



JANUARY–JUNE
2017

FAMILY EMPOWERMENT REPORT



CAPE YORK PARTNERSHIP
Responsibility • Opportunity • Freedom

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CAPE YORK PARTNERSHIP

Cape York Partnership is the engine room for innovative policy and programmes designed to end passive welfare and empower Cape York Indigenous people and families to improve their own lives.

We want to ensure that Indigenous rights and responsibility exist in proper balance, and Indigenous people are truly enabled to be the masters of their own exciting destinies.



executive summary

INDIVIDUAL AND FAMILY DEVELOPMENT

- **MPower** has now helped 2,074 people across the Cape York Welfare Reform (CYWR) communities of Aurukun, Coen, Hope Vale and Mossman Gorge to improve their financial skills and wellbeing. Of these, 1,846 are still current members (i.e. 89% of all adults 15+ years). This period, 932 members (50%) took part in one or more MPower session. Recently, members have told us they are achieving their long-term financial goals, getting support to budget so that they can move into independent accommodation, and planning for the future.
- **Strong Families** has now helped 462 people across the CYWR communities to improve their positive parenting skills. Of these, 436 (94%) are still current members (i.e. 24% of all adults 15+ years). This period, 587 people attended 2,583 positive parenting sessions. Recently, members have told us that, as a result, they have overcome long-term addictions (like drinking and smoking) to improve their family lives, begun sending their kids to school where attendance has previously been 0%, and been reunified with their children after Child Safety interventions.
- **Pride of Place** has now had 399 members across the four CYWR communities, of which 360 (90%) are still current members (i.e. 20% of all adults 15+ years). Pop-up Visits, Garden Clubs and Backyard Blitz projects have continued to equip members with the skills they need to create healthier and happier outdoor living spaces in which they can spend quality time with their families.

EDUCATION

- **Student Education Trust (SET)** has now helped 579 parents and carers from the CYWR communities provide 1,038 students with the educational goods and services they need to succeed at school. Since SET began, over \$2.8M has been diverted to support children's educational needs; there is currently \$1.1M sitting in SET accounts ready to be turned into educational opportunities for Cape York children. As one of our donors—Jacob Woibo from Hope Vale—told us, SET provides “security of your child's education”.
- The **Cape York Leaders Program (CYLP) Academic Leaders** phase now supports 83 Indigenous Cape York students to attend high schools and universities across Queensland; 55% of these students are from the CYWR communities. One student, who has been with us for nine years, is now undertaking university and was recently placed on the Dean's Honours List for achieving in the top 3% of her class. Others have taken up leadership roles in their schools, and many of our past students have moved into further education and employment. Of our 2016 secondary graduates, 86% are either involved in, or on the pathway to, further education and employment.
- **Cape York Aboriginal Australian Academy (CYAAA)** now supports 184 students across Coen and Hope Vale to attend and achieve at school. Since 2012, CYAAA's cohort of 90%+ attenders has grown; between January–June 53% of students attended 90% or more of the time. Term 2 NAPLAN results have showed steady progress, with more than three quarters of Year 5 Hope Vale students exceeding the Australian average growth in reading, writing, spelling, grammar and punctuation, and numeracy. Core skills in literacy and numeracy are also improving, with more Coen and Hope Vale students than ever before now achieving at or above grade level for reading and mathematics.
- **Djarragun College** now supports 314 students to undertake their primary and secondary schooling, including 23% of whom are boarders from a range of locations across Cape York and elsewhere. Students are now receiving additional wraparound health and wellbeing support with the establishment of the D Health Centre in February. We continue to celebrate our many standout achievers, including student Sonai Mene, who was awarded the Prime Minister's Medal of Excellence in March for her short story about her great grandfather.
- **Cape York Girl Academy** had 13 students enrolled at the end of June; 16% of these students did not attend school at all during the 12 months prior to coming to the Girl Academy, while the rest had patchy attendance histories. This Semester our students achieved an average of 77% attendance, signalling their re-engagement with education. Recently, our students have improved their results across the board. Our “...data clearly shows that all of our girls are progressing well at [Girl Academy], with some of the girls improving up to two years over the past Semester” (Leanne Fox, Principal).

EMPLOYMENT AND ECONOMIC DEVELOPMENT

- **Cape York Employment (CYE)** now supports 461 jobseekers to build the capabilities needed to move away from passive welfare dependency and into employment. By the end of June, 478 jobseekers had, at some point, been placed into employment; of these, 107 (22%) have remained in their positions for 26 weeks or more. Many of our past jobseekers have now progressed in their current roles, having been promoted or beginning apprenticeships.
- **Cape York Enterprises** continues to work with Indigenous entrepreneurs to support them to grow their businesses and increase opportunities for Indigenous employment. Across Cape York Enterprises' portfolio businesses, it now supports 80 Indigenous jobs. Incubatory businesses that have received support and advice from Cape York Enterprises also continue to grow and thrive.
- **Bama Services** now has 57 staff (70% of whom are Indigenous); since it was established, it has employed and supported over 169 Indigenous employees. Bama supports its staff to enrol in and complete trade qualifications. In 2014 most of our staff had not completed a qualification; now all of our staff have attained or are in the process of attaining their trade qualifications.
- **Cape York Timber (CYT)** employs 10 staff, 70% of whom are Indigenous and from Cape York. Of these Indigenous staff, 71% were unemployed before coming to CYT. None of CYT's staff had previous experience in the timber industry; now, many hold key operational positions and have gained work experience at some of the industry's leading facilities.
- **Cape York Institute's Land Reform and Home Ownership** Project team continues to work closely with Traditional Owners, trustees and government at all levels to pursue collective objectives for home ownership, as a foundation for economic engagement and overall wellbeing, across Coen, Hope Vale and Mossman Gorge. The Institute has supported the Hope Vale Congress of Clans to progress the resolution of critical land and housing issues over the past six months, as well as supporting leaders in Mossman Gorge to plan for the resolution of major tenure issues and upgrade works.

LANGUAGE, CULTURE AND LEADERSHIP

- **Pama Language Centre (PLC)** now works alongside at least nine language nations (with a combined membership of over 3,400 people). Between January–June, 46 speakers participated in recording, revitalisation and maintenance of Aboriginal languages through the PLC's Ancestral Language Action Teams (ALATs). ALAT members presented at an international language conference in Hawaii in March and have also continued a number of significant projects across Cape York. For example, PLC recently supported the three last known Mpakwithi speakers to document their ancestral language in songs and story books so these can be passed to the next generation.
- The **Cape York Leaders Program (CYLP) Adult Leaders** phase now supports 21 Youth, Skilling and Excelling Leaders from across Cape York and Yarrabah to build their leadership and business skills. One hundred per cent of these Leaders were retained from 2016; on average, they have each been with the Program for 3.5 years. Since it began, CYLP has supported 402 adult leaders to walk, with confidence, in two worlds and become leaders in their families, communities, workplaces and beyond. As Skilling Leader, Sha-lane Gibson, said she is learning “...how to be a leader and how to incorporate that into my work and my community.”

RECONCILIATION AND RECOGNITION

- **Cape York Institute's Constitutional Reform** Project continues to drive and lead the national policy debate around constitutional recognition for Australia's Indigenous peoples. Between January–June, the Institute has contributed to the debate through multiple appearances on television panels and discussions, the publication of several media and research articles, and participation in several public forums. The Uluru Statement From the Heart shows strong consensus has now developed amongst Indigenous Australians nationally for a body in the Constitution.

welcome

Welcome to the Family Empowerment Report (FER) for January-June 2017.

This Report tracks the progress of Cape York Partnership's ambitious agenda to ensure Cape York people have the capabilities to choose lives they have reason to value. Our work spans individual and family development—including empowering families and communities to build the financial, parenting and other skills they need to thrive—education, employment and economic development, language, culture and leadership, and reconciliation and recognition. The Report describes our primary activities under each of these key areas, and celebrates the many outcomes and longer-term impacts we see from our work. The stories we hear from the individuals, families and communities we work with inspire and encourage us to keep driving for positive change.

We strive for transparency in our work so that others too can take stock of and evaluate our progress. In this respect, the FER allows us to show others what we do, how we do it, and demonstrate what can be achieved through an Indigenous-led, empowerment-focused reform agenda. The FER also enables us to take stock, recalibrate and innovate where our efforts are not achieving the kinds of impacts we hope for.

The kind of systemic disadvantage Cape York Partnership seeks to address is complex and multifaceted. Just as it took time for Indigenous disadvantage to compound across the generations that have gone before, it will also take time to overcome it. This does not sway us, but makes us more resolute in our commitment to empowering the people of Cape York to lift themselves out of poverty and turn the page on a better future. Thank you for taking an interest in and walking with us on this journey.

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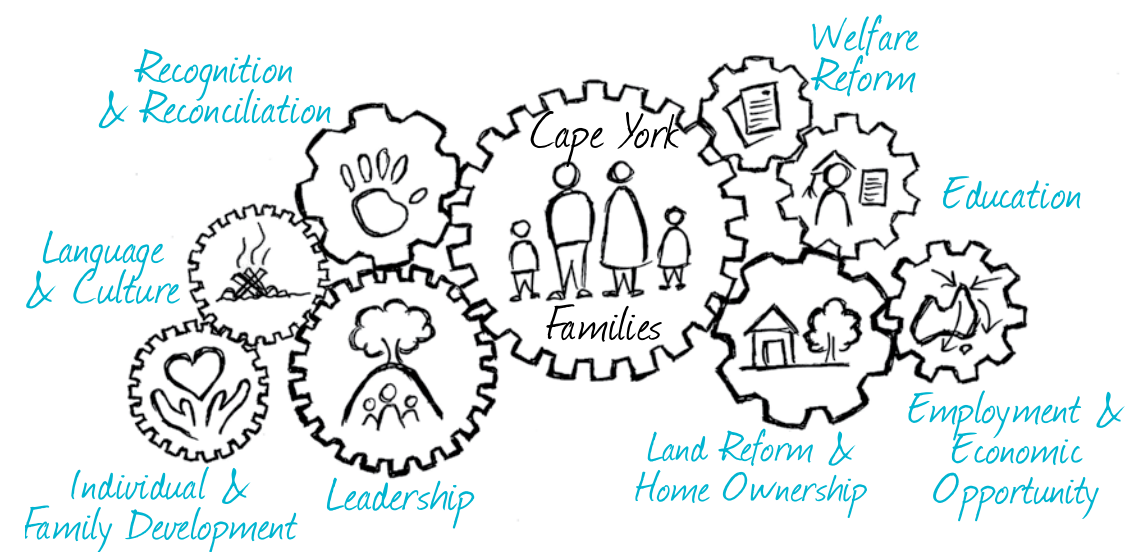
TROYSON BASSANI
EMPOWERED COMMUNITIES

our vision

The people of Cape York have the capabilities to choose a life they have reason to value.

A FAMILY-CENTRED APPROACH

Cape York Partnership pursues Indigenous empowerment. The long hand of government intervention in the lives of Indigenous people has too often smothered Indigenous initiative, leadership and responsibility. Cape York Partnership is an Indigenous organisation that has stood up to lead a comprehensive reform agenda to turn this on its head. We want to ensure that Indigenous rights and responsibility exist in proper balance, and Indigenous people are truly enabled to be the masters of their own destinies.



OUR COGS OF CHANGE

Innovative policy, research and on-the-ground reforms are the lifeblood elements of Cape York Partnership. Each policy and operational area of the Cape York Partnership is like a cog in an engine—each plays an important role in the functioning of the machine that drives development and in turn our reform agenda. Cape York Partnership and its collective of entities aim to get all of the cogs moving.

CAPE YORK WELFARE REFORM community updates

AURUKUN

The total number of community members now taking part in the Cape York Welfare Reform initiative (through participation at the O-Hub) has now reached 931. Of these, 39% are signed up to two or more Opportunity Products, which means they are working to improve their lives across multiple areas. On average, 46% of all O-Hub members visited the O-Hub one or more times between January–June.

Many community members have taken a stand and are working to build brighter futures. This includes taking up roles at the O-Hub, where they can directly help other community members. Clinton Yunkaporta has now been with the Aurukun O-Hub team for six months as a Junior MPower Consultant. During this time, he has increased his own knowledge of money management, which has allowed him to support his community in improving their financial literacy too—a critical step towards financial independence. Clinton says his favourite part of the job is helping families get organised for boarding school, providing support to Elders to make things easier for them and passing on ways to put money aside.

The O-Hub has held a number of community events between January–June, including SET Fairs in March and June, which helped school students get access to high-quality educational materials. Many families attended, purchasing books and other items to help their children learn. The Aurukun O-Hub also played a vital role at the start of the year supporting the Community's Transition Support Service to ensure children enrol at and attend high school. The Pride of Place Best Garden in the Village Competition in June was also lots of fun for the community and helped celebrate the hard work community members have done to beautify their gardens.

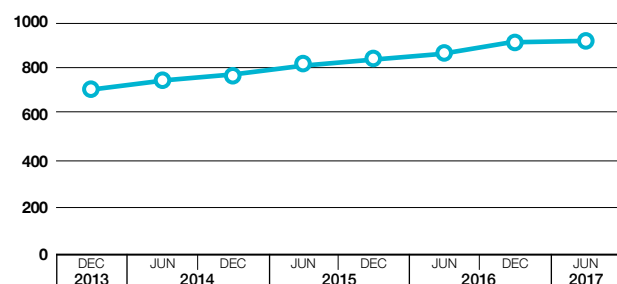
The Cape York Leaders Program (CYLP) also held a Parenting Conference in Aurukun at the end of May. The Conference enabled the CYLP team to take members from its partner schools to Aurukun where they did a tour of the community and met with families and key stakeholders. These sorts of events help to strengthen relationships between CYLP's partner schools and our students' communities, as well as encouraging parents to further engage in their children's educational journeys.

The Aurukun O-Hub has also continued to collaborate with a range of other local services (e.g. the the Queensland Indigenous Family Violence Legal Service (QIFVLS), Domestic Violence Connect services, Release Monitoring Group, Prisoner Integration Project,

COEN

Overall, 290 community members have now signed up to one or more Opportunity Products through the Coen O-Hub. These community members are seeking support and empowerment to improve their knowledge and skills across parenting, financial management, home maintenance, and educational engagement.

AURUKUN O-HUB TOTAL MEMBERSHIP
DECEMBER 2013 TO JUNE 2017



Clinton Yunkaporta is one of many helping his community by supporting others to improve their financial literacy.

Wellbeing Centre (WBC) and Family Responsibilities Commission (FRC)) to enable a case-managed and coordinated approach to supporting community members. For example, the O-Hub receives referrals from the Apunipima WBC to provide parenting support, and also works collaboratively to case manage mutual clients referred to both services by the FRC. At the end of June, the O-Hub had a total of 22 clients on active case plans with the FRC. O-Hub staff members also work with the WBC's Personal Helpers and Mentors Program (PHaMs) to support parents with diagnosed mental health issues who are mutually referred by Child Safety for reunification purposes. During the January–June period, the O-Hub had made a total of 677 referrals to external support services, including Cape York Employment, the Wellbeing Centre, Department of Housing and others. It also made a total of 97 internal cross-product referrals to encourage clients to engage with the broad suite of products on offer.

Through a coordinated approach, we hope to see community members continue to progress and advance towards their goals of leading healthier, safer and more empowered lives.

On average, 35% of all members visited the O-Hub one or more times between January–June, which is an excellent indication that members are continuing to engage with and benefit from the range of Opportunity Products available.

