEF *Food for Thought* Boardroom Lunch in 2011 at the Commonwealth Bank headquarters in Sydney, she deeply impressed then-CEO Ralph Norris and his Public Relations team and was offered a work experience position at the Bank. Jemmason dreams of a career in Media and will commence a Bachelor of Communications degree at The University of Queensland in 2012.

ST SAVIOUR'S COLLEGE

Mariah from Cherbourg completed Year 12 at St Saviour's College in 2011. Her favourite subjects were Biology and English and she will commence a Bachelor of Arts degree in 2012, majoring in Anthropology and Indigenous Studies. Mariah's teachers congratulated her on being an active participant in all aspects of life at the College and said that her leadership qualities as Vice Captain of McAuley House were vital towards the smooth running of the boarding house. This role, along with her participation in the College's mentor program, demonstrated her commitment. The Young Indigenous Women's Group at the College benefitted from her enthusiastic input and willingness to accept responsibility. Through her effort in study, she achieved a Bronze Excellence in Learning 2011 Award.



Kiah from Mackay completed Year 12 at St Saviour's College in 2011. Her goal is to be involved in community work in the future and she will commence a Bachelor of Arts degree, majoring in Aboriginal and Torres Strait Islander Studies, at The University of Queensland in 2012. Kiah's leadership and commitment to contribute to the College community were evident through her participation in a range of facets of College life. She was active in the Young Indigenous Women's Group and acted as a mentor to the young students in McAuley boarding house through the Peer Support program. Kiah was awarded the honour of being named Volleyball Player of the Year at the College in 2011. Kiah said becoming a boarder for Year 12 was quite a challenge but she recognised that it helped her focus on her studies. Kiah's achievements were featured in an article on AIEF's 2011 graduates in *The Australian* newspaper.

Carmelitta from Eulo completed Year 12 at St Saviour's College, having been a boarder at the College since 2009. Her favourite subjects were Geography and Studies of Religion. She admitted she found some subjects difficult but believed she has worked well enough to gain entry to a Bachelor of Nursing degree at The University of Southern Queensland in 2012. During her time at the College, Carmelitta was actively involved in most aspects of College life. She supported the

younger students through the College's mentor program and participated in the Young Indigenous Women's Group. Carmelitta was proud to have been a student representative at the Constitutional Convention in Brisbane in 2011. She also dreams of travelling and seeing the world.

Kelly successfully completed Year 12 at St Saviour's College in 2011 and has completed her full vocational studies profile gaining a Certificate II in Information and Technology. Kelly continued to take the role as a mentor for younger students and consistently sought ways to support her peers. Post-school plans for Kelly include returning to her home town of Cunnamulla where she has secured employment in hospitality. Kelly would also like to study Sports and Recreation at TAFE.

THE CATHEDRAL SCHOOL

Ginau from Dauan Island completed Year 12 at The Cathedral School in 2011, having commenced at the School as a boarder in Year 8 in 2007. Ginau particularly enjoyed studying Woodwork, Pre-vocational Maths and Principles in Science. Ginau represented the School in Rugby Union, AFL and Athletics and was selected for the School's British Isles Rugby Tour. He also participated in the senior school production of *A Midsummer Night's Dream* as backstage crew. Ginau aspires to learn a trade in Automotive Engineering in 2012.



STUDENT OVERVIEWS

Due to the substantial increase in scholarship numbers for 2011, full paragraphs on all current students in the AIEF Scholarship Program can now be found on our multi-media portal, TheBlackTrack.com.au

“In the future, once I am an experienced lawyer, I hope to speak out for people whose voices are often not heard.”

AIEF graduate who is now studying Law at university





“I have always known I wanted to be a doctor. From a young age, when people asked what I wanted to be I’d say, ‘a Doctor’ or ‘Batman.’ Later in life, when I discovered that being Batman was a little beyond my reach, I settled on becoming a doctor!”

MEDICAL STUDENT, SHALOM COLLEGE AT UNSW



09 FINANCIAL SUMMARY



The Financial Report for 2011 highlights AIEF's strong performance in three vital financial aspects in which AIEF measures its success:

1. CAPITAL RAISING

AIEF raised an additional \$10 million in 2011 to reach its initial \$40 million target, 17 years ahead of schedule.

