


2025 ANNUAL REPORT



An aerial photograph of a school campus situated in a vast, open landscape. The campus features several buildings with light-colored roofs, a central courtyard, and a large, circular dirt area. The surrounding terrain is flat and sparsely vegetated, extending to a distant horizon under a clear sky with some light clouds.

We acknowledge Aboriginal and Torres Strait Islander peoples as the First Peoples of Australia. We pay our respects to Elders past, present and emerging. We imagine a future where all Australians are united by our shared past, present, future and humanity.

**INDIGENOUS
EDUCATION
WORKING
TOGETHER**



Manjali Studio School from above and [inset] updated highway signage.

Table of contents

2025 Special Events

Manjali Studio School Official Opening	6
Two-Day IERC Workshop <i>on country</i> with Patrick Dodson	8

Introduction

Chair report	10
CEO report	12

Acknowledgements

Thanking our Partners and Supporters	14
--------------------------------------	----

SSA Overview

SSA overview, our purpose and vision	16
What is a Studio School?	18
Our unique model of education	20
Year 10 Induction Programs	22
Indigenous Education and Research Centre (IERC)	24

Governance

Governance of the System	26
Governing Board - Approved Authority	28
Local Advisory Yarning Circles	30

Reports

Manjali Studio School Report	32
Yiramalay Studio School Report	34
IERC Official Opening and Report	36
Ancillary Program 'Turning the Tide' Report	38
2025 Staff and Student Information	40

SSA Positive Education Outcomes

SSA Positive Education Outcomes 2025	41
Congratulating our 2025 Graduates	42



Manjali Studio School Official Opening

The Commonwealth Department of Education provided capital funding support for the construction of the Manjali Studio School via the Building Boarding Schools On Country (BBSOC) program.

The school was co-designed in partnerships with the Bunuba community, and was completed in time for students to commence at the start of the 2025 school year.

In September, Manjali hosted a recognition ceremony, with Senator Dorinda Cox representing the Australian Government, Bunuba Traditional Owners providing a welcome to country, and Studio Schools staff, students, families and community all coming together to celebrate this milestone.





Yiramalay Studio School students enjoying a photo opportunity with Patrick Dodson.



Two-Day IERC Workshop with Patrick Dodson

‘The Future of Aboriginal Peoples and Communities’

Held in conjunction with the official opening of the Manjali Studio School, the Indigenous Education and Research Centre (IERC) convened a landmark two-day workshop on Bunuba Country titled “The Future of Aboriginal Peoples and Communities.”

Facilitated by Patrick Dodson - a Yawuru cultural leader, former Senator for Western Australia, and the “Father of Reconciliation” - the workshop fostered a candid and critical dialogue about the macro-level issues facing Indigenous communities today.

Drawing on his experience as a Royal Commissioner into Aboriginal Deaths in Custody and a recipient of the Sydney International Peace Prize, Mr. Dodson highlighted the importance of looking beyond the “dream” of education and confront the complex realities of the present.

Discussions ranged from the philosophy of self-determination and the pressures of the modern economy to the evolving definition of what it means to be Aboriginal

in a future dominated by artificial intelligence and global connectivity.

The sessions moved from high-level philosophy to the stark challenges of the school environment, interrogating how the education system can better support engagement and retention of indigenous students.

Mr. Dodson was joined by an expert panel including William Hayward (Manager of Aboriginal Services, Banksia Hill Detention Centre) and Bunuba Traditional Owners and BDAC partners Selina Middleton, Joe Ross, and Kevin Oscar. This diversity of voices allowed for a “two-way” examination of hard truths, including student encounters with the justice system and the support structures required at home and in the community.

The workshop concluded with a shared statement of commitment, reinforcing that the Bunuba/SSA partnership must operate with mutual accountability to deliver an education that is accessible and transformative for the lives of young people in the Fitzroy Valley.

The workshop proved to be a wonderful opportunity for our community. The dialogue initiated here will provide invaluable guidance and perspective on an ongoing basis for the Board and the school leadership.

Bunuba Traditional Owner Kaylene Marr and SSA Chair Jennifer Westacott AC together during the Manjali Studio School Official Opening Ceremony



Chair report

In September, I had the privilege of spending time on Bunuba country in the Kimberley to participate in the official opening of the Manjali Studio School, our new middle years school for students in Years 7, 8 and 9 to complement Yiramalay, the existing senior school for students in Years 10, 11 and 12, a few kilometres away.

This was a time for celebration; particularly of the opportunities that the students can enjoy, going straight from primary school into the Studio Schools system of on country learning before going on to Yiramalay. It was also a time for reflection, and to consider the critical value of collaboration and partnership in overcoming significant challenges.

Collaborations like that of the Australian Government, who have worked with Studio Schools to provide funding for Manjali, were represented on the day by Senator Dorinda Cox. The Bunuba people and the community, who host both schools on their country, and work in close partnership with the Principals and staff on the ground, were represented on the day by Bunuba leaders Kevin Oscar and Selina Middleton. The Wesley community, who supported the concept of a Studio School for many years, was also represented along with my fellow Board members and representatives of local, state and federal governments. They all joined our students from Manjali and Yiramalay, their families and other community members to celebrate the shared journey and the shared success of this project.

It was also a privilege to have former WA Senator Patrick Dodson in attendance. Pat Dodson is simply a great Australian, providing leadership,

courage and integrity on so many issues. Pat was also generous enough to help facilitate some powerful community discussions over the day of the opening and the following day. These were challenging and necessary conversations that ensure Studio Schools is fully engaged with and reflective of our communities, and responsive to their needs as they evolve.

Without the input of all these organisations and people, this vision could not have been realised. The Commonwealth Government committed over \$50 million to Manjali, showing a willingness to take a different approach, one that empowers communities, and places them at the centre of their children's education. SSA's partners including BHP, Kmart, Lottery West and Heidelberg Materials Australia, Hutchies Builders, Lyons Architects, and others helped us build Manjali in just nine months, over the dry season before the wet, in a very remote location – on time, and on budget.

This connection with our partners reminded me of the starting point for everyone at Studio Schools of Australia; we believe that every person has a gift, and that the job of education is to realise and harness those gifts, so that people can lead fulfilling, purposeful lives. Witnessing so many people positively impacted by this belief, with lives changed for the better, communities coming together and celebrating the success of their young people, was a remarkable and humbling experience.

Rather than embracing the comfort of this success, the experience reminded me of the critical need to expand the Studio Schools model so that more students, more families,

more communities can receive the education they deserve, an education based on some essential and core principles, an education that recognises that:

- Student perspectives, language and culture are critical to build on their knowledge and skills
- Family and community are central to everything we do
- Young people need a full suite of skills to enable them to be successful – hence our 4 circles of learning – personal and social; industry; academic – all underpinned by their language and culture
- Everything we do today, tomorrow and in the future, will be about our students' success.

So, I take this opportunity to thank our CEO, Dr Helen Drennen AM, the driving force behind Studio Schools. Helen is a world-leading educator, she is committed to education and equality, and she is committed to Indigenous communities. I also thank the staff – for their leadership, their standards, and their unwavering belief in young people.

Finally, I also take this opportunity to recognise that our work must continue, so as we consolidate our two schools on Bunuba country, we will also continue our conversations in Canberra, Perth and with communities around Australia to ensure that where a Studio Schools education partnership is a community priority, we can work with these new partners to realise their shared vision.

Jennifer Westacott AC
Chair of SSA

Manjali Studio School students share their classroom and learning during student-led tours at the Official Opening of the school.



CEO report

In 2025, Studio Schools of Australia and the Bunuba community passed the most significant milestone since the founding of Yiramalay.

In February 2025, Manjali Studio School, our new fully residential, *on country* school for the Middle Years 7-9, welcomed its inaugural cohort of students.

At the same time, our Indigenous Education and Research Centre (IERC) opened on the same site, with dedicated facilities for cultural induction, curriculum development, staff training and research.

Indigenous students can now access the Studio School model of learning *on country* from Year 7 to Year 12, and our first Manjali Year 9 graduates will move to Year 10 at Yiramalay in 2026.

This milestone was celebrated with a formal opening event at Manjali in September which brought together the whole community: students, families, staff, local community, partners and supporters. The Australian Government was represented by Senator Dorinda Cox, the Bunuba community by Kevin Oscar and Selina Middleton, and Studio Schools of Australia by our Board Chair, Professor Jennifer Westacott AC. It was a day of celebration of partnership, and of the success that comes from working together for the benefit of everyone.

None of this would have been possible without the support of many people over a long period of time, starting with the Bunuba people, and the community of Wesley community in Melbourne, so many years ago.