Coen families continue to put their children's education first. The Coen Cape York Aboriginal Australian Academy campus again achieved good attendance—89.9% on average—during the January–June period. Parents and carers have also again managed to put away large sums of money to purchase educational materials that support their children's learning. Between January–June, Coen families put aside \$29,458 in total. In the last three years alone, Coen families have diverted a total sum of \$228,334 to support their children's educational needs. This is money that may have otherwise gone elsewhere.

Coen families are also committed to learning and implementing positive parenting skills, with 70 members now signed up to Strong Families. On average, 67% of these members were 'active' during the January–June period, meaning they participated in one or more Strong Families sessions. We continue to see our members implement positive parenting skills at home and build their confidence, as they see positive changes in their children's behaviours.

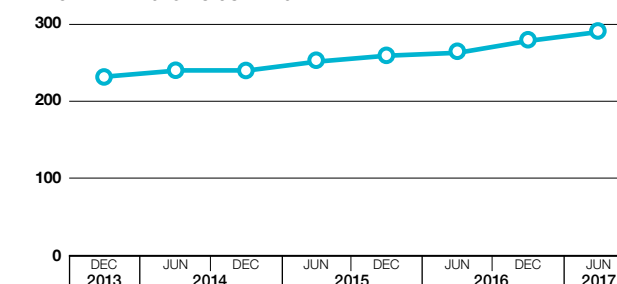
The community has enjoyed a number of events between January–June. In April, the O-Hub worked with Deadly Choices to promote healthy eating habits and exercise. This can be difficult with fewer fresh groceries available in remote areas like Coen, but the O-Hub will continue to support Coen families to choose healthy options for their families. The Coen O-Hub has also continued to engage with the Lama Lama Rangers, including assisting them to get identifications to establish Ranger Programmes with school-aged children.

O-Hub staff members have continued to collaborate with other Coen service providers during January–June, including through regular inter-agency meetings. In April, service providers discussed ongoing challenges in the Community, including the need for a new women's shelter, which the community will work together to develop. The Coen O-Hub was also involved in an Empowered Communities meeting in mid-June, where the Community came

HOPE VALE

In total, 774 Hope Vale community members have now signed up to one or more Opportunity Products through the O-Hub. Of these, an average of 29% visited the O-Hub one or more times between January–June. The largest portion of members are signed up to MPower (697 members in total, or 90% of all memberships) to learn financial management and saving skills. Seventy of these members attended a total of 685 MPower sessions during the January–June period to receive general financial advice, get support with budgeting and more. The O-Hub MPower staff also worked with the Department of Human Services during the period to organise community meetings and information sessions about processes for ABSTUDY and other government services. Additionally, the O-Hub has continued to be involved in community workshops and dialogue around home ownership and other economic development opportunities for Hope Vale, including supporting Indigenous Business Australia in their efforts to facilitate the transition into home ownership.

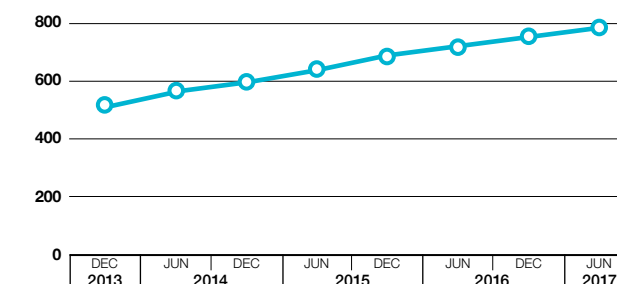
COEN O-HUB TOTAL MEMBERSHIP
DECEMBER 2013 TO JUNE 2017



Coen families continue to show strong support for their children's educational needs through SET.

together to discuss a variety of issues, including the need for housing for young people with children. Between January–June, the Coen O-Hub made 32 internal cross-product referrals to encourage members to engage with additional Opportunity Products. It also made 18 referrals to external services to ensure community members get the support they need and, by the end of June, was working with 22 Family Responsibilities Commission (FRC) clients on active case plans. We look forward to continuing discussions through the Empowered Communities initiative to see this happen in the future.

HOPE VALE O-HUB TOTAL MEMBERSHIP
DECEMBER 2013 TO JUNE 2017



The Strong Families Programme has expanded this year to include additional elements, including Circle of Security, Parents Under Pressure and Families as First Teachers in addition to ongoing Triple P and engagement activities. Between January–June, ten new people signed up to the Programme and 74% of members came to the O-Hub to receive support.

Two SET Fairs were held during the period and the O-Hub has continued to work with the Cape York Aboriginal Australian Academy (CYAAA) to support parental engagement in their children's education. We also attended CYAAA Parent Action Group meetings to assist and encourage families to ensure their children attend and achieve at school. We have also attended a series of other community meetings during the first part of the year to promote collaborative and joined-up service delivery amongst all of Hope Vale's support services. For instance, the O-Hub continues to collaborate with the Wellbeing Centre to support referred community members, and also attends coordinated case-management meetings, which enable us to coordinate our support and identify areas where we can work together to enable early intervention for families in need. Between January–June the O-Hub made a total of 86 referrals to other services, including the Wellbeing Centre, Department of Transport, FRC, Centrelink and others. It also made 73 internal cross-product referrals to encourage members to engage with a wider range of O-Hub supports and was

MOSSMAN GORGE

By the end of June, 271 community members had, at some point, signed up to one or more Opportunity Products to learn new skills and seek support. Most (61%) are signed up to two or more products. On average, 39% of these members visited the O-Hub one or more times between January–June.

While the local Women's, Men's, Youth and Play groups do wonderful work, the O-Hub also recognises the importance of working together with whole family units to encourage positive social norms. As O-Hub Parenting Consultant Robyn Bellafquih stated, "For consistency in how our children are raised, and for them not to get mixed messages when being instructed on behavioural and routine patterns, it is important to work with the whole family and in a lot of cases, extended family members." To this end, the O-Hub instigated its Joint Activities in late 2016, which bring whole family units together to participate in fun events that encourage positive parenting. In March, participants travelled together to the Upper Daintree, where the women enjoyed fishing for freshwater fish, while the men and young boys went diving. It was an enjoyable day; some of the children and babies had a swim on the causeway, before the group had lunch under the shade of nearby fig trees. The activities also bring together other community support groups (e.g. the Wellbeing Centre (WBC), Police and Citizens' Youth Centre, Bamanga Bubu Ngadiumunku (BBN) and Family Responsibilities Commission, FRC) to promote a coordinated approach to supporting the Community.

CYP also held a Mother's Day brunch in partnership with the WBC and BBN in May to celebrate the role of mothers in the community. Later, in July, CYP helped to celebrate the youngsters in the community by holding its NAIDOC week baby show. Parents and carers had fun dressing their bubs up, mostly in traditional Aboriginal or Torres Strait Islander dance costumes—a great way to help celebrate our culture during NAIDOC week. The community and other local organisations came together to help, including Apunipima, BBN, Queensland Health's Alcohol,

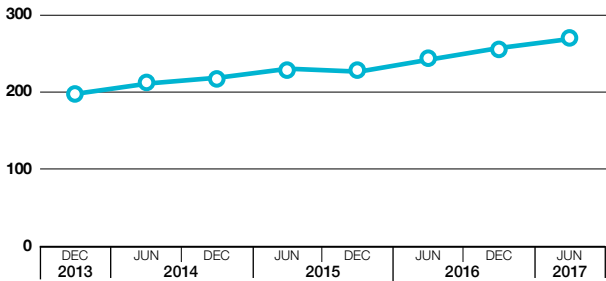


Family as First Teachers, Parents Under Pressure and Circle of Security sessions were incorporated into the Strong Families Programme during the period, alongside the Programme's existing elements.

working with nine FRC clients on active case plans.

It has been a fruitful start to the year, with a lot going on in Hope Vale. We continue to see community members make good progress towards their goals, even though things get tough sometimes. We look forward to continuing our support for them, and also working with others in the community to make change happen.

MOSSMAN GORGE O-HUB TOTAL MEMBERSHIP
DECEMBER 2013 TO JUNE 2017



Fun was had by all when we celebrated the Community's youngsters during the O-Hub's Baby Show in July.

Tobacco and Other Drugs Service (ATODS) and Douglas Shire Council. These sorts of events help to bring the community together to celebrate positive family values and to have fun.

By the end of June, the Mossman Gorge O-Hub was working with 12 FRC clients on active case plans and had made 12 referrals to external services to increase support for its members. It had also made 27 cross-produce referrals to encourage members to engage with multiple Opportunity Products.

Overall, it has been a positive start to the Year for the Mossman Gorge O-Hub and the community as a whole. We look forward to sharing more special times and seeing community members further build their positive parenting, financial management and saving skills, as well as their engagement in education, during the rest of 2017.



individual and family development

It is individuals and families, not communities, who are the key agents of change in the move from passive welfare to self-reliance and economic freedom. Families and children are at the heart of our work.

Our touchstone is our partnership with individuals, families and communities as

they strive for lives of value, freedom and prosperity. We believe in the potential of all people. We place our children's rights to a better future at the forefront.

We recognise that we can't make change happen for people; but we can support, inspire, and assist people to learn and grow so they can do it themselves.

MPower supports individuals and families to manage their money by:

- enabling access to internet and phone banking facilities, with or without support from staff
- helping members to overcome everyday financial struggles through ongoing family support
- equipping members with knowledge and skills around budgeting, debt reduction, banking, wealth creation and bill payments
- providing support and advice around smart purchasing options, as well as understanding terms and conditions of purchase.

JOURNEY



Those aged 15+ years sign up to MPower; they come to the O-Hub to receive support and training

Members attend MPower sessions and use the self-service area to learn financial literacy skills and improve their financial behaviours



Members improve their financial literacy...



...which translates into improved financial behaviours; members become stronger money managers.

MPower is a Cape York Welfare Reform initiative and operates out of the O-Hubs in the four communities of Aurukun, Coen, Hope Vale and Mossman Gorge.

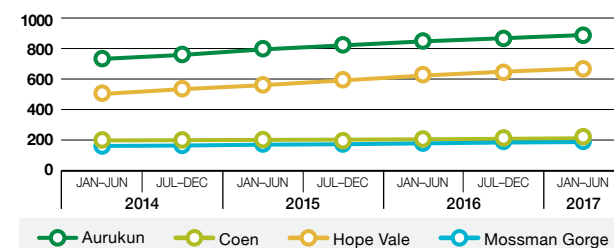
MEMBERSHIP

TOTAL MEMBERS

2,074 people had become MPower members at some point by the end of June. Of these, **1,846 (89%)** are still current members.

29% of members who have joined since April 2014 have been self- or family/friend-referred: people are spreading the good word about the help that MPower can give.

TOTAL MPOWER MEMBERS
2014 TO 2017



HOW DOES MPOWER HELP MEMBERS TO IMPROVE THEIR FINANCIAL LITERACY?

INTERNET AND PHONE BANKING, SELF-SERVICE AREA

Members can come to the O-Hub at any time to use the self-service area for internet and phone banking. O-Hub staff members are always available to assist and encourage members to build their internet and phone banking skills.

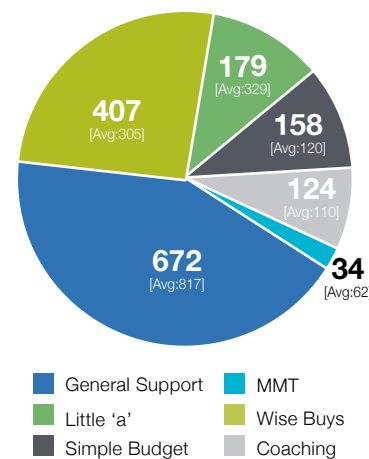
787 members used the self-service area **6,228** times between January–June. This is higher than the average 6,158 sessions per six-monthly period between January 2015 and December 2016.

ONGOING FINANCIAL LITERACY SUPPORT

Members can build their financial literacy through a range of ongoing support sessions:

- General Support** sessions assist members with general advice around basic financial matters.
- Little 'a'** sessions assist members to overcome specific and minor financial problems (e.g. paying a bill) to prevent them from growing into larger issues.
- Simple Budget** sessions teach members the importance of budgeting, and take them through the basics of drafting a budget for themselves.
- Money Management Tools** (MMTs) teach members about banking, budgeting, debt reduction, internet and phone banking, loans, payments and wealth creation.
- Coaching** consists of a series of structured sessions covering all aspects of money management and linking people with other opportunities (e.g. SET, POP etc.) to help them build strong financial literacy and improve other outcomes.

TOTAL MPOWER SESSIONS¹
JANUARY-JULY 2017



¹ Avg=Average number of sessions per six-monthly period between January 2015–December 2016.

POSITIVE OUTCOMES AND IMPACTS OF MPOWER

MPOWER=

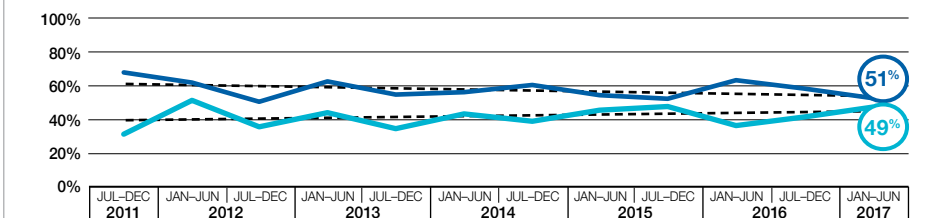
- ✓ financial literacy
- ✓ financial behaviours
- ✓ responsible money management; economic participation

MPOWER = INDEPENDENT MONEY MANAGEMENT

49% of all MPower self-service sessions during January–June were unassisted: these members were able to independently manage their money using MPower.

UNASSISTED AND ASSISTED SESSIONS

AS A PROPORTION (%) OF TOTAL SESSIONS JUL 2011 TO JUN 2017



SETTING AND ACHIEVING GOALS

Vicki Yunkaporta came to MPower with the goal of getting her first passport and taking an overseas trip. She received support to identify all of the practicalities and costs associated with making a passport application, from traveling to Weipa for passport photos to completing the relevant forms, providing supporting documents and budgeting to pay for them. She was also assisted in doing some longer-term goal setting and planning regarding the total cost of the trip. Vicki was very excited the day that she received her passport and is now making final plans to take her first overseas trip to New Zealand.



BUDGETING TO MOVE INTO INDEPENDENT LIVING

Bryson Creek and Justin Kooka approached the Mossman Gorge O-Hub recently, seeking assistance with getting a unit for themselves. MPower Consultants supported Bryson and Justin to use the self-service computers to browse real-estate agents for available rental properties and also helped with the process of obtaining and submitting rental applications for the properties they liked. Once their rental application was approved, MPower supported Bryson and Justin to complete budgets so that they each had a good understanding of their total expenses, which would now include monthly rental payments. Bryson and Justin moved into their unit in late March and are doing great.

KNOWLEDGE IS THE FIRST STEP TO IMPROVED MONEY MANAGEMENT

Topsy Bowenda recently attended the Aurukun O-Hub to discuss managing her money. She has been working full time with Transition and Support Services for two years now and enjoys helping kids get to boarding school. “If I could save up money, I would go on holidays or on a trip to America. I’d like to go to Texas, it sounds cool.” Topsy was referred to MPower Consultant, Olga George, to complete a budget so that she could better understand where she was spending her money. This was Topsy’s first budget. “When I did the budget with staff it helped me see that I didn’t know where all my money was going and that I could save if I wanted to and I could give more to help mum with the bills.” Knowledge and understanding are key steps towards improving money management; we look forward to continuing to work with Topsy on her money management journey.



