



2019

ANNUAL REPORT







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Messages from our Patrons



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

It is an honour to be the Patron-in-Chief of the Australian Indigenous Education Foundation and to be able to follow the growth and development of the organisation over the past 12 months in its resolve and drive to create opportunities for a quality education for more Indigenous children across the nation.

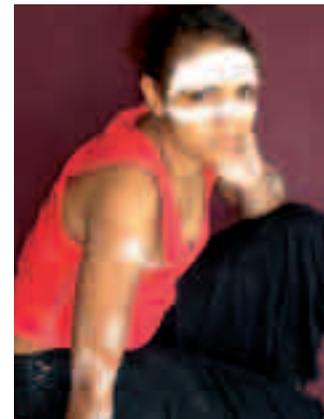
AIEF is an excellent example of how individuals and corporate organisations can make a difference to the lives of Indigenous children by facilitating access to educational opportunities that would not otherwise be available to them, and to do so in an efficient framework that provides clear, transparent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

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

Over the past 12 months, AIEF has made great strides in its milestones and achievements. 2009 saw the completion of the contract confirming the Australian Government's \$20 million investment, the official establishment and staffing of the organisation and the further expansion and development of AIEF partner schools and scholarship programme. It is particularly pleasing to see that Indigenous enrolments have grown by over 40% since partnerships formed between AIEF and the schools.

I warmly congratulate AIEF and the heads, staff and Indigenous students at partner schools, the Australian Government and the corporate and individual supporters of AIEF for their commitment and support to realise the outstanding results achieved over the past year.

There is still much to be done to generate sufficient funding to enable AIEF to educate 2,000 Indigenous children and I urge you to support the important work of the Australian Indigenous Education Foundation in this historic and groundbreaking work.





Sir William Deane AC KBE
Patron

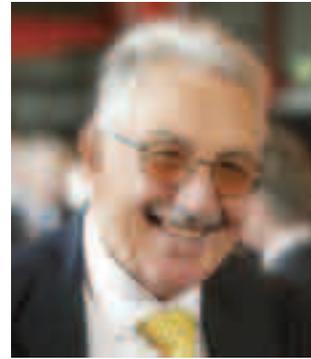
Last year, Australia belatedly apologised as a nation to its Indigenous peoples for the wrongs of the past. In that sense, it can at last truly be said that we have at least set out on the road to Reconciliation.

But true and lasting Reconciliation will never be achieved until the appalling and continuing disadvantage of Indigenous Australians is much more effectively addressed.

I am absolutely convinced that, in addressing every aspect of Indigenous disadvantage, education is the key. It is true that some significant progress has been made. For example, as a Patron of the Australian Indigenous Doctors Association, I am constantly overcome with admiration by the achievements and qualities of the estimated 140 Aboriginal and Torres Strait Islander doctors who have become fully qualified and some 130 current Indigenous medical students in Australia. They demonstrate, beyond argument, the immense potential of young Indigenous Australians if only they are given a real chance. But the challenge remains overwhelming. And the plain fact is that, in far too many cases, our young Indigenous Australians are denied an environment in which effective education, particularly education to a tertiary level, is a real possibility.

The Australian Indigenous Education Foundation exists to give those young Indigenous Australians a real chance of a successful education. This Annual Report records the impressive progress that has been made in the Foundation's first year of operation. It is a privilege to be associated, as Patron, with the Foundation in its vitally important work.

I add a word of congratulation and thanks to all those whose vision, work or financial or other support have helped make possible the successful establishment and operation of the Foundation. Many of them are identified by Andrew Penfold in this Report. It is probably unnecessary to add that, in their forefront, is Andrew himself.



Mr Carlo Salteri AC
Patron

I congratulate the Chief Executive, Andrew Penfold, the AIEF Board and AIEF staff on a very successful year in establishing a fully functioning organisation.

Much has been achieved in securing government and private assistance, establishing staff and offices and expanding the network of schools whose students will be the beneficiaries of AIEF scholarships.

In particular I congratulate the Prime Minister, Kevin Rudd and the Deputy Prime Minister, Julia Gillard on their leadership and vision in supporting the important work of AIEF with a major financial contribution. Their support and enthusiasm for AIEF is most appreciated.

Last year, 43 students received scholarships from AIEF. I encourage them to seize the wonderful opportunity they have been given to achieve academic success, make lifetime friends, establish networks and contacts and importantly develop their own leadership skills.

Each of these students has been given the opportunity, but it is individuals who will have to work hard to earn their education. Hard work to achieve a goal creates respect among peers and provides the individual with a true appreciation of the value of their effort. The AIEF model supports this ethos.

I encourage the students to be tenacious with this opportunity. Tenacity has always been one of my personal values and has helped me to persevere during tough times. Schooling away from home, undertaking difficult subjects and participating in school life will require significant tenacity for these students however I can assure them of the rewards awaiting them on completion of their education.

I look forward to following their progress, confident of their success.

Chairman's Overview – Ray Martin AM



With an exceptionally bright new team behind our battle-hardened CEO, Andrew Penfold and a brace of generously donated desks and twinkling computers, I am delighted to announce the Australian Indigenous Education Foundation is off and running.

As Chairman of AIEF, it gives me great pleasure to introduce our second Annual Report on behalf of the Board of Directors.

Years ago, our distinguished AIEF Patron, Sir William Deane, told us that "to overcome the appalling problems of Indigenous disadvantage, education is the key."

And in his maiden speech to Parliament a decade ago the Prime Minister, Kevin Rudd, declared: "If equality of opportunity does not begin in the school system it begins nowhere at all".

Mr Rudd has certainly put his money where his mouth is by last year committing \$20 million of Federal Government funds to the work of AIEF, a substantial contribution which we are now obliged to match. And we will match it.

We are proud to say that we have already raised \$25.7 million towards our \$40 million target and in two years we have maintained a cost ratio of just 1.86% to date.

We have listened to the wisdom of the Elders. Now it is surely time to act.

There are hundreds and hundreds of eager young Indigenous boys and girls across Australia who are about to get an AIEF scholarship and a chance at a high school education that their parents could only have dreamed about. And that means an exciting chance at life.

It's exciting for all of us. As Shakespeare wrote: "When all about the wind doth blow". Well, the winds of change are certainly blowing.

Our business at AIEF is about delivering quality education to Indigenous students. But, in the end every Australian will benefit,

as we begin to correct the sad history of disadvantage. We can no longer just talk about it, it's now time to implement a strategy that works. And this is proven to work.

We make that commitment, because we have already seen how to do it.

For much of this decade, our colleagues at St Joseph's College in Sydney – Headmaster Ross Tarlinton and his team – have blazed the trail, setting dozens of Indigenous boys on a different path to individual success.

Now, we're going national – with the backing of the Federal Government, corporate Australia and individual Australians who have come to understand the critical importance of quality education to Indigenous boys and girls.

Our other essential partners are some of the best boarding schools in the land, who generously offer their decades of experience and expertise along with their wonderful facilities.

In 2009 AIEF funded 43 scholarships for Indigenous boarders and at the end of 2009 we have already underwritten 165 places per annum from 2010 onwards.

I have already mentioned the outstanding personal support AIEF has received from the Prime Minister, Kevin Rudd, for which we are extremely grateful. May I also thank other key members of the Australian Government, namely the Deputy Prime Minister, Julia Gillard, the Minister for Employment Participation, Mark Arbib and the Minister for Indigenous Affairs, Jenny Macklin, and the first rate advisors and other staff in their offices and Departments.



In this endeavour we have already received a tremendous amount of support from numerous people and organisations. So many that it is impossible to list them all here. But there are two organisations that I simply must mention – our founding partners, the Commonwealth Bank and Tenix. We are sincerely grateful for the significant contributions that both these organisations have made and continue to make in many different ways. Their commitment and support for AIEF has been unwavering – and most significantly – right from the very beginning when AIEF was nothing more than a concept.

I am also delighted to acknowledge and thank AIEF's magnificent Patrons – the Governor of NSW and AIEF's Patron-in-Chief, Professor Marie Bashir AC CVO, Sir William Deane AC KBE and Mr Carlo Salteri AC along with our hard-working Directors and our extraordinary team of Ambassadors.

Every Ambassador is a truly exceptional Australian, and it is our great privilege to be able to call on their support. On this occasion may I just make special mention to thank two of those Ambassadors, World and Olympic champion, Catherine Freeman OAM and businessman Charles Curran AC. I also welcome Geoff Wilson, CEO of KPMG, and look forward to a long and productive

relationship with Geoff as one of our new Ambassadors and KPMG as one of our new partners.

AIEF is honoured to have established a partnership with the Catherine Freeman Foundation, which is doing outstanding work supporting Indigenous girls from Palm Island in their endeavours to complete high school on the Queensland mainland. I was able to witness the work of the Catherine Freeman Foundation first hand when I visited Palm Island with Catherine during the year.

Through the year, we were also introduced to the impressive work of the Australian Ireland Fund through its Chairman, Charles Curran AC. Our Chief Executive, Andrew Penfold was invited to speak at their annual Brisbane and Sydney luncheons and was warmly received as he outlined the goals of AIEF. I also had the pleasure to be MC at the Australian Ireland Fund's annual garden party event in Sydney, hosted each year by Lady Mary Fairfax AC OBE. We are absolutely delighted that, alongside their continued support for Reconciliation and integrated education in Northern Ireland, they have now initiated support for Reconciliation here in Australia through a new partnership with AIEF. I look forward to working closely with Charles Curran and the Board of the Australian Ireland Fund.

The year ahead in 2010 is set to be exciting and productive as AIEF expands its scholarship work into Queensland and develops the Post-School Pathways Programme with the support of the Australian Government and in collaboration with our major corporate partners, to assist Indigenous students in their transition from school to further study and careers.

May I conclude my Chairman's report by congratulating our CEO Andrew Penfold on his selection as a finalist in the 2010 Australian of the Year Awards. To be chosen as a finalist amongst such an illustrious group was recognition of his outstanding contribution, over many years, in the field of Indigenous education. Those of us who know how tirelessly Andrew works, how single-minded and devoted he is to closing the gap, stand and applaud him.

I thank you all for your support of AIEF.

Ray Martin AM

Chairman – Australian Indigenous Education Foundation
27 May 2010

AIEF Board of Directors

Ray Martin AM (Chairman)

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

Ann Sherry AO (Deputy Chair)

Ann Sherry is the Chief Executive Officer of Carnival Australia, a division of Carnival Corporation the leading cruise company in Australia. Before this Ann was with Westpac for 12 years in a variety of roles which included Group Executive and CEO of Westpac New Zealand and CEO of the Bank of Melbourne. Prior to this Ann was First Assistant Secretary of the Office of the Status of Women in Department of Prime Minister and Cabinet. Ann also currently holds the following Directorships: Director, Wilson HTM Investment Group; Chair, Public Service Commission of Queensland; Director, Tourism and Transport Forum Australia Ltd; Director, Indigenous Enterprise Partnerships; and Director, Australian Maritime Museum.

Rob Coombe

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

Michael Lindsay

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

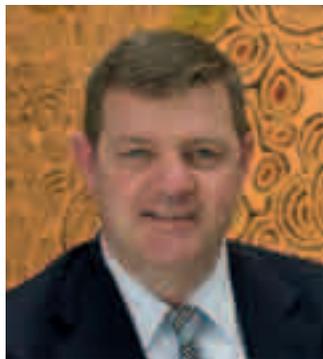
Warren Mundine

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

Andrew Penfold

Andrew is the CEO of AIEF. A former finance lawyer and investment banker with 20 years experience working in leading international firms in Sydney, London and Hong Kong, in 2004 he left the business world and spent five years working on a full-time but voluntary basis for a range of non profit and charitable organisations. In 2004 he established the St Joseph's College Indigenous Fund and is also a director of the ANZ Stadium Club at Homebush, a former director of the South-West Inner Sydney Housing Cooperative in Redfern, Secretary and Trustee of the Hong Kong Rugby Bali Fund, and was a participant in the Indigenous stream of the Australia 2020 Summit in Canberra in April 2008. Andrew received a Leadership Award from the *Australian Davos Connection* in 2008, was one of the 2009 True Leaders in the annual *Australian Financial Review BOSS Magazine* awards and was a finalist for Australian of the Year in 2010.

Chief Executive's Report – Andrew Penfold



2009 was the first year of programme operations for the Australian Indigenous Education Foundation and our results and achievements to date have been spectacular.

In September 2009 we moved out of my dining room and into our first office and established an executive team. During the year we also funded 43 new scholarships for Indigenous girls, signed our \$20 million contract with the Australian Government, secured funding for a new Post-School Pathways Programme, finished the year having raised \$25.7 million towards our \$40 million scholarship programme target, finalised partnership arrangements with several new schools and have already offered 165 scholarship places per annum at our partner schools from 2010 onwards (this is in addition to the separate St Joseph's College Indigenous Fund for up to 40 boys at St Joseph's College).

All of this has been achieved with AIEF running at an unparalleled 1.86% operating cost ratio for its entire two-year operating history, making AIEF, unambiguously, one of the most efficient and effective non-profits in the country.

With the support of the Australian Government and in collaboration with our major corporate partners, we have also recently commenced a unique and complementary Post-School Pathways Programme to assist Indigenous students at our partner schools into their careers, unlike anything that's been done before.

This means AIEF now has two interconnected and innovative core strategies:

1. a \$40 million joint venture with the Australian Government to provide boarding school scholarships for Indigenous children to attend some of the leading schools in the country that provide a high expectations and world-class education to equip students for life in the 21st century; coupled with

2. a Post-School Pathways Programme to assist educated and job-ready Indigenous school leavers move from school to further study and leading companies for meaningful careers.

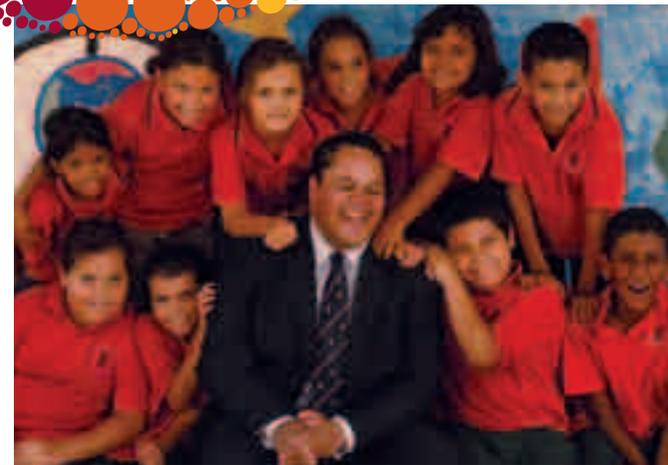
These two core strategies reflect that education and careers are the central pillars of the Closing the Gap agenda. Year 12 attainment is the most critical component in Closing the Gap – and also the key driver of productive careers. As the Prime Minister said recently: "the evidence is unambiguous. Finishing Year 12 transforms students' future opportunities". That is why these two strategies are at the core of our work at AIEF – Year 12 attainment and meaningful careers.

The ultimate success of AIEF comes from the hard work and determination of the staff and students at our partner schools, supported by funding from our generous supporters, corporate and other partners. The results of our work and, more importantly, the work of these leading schools we partner with, are proven and unambiguous and are detailed in this Annual Report for all to see.

It has been an extremely busy but rewarding and successful year, not only for AIEF but for all of our partner schools and their Indigenous students.

Anyone who has had exposure to the non-profit and community sector will know how hard the work is. It is grinding, unglamorous and unrelenting. The rewards are not measured in remuneration, promotion, power or career escalation but in the heart-thumping knowledge you're doing the right thing and changing lives. It's the same for the staff who work in our partner schools.

In 2009 we recruited the first members of the AIEF team and I would like to acknowledge and thank them all for their enormous hard work and commitment in making our success to date so spectacular. AIEF is privileged to have such a formidable, talented,



From little things, big things grow. Timeline of achievements in AIEF's first year of operations.



tight and committed team. Through their efforts they have helped to establish strong foundations for sustainable growth in an environment of best practice and thorough professionalism to change thousands of lives. I would like to particularly thank and acknowledge our executive team:

Renée Coffey Pathways Director

Jenny Dean Pathways Project Manager

Holly Hart Scholarship Programme Director

Christine McLiver Communications and Development Director

Michelle Penfold Partnerships Director

Our executive team and our Board know that achieving results takes hard work, hard heads, soft hearts and capable hands and we are each individually and collectively committed to this approach.

I also acknowledge and thank Carlie Smart and Antonia Drake-Brockman who have worked with AIEF in their university holidays. Carlie is the first Indigenous person from her home community of Bowraville to study Law and since finishing her six years of secondary schooling boarding at St Vincent's College, successfully completed her first year of Law at UNSW in 2009.

Carlie and Antonia helped to carry out a tracking study of all the Indigenous students that completed Year 12 at our five Sydney partner schools and St Joseph's College Hunter's Hill over the past 10 years. Out of those Year 12 school leavers we tracked and surveyed 90% of them and found that 63% have gone to university, 20% have undertaken apprenticeships and traineeships and 17% have gone into the workforce. Furthermore, we found that these schools have an 84% retention and Year 12 attainment

rate, compared to 47% for Indigenous students nationally and 76% for non-Indigenous students nationally.

We are committed to increasing Year 12 attainment for Indigenous students at quality schools in the AIEF network – schools with proven results in Indigenous education outcomes that we can help to grow and sustain. And quality careers for these well educated and job-ready Indigenous school leavers from these leading schools to leading companies.

While our results and achievements have been many in 2009, we would not be so well positioned without the generous support of a dedicated and committed group of individuals and organisations. Our Chairman, Ray Martin AM, has acknowledged many of them but I would also like to record our thanks and appreciation for pro-bono support from Allens Arthur Robinson, KPMG, Tenix, the Commonwealth Bank, The White Agency, Kimberley Bloom Design and Nikki Easterbrook Photography. We have asked far more of them than may have been reasonable, and each of them have delivered, each time under pressure and beyond the call, and each time we asked for more and they never let us down. This is why we work with the best of the best, and they each have our highest accolade, thanks and endorsement. Likewise to those who so generously offered their services and products at no cost to assist our professional and functional office fitout: Zenith Interiors, Diami Australia, Zip Industries, Euroespresso, Mark Talbot and Janine Middleton. I hope our supporters will strongly consider supporting those that support us so professionally.

I also thank our Board of Directors for their commitment, wisdom and support for the executive team. Their individual and collective

contributions are exceptional and are a major factor in AIEF's success. I also extend our congratulations to our Chairman Ray Martin on his much-deserved public recognition in being named as a Member of the Order of Australia last Australia Day, for the exemplary work he has done in front of the camera and behind the scenes to serve our community for over 40 years. Few Australians have done so much for so long and in so many different ways to fight injustice and disadvantage on so many fronts.