2. INVESTMENTS

AIEF implemented a prudent, diligent and conservative investment strategy and achieved investment returns of around 6% with no tax and negligible risk, in a market where many charities lost money in investments.

3. COSTS

AIEF's low-cost base continues to set a benchmark across the non-profit sector, with AIEF having spent an amount equivalent to only 2.6% of its Scholarship Funding on total costs to date after other income generated by AIEF for costs is taken into account.

Key highlights to date – AIEF Scholarship Program

Funding target for AIEF Scholarship Program	\$40,000,000
Funds raised to date	\$41,914,062
Exceeded initial target to date by	\$1,914,062

Funds raised to date – AIEF Scholarship Program

Government funds received	\$20,000,000
Private contributions received	\$9,699,002
Private investment income	\$627,939
Private contributions pledged	\$11,587,121
Total funds raised to date for Scholarship Funding	\$41,914,062

Costs

Total equivalent expenditure to date from Scholarship Funding (2007–March 2011)	\$1,109,502
As a percentage of total funds raised to date	2.6%

The AIEF financial results provide compelling evidence of how a private sector-led, non-profit initiative with an efficient and scalable model, with hard-headed business discipline and with leading implementation capability can make a strong impact in this vital work.

AIEF provides evidence that the private sector has an 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, where the venture has detailed and transparent public reporting and is regulated through the same corporate governance regime under ASIC that applies to public companies.

AIEF has recently changed its financial year to commence on 1 April instead of 1 January of each

year. Our 2011 financial year marks the transition into this new reporting period, which is why the Financial Summary of this Annual Report covers the 15-month period from 1 January 2011 to 31 March 2012. Starting in 2012, AIEF's future financial years will run from 1 April to 31 March. This change was made to facilitate more efficient payment, acquittal and accounting processes through the timelines of AIEF's underlying programs.

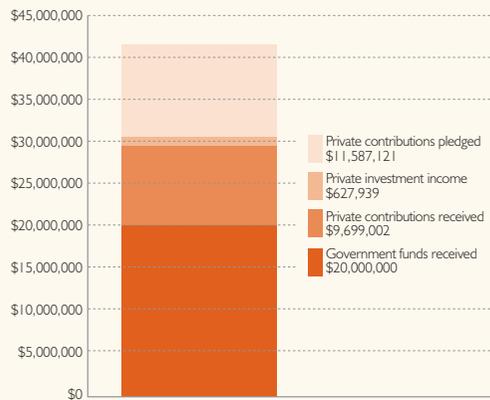
CAPITAL RAISING

Under the contract AIEF entered into with the Australian Government in 2009, the Australian Government committed to investing \$20 million over three years. AIEF committed to using its best endeavours to match this with an additional \$20 million over a period of 20 years, with an undertaking to raise \$5 million in the first five years. AIEF took this commitment seriously, and finished 2011 having raised the entire \$20 million in cash and pledges to reach the \$40 million milestone, just two-and-a-half years from the time the contract was signed with the Australian Government.

This success has significantly exceeded 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 at those partner schools.



Outperformance on AIEF's \$40 million target



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.

Throughout the two-and-a-half years to the end of 2011, the economic circumstances, coupled with ongoing volatility in financial markets, continued to make it difficult for non-profit organisations to raise funds. AIEF's supporters deserve recognition for investing in such an important national priority when it would have

been easy to walk away and say no. AIEF would like to record its particular thanks and appreciation for the support and commitment to long-term and engaged partnerships from these leading major supporters:

- AFL
- Allens Arthur Robinson
- The Australian Children's Trust
- The Australian Government
- The Australian Ireland Fund
- BHP Billiton Iron Ore
- The Bill and Patricia Ritchie Foundation
- BP Australia
- The Cathy Freeman Foundation
- The CLSA Chairman's Trust
- Commonwealth Bank of Australia
- HSBC Bank Australia
- KPMG
- Leighton Contractors
- Qantas
- The Tenix Foundation
- The Trust Company

AIEF is also indebted to many other people and organisations for their support to help make AIEF more cost-efficient. This allows for more Indigenous children to be educated instead of having more money spent on costs.