BY ESTABLISHING AND STICKING TO A FINANCIAL PLAN, SAVINGS GOALS CAN BE ACHIEVED

Philip Marpoondin first joined MPower in 2011. He first started thinking about budgeting when he wanted to save money for Christmas. He came to MPower and worked out a budget of what he could afford to save. Then, MPower staff assisted him to set up regular transfers from his bank account to a separate savings account. Philip was so pleased with how his Christmas savings plan worked that he decided he wanted to leave the regular transfers in place until the New Year. His new goal is now to save money for home improvements. Phillip says, “My aim is to put my house first.” He is hoping to replace some older couches, curtains and other pieces of furniture before eventually moving on to his garden. No matter what unexpected setbacks occur, Phillip always has in the back of his mind what he wants for his family’s future and how he can go about planning for it today.



LONG-TERM COMMITMENT TO MONEY MANAGEMENT

Kenlock Yunkaporta has been a long-time and frequent visitor to the O-Hub, having first joined up for MPower in 2011. He continually motivates his family to come together and honour those from the past. Over the last 12 months, the MPower team has worked closely with Kenlock and some of his family to process applications with the Western Cape Communities Trust for a headstone. We have also supported Kenlock with budgeting for house-opening t-shirts, which will feature Kenlock’s own design. This has included organising different quotes and assisting Kenlock to finalise transport logistics.

Working with Kenlock is an honour. He is always open to yarning about his culture, how things have changed and what his dreams are for his family and the future. We are really proud of the effort and time he puts in; he never forgets or gives up when he has a goal in mind.



strong families



Strong Families encourages and promotes positive parenting by:

- creating opportunities for families to positively engage with each other and other community members
- equipping parents and carers with the knowledge and skills they need to effectively care for their children through positive parenting sessions
- supporting families in everyday parenting struggles through ongoing family support
- assisting families to create happy and healthy homes for their children.



More broadly, Strong Families seeks to lift entrenched dysfunction that results in the over-representation of Cape children in the Child Welfare system by restoring social norms around healthy, nurturing and loving homes.

Strong Families is a Cape York Welfare Reform initiative and operates out of the O-Hubs in the four communities of Aurukun, Coen, Hope Vale and Mossman Gorge.

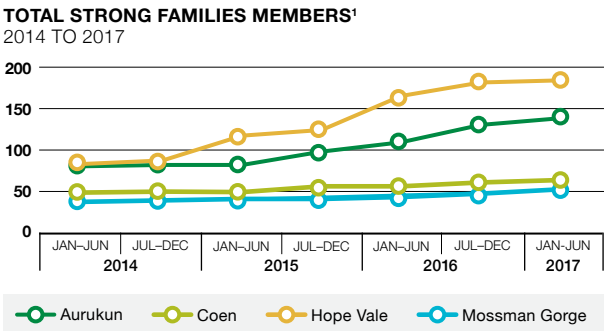
MEMBERSHIP

TOTAL MEMBERS

462 people had become Strong Families members at some point by the end of June. Of these, **436 (94%)** are still current members, which represents about **24%** of all adults (15+ years) living in the Welfare Reform communities.²

PARTICIPATION

517 unique people accessed Strong Families between January–June. Because members and non-members can participate, Strong Families also touches those who are not formally signed up.



HOW DOES STRONG FAMILIES HELP PARENTS AND CARERS?

ENGAGEMENT

813 activities between January–June to encourage members and non-members to engage with the program, have discussions about positive parenting in the community, and restore social norms around happy, healthy families.

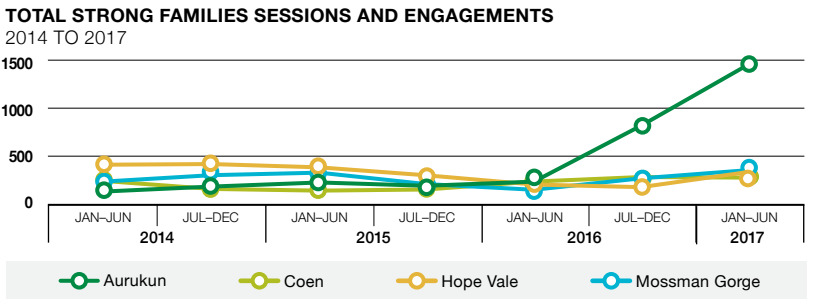
2,151 sessions between January–June overall, involving **517** unique individuals: members and non-members

FAMILY SUPPORT

1,133 activities during January–June to provide members with emotional and practical support around daily parenting and family matters, including referrals to other services, and support in dealing with other services (e.g. Child Safety).

POSITIVE PARENTING SESSIONS

205 positive parenting workshops between January–June to teach positive parenting skills through the delivery of Triple P, Parents Under Pressure, Circle of Security and Families as First Teachers training.



¹ At the end of 2016, the Home Pride element of Strong Families was discontinued. Historically, Home Pride members were recorded separately to Strong Families members; these members have now been removed from the overall Strong Families membership total, thereby reducing the totals in some instances. For this reason, the historical figures reported here do not match those reported in the July–December 2016 Family Empowerment Report.
² According to the 2016 Census, the total population of community members aged 15+ years is 1,792.

POSITIVE OUTCOMES AND IMPACTS OF STRONG FAMILIES¹

STRONG FAMILIES =

☒ positive parenting knowledge

☒ positive parenting skills and techniques

☒ use of positive parenting at home

☒ happy and healthy children and families

BREAKING OUT OF THE CYCLE OF WELFARE DEPENDENCY AND BUILDING A BRIGHTER FUTURE FOR SELF AND FAMILY ALIKE

“Sadie”² , who has historically been resistant to change, has made significant progress in the last five months. When she was first referred to Strong Families, she was heavily reliant on alcohol and marijuana as means of coping with long-term mental health issues. Her children had not been attending school for some time and her partner had also been sent to jail for domestic violence against her and her family. At first, Sadie actively resisted contact with Strong Families staff as they tried to engage her and offer support. However, over a five- to seven-month period of attempted and persistent engagement efforts, she has now started to come regularly to the Parenting Hub, seeking support for herself and her family. Sadie has now quit alcohol altogether and has also significantly reduced her use of marijuana. She has begun attending Triple P sessions and is also undertaking Parents Under Pressure workshops with Strong Families staff. Sadie’s children have recently begun to attend school more regularly and are even getting excited about transitioning to boarding school in the future.

Recently, Sadie shared some exciting news: she had just secured a job with a local employer. She was ecstatic about the opportunity to pull herself and her family out of welfare dependency and regain her independence. She told staff that she is grateful for the support of the Parenting Hub and that she has made “big changes” because of coming along, engaging in programs and yarning with us. This was enough to bring a tear to our collective eyes. We can’t wait to see what the future holds for Sadie.

“Sadie” has now stopped drinking, is sending her children to school and has secured employment—an incredible step forward.

SEEKING SUPPORT TO IMPROVE SCHOOL ATTENDANCE

“Alex” and “Joyce” were referred to us by the Family Responsibilities Commission (FRC) because their children were not attending school. The couple didn’t think they needed to work with the Parenting Team and were reluctant at first, making excuses not to attend or even hiding away and having other family members tell Parenting Staff they weren’t home. However, over a period of about five- or six-months of persistent engagement efforts, Alex and Joyce finally took the time to talk with us. Soon enough, they were coming to speak with Parenting staff every few days to get support and advice. They were also invited to group Triple P sessions, where they found that they weren’t the only parents having to deal with these issues.

After a little while, the Parenting Team supported the couple to put routines in place for their children. Alex and Joyce also picked up ideas for school lunches at the Parenting Hub and attended activities with other parents. Not long after, their children started attending school and are now getting weekly awards for good behaviour. One child was recently awarded for achieving an 80% attendance rate, while the older child achieved 100%. After reflecting on the progress they had already made, Alex and Joyce spoke with the Parenting staff about another member of their family—a sister—who was also having issues with her children not attending school. The member’s sister, “Abbey”, has a larger family of five children (two at high school, two at primary school and a toddler). Abbey was living in a problematic relationship with a partner who was an alcoholic and was also using other drugs. When Strong Families staff first reached out to Abbey, she was reluctant to engage. However, upon speaking with Alex and Joyce about the help they’d received from Strong Families, Abbey eventually attended the Parenting Hub. Strong Families Staff visited Abbey once a week from thereon and invited her to different activities. Now, Abbey is working on improving her children’s school attendance. One of her children (in primary school) did not attend at all during the first two months of the year. Now, this child has an attendance rate of 75%, coming from 0%; they are also receiving school awards.

This story and others like this show us that when families unite and seek support together, they can make huge changes in their lives. In some cases, these are changes they never thought were possible. We are continuing to work with these members to build on the progress they have already made, but we are already extremely impressed with their commitment and the outcomes they have achieved.

“Alex”, “Joyce” and “Abbey’s” children are now attending school; their attendance has gone from 0% to 75% and above.

¹ The member stories contained in this section have been slightly altered to ensure these individuals cannot be identified.
² All names in this section have been changed to protect the confidentiality of our members.

LEARNING AND GROWING WITH THE GOAL OF FAMILY REUNIFICATION

“Mike” was referred to Strong Families in late 2016 by Child Safety and the Wellbeing Centrefor support to reunify with his three youngest children. Mike was open about the circumstances that had led to the removal of his children (aged 7, 12 and 13), admitting that after suffering a significant mental breakdown a few years earlier, he had begun to spend a lot of time gambling and could not provide adequate food and supervision. Since joining Strong Families, Mike has participated in the Triple P programme and utilised different behaviour management strategies and routines to demonstrate to Child Safety that he is fit to care for his children. Mike has also progressed through the Parents Under Pressure programme and has been working hard at increasing his capacity to identify, understand and regulate his thoughts and emotions. Recently, after working with Strong Families for nearly a year, Mike was reunited with his three children; he is loving having his family close to him again. He is also ensuring his children attend school and all have achieved 100% attendance so far.

“Mike” attended Strong Families and, after working hard for nearly a year, has now been reunited with his three young children.



Parenting Consultants based across the four Cape York Welfare Reform sites of Aurukun, Coen, Hope Vale and Mossman Gorge, came together in June to undertake further training. Parenting Consultants provide a range of holistic parenting services to partners. A core role is to coordinate both ‘soft entry’ activities, such as handicraft workshops and healthy-cooking classes, whilst also facilitating targeted programmes, such as Triple P, Circle of Security, Parents Under Pressure and Families as First Teachers. Structured programmes provide parenting intervention strategies that enhance parenting skills, knowledge and confidence, to ensure participants can work to better nurture and raise their children.



Brenda Yunkaporta and her son painting together at the Aurukun Parenting Hub.

SETTING BOUNDARIES AND ENCOURAGING POSITIVE ENGAGEMENT WITH EDUCATION

“Jonie” was referred to Strong Families in 2016 due to her son, “Andy”, failing to attend school. Andy had consistently refused to go to school over a number of years and Jonie was concerned about how she could best support Andy as he prepared to transition into boarding school. Jonie and her partner, “Craig”, worked closely with Strong Families staff to attend and complete the Triple P programme, as well as attending community information sessions, hosted at the Parenting Hub, to prepare Andy and the wider family for his transition. Andy has now started at boarding school and has attended well for two terms. In fact, Andy is now really enjoying school and doing well. Jonie and Craig still regularly engage with Strong Families staff, seeking further advice on how to best support Andy via phone and during school holidays to keep him positively engaged in his education. Since attending Strong Families, Jonie and Craig have become much more strong and confident in setting boundaries for Andy and managing his concerns in a calm and considered manner.



Parenting Consultant, Carol Fyfe, delivered a Families as First Teachers session in Coen in June. Members worked with their children to make felt teddy bears, while discussing and learning about sensory play and colours.



During one of our Families as First Teachers training sessions in Hope Vale in May, members learned new ways of engaging with children through play. Parenting Consultant, Selina Bowen, and Parenting Support Worker, Karen Gordon, supported partners and children to play together; children enjoyed the exercise and also learned about numbers, size, colours and shapes.



Families as First Teachers session in Hope Vale during June.



The Queensland Indigenous Family Violence Legal Service ran a healthy relationships session at the Parenting Hub in June.

LEARNING NEW BEHAVIOURAL-MANAGEMENT SKILLS AND IMPLEMENTING THEM AT HOME

“Ali” is a young single mother who has recently come out of a domestic violence relationship. She self-referred to Strong Families in 2016 due to her ongoing concerns about her toddler, “Talitha”, and her aggressive behaviours. Ali expressed concern that her experience of severe domestic violence had contributed to Talitha’s behaviours and she worried about her daughter’s future. Ali attended Triple P and graduated with flying colours. After that, she worked hard to implement the different behaviour management strategies she’d learned, including clear calm instruction and planned activity routines. Over the last few months, Ali’s confidence in her parenting has improved dramatically. Subsequently, Talitha’s behaviours have also improved significantly. Ali is continuing to attend Strong Families regularly, including participating in Families as First Teachers sessions to continue supporting Talitha to develop positive play behaviours.

By applying positive parenting skills at home, “Ali” has seen her daughter’s behaviour improve dramatically.

ENSURING CHILDREN ATTEND SCHOOL 100% OF THE TIME

“Angelique’s” son, “Matthew” (nine years old) had chronically poor school attendance. Subsequently, Angelique was referred to Strong Families for support. Angelique engaged well with the Programme from the beginning, attending activities and sessions. She quickly graduated the Triple P programme and now implements different strategies at home to ensure her son attends school. This includes ensuring there is a positive household routine that supports Matthew to get ready for and attend school every day. Since implementing these strategies, Matthew’s school attendance has improved dramatically. The most recent results show he is now achieving 100% attendance. Angelique still engages periodically with Strong Families for case management support and has also agreed to come along to group Triple P sessions as a graduate to provide peer support and encouragement for current participants.

pride of place



Pride of Place (POP) helps families to create healthier outdoor living spaces where they can spend quality time together. POP assists by:

- supporting members to undertake Backyard Blitzes (backyard renovation projects), for which members contribute money and ‘sweat equity’ labour
- providing members with information about caring for their gardens and outdoor living spaces through Garden Clubs and Pop-up Visits
- supporting DIY home-improvement projects.

JOURNEY



Community members sign up to POP

They increase their knowledge and skills around home maintenance



They maintain their homes and yards and create beautiful outdoor living areas



Healthier outdoor living spaces contribute to families’ wellbeing

POP is a Cape York Welfare Reform initiative and operates out of the O-Hubs in the four communities of Aurukun, Coen, Hope Vale and Mossman Gorge.

MEMBERSHIP

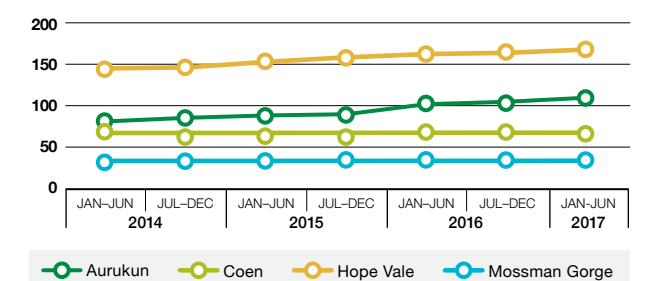
TOTAL MEMBERS

399 people had become POP members by the end of June. Of these, **360 (90%)** are still current members, which represents about **20%** all adults (15+ years) living in the four Welfare Reform communities.¹

PARTICIPATION

189 unique people participated in one or more POP activities between January–June.