Looking forward, 2010 is set to be another exciting year of growth and success for AIEF. We welcome three new partner schools in Brisbane and continue to grow our scholarship programme and stable of quality partner schools as our funding base grows. To complement this, we are further developing our Post-School Pathways Programme with some exciting initiatives with some of Australia's leading companies. I look forward to reporting on these and other new developments in next year's Annual Report.

As you read the reports from our partner schools and the stories of the past and present Indigenous students at their schools in the pages that follow, picture what would become if every one of the 10,000 schools in Australia wrote a simple report about their activities in Indigenous education excellence once a year like that. I don't think it would be long before there would be no gap to close.

It's an absolute privilege to be able to showcase their work in these pages.

AIEF is evidence that from little things, big things grow. It's serious business for serious people. Thank you for your support.

Andrew Penfold

CEO – Australian Indigenous Education Foundation
27 May 2010

AIEF Scholarship Programme

The Prime Minister describes Indigenous disadvantage as the greatest social challenge facing Australia and Year 12 attainment as one of the most critical components in Closing the Gap. We agree, and that is why we believe that marginalised Indigenous children and their families should have the choice to access world-class schools with proven Year 12 attainment and not be forced to become the residual occupants of Third World schools that are failing them. This is not about ideology it is about parental choice and proven results.

We facilitate this choice and access through the AIEF Scholarship Programme, bringing an unambiguous evidence-based approach to play our part in addressing our greatest social challenge, where Indigenous families wish to choose this boarding school option. We are unable to keep up with the demand from Indigenous families around the country.

The AIEF Scholarship Programme is a \$40 million project to provide boarding school scholarships for Indigenous children to attend some of the leading schools in the country that provide a high expectations and world-class education to equip students for life in the 21st century. The Australian Government has committed \$20 million to match another \$20 million to be raised by AIEF from individual, philanthropic and corporate investors to create a scholarship fund which will be invested and distributed for Indigenous scholarships over a 20 year period.

AIEF works in partnership with leading schools by underwriting and funding an agreed number of boarding places with each of our partner schools on an ongoing basis so that schools have certainty and can put their efforts into creating and sustaining best practice Indigenous education programmes for the next 20 years. AIEF commits to funding the maximum number of places requested by each school, and then moves onto the next school, and the next, one by one.

In identifying potential partner schools, AIEF considers a wide range of quantitative metrics and measurements relating to the Indigenous education work at each school such as track-record, retention and completion rates and critical mass.





We also scrutinise a range of qualitative factors. Each school we partner with has a demonstrated commitment to Indigenous children and works relentlessly to give the students pride in themselves, self-confidence, pride in their Aboriginality, self-belief and self-esteem. These schools warmly embrace Indigenous culture and celebration into their school communities. They believe that Aboriginal children can achieve educational attainment equal to or better than non-Aboriginal students – and they have the tangible and unambiguous results to prove it.

AIEF believes that best practice in this field is for our partner schools to have a close and direct relationship with the Indigenous families and communities they work with and AIEF endeavours to stay behind the scenes and stick to our core competencies. This also keeps our business highly efficient and effective so the vast majority of funds are channelled to Indigenous students for their education and not spent on administrative costs. In our two year history, we have a cost ratio of only 1.86%. That's not a so-called 'fundraising' cost ratio, it's our total cost base covering everything we do.

This model also means that our partner schools develop strong and longstanding partnerships with Indigenous families and communities; they know and understand one another, and this produces sustainable results

Our partner schools select and enrol their own students based on the schools' expertise in assessing the strengths and challenges of each individual student, the enthusiasm and commitment of the student and their family for the educational opportunity on offer and the likelihood of each student completing Year 12. These are among the core competencies of the leading schools we partner with and they have developed expertise in these areas, collectively over hundreds of years. Hard and gritty experience gained on the ground and at the coalface, not in theory or academia.

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

Students are not cherry-picked as the best or brightest from their communities. Many arrive at school years behind their non-Indigenous classmates in literacy and numeracy, or even illiterate, and many of them come from difficult family circumstances. All of which makes their achievements even more admirable.



In the following pages of this Annual Report we review the Indigenous education programmes at each of our 2009 partner schools to provide an overview of their work (not ours) and the past and present students who have completed one year or more at their schools. In 2009 AIEF funded 43 scholarships and we have now offered 165 scholarship places per annum at our partner schools from 2010 onwards. With the support of our investors, AIEF's objective is to be able to grow and sustain the Indigenous enrolment numbers at our partner schools but ultimately it is the students and schools themselves that do the hard work. In the pages that follow we report on their work and achievements to illustrate why we have partnered with these schools and what we can collectively achieve if we continue to increase the number of enrolments at schools like these.

In 2009 AIEF had partnerships with five girls boarding schools in Sydney and those schools are showcased in the following pages:

- Kincoppal-Rose Bay School
- Presbyterian Ladies' College, Sydney
- St Catherine's School, Waverley
- St Scholastica's College, Glebe
- St Vincent's College, Potts Point

Since partnering with AIEF in 2007, Indigenous enrolments at these schools have grown by over 40%. The combined statistical history over the past 10 years and the 2009 aggregate results of the Indigenous education programmes at these schools are highlighted on the following pages.

Apart from these partner schools, we have also started working with other partners and stakeholders such as the Catherine Freeman Foundation for other scholarships and programmes such as our Post-School Pathways Programme, and this work is described elsewhere in this report.

In 2010 we have already formalised partnerships with three more leading schools in Queensland and as our funding base grows, we continue to sign up more leading schools and offer more places for Indigenous boarders at these schools.

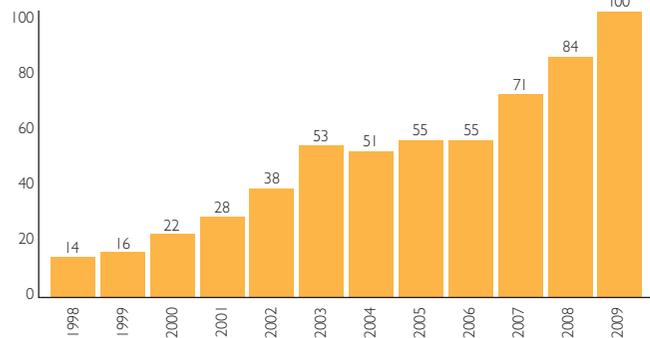
This is what drives our determination and need to raise another \$15 million to reach our \$40 million goal – the unrelenting determination to be able to offer more places at more world-class schools for more marginalised Indigenous children.

AIEF Scholarship Programme continued

Indigenous Student Enrolment History 1998 – 2009

Three of our 2009 partner schools have been enrolling Indigenous students for over ten years with the other two commencing their Indigenous education programmes in 2002. Overall, there has been a steady and consistent increase in Indigenous enrolments since 1998 with our partner schools demonstrating a 41% growth in enrolments since AIEF was established in 2007.

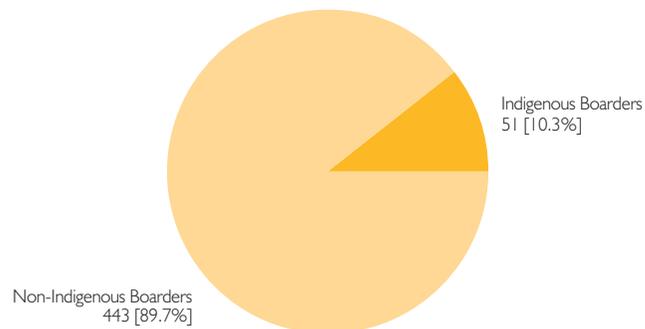
Indigenous Student Enrolment History 1998 – 2009
AIEF Partner Schools



Critical Mass

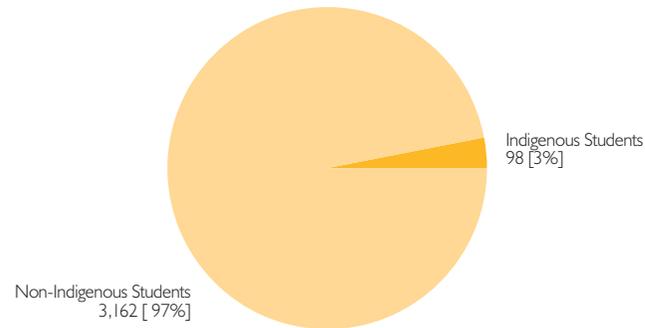
In 2009 there were 51 Indigenous boarders in total at AIEF's 2009 partner schools out of a total combined boarding house population of 494 students, equal to 10.3% of boarders being Indigenous students at these schools.

Critical Mass AIEF Partner Schools 2009
Boarding House (Total 494 Boarders)



In 2009, there were 98 Indigenous secondary students attending AIEF partner schools (including both day and boarding students), equal to 3% of the total secondary student population of 3,260 at AIEF partner schools – with two other Indigenous students enrolled in junior school.

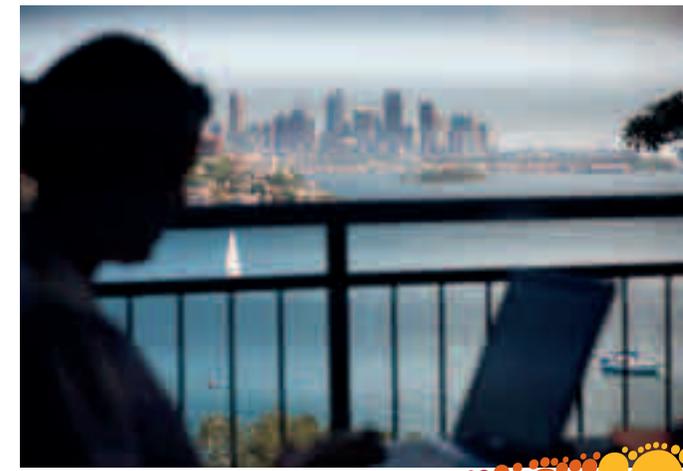
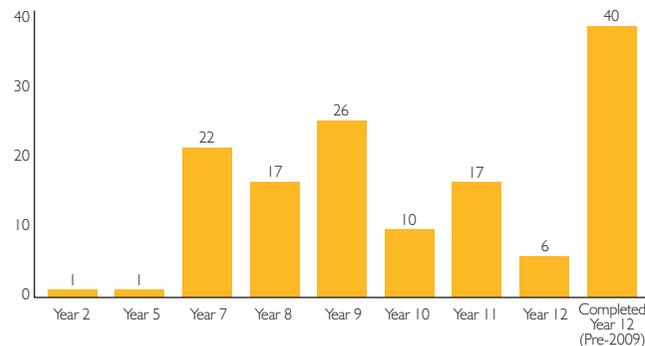
Critical Mass AIEF Partner Schools 2009
Secondary Students (Total 3,260 Students)



Class Year Breakdown in 2009

The 98 Indigenous secondary students enrolled at AIEF partner schools in 2009, were spread throughout Years 7 to 12 with the two students enrolled in junior school in Year 2 and Year 5. Six Indigenous students completed their Year 12 Higher School Certificate in 2009, joining 40 other girls who have successfully completed Year 12 at these partner schools since 1998.

Class Year Breakdown 2009 and Year 12 Completions to Date
AIEF Partner Schools





“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 the Australian Indigenous Education Foundation to improve the educational outcomes of young Indigenous people around Australia. I urge all Australians to support the work of the Australian Indigenous Education Foundation and help achieve the agreed national policy priority to close the gap between Indigenous and non-Indigenous Australians by empowering Indigenous children through education.”

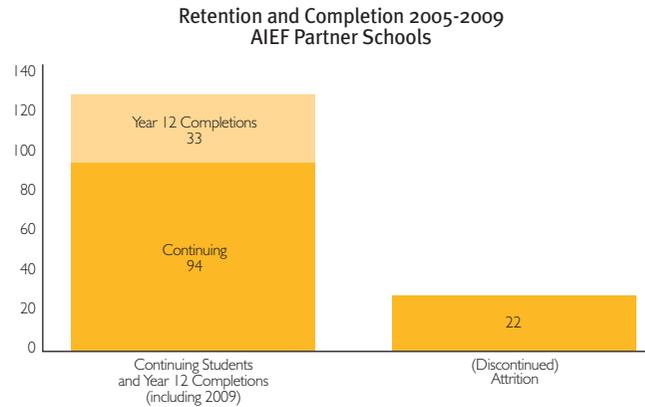
The Hon Kevin Rudd MP
Prime Minister of Australia

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



Retention and Completion 2005 – 2009

At AIEF our measurement looks at the rate of retention and completion over a rolling five-year period at any given point in time. In the last five years at AIEF partner schools, there have been 149 Indigenous students enrolled at the schools, of which 127 (85%) Indigenous students have either completed Year 12 or are still at the schools (in addition to 13 other Year 12 completions before 2005) and 22 Indigenous students have left before completing Year 12.



Note: The retention, completion and attrition rates are not for AIEF scholarships but the collective historical rates for the overall Indigenous education programmes at AIEF partner schools over the last five years. The retention and completion rates are used to monitor outcomes over the period. However, the ‘attrition’ rates do not imply underperformance as students may leave the school for a variety of reasons such as families moving interstate, personal or family health reasons, moving to another school, other personal or family circumstances etc.

Indigenous Communities

Since 1998, AIEF partner schools have established relationships with Indigenous families and communities across 78 different locations, with a considerable representation across regional and rural New South Wales. In addition, some partner schools have also extended their reach into Queensland and the Northern Territory.

Walgett	Newtown	Maclean
Glebe	Petersham	Macquarie Fields
Bowraville	Rozelle	Manning Park
Kempsey	Torres Strait Islands	Melbourne
Marrickville	Waverley	Mungundi
Dubbo	Alstonville	Nhulunbuy, Arnhem Land
Botany	Armidale	Niagara Park
Maroubra	Belfield	Oatley
Matraville	Bellingen	Orange
Annandale	Beresfield	Parramatta
Balmain	Bondi	Port Macquarie
Leichardt	Brisbane	South Bukalong
Roselands	Charlestown	Stanmore
Arncliffe	Chippendale	Strathfield South
Ballina	Cooroy	Strawberry Hills
Lismore	Cootamundra	Summer Hill
Millers Point	Cowra	Surry Hills
Otford	Cundleton	Sydney
Pyrmont	Darwin	Tregear
Redfern	Forster	Tweed Heads
WA	Gulgong	Wallace Rockhole
Alexandria	Haberfield	Warren
Bourke	Hamilton	Waterloo
Canberra	Hillston	Wellington
Dulwich Hill	Illabo	
Goodooga	La Perouse	
Lilyfield	Lewisham	

Total Indigenous Communities

78

Kincoppal – Rose Bay School



Hilary Johnston-Croke
Principal

Kincoppal-Rose Bay (KRB) School of the Sacred Heart is located in Sydney and comprises a co-educational Junior school and Early Learning Centre (Joigny Centre), and a Secondary day and boarding school for girls.

The school is part of an international network of Sacred Heart Schools located in 44 countries worldwide.

A Sacred Heart education focuses on educating both the hearts and minds of its students, encouraging students to strive for academic excellence and to develop their gifts and talents through a wide range of co-curricular and leadership opportunities.

The Sacred Heart goals underpin the Indigenous programme at KRB, which integrates the Indigenous students into the school and the community, assists them to discover their gifts and reach their individual potential to become confident and creative leaders in their adult lives.

In 2009 the KRB Indigenous students were Zaylia and Karina (Year 11), Taylor and Kygim (Year 10), Kirsty (Year 9) and Maddison (Year 7), with Kygim and Maddison new to KRB in 2009.

KRB Pastoral systems support the students in their studies and in other aspects of school life. An Indigenous Student Support Teacher is available to liaise with the students' families, their teachers and the boarding house; oversee the students' general welfare and progress; and assist the students and their families with organisational and other day to day matters.

The Homework Centre and evening tuition programme provide Indigenous students with valuable academic support and encourages them to be pro-active in their study approach. They receive individual advice and guidance regarding subject choices in Years 9 to 12, and the Indigenous Student Support Teacher liaises with the appropriate staff to ensure the girls have made the best possible choices to suit their interests and fulfil their aspirations.

KRB has an ongoing commitment to St Mary's Primary school in Bowraville and supporting the Bowraville Indigenous community. Each year in the October school holidays a camp is conducted in Bowraville by KRB staff, students, alumnae and Board members. The programme provides a week of activities, sports, performing arts, music, art and craft and living skills. In 2009 a liturgy was held at a significant memorial in the town and attended by members of the local community. KRB hopes to further develop the relationship with St Mary's and the Bowraville community in 2010, bringing benefits to both communities.

The Indigenous students also developed social, interpersonal and career skills through a range of extra-curricular activities and networks in 2009, including:

- a Careers Forum;
- an Indigenous Student Dinner;
- involvement with the Catherine Freeman Foundation; and
- other activities organised by the Australian Indigenous Education Foundation.

Kincoppal-Rose Bay remains committed to the expansion of the Indigenous programme, and a new benchmark will be set in 2010 when our first Indigenous students complete Year 12 and their HSC.

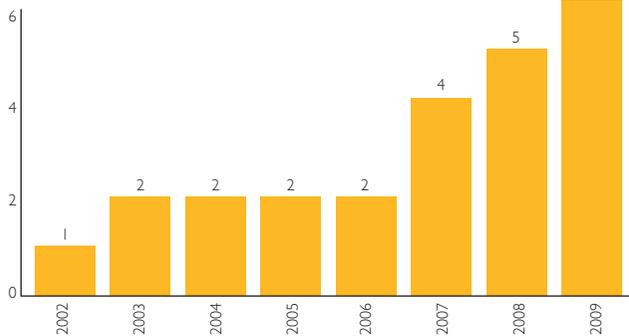


Kincoppal-Rose Bay has been enrolling Indigenous students since 2002 and over the last eight years has substantially grown its programme while, at the same time, developing and building an ongoing relationship with the Bowraville community in northern New South Wales. All students in Kincoppal-Rose-Bay's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

Indigenous Student Enrolment History 2002 – 2009

Kincoppal-Rose Bay commenced with a small number of Indigenous student enrolments with three students from Western Australia in the earlier years of their programme. This presented challenges because of difficulties associated with distance and family engagement at the school with the girls coming from Western Australia. Learning from these early experiences, the school then changed its strategy and developed a relationship with the Bowraville community in northern New South Wales and in 2006 commenced enrolling Indigenous girls from Bowraville. Since 2006, the school has successfully retained all of the Indigenous boarders from Bowraville. The School has also increased its Indigenous enrolments by 50% since partnering with AIEF in 2007 and the Indigenous enrolments are continuing to grow.