What began as an idea to learn from one another has transformed into two schools, and an Indigenous Education and Research Centre *IERC*, for an education strong in culture, *on country* and in a residential setting.

The Australian Government Department of Education, with additional support from BHP provided the funding for construction of Manjali and the IERC. Our Foundation partners, BHP, Kmart and Heidelberg Materials also provided support. Many others organisations and individuals have lent their support, and we thank all of them for providing these opportunities to the young people at our schools.

To coincide with our opening event, the IERC hosted Mr Patrick Dodson, Yawuru leader, and former WA Senator in the Australian Parliament, for a community discussion on the broad issues and challenges facing remote communities, and their efforts to support their children.

These discussions and the issues raised helped the whole Studio Schools team, from the Board, to staff and community, to think deeply about cultural governance, and how we maintain the connections to people, to community and to culture and language.

In 2026, we will be strengthening community inputs across both schools, and maintaining the momentum from these critical talks.

From a growth perspective, as Manjali moves into its second year and consolidates its operations, we continue to explore opportunities

for the Studio Schools system, with community-driven discussions.

In parallel, we are planning updates and renewal of the physical environment at Yiramalay to ensure both schools deliver the optimal learning environment. The presence of our first Indigenous academic in residence at the IERC, Dr Candace Kruger, has delivered concrete outcomes already, and created a model for further development.

Overall, 2025 has been a momentous year. I acknowledge and especially thank our Board, chaired by Jennifer Westacott AC, the executive leadership team, including: Business Director and CFO Sheunesu Hove, Manjali Principal Visiya Rosie Tabuaucu, Director of Corporate Affairs Luke Blackbourn, Yiramalay Principal Adele Gott (Term 1), IERC Associate Director Tanya Davies (Term 1), and Relieving Principals (Terms 2-4) John Matthews and Mike Tucker.

And of course our heartfelt thanks go to all staff on the achievements of 2025 as we look forward eagerly to continuing this incredibly important work in 2026.

Helen Drennen AM
CEO of SSA

Thanking our key partners

SSA's partnerships are our foundation, and our success reflects their strength. Our key partners for many years have been the Bunuba people of the Kimberley.



We acknowledge and thank the Bunuba people for welcoming us to their country, trusting in our partnership and joining with us to ensure that young people receive the opportunities they deserve.



Thanking the Commonwealth Government Department of Education

The Commonwealth Government Department of Education provided capital funding support for the construction of the Manjali Studio School via the Building Boarding Schools *On Country* (BBSOC) program.

This is a measure under the Australian Government's 2023 Commonwealth Closing the Gap Implementation Plan. The measure addresses Target 5: Aboriginal and Torres Strait Islander students achieve their full learning potential.

"On behalf of the Board, I thank the Government for their commitment to Studio Schools of Australia. Together we are delivering a step change in education outcomes for remote Indigenous student success across Northern Australia. Over the coming years we are focussed on delivering excellence for students at Yiramalay and Manjali, and more broadly through the Indigenous Education and Research Centre."

Jennifer Westacott AC, Chair of Board



Thanking Wesley College

We thank Wesley College and the Wesley community for their ongoing support and connection that has changed so many lives for the better and continues to do so through two-way learning.



Thanking Lotterywest

We thank Lotterywest for supporting us with a new fleet of vehicles that allow our students to stay connected with Bunuba country and support them to travel, learn and take part in two-way learning every day.

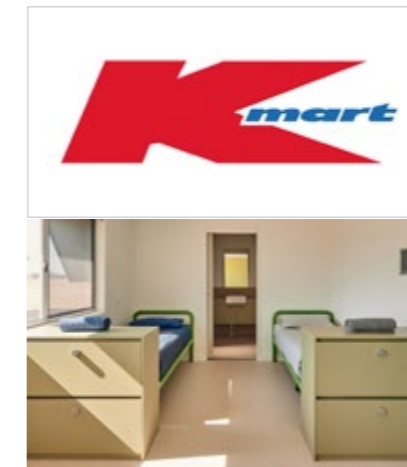
Thanking our Foundation Partners

The support of our Foundation Partners BHP, Heidelberg Materials Australia, and Kmart has been vital this year as Manjali, our new Studio School, took in its first cohort of students, and the Indigenous Education and Research Centre began operating from its new co-located buildings. We gratefully acknowledge their support through this growth phase and look forward to ongoing partnerships.



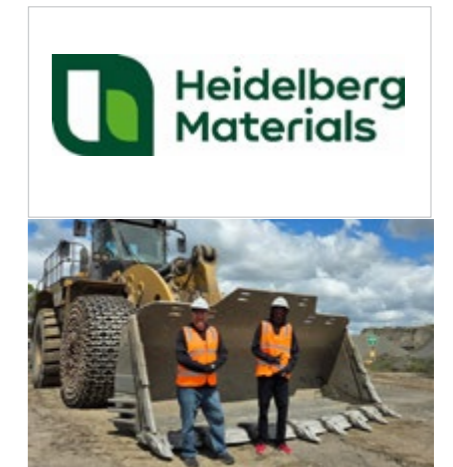
The completed and operating IERC facility, co-located at Manjali Studio School, thanks to BHP.

BHP's \$1 million contribution supported the establishment of the landmark Indigenous Education and Research Centre and a multi-function sports pavilion at Yiramalay school.



Kmart support included linen for Manjali Studio School ready to welcome staff and students in 2025.

Kmart supported the changeover of Yiramalay from Wesley College to Studio Schools with the donation of all haberdashery (linen, pillows, towels, etc.) for student residences and many kitchen items for our Dining Hall, and this support has extended to the set-up of Manjali.

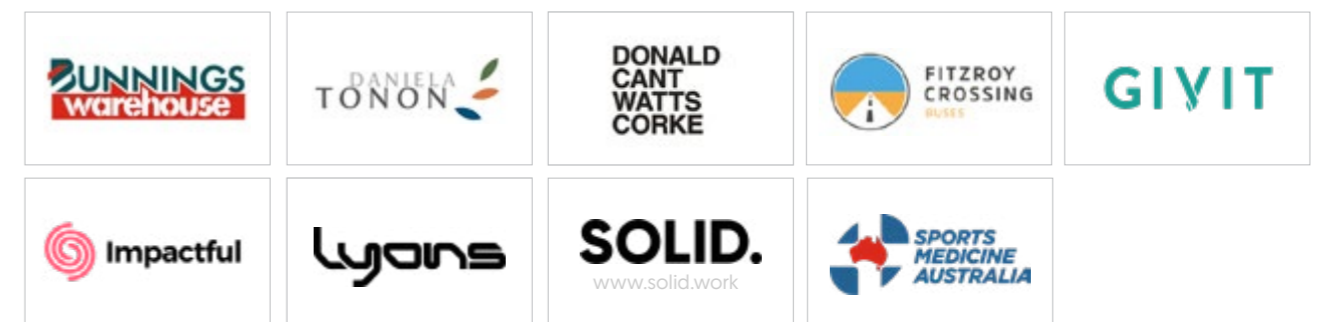


Our Year 12s were pleased to visit Heidelberg Materials sites during their 2025 Melbourne visit.

The long-term support from Heidelberg Materials Australia helped SSA to deliver many innovations that ensured we remained on schedule and on budget throughout the construction of Manjali. Now that the school is in operation, our partnership continues.

Thanking SSA Supporters

We extend our sincere gratitude to our pro bono partners, including Daniela Tonton Legal, who has provided ongoing legal advice and support during lease negotiations and other matters. The generous support from the following partners are, and will remain, invaluable to SSA.





SSA Overview

From a conversation over two decades ago, a partnership grew between Melbourne’s Wesley College and the Bunuba people in the Kimberley, Western Australia, which saw the opening of the Yiramalay Studio School in 2010.

Since that time Yiramalay has delivered a successful new model of education *on country* in a remote area of the Kimberley.

Its success demonstrates that with effective relationships, long-term commitment, and new approaches to education, co-led and co-designed with Indigenous communities, Closing the Gap can be achieved.

Over the last three years, Studio Schools of Australia (SSA) has established itself as an independent entity, and in 2024 SSA built the

Manjali Studio School for middle years students, with funding provided by the Australian Government Department of Education, under the Building Boarding Schools *On Country* program.

From 2025, students will be able to progress through secondary years entirely within the unique Studio Schools learning framework. The two existing Studio Schools form the foundation for a system of new schools to drive development of communities across Australia’s north.

Co-located at Manjali is the Indigenous Education and Research Centre (IERC). The IERC will provide a program of professional development for all staff across the Studio Schools network, as well as partner schools, sharing knowledge, culture and practice. It will also gather and disseminate evidence of best practice from across the system of schools, ensuring that the Studio School model remains evidence-led in its practice of serving the needs of local Indigenous students and their communities.