TOTAL POP MEMBERS 2014 TO 2017

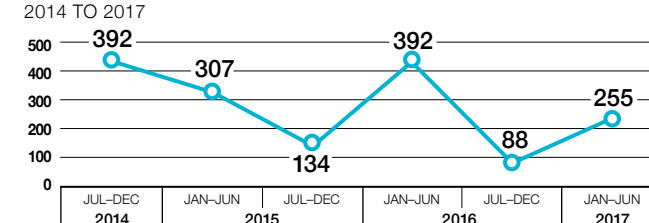


HOW DOES POP HELP MEMBERS TO CREATE HEALTHIER OUTDOOR LIVING SPACES?

ENGAGEMENT AND SKILL-BUILDING

264 activities between January–June, including Garden Clubs and Pop-up Visits, to encourage members and non-members to engage with the Programme and learn gardening skills in an interactive setting.

TOTAL POP-UP VISITS 2014 TO 2017



BACKYARD RENOVATIONS

30 members are currently signed up to a complete a Backyard Blitz and have so far contributed \$9,279 towards their combined target contribution of \$30,000.

41 members and non-members worked on their Blitz projects between January–June, contributing 460.5 hours of sweat equity.

11 Backyard Blitzes were completed during the period. These members can now enjoy their new outdoor living spaces.

160 Backyard Blitzes have now been completed across the four Welfare Reform communities, to date.



POP members constructed planter boxes during a Garden Club in May before filling them up with potting mix and planting them out.

¹ According to the 2016 Census, the total population of community members aged 15+ years is 1,792.



Annette Yunkaporta received support to build a dog house during a Pop-up visit in Aurukun in May.



During a Garden Club in Aurukun in March, POP members worked together to make wind chimes using local resources. The members cut and tied bamboo together as decorations for their gardens.



POP Members created pot plants, toothbrush holders and candle holders using rocks during a Mossman Gorge Garden Club in May.



Aurukun POP members, Kay and Norman, received support to create a fire pit in their yard during a Pop-up visit in May. They went out into the bush to collect rocks for the pit and also found a grill for cooking on.



During a Pop-up visit in May, POP Enablers assisted Sheryl Missionary (Mossman Gorge) to create outdoor furniture for her patio out of pallets.

Trixie Kerr was supported to create a wishing well in her yard during May. The end result was great.



Mossman Gorge had its annual Best Garden in the Village competition in June. The entries were, as usual, of a high standard. Fiona Henderson won best garden while Richard and Ronnie Wilston were runners up. Kym Missionary won most interesting garden and Sheryl Missionary was runner up. Finally, best edible garden went to Loretta Spratt and Trixie Kerr was runner up. All competitors did a fantastic job and the community turned out to watch the awards presented.



Aurukun also had its annual Best Garden in the Village competition in June, with 19 gardens entered overall. The winners were: Bob and Lynette Adidi (best garden), Joylene Keppel (best garden runner up), Bridgette Yunkaporta (most interesting garden), Loretta Keppel (most interesting garden runner up), Megan Kerindun (best edible garden), and Deidre Kerindun (best edible garden runner up). It was a fun day, celebrating the community's hard work.

POSITIVE OUTCOMES AND IMPACTS OF POP

PRIDE OF PLACE=

- ✔ increased knowledge and skills to support home maintenance
- ✔ increased desire to maintain and beautify home and garden
- ✔ healthier outdoor living spaces, which contribute to families' wellbeing

POP MEMBERS LEARN NEW SKILLS TO SUPPORT FAMILY NUTRITION AND WELLBEING

During a Garden Club in Aurukun in May, POP Enabler Tim taught members how to grow vegetables using hydroponics. The hydroponic set up eliminates the need for weeding, controls bugs and is self-watering using a solar pump, which re-circulates the water. All items (except the solar pump) were locally sourced from the dump and surrounds, meaning the vegetable garden is relatively easy for members to replicate in their own homes. By learning how to establish and easily manage fruit and vegetable gardens, POP members can support their families' nutrition and wellbeing. We also know—and research tells us—that spending time outside in green spaces, building and gardening, is good for overall wellbeing.



Aurukun POP members learnt how to grow vegetables using hydroponics during a Garden Club in May.

POP BLITZ MEANS FAMILY HAS SPACE TO SPEND QUALITY TIME TOGETHER AND RELAX

Bridgette Yunkaporta (Aurukun) first joined POP in 2016. Recently, she started a Backyard Blitz project to build and plant out a Zen garden where her and her family can sit, relax and enjoy. By the time her Blitz project is completed, she plans to also have a paved area with a shade sail, barbeque, outdoor setting and more gardens so that she has even more space for her and her family to spend time together and unwind. Bridgette and her family are putting in the hard yards, contributing sweat equity to get the job done. We look forward to seeing the end result of her hard work.



POP members create relaxing green spaces where they can spend quality time with their families.



education

Education of our children is the most important key to the future. Through education, we can radically improve the life prospects of Indigenous children.

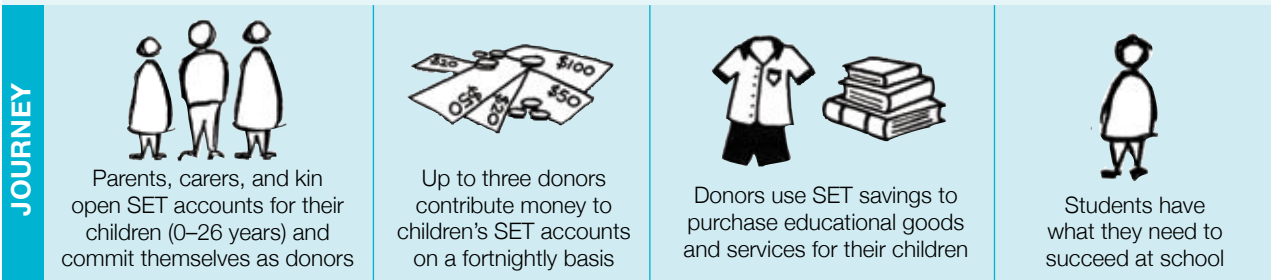
The unequivocal purpose of education for Cape York's young people is to provide them with the opportunities for a fully bi-cultural education, to enable them to move between their home worlds and the wide

Australian and global worlds, and enjoy the best of both.

Cape York Partnership pursues a world where Cape York children have opportunities available to them to achieve the same educational outcomes as any family would want for their children in any part of Australia.

The Student Education Trust (SET) promotes the value and importance of education by:

- enabling and encouraging parents, carers, kin and others to regularly set aside money to pay for their children's educational needs
- assisting SET donors to purchase educational items for their children.



SET is a Cape York Welfare Reform initiative and operates out of the O-Hubs in the four communities of Aurukun, Coen, Hope Vale and Mossman Gorge.

MEMBERSHIP

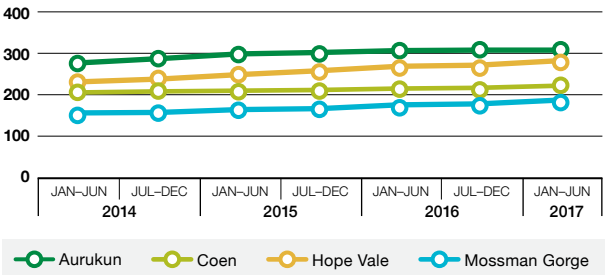
SET ACCOUNTS

TOTAL ACCOUNTS

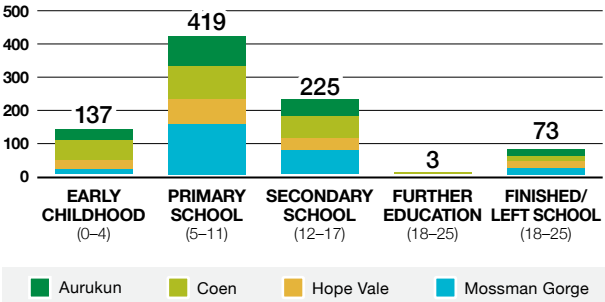
1,038 SET accounts had been opened by the end of June.

83% of the total combined population of 0-26 year olds in the four Welfare Reform communities have now benefitted from SET.¹

TOTAL SET ACCOUNTS EVER OPENED 2014 TO 2017



OPEN SET ACCOUNTS BY LEVEL OF SCHOOLING² 30 JUNE 2017



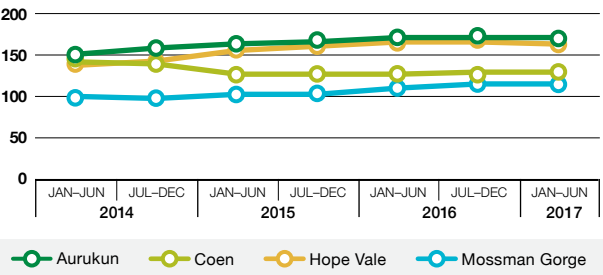
SET DONORS

TOTAL DONORS

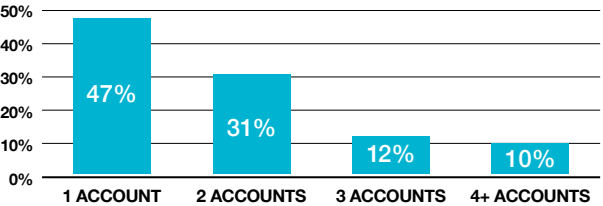
579 SET donors overall by the end of June.

32% of the total combined population of 15+ year olds in the four Welfare Reform communities have now donated to SET.³

TOTAL SET DONORS 2014 TO 2017



NUMBER OF SET ACCOUNTS DONORS ARE CONTRIBUTING TO (% OF TOTAL DONORS) 30 JUNE 2017



DONOR ACTIVITY

56% of SET accounts were considered 'active' from January to June, meaning donors made at least one purchase from and/or contribution to these accounts during this period.

53% of donors are contributing to two or more SET accounts: donors are seeing the benefit of SET and signing up multiple children to help the whole family.

HOW DOES SET HELP MEMBERS TO SUPPORT THEIR CHILDREN'S EDUCATIONAL NEEDS?

SAVING SUPPORT

TOTAL CONTRIBUTIONS

\$2,845,745 contributed over the life of SET so far.

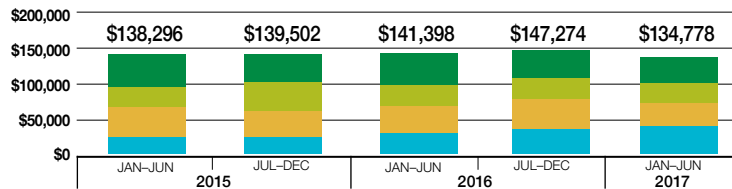
\$134,778 contributed across the four Welfare Reform communities between January-June 2017.

SET BALANCES

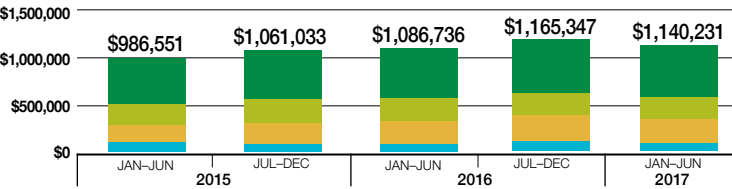
\$1,140,231 sitting in SET accounts at the end of June, ready to be turned into educational opportunities for Cape York children.

Aurukun Coen Hope Vale Mossman Gorge

TOTAL VALUE OF CONTRIBUTIONS 2015 TO 2017



BALANCE OF SET ACCOUNTS 2015 TO 2017



PURCHASING EDUCATIONAL ITEMS

TOTAL PURCHASES

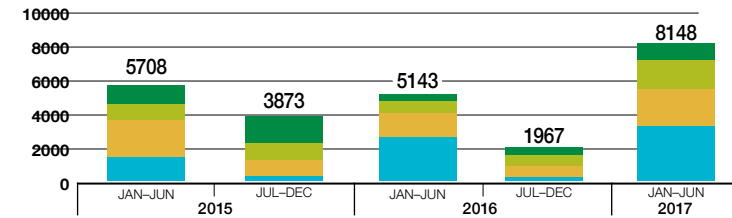
\$1,961,517 spent on educational goods over the life of SET so far.

\$167,025 spent across the four Welfare Reform communities between Jan-Jun 2017.

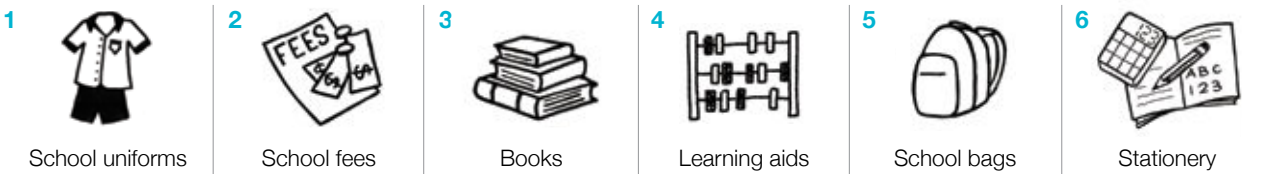
SET FAIRS

\$15,955 spent at the eight SET Fairs held in Aurukun, Coen and Hope Vale between January-June 2017.

TOTAL NUMBER OF PURCHASES MADE USING SET¹ 2015 TO 2017



TOP SIX ITEMS PURCHASED THROUGH SET BETWEEN JULY-DECEMBER 2016



¹ According to the 2016 Census, the total population of community members aged 0-26 years is 1,257.
² The total accounts in this figure do not add to 895 because the schooling status of 38 SET students is unknown. These students are aged between 14 and 17 years and have a total combined balance of \$46,882.33.
³ According to the 2016 Census, the total population of community members aged 15+ years is 1,792.

¹ It is likely that the total number of purchases reported in this section underestimates the total actual number of items purchased through SET, since our records are heavily dependent on the level of detail contained in the purchase orders we receive (e.g. 'uniforms' purchased) versus an exact number of uniform items purchased. These figures are, however, the closest approximation to the total number of items purchased that we have available.

SET FAIRS ENCOURAGE FAMILIES TO GET INVOLVED IN THEIR CHILDREN'S EDUCATION

SET Fairs are held regularly across the four Cape York Welfare Reform O-Hubs in Aurukun, Coen, Hope Vale and Mossman Gorge. In Mossman Gorge, the Mossman State Primary School regularly invites O-Hub staff to set up a SET stall on campus to encourage educational purchases. This included a stall at the Book Fair in March, which helped to encourage families to purchase more books for their homes—incredibly important for promoting early literacy. O-Hub staff also attended the Parent Open Night at the School and had 25 students make purchases from their SET accounts.

At all SET Fairs, it is wonderful to see parents and their children walking around, browsing the educational materials and looking at books together. It is also fantastic to see how proud it makes parents to get involved in their children's educational journeys.



HOW DOES SET HELP MEMBERS TO SUPPORT THEIR CHILDREN'S EDUCATIONAL NEEDS?

HOW DOES SET CAUSE POSITIVE CHANGE?

SET=

FOR KIDS...

☒ school readiness

☒ school participation

☒ educational outcomes

FOR PARENTS...

☒ engagement in education

☒ less financial stress

PARENTS/CARERS PLAN FOR EDUCATIONAL COSTS AND SEND A POSITIVE MESSAGE TO CHILDREN

We regularly sign parents up for new SET accounts; in total, 154 new SET accounts have been opened across the four Welfare Reform communities in just the last two years. Jackie Koomeeta is one of these parents, having come in to sign her son up for SET during June. "My son is four now, so I thought I should get organised. It has made everything much easier for school. Education is important to our family."

Another student who has been supported through SET since 2009, April Deemal, also recently stated "I would like to say thank you to my family for putting money in my SET account." By signing children up to SET, parents/carers send a clear message about the importance of education. They also ensure that their children will have the support they need to succeed at school and into the future.



O-Hub staff member, Sha-lane Gibson, recently helped Jackie Koomeeta sign her son up for a new SET account.