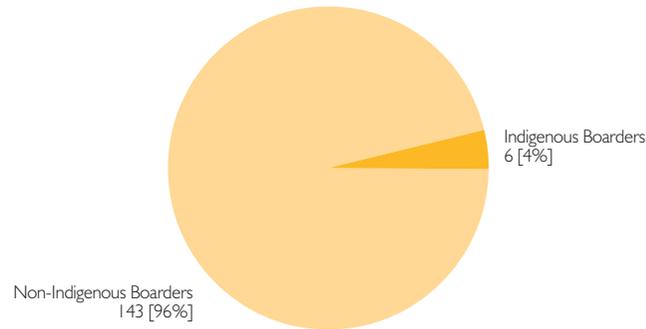
Indigenous Student Enrolment History 2002 – 2009
Kincoppal-Rose Bay School



Critical Mass

In 2009 Kincoppal-Rose Bay had a total of six Indigenous boarders out of a total boarding house of 149 students, equal to 4% of boarders being Indigenous students. This number is expected to continue growing until it reaches approximately 8% of the total boarding enrolments.

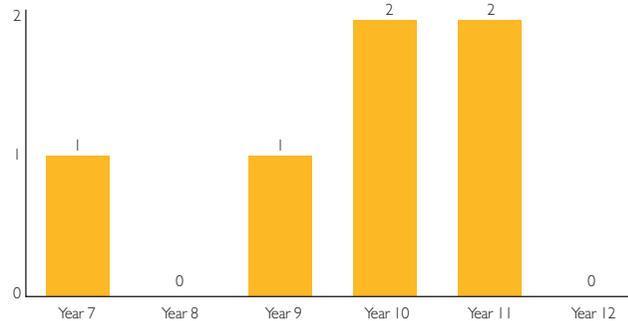
Critical Mass Kincoppal-Rose Bay School 2009
Boarding House (Total 149 Boarders)



Class Year Breakdown in 2009

As indicated previously, the Indigenous programme at Kincoppal-Rose Bay has two distinct phases – the pre-2006 programme with the three girls from Western Australia who left before completing Year 12; and the post-2006 programme with six Indigenous girls from the New South Wales north coast. Two of the Indigenous girls from Bowraville who commenced in Year 8 in 2006 have now moved into their final year and will be completing their Higher School Certificate in 2010.

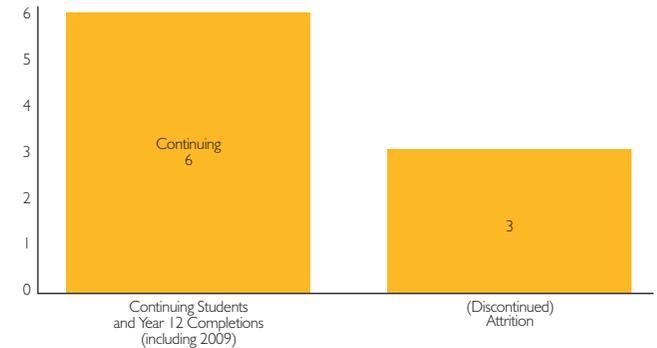
Class Year Breakdown 2009
Kincoppal-Rose Bay School



Retention and Completion 2005 – 2009

At AIEF our measurement looks at the rate of retention and completion over a rolling five-year period at any given point in time. In the last five years there have been nine students enrolled at Kincoppal-Rose Bay, of which six are still at the school. As mentioned, the three attritions represent the early enrolments from Western Australia and the six continuing students represent full retention under the new programme with a focus on New South Wales communities.

Retention and Completion 2005-2009
Kincoppal-Rose Bay School



Note: The retention, completion and attrition rates are not for AIEF scholarships but the historical rates for the overall Indigenous education programme at the school over the last five years. The retention and completion rates are used to monitor outcomes over the period. However, the 'attrition' rates do not imply underperformance as students may leave the school for a variety of reasons such as families moving interstate, personal or family health reasons, moving to another school, other personal or family circumstances etc.

Indigenous Communities

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

Bowraville	
Western Australia	
Kempsey	
Total Indigenous Communities	3

Presbyterian Ladies' College, Sydney



Dr William McKeith AM
Executive Principal



PLC Sydney has a long tradition of recognising the unique cultural background each student brings to the College community and Indigenous culture is widely celebrated among staff and students. In 2009 there were twelve Indigenous students, including six boarders.



PLC Sydney seeks to be a school with a global focus that recognises and celebrates the important contribution of Indigenous people to Australian society. To this end, the PLC Sydney Indigenous programme facilitates a range of initiatives to support Indigenous students and incorporate Indigenous culture into the curriculum and daily College activities. In 2008 Ms Mayrah Sonter commenced as the Indigenous Students' Liaison Officer. Her role is to mentor the Indigenous students, liaise between staff and parents, help staff to understand Indigenous culture and assist the integration of Indigenous culture into the curriculum.

In 2009, some of the Indigenous highlights were: the inauguration of a Koori Club for students; expert instruction in Indigenous dance with the girls performing at an Australia Day ceremony in the Royal Botanical Gardens and the memorial to Jom Utzen at the Opera House; Sorry Day and NAIDOC Day were celebrated; Year 8 developed a relationship with the Wununbiri pre-school in Alexandria; Gemma in Year 11 officiated at the Ashfield Sorry Day Ceremony and received a Future Leaders Indigenous Award for 2010; and the Student Representative Council initiated the dedication of a plaque recognising the traditional ownership of the land PLC is built on.

To support the Indigenous students in their learning, Individual Education Plans are formulated for every student. The advantages of this are:

- regular meetings are held between Deans, students and their parents;
- short, medium and long term goals are established and strategies documented;

- Deans meet and communicate with teachers and reviews occur each term;
- this student-centred approach enables the girls to set achievable academic goals and strengthens the three way relationships among students, parents and teachers;
- a special programme of support to enable Indigenous students to receive assistance with homework tasks; and
- an Indigenous Programme Planning Group to discuss and plan the programme and enable staff to nominate as mentors for Indigenous students.

Special focus is also given to assist the Indigenous students in choosing career paths that will enable them to make a difference in a rapidly changing global society, including opportunities to explore career pathways through workshops or visiting tertiary institutions. Female Indigenous Elders and leaders in the community are also profiled for students at special events and networking opportunities are also provided so parents, students and members of staff can meet and share their educational experiences.

The College has four main intentions for the future of Indigenous affairs: to actively expand the number of Indigenous students enrolled, particularly boarders; to further facilitate and enable Indigenous students to explore their cultural heritage through music, dance and art in 2010; to develop further opportunities for recognition and celebration of Aboriginal culture at the College and to generally increase understanding and empathy with issues affecting our Indigenous peoples; and to provide Indigenous students with more opportunities to develop leadership skills in the school and the broader community.

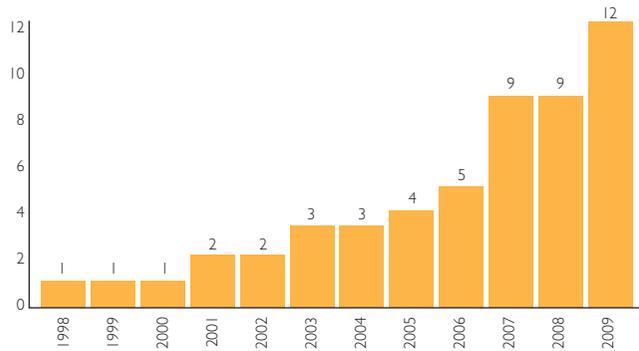


Presbyterian Ladies' College, Sydney has been enrolling Indigenous students from the greater Sydney area for over ten years and from 2007 has begun enrolling Indigenous students from outside Sydney. The College enrolls both Indigenous boarders and day students.

Indigenous Student Enrolment History 1998 – 2009

Since 1998, Presbyterian Ladies' College has steadily grown the number of Indigenous student enrolments with consistent increases over the past six years. Since AIEF was established in 2007 the College has increased Indigenous student enrolments by 33%.

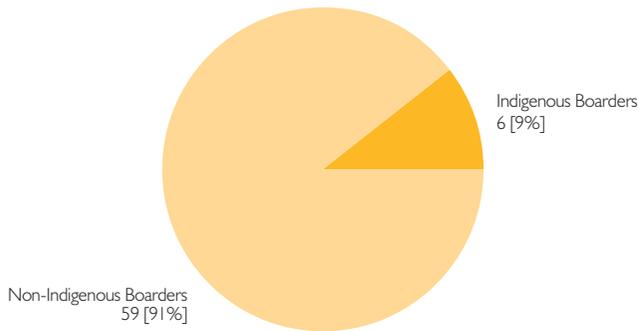
Indigenous Student Enrolment History 1998 – 2009
Presbyterian Ladies' College, Sydney



Critical Mass

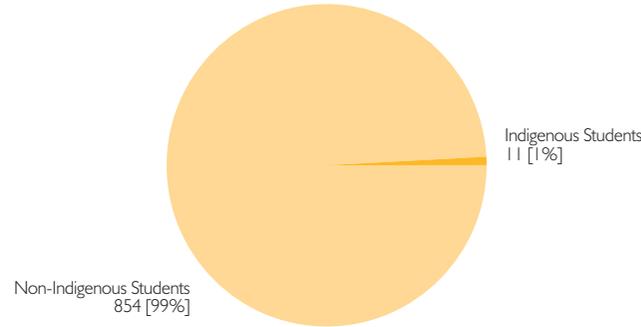
In 2009 Presbyterian Ladies' College had a total of 6 Indigenous boarders out of a total boarding house of 65 students, equal to 9% of boarders being Indigenous students.

Critical Mass Presbyterian Ladies' College, Sydney 2009
Boarding House (Total 65 Boarders)



In 2009 there were 11 Indigenous secondary students attending the College in total, equal to 1% of the total secondary student population of 865. The other Indigenous student enrolled at the College in 2009 was in Year 5.

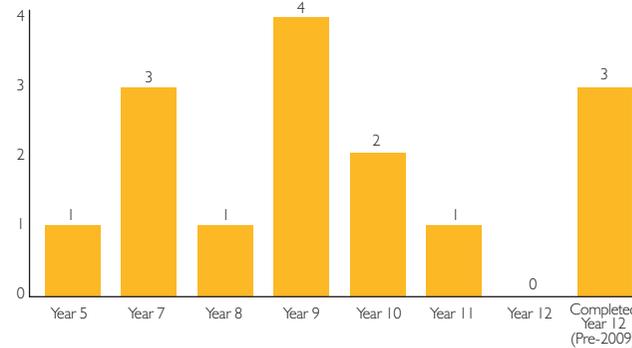
Critical Mass Presbyterian Ladies' College, Sydney 2009
Secondary Students (Total 865 Students)



Class Year Breakdown in 2009 and Year 12 Completions to Date

Of the 12 Indigenous students enrolled at Presbyterian Ladies' College in 2009, the majority were spread throughout Years 7 and 11 (11 students) with one student in Year 5. The Year 11 student in 2009 has been enrolled at the College since Year 5 in 2003, and has moved into her final year in 2010. Since 1998, three Indigenous students have completed their Year 12 Higher School Certificate.

Class Year Breakdown 2009 and Year 12 Completions to Date
Presbyterian Ladies' College, Sydney

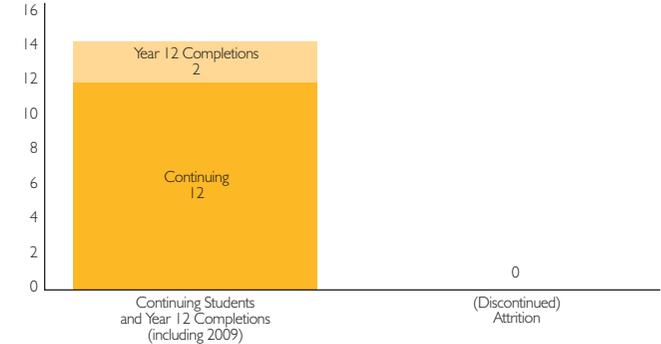


Retention and Completion 2005 – 2009

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 year's at Presbyterian Ladies' College, there have been 14 students enrolled at the school, of which 100%

have either completed Year 12 or are still at the school (in addition to the other one Year 12 completion before 2005).

Retention and Completion 2005-2009
Presbyterian Ladies' College, Sydney



Note: The retention, completion and attrition rates are not for AIEF scholarships but the historical rates for the overall Indigenous education programme at the school over the last five years. The retention and completion rates are used to monitor outcomes over the period. However, the 'attrition' rates do not imply underperformance as students may leave the school for a variety of reasons such as families moving interstate, personal or family health reasons, moving to another school, other personal or family circumstances etc.

Indigenous Communities

Presbyterian Ladies' College has established relationships with Indigenous families and communities across 10 different locations. As the College caters for Indigenous day students as well as boarders, many of the Indigenous students are from Sydney areas. The College introduced Indigenous boarders in 2007 and now has boarders from Dubbo, the Newcastle area and Melbourne.

Oxford	
Roselands	
Amcliffe	
Alexandria	
Charlestown	
Dubbo	
Hamilton	
Melbourne	
Redfern	
Summer Hill	
Total Indigenous Communities	10

St Catherine's School, Waverley



Lynne Stone
Headmistress

Five new Indigenous students were welcomed into St Catherine's at the commencement of the 2009 school year, with a priority for the School's returning Indigenous students to meet the new Indigenous girls and to help them settle in.

Connection with their new school community was reinforced early in the term when all students from Years 7 to 10 spent time in camps where they participated in a number of challenging activities to build personal and group resilience. Meeting with the wider network of Indigenous students enrolled in the Independent Girls Boarding Schools in Sydney was arranged in Term 1 with Pymble Ladies College hosting a barbecue and afternoon of swimming and games.

In 2009 the Women's College Aboriginal and Torres Strait Islander Alliance (WATSA) worked with St Catherine's to establish an additional support structure for the Indigenous students. WATSA organised a team of tutors to be available to work with the students on Wednesday afternoons. The girls appreciated the support with homework, assignments and study programmes and enjoyed the time spent on campus at Sydney University.

Another initiative trialled in 2009 was a partnership with the Aboriginal Employment Strategy to provide school-based traineeships. The traineeship proved to be a good option for one of the Indigenous students who, while keen to experience the workplace and to earn some income, was able to continue with her HSC programme.

St Catherine's Aboriginal Studies programme (Semester courses for Years 8, 9 and 10 and the HSC Course for Year 11 and 12 students) continued to make a significant contribution in consolidating the School's Indigenous Education Programme. Through the delivery of these courses connection and involvement of the local Aboriginal and Torres Strait Islander community was facilitated. Relationships were also the focus of many of the commemorations and events that St Catherine's honoured throughout 2009. The first anniversary of the Prime Minister's Apology to the Stolen Generations provided

such an opportunity. Families of the Indigenous and non-Indigenous students came together with staff and community friends on February 13, for a shared breakfast and viewing of Reconciliation Australia's documentary, *The Apology*.

Throughout 2009, the Indigenous students continued to be a source of pride to their families, communities, the School and themselves in the numerous occasions in which they represented the School in the wider community while attending:

- the AIEF launch of the Annual Report;
- the Indigenous Students Annual Dinner;
- an Indigenous Students awards evening;
- the Nura Gili Study Program; and
- a Digital Film Workshop.

The girls also:

- shared family stories with the primary school children during Reconciliation Week;
- presented to the whole school at Assemblies on Sorry Day and NAIDOC; and
- hosted an Indigenous Careers Forum held at St Catherine's.

In their end-of-year reflection workshop each of the Indigenous students could identify personal achievements which surpassed their own expectations of their abilities. They all identified that they were keen to build on what they have accomplished in 2009 and are determined to work even harder to achieve their goals in 2010.

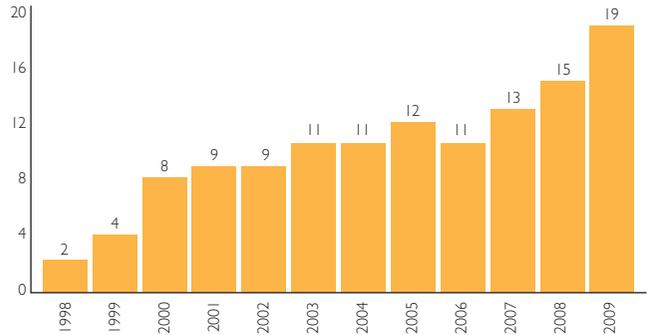


St Catherine's has been enrolling Indigenous students across both junior and senior schools since 1998. The School has a long track record with Indigenous students and caters for both boarders and day students.

Indigenous Student Enrolment History 1998 – 2009

St Catherine's has consistently grown their Indigenous student enrolments since commencing their programme with two students in 1998. The school achieved its highest number of enrolments with 19 Indigenous students in 2009 and since partnering with AIEF in 2007 has grown their Indigenous student enrolments by 46%.

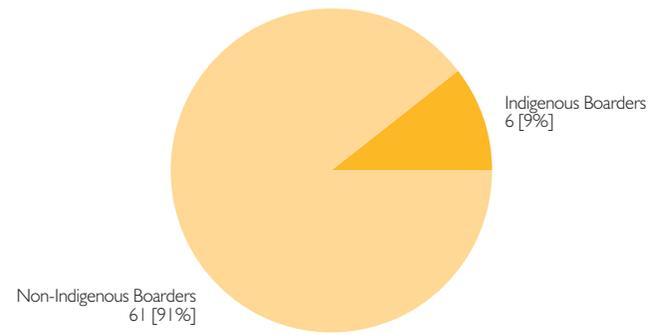
**Indigenous Student Enrolment History 1998 – 2009
St Catherine's School, Waverley**



Critical Mass

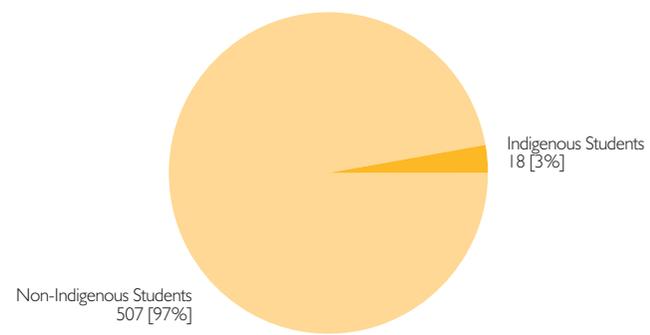
In 2009 St Catherine's School had a total of 6 Indigenous boarders out of a total boarding house of 67 students, equal to 9% of boarders being Indigenous students.

**Critical Mass St Catherine's School, Waverley 2009
Boarding House (Total 67 Boarders)**



In 2009 there were 18 Indigenous secondary students out of the 19 Indigenous students attending the School in total, equal to 3% of the total secondary student population of 525. The other Indigenous student enrolled at the School in 2009 was in Year 2.