In particular, whilst the value of this support is not included in any of the financial information documented in this Annual Report, AIEF expresses its sincere gratitude for in-kind and pro-bono support and provision of voluntary services valued at a total of over \$1 million from a wide range of organisations and individuals.

For their professional services and the donation of goods in-kind, we thank The Tenix Foundation, Financial Review Business Intelligence, Allens Arthur Robinson, The White Agency, KPMG, Commonwealth Bank of Australia, Microsoft through the Community Technology Skills Program "Unlimited Potential", Orion Enterprise Business Solutions, Quality Press, Sands Print Group, Nikki Easterbrook Photography, Kimberley Bloom Design, Adobe through Gifts In Kind International, Bangarra Dance Theatre, That's My Cake, Toowoomba Regional Council, HSBC Bank Australia, Dress for Success, Café Sydney and The Loft.

We also thank Zenith Interiors, Mark Talbot, Diamo Australia, Zip Industries, Euroespresso, Ace Art and Framing, Jim Croft Framing and Stephen Gray Picture Handing for their interior design work and their assistance in the fit-out of our office in Edgecliff.

For their ongoing and committed volunteer and consultancy work for AIEF, we also sincerely thank Serena Porges, Natascha Milsom, Louise Adam, Juliet Warne and Kim Hill.

The growth and success of AIEF would not be possible without the generosity and great work of these supporters.

AIEF also expresses its thanks and gratitude to all its other volunteers including its non-executive Directors, Patrons, Ambassadors, Mentors and others, and especially to the Indigenous students and artists that have helped to decorate our offices with their beautiful paintings – Winnifred Nanala, Sheridan Clarke, Kirsty Jarrett, Craig Ashby and Kim Hill – and also to St Joseph's Nudgee College for the great Rugby jersey.



INVESTMENTS

The difficult economic and financial market conditions in 2011 also presented significant investment challenges for those organisations with funds to invest, so AIEF is also pleased to have delivered a strong investment performance by proceeding with caution and diligence in a defensive cash portfolio, to deliver an investment performance of around 6% in 2011.

At AIEF, we clearly understand that our investment function is to protect and preserve the money contributed to our programs and to be prudent, conservative and diligent with investments so that we can apply the funds for the purpose they were contributed – the education of more Indigenous students through a sustainable, long-term program.

In 2011, AIEF continued to adopt a defensive, cautious and conservative investment strategy focused on stability, predictability and certainty. All funds were held in cash and term deposits with major licensed Australian banks, excluding some shares that were donated in-kind to AIEF, which AIEF is retaining to generate ongoing dividend income in accordance with the wishes of the donor.

The returns are expressed as approximately 6% because the capital invested changes daily as more donations are received and consequently, the overall investment returns would need to be weighted for average daily balances and returns throughout the year.

AIEF has a professional and experienced Investment Committee chaired by AIEF Director Rob Coombe, former CEO of Westpac Retail and Business Banking and former CEO of Bankers Trust and also 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. The AIEF Investment Committee maintains regular discussion and market monitoring to ensure the investments are appropriate for the AIEF business model and objectives, and is evaluating opportunities for some longer-term investments when the conditions are right.

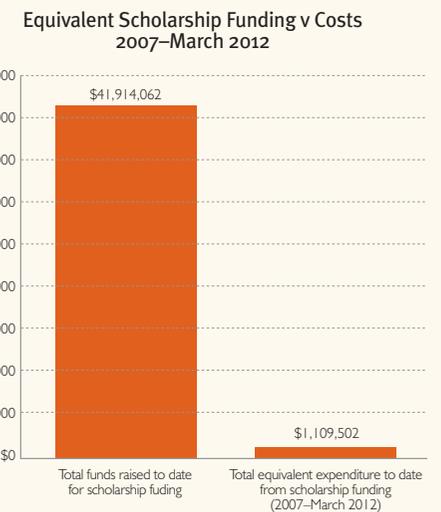
COSTS

AIEF's low-cost base continues to set a benchmark across the non-profit sector, with AIEF having spent an amount equivalent to only 2.6% of its Scholarship Funding on total costs to date after other income generated by AIEF for costs is taken into account.