STUDENTS ARE BETTER EQUIPPED TO EXCEL AT THEIR STUDIES

SET helps students and their families get the equipment they need to excel at their studies. This includes big-ticket items like laptops, which are a must-have, especially to support high-school and tertiary education.

Recently, Jayson Deemal used his SET funds to purchase a laptop to assist him with his Certificate II in Visual Arts, which he is doing alongside completing Year 12. Jayson said, "I was so delighted and overwhelmed when I received my laptop with the accessories in the mail. This is going to improve my studies and school work and now I am prepared for next term."

April Deemal also recently purchased a new laptop with the support of SET. April, who is currently in Year 9 at Cooktown High School, will use the laptop to support her with her schoolwork. "I really like my new laptop and accessories; this will help me with my school work."

A laptop was also on the agenda for Delanka Ross-Hart and her mother (and donor to her SET account), Rhianna Hart, who also recently purchased one through SET. The laptop will help Delanka with her studies—she is currently a Senior at Smithfield State High School. Delanka says she is impressed with the flexibility and quality of SET.

By putting money aside regularly, parents/carers of students help to build excellent financial foundations to support their children through school and beyond, including ensuring they have the equipment they need to excel in their studies.



Jayson Deemal recently purchased a laptop to assist him with his Cert II in Visual Arts, and to help him finish Year 12.



Delanka Ross-Hart recently purchased a laptop to help with her high-school studies.



April Deemal has now received her laptop and accessories, purchased through SET.

SET FUNDS SUPPORT STUDENTS TO PURSUE FURTHER EDUCATION

Selina Bowen first signed her son, Warwick, up for SET in 2009. Since then, she has consistently contributed, building a nest egg to support Warwick's schooling. Warwick has now completed Year 12 and moved on to undertake tertiary training. Warwick's SET funds were used to support him to attend Cairns TAFE and he is now undertaking a traineeship through Skill 360. Recently, he purchased a laptop using the remaining funds in his SET account to help him with this further education. It is fantastic to see students, like Warwick, get the support they need throughout their educational journeys with SET. We look forward to seeing Warwick continue to excel in his studies and move into a promising career.



SUPPORTING STUDENTS THROUGHOUT THEIR SCHOOLING AND BEYOND

Ronelle Buchanan's mother signed her up with SET in 2007 when she was just seven years old; she was one of the first children to join SET in Mossman Gorge. Ronelle's mother always made regular fortnightly contributions to her account, which meant that throughout Ronelle's schooling there were always funds available for books, uniforms, excursions and more. Ronelle is now 17, has finished school and is undertaking further studies. Early last year, she and her mother both agreed that, since Ronelle wouldn't need all of the funds left in her SET account, they should transfer some funds over to her siblings to support them in treading the same path. Ronelle has, however, kept her account open in case she needs it again in the future. Recently, Ronelle used some of her remaining funds to undertake her Learner's License test, which she proudly passed in March. We are always excited to see SET support students throughout their schooling and beyond, as well as be passed on to support the generations that follow.

WHAT ARE OTHER MEMBERS SAYING ABOUT SET?

"Great opportunity to purchase educational items without traveling to Cairns." — LAUREN DEEMAL, SET DONOR SINCE 2014

"It gives you security of your child's education." — JACOB WOIBO, SET DONOR SINCE 2016

academic leaders



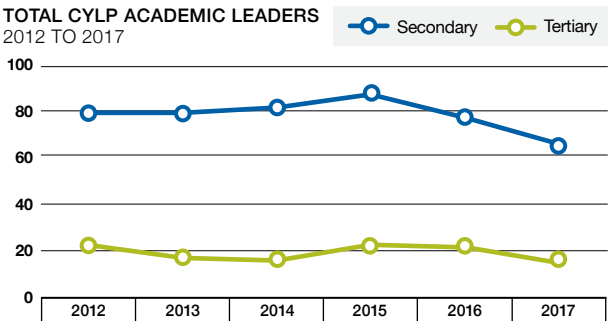
The Cape York Leaders Program (CYLP) supports the development of current and future leaders through four phases of leadership: 1) Academic Leaders; 2) Youth Leaders; 3) Skilling Leaders; 4) Excelling Leaders. This section concerns Phase One, Academic Leaders.

Academic Leaders are offered scholarships to attend secondary schools and tertiary institutions across Queensland while receiving intensive support from dedicated CYLP staff. CYLP is supported by an Indigenous Steering Committee, populated by current and alumni members. The Steering Committee plays a central role in assisting CYLP staff to ensure the program remains relevant and continues to provide high-quality support to Leaders.

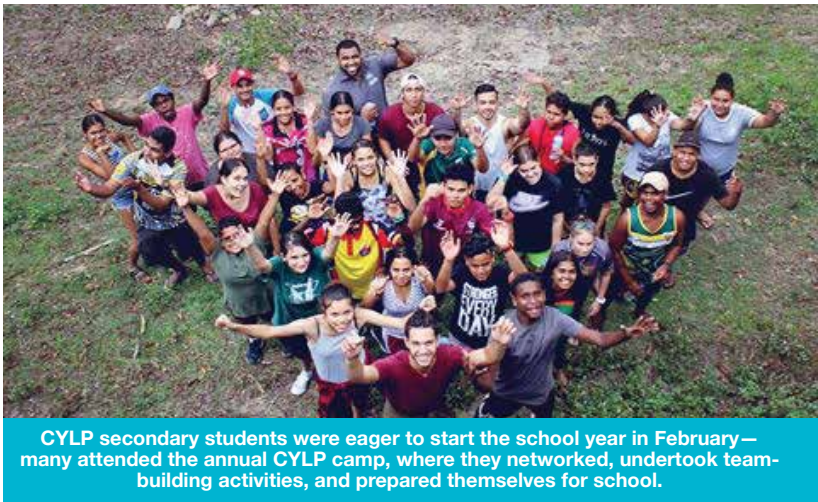
MEMBERSHIP

83 Academic Leaders were current members of CYLP by the end of June. Each year, CYLP recruits new leaders through a competitive application process.

82% of our 83 Academic Secondary and Tertiary Leaders have been with the Program for at least two years.

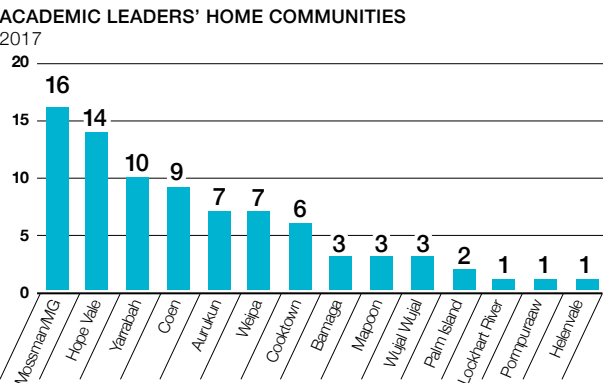


Our Program retention rates are consistently high. At the end of June, retention rates are: **100%** for Academic Secondary Leaders and **100%** for Academic Tertiary Leaders.



CYLP secondary students were eager to start the school year in February – many attended the annual CYLP camp, where they networked, undertook team-building activities, and prepared themselves for school.

Our Leaders have cultural connections across Cape York, Palm Island and Yarrabah. They orbit from these areas to board at high-quality secondary and tertiary institutions throughout Queensland. By orbiting across the State, these Leaders are learning to walk, with confidence, in two worlds.



In June 2017, **55%** (n=46) of our Leaders were from the Cape York Welfare Reform communities of Aurukun, Coen, Hope Vale and Mossman Gorge.

Our current **67** Secondary Leaders have each been with the Program for an average of **2.6 years**.

Our current **16** Tertiary Leaders have all progressed from our Secondary Program; they have each been with us for an average of **6.9 years** across both phases.

HOW DOES CYLP HELP ACADEMIC LEADERS ACHIEVE SUCCESS AT SCHOOL AND UNIVERSITY?

SETTING EXPECTATIONS

We demand the best from students and their parents and thus, require that both parties sign a binding agreement upon entry to the Program, holding them to a high standard of behaviour and commitment to education.

PARENTING CONFERENCES

Student Support Officers give continuous support to parents and carers, assisting them to work with schools so their children achieve educational outcomes. Biennial parenting conferences bring together parents, students and school staff so that all parties can work together in supporting students to achieve.

“...the education of our children is the most important key to the future”
NOEL PEARSON, FOUNDER OF CAPE YORK PARTNERSHIP

LEADERSHIP CAMPS AND WORKSHOPS

Academic Leaders are encouraged to attend CYLP camps and workshops, which offer them a chance to network with other students on the Program so that they can learn and achieve together. These events also assist participants to improve their study skills, career planning, motivation and leadership skills.

The annual Academic Leaders camp was held from 18–21 January at Tunnel Ridge on the Sunshine Coast. All Leaders came together to get the chance to meet, bond and have some fun. They took part in a range of activities, including archery, horse riding, swimming and team-building challenges that encouraged negotiation, leadership and problem solving. Through these camps, students can share their experiences of studying across Queensland and build broader networks of support.

INVOLVEMENT IN SCHOOL LIFE

As a means of ensuring they have ‘skin in the game’, parents are required to contribute funds so that students can participate in extra-curricular activities that enrich their learning. Between January–June, students have participated in a range of extra-curricular activities, including: Anzac Day memorial events, a range of sports (e.g. netball, rowing, touch football, rugby union and league, cross country athletics, swimming, softball and more), chess club, school musicals and concerts, Mother’s Day functions, and Clean Up Australia Day.

EMOTIONAL AND PRACTICAL SUPPORT

Academic Leaders receive constant and ongoing support from a team of dedicated Student Support Officers who assist by: providing emotional and practical support to students and their families; liaising with academic institutions, including around opportunities for tutoring and academic assistance; identifying employment opportunities and assisting students to enter the workforce.

Our staff has continued to provide a high level of care and support to students and their families between January–June. In particular, Student Support Officers have: assisted students to transition back to school after the holidays; visited schools to discuss student progress; provided emotional guidance and support through difficult times, as well as linking students up with external support services where needed; encouraged students to engage with leadership activities, including cultural activities and awareness; assisted students to organise travel papers, and maintained support through regular catch-up yarns.

Our Support Officers also continue to build contacts with prospective future employers so that students can be assisted to transition into apprenticeships and employment when they finish school.



In February, traditional owners of the Jagara and Turrbal lands welcomed our Cape York students in Brisbane through a cleansing smoking ceremony. Building connections between CYLP students, who are visitors to these lands, and the local Indigenous mobs is important at CYLP. Pictured above are our Stuartholme students, attending the ceremony.



Senior secondary students came to the CYLP February camp a day early to get a head start on discussing and exploring skills and requirements needed for their career aspirations.

CYLP’s first-year Academic Tertiary Leaders came together in Townsville for an induction workshop in March. The Leaders were welcomed and took part in group discussions about their next steps into university life.



1 Retention rates are for the period 1 January–30 June 2017.



The Academic Leaders' annual camp was held from 18–21 January at Tunnel Ridge on the Sunshine Coast. Students bonded with one another through group activities like archery, horse riding, swimming, and also through teambuilding challenges.



CYLP caught up with many of our Academic Leaders at the recent Laura Aboriginal Dance Festival, where we helped to celebrate traditional dance from across the Cape. Pictured are four of our Leaders—Shonteia of Lockhart River (Clayfield College student), Alaina of Coen (Stuartholme student) and Marist College students Davis and Chasten of Coen.

POSITIVE OUTCOMES AND IMPACTS OF CYLP

CYLP =

- ✓ increased confidence orbiting for school
- ✓ increased school attendance and take-up of extra-curricular activities
- ✓ improved educational outcomes

STUDENTS HAVE STRONG SCHOOL ATTENDANCE¹

96% average school attendance was achieved by our Academic Secondary Leaders in Semester 1, 2017. This is an excellent attendance rate.

STUDENTS ARE ACHIEVING GREAT THINGS

With the support of CYLP, our Academic Leaders continue to achieve outstanding success in both their personal and professional lives. Between January–June, our Secondary and Tertiary Academic Leaders have:

- achieved fantastic academic results
- represented their schools at sporting events
- taken on leadership roles at their schools and universities
- participated in traineeships and work experience.

SHONAE HOBSON: ACHIEVING IN THE TOP 3% OF HER CLASS

Secondary graduate and currently fourth-year Tertiary Academic Leader from Coen, Shonae Hobson, was included in the Dean's Honours List at the University of Melbourne for her overall academic performance during 2016. The award recognises high-achieving students and alumni of the Faculty of Arts.

Eligibility for inclusion is determined on the basis of a credit-point-weighted average in the relevant year of study in the course, with students ranked in the top 3% (undergraduate) and top 3–5% (graduate) of their course included. The list is compiled at the end of each academic year and presented in the first half of the following year. Students receive a certificate from the Dean of the Faculty of Arts at an annual presentation ceremony, and the achievement is recorded on each student's Australian Higher Education Graduation Statement (AHEGS) and academic transcript.



Shonae began her tertiary studies with CYLP after being supported by the Program throughout her secondary schooling at Stuartholme School in Brisbane. This is Shonae's ninth year receiving support from the Program.



STUDENTS ARE TAKING UP LEADERSHIP ROLES IN THEIR SCHOOLS

Many of our students take up leadership roles in their schools, as House Captains, Boarding Captains, Prefects and more. Congratulations to our Secondary Academic Leader, Keilen Deemal of Hope Vale (pictured left), who was announced as the Boys Boarding Captain at Djarragun College for 2017. This is Keilen's second year with CYLP.

We're also very proud of Melanie Conrad of Pormpuraaw and Mikaela Jackson of Hope Vale/Yarrabah for being elected to leadership roles at Rockhampton Girls Grammar School. Melanie (Year 12) is the Aboriginal and Torres Strait Islander Prefect for 2017, while Mikaela (Year 9) is now a Student Leader/Class Captain. Well done to all of our students.

STUDENTS ARE PROUDLY SHOWCASING THEIR CULTURE

Year 11 Brisbane Grammar School Leader, Kade Wallace, showcased his cultural roots during his School's National Sorry Day service in May. Kade, who is from Hope Vale/Cooktown, gave a moving speech to the School community in his ancestral language, Guugu Yimidhirr. It is wonderful to see our students show pride in their cultural identities and share this with their school communities. This year marks Kade's fourth year with CYLP; we look forward to seeing him graduate next year and move on to a bright future ahead.



¹ This is based on a sample of 28 (42%) of our secondary students' semester one attendance. The whole cohort was not included because these students' schools do not routinely report attendance data on an individual basis. For some boarding students who travel from the far reaches of Cape York, one to two days are usually required to travel to and from their schools at the beginning and end of each term, as well as for mid-term travel (e.g. for Sorry business). Students are marked 'away' during these travel days, thereby bringing the overall average attendance rate down.

STUDENTS ARE TAKING BRAVE NEW STEPS TO ENSURE THEIR FUTURES ARE SECURE

Kaleesha Savage commenced at St Peter’s Lutheran College at the beginning of the year; she also commenced with CYLP. This year has been a big step for Kaleesha, who is from Mossman, as she began boarding in Brisbane for the first time. Kaleesha is in Year 11 and has a younger brother, Samuel, who is also attending St Peter’s. Although being at a boarding school is new for Kaleesha, she has already performed well academically, receiving praise from numerous teachers about her drive and willingness to do well with her studies. Kaleesha is also very involved in all aspects of school life and enjoys participating in extracurricular activities such as touch football. Her classwork, homework and behaviour are consistently of a high standard. Kaleesha aspires to go to university and do her Bachelor of Nursing before moving on to a promising career as a nurse. We look forward to seeing Kaleesha continue to aim high and work hard as we walk alongside her on this new journey.