Our Purpose

To empower Indigenous children to create a future of pride, belonging and success in their own communities and across Australia.

Our Vision

Scaling a proven model of transformation in education into a new system of Studio Schools for Indigenous students in Remote and Very Remote Australia.



Manjali Studio School students working together in one of the shaded learning pavilions



What is a Studio School?

The Studio School model was originally established at Yiramalay on Bunuba country through a partnership of the Bunuba people with the community of Wesley College in Melbourne, to provide opportunity for students and families in each community to come together to learn.

Both wanted to support the development of a new model of high-quality learning in the secondary years, to expand understanding and to enhance life choices, drawing on the best of Indigenous and non-Indigenous knowledge and ways of knowing. These same principles have been applied to the development of the Manjali Studio School for middle years students, opening in 2025.

The title Studio School was chosen because the word studio represents a place of practical hands-on learning focussing on all areas (head, hand and heart) of the developing human being.

The model recognises that every student, Indigenous and non-Indigenous, has gifts to bring, and because a Studio School is fully residential and *on country*, learning is supported across the whole 24-hour day.

The model itself has been authentically co-designed, co-developed and co-led by Indigenous people which is a critical element of its success.

Close to home, family and Indigenous community, there is a strong focus on local culture and local Indigenous language which provides students with much greater sense of cultural safety than travelling to a city school thousands of kilometres from home.

The educational model is holistic and prepares students for ongoing learning post Year 12, and for work and employment throughout life.

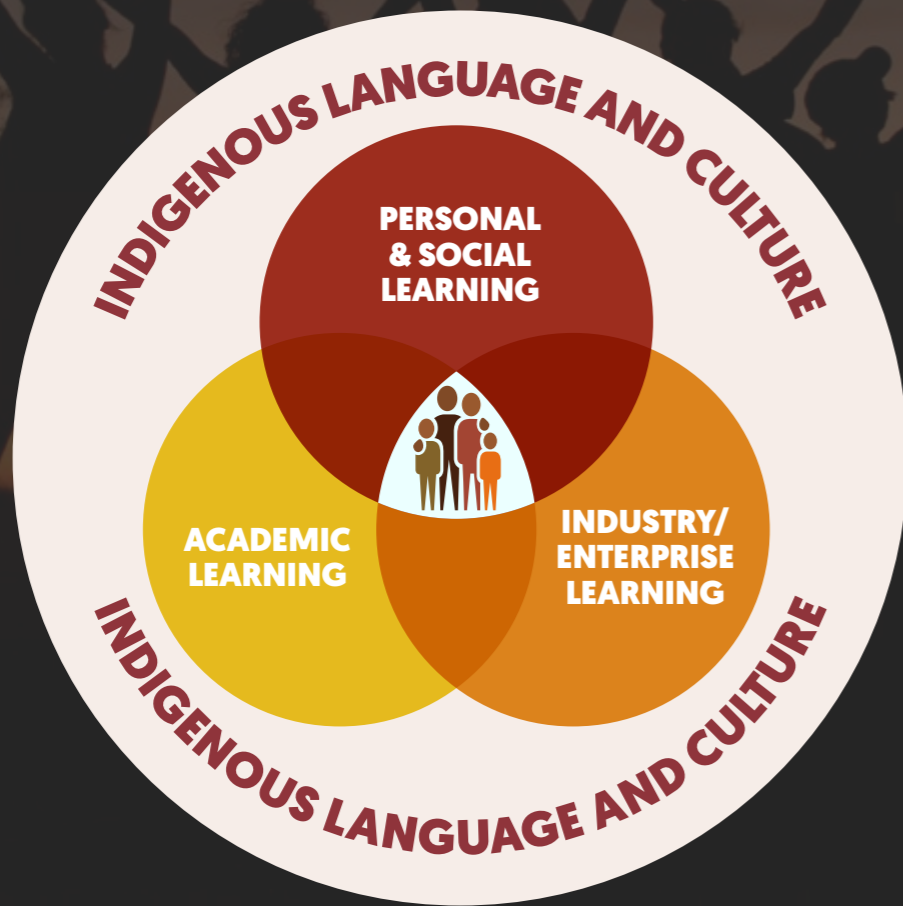
Work is integrated into the model and Indigenous knowledge, language and culture are at the heart of the learning framework and are integrated within the curriculum.

Through the Studio School partner school, Indigenous and non-Indigenous students learn side-by-side *on country* in 3-week induction programs which take place six times per year.

How does the local community have input?

- The Indigenous community is a co-designer and co-leader of the school.
- The local Indigenous community provides the land on which the Studio School is located. This is a significant and deeply meaningful contribution.
- A minimum 50% of staff employed at the school are Indigenous.
- Local Indigenous leaders are members of the Studio School Council and are represented on the SSA Board.
- Traditional Owners and community leaders design and lead the Indigenous knowledge and language curriculum at the school.
- Local Indigenous industries provide training and work placements for students (in addition to training and placements at non-indigenous industries).
- Indigenous community businesses and indigenous organisations provide services and partnerships to the school.

The four circles of learning



The mother circle: Indigenous language and culture

The mother circle of Indigenous language and culture provides the context for all learning in the Senior Years and Middle Years Learning Frameworks (SYLF & MYLF). This connects students authentically to their familiar cultural knowledge, insights and practices that support their learning, by affirming their sense of self and strengthening their self-efficacy as learners. This is a critical differentiation of the SSA model from others. Indigenous language and culture are not added on to mainstream education frameworks, they are the central pillars at SSA.

Academic learning

The academic learning circle aims to support the intellectual development and future-readiness of students by engaging them in experiences that build their capacity to “learn how to learn” so that they can participate actively in their own learning for success.

Personal and social learning

The Studio School model helps students develop their own image of their future as Indigenous Australians, who feel confident in their knowledge and skills, and in their motivation to succeed.

Industry and enterprise learning

Industry learning expectations range from foundational knowledge and understanding about the world of work and the skills and dispositions needed to maximise success, through to more advanced learning of industry specific knowledge and skills. These adapt as the students move closer to finishing their schooling, with the Senior Years Learning Framework connecting students to local businesses and providing formal qualifications suitable for the workplace.



A unique model of education

Two-way learning and partnership are integral to the programs that are delivered within the Studio Schools of Australia system. Learning communities provide opportunities for Indigenous and non-Indigenous students and teachers, older and younger students, and people from a broad range of home locations to learn from each other.

The curriculum empowers Indigenous students, given their knowledge advantage *on country*, while providing non-Indigenous students, who attend for 3-week induction programs, with a greater appreciation of Indigenous culture.

The Senior Years Learning Framework (SYLF), created in partnership with the Australian Council for Educational Research over a decade ago, has been reviewed and updated to reflect key learnings since the Yiramalay/Wesley Studio School was first opened to students in 2010.

A key element of the revised SYLF is the inclusion of the Mother Circle (Indigenous Language and Culture), that encompasses and impacts everything that happens at a Studio School. With the first Year 7 to 9 Studio School, Manjali

Studio School now open, the Middle Years Learning Framework (MYLF) is being implemented. The Learning Frameworks (MYLF and SYLF) offer a structured approach to education, focusing on key areas that prepare students for the transition from school to further study (including university), the workforce and beyond.

The curriculum draws on each element of the 4 circles of learning that comprise the framework – the “mother circle” of Indigenous language and culture, the academic learning circle, the industry and enterprise learning circle, and the personal and social learning circle. There is also a specific and necessary wrap around focus on health and well-being, tailored to the individual needs of each student.

Students enrol at a Studio School at different starting points, many with significant gaps in their school attendance, so individual learning plans are developed for each student. This allows the learning opportunities to be targeted, and to ensure that students are engaged in learning in each circle in a progression that will best suit their needs and interests. For example, a student who is work ready

but struggling academically may be best served with greater time, initially, with a work environment focus and less time in the classroom, allowing confidence and trust to be built. This student can then transition with greater ease into the other circles of learning, when they are ready, and coming from a place of comfort and confidence.

Whilst each circle of learning has its own target purpose and outcomes, the most powerful learning happens across the four circles.

The mother circle of Indigenous Language and Culture provides the context for all learning in both the MYLF and SYLF. It is the learning circle from which students connect authentically to the resources of familiar cultural knowledge, insights and their self-efficacy as learners.

Learning through the mother circle engenders those collaborative partnerships that foster mutually beneficial engagements with the local community and environment and supports the sustained growth and wellbeing of students.



A Yiramalay Studio School student leading a tour *on country* for Year 10 Induction students.