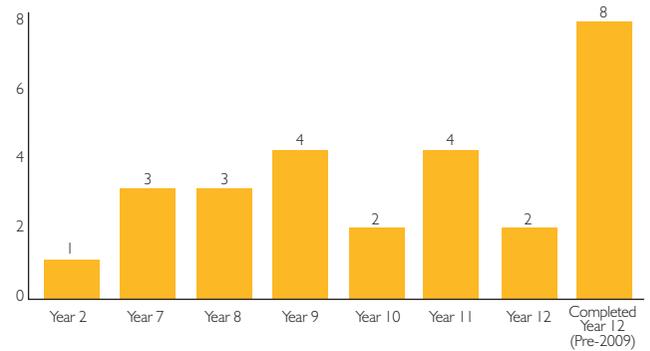
**Critical Mass St Catherine's School, Waverley 2009
Secondary Students (Total 525 Students)**



Class Year Breakdown in 2009 and Year 12 Completions to Date

Of the 19 Indigenous students enrolled at St Catherine's School in 2009, 18 of the students were spread throughout Years 7 to 12, with one student in Year 2 (enrolled since Kindergarten in 2007). Two students completed their Year 12 Higher School Certificate in 2009, joining eight other Indigenous girls who have successfully completed Year 12 at St Catherine's School since 1998, bringing the total Year 12 completions to 10.

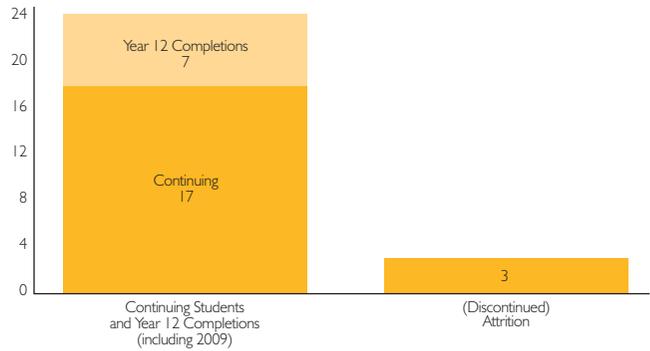
**Class Year Breakdown 2009 and Year 12 Completions to Date
St Catherine's School, Waverley**



Retention and Completion 2005 – 2009

At AIEF our measurement looks at the rate of retention and completion over a rolling five-year period at any given point in time. In the last five years at St Catherine's, there have been 27 Indigenous students enrolled at the School, of which 24 (89%) Indigenous students have either completed Year 12 or are still at the School (in addition to the other three Year 12 completions before 2005) and three Indigenous students have left before completing Year 12.

**Retention and Completion 2005-2009
St Catherine's School, Waverley**



Note: The retention, completion and attrition rates are not for AIEF scholarships but the historical rates for the overall Indigenous education programme at the school over the last five years. The retention and completion rates are used to monitor outcomes over the period. However, the 'attrition' rates do not imply underperformance as students may leave the school for a variety of reasons such as families moving interstate, personal or family health reasons, moving to another school, other personal or family circumstances etc.

Indigenous Communities

St Catherine's has established relationships with a wide range of Indigenous families and communities from 20 different locations. The School caters for both Indigenous boarders and day students from Sydney and the Indigenous boarding population includes Indigenous students from rural and regional New South Wales communities such as Armidale, Forster, Gulgong, Mungundi, Warren and Wellington.

Botany	Millers Point
Lismore	Mungundi
Maroubra	Oatley
Matraville	Roselands
Waverley	Sydney
Armidale	Tregear
Forster	Wallace Rockhole, NT
Glebe	Warren
Gulgong	Waterloo
La Perouse	Wellington

Total Indigenous Communities 20

St Scholastica's College, Glebe



Loretto Richardson
Principal

St Scholastica's College recognises and respects the dignity and individuality of each person. Our long tradition of educating Indigenous students has resulted in them becoming an important part of the cultural mix and an intrinsic part of the fabric of the College.

We strive to develop each student's abilities through a variety of quality learning experiences; academic and pastoral support; promoting individuality and talents; and providing educational challenge and freedom to learn, succeed and make a difference.

In 2009 there were 50 Indigenous students at the College: 30 day students and 20 boarders. Without the support of AIEF, the College would not be able to maintain such a significant number of Indigenous students in the boarding college.

All Year 12 students were awarded the HSC and decided to continue their studies at university. All Year 11 students successfully completed their Preliminary and the majority also undertook school-based traineeships requiring them to work through their school holidays and one day a week through the term.

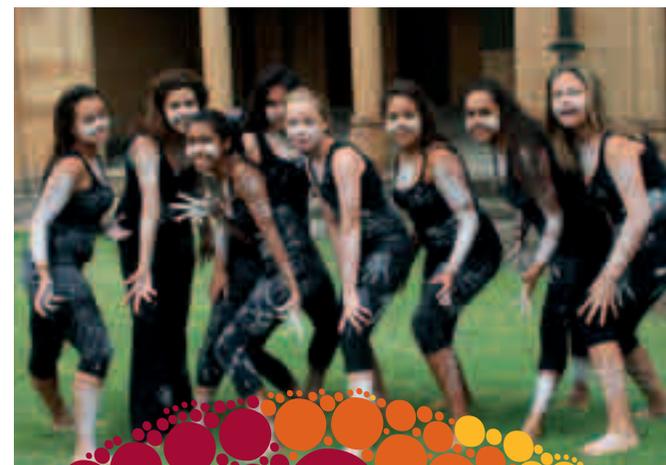
Our graduating students can be found in a wide variety of careers or still completing their university studies (see Section 6). Louise Taylor (1994), a barrister, was guest speaker at our 2009 Speech Night. Her poignant words were an inspiration not only to our Indigenous students but to all present.

The Indigenous programme at St Scholastica's is a priority. To ensure each student successfully meets the challenges, we provide academic and pastoral support while fostering the students' talents and increasing their confidence. The College works closely with the community, experienced Aboriginal education consultants and employs a full-time Indigenous teacher/ Aboriginal Liaison person. Our staff regularly attend services relating to Indigenous education and participate in a cultural immersion programme with students.

Academic aspects of the programme include: specific numeracy and literacy support; a tutorial programme targeting Year 7s to enable their success in mainstream classes; a homework programme; support from teachers and tutors to keep the girls focused and on track; and participation in mentoring. Aboriginal Studies is offered as a specialist subject through to HSC, allowing Indigenous and non-Indigenous students to gain a broader understanding of the histories and cultures of Aboriginal peoples and provide our Indigenous students further opportunity to strengthen their self-esteem and identity.

A key element of our programme is a strong relationship with the home communities of our Indigenous students. Our dance group, Yapa Mula, was invited to participate in Walgett's NAIDOC Week celebrations. The girls performed at Walgett High School and St Joseph's Primary School. It was a moving experience for their families but of equal importance was the general comment of the hope that this would encourage other young Aboriginal women in Walgett to become involved in celebrating their culture and be proud.

Our Indigenous students participated in a number of events throughout the year: they attended Bangarra's performance of *Fire*; students were selected for Gondwana Voices, an Indigenous children's choir, with performances including Carols in the Domain; the College held its inaugural Indigenous Art Show and employed a dance teacher to further develop the students' skills and connection to their cultures through dance. The girls danced at College and external events, including the AIEF Annual Report launch in May 2009. Indigenous culture is also respected and celebrated at all College events and all begin with Acknowledgement of Country, the Australian and Aboriginal flags are flown each day, and the College acknowledges Sorry Day and Reconciliation Week.

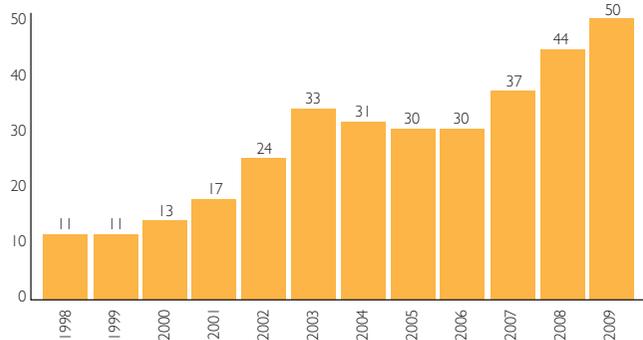


St Scholastica's has a long history with Indigenous students and has been enrolling and educating Indigenous students for over 30 years.

Indigenous Student Enrolment History 1998 – 2009

Since 1998, the number of Indigenous students at the College has been steadily increasing and in 2009 reached a new milestone with 50 Indigenous students enrolled. This represents an increase of 35% since partnering with AIEF in 2007.

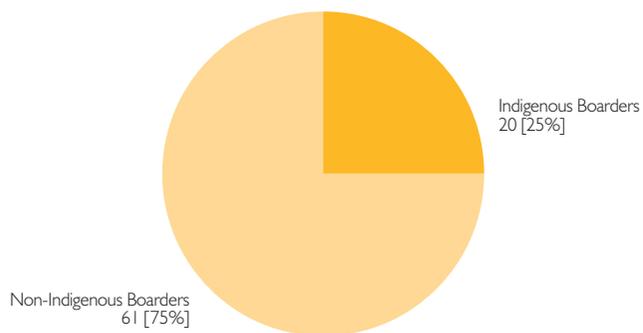
Indigenous Student Enrolment History 1998 – 2009
St Scholastica's College, Glebe



Critical Mass

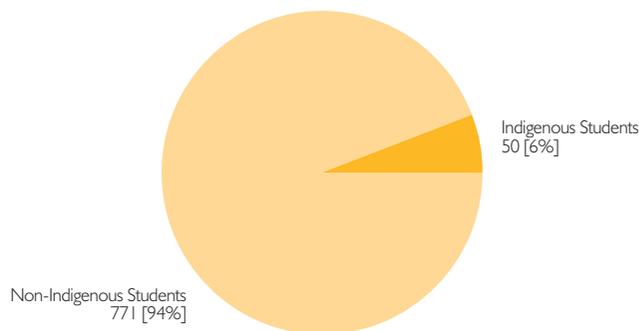
In 2009 St Scholastica's College had a total of 20 Indigenous boarders out of a total boarding house of 81 students, equal to 25% of boarders being Indigenous students.

Critical Mass St Scholastica's College, Glebe 2009
Boarding House (Total 81 Boarders)



In 2009 there were 50 Indigenous secondary students attending the School in total, equal to 6% of the total secondary student population of 821.

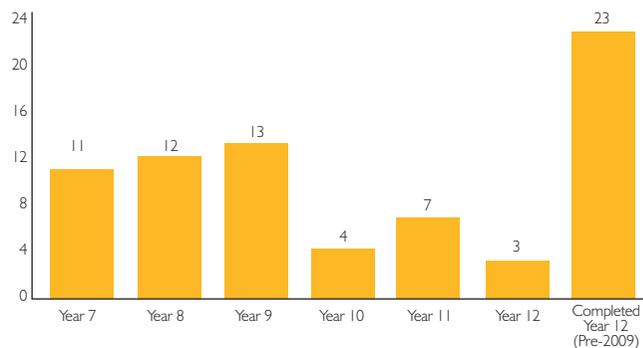
Critical Mass St Scholastica's College, Glebe 2009
Secondary Students (Total 821 Students)



Class Year Breakdown in 2009 and Year 12 Completions to Date

The 50 Indigenous students enrolled at St Scholastica's College in 2009 were spread throughout Years 7 to 12 with a concentration of students in Years 7 to 9, reflecting the steady growth in enrolments at the College over recent years. Three Indigenous students completed their Year 12 Higher School Certificate in 2009, joining 23 other girls who have successfully completed Year 12 at St Scholastica's College since 1998.

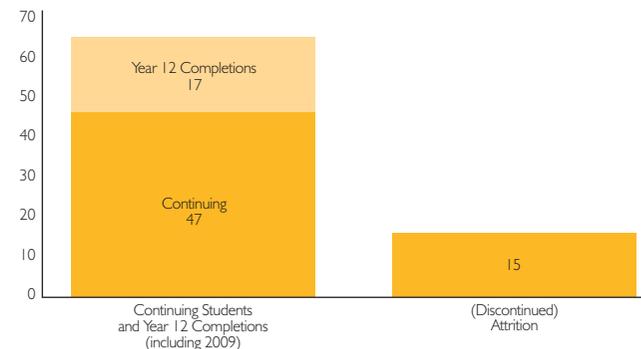
Class Year Breakdown 2009 and Year 12 Completions to Date
St Scholastica's College, Glebe



Retention and Completion 2005 – 2009

At AIEF our measurement looks at the rate of retention and completion over a rolling five-year period at any given point in time. In the last five years at St Scholastica's, there have been 79 Indigenous students enrolled at the College, of which 64 (81%) Indigenous students have either completed Year 12 or are still at the school (in addition to the other nine Year 12 completions before 2005) and 15 Indigenous students have left before completing Year 12.

Retention and Completion 2005-2009
St Scholastica's College, Glebe



Note: The retention, completion and attrition rates are not for AIEF scholarships but the historical rates for the overall Indigenous education programme at the school over the last five years. The retention and completion rates are used to monitor outcomes over the period. However, the 'attrition' rates do not imply underperformance as students may leave the school for a variety of reasons such as families moving interstate, personal or family health reasons, moving to another school, other personal or family circumstances etc.

Indigenous Communities

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

Glebe	Redfern	Haberfield
Walgett	Rozelle	Hillston
Marrickville	Torres Strait Islands	Lewisham
Dubbo	Alexandria	Lilyfield
Annandale	Alstonville	Maclean
Balmain	Arncliffe	Macquarie Fields
Kempsey	Belfield	Manning Park
Leichardt	Beresfield	Nhulunbuy, Arnhem Land
Ballina	Bowraville	Orange
Matraville	Brisbane	Parramatta
Pymont	Canberra	Port Macquarie
Bourke	Chippendale	Stanmore
Dulwich Hill	Cooroy	Strathfield South
Maroubra	Cootamundra	Strawberry Hills
Millers Point	Cowra	Surry Hills
Newtown	Cundleton	Tweed Heads
Petersham	Darwin	

Total Indigenous Communities 50

St Vincent's College, Potts Point



Fay Gurr
Principal



Our College prides itself on its excellent academic results as well as on its commitment to providing a high standard of pastoral care. Our students are nurtured and supported so that each girl may realise her full potential as a future leader and member of the community.



At the end of 2008 four Indigenous students completed their Year 12 studies with us at St Vincent's; Gemma, Jacqui, Laura and Carlie. All of these students were accepted into the university course of their choice and have made an excellent start in fulfilling their future hopes and aspirations.

In 2009 we had one Indigenous student who graduated as part of the 2009 Year 12 class. We congratulate Kira from Goodooga and wish her all the best. We also welcomed four Year 7 Indigenous students in 2009 and they have made a great start to their secondary education.

Each year there are a number of Indigenous events on the College calendar that the students attend. In 2009 some of the programme highlights included:

- the launch of the Australian Indigenous Education Foundation 2008 Annual Report;
- the annual St Vincent's College Reconciliation Assembly where our special guest was Ms Tania Major. Tania spoke about the importance of learning the Indigenous history of Australia and that Reconciliation starts with us, as individuals, making a commitment to learn more about Indigenous contributions to Australian history;
- the annual Indigenous Students Network Dinner;
- introduction of regular Indigenous counselling services for our students;

- visit to the Sydney Opera House to see Bangarra Dance Company's 20 year celebration performance, *Fire*;
- in April all staff were involved in an Indigenous education reflection day. This provided staff with an opportunity to discuss the issues around Indigenous education and how we, as educators, can make a difference to the students' lives;
- NAPLAN results showed a steady improvement for Year 7;
- all NAPLAN results for Year 7 and 9 showed that the students' achievements fell within the normal range when compared to the state average. However the results also showed specific areas to focus on for improvement which we will address and work with the students to achieve; and
- provision of a homework tutor twice a week to assist Indigenous students.

Finally, we also recognise the part that families and Indigenous communities play in deciding to enrol their girls at St Vincent's. More and more Indigenous parents across Australia are choosing to send their children to boarding school in Australia's major cities and towns. This is not a decision that is taken lightly, however, it is the partnership between the College and the families that enables the girls to receive the best quality education that they can get. This partnership with families and communities is at the heart of what we are trying to achieve in reducing educational disadvantage for Indigenous Australians.

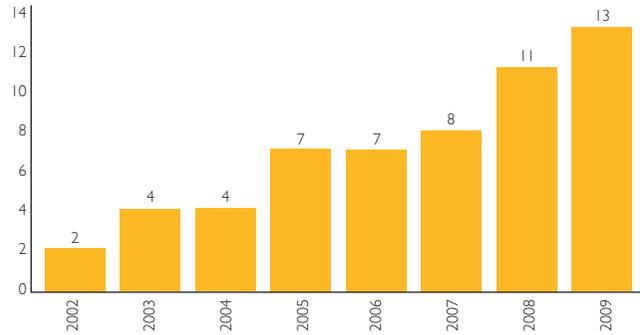


St Vincent's College has enrolled Indigenous students from rural and regional New South Wales since 2002 and has developed a particularly strong relationship with the community of Walgett in the State's far west since 2007. The College predominantly caters for Indigenous boarding students.

Indigenous Student Enrolment History 2002 – 2009

Over the past eight years, St Vincent's has steadily and consistently increased Indigenous student enrolments, achieving its highest number of enrolments in 2009 with 13 Indigenous boarders at the College. This represents an increase of 63% since partnering with AIEF in 2007.

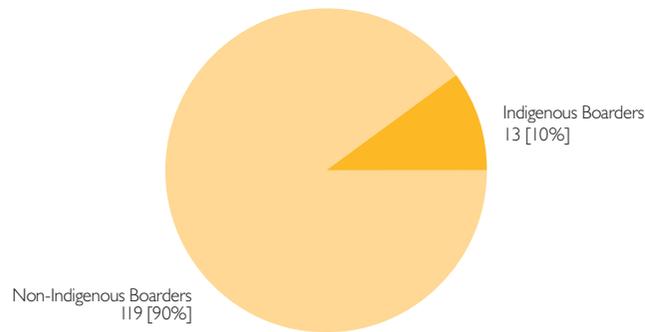
Indigenous Student Enrolment History 2002 – 2009
St Vincent's College, Potts Point



Critical Mass

In 2009 St Vincent's College had a total of 13 Indigenous boarders out of a total boarding house of 132 students, equal to 10% of boarders being Indigenous students.