STUDENTS ARE THINKING ABOUT THE FUTURE AND PLANNING FOR SUCCESS

While students are in high school, CYLP Student Support Officers work in partnership with school career advisors and the CYLP Mentoring and Transition Coordinator to develop transition plans for them. This encourages students to think about the future and set goals to help them move into their chosen career pathway. Student Support Officers also assist students with their QTAC applications and subsequent transition into university. This includes assistance liaising with university staff, as well as connecting students and parents/guardians with Indigenous support staff at the relevant universities.

As a result, many of our Secondary Leader graduates move on to university, other tertiary studies, and/or employment. Of our 2016 cohort, 85% have either moved on to these pathways already, or plan to in the coming months. Our current cohort of Secondary Leaders are also thinking about their future goals and careers; we can’t wait to see them achieve the goals they set for themselves.

WE ASKED, “WHAT GOALS DO YOU HAVE FOR YOURSELF?”

“I want to get all A’s in effort, expand my friendship circle and seek more help in Indigenous tutoring.” — KOREENA MINNIECON (YEAR 10)

“Going to uni and getting a business degree.” — KARLA ZARO (YEAR 10)

“I want to be in the Navy.” —BOBBIE BOWIE (YEAR 8)

“To graduate from high school and then to attend university.” — PATRICIA MCLEAN (YEAR 9)

“I want to go to uni.” —KYIESHA ZARO (YEAR 12)



Secondary students, Koreena Minniecon, Patricia McLean, Bobbie Bowie, Kyiesha Zaro and Kiana Michael gave us some insight into their future aspirations.

CYLP encourages students to aim high, work hard and reach their dreams and aspirations.

CYLP believes “Education... [is] the key to enabling bicultural and multilingual facility, as well as economic mobility.”

—NOEL PEARSON, FOUNDER OF CAPE YORK PARTNERSHIP

WHAT ARE OUR SECONDARY LEADERS SAYING?

WE ASKED, “WHAT HAVE YOU GAINED BY BEING ON CYLP SO FAR?”

“I have had the opportunity of getting a good education. I also have opportunities to play sport I wouldn’t be able to play at home.” — KOREENA MINNIECON, MOSSMAN (CURRENT ACADEMIC SECONDARY LEADER)

“Plenty of support and wonderful experiences.” — KYIESHA ZARO, COEN (CURRENT ACADEMIC SECONDARY LEADER)

“I have gained heaps of confidence in myself.” — KIANA MICHAEL, COOKTOWN/HOPE VALE (CURRENT ACADEMIC SECONDARY LEADER)

WE ASKED, “WHAT IS THE BEST THING ABOUT YOUR SCHOOLING EXPERIENCE?”

“Going to school and enjoying it by hanging with friends and getting an education.” — KARLA ZARO, COEN (CURRENT ACADEMIC SECONDARY LEADER)

“I love the sports and activities.” — BOBBIE BOWIE, COEN (CURRENT ACADEMIC SECONDARY LEADER)

“Being able to do things and go places I would have never been able to go and do. And learn new things.” — PATRICIA MCLEAN, MOSSMAN (CURRENT ACADEMIC SECONDARY LEADER)

WHERE ARE OUR PAST LEADERS NOW?



SETTING UP CAREERS AND GIVING BACK TO COMMUNITY

Congratulations to our 2015 Secondary Academic Leader graduate of Brisbane Boys’ College, Elisha Tamwoy. Elisha recently began his new role as Police Liaison Officer in his home community of Aurukun. We’re very proud of Elisha in securing this role and playing a positive part in being a young leader for his community. Keep up the great work Elisha.



From left to right: Schascle Bassani, Dylan Minniecon, Mena Newman and Isabella Raleigh.

MOVING ON TO UNIVERSITY

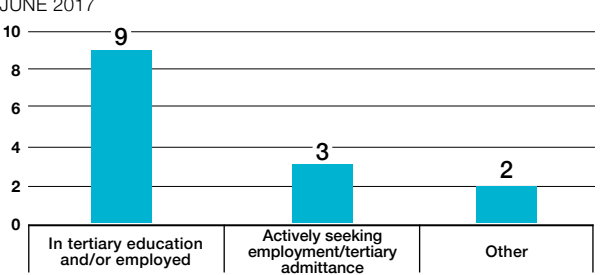
Many of CYLP’s secondary graduates stick with the Program during their tertiary studies. This year, two of our 2015 graduates and three of our 2016 graduates have moved on to university with CYLP’s support. Schascle Bassani of Cooktown has begun a Bachelor of Behavioural Science, while Mena Newman of NPA is now studying nursing. Both students graduated from Stuartholme in 2015. Dylan Minniecon from Mossman (who graduated from Brisbane Grammar School in 2016) is now studying a Bachelor of Education, while Isabella Raleigh from Weipa (who graduated from St Peter’s Lutheran College) has now begun her studies in Exercise Sport and Science. We look forward to seeing what the future holds for these bright sparks.

WHAT IS OUR 2016 COHORT OF SECONDARY GRADUATES UP TO?

Of the 14 Academic Secondary Leaders who graduated Year 12 with CYLP in 2016, 9 (64%) are now either studying at university, undertaking traineeships and/or are employed. A further two (14%) are planning to study at university in 2018 and one (7%) is currently applying for employment.

This means that, of this 2016 graduate cohort, 12 (86%) are either involved in, or on the pathway to, further education and employment.

STATUS OF 2016 SECONDARY GRADUATES





Cape York Aboriginal Australian Academy (CYAAA) was originally established in January 2010 as part of the Cape York Welfare Reform initiative, and seeks to turn around historically low school attendance and performance. CYAAA is currently managed by Good to Great Schools Australia (GGSA) through a unique partnership with the Department of Education and Training (DET) and operates two primary schools in Coen and Hope Vale. CYAAA also provides case management around school readiness and attendance for eight Mossman Gorge students who attend Mossman State Primary School.

An overwhelming majority of CYAAA's students are socioeconomically disadvantaged and live in communities where violence, drugs and alcohol are common and undermine their school attendance and performance. The use of Positive Behaviour Interventions and Supports (PBIS) mean that CYAAA schools are 'safe havens' where students come to learn, despite community disruptions. CYAAA employs a full-service 5C framework—Childhood, Class, Club, Culture and Community—across an extended school day to ensure students are school ready, attend regularly and succeed in their education. CYAAA uses the Direct Instruction (DI) and Explicit Direct Instruction (EDI) frameworks to accelerate students, even if they're starting from behind.

CYAAA is determined to ensure that our younger generations achieve their full potential, talent and creativity, and have the confidence and capacity for hard work so that they can orbit between two worlds and enjoy the best of both.

ENROLMENT AND ATTENDANCE

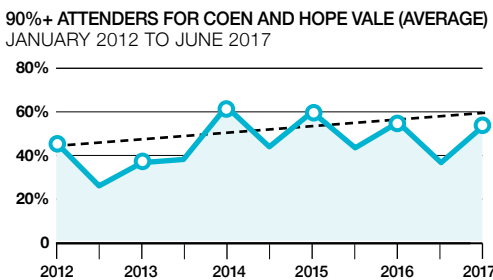
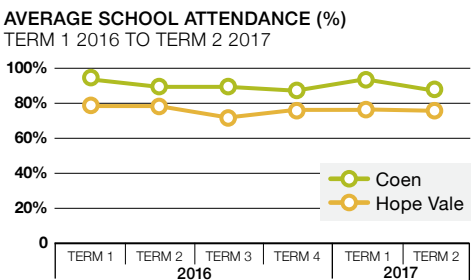
ENROLMENT

184 students were enrolled across our two CYAAA campuses at the end of June.

99% of CYAAA's students are Indigenous.

ATTENDANCE

81% average attendance rate across the two CYAAA campuses during the January–June period. The percentage of students attending 90+ per cent of the time has continued to trend upwards, over time.



HOW DOES CYAAA SUPPORT STUDENTS TO SUCCEED?

CYAAA delivers an innovative 5C program over an extended school day (for Pre-Prep students, 8:30am–12noon; for Prep to Year 6 students, 8.30am–4:00pm). The 5Cs are: 1) Childhood, 2) Class, 3) Club, 4) Culture, and 5) Community.

CHILDHOOD

This domain concerns early childhood social, emotional, intellectual and physical development and seeks to reduce—through a targeted Pre-Prep program—the number of students who are developmentally at risk or vulnerable when they enter Prep. The Pre-Prep literacy program, for instance, helps students learn English before they start formal schooling.

CLUB AND CULTURE

The Club Curriculum encourages moral development, higher-order skills and creative expression, including through participation in sports, music and health subjects.

The Culture Curriculum promotes individual identity, culture and language to help students prepare for their futures and walk in two worlds. Australian and global non-Indigenous and Indigenous perspectives are embedded within lessons, while community members are also engaged in delivering cultural content in 'free' lessons. An ancestral language programme has successfully run in Hope Vale (teaching Guugu Yimidhirr) since 2012. New EDI units from the re-written Culture Curriculum were also implemented during 2016.

CLASS

The Class domain focuses on mastery of literacy and numeracy using effective instruction methods. DI and EDI are both employed and have resulted in amazing gains for our students, including those who otherwise start from behind.

COMMUNITY

The Community domain focuses on attendance and school readiness, including health, wellbeing, special and material needs. CYAAA case manages its students—especially those most in need, including severe non-attenders—and is also developing a comprehensive special education support program.

POSITIVE OUTCOMES AND IMPACTS OF CYAAA ON CHILDREN AND FAMILIES

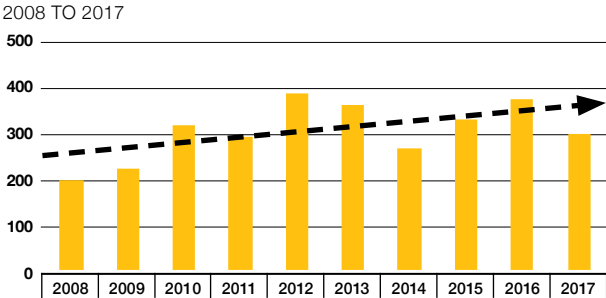
NAPLAN SHOWS STUDENTS ARE ACHIEVING STEADY GAINS OVER TIME

NAPLAN was undertaken in Term 2 and, overall, results show that since CYAAA began, students have continued to steadily improve across a number of key areas.

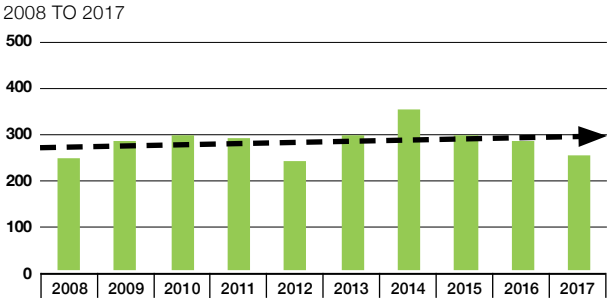
- Longitudinal trends continue to show that Coen's Year 3s are accelerating their mean scale scores (MSS) faster than the nation in all test areas. They also show that Hope Vale's Year 3s are accelerating their MSS faster than the nation in Spelling, Grammar and Punctuation, and Numeracy.
- The Year 5 Hope Vale cohort improved their MSS in every test area compared to 2016.
- The Coen Year 3s MSS declined compared to 2016, though the overall trend shows that Coen students are accelerating towards the national average.
- Spelling was the most improved test area, with three upper-two band¹ results in 2016 and four in 2017; it is also the test area that received the greatest number of upper-two band results this year.

More than three quarters of the Year 5 Hope Vale students exceeded the Australian average growth in reading, writing, spelling, grammar and punctuation, and numeracy.

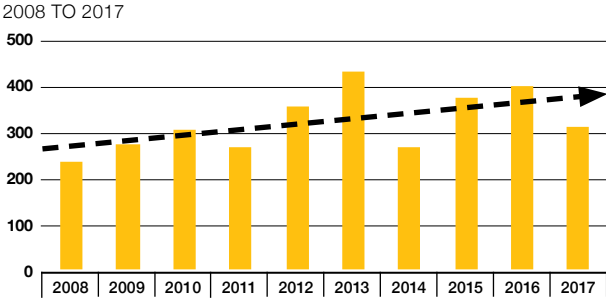
NAPLAN RESULTS COEN YEAR 3 READING MSS



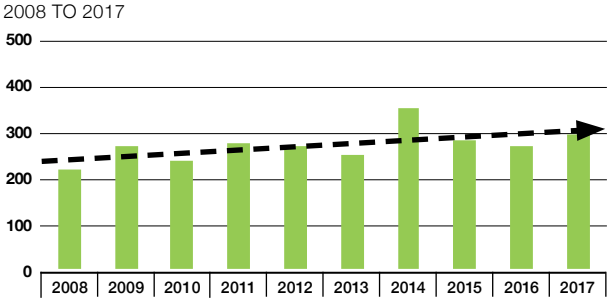
NAPLAN RESULTS HOPE VALE YEAR 3 READING MSS



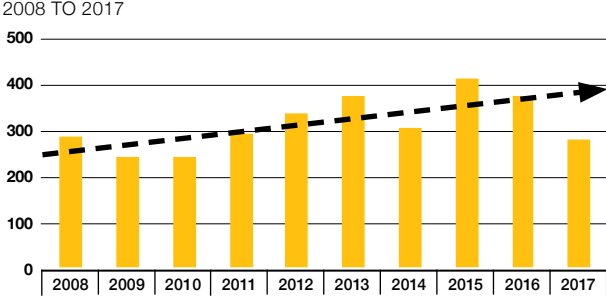
NAPLAN RESULTS COEN YEAR 3 SPELLING MSS



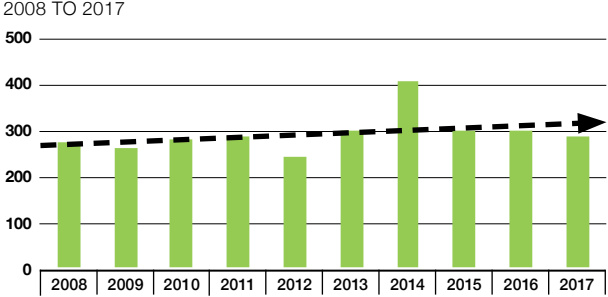
NAPLAN RESULTS HOPE VALE YEAR 3 SPELLING MSS



NAPLAN RESULTS COEN YEAR 3 NUMERACY MSS



NAPLAN RESULTS HOPE VALE YEAR 3 NUMERACY MSS



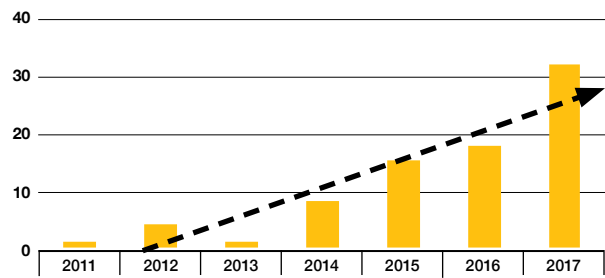
CYAAA students' long-term progress has previously been acknowledged by education expert, Professor John Hattie, who said, "Noel Pearson's 'Good to Great' schools have made appreciable differences to the learning lives of Aboriginal students. Coen... has recorded the highest attendance of remote-based Indigenous Queensland schools. Growth-effect-size data across the CYAAA campuses shows that for Years 3-5, there has been greater than the Australian average growth: 181% greater in reading, 98% greater in writing, and 181% greater in numeracy. This is good news; the program is truly making a difference, but the sobering news is that the students have to make 3+ years growth in a year to catch up."