AIEF generates income to meet its total operating costs from a number of sources including a proportion of scholarship donations, administrative and other fees for services, contributions made specifically for capacity costs and investment income in the AIEF operating account. If we look at the total income generated by AIEF for operating costs (i.e. all costs other than scholarship distributions) from all sources other than scholarship contributions, it leaves only \$1,109,502 of the total AIEF costs in its entire history from 2007 until 31 March 2012 that would not have been met from such sources, and we refer to this as the 'Total equivalent expenditure to date from Scholarship Funding (2007-March 2011)', which equates to only 2.6% of total Scholarship Funding. This is a new measurement presented by AIEF in this 2011 Annual Report.

The total costs we refer to are not 'fundraising expenses' – they represent the entire cumulative total that AIEF has spent since it was established, including all staff, premises, regulatory and operational costs involved in establishment, incorporation, rollout, delivery and expansion of its business as well as fundraising, investment management, reporting, acquittals and compliance.

This is shown below in the chart. AIEF is not aware of any other non-profit organisation that has a lower cost base.





ACCOUNTS

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 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 Period Ending 31 March 2012

Income	
Government Funding for Scholarships	\$5,000,000
Non-Government Funding for Scholarships	\$4,647,830
Non-Government Capacity Donations	\$22,469
Dividend Income	\$5,114
Investment Earnings	\$1,537,676
Total Income	\$11,213,089
Expenditure	
Donations for Costs to AIEF	\$22,469
Transfer to Operating Costs Reserve	\$942,355
Total Expenditure	\$964,824
Operating Surplus	\$10,248,265
Distributions	
Secondary Scholarship Distributions	\$2,159,806
Tertiary Scholarship Distributions	\$344,838
Total Scholarship Distributions	\$2,504,644
Surplus	\$7,743,621

In 2011, AIEF received an additional \$11.2 million into the AIEF Scholarship Program. This included the third and final instalment (\$5 million) of the contracted funding from the Australian Government (in addition to the \$15 million received in 2009 and 2010), \$4.67 million in non-government contributions and \$1.64 million in investment income on both government and non-government contributions.

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.

When funding is received for the AIEF Scholarship Program, 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 earnings including the 15% net contribution from those earnings in the Scholarship Program accounts. This operating income is 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.

Whilst scholarship funds are being raised, AIEF is also distributing scholarship funds each year. In 2011, AIEF distributed a total of \$2,504,644 in scholarship distributions for 209 Indigenous students (184 secondary and 25 tertiary), making an average scholarship distribution of approximately \$12,000.

AIEF Scholarship Program Balance Sheet as at 31 March 2012

Scholarship Funds

Retained Earnings as at 31 December 2010	\$14,813,086
Asset Revaluation Reserve	-\$54,000
Accumulated Surplus	\$7,743,621
Total Equity	\$22,502,707

Represented by:

Bank and Term Deposits	\$21,544,934
Equities Donated in-Kind	\$581,000
Trade Debtors	\$4,217
Franking Credit Receivable	\$1,714
Interest Receivable	\$330,841
Donations Receivable	\$40,000
Total Assets	\$22,502,707
Current Liabilities	\$0
Total Liabilities	\$0
Net Assets	\$22,502,707

The AIEF Scholarship Program had retained earnings of \$14.8 million at the end of 2010 and a surplus of \$7.7 million up to the end of March 2012 after distributions for scholarships and costs. This resulted in a closing balance of \$22.5 million as at 31 March 2012 after a small asset revaluation allowance for investments donated to AIEF *in specie*. This net asset position enables AIEF to underwrite and fund scholarships at AIEF 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 \$11.6 million in pledges already committed to AIEF as at 31 March 2012 but not shown in AIEF's official accounts until the time of receipt.

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 Ending 31 March 2012

Income

Capacity Donations
Costs Contribution from Funds for Operating Reserve
Income from Services and other Programs
Investment Earnings

Total Income

Expenditure

Bank Expenses
Staffing Costs
Office and Operating Expenses
Depreciation
Insurance
Accounting, Legal and Consulting
Interest Expense

Total Expenditure

Surplus



	\$22,469
	\$942,355
	\$657,272
	\$248,867
	\$1,870,964
	\$5,338
	\$1,107,632
	\$373,686
	\$10,562
	\$7,079
	\$40,491
	\$0
	\$1,544,788
	\$326,176

All capacity donations to 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 the table shows, AIEF has incurred total operating expenditure of \$1.5 million for the period of 15 months from January 2010 to 31 March 2012, against an operating income of \$1.9 million. This produced an operating surplus of \$326,176, which contributes to an operating reserve of \$3.3 million as shown on the balance sheet on the right.