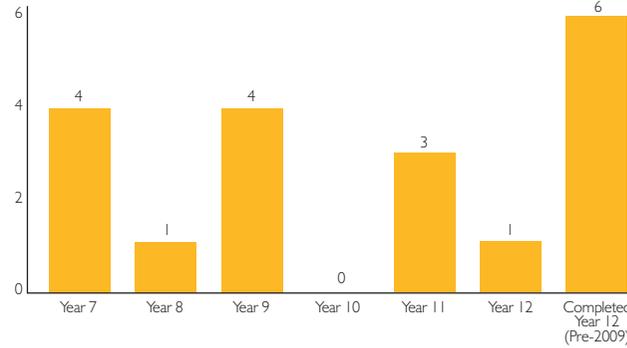
Critical Mass St Vincent's College, Potts Point 2009
Boarding House (Total 132 Boarders)



Class Year Breakdown in 2009 and Year 12 Completions to Date

Of the 13 Indigenous students enrolled at St Vincent's College in 2009, apart from Year 10, there was a representation across Years 7 to 12. One Indigenous student completed her Year 12 Higher School Certificate in 2009 with six other Indigenous students completing Year 12 at St Vincent's since 2002.

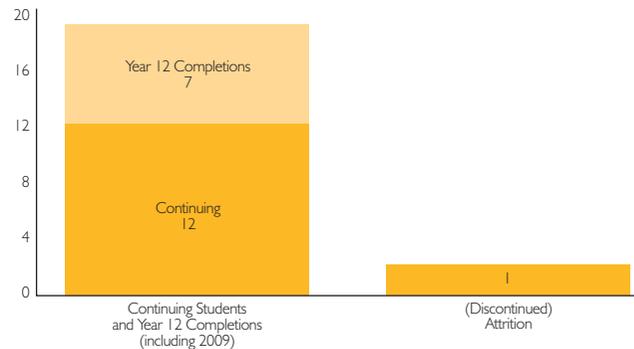
Class Year Breakdown 2009 and Year 12 Completions to Date
St Vincent's College, Potts Point



Retention and Completion 2005 – 2009

At AIEF our measurement looks at the rate of retention and completion over a rolling five-year period at any given point in time. In the last five years, St Vincent's has enrolled 20 Indigenous students at the College, of which 19 (95%) have either completed Year 12 or are still at the College.

Retention and Completion 2005-2009
St Vincent's College, Potts Point



Note: The retention, completion and attrition rates are not for AIEF scholarships but the historical rates for the overall Indigenous education programme at the school over the last five years. The retention and completion rates are used to monitor outcomes over the period. However, the 'attrition' rates do not imply underperformance as students may leave the school for a variety of reasons such as families moving interstate, personal or family health reasons, moving to another school, other personal or family circumstances etc.

Indigenous Communities

St Vincent's College has relationships with a number of Indigenous families and communities, with students attending the College from 11 different localities since 2002. St Vincent's has had a large number of Indigenous students from Walgett in the State's far west in recent years and also has Indigenous boarders from other rural and regional communities in New South Wales such as Bowraville, Kempsey, Goodooga and Bellingen.

Walgett	
Bowraville	
Kempsey	
Goodooga	
Bellingen	
Bondi	
Canberra	
Illabo	
Lilyfield	
Niagara Park	
South Bukalong	
Total Indigenous Communities	11

Other Partnerships and Scholarships

In addition to underwriting and funding a specific number of scholarship boarding places at the AIEF partner schools showcased on the previous pages of this Annual Report, AIEF also works with other partners and stakeholders to assist with scholarships for specific Indigenous students enrolled at other schools that are identified through other partners and stakeholders.

Partnership with the Catherine Freeman Foundation

AIEF is privileged to have a partnership with the Catherine Freeman Foundation.

The Catherine Freeman Foundation has been established by Catherine Freeman OAM to ensure that young Indigenous Australians enjoy the same wellbeing, strong sense of self-belief, and educational opportunities as their peers. The Catherine Freeman Foundation is a not-for-profit organisation that was established in 2007 to work in partnership with community organisations, businesses, schools and organisations in facilitating educational opportunities for young Indigenous girls. AIEF is one such partner.

The Catherine Freeman Foundation has a particular interest in the Indigenous community of Palm Island, situated 68km south-east of Townsville in far north Queensland, by creating pathways to a brighter future for Indigenous children.

The Catherine Freeman Foundation undertakes a number of projects on Palm Island in pursuit of its aims including a Non Truancy Bike Program, an After School Activity Program, a collaboration with Cottage by the Sea in Victoria and a collaboration with the Australian Indigenous Education Foundation for boarding school scholarships for Indigenous girls from Palm Island who choose to go to school on the Queensland mainland for their secondary education.

In Catherine's words, "I believe education is the single most decisive factor in closing the 17 year gap between Indigenous and non-Indigenous Australians. The pursuit of excellence has always

been a personal mantra for me, so when the Catherine Freeman Foundation investigated options to assist with scholarships for young Indigenous girls, our criteria was to work with others that have a proven track-record of excellence in their field. The Australian Indigenous Education Foundation fits that bill."

Through its partnership with the Catherine Freeman Foundation, AIEF offers *Catherine Freeman Foundation Scholarships* for Indigenous girls in financial need from Palm Island to board at Columba Catholic College in Charters Towers. In 2009, AIEF supported four Indigenous girls from Palm Island boarding at Columba on *Catherine Freeman Foundation Scholarships* and in 2010 we will also be providing *Catherine Freeman Foundation Scholarships* for Indigenous girls from Palm Island boarding at Columba and some additional schools in Queensland.

AIEF will also be offering *Catherine Freeman Foundation Scholarships* to Indigenous girls from Palm Island who wish to attend school at one of AIEF's partner schools in Brisbane such as St Peter's Lutheran College.

The four Indigenous girls from Palm Island boarding at Columba Catholic College who received *Catherine Freeman Foundation Scholarships* from AIEF in 2009 are profiled below:

Raisjana from Palm Island was in Year 10 in 2009. She was commended for her improved attitude and application to homework and assignments and was also praised for her efforts in Science. Raisjana showed great dedication to her sporting endeavours, including Athletics, Netball and Softball. She also was selected to attend the Makin' Trax Sports Academy camp on Magnetic Island which she thoroughly enjoyed and nominates as

the highlight of 2009. Raisjana's teachers generally compliment her on being a conscientious, cooperative and courteous student.

Delphine from Palm Island was in Year 9 in 2009. Delphine was commended on her positive attitude to tasks in Religious Education and complimented for being a cooperative and courteous student in Computer Technology. Delphine was praised for being a spirited young woman who can make a positive contribution to the boarding house. A highlight of Delphine's year was attending the Year 9 camp.

Lynishia from Palm Island completed Year 11 in 2009. Lynishia is a very creative student, naming her favourite subjects as Visual Art Studies and Hospitality Practices, in which her favourite area of study is cooking. Lynishia's best subject in 2009 was Visual Art Studies in which her teacher complimented her for being a good student and willing worker. Lynishia also showed improved results across many subjects in 2009, including an improved effort in Mathematics. In 2009 Lynishia participated in the Year 11 Leadership Camp at Maybank, the College's camping grounds. On completion of Year 12 in 2010, Lynishia would like to attend university to study education.

Kristyn from Palm Island completed Year 11 in 2009. She achieved highly commendable results in English where her teacher commented on the high standard of Kristyn's research and assignment work. Kristyn also received high praise for being an exemplary role model in the boarding house. Sport is one of Kristyn's favourite pastimes and in 2009 she represented the College in Touch Football, Softball and the under 15 1sts Netball squad. She was also selected to represent Charters Towers in under 15s Netball. Kristyn hopes to study to be a Physical Education teacher after completing Year 12 in 2010.





Mike Aston
Principal

Columba Catholic College, Charters Towers

Columba Catholic College is a P-12 co-educational day and boarding school in Charters Towers, Queensland.

In 2009 the College had a secondary student population of 399 students, including 60 Indigenous students. Of this Indigenous student population, 36 were boarders and 24 were day students.

The Indigenous students at Columba had a very busy year of in-school activity during 2009. The students are supported by James Gaston, Indigenous Support Officer and Karen Spice, Indigenous Support Aide, who encourage the students in their studies and on campus.

Columba celebrated NAIDOC Week and Sorry Day with school liturgies in 2009, and was proud that 90% of the students involved in the liturgies were Indigenous.

An Indigenous performer visited the school in November and received positive feedback from Indigenous and non-Indigenous students, as well as their teachers. Several students were involved in the 'Stylin' Up Deadly' Project run by the Alcohol and Drug Foundation of Queensland and five students were selected to be models in the state-wide advertising campaign.

21 Indigenous students were enrolled in the PASS programme where students are paid while completing a traineeship. This involved the running of weekly activities at school and theory sessions at the PCYC for a Certificate II in Community Sport and Recreation.

All participating students reached their academic goals and received incentive packages such as sports bags, sunglasses and water bottles from the Former Origin Greats organisation. They completed an Advanced First Aid Certificate and obtained a Working with Children

Blue Card. Real life tasks such as applications for a tax file number, birth certificate and bank account were some of the other tasks undertaken by the students.

Early in 2009 the Indigenous students attended a career expo in Townsville, where they met Rugby League greats such as Allan Langer, Gene Miles, Arthur Beetson, Wally Lewis and Sam Backo.

Not only did the students experience real life challenges but they also gained qualifications to take back to their communities or help them gain employment. Of prime importance, however, were the self-esteem and skills they gained in teamwork, communication, time management and the people skills they developed doing the programme.

Indigenous students also participated in the Sports Academy, which uses sport as an incentive to do well academically. This Academy is an initiative of Townsville Catholic Education in conjunction with local Catholic schools and colleges, and it provides information and activities on healthy lifestyle, sports training and physical testing.

Makin' Trax is a five-day camp at Magnetic Island which saw nine students attend from Columba in 2009. On this camp, students completed several courses including Strapping, Responsible Service of Alcohol and First Aid. There was coaching available in Touch, Boxing, Basketball and Netball. Students were actively involved in social interactions and were called upon to be self-reliant. Team building and self-esteem exercises were also conducted as well as activities that worked on breaking down the 'shame' barrier.

Many of our Indigenous students were involved in school and local club sporting teams such as Rugby League, Softball, Netball, Swimming and Athletics.

We are proud of our Indigenous students at Columba as they meet challenges and prove to themselves that they can be achievers. We are grateful to the organisations who partner with the parents and us in seeking to provide an education for each one.

Other Scholarships and Stakeholders

In addition to the above scholarships and our partnership with the Catherine Freeman Foundation, AIEF also works with other partners and stakeholders to assist with scholarships for specific Indigenous students or communities enrolled at other schools that are identified through other partners and stakeholders. Some of these arrangements are private and we have therefore respected the wishes of the relevant parties by not publishing specific student data in these public pages at their request.



Student Overviews

Current and Past Students at 2009 Partner Schools

Current Students

Kincoppal-Rose Bay School

Year 7

Maddison is from Bowraville and completed Year 7 in 2009. She enjoyed PDHPE, Visual Arts, Mathematics and Design and Technology. Maddison participated in a number of sports including Touch Football, Netball, Cross Country, Athletics, Soccer and Indoor Soccer. She was also a keen member of the Choir and thoroughly enjoyed the Music Camp. A highlight of Maddison's first year at Kincoppal-Rose Bay was winning the Netball Grand Final. Maddison is a talented sportswoman and holds ambitions to study Sports Management at university when she completes her schooling.

Year 9

Kirsty is from Bowraville and completed Year 9 in 2009. Her favourite subject was Visual Arts and she will study this and Design and Technology as elective subjects in Year 10. Kirsty participated in Touch Football, Soccer, Hockey and Indoor Soccer during the year, maintained a good standard in her academic subjects and also improved in her assignments. Kirsty is also a talented artist and produced some beautiful paintings during the year.

Year 10

Kyгим is from Kempsey and completed Year 10 and her School Certificate in 2009, which was also her first year at Kincoppal-Rose Bay. Over the year she maintained a good standard in all of her subjects. Kyгим represented the school in Touch Football, Basketball and Netball and was a member of the 1st Netball Team. Highlights of her year included being selected to attend the University of New South Wales Winter School held in the July school holidays and completing a week of work experience in Malcolm Turnbull's electorate office. Kyгим is interested in a career in the legal profession after she completes her HSC.

Taylor is from Bowraville and completed Year 10 and her School Certificate in 2009. She enjoys Science, Visual Arts and PDHPE. Taylor has represented the school in Touch Football, Soccer, and Hockey and is a member of the Sydney Rebels Touch Team. In 2009 her Hockey and Indoor Soccer teams won their Grand Finals. Taylor is also a member of the school Choir and enjoyed participation in the

Music Camp. A highlight of her year was being selected to attend the University of New South Wales Winter School held in the July school holidays. Taylor would like to study at university and become a doctor after she completes her HSC.

Year 11

Karina is from Bowraville and completed Year 11 in 2009. She participated in a number of sports including Touch Football, Basketball, Hockey and Indoor Soccer. Karina is a member of the Sacred Heart Committee at Kincoppal-Rose Bay. Two of the highlights of her year were receiving a Principal's Academic Award for Biology and PDHPE and the announcement late in 2009 that she had been awarded a 2010 Future Leaders Indigenous Award in recognition of her leadership and academic potential. Karina is interested in joining the Police Force when she leaves school.

Zaylia is from Bowraville and completed Year 11 in 2009. She enjoys Visual Arts, PDHPE and English. During 2009, Zaylia was the Captain of the Indoor Soccer team, Senior Athletics Champion, 17 Years Age Athletics Champion and a member of the IGSSA Open Touch Football Team. She also played Soccer, Hockey and Basketball, as well as being a member of the Cultural Diversity Committee. Zaylia has developed positive relationships with the Junior school students whom she coaches in sport and at the end of 2009 Zaylia was awarded a 2010 Future Leaders Indigenous Award in recognition of her leadership and academic potential. Zaylia would like to undertake tertiary education and study Sports Science after she leaves school, with the aim of becoming a physiotherapist or a PDHPE teacher.

Presbyterian Ladies' College, Sydney

Year 7

Dharpaloco from Roselands is a member of the Yolngu people of the Gurnatj clan of north-east Arnhem Land. Her home community is the town of Yirrkala. Dharpaloco completed Year 7 in 2009. She is a keen sportswoman and was involved in Basketball and also started Rowing during the year. Dharpaloco demonstrated her passion for this new sport by taking part in training during the school holidays. Dharpaloco is also a member of the Koori Club (Indigenous Student Group) at PLC Sydney and the Jannawi Dance Theatre (an Indigenous dance company). During the year Dharpaloco spoke in front of large





audiences at the NAIDOC Day celebration at the College and at the Department of Community Services Sorry Day Celebration at Ashfield.

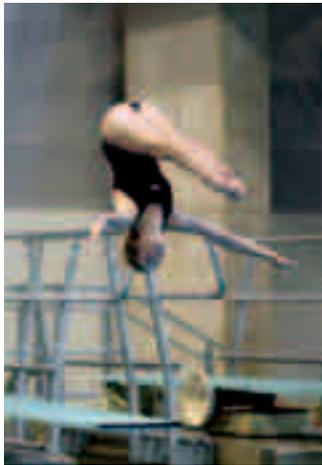
Ellie originates from Dubbo, New South Wales, Wiradjuri country. In 2009 she successfully completed Year 7. Since arriving at PLC Sydney, Ellie has become a member of the Koori Club, where she is learning and performing Indigenous dance. Ellie will be joining the Jannawi Dance Theatre in 2010. During the year she officiated at the opening of an Indigenous Art Exhibition at the College where she made a speech in front of a large audience. Ellie also started Rowing at PLC Sydney and is displaying commitment and passion for her new sport.

Year 9

Bronte from Newcastle successfully completed Year 9 in 2009. Bronte is enthusiastic in her approach to her schooling and was commended for being a personable member of her Year Group. During the year she made good academic progress and improved upon her position from the half-yearly examinations. She is an exceptional sportswoman with interest and ability in Diving, Long Jump, High Jump, Pole Vault and Athletics. Her sporting achievements during the year included winning the 14/15 Years Spring Board event in the City versus Country Diving Championships in Newcastle; selection for IGSSA at the NSWICIS championships; placing third in Athletics at IGSSA in the senior division; medalling at NSWICIS for the 14 Years high jump; and placing equal sixth in NSW ALLSCHOOLS.

Gapala is from Roselands in Sydney. She is a member of the Yolngu people of the Gurnatj clan of north-east Arnhem Land. Her home community is the town of Yirrkala. Gapala completed Year 9 in 2009. She shows a high degree of skill in all sports and was involved in the College's Basketball and Netball Junior 1sts. During 2009 she participated in Duke of Edinburgh and also joined the Rowing programme. Gapala is an active member of Koori Club and demonstrated traditional Indigenous Dance at the College's NAIDOC Assembly. In 2009 Gapala performed at the Australia Day Opening Ceremony at the Botanical Gardens and was a backstage runner at the Deadly Awards in October.

Olivia is from the Newcastle and South Coast Community. In 2009 Olivia commenced her education at PLC Sydney and completed Year 9. Olivia is very interested in sport and was selected to represent the College at the IGSSA carnival in the intermediate Shot Put. Her talent is demonstrated through the fact that she was chosen to compete in higher age groups. Olivia also has represented PLC Sydney at twilight carnivals. She shows great determination to improve her academic standard and is making steady progress.



Year 10

Katelyn completed her Year 10 studies in 2009. She originates from the Wingecarribee community. Katelyn displays a strong awareness of social justice issues. This was reflected in her participation in various college activities, including Six Degrees (PLC Sydney Service Learning Club) as well as the East Timor Committee – raising funds for two kindergartens in Dili. She has previously represented her year group on the Student Representative Council. Katelyn was selected as a Peer Support Leader for 2009. Katelyn shows considerable interest in sporting endeavours and the Arts. She is a keen Netball and Softball player and a talented visual artist. Katelyn is currently representing PLC Sydney on International Exchange.

St Catherine's School, Waverley

Year 7

Kimberley from Matraville completed Year 7 in 2009. Kimberley enjoyed dressing up and participating in the Medieval Day for History and she was proud of the photo frames that she made in Design and Technology. She particularly enjoyed Hospitality lessons and producing art stimulated by observations on the local community. A highlight of Kimberley's first year at St Catherine's was the camp at Stanwell Tops. She was proud of her results in English, Geography and Science. In 2010 Kimberley aims to get more involved in class discussions and to improve her exam results.

Laura from Matraville completed Year 7 in 2009. It was also her first year at St Catherine's. Highlights for Laura were meeting new friends at St Catherine's and participating in school Softball, Netball and Touch Football. Laura is very passionate about her dancing and her favourite subject in 2009 was PDHPE. Laura was also proud to be the recipient of a School Merit Award, which is given to those students who receive five faculty awards. She is thinking that maybe she would like to be a lawyer one day.

Taylor from Botany completed Year 7 in 2009. Taylor has had lots of personal successes during the year at school, including getting top marks in Christian Studies and moving up into a higher Science and Maths class. Taylor enjoyed the trips to the Zoo, the Blue Mountains and had a wonderful time on the school camp. She felt very proud of the skirt she sewed in Design and Technology. Taylor has set herself a goal to participate more in class discussions in 2010. One day she would love to be a paediatrician.