Year 10 Induction Programs

The purpose of the Induction program is to “induct” staff and students to the unique model of learning, and into Bunuba land, language, and culture

The Year 10 Induction Program first began at Yiramalay in August 2010 with Induction Group 1, and in October 2025, Induction Group 70 graduated from their Induction Program.

Over these 16 years, hundreds of Indigenous students from the Fitzroy Valley, the greater Kimberley, the Pilbara and the Northern Territory, as well as students from Wesley College in Melbourne, have been positively impacted by their time *on country*, immersed in Bunuba culture, connecting to the land and connecting to themselves and each other.

The program inducts staff and students to the unique model of learning, and into Bunuba land, language, and culture, by:

- Developing cultural understanding and capacity to relate to others
- Developing the capacity of young people to enhance community cohesion
- Expanding the horizons and expectations for life choices for both Aboriginal and non-Aboriginal young Australians

In 2025, 120 Year 10 students, 18 staff, and six volunteers (three staff and one volunteer per program) from Wesley College Melbourne joined 33 enrolling Yiramalay students across the six Induction programs that took place during the school year. Under the guidance of YSS Induction Coordinator Daniel Aston, these carefully curated three-week programs continued to create genuine opportunities for what is championed as “two-way learning,” cultural exchange, and personal growth.

Throughout the year, Elders and Traditional Owners, including Marilyn Oscar and Ralphie Green, took the lead in guiding the activities and experiences. This dynamic is especially significant for the local students. Because Yiramalay students come from various parts of Western Australia and the Northern Territory, the program provides a unique opportunity for them to learn deeply about the Bunuba culture and community they are stepping into. Furthermore, existing Yiramalay students took active roles in leading groups *on country* and assisting Elders in passing on knowledge, a responsibility that contributes toward their tourism certificates.

The 2025 Inductions featured several exceptionally noteworthy *on country* experiences. During a camping trip to Mt Barnett, students connected with the Wananami Remote Community School to join in their cultural dance practice for NAIDOC Week. Another

rare and special occurrence was being “sung in” by Bunuba Elder Jimmy Andrews on his cultural tour, sharing songs passed down through generations of his family. Additionally, the “Change Angels” led one of the most engaging components of the program: a three-day bush medicine experience where students harvested from Country and processed the materials into ointments, teas, and rubs.

These profound experiences allow students to form strong, individual connections with the Elders and each other. The impact is immeasurable; new Yiramalay students who arrive immensely shy often leave with a huge sense of accomplishment, having been part of something special that builds profound social confidence.

The enduring value of these initial bonds was powerfully demonstrated in November, when the Year 12 cohort travelled to Melbourne for a 10-day metropolitan experience. Visiting three Wesley College campuses, they reconnected with past Induction students and staff, proving that the relationships formed *on country* evolve into lifelong networks. The Yiramalay students showed immense confidence, public speaking to Year 4 classes about culture and Country, participating in art classes, and engaging in industry experiences with partners Heidelberg Materials and Lyons Architects to explore future career pathways.



Indigenous Education and Research Centre (IERC)

The IERC remains pivotal as a Centre for Excellence within the SSA system to support the successful delivery of the unique model of teaching and learning across the Studio Schools.

The role of the IERC is fundamentally important to assuring consistency of quality delivery across the system, ensuring sustainability and quality of program development and choice, as well as coordinating a research agenda with partners for the regular evaluation of practice and educational outcomes to improve performance.

The role of IERC is to:

- Provide the best frameworks for teaching and learning which work for Indigenous students
- Contribute to research in Indigenous pedagogies and cross-cultural learning nationally and internationally
- Promote excellent and quality delivery across all Studio Schools
- Provide professional learning and targeted induction programs for all staff
- Support operation of the system at scale

The success of the IERC will be evidenced by programs across the system that are genuinely co-designed and co-led with high numbers of Indigenous employment at both a school and system level.

Goals for the IERC include:

- Leading research projects that document and evaluate the impact of innovative education programs (including the Studio Schools model) on Indigenous young people
- Providing further educational opportunities and pathways to SSA staff and Indigenous community members, including a specific focus on developing Indigenous teachers
- Ensuring all SSA students are prepared for the future pathway of their choice whether that be further education or employment
- Providing a best practice model that supports the preservation of Indigenous languages through the education system in schools
- Being a location of choice for business sectors wanting to take part in cultural inductions or leadership programs, *on country*

Ancillary programs

In addition to supporting educational outcomes for students and staff in each Studio School, the IERC also provides ancillary programs, with a particular focus on supporting disengaged students across the north of Australia to return to learning.



Successful Turning the TiDE programs continued to run throughout 2025. Over the years the program has developed to be Indigenous led, with most staff also coming from the local community.

Turning the Tide is a targeted ancillary program co-led and co-designed by the IERC and Indigenous elders to respond to the urgent crisis in remote Indigenous communities of children currently not attending school.

For more information see page 38.



SSA Governance

The Board of SSA is the governing body for each Studio School in the system of Studio Schools, the Indigenous Education and Research Centre and the central administrative support functions.

As the governing body, the SSA Board is the Approved Authority for receipt and dissemination of all Federal and/ or State or Territory Government funding for all Studio Schools. It is responsible for registering each Studio School as an independent school in its State or Territory and for all regulatory and legal compliance matters.

Given that SSA is currently within a consolidation phase, the SSA Board provides each Studio School with consistent strategic and regulatory oversight, but also includes Local School Council input to support the Principal and to ensure that curriculum and operations are shaped by local

voices, Indigenous knowledge and needs.

At the heart of the SSA model is genuine partnership and co-design with each of the local Indigenous communities to ensure that the schools and the curriculum are suitably place-based and reflective of local Indigenous culture.

As explored on pages 30-31, 2025 saw the adoption of a transitional Yarning Circle model, further connecting SSA governance mechanisms with local community.

Ongoing, the main mechanism of purposeful and genuine partnership and co-design is through the Local

School Council, the composition of which includes at least two local Indigenous members and ensures local engagement, local identity and local leadership of each Studio School.

The Local School Council, together with extensive co-design and consultation sessions with local community, ensures genuine partnership in the design and operation of each Studio School.

Each school principal is responsible for the day-to-day leadership and school operations, reporting to the CEO.

Governance Structure

Approved Authority

The Board is responsible for all functions relating to Finance, Funding, Legal Compliance, Risk and Operation, as required for school registration in WA.



Local school councils

Local community school councils advise each school Principal and the IERC to ensure local engagement, identity, voice and leadership.



In 2025, Yarning Circles took place in Fitzroy Crossing to support the evolving school council structure. In 2026 a combined Manjali/Yiramalay Studio School council will be established, supported by Yarning Circles when needed.

SSA Board



Jennifer Westacott AC

Chair

Professor Jennifer Westacott AC became Chancellor of Western Sydney University in January 2023, the first woman to hold the position. Formerly, she led the Business Council of Australia from 2011 to 2023, advocating for policies to enhance economic growth and fairness. Jennifer's extensive public sector experience includes senior roles in the NSW and Victorian governments, spanning infrastructure, education, and housing.

Jennifer possesses an unparalleled understanding of the intersection between the public and private sectors, leveraging this expertise to achieve optimal outcomes in the national interest. During her tenure at KPMG, she advised corporations on climate change and sustainability and guided government reforms. She currently serves as a Non-Executive Director of Wesfarmers Limited and chairs the Western Parkland City Authority, overseeing the development of the Western Sydney Aerotropolis.

Beyond her professional engagements, Jennifer is deeply committed to philanthropy, supporting organisations such as Mental Health Australia and the Pinnacle Foundation. Recognized for her contributions, she was appointed an Officer (AO) in the Order of Australia in 2018 then a Companion (AC) of the Order of Australia in 2025.

Jennifer holds a Bachelor of Arts (Honours) from the University of New South Wales and received an Honorary Doctorate of Letters from her alma mater in 2017. She was also a Chevening Scholar at the London School of Economics.



Dr Helen Drennen AM

Chief Executive

A widely recognised leader in education in Australia and internationally, in 2019, Helen was appointed Chief Executive Officer of Studio Schools of Australia.

Previously, Helen served 15 distinguished years as the first female Principal of Wesley College in Melbourne, where she led the College through an historic period of transformation and innovation.

Helen is currently the Chair of the International Baccalaureate Board of Governors, with Headquarters in Geneva, Switzerland, serving in this role since November 2020.

In 2010, Helen was made a Fellow of the Australian College of Educators (FACE) and a Fellow of the Australian College of Educational Leaders (FACEL) in 2011. In 2016, she was recognised in the Australia Day Honours list as a Member (AM) in the General Division of the Order of Australia.