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 remainder of the 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 March 2012	
Operational Funds	
Retained Earnings as 31 December 2010	\$2,961,983
Accumulated Surplus	\$326,176
Total Equity	\$3,288,159
Represented by:	
Bank and Term Deposits	\$3,190,228
Trade Debtors	\$71,500
Interest Receivable	\$112,047
Petty Cash	\$279
Plant and Equipment less Accumulated Depreciation	\$30,222
Total Assets	\$3,404,276
Current Liabilities	
GST Liabilities	\$24,435
FBT and PAYG Payable	\$21,803
Other Employer Costs Payable	\$69,879
Total Liabilities	\$116,117
Net Assets	\$3,288,159

AUDIT

The full financial reports for AIEF for the periods from 1 January 2011 to 31 March 2012 have been filed on time 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 PKF Australia in accordance with Australian Auditing Standards.

 *It's like everything I've ever wanted. After the interview I was so overwhelmed. I just stood outside the office for a bit and I thought 'what just happened?'. This is an amazing thing to happen.*

TANIKA GRADUATED FROM KINCOPPAL-ROSE BAY SCHOOL IN 2011 AND, WITH AIEF'S ASSISTANCE, SECURED A TRAINEESHIP IN EVENT MANAGEMENT WITH THE NRL – HER DREAM JOB

APPENDIX

- A GOVERNANCE AND PEOPLE
- B AIEF'S COLLABORATIVE PARTNERSHIPS
- C CONTACT AND DONATION DETAILS
- D ACKNOWLEDGEMENTS

A GOVERNANCE AND PEOPLE

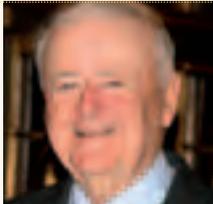
IN MEMORIAM

It is with much sadness that AIEF notes the passing of AIEF Ambassador and former Allens Arthur Robinson Chairman and Partner Jim Thynne in 2011. A Partner of the firm for 30 years and Chairman from 2005 to 2008 before retiring the following year, Jim was a strong advocate for the work of AIEF and was both personally and professionally supportive, especially in the early formation years. Our thoughts and deepest sympathies are with Jim's wife Victoria and his sons Harry and Patrick as well as his colleagues at the firm.

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



Mark Arbib



Stephanie Brantz



Associate Professor
Ngiare Brown



The Hon Linda Burney MP



Jennifer Byrne



Liz Cacciottolo



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



Adriana Gardos



Danny Gilbert AM



David Gonski AC



Wayne Goss



Caroline Gurney



Steve Harker



John Hartigan



Matthew Hayden AM



Janie Hicks



Greg Hutchinson



Alan Joyce



Katie Lahey



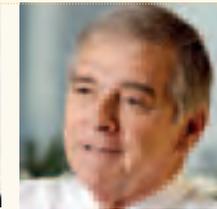
Kirsten Lynn



Paulo Maia



Peter Mason AM



David Mortimer AO



David Murray AO



Ian Narev



Ralph Norris



John O'Sullivan



James Paterson



Guy Reynolds AM



Aden Ridgeway



Heather Ridout



Michael Rose



John Schaffer



Nora Scheinkestel



Professor Julianne Schultz AM



Jillian Segal AM



Mary Shaw



Geoff Walsh AO



Dr Nikki Williams



Tristan Wills



Geoff Wilson



Frank Zipfinger



Andrew Penfold,
Chief Executive Officer



Renée Coffey,
Programs Director



Michelle Penfold,
Partnerships Director



Jenny Dean,
Pathways Director



Alexandra Pitzing,
Communications Associate



Birrillee Vale,
Program Associate

AIEF TEAM



Natascha Milsom,
Volunteer



Claudia Cowell,
Student Support Manager



Danielle Moon,
Executive Officer



Freya Edwards-FitzSimons,
Communications and
Events Assistant



Jill O'Connor,
Program Associate



Kirsten Lynn,
Policy Advisor



Nigel Marsh,
Special Advisor



Serena Porges,
Volunteer

B AIEF'S COLLABORATIVE PARTNERSHIPS

I believe that education can make a difference in the Indigenous community through providing legal aid and representation. For too long many Indigenous people have not understood the legal process and therefore have been misrepresented and misunderstood when justice has been handed down. I would aim to involve myself to ensure that equity and equality are for all and not just a chosen few.