Year 8

Shani from Botany was in Year 8 in 2009. Shani enjoyed the practical subjects she studied in 2009 and was very engrossed in the Anatomy

Student Overviews continued

subjects covered in Science. She was proud of the clothes and the ceramics that she made in Design and Technology and Art. Shani also enjoyed the school's sport and outdoor education programme with the camp at Jindabyne, the Athletics Carnival, the Cross-Country event and Swimming being particular highlights. At this stage Shani is not clear on what she might want to do post-school but she is aiming to improve her academic grades in 2010.

Tamina from Maroubra completed Year 8 in 2009. Tamina enjoyed Maths, Science, French and Geography and was particularly pleased with her Science results, placing second in the year. Tamina represented the school at the IGSA Gymnastics competition. When Tamina joined her mother on stage during the 2009 NAIDOC presentation the school community was surprised to learn that Tamina is already a published author. Her book, co-written with her mother, is titled *What Makes Trees Smile*. Tamina is hoping to study Medicine when she leaves school and would like to specialise in Dermatology.

Zhane from Roselands completed Year 8 in 2009. Zhane was particularly interested in topics and activities related to the workings of the human body and she was very proud to achieve a credit in the 2009 Science Competition. Zhane enjoys Maths, being active and the outdoors. Highlights for her in 2009 were the school camp in Jindabyne, the athletics carnival and her PE classes. Zhane is enthusiastic about so many career options that she finds it impossible to make a choice at this stage on what she would like to do when she finishes school.

Year 9

Brittannie from Waterloo was in Year 9 in 2009. Brittannie particularly enjoyed the external events she participated in at St Catherine's – the excursions, the school camp and the Koori school events. She excelled in Basketball, Athletics and her PEPAS assignment was well above year standard. Reflecting on 2009, Brittannie admitted she had surprised herself by managing to balance completing all of her academic tasks with the challenges of her other commitments. Brittannie enjoys Maths and Science and is hoping one day to have a career in business.

Che from Sydney completed her second year at St Catherine's in Year 9 in 2009. Che had a very successful year with her Drama – she was very pleased with her excellent results and was excited to have her video entered in the Junior TropFest Competition. Even

though she found Algebra challenging, Che was excited to find that not only did she pass her Maths exams, she earned a Maths Award. She also particularly enjoyed Japanese and Design and Technology. Che is not sure about her exact career path as yet but she is planning on going to university.

Tori from Wellington was in Year 9 in 2009, which was her third year at the school. Tori excels in sports and in 2009 represented the school in Basketball and Touch Football. She also discovered some new interests and skills during the year when she travelled to Melbourne to participate in a digital story telling workshop. Tori was also surprised to find that she enjoyed reading the novels in English. Tori is aiming to attend university and get a degree.

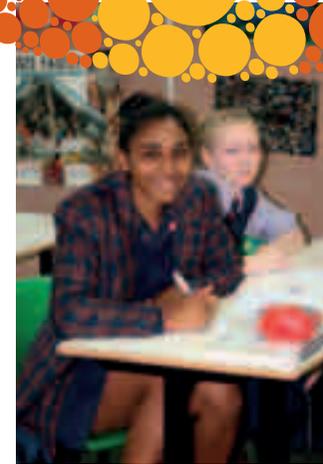
Year 10

Ashleigh from Queensland completed Year 10 in 2009. She commenced school at St Catherine's in Year 8. Ashleigh enjoyed participating in community service at Bronte Child Care Centre and is planning to further develop her interest and skills in this field by enrolling in childcare at technical college as part of her Year 11 programme. Highlights for Ashleigh during the year included being in the winning House at the annual Physical Culture competition and she was particularly proud of the speech she delivered on *Othello* for English. Ashleigh is looking forward to a career in childcare when she leaves school.

Demi from La Perouse and Wreck Bay was in Year 10 in 2009. She commenced school at St Catherine's in Kindergarten and is planning to be the first Indigenous student of the school to have attended from Kindergarten to Year 12. Demi finished the year with some exciting news when she learned that she was successful in her two interviews for a school-based traineeship with Qantas. Demi enjoyed her community service during the year at The Settlement and she was pleased to be accepted into State League Netball. Demi enjoyed learning about genetics and disease and is thinking about a career in Medicine.

Year 11

Brylie from Forster joined St Catherine's in Year 11 in 2009. Brylie took up the challenges and opportunities presented by moving into a new school and boarding house enthusiastically. Despite opting for a demanding academic programme, including Physics, Chemistry and Extension Mathematics, Brylie joined the school Soccer, Hockey and Water Polo teams and participated in dances, the careers forum, a





kinship workshop and the school's Art Exhibition. Brylie is aiming for a high ATAR and dearly hopes that one day she can take up a career in medicine.

Crystal from Blacktown was in Year 11 in 2009. She commenced school at St Catherine's in Year 7. Crystal is enthusiastic about history, world religions and other cultures. She is proud of her ability to name every country and that she can sing ten national anthems in language! Crystal's art making is a particular strength and she received a 'Highly Commended' in the school's Art Competition. Crystal loved the kinship workshop she attended and had a great time at the Koori dances. Crystal plans to become fluent in Russian, attend university and travel widely.

Jessie from Little Bay was in Year 11 in 2009. She commenced school at St Catherine's in Year 7. She successfully combined a school-based traineeship with her Year 11 HSC preliminary programme. Jessie had to develop good organisational skills to juggle the demands of both work and school. Jessie is proud of her achievement in overcoming her initial nerves to speak to a large audience at an annual Awards dinner during the year. She is hoping to move into the area of human resources when she completes her HSC.

Lowanna from Mt Druitt was in Year 11 in 2009, having commenced school at St Catherine's in Year 8. Highlights for Lowanna were ranking third in English and first in Aboriginal Studies and she is determined to continue to improve her results. Lowanna is an excellent Art student and she was delighted to receive a People's Choice Award at the 2009 St Catherine's Art Exhibition. She is hoping for a career in Visual Arts and is aiming for a high ATAR to gain entry to Sydney University's Visual Arts programme.

Year 12

Kathryn is from Dubbo and commenced at St Catherine's as a boarder in 2008. In 2009 she completed her HSC and has been accepted into a Bachelor of Business at the University of Technology, Sydney. This is great news for Kathryn as she had her sights set on a career in business and had worked hard in all her subjects, particularly concentrating on Economics and Business Studies. Kathryn was also successful in her application for a three month work experience cadetship with Thompson Reuters.

St Scholastica's College, Glebe

Year 7

Alyssa is from Walgett completed Year 7 in 2009, which was her first year at St Scholastica's. She quickly enrolled herself in Saturday sport

at which she excelled in both Netball and Touch Football. She also joined the College's Indigenous dance group, Yapa Mula. Alyssa formed good relationships in the boarding school and was a great ambassador of the school when she performed in Walgett for NAIDOC Week. Alyssa became much better organised with her studies and thoroughly enjoyed working on her Geography assignment. She is looking forward to her younger sister joining her at St Scholastica's in 2010.

Deborah is from Walgett and was in Year 7 in 2009 which was her first year at the College. During the year the older students took her under their wing and by the end of Year 7 Deborah was very much a part of the boarding house community. Deborah has developed a fantastic rapport with her teachers and boarding house staff. She had a successful year academically, fully involved herself in sport and is an integral member of Yapa Mula.

Year 8

Amelia is from Walgett and completed Year 8 in 2009. Her favourite subject was Maths and she really enjoyed the class and her teacher in 2009. Amelia is a competent sportswoman in both Touch Football and Netball and was also an important member of Yapa Mula. Her family were very proud of her when she performed in Walgett for NAIDOC Week. Both Amelia and her family are committed to her success at St Scholastica's. At present, Amelia is undecided on what she wants to do when she finishes school in Year 12.

Meagan from Walgett completed Year 8 in 2009. She is very much part of the St Scholastica's community and involved herself in all aspects of the College – playing Netball and Touch Football, being a member of Yapa Mula, and contributing to the Indigenous Art Exhibition. Meagan has developed strong relationships with her peers and her contribution was acknowledged with a Pastoral Care Award at Speech Night. Meagan knows education is important and has ambitions to go to university.

Rininya from Griffith completed Year 8 in 2009 and she likes everything to do with the performing arts. She was an integral part of Yapa Mula, not only as a dancer but also helping with the choreography. She was also a member of Gondwana Indigenous Children's Choir. Music is her favourite subject and she also did well in Mathematics and English. Rininya has learned much from balancing the demands of her performances with study. She was a talented member of the Touch Football team and is a good all round sportswoman. She would like a career as a singer.



Student Overviews continued

Year 9

Jinnara from Goodooga completed Year 9 in 2009 and likes what St Scholastica's has to offer: a good education and sport. Jinnara is a particularly good sportswoman, especially at Touch Football. She was selected to try out for the NSW Catholic Schools Touch team in 2009. Jinnara enjoyed all of her subjects especially Elective PE, Geography and Aboriginal Studies. Her organisational and management skills continue to improve which will put her in good stead for success in her senior studies. She intends to go to university so she can work with children or the disabled.

Jinnaya is from Goodooga and completed Year 9 in 2009. Academically Jinnaya had a good year - she was in the Advanced Maths class, which she was particularly proud of; won the most interesting speech for the Year 9 Public Speaking competition; and received a certificate of commendation for Aboriginal Studies at Speech Night. Jinnaya's interests and talents do not end there. She is an impressive sportswoman, particularly at Touch Football for which she played in the State Cup. University is Jinnaya's post-school goal as she intends to have her own childcare centre which caters for disabled children, allowing them to have a better future.

Mariah, in Year 9 in 2009, is from a small farming community near Hillston and enjoys the fast pace and activity of school. Mariah has thrown herself into all aspects of life at the College. She enjoyed her subjects, especially Art, and thinks the teachers are helpful and encouraging. She is also pleased that her grades continued to improve. Mariah played both Touch Football and Soccer for the College and is a member of the Gondwana Children's Choir. She really enjoyed singing at Carols in the Domain. Mariah has aspirations to go to university and work with animals, most likely as a vet.

Nicole from Tamworth completed Year 9 in 2009. She loves being in Sydney and experiencing what it has to offer. She enjoyed all her subjects and appreciates all of the teachers who helped her understand what she needed to do for her assignments. She also received an award for English on Speech Night. She intends to finish Year 12 and then go travelling before deciding on a career. Currently the choices are very diverse: either a forensic scientist or a makeup artist. Completing her HSC is her current goal so that her family will be proud of her.

Riley from the Sunshine Coast in Queensland commenced as a boarder at St Scholastica's in 2009 and was in Year 9. Riley's favourite subject was English. Throughout the year she continued to be organised and balance the demands of school with her interest and love of athletics, with specialist sport training each week. She is unsure of what exactly she wants to do when she leaves school but her current aspirations are to travel before she goes to university after completing her HSC.

Selene is from Walgett. She completed Year 9 in 2009 and had a very successful year academically, receiving a number of awards for academic achievement on speech night. Her favourite subjects were English, Geography and History. Selene is a gifted writer and is collaborating with Nadia Wheatley, the author who is writing a book on play and growing up in Aboriginal communities. Selene involved herself in all aspects of the College and developed a strong rapport with her peers and teachers alike. She intends doing a gap year on leaving school before starting her studies in either marine biology or to be a specialist sports doctor.

Sheridan is from Taree and completed Year 9 in 2009. Sheridan is focusing on achieving well at school so that she can be an occupational therapist. Her favourite subjects were Food Technology and Aboriginal Studies. During the year she was fully involved in many extracurricular activities such as sport – playing Touch Football and Netball – and dancing with Yapa Mula. Sheridan was also a member of the Gondwana Children's Choir and loved being part of Carols in the Domain. Sheridan is well organised and balanced a part-time job with her studies, which is great experience for any future career.

Tamara from Walgett completed Year 9 in 2009. She loves sport, dancing, art and singing and is also a talented sportswoman who enjoys Touch Football and Netball. She performed with Yapa Mula at the opening of the 2009 Speech Night and performed a very moving Acknowledgement of Country. Tamara proved that she is a focused and organised student and submitted all of her assignments in on time. She is also a well organised young woman who can balance all the demands of her diverse interests. She was a member of Gondwana Choir and she contributed to the Indigenous Art Show, selling her work.

Zianna from Lismore completed Year 9 in 2009 and came to St Scholastica's as a boarder in Year 8. Zianna is a gifted sportswoman and represented the College a number of times,





particularly in Athletics. She played Saturday sport and is a most talented Touch Football player. She has developed good relationships within the College and academically is becoming a much more focused and organised student. Zianna is determined to further improve her time management skills in 2010.

Year 10

Nioka is from Goodooga and successfully completed her School Certificate in 2009. She intends to complete the HSC. Nioka was fully involved in all aspects of her learning and the College. She is an excellent sportswoman and represented the school in a number of sports and was a member of the Sports Council. Nioka is an integral part of Yapa Malu. She is a natural leader and exemplar to the younger students. Her ambition at the moment is to get her HSC while she is considering a number of options for what she wants to do after school.

Year 11

Henrietta from Moree completed Year 11 in 2009. She has found that boarding school has offered her the support she needs to succeed and achieve her dreams and ambitions. She is engaged in her learning and recognises that developing good relationships with her teachers is extremely helpful. Her favourite subjects were Economics and French. Henrietta also successfully balanced the demands of her school-based traineeship at the Commonwealth Bank with the rigours of senior study, demonstrating her increasingly strong organisational skills. She loves sport and represented the College in Swimming in 2009. Henrietta is focused on doing well in her HSC as she intends to go to university with a view to going into business.

Jemita from Kempsey completed Year 11 in 2009. She came to St Scholastica's as a boarder in Year 10 and is studying for her HSC. Her passion is sport, which is reflected in the subjects she chooses and her future aspirations for a career in the sports field. She is an excellent Touch Football player who has played at State level and encourages the younger students to excel in this area. Jemita successfully managed to balance the demands of her school-based traineeship with Qantas and the rigours of her senior study.

Keewa is from the North Coast of NSW near Maclean and completed Year 11 in 2009. She is determined to do well in Year 12 as she intends to go to university to become either a teacher or an architect. With the dedication and application displayed by Keewa, either is possible. Keewa is the College Vice Sports Captain, an acknowledgement not only of her contributions in this area but also to the esteem in which she is held by the school community. She had excellent reports from

her school-based traineeship at Qantas and is an impressive young woman who offers leadership at every level.

Maddie is from Dubbo and completed Year 11 in 2009 and came to St Scholastica's as a boarder in Year 10. She has always known that she wants to be a chef, which was reflected in her good grades in Hospitality. Maddie also undertook a school-based traineeship with Qantas from which she received excellent reports. She continued to develop strong organisational skills – balancing her study commitments with the demands of a part-time job and her traineeship. Maddie has a fantastic rapport with the younger students who look up to her. She is determined to complete her HSC before becoming a top chef.

St Vincent's College, Potts Point

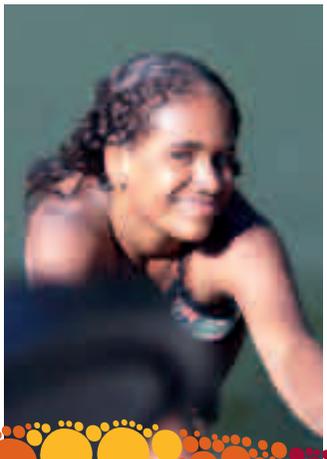
Year 7

Hannah from South Bukalong completed Year 7 in 2009 and settled in well to life at St Vincent's College. Hannah is a friendly cooperative student who was involved and motivated in her classes, worked productively in her subjects and made good progress academically. Hannah was also involved in the College's co-curricular programme in the St Cecilia's Choir and IGSSA Football.

Maddison is from Walgett and completed Year 7 in 2009. She is a sociable young student who made friends with her peers and settled in well to St Vincent's College. Maddison contributes well to group discussions and has a positive attitude toward her studies. She is hard working, self-motivated, courteous and cooperative and is progressing well. Maddison was also involved in the College's co-curricular programme in Invitational Basketball, IGSSA Netball, IGSSA Basketball and ESTA Touch Football.

Nyari from Walgett completed Year 7 in 2009 and made a huge impression on her teachers with her eagerness and positive attitude. She has shown herself to be a friendly and cooperative student with an enthusiastic and conscientious attitude toward all aspects of her education. Nyari completed all set tasks and has achieved some very pleasing results. She also participated in the College's co-curricular programme in Band, IGSSA Cross Country, IGSSA Football, ESTA Touch Football, IGSSA Athletics and IGSSA Hockey.

Zieha is from Walgett and has really taken to college life. She completed Year 7 in 2009 and her boarding reports were excellent. Zieha is an enthusiastic, committed and engaged student who worked diligently in her studies, achieved some pleasing results and showed great support to others in her group. She was a keen participant in all College and co-curricular activities including IGSSA Football, IGSSA Netball and Invitational Volleyball.



Student Overviews continued

Year 8

Morgan is from Bellingen and completed Year 8 in 2009. She is a friendly and mature young lady who participated in all aspects of college life. Morgan had a conscientious attitude to her studies, was a reliable member of her tutor group and achieved very pleasing results across all her subjects. She was actively involved in the co-curricular life of the College including Guitar, Debating, Performing Arts, Piano, IGSSA Football, IGSSA Tennis, Ceramics, Invitational Basketball, IGSSA Hockey, Invitational Volleyball and AHIGS Festival of Speech. Morgan was also a keen participant in the various Indigenous events at the College.

Year 9

Amelia from Walgett has a mature attitude to her studies and completed Year 9 in 2009. She gets on well with her peers and is a caring and responsible student. Amelia is a determined student who consistently applied herself and showed vast improvement across a number of areas of her studies. She also participated in the College co-curricular areas of IGSSA Hockey, EDWHA Hockey and IGSSA Softball.

Brearna is from Niagara Park and completed Year 9 in 2009. She is a very courteous and responsible student whose friendly nature ensures she gets on well with others. Brearna has achieved some pleasing academic results and she participated in the College co-curricular areas of IGSSA Hockey and EDWHA Hockey.

Grace from Walgett was in Year 9 in 2009 and completed her third year at St Vincent's. She continued to be involved in all aspects of college life and has made a firm group of friends. Grace has shown great maturity and developed a clear sense of who she is. Grace achieved some pleasing academic results and also participated in the College co-curricular areas of Guitar, IGSSA Softball and IGSSA Hockey.

Marita is from Walgett and completed Year 9 in 2009. She is a caring young person who has a strong sense of self. Marita is an interested and committed student who wants to succeed at school and she achieved some pleasing academic results. She also participated in the College co-curricular areas of Guitar and IGSSA Netball.