¹ 'Upper-two bands' counts the number of total test results achieved that are amongst the best in the Nation.

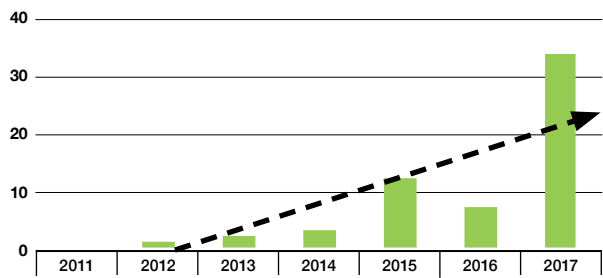
CORE SKILLS IN LITERACY AND NUMERACY ARE IMPROVING

The number of students at grade level in reading and mathematics has improved steadily across both Hope Vale and Coen since 2011. In Coen, 32 out of 55 students (i.e. 58%) are now at or above grade level for reading, and 35 out of 55 students (i.e. 64%) are at or above grade level for mathematics. Similarly positive outcomes have been seen in Hope Vale (see below).

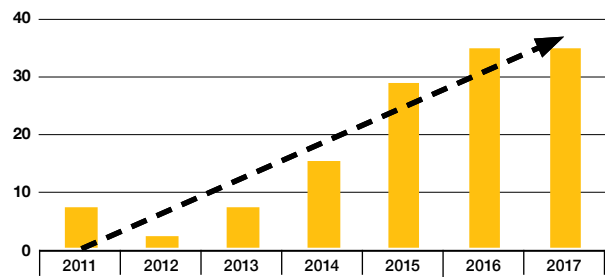
NUMBER OF STUDENTS AT GRADE LEVEL FOR READING, COEN
2011 TO 2017



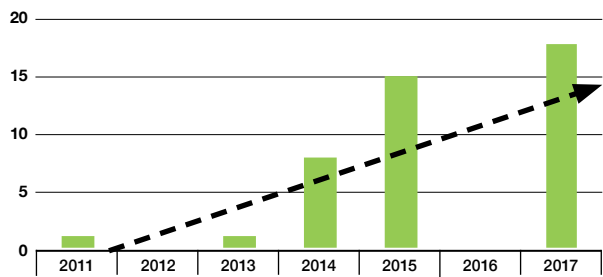
NUMBER OF STUDENTS AT GRADE LEVEL FOR READING, HOPE VALE
2011 TO 2017



NUMBER OF STUDENTS AT GRADE LEVEL FOR MATH, COEN
2011 TO 2017



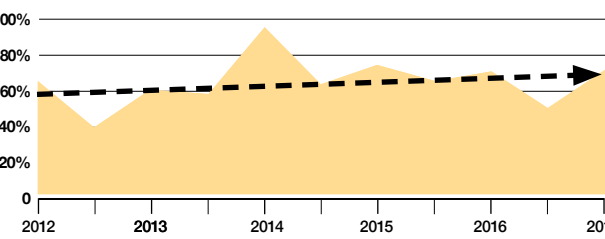
NUMBER OF STUDENTS AT GRADE LEVEL FOR MATH, HOPE VALE
2011 TO 2017



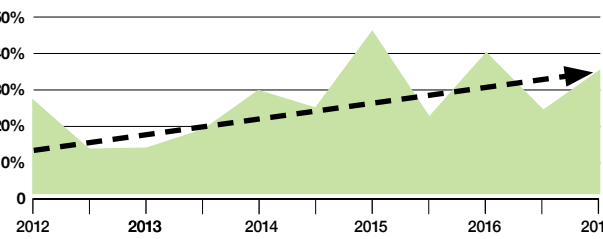
ATTENDANCE IS THE FIRST STEP TO SUCCESS

CYAAA recognises the critical importance of school attendance as the first step to success for Cape York students. In this regard, the School case manages its students, including severe non-attenders. Over time, this has led to general and sustained improvements in overall attendance across Coen and Hope Vale. In Hope Vale, the overall number of 90%+ attenders (as a proportion of the total number of students enrolled) is tracking upwards. In Coen, the trend is also positive, with another surge of 90%+ attenders in 2017 so far.

90%+ ATTENDERS FOR COEN
JANUARY 2012 TO JUNE 2017



90%+ ATTENDERS FOR HOPE VALE
JANUARY 2012 TO JUNE 2017



PARENTS ARE ENGAGED IN AND CONTRIBUTING TO THEIR CHILDREN'S EDUCATION

CYAAA partners with parents and families of school students through Community School Improvement Partnership (CSIP) meetings to review the School's progress, set goals, take action and celebrate achievements. The Schools and parents/families work together to create action plans, which all attendees then work to follow up.

Through regular CSIP meetings, CYAAA encourages parents and families to have a say and engage in their children's education. Our most recent CSIP meetings have resulted in a number of strategies being discussed for improving school readiness and attendance, amongst other things. Strategies have involved ensuring children are calm and settled at home before school, and have also sought to improve the resilience of children who have high needs. Some of the key findings of the inaugural meetings at Coen and Hope Vale are summarised below.

SOME KEY FINDINGS FROM
THE INAUGURAL COEN CSIP MEETING

More children in Coen are starting to read earlier.	Parents are happy with the progress of the students and school.	The school and parents/families are seeking better ways of addressing bullying.
Direct Instruction is effective and working.	Parents can see the progress their children are making.	The school community would like to see a school bus.
Having Elders teach culture at the school is good.	Attendance is good, but we need to strive for 100%.	Strategies for Special Education at the school are to be reviewed.



CSIP meetings enable parents and families to be involved in their children's education, by helping to set the direction of the School.

SOME KEY FINDINGS FROM
THE INAUGURAL HOPE VALE CSIP MEETING

Kids are reading well and maths is getting good results.	Bigger kids are helping younger kids with their learning.	More strategies are needed to help children better transition from Kindy to Prep.
Children who attend are learning and going ahead with their skills.	The Food Club is working well.	Learning is still disrupted by students with ongoing behaviour and attendance issues.
Some additional support for students attending boarding school could be helpful.	Some parents could be more engaged around their children's attendance.	The School will encourage more Indigenous Teacher Aides to support learning.



The first Coen CSIP meeting was held in December 2016, while the first Hope Vale meeting was held in November 2016. Since then, parents and families have come together a number of times to discuss strategies for improving various aspects of the School, including student attendance and outcomes.

Djarragun College is a lighthouse Indigenous school, with a vision of being the leading Indigenous College in Australia for its co-educational cohort of Prep to Year 12 students, including roughly one-fifth boarders. The School caters to students from remote communities across Cape York, the Torres Strait Islands, Yarrabah, Cairns and surrounds.

As part of the Cape York Partnership, the College is driven by the Cape York Agenda. Djarragun supports the Agenda by ensuring that every student achieves their full potential and has the confidence and capacity for hard work, so that they can orbit between their home communities and mainstream society, enjoying the best of both. The College's mantra of 'no student left behind, no student held back' combines with a high expectation that every student will graduate with entry to university, further education or employment. At Djarragun, students always come first: their learning, safety and wellbeing are our core focus.

ENROLMENT AND ATTENDANCE

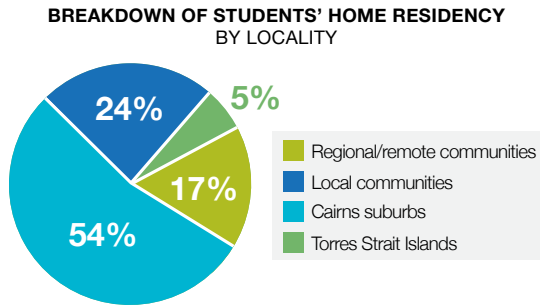
ENROLMENT

314 students were enrolled at Djarragun at the end of June, 99% of whom identify as Indigenous.

23% of our student cohort are boarders and come from a range of locations across Cape York, The Torres Strait Islands, Yarrabah, Cairns and surrounds, and the Northern Territory.

ATTENDANCE

65% average attendance rate during the January–June period, which includes a 76% overall average for primary students and a 61% average for secondary students. This is higher than the average attendance for July–December 2016 (50%).



HOW DOES DJARRAGUN COLLEGE SUPPORT STUDENTS TO SUCCEED?

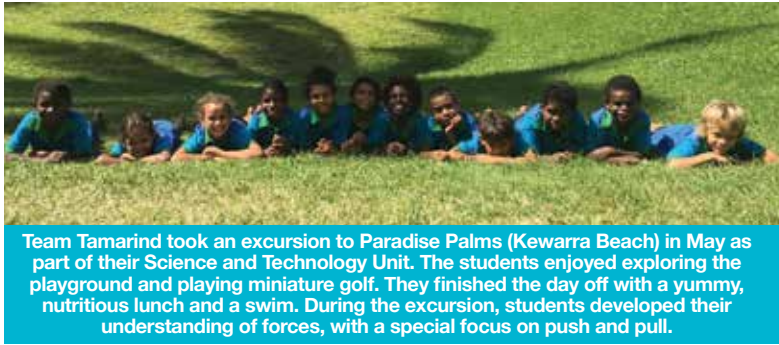
HIGH-QUALITY EDUCATION

Djarragun College caters to three cohorts of students: 1) those who plan to move into further studies (e.g. university); 2) those who are not academically bound, but wish to obtain a Queensland Certificate of Education (QCE) and a trade qualification; 3) those who face significant challenges in terms of their literacy and numeracy, but who with strong support, can move into meaningful employment. Djarragun provides a holistic, high-quality educational experience to all students, which places them, their families, their culture and their futures at the forefront.

HEALTH AND WELLBEING

Djarragun's new onsite medical facility, D Health, is now up and running as of February. D Health hosts case managers, a registered nurse, general practitioners and allied health professionals, which are available to support the health needs of our students and their families. The service includes medical, hearing, vision, psychological, social, learning and behavioural support. In time, D Health will also provide other services, including dental and legal assistance. In most cases, these services will be bulk billed.

Health and education are critically linked; ensuring good health and wellbeing is a crucial step towards achieving educational outcomes. D Health will enable Djarragun to provide a comprehensive support plan that considers the health and learning needs of our students. D Health will also oversee the development of a health and wellbeing education framework, which will be embedded into the College's curriculum.



POSITIVE OUTCOMES AND IMPACTS FOR DJARRAGUN COLLEGE STUDENTS

ATTENDANCE IS THE FIRST STEP TO SUCCESS

Djarragun students and families are regularly reminded that attendance is the first step to success. This semester, particularly outstanding attendance was noted by our highest-attending primary class, Lilly Pilly, which achieved an overall average of 81 per cent attendance. The class got to go on an excursion to Muddies on the Esplanade in March as a reward. The competition was tight, though, with the other classes sitting just behind (Tamarind at 80%, Grevillea at 80% and Tea Tree at 77%). Well done to everyone.



STUDENTS WORK HARD TO IMPROVE ACADEMIC OUTCOMES

Djarragun's boarding students take part in regular meetings of the Homework Club, which brings students together to support their academic growth and performance. Boarding staff are there to help and teachers also attend from time to time in order to support students with their work. During the first half of the year, those attending the Club have made some great gains, particularly in numeracy and mathematics. Mathematics teacher, Mr Kerr, joined the club in June to assist students with mathematical fractions. He noted that two students "caught up completely on [their] classwork, very impressive... It was great to see the participation." One student was excited at their breakthrough: "Sir, I am getting these fractions better now, it's easy." Over the Semester, it has been wonderful to see the group grow, with cautious observers at the beginning becoming active participants towards the end of the period.



DJARRAGUN STUDENT AWARDED PRIME MINISTER'S MEDAL OF EXCELLENCE

Djarragun College student, Sonai Mene, was awarded the Prime Minister's Medal of Excellence in March for a short story she wrote about her Great Grandfather, 'Popeye'. Sonai, who is from Yarrabah, expressed her deep love and respect for her extraordinary 91-year-old Grandfather, who was a member of the Stolen Generations. Sonai's story landed her in the company of only 25 Queensland school students to receive the medal for NAIDOC week. A huge congratulations to Sonai, who was joined by her family members on stage. Her medal was presented to her by Cairns Mayor, Hon. Bob Manning, and Executive Director for NAIDOC, Mr Dylan Williams.



DREAMING BIG AND WORKING HARD

Team Tamarind students explored careers in Term 2 to encourage greater awareness of the nature of work and to help them begin thinking about the kinds of careers they would like to pursue. We asked them what career paths they would like to take; some of their responses are pictured below. By dreaming big and working hard, we know they will get to where they want to be.



STUDENTS STAND UP AGAINST DOMESTIC VIOLENCE: A POWERFUL MINUTE

Djarragun College senior Drama students won second place in the A Powerful Minute competition, organised by the Queensland Police Service, at the beginning of the year. Students wrote and filmed a sixty-second video, which aimed to bring awareness to the topic of domestic and family violence. In particular, the film demonstrated students' views about domestic violence—a topic usually only discussed from the perspective of adults. Djarragun's video came in a close second to the Gordonvale State High School Clontarf Academy, who took out the competition. Second place in the competition meant our students were awarded \$1,250 to spend on IT equipment to further support their studies.



Djarragun's senior Drama students won second place in the A Powerful Minute competition, which encouraged students to bring awareness to the topic of domestic and family violence.



Djarragun's annual Leadership Assembly was held in March, where our School Leaders were presented with their official badges and certificates.



The Secondary Athletics Carnival was held in June, while the Primary Carnival took place in May.



Original artworks, created by Miss Sandy's Trades and Culture Visual Arts Class.



Well done to all of our cross-country winners.



Students in Team Tamarind used Kinex Kits in Miss Nikki's class in June to make simple machines that could be pushed or pulled.



Team Tea Tree finished off their design unit by sewing beautiful bags.



Year 10 students had an excursion to Central Queensland University in June to explore further education courses in the field of health.



Students recently enjoyed a performance by the Australian Chamber Orchestra in the School's recently refurbished auditorium.



As part of the School's Life Skills Program, Djarragun's Boarding students enjoy weekly presentations by guest speakers from different walks of life. In May, one of the guests was Donna Corrie, a successful business owner. Donna spoke to the students about her journey and the trials and tribulations she endured on the way to success. As her business focuses on department, grooming and presentation, she also spoke about the importance of good grooming, etiquette, presentation and showing yourself in the best possible light.



Boarding students also take part in cultural dancing and music as a means of maintaining connection with their own cultures, and learning about other cultural practices. Djarragun staff member, Colin Costello, stated that the students "...told me that it reminds them of home. They said they felt strong when they dance."



Djarragun held its annual Anzac Day memorial service in April. Our School Captains addressed their fellow students and wreaths were laid by Primary and Secondary students.



Certificate II Health Support students visited the Gurriny Yealamucka Indigenous-controlled Health Service in Yarrabah in March. Students learned about the opportunities a career in healthcare could offer them and also had the opportunity to engage with and observe doctors, nurses and other health workers as they went about their roles.



Miah Martin, Zephy Martin and Pryce Baragud represented the School at the Athletics North Queensland Student Games Championships in Townsville on 16–17 June. The boys did the School proud, bringing home a gold and silver for the 100m and 200m respectively (Zephy), a bronze for the 200m (Miah) and a silver for shot put and bronze for discus (Pryce). An amazing effort.



Congratulations to the winners of the Book Fair Colouring in Competition in May.

Teenage pregnancy is one of the most common reasons for Cape York girls dropping out of school. Through yarning circles and community consultations, Cape York women asked for a place for girls to finish their schooling, to gain work skills and qualifications, and to grow themselves and their children as our future Indigenous leaders.