LAW STUDENT, SHALOM COLLEGE AT UNSW

Collaborative Partnerships are the touchstone of AIEF's success. AIEF is proud to collaborate with some of Australia's leading companies and foundations which set the benchmark in engaged philanthropy. These are our major partners:



C CONTACT AND DONATION DETAILS

CONTACT INFORMATION

Australian Indigenous Education Foundation
Suite 312, Level 3, Edgecliff Centre
203-233 New South Head Road
Edgecliff NSW 2027

T (02) 8373 8000

F (02) 8373 8001

E info@aief.com.au

W www.aief.com.au

ABN

Australian Indigenous Education Foundation
ABN 13 127 908 187

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 and productive careers, 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 the address above.

Alternatively, you can visit our website to donate online at www.aief.com.au

For photos, videos and inspiring student stories, visit TheBlackTrack.com.au



Follow us on Twitter – [@AIEFoundation](https://twitter.com/AIEFoundation)



Like us on Facebook – www.facebook.com/AIEFoundation



AUSTRALIAN
**indigenous
education**
FOUNDATION

D ACKNOWLEDGEMENTS

Craig Galvin and his team at The White Agency for the creative design and ongoing maintenance of the AIEF website – www.thewhiteagency.com.au

Bill Cotis and his team at Orion Enterprise Business Solutions for the “Customer Relationship Management” system development and maintenance – www.orionopen.com.au

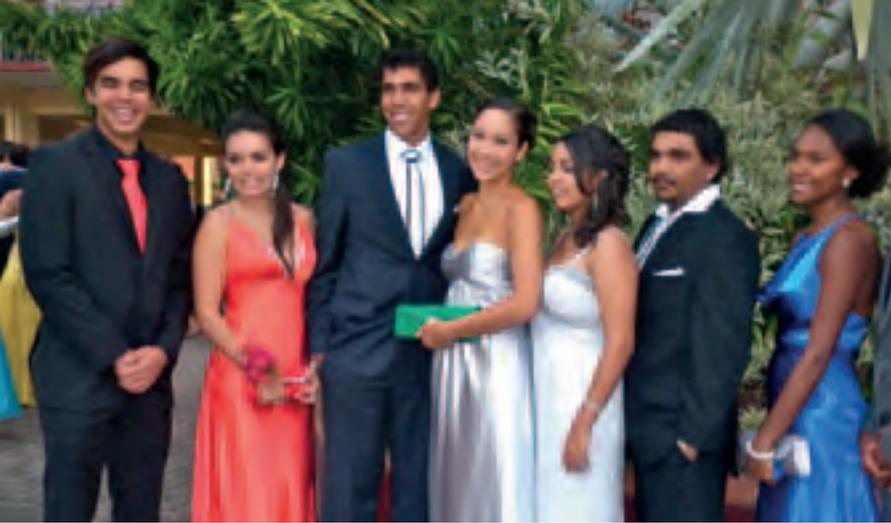
Quality Press for the print production of this Annual Report – www.qpgp.com.au

Nikki Easterbrook of nikki.e photography for her work within these pages and considerable time capturing many AIEF events, people and activities on camera – www.nikkiephotography.com.au

Kim Bloomfield of Kimberley Bloom Design for her beautiful and creative design work including this Annual Report – www.kimberleybloom.com.au

“After graduating from St Peters, I managed to gain an apprenticeship in carpentry with a local construction company. I enjoy carpentry very well and it’s always been a trade that I’ve always wanted to do, my granddad and a few of my uncles are carpenters through this company as well and I never thought I’d be following in their footsteps. I plan on completing my trade and staying with the company for as long as possible and eventually in the future get the chance to travel out to remote communities to help build houses for my people, that’s something that I would like to give back to the community.

AIEF GRADUATE FROM ST PETERS LUTHERAN COLLEGE







YVONNE O'NEILL
AIEF DREAMING – A LEARNING JOURNEY