Year 11

Alemka from Kempsey started her studies at St Vincent's in 2009 and completed Year 11. She has shown herself to be a hardworking student, responsible and a good role model for the younger students. She is also a keen sportswoman and participated in the College co-curricular areas of IGSSA Athletics and IGSSA Netball. Alemka was also involved in the fundraising activities of her tutor group.

Natahlia from Kempsey completed Year 11 in 2009. She is a caring young woman and is an excellent role model for the younger students. Natahlia is a dedicated and focussed student and has achieved some very good academic results. She participated in the College co-curricular areas of Invitational Basketball, IGSSA Netball, IGSSA Basketball and ESTA Touch Football.

Tara is from Illabo and came to St Vincent's in 2009, completing Year 11. Tara is a friendly student who is an excellent role model to younger students. She applied herself diligently to her studies and achieved some pleasing results. Tara is a keen piano player and was actively involved in the College Performing Arts Festival and the College Musical. Tara also participated in the College co-curricular areas of Garcia Choir and IGSSA Hockey.

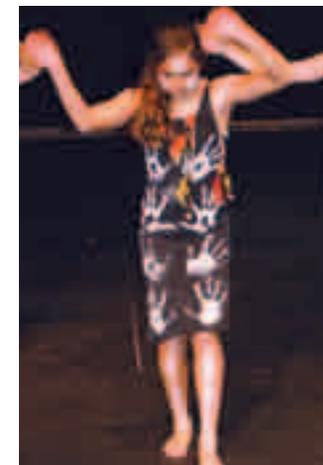
Year 12

Kira from Goodooga completed Year 12 and her HSC in 2009 achieving a Band 5 result in Visual Arts. She is to be commended for remaining focussed throughout her whole time at St Vincent's College and showed great leadership by inspiring and encouraging the younger students. Kira participated in the College co-curricular area of IGSSA Softball. Since leaving St Vincent's, Kira has completed a three month work placement at the National Australia Bank and has accepted a position as a cadet with the Australian Defence Forces. Kira also achieved the marks to study Education at the Australian Catholic University, Sydney which she has deferred until 2011. She eventually hopes to become a Visual Arts Teacher.

Past Students – by Year Graduated

1998 Graduates

Louise from Canberra completed Year 12 at St Scholastica's College in 1998 and now has a Bachelor of Arts, Bachelor of Laws and a Graduate Diploma in Legal Practice from the Australian National University. Louise has worked primarily as a criminal lawyer in the ACT. During a significant portion of her seven years with the ACT





Director of Public Prosecutions, Louise performed the role of Specialist Family Violence Prosecutor. She currently works for the Commonwealth Director of Public Prosecutions as a Principal Legal Officer. Louise has a strong interest in access to justice for women, particularly for Indigenous and other marginalised women and as a result she is presently focused on establishing a legal service specifically for Indigenous women in the ACT.

1999 Graduates

Kristy from Bourke completed Year 12 at St Scholastica's College in 1999 and has successfully completed a combined Bachelor of Arts/Law degree at the University of Sydney. She lived on campus at the Women's College for the first few years of her degree, and then moved into private accommodation whilst working part-time for the NSW Attorney General's Department. In 2006 Kristy completed a winter clerkship with a large corporate law firm, Allen's Arthur Robinson, and upon finishing the clerkship was offered a cadetship with the firm under the National Indigenous Cadetship Programme, which she eagerly accepted. Kristy wishes to encourage any student to consider the opportunities that are presented to them, including tertiary study, as she says attending university has presented her with opportunities that she had never dreamed of. Kristy also had the opportunity as a guest of AIEF to meet HRH Prince William in January 2010.

2000 Graduates

Evette from Annandale completed Year 12 at St Scholastica's College in 2000 and, despite her inability to see, successfully gained a position at Central Queensland University's conservatorium of music. She has excelled in playing jazz music on the clarinet. Evette recently had the opportunity to perform at the Egremont Torchlight Parade in Cumbria, on the western coast of England.

2001 Graduates

Mayrah from Redfern completed Year 12 at Presbyterian Ladies' College (PLC), Sydney in 2001 and has completed a Bachelor of Arts Communication degree from the University of Technology, Sydney. Since completing her degree she has worked as a Public Relations Officer at the Aboriginal Education Directorate of the New South Wales Education Department; as the Producer for Vibe Australia; has been a Promoter for the 2005 Yabun Concert; and most recently became the first Indigenous Student Liaison officer at PLC Sydney. Mayrah has also had the opportunity to appear on National Indigenous Television to speak about the Deadlys and travel to Los Angeles where she lived shortly with her husband. She has also travelled through Europe visiting France, Italy and Spain.

2003 Graduates

Jasmine from Gulgong completed Year 12 at St Catherine's in 2003 and, since leaving the College, has completed a Bachelor of Arts degree majoring in Social Work at Sydney University. On the completion of this degree Jasmine gained employment at St Vincent's Hospital in Sydney as a social worker and Aboriginal liaison officer. Whilst Jasmine enjoyed both University and working she has most recently been travelling through Europe, in particular spending time in Bulgaria to meet her partner's extended family.

Meriki from Lismore completed Year 12 at St Catherine's in 2003 and shortly after graduating she travelled to the United Kingdom. Whilst in the UK Meriki worked as a nanny and spent time connecting with her extended family. She then applied and was accepted into the School of Medicine at the University of London. She is now completing the third year of her Medicine degree.

2004 Graduates

Anastasia from Strathfield South completed Year 12 at St Scholastica's College in 2004 and studied a Bachelor of Fine Arts at the University of New South Wales. After completing a year of Fine Arts Anastasia decided to change courses to study a Bachelor of Digital Media. In 2009 she successfully graduated from the University of New South Wales with a degree in Digital Media. Straight after graduating Anastasia was selected to work at the Australian Council for the Arts in the Aboriginal and Torres Strait Islander Arts section. Her role includes communicating with artists and arts organisations to assist them with claiming, controlling and enhancing their cultural experience. As part of her job Anastasia regularly travels throughout the country assisting and engaging with Indigenous artists and communities.

Brianna from Walgett completed Year 12 at St Scholastica's College in 2004 and studied a Bachelor of Applied Science in Leisure and Health at Sydney University. Upon finishing her degree she returned to her home town and is currently working for Mackillop Rural Community Services as a Youth Worker in Walgett. Brianna also runs the Reconnect Programme in Walgett; the programme's main purpose is to prevent homelessness by supporting youth in becoming involved in education, training, community and their families. Brianna's future goal is to return to university and study Psychology and Management, from this she hopes to become a clinical psychologist and make a difference for Indigenous health by involving herself in mental health policy development.

Casey from Cootamundra completed Year 12 at St Scholastica's College in 2004 and, since graduating, has moved to Canberra and



Student Overviews continued

completed a Bachelor of Arts majoring in International Relations and Indonesian at the Australian National University. In 2007 Casey was successful in securing a cadetship at the Department of Foreign Affairs and Trade (DFAT) as an Indigenous Cadet. She has now also graduated from university and has moved on to become an Indigenous Graduate within DFAT where she continues to work today. Casey hopes to continue her career with DFAT and one day work overseas as an Australian diplomat.

Emily from Lismore completed Year 12 at St Catherine's in 2004 and, since leaving school, has completed her first International Studies degree and is in the process of completing her Law degree at the University of Sydney. Emily has worked at Mallesons Stephen Jaques and also completed a three month Indigenous Cadetship with the Department of Foreign Affairs and Trade (DFAT) in Canberra during her university holidays. Within DFAT Emily worked in the Administrative and Domestic Legal Section. In 2010 Emily plans to focus on International Law at University and is also hoping to receive another cadetship within DFAT as she hopes to apply for the graduate programme. Emily also attended the reception for the establishment of the Charlie Perkins Scholarship to Oxford at the British High Commission and travelled to Japan in 2009.

2005 Graduates

Ella from Balmain completed Year 12 at St Scholastica's College in 2005 and studied a Bachelor of Arts/Education at Sydney University. Ella was actively involved in university life, including working as a mentor for AIME, the Australian Indigenous Mentoring Experience. She is currently thoroughly enjoying working with AIME as the Sydney City Program Manager and feels blessed with the opportunity to give something back to the community. Ella has also travelled extensively and been a guest speaker at the Sydney University's 2009 Sancta Sophia College formal dinner.

Sally from Waverley completed Year 12 at St Catherine's in 2005 and completed a Media and Communications degree at Sydney University at the end of 2009. It was a four year degree and throughout her time at University she was heavily involved in the Koori Centre and the Australian Indigenous Mentoring Experience (AIME) programme. Sally is now working with the Australian Broadcasting Corporation (ABC) in their Publicity Department. Over the last summer holidays Sally travelled to South Africa for three months.

2006 Graduates

Alanah from Mannering Park completed Year 12 at St Scholastica's College in 2006 and received a national scholarship for Vocational Education which recognised her outstanding performance in hospitality. Since then, Alanah has attained her Diploma of Hospitality Management from Charles Darwin University; worked at the Crown Plaza Hotel, Darwin; and the Mercure Hotel Parramatta where she is the Food and Beverage Supervisor. Alanah has also actively supported various initiatives to help Indigenous youth and less fortunate members of the community and in 2009 assisted with an Indigenous Job Ready programme for the Accor Hotel Group. In February 2010, Alanah was awarded the Accor Hotels' most prestigious honour – the 2009 'I Build Smiles' employee recognition award – a regional recognition programme for Accor employees across Australia, New Zealand and Fiji. Alanah received the award in recognition for her commitment to outstanding customer service and her community involvement.

Alkira from Bowraville completed Year 12 at St Vincent's College in 2006 and then moved to Agnes Waters in Queensland where she worked for a few months. Alkira has now returned to her home town and is working at the Bowraville Land Council. In September 2009, Alkira attended an Indigenous leadership course in Canberra. She also attended the Indigenous Youth Regional Round Table Conference in Cessnock to further her leadership skills. Alkira successfully completed a hospitality course and is currently in the process of completing a Certificate II in Business Administration.

Ashleigh from Bowraville completed Year 12 at St Vincent's College in 2006 and returned to her local community where she worked as an administrative assistant for Miimi (Mothers) House, an Aboriginal corporation aiming to provide community support services to the people of the Nambucca Valley.

Elizabeth from Botany completed Year 12 at St Catherine's in 2006 and, after gaining her HSC, successfully completed a Certificate IV in Performing Arts at ED5 International. She is currently employed as a manager at Hoyts Theatre, East Gardens. She continues to pursue a career in Performing Arts by teaching dance and performing in a number of festivals, concerts and pantomimes with Bozanic Entertainment. Elizabeth's talents continue to be enjoyed by

St Catherine's as she has returned on a number of occasions to support the school's Reconciliation and NAIDOC celebrations.

Larissa from Wallace Rockhole in the Northern Territory completed Year 12 at St Catherine's in 2006, the first in her community to gain a HSC. After graduating Larissa returned to her community and commenced work in a parenting and community store. She has also travelled to Darwin to complete a business/managerial course and has subsequently taken over the management of the store. Larissa is also the proud mother of a beautiful baby boy.

Sarah from Otford completed Year 12 at Presbyterian Ladies' College Sydney in 2006 and is now studying to become a primary school teacher at the Australian Catholic University in Canberra. As a part of her study Sarah had the opportunity to travel to the Northern Territory to see the education system in process. She described the experience as being a 'real eye opener' and hopes that, after a few years working as a qualified teacher, she will be able to return to the Northern Territory and teach children from remote communities. She has also worked part-time in after school care.

Tamika from Strawberry Hills completed Year 12 at St Scholastica's College in 2006 and moved to New York where she currently lives and works as a Pilates and Dance teacher.

2007 Graduates

Alisha from Glebe completed Year 12 at St Scholastica's College in 2007 and has now successfully completed two years of an Education degree at the University of Sydney.

Annie-Maude from Annandale completed Year 12 at St Scholastica's College in 2007 and now works as an administrative assistant for BCA National Training Group in Sydney.

Ariane from Lismore completed Year 12 at St Catherine's in 2007 and, after leaving school, secured a position in a full-time, paid work experience programme over the summer at Thomson Reuters. During her work experience Ariane worked within the Learning and Development team. Ariane is also a full-time student at the University of Technology, Sydney studying Law and Communications (Social Inquiry). She continues to work part-time during the semester and full-time over the University break at Thomson Reuters and now, two years on, she is a Learning and Development

Coordinator. Ariane believes there is no better way to get onto a successful path in life than by utilising the opportunities your families, communities and schools can present to you.

Ebony from Darwin completed Year 12 at St Scholastica's College in 2007 and is now studying a Bachelor of Communications degree majoring in Media Arts and Production at the University of Technology, Sydney. After completing her degree Ebony hopes to find work in the creative industries.

Emily from Otford completed Year 12 at Presbyterian Ladies College, Sydney in 2007 and is now thoroughly enjoying studying Nursing at the University of Wollongong through the Wollungah Indigenous Centre. She has successfully gained an Indigenous Nursing cadetship which provides a 12 week placement at Sutherland Hospital in the operating theatres, enabling her to increase her clinical experience which she is completing over her university holidays. On top of this cadetship Emily has also had the opportunity to do one of her university clinical placements in Dareton, in rural NSW, which provided her with more of an insight into Indigenous health and mental health issues. Apart from university, Emily has also undertaken part-time work in a dementia/aged care facility and as a Swimming teacher, along with having the opportunity to travel to both Japan and Thailand in 2009.

Kaiya from the Torres Strait completed Year 12 at St Scholastica's College in 2007 and is studying a Bachelor of Socio-Legal Studies at Sydney University. In 2010 she will be completing her third and final year of the degree. As well as studying, Kaiya worked as a Research Assistant for the International Business and Economics Faculty at Sydney University.

Rarriwuy from Nhulunbuy in Arnhem Land completed Year 12 at St Scholastica's College in 2007 and took a year off to travel overseas. Since returning, Rarriwuy has actively pursued her interest in dancing. She auditioned and was accepted into the National Aboriginal Islander Skills Development Association (NAISDA) for a Diploma course that allows students to participate in cultural residencies in remote communities while getting a thorough training in Dance at the College. In 2009 she featured in NAISDA's end of year production which was held in both Sydney and Gosford. Rarriwuy intends to complete the remaining three years of her Diploma and hopes to one day become a successful professional dancer.

Talila from Annandale completed Year 12 at St Scholastica's College in 2007 and after receiving a fantastic HSC mark, achieving Band 6 in six courses, is now studying a Bachelor of Science at the University of Sydney. In her first year of study Talila also started a cadetship as a Research Assistant in the Faculty of Economics and Business at Sydney University. As a Research Assistant Talila was able to contribute to a paper on the effects of the Government's baby bonus on Indigenous mothers which is being published as a chapter in a book called *The Good Mother*. She is now focusing on Psychology as her major and has begun applying to study post-graduate Medicine.

2008 Graduates

Annaleise from Kempsey completed Year 12 at St Scholastica's College in 2008 and, since graduating, has moved to Newcastle to study a Bachelor of Social Science degree majoring in Aboriginal Studies at Newcastle University. She received terrific results during her first year and hopes to do the same in 2010.

Carlie from Bowraville completed Year 12 at St Vincent's College in 2008 and is studying Arts/Law at the University of New South Wales. During 2009/2010 university holidays she also worked with AIEF as a Research and Administrative Assistant and helped to write the Annual Report. Through her University Law degree Carlie has also been working at the Kingsford Legal Centre assisting people in need with Legal Aid. Carlie also mentors and supports her two younger sisters who are also at an AIEF partner school boarding in Sydney. Carlie is one of only a handful of Indigenous children from Bowraville to finish Year 12 and the first Indigenous person from Bowraville to go to University to study Law.

Gemma from Mungindi completed Year 12 at St Catherine's in 2008 and, since completing high school, has commenced a bridging course at the University of Melbourne in 2009. She would like to return to Sydney in 2010 as she misses the friends that she made during her time at St Catherine's. So, after a season working in the cotton fields around Moree, she will pursue work and/or study opportunities in Sydney.

Gemma from Bondi completed Year 12 at St Vincent's College in 2008 and is now thoroughly enjoying studying a pre-Law course at the University of Technology, Sydney through the Jumbunna

Indigenous House of Learning. She is looking forward to studying criminology this year as she would like to pursue a career as a Criminal Lawyer upon finishing her degree. Gemma would also like to use her Law degree to help disadvantaged communities in Australia.

Jacqueline from Goodooga completed Year 12 at St Vincent's College in 2008 and, since leaving the College, has undertaken part-time work in the banking industry. After finishing her internship at the National Australia Bank she enrolled at Ultimo TAFE to study a Certificate III as a Health Services Assistant. Jacqueline has successfully completed this course and also attained her First Aid Certificate. Throughout the year Jacqueline has also been supporting and mentoring her sister who also graduated from St Vincent's College in 2009. She has now decided to move to Bathurst where she is hoping to get work at either a nursing home or aged care facility. Jacqueline would also like to go to University and study Nursing.

Laura from Canberra completed Year 12 at St Vincent's College in 2008 and after receiving an excellent HSC result is now studying Medicine at the University of New South Wales. Laura is very focused on her studies and is actively involved in the life of the University. She received a scholarship and now resides on campus at Shalom College. Laura is also a member of the Shalom College Student Society and as a result has organised a number of social events for the College including a Ball, a trip to Jamberoo and several Karaoke nights. During her university holidays and spare time Laura also has a part-time job in retail sales.

Zoe from Tweed Heads completed Year 12 at St Scholastica's College in 2008 and is currently studying a combined Bachelor of Education and Arts degree at the University of Sydney. She received a three year scholarship and now resides on campus at the Women's College. She also works part-time as a waitress for her College. Whilst at University, Zoe has become a role model for younger students through the Australian Indigenous Mentoring Experience (AIME) in particular a Year 10 student who she mentors. Zoe hopes, after finishing her degree, she can become either an English or History teacher in secondary schools as she believes education is the key to success.

Financial Summary

AIEF closed its first year of operations in 2009 having raised over \$25 million towards its \$40 million target for the Scholarship Programme. This success is testament to AIEF's strong belief that individual, corporate and philanthropic Australians are eager and willing to invest strongly in education to address Australia's greatest social challenge, if only they have a robust, efficient, credible and proven mechanism to do it. The results outlined in this Annual Report confirm that AIEF is such a vehicle and that it has been built to last.