The Cape York Girl Academy ensures every Indigenous girl can complete their education. It is Australia's first boarding school designed for young mothers and their babies. Mothers and babies live together and learn together, supported by caring staff and surrounded by friends and visiting family.

The Girl Academy's mission is to nurture and support effective and confident mothers, happy and confident children, and provide young Indigenous women with opportunities for growth and success in every aspect of their lives.

ENROLMENT AND ATTENDANCE

TOTAL STUDENTS

31 students have enrolled at the Girl Academy at some point between January–June. At the end of Term 2, **13** students were enrolled. Girl Academy students come from a range of locations, including Hope Vale, Yarrabah, Kowanyama, Ramininging, Doomadgee, Cairns, Stradbroke Island, Tiwi Islands, Angurur, Mareeba and Mabuiag Island.

ATTENDANCE HISTORIES

16% of our 31 enrolled students did not attend school at all during the 12 months prior to coming to the Girl Academy. Most remaining students also had relatively poor attendance histories.

CURRENT ATTENDANCE

Over Terms 1 and 2, our students have achieved an average **77%** attendance rate.¹ Five students attended 100% of the time. For most of our students, this is a significant move towards re-engaging with school after prolonged periods of chronic disengagement.

HOW DOES THE GIRL ACADEMY SUPPORT STUDENTS AND THEIR CHILDREN TO LEARN AND GROW?

INTENSIVE LEARNING ENVIRONMENT

All students are undertaking individual, tailored learning plans based on approved Queensland Curriculum and Assessment Authority (QCAA) syllabi and the Australian Curriculum. This includes subjects in English, Maths, the Arts, Home Economics, HPE, Business and Humanities. All subjects are delivered on site by dedicated Teachers and Teacher Aides. Vocational courses are offered through external providers and include Hospitality and Education. Students are, depending on their aptitude and aspirations, working towards either a Queensland Certificate of Education or a Queensland Certificate of Individual Achievement.

MULTIDISCIPLINARY HEALTH AND WELLBEING SUPPORT FOR MUMS AND BABIES

Students and their babies participate in a multidisciplinary health and wellbeing support programme to ensure they are happy, healthy and ready to learn. Between January–June, students and bubs participated in: Wuchopperen's Growing Healthy Babies and Growing Healthy Toddlers workshops, weekly playgroups at Goobidi in Mossman, Apunipima's Living Strong program and Ear Health with Patricia Taylor (Education Queensland). The Girl Academy also hosted Sylvia Green of Queensland Health, who worked with students to improve their understanding of nutrition, diet and exercise. The Girls have been putting this theory into practice to achieve their personal health goals.

SAFE AND SECURE BOARDING

Students and their children live on campus in safe and secure boarding accommodation, supported 24 hours-a-day by our Boarding Coordinator and staff. Our Boarding staff organise activities for the girls outside of class time. Between January–June, students enjoyed: time at the movies, visits to the Cairns markets, excursions to Mareeba, Mossman, Port Douglas and Kuranda, swimming at local water holes and lakes, fishing, trampolining, shopping, basketball, careers markets, laser tag and Mabo Day celebrations.



Girl Academy class, semester one 2017.



Students and children attend regular playgroups at Mossman to socialise with other children and learn through play.

¹ Some of our students take leave for short periods of time in order to attend cultural events in their home communities.

POSITIVE OUTCOMES AND IMPACTS OF THE GIRL ACADEMY ON STUDENTS AND THEIR CHILDREN

COMMITMENT TO SCHOOLWORK LEADS TO IMPROVEMENT IN CORE SKILLS

After collating students' academic data in June, Girl Academy Principal, Leanne Fox, found that results were improving across the board. "This data clearly shows that all of our girls are progressing well at [Girl Academy], with some of the girls improving up to two years over this past semester." These are fantastic results; all students should be very proud. By re-engaging with school and making a commitment to complete their education, Girl Academy students are making great strides. "Our data also shows that most of our girls are attending school every day—this makes a huge difference to their education."



GIRL ACADEMY STUDENTS ARE BUILDING CONFIDENCE IN THEIR STUDIES, AND WITHIN THEMSELVES

During Term 1, students explored drawing in their Art classes using different media, including pastel, pencil and charcoal. At the outset, students were excited and positive about participating but as the Term carried on, students really started to grow their confidence. Student, Tamey Genai, explained, "...as the weeks went by, I realise[d] that we are now all taking risks and developing more courage and appreciation of our artwork. [Girl Academy] girls have become far more interested and focused while drawing and more confident with our achievements." This transformation does not only occur in Art class—we see students and their children building their confidence and courage across all aspects of the Girl Academy as they learn new things, build new friendships and set themselves up for bright futures ahead.

BUILDING PRACTICAL LIFE SKILLS THROUGH COMMITMENT AND DEDICATION

Sharleannah worked extremely hard to pass her written road rules test at the start of the year. Now, with her L plates firmly fitted, she can work towards eventually getting her driver's licence. She has also been working hard over the past twelve months towards her Certificate II in Hospitality. Sharleannah has now completed her Cert II—a fantastic achievement that gives her indispensable practical skills for the future. Well done!



HARD WORK LEADS TO AMAZING RESULTS

Girl Academy student, Jamie-Lee, received a Women in Navy Technical Trades Camp Certificate of Achievement in April after attending the Defence Force Work Experience Camp. Following her outstanding performance at the Camp, Jamie was invited to apply to join the Navy. Jamie even made it on to the local news; she was filmed fixing engines in the naval workshop in Cairns. "We had to pull the engine apart and rebuilt it to see if it was going to work. It did work and it was such great fun!"





Students enjoy relaxation time in the winter sun during non-school periods.



Students also enjoyed an excursion to Cooktown in May, where they learned about local history.



Students visited the Ngurru Art Gallery in Port Douglas in late March. There, they saw a range of Indigenous artworks and spoke to the owner about how they might sell their own paintings. Student, Jamie-Lee explained, "One painting that I particularly liked was of a swimming hole from an aerial view.... After seeing the artwork.... I am keen to attempt my first painting on a canvas or linen."



Students travelled to Mossman for some lazer tag fun in April—part of Youth Week celebrations.



The Defence Force presented to Girl Academy students, giving them an overview of potential options for future careers.



Students took a Humanities and Social Science excursion to the Daintree National Park in Term 2, where they did field sketching.



Students, Rosleen, Jamie, Karlissa and Peah, help to prepare dinner. All Girl Academy students spend an hour each afternoon helping to prepare night-time meals—a fantastic way to build essential life skills in cooking and nutrition.



Students have been exploring different drawing techniques and have learned to create different shades and tones using pencil and other media such as pastel and charcoal. In some of their most recent works, students focused on drawing themselves alongside images of their totems.



employment and economic development

The right of Indigenous people to build a real economy is central to our work: true empowerment fosters confident economic development.

We believe Indigenous Australia must become integrated into the national and global economies. Culture, language and connection to country should not be

traded off.

Indigenous communities on Cape York can have a viable future as small towns and cultural hearths. Success in employment and economic development must involve increasing our success in land reform, education and orbiting.

Cape York Employment (CYE) is the Community Development Programme (CDP) contractor in Aurukun and Coen (Region 60). We seek to move people from welfare dependency to employment by providing meaningful training and wellbeing support for jobseekers. We build strong links with local and distant employers in order to identify job opportunities for our jobseekers and work closely with employers to transition jobseekers into employment.

CYE recognises the limited opportunities currently within the Cape York economy and also seeks work readiness and employment in areas beyond Cape York by encouraging jobseekers to orbit into employment beyond their communities.

OUR JOBSEEKERS AND STAFF

Community members who receive welfare are required, as a condition of their welfare payments, to build their work skills and readiness by visiting CYE.

Men and women who engage with CYE are supported to build the capabilities they need to move away from passive welfare dependency and take hold of their futures.

TOTAL JOBSEEKERS

461 jobseekers made up CYE's caseload at the end of June. Of these, 421 (91%) were 'commenced', 31 (7%) 'suspended' and 9 (2%) 'pending'.

Cape York Employment's jobseekers are from Aurukun, Coen, Port Stewart and other immediately surrounding remote communities.

TOTAL CYE STAFF

30 staff members were employed with CYE at the end of June, 57% per cent of whom were Indigenous.

As a matter of principal, CYE attempts to employ as many local staff as possible. At the end of June, 21 (70%) of the 30 staff were based in either Aurukun or Coen.

HOW DOES CYE HELP JOBSEEKERS TO BUILD WORK CAPABILITIES AND FIND JOBS?

JOBSEEKER CAPABILITY BUILDING THROUGH WORK-FOR-THE-DOLE ACTIVITIES

Of the 461 jobseekers on CYE's caseload, 396 (86%) are required to participate in work-for-the-dole activities. By the end of June, **96** per cent of these individuals were placed in an activity to build their work capabilities.

CYE is committed to providing jobseekers with meaningful work-for-the-dole activities that enable them to build useful and transferrable work skills. CYE's approach is not about keeping jobseekers 'busy'—it is about up-skilling and building jobseekers' capabilities so they can move away from welfare dependency and into employment.

CYE's work-for-the-dole activities include, for example: training qualifications, which are linked to real-life job opportunities (not just 'training for training's sake') (e.g. Licencing and Small Motor Maintenance and The Block activities); work experience placements, which build jobseekers' familiarity with work routines and provide on-the-job experience and training (e.g. the Our Community and Aurukun Community Care activities); community projects and job-ready workshops that build jobseekers' confidence, wellbeing, job-specific skills and routines (e.g. the Good Day Every Day, Active Communities, Better Gardens, Busy Hands, Book Club and Our Kitchen Rules activities). Numeracy and literacy skills development is embedded in all of our jobseeker activities.

EMPLOYER PARTNERSHIPS AND JOB PLACEMENTS

478 jobseekers had been placed into employment by the end of June. These jobseekers were placed with a range of CYE's partner employers. CYE's efforts have resulted in jobseekers finding and staying in employment—some for the first time in their lives. However, like other CDP providers, many of CYE's jobseekers also frequently move in and out of employment as they adjust to working life. To date, 107 (22%) of these 478 jobseekers have remained in their positions for 26 weeks or more.

ONGOING JOBSEEKER SUPPORT

Jobseekers receive ongoing support and advice from the CYE team, including through regular appointments. On average, 55 per cent of jobseekers attended their appointments during June.



The CYE Book Club activity began in April in Aurukun and June in Coen as a means of encouraging participants to improve literacy by exploring different texts. Group discussions around the meanings of different words and phrases were excellent.



The Our Kitchen Rules initiative encourages jobseekers to explore different foods, while building their confidence, wellbeing and providing experience cooking in a commercial service setting. In April, Aurukun participants cooked a feast for the early Easter Stakeholders Meeting, preparing curried mince, coconut chicken curry, shepherd's pie, garden salad, hot-cross buns and Easter eggs. The community was impressed by the food and service.



Jobseekers were out and about in March, cleaning up limbs pruned from trees.



The CYE team came together in Aurukun in March to welcome new members and discuss new opportunities to assist jobseekers across the region.



Kyle Williams is CYE's Compliance, Engagement and Administration Officer. He supports compliance and performance tasks as well as regularly traveling to Aurukun to help our ground staff with appointments and updates.

"Be job ready and up skill where possible... Be confident about employment, have a go when the best opportunities are available."



Jobseekers putting in the hard yards at the Aurukun Community Garden in March.



CYE helped to celebrate the wonderful women of Coen for International Women's Day in March.



Congratulations to Vicki Yunkaporta for completing her Defence Youth Safety Level 1 Training Package in March.



Five of our Coen jobseekers are enjoying their roles as Teacher Aides at the Cape York Academy. CYE is making sure they have all the support they need to gain ongoing employment at the School.



Noel caught up with Aurukun jobseekers, including Clifford Woolla, during a trip in January. Clifford is a star participant, working in the market garden.



CYE jobseekers helped to improve the grounds at the local hospital staff accommodation in March, mowing the lawn, trimming and cutting branches, pulling vines, fixing machines and cleaning. They worked through the heat to clear a path for the nurses to feel safe walking from their accommodation.



The Aurukun Better Gardens team built this feature from the Mulberry trees in the local community garden in March. The team has been taking care of the Garden, growing produce and also continuing work at the Training and Arts Centre.



The Better Gardens crew at Coen were busy improving the grounds at the local cemetery in March. The team is also working to restore some of the crosses.



Participants in the Busy Hands program have been creating new artworks to be displayed at local Arts Centres. From here, it is hoped they can be sold and displayed around Australia.



Participants Katarna Creek and Natasha Spratt washing skirts and drilling seeds in preparation for the Laura Aboriginal Dance Festival in June.



The Coen Busy Hands women were busily sewing clothes in March.

POSITIVE OUTCOMES AND IMPACTS OF CYE

CYE=

✓ wellbeing and confidence

✓ work-related skills and readiness

✓ ability to obtain and remain in employment

JOBSEEKERS ARE BUILDING WORK READINESS

At CYE, our jobseekers are supported to build the skills they need to ensure they are ready for work. This includes practical skills like driving. Congratulations to all of our jobseekers who went for and obtained their drivers licenses in March. Overall, 106 products were issued to Aurukun residents, including written tests for learner licenses, practical tests for manual provisional licenses, adult proof-of-age cards, renewals and log-book exemptions. Well done to everybody who came along and achieved their goals.



LEFT: Emily Pootchemunka sat her practical drivers test in March. RIGHT: Delys and Bridget Yunkaporta are two of many who obtained their Learners Licenses in March. Both Delys and Bridget have recently commenced employment at Aurukun State School as Student Attendance Officers, encouraging and supporting families to take their children to school. This step towards their open drivers licenses will help support them in their employment.

LEARNING NEW WORK-RELATED SKILLS

A key focus at CYE is ensuring jobseekers build work-related skills over time, so that they are prepared to take up job opportunities as they arise. In April, the Coen Team, led by Supervisor Amos Hobson, participated in a range of activities in the Solwata Club in Cairns. They learned new skills in fibreglassing and also visited a hydroponics set up: skills and ideas they can take back to Coen to guide their own careers.

Jobseekers are also supported to get formal qualifications they need for work. Jerome recently completed his White Card training online. This course is mandatory for anyone working in the construction industry and is a fantastic way to improve his prospects for employment. Well done, Jerome.



Coen jobseekers visited Cairns to build their work-related skills in April.



Jerome completed his White Card training in May.

THINKING ABOUT EMPLOYMENT OPPORTUNITIES

In May, Aurukun jobseekers attended Rio Tinto's Amrun Recruitment Roadshow to hear about job opportunities there. The enVizion Group also travelled to Aurukun in May to guide jobseekers through career and training information, relayed by industry professionals. Jobseekers were introduced to software that measured their capabilities and strengths, and helped them identify the types of education, training and employment pathways that would be most suitable. These kinds of workshops assist jobseekers to think about employment opportunities they would like to take up, as well as what they need to do to achieve their goals: important steps in the journey to employment.



Employment workshops help jobseekers start thinking about employment opportunities, and what skills they need to reach their employment goals.

JOBSEEKERS ARE MOVING INTO EMPLOYMENT

478 jobseekers placed so far **157** remained in their jobs 13 weeks later **107** have remained in their jobs for over 26 weeks

Edward Pootchemunka became a member of the CYE Aurukun team in May, taking on a role as Cleaner and Storage Officer. Edward is punctual and does an exceptional job in maintaining the CYE Office, Training Centre and Men's Shed. Edward receives positive responses from his Manager and from other participants in the Community.



Edward Pootchemunka has now joined the CYE team.

Derek Coconut