Phil Schacht

Non Executive Director

Phil Schacht joined Hanson Australia (formerly Pioneer International) in 1988. He held several managerial positions throughout Australia in both concrete and aggregates businesses before completing international assignments as Country Manager Malaysia / Singapore and Operations Director Aggregates and Asphalt UK. Phil returned to Australia in 2009 to take up the role of Regional General Manager Eastern Australia, and he was appointed Chief Executive of Hanson Australia on 1 February 2016.

Phil holds a Bachelor of Engineering (Mining Engineering) and a Bachelor of Commerce (Finance) from the University of New South Wales.



June Oscar AO

Non Executive Director

June Oscar AO is a proud Bunuba woman from the remote town of Fitzroy Crossing in Western Australia's Kimberley region. She is a strong advocate for Indigenous Australian languages, social justice, women's issues, and has worked tirelessly to reduce Fetal Alcohol Spectrum Disorder (FASD).

June has held a raft of influential positions including Deputy Director of the Kimberley Land Council, chair of the Kimberley Language Resource Centre and the Kimberley Interpreting Service, Chief Investigator with WA's Lillilwan Project addressing FASD and recently completed her second term as Australia's Aboriginal and Torres Strait Islander Social Justice Commissioner at the Australian Human Rights Commission.



Hugo Stephenson

Non Executive Director

Hugo is a medical doctor, technologist, biotech and healthtech services entrepreneur.

Hugo is currently founder and CEO of TrialScreen Inc. and MedNotes Inc, international companies that deliver technologies to assist with accelerating healthcare research and reduced healthcare administration respectively. Hugo also works as a rural GP in Castlemaine, Victoria and is a co-founder of the NY based not-for-profit Centre for Biomedical Research Transparency.

Hugo has a longstanding interest in secondary education, and has held positions on the Ethics Committee and School Council at Wesley College Melbourne for many years. Hugo has held a deep passion for indigenous culture - and its impact on his own worldview - since completing his medical elective with the Royal Flying Doctor Service in Derby, WA, in 1996.



Clare Gunning

Non Executive Director

Clare has over 15 years' experience building value-add communications functions that enable the delivery of key objectives.

In her current role, she helps companies and organisations develop strong, productive and direct relationships with government and political stakeholders. High energy and people-focused, Clare has a reputation for engineering difficult step changes in media, parliamentary, marketing communications and social media performance to improve the outcomes of key public sector agencies.

Previously Clare was Deputy Commissioner Corporate with the Australian Taxation Office (ATO), and the Head of Public Affairs at the Business Council of Australia (BCA). Clare brings a business perspective to decision-making, which has been incredibly useful in the fiduciary and risk management functions of the Board.

Over her career she has worked in Australia and abroad with organisations such as NSW Department of Family and Community Services (FACS), Accenture (UK), the Department of Education, Department of Treasury, the Australian Taxation Office [2009 –2010, 2017-2019. 2022-2024], the Australian Building & Construction Commission, and the Office of the Fair Work Ombudsman.



Glen Kelly OAM

Non Executive Director

Glen Kelly is a Wadandi Nyungar man and successful Aboriginal executive with a history of achievement across a 30 year career in Aboriginal Affairs, Native Title and Land Management at local, national and international levels.

He is currently one of two Perth based members of the National Native Title Tribunal which makes decisions on various administrative aspects of the operation of the Native Title Act 1993.

He has previously served as the CEO of the South West Aboriginal Land and Sea Council where he led the negotiation of the south west native title settlement. Glen has worked across Australia on native title agreement making and has assisted a variety of Traditional Owner groups and Government clients achieve strong and sustainable outcomes in native title affairs.



Catherine Hunter

Non Executive Director

Catherine is CEO of Diversity Council Australia and a purpose-driven leader with more than 30 years' experience spanning business strategy, inclusion and social impact.

At Woolworths Group, she was Group General Manager, Inclusion and Belonging, and previously spent over 16 years at KPMG Australia, most recently as Partner, Corporate Citizenship.

An Australian pioneer in social sustainability, Catherine is a values-led executive who helps organisations embed cultural change, strengthen social licence and build diverse, equitable workplaces where people thrive.



Geoff Masters AO

Non Executive Director

Geoff Masters is well known to SSA from his former role as CEO of the Australia Council for Educational Research (ACER).

In partnership with ACER, a working party consisting of Yiramalay/Wesley and Bunuba members developed the Senior Years Learning Framework SYLF in 2010. And more recently ACER, in partnership with SSA and Bunuba, developed the Middle Years Learning Framework MYLF, which will be introduced at Manjali in 2025.

Incoming Board Member:



George Araj

Non Executive Director

George has over 25 years of leading governance, risk management and internal audit engagements across the Middle East, Canada, the Netherlands and Australia. He has worked at three "Big 4" firms and his experience includes 7 years as a Chief Audit Executive at 2 multibillion dollar corporations.

He was a member of the International Internal Audit Standards Board for 7 years where he participated in the development of the Global Internal Audit Standards. He currently serves as an independent audit and risk committee chair and member in the not-for-profit sector and public sector.



With open invitations, The Yarning Circles ensured that the voices of Bunuba people remained central to the decision-making process.



Yarning Circles

In 2025, a new format of meeting of the Yiramalay and Manjali Studio school council was trialled, in the form of a Yarning Circle, to reflect stronger cultural practice in governance, and to provide stronger community input into the development of both Yiramalay and Manjali Studio Schools.

This was especially important for the first year of operation of Manjali. A “Yarning Circle” model was adopted for this transitional year to foster broader community engagement and transparency.

To ensure accessibility for all community members, these meetings were held in Fitzroy Crossing with an open invitation extended to Elders, families, and others in community. This format brought together the business of both Yiramalay and Manjali into a single, shared forum, ensuring that the voices of Bunuba people remained central to the decision-making process.

The agendas reflected a commitment to shared economic and cultural prosperity. A major focus was placed on local employment pathways at the schools, including the introduction of paid training days for prospective staff and the prioritization of Bunuba contractors for civil works.

Reports noted that over \$3 million had been invested in local Fitzroy Crossing businesses for works at Manjali, reinforcing the contribution to the local economy.

Significant attention was also given to strengthening cultural frameworks, ensuring that the operations of two schools *on country* continue to honour Bunuba protocols and cultural

heritage. A particular highlight was a presentation by Manjali staff member Michelle Laurel, who shared student artwork and writing focused on “identity” and “being the strength of who you are,” powerfully illustrating the connection between culture and curriculum.

Following this successful period of open dialogue, the School council will reconvene in 2026 and cover business for both Yiramalay and Manjali, now that Manjali is fully established. The collaborative spirit of the Yarning Circle will continue and strengthen the cultural governance framework for both schools and the input from community.



Manjali Studio School students sharing their learning with guests Patrick Dodson and Jennifer Westacott.

Manjali Studio School Principal's Report

Manjali Studio School is privileged to be located on Bunuba Country in the Kimberley region. Serving students in Years 7–9, the school has opened many doors for Aboriginal students, creating opportunities for learning and growth.

Guided by the Four Circles of Learning model, all teaching and learning practices are designed to identify each student's strengths and address their individual learning needs. This approach ensures a holistic, culturally responsive education that empowers students to succeed academically, personally, and within their communities.



As the Manjali community reflect on its first year of operation, we celebrate many memorable events while also focusing on our areas of improvement. Our students continue to thrive within our Four Circles of Learning, demonstrating that remoteness is no barrier to success. Throughout 2025, we have worked to create culturally meaningful opportunities for our students, empowering them to be responsive learners and become role models in their communities. We have also introduced new initiatives, developed stronger enterprise skills, and invested in student well-being and community engagement.

Residential learning places emphasis on roles and responsibilities, perseverance, and making connections. As student well-being and social learning are the focus in the residential curriculum, students are supported to face challenges relating to living away from home

and interacting with student from other language groups. To deal with the students' diverse needs, staff are also empowered with skills including Trauma Informed Practice, First Aid, Mental Health and Residential and Boarding Fundamentals.

Our students have enjoyed incredible opportunities to explore, learn, and grow outside the school environment. One student reflected on her experience during a bush camp saying, "I have never cooked damper, this camping experiences has allowed me to learn to cook damper". Another student, who participated in community service with the school catering team, shared, "helping out in the kitchen has made me realise that my interest is in cooking. I was able to make salad dishes for a BBQ night and I had a special feeling when I saw other students and the school staff enjoying the salad during their meals". Holding residential and mob meetings was inspiring, seeing that our student voices are being heard and acknowledged, especially in demonstrating that we love the life we live in our residential space. These experiences not only enhanced academic learning but also provided valuable personal and cultural growth.