Key highlights to date – AIEF Scholarship Programme

Funding target for Scholarship Programme	\$40,000,000
Funds raised to date	\$25,698,517

Balance required \$14,301,483

Funds raised to date – AIEF Scholarship Programme

Government funds received	\$12,500,000
Government funds pledged	\$7,500,000
Private contributions received	\$1,587,587
Private investment income	\$16,839
Private contributions pledged	\$4,094,091
Total funds raised to date	\$25,698,517
Total expenditure to date (Oct 2007– Dec 2009)	\$478,725
As a percentage of total funds raised to date	\$1.86%

AIEF's strong corporate DNA drives our hard headed business approach to how we go about achieving results in Indigenous education. This includes establishing a fund with sufficient size and scale to deliver cost efficiencies to ensure that the vast majority of the funds raised for the AIEF Scholarship Programme are channelled to scholarships for Indigenous students in financial need rather than spent on costs. As shown above, to date AIEF has spent only 1.86% of total funds raised on costs, with only \$478,725 having been spent in over two years and over \$25 million raised. This places AIEF as one of the most efficient and effective independent non-profit organisations in the country. It also reflects how hard and efficiently the AIEF team work.

We anticipate and expect investors in Indigenous education to be as inquisitive and methodical in their approach to Indigenous education as they would be towards their personal or corporate financial investments.

To AIEF this means there are three critical and connected elements to making a decision to invest in Indigenous education: a hard head, a soft heart and capable hands.

At AIEF, we have seen unambiguous evidence of something that works in Indigenous education and this hard and tangible data fills the pages of this Annual Report. From little things, big things grow.

AIEF has taken the lessons and learnings from decades of experience at leading schools with best practice and unambiguous results, and coupled it with private sector business acumen to scale it nationally by hand picking a highly capable and proven professional executive team reporting to Directors with integrity, credibility and proven track-records. AIEF is establishing a \$40 million joint-venture to provide long-term certainty of funding through a large scale, low cost and sustainable operating model to support Indigenous children and communities. This is being done in partnership with leading schools, government and the private sector, with each playing to their core competency. As our results demonstrate, this is a formidable combination.

For schools, this core competency is in enrolling, educating and providing pastoral care for Indigenous children and working in partnership with their families and communities, and we partner with world-class schools that have evidence of a demonstrated commitment to doing this.

For government, the core competency includes providing the policy settings, imprimatur, co-funding and leadership, which translates into an ability to give wings to good ideas.





For AIEF, our core competency lies in a proven ability to establish robust business models and processes, and to implement efficiently, effectively and with integrity in a framework of best practice, accountability and transparency.

AIEF's accounts are segregated into three components:

1. the 'AIEF Scholarship Fund' which is the tax-deductible fund for private (non-Government) donations;
2. the 'AIEF Government Scholarship Fund' which comprises the financial statements for contributions to the AIEF Scholarship Programme from the Commonwealth Government; and
3. the 'AIEF Corporate Account' comprising of the financial statements for AIEF's operating accounts.

AIEF has received a total of \$12.5 million for its Scholarship Programme from the Commonwealth Government with an additional \$7.5m committed, and a total of \$1.5 million from private contributors and investments, plus an additional \$4 million in pledges, making a total of over \$25 million. In accordance with accounting and audit advice, only the actual receipts are included in the statutory accounts and the pledges are booked as and when they are received.

The business model for the AIEF Scholarship Programme 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.

Our plan is to raise the full \$40 million in five years. During this funding period 15% of all income is allocated to the AIEF corporate account to contribute to operating costs over the full 20 year business plan period, with the investment income including the 15% net contribution from the investment income in the Scholarship Fund and the Government Scholarship Fund. This operating income will also be supplemented by income generated from other activities undertaken by AIEF to ensure AIEF can continue to operate on a sustainable basis over the 20 year business plan period.

Whilst funds are being raised, AIEF is also distributing scholarship funds each year. The amount of scholarship distributions will increase as our funding capacity increases. In 2009 AIEF distributed a total of \$478,124 in scholarship distributions for 43 Indigenous students and in 2010 we have offered 165 places per annum on an ongoing basis.

The separate accounts for the AIEF Scholarship Fund, the AIEF Government Scholarship Fund and the AIEF Corporate Account are shown below.

AIEF Scholarship Fund

AIEF Scholarship Fund Statement of Income and Expenses For the Period of 1 January 2009 to 31 December 2009	
Income	
Donations for Scholarships (excluding receivables)	\$964,911
Donations for AIEF Capacity	\$29,040
Investment earnings	\$10,090
Total Income	\$1,004,040
Expenditure	
Donations for AIEF Capacity	\$29,040
Donations – Costs Contribution	\$144,737
Total Expenditure	\$173,777
Opening Surplus	\$830,264

As mentioned previously, AIEF also has over \$4 million in pledges but only the actual receipts are included in the statutory accounts and the pledges are booked as and when they are received. In addition to the donations for scholarships shown above, other contributors to AIEF's Scholarship Fund have directed their investment to support AIEF's capacity for the scholarship programme and therefore 100% of those donations are transferred to AIEF's operating account.

The investment earnings shown above do not include interest on term deposits that matured post 31 December 2009, and this will be included in the 2010 accounting period.

On the expenditure side, the costs contributions referred to above reflect internal transfers to the AIEF operating account for the 15% operating cost reserve account. AIEF's operating expenditure is discussed following in the section on the AIEF Corporate Account.



Financial Summary continued

AIEF Scholarship Fund Balance Sheet As at 31 December 2009	
Scholarship Funds	
Retained Earnings as at 31 December 2008	\$484,185
Accumulated Surplus	\$830,264
Total Equity	\$1,314,449
Represented by:	
Current Assets	
Cash at Bank	\$514,449
Term Deposits	\$800,000
Total Assets	\$1,314,449
Total Liabilities	\$0
Net Assets	\$1,314,449

The figure for net assets shown above is in addition to the \$4 million in pledges. The cumulative gross total of private (non-Government) support for the AIEF Scholarship Fund to date amounts to \$5,698,517.

AIEF Government Scholarship Fund

The scholarship funding provided for the AIEF Scholarship Programme under contract from the Commonwealth Government is held in separate bank accounts and investments and accounted for separately in AIEF's financial statements.

AIEF Government Scholarship Fund Statement of Income and Expenses For the Period of 1 January 2009 to 31 December 2009	
Income	
Government Funding for Scholarships	\$9,500,000
Investment Earnings	\$7,600
Total Income	\$9,507,600
Operating Surplus	\$9,507,600
Scholarship Distributions	\$478,124
Surplus	\$9,029,476

In 2009 AIEF received \$12.5 million from the Australian Government for the AIEF Scholarship Programme. Of this amount \$3 million (15% of \$20 million) was provided as an establishment grant for operational expenses in accordance with our agreement with the Government and is discussed in the section on the AIEF Corporate Account below. The balance of \$9.5 million has been deposited to the AIEF Government Scholarship Fund. The remaining \$7.5 million in Government funding will also be deposited to the AIEF Government Scholarship Fund in 2010 and 2011.

The investment income does not include the interest on term deposits with maturity dates after 31 December 2009 and that interest will be included in the 2010 accounts.

After the 2009 distributions through AIEF capital management policies the remaining balance of the AIEF Government Scholarship Fund is represented as shown on the balance sheet below.

AIEF Government Scholarship Fund Balance Sheet As at 31 December 2009	
Scholarship Funds	
Accumulated Surplus	\$9,029,476
Total Equity	\$9,029,476
Represented by:	
Current Assets	
Cash at Bank	\$29,476
Term Deposits	\$9,000,000
Total Assets	\$9,029,476
Total Liabilities	\$0
Net Assets	\$9,029,476

AIEF's investment strategy is described in more detail following.

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 of 1 January 2009 to 31 December 2009	
Income	
Donations for Costs	\$29,040
Costs Contribution from Government	\$3,000,000
Costs Contribution from Scholarship Fund	\$144,737
Income from Services and Other Programmes	\$85,455
Investment Earnings	\$25,294
Total Income	\$3,284,526
Expenditure	
Bank Expenses	\$1,181
Staffing Costs	\$319,572
Office and Operating Expenses	\$70,711
Depreciation	\$1,911
Insurance	\$4,628
Accounting and Legal	\$700
Interest Expense	\$0
Total Expenditure	\$398,704
Surplus	\$2,885,822

All capacity donations for AIEF are routed to this operating account in addition to the cost contributions from the AIEF Scholarship Fund and the AIEF Government Scholarship Fund, and all expenditure is routed through this operating account. This provides a centralised and segregated clearing house for all operational income and expenditure.

As this shows, AIEF has incurred total operating expenditure in 2009 of \$398,704, and has an operating reserve of \$2.9 million. 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 for future operating costs during the long-term roll-out of the AIEF Scholarship Programme over the remaining 20 year period (the distribution phase).

As well as ensuring that AIEF has sufficient scholarship funds to finance scholarship places at partner schools over the 20 year period, this operating reserve provides a similar sustainability for AIEF to continue managing the AIEF Scholarship Programme 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.

In addition to providing an unprecedented level of transparency, this also provides an additional level of comfort for our investors to know that we have a robust and sustainable business model. We commit to what we know we can fund for the next 20 years, and only expand our scholarship places and cost base as our funding capacity increases. This way our business is sustainable and in equilibrium.

Prior to the current financial year, the total operating costs from previous periods totalled \$80,021, so together with the \$398,704 shown in the 2009 accounts, the total operating costs from AIEF's entire history in raising over \$25 million and establishing its team, premises, IT and partnerships with leading schools to underwrite and manage 165 scholarship places in 2010 onwards, is \$478,725, or 1.86% of the \$25 million raised to date. This places AIEF as one of the most efficient and effective independent non-profit organisations in the country, coupled with an unprecedented level of transparency in a sector where this is rare to find.

AIEF Corporate Account Balance Sheet As at 31 December 2009

Equity	
Retained Earnings as 31 December 2008	\$33,124
Accumulated Surplus	\$2,885,822
Total Equity	\$2,918,946
Represented by:	
Current Assets	
Cash at Bank	\$334,028
Term Deposits	\$2,515,518
Trade Debtors	\$50,000
Plant Equipment Less Accumulated Depreciation	\$32,655
Total Assets	\$2,932,202
Current Liabilities	
GST Liabilities	(\$466)
FBT and PAYG Payable	\$13,723
Total Liabilities	\$13,256
Net Assets	\$2,918,946

Investment strategy

AIEF is currently adopting a defensive, cautious and conservative investment strategy focussed on stability, predictability and certainty with all funds held in cash and term deposits with major licensed Australian banks. AIEF has a professional and experienced Investment Committee chaired by AIEF Director Rob Coombe, CEO of Westpac Retail Banking and former CEO of Bankers Trust and including Greg Cooper, CEO of Schroder Investment Management Australia Ltd, asset allocation expert John Schaffer, Tenix and AIEF Treasurer and Director Michael Lindsay and AIEF's Chief Executive and former investment banker Andrew Penfold.

AIEF is currently developing its optimum number of partnership schools and modelling the expected costs and cashflow requirements resulting from different strategies and enrolments at different schools. At the same time, financial markets and global economies have recently been experiencing high levels of volatility and uncertainty. In these circumstances AIEF has adopted an interim investment strategy to place all funds in bank deposits of varying maturities with major commercial banks licensed in Australia.

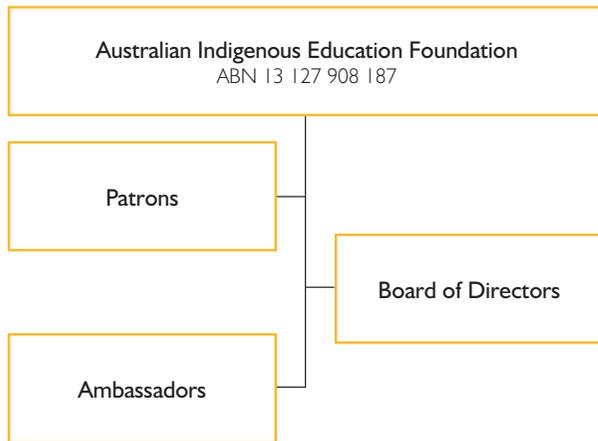
As AIEF further develops its strategies, partner schools and financial modelling and expands its balance sheet, the AIEF Investment Committee will refine a longer-term investment strategy to best achieve the investment objectives and AIEF's investment policy will be revised to reflect that longer-term strategy.

Audit

The full financial report for AIEF for the twelve months ending 31 December 2009 has been filed with ASIC in accordance with the requirements of the Corporations Act 2001. The financial statements have been prepared in accordance with the Australian Equivalent of International Financial Reporting Standards and audited by MacBride Hinton, Chartered Accountants in accordance with Australian Auditing Standards.

Governance and People

The Australian Indigenous Education Foundation is a non-profit public company limited by guarantee, governed by its Board of Directors with advice and assistance from its Ambassadors, under the Patronage of Her Excellency Professor Marie Bashir AC CVO (Patron-in-Chief), Sir William Deane AC KBE (Patron) and Mr Carlo Salteri AC (Patron).



Patron-in-Chief



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

Patrons



Sir William Deane
AC KBE



Mr Carlo Salteri AC

Board of Directors



Ray Martin AM
(Chairman)



Ann Sherry AO



Rob Coombe



Michael Lindsay



Warren Mundine



Andrew Penfold

Executive



Andrew Penfold,
Chief Executive Officer



Renée Coffey,
Pathways Director



Jenny Dean, Pathways
Project Manager



Holly Hart, Scholarship
Programme Director



Christine McLiver,
Communications and
Development Director



Michelle Penfold,
Partnerships Director

Ambassadors



Janet Albrechtsen



Senator The Hon Mark Arbib



Craig Ashby



Stephanie Brantz



Associate Professor Ngiare Brown



The Hon Linda Burney MP



Jennifer Byrne



Liz Cacciottolo



Barbara Chapman



Kerry Chikarovski



Brett Clegg



Greg Cooper



Bruce Corlett



Patricia Cross



Charles Curran AC



Geoff Dixon



Tom Drake-Brockman



John Eales AM



Dr Peter Farrell AM



Andrew Forrest



Nicola Forrest



Catherine Freeman OAM



Adriana Gardos



Danny Gilbert



David Gonski AC



Wayne Goss



Caroline Gurney



Steve Harker



Janie Hicks



Greg Hutchinson



Katie Lahey



Kirsten Lynn



Peter Mason AM



David Mortimer AO



David Murray AO



Ralph Norris



John O'Sullivan



Michelle Penfold



Guy Reynolds AM



Aden Ridgeway



Heather Ridout



John Schaffer



Nora Scheinkestel



Professor Julianne Schultz AM



Jillian Segal AM



Mary Shaw



Jim Thynne



Geoff Walsh AO



Tristan Wills



Geoff Wilson



Frank Zipfinger

Contact and Donation Details

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Investing in Indigenous Education

If you share our vision to create tangible, measurable and enduring social change through evidence-based social investment and to address Indigenous disadvantage through education, you can invest in the future of Indigenous children by supporting the work of AIEF.

Donations are tax-deductible. Copies of DGR and TCC certificates are available on request.

To support Indigenous students, cheques should be made payable to:

Australian Indigenous Education Foundation

and posted to:

Suite 312 | Level 3 | Edgecliff Centre
203-233 New South Head Road
Edgecliff NSW 2027

or by completing the credit card form available at www.aief.com.au

ABN

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ABN 13 127 908 187





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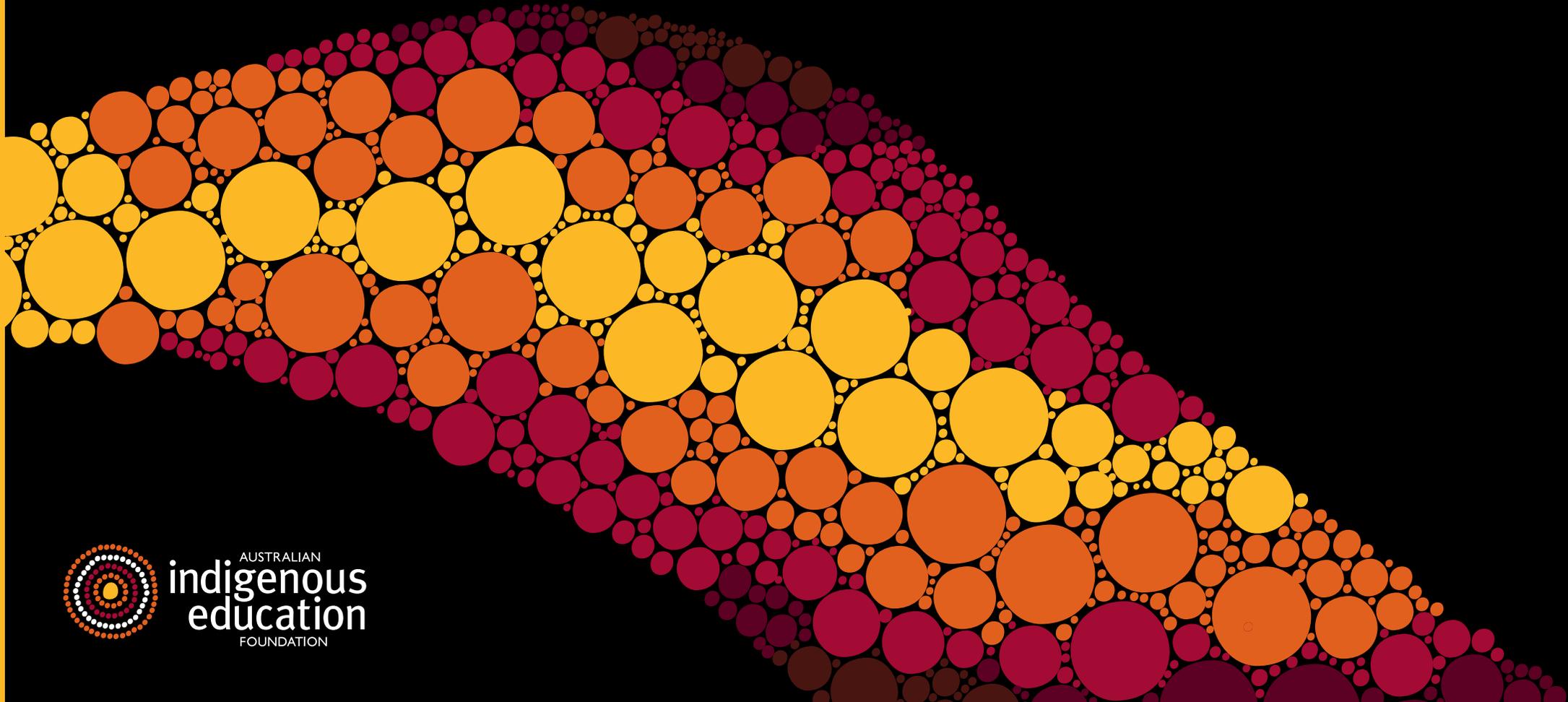
AIEF would also like to thank Kim Bloomfield of Kimberley Bloom Design for her creative design work with AIEF including this Annual Report. www.kimberleybloom.com.au



AIEF on YouTube

To see AIEF and other related Indigenous education coverage visit AIEF's YouTube channel: www.youtube.com/user/AIEFoundation





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