The official opening of Manjali Studio School was the most important highlight of 2026. More than 200 guests were part of this important ceremony to witness this great investment in the future, here on Bunuba country and to see how students from different states have chosen to come to live and learn in a remote context using the Four Circles of Learning. The Australian Government's funding and the kind support of various organisations such

as Lotterywest, Kmart, Bunnings and many others who supported the school prior to the event provided the platform for such success. It was so pleasing to see the students with such rich resources to positively impact their learning and wellbeing.

Our dedicated staff and mentors continue to support and inspire our students. This academic year 2025, being the first year of Manjali's operation, staff have participated in various professional development programs, have enhanced their ability to nurture student potential and create a more inclusive and supportive learning environment. Their guidance, belief, and hard work have contributed significant impact in shaping the future of our students. Together, we will ensure that Manjali remains a place of opportunity to learn and grow for both students and staff.



Through our rich and authentic learning programs, we have strengthened engagement and connection to country, ensuring that students are empowered to take control of their futures. As we look to 2026, we remain committed to fostering excellence, cultural identity, and community strength at Manjali Studio School.

Visiya Rosie Tabuaucu
Principal, Manjali Studio School





Yiramalay Studio School Principal's Report

The traditional custodians of the beautiful land on which we reside in our school are the Bunuba people. We are particularly grateful for their partnership that allows us to live and learn on their Country. The rich history and culture remind us of the importance of connection to the land and to each other. This is foundational to our philosophy and operations.

The end of the school year is a great opportunity to reflect and consider our pathway in 2025, as we are able to celebrate memorable events across the year.

Casting our minds back across a busy and demanding year we recognise the students continue to grow within our Four Circles of Learning, demonstrating considerable success over this period. Throughout 2025, despite the challenges, we have worked to create suitable opportunities for our students. This has resulted in empowering them to take initiative, become role models to their peers and showcase their strengths. We have continued to develop stronger industry partnerships, emphasised student well-being and community engagement.

2025 has been unsettled but many challenges have been addressed. Throughout, our commitment to connection and cultural identity has not wavered and Bunuba elders have played a crucial role in guiding school routines and community agreements. Induction programs for new staff were conducted with a strong emphasis on Bunuba culture. Residential learning has continued to foster a sense of community, communication, and kindness among students.

Residential learning was founded on communication, kindness, and connection as core values. There was a continued focus on student well-being and social learning, with support provided to students facing challenges related to mental health and addiction. Staff also engaged in professional development sessions, including training in trauma and dealing with trauma, to better support students.



Year 10 students successfully completed Certificate I in Tourism, while those in Year 11 & 12 completed Certificate II in Leadership. Year 12 students also worked towards developing individualised skill sets to prepare them for their futures. A significant focus was placed on healing *on country* as the foundation of our learning approach. This was achieved through collaboration with Bunuba elders and Indigenous agencies, who provided students with essential knowledge on three key topics: building healthy relationships,



understanding the impact of drugs and alcohol, and embracing cultural identity as a pathway to success.

Students gained practical skills through industry learning programs. Some obtained learner's permits and White Cards, opening pathways for employment. Through our industry learning, a great deal of strength was gathered for focusing on future employment and extending horizons around employment locally.

Our students had incredible opportunities to explore, learn, and grow outside the school environment. Key excursions included the Melbourne Trip, where students engaged with city-based partner schools; Dampier Peninsula, where they participated in cultural immersion and marine exploration and cultural exchange experiences. The Broome Trips also provided a unique opportunity for students to learn about local employment options and the developing local industries.



During the spring break between term 3 and term 4 the Yiramalay internal learning spaces were renovated. The design changes were led by visiting IERC academic Dr Candace Kruger to enhance delivery of the 4 circles of learning. Three learning spaces were re-designed and re-furnished over several weeks of intense work. The result was exceptional! Three learning spaces now accommodate 20 students each, in clean, crisp, functional layouts. This was all achieved with minimal structural change and minimal disruption. Staff and students were able to move in and operate effectively very early in term 4. A fresh start to the term that would be defined by a calm, structured routine that built on the strength of the students and the staff.



The End of Year 12 Celebration recognised achievement in academic, personal, and industry learning. Those completing year 12 were celebrated for their

achievements and contributions to the school community. Special awards were presented to students who demonstrated outstanding commitment to learning, leadership, and cultural engagement.

Again in 2025 our dedicated staff team continue to support, energise and inspire our students. This year, they have participated in various professional programs, including First Aid, Berry Street training, and cultural competency workshops. These programs have enhanced their ability to nurture student potential and create a more inclusive and supportive learning environment. Their guidance, belief, and hard work make a significant impact in shaping the future of our students. Together, we ensure that Yiramalay remains a place of opportunity, learning, and growth.

We have made great progress this year, building on community strengths to overcome the challenges of Term 1. The shift in our thinking to become more resilient and adaptable has been a strength and has been realised as the year progressed. The student body is always our priority and rebuilding a sense of place and developing a calm structured way forward has consumed energy and spirit. To the delight and appreciation of all involved, the outcome has been a more confident and considered

student body. The students have shown spirit, determination and passion through challenging times. They have been balanced and supported by an equally talented staff. Here at the end of 2025 and with the benefit of reflection we are much better off than earlier this year. All bodes well for an adventurous and productive 2026.



The four circles of learning have produced an array of rich and authentic learning experiences. As the year wore on, we have strengthened engagement, connection to country, and ensured that students are empowered to direct their future. As we look forward, we continue our commitment to fostering excellence, cultural identity, and community strength at Yiramalay Studio School. Bring on 2026!

Mike Tucker
Acting Principal,
Yiramalay Studio School



IERC Official Opening and Report

In 2025, the Indigenous Education and Research Centre (IERC) took a significant step forward, with the official opening of our new IERC buildings, co-located on Bunuba country, with the Manjali Studio School.

These facilities, supported by the Australian Government Department of Education and BHP, provide the dedicated space to support staff cultural induction, curriculum and program development for the Middle and Senior Years, staff training and cross cultural research.

Tanya Davies, our first Associate Director of the IERC, departed in April after three years with SSA, and having made a significant contribution to the establishment of the IERC, and to Yiramalay and Manjali's development. Throughout 2025, IERC staff then continued to play a central and active role in supporting educational delivery, Indigenous staff development and training, and data capture.

In August 2025, the IERC welcomed our first Indigenous academic, Dr Candace Kruger, a Yugambah Elder and Songwoman from Kombumerri (Gold Coast) and Ngugi (Moreton Island), from Griffith University on secondment. Candace brought extensive expertise in Indigenous pedagogies, teacher training, curriculum design and academic research. Her work focussed on building and embedding strong cultural and research-based leadership into our curriculum, our staff professional learning programs, and into every day teaching practices.

A central highlight of her leadership was the re-setting of the Academic Circle initiative at the Yiramalay Studio

School. The project focussed on learning environments and design to engender cultural safety, a caring and calm learning space, and responsiveness to the Senior Years Learning Framework. Large areas were thoughtfully reconfigured and included dedicated pastoral care spaces, with Indigenous designed furnishings to support yarning and relational learning.

The cultural alignment of the broader school environment through collaboration with Elders was strengthened and the tangible impacts of this work were significant with students demonstrating a sense of ownership at Yiramalay, engagement and pride in their surroundings. Surveys and verbal feedback highlighted a clear positive shift with students and staff describing the new spaces as organised, structured, creative and uplifting. Dr. Kruger affirmed the principle that classrooms must be "living spaces that breathe with country," fundamentally enhancing our students' focus and readiness to learn.

Education Program Management and Delivery

A key activity for IERC staff in 2025 was overseeing the transition to a new student learning management system, Compass, to better monitor and support learning. The IERC worked closely with consultants and the Studio Schools staff to ensure a successful roll out from the start of Term 2. This

required transferring all existing data and undertaking training sessions for targeted staff groups. This changeover of learning management system provides greater capacity to meet reporting needs.

In support of student learning, the IERC coordinated benchmark assessments for all students in Term 1. These assessments utilised government funding to allocate individual staff support, and the results feed directly into each student's Individual Learning Plan (ILP). The outcomes of these assessments also inform applications for student funding. In July and August, the IERC, along with the Principal, supported the Year 9 students at Manjali through the OLNA testing (Online Literacy and Numeracy Assessment) which is designed to help them meet WACE literacy and numeracy requirements.

The IERC also finalised resources for teaching programs in 2025 and ensured the teaching teams were able to utilise the available resources effectively.

Dr Kruger developed a landmark pedagogical framework for embedding Indigenous Knowledge into the curriculum. This comprehensive body of work provides essential protocols, resources and foundational principles necessary for the ethical and sustainable integration of Bunuba knowledges into the Middle Years and Senior Years Learning Frameworks.

Within this framework, Dr. Kruger firmly established the "Mother Circle" as the encompassing principle for all learning. This positions country as the first teacher and ensures that all educational delivery is deeply rooted in local Indigenous worldviews.

To ensure this powerful philosophy translates seamlessly into everyday teaching practice, Dr. Kruger implemented highly practical tools for our staff. These include rigorous cultural protocol checklists, secure knowledge recording templates, and the foundations for a secure digital knowledge repository controlled by Bunuba community representatives. These structures guarantee that curriculum development remains a community-led and collaborative act that is directly enriching our students' educational journey.

The IERC was also pivotal to planning three Turning the Tide (TTT) programs in 2025, which are detailed elsewhere in this report. A TTT coordinator was appointed, and local organisations were engaged to help generate expressions of interest for young people to participate.

Staff Development and Professional Training

The IERC took responsibility for facilitating and coordinating several significant professional development opportunities for school staff:

- **Whole-School Trauma-Informed Practice:** The IERC hosted its first event on-site in April, bringing a trainer from Berry Street to begin a whole-school approach to trauma-informed practice. The training on the first day targeted the teaching team (including assistants and cultural mentors) and was opened up to staff from local Fitzroy Valley schools to strengthen connections. The second day was a specially designed program for residential staff. This training is the first portion of a more comprehensive program planned over the next two years.
- **Targeted Training:** The IERC facilitated the enrolment of staff in the AISWA AICS Broome conference and organised for key residential staff to attend Gatekeeper Suicide Prevention Training in Broome in May, enabling them to upskill and share their learning with wider teams.
- **Indigenous Staff Development:** The IERC provided support to Indigenous staff mentors by supporting them to enrol in vocational courses through North Regional TAFE: a Cert IV in School Based Education Support and a Cert IV in Youth Work.
- **Induction and Compliance:** The Centre played a key role in planning and delivering the 2025 Staff Induction Program, which was

crucial for the new Manjali team. It also dedicated significant time to compliance and onboarding support, prioritising student safety by ensuring staff compliance with WWCC and NPC (Working with Children Checks and National Police Checks).

Research, Partnerships, and Reporting

The IERC dedicated considerable time to developing research and reporting capacity:

- **Reporting Infrastructure:** Significant time was invested in system updates for 2025, including information on benchmark assessments, student/staff data, and enrolment data regarding substance use. The IERC also captures information on the average length of time students were disengaged from school prior to enrolling..
- **Grant Management:** The IERC coordinated with the school Principals to implement and report on the numerous grants awarded for 2025, covering initiatives like the Indigenous Boarding Providers, NAIDOC Week support, Aboriginal School Based Training, and the Wellbeing and Mental Health in Schools Pilot Project.

TURNING THE TIDE

Turning the Tide is a targeted program, co-led and co-designed by the IERC and Indigenous elders to respond to the urgent crisis in remote Indigenous communities of children currently not attending school.

2 week program in partnership with SSA

Delivered by Indigenous elders on country

Divided into the four key areas below:



The *Turning the Tide* program provides a healing and culturally safe pathway to return to school:

T **Transitioning** on country away from negative influences that have led to disengagement from education. Transitioning to a new focus of strength, increased self-esteem, connection and growth

I **Indigenous** cultural leaders, trained healers and trauma-informed teachers, facilitating the healing and recovery process.

D **Development** of individualised learning plans for each child to build trust and self-respect and to restore pride in their future, with the confidence to set their own goals.

E **Enrolment** and re-engagement back at school to acquire the personal and social skills to continue learning and ultimately to complete Year 12.

Turning the TIDE Report

The Turning the TiDE program in 2025 achieved significant success by continuing to provide a vital pathway back into education for young people disconnected from traditional learning environments.

The program delivered three *on country* immersion trips, each involving eleven to thirteen young participants identified as disengaged from school. These culturally-grounded learning experiences took place throughout the Fitzroy Valley and broader Kimberley region, including time spent on Nyikina, Bunuba, Ngarinyin, and Nyul Nyul Country. The consistent participation of some young people across multiple trips underscored the program's positive impact and the genuine connection students felt to learning, culture, and community.

The success of the program is reflected in key student outcomes. Students who participated in the first trip, subsequently enrolled in Manjali Studio School and meaningfully re-engaged with formal education. One of our participants, who was initially

shy, opened up while *on country* and progressed to Studio Schools of Australia's induction program at Yiramalay Studio School. These stories highlight the importance of consistent and repeated exposure to culturally grounded experiences in creating conditions for long-term educational re-engagement, especially given the high rates of youth disengagement in the Kimberley region.

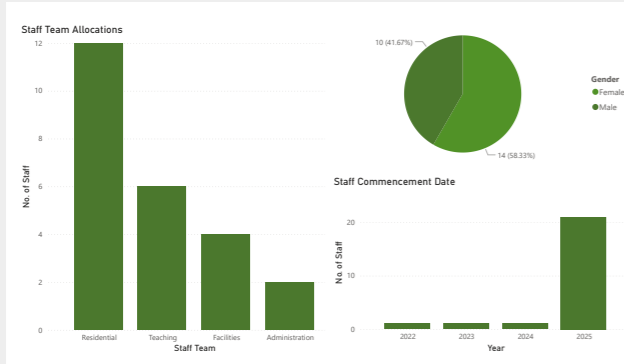
In 2025, the program also built upon its Indigenous leadership and employment outcomes. Kaylene Marr, a proud Bunuba woman, continued to strengthen her identity and capacity as a cultural leader, leading all trips. New Indigenous mentors, such as Leighton Holloway, joined the team and successfully transitioned into ongoing mentor roles at Yiramalay Studio School. Furthermore, the program strengthened relationships

with Traditional Owners across the Kimberley. A profound community outcome included supporting Mena Sebastian's March for the Stolen Generation in Beagle Bay, where students participated in advocacy, learning deeply about Stolen Generation experiences and taking pride in contributing to the awareness of First Nations people's rights. This ongoing success has contributed to a continuing high demand for the Turning the TiDE model in the Fitzroy Valley and beyond.

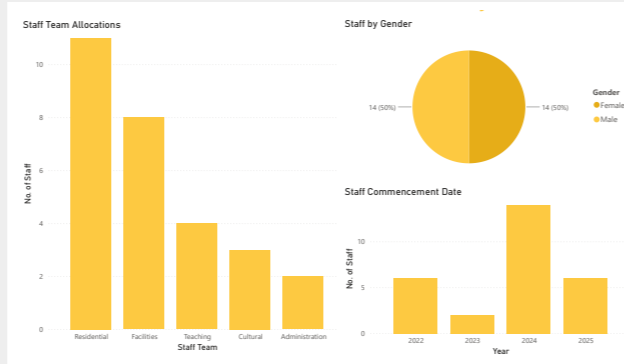


2025 Staff and Student Information

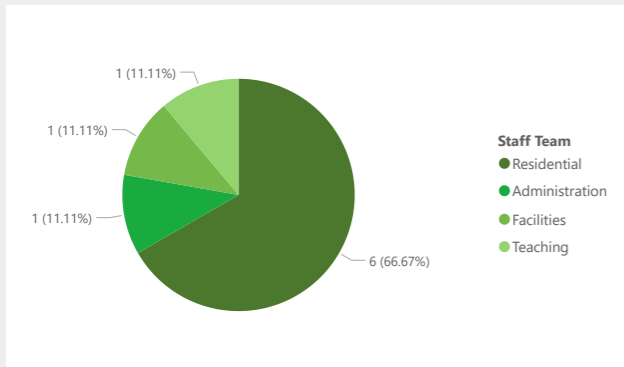
Manjali Staff



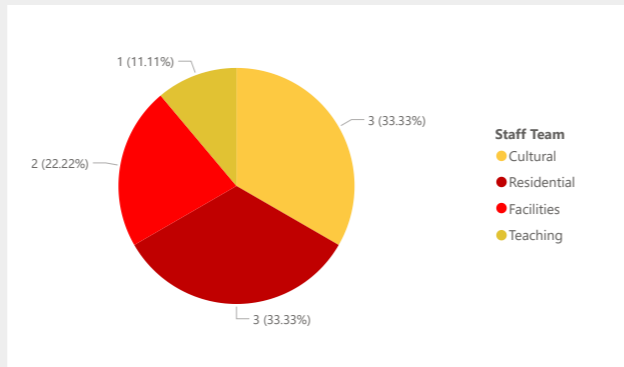
Yiramalay Staff



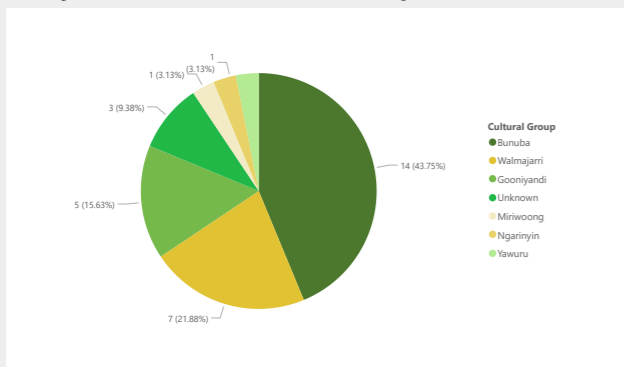
Manjali Indigenous Staff Roles



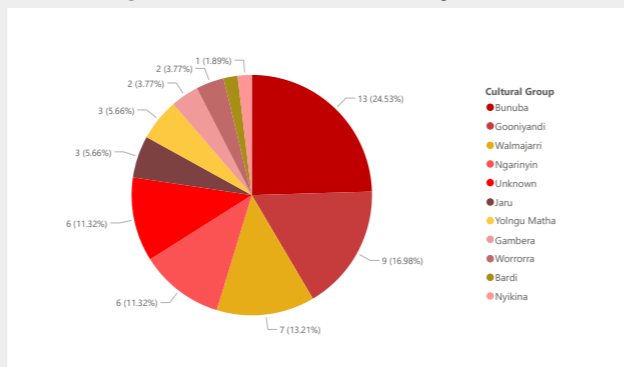
Yiramalay Indigenous Staff Roles



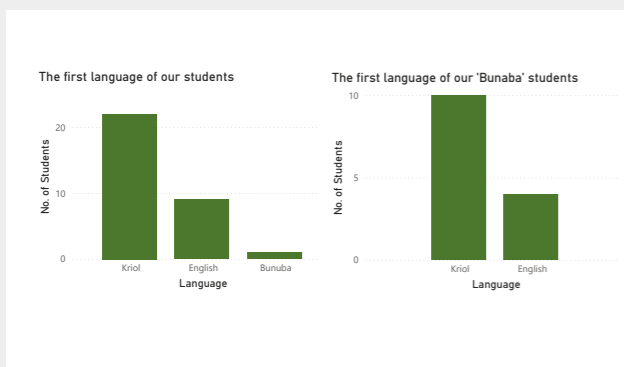
Manjali Student Cultural Groups



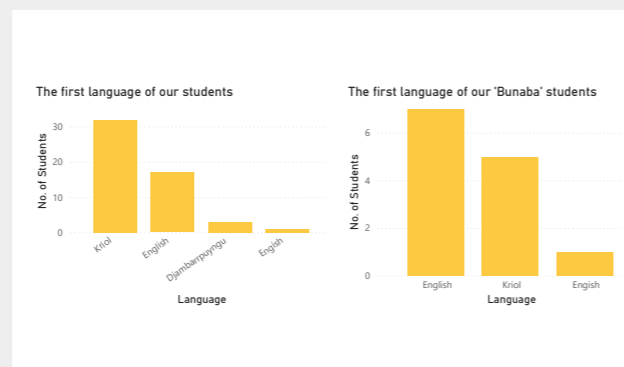
Yiramalay Student Cultural Groups



Manjali Student First Language

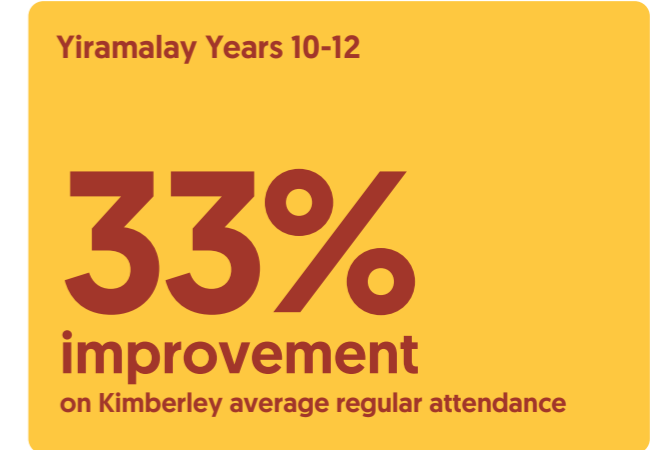
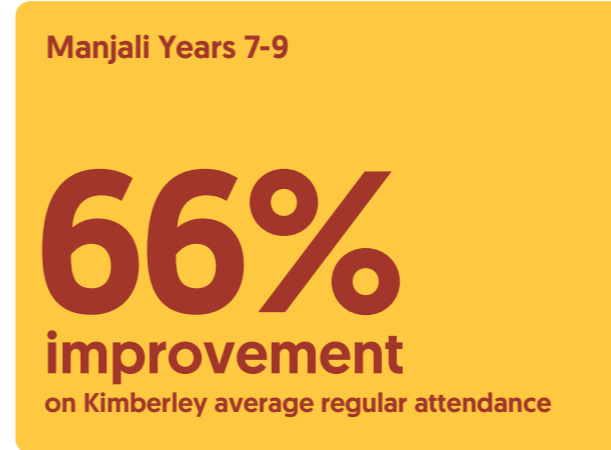


Yiramalay Student First Language



Positive Education Outcomes - 2025

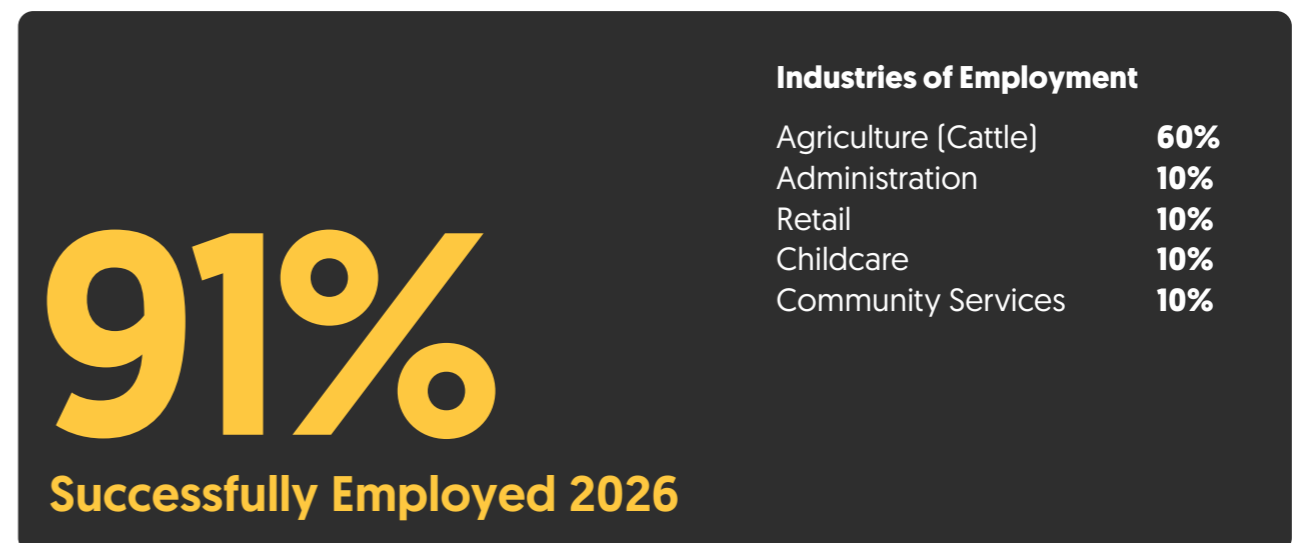
SSA Improved regular school attendance



SSA Successful Completion Rates



SSA Graduate Employment Outcomes



Congratulating our 2025 Graduates

Year 9 Manjali Graduates

Anastasia Jumburra
Derby, WA

Amber Dolby
Derby, WA

Juaqarnie James
Fitzroy Crossing, WA

Ravarnah Lennard
Fitzroy Crossing, WA

William (Williow) Williams
Fitzroy Crossing, WA

Nikita Munyarryun
Galiwinku, NT

Brayden Rangbul
Miligimbi, NT

Derek Munungurr
Darwin, NT

Antonia Wanambi
Darwin, NT



Year 12 Yiramalay Graduates

Ashtin Yeeda
Halls Creek WA

Zeth Shandley
One Arm Point WA

Nataliah Benny
Derby WA

Radkia Barunga
Derby WA

Tahleen Bieundurry
Fitzroy Crossing WA

Latisha Kinley
Broome WA

Cedrianna-Sharmain Dutchie
Derby WA

Cheyenne Skeen
Halls Creek WA

Kira Birringanwuy
Millingimbi NT

Emperor Hamlett
Halls Creek WA

McFarlene Magala-Assan
Broome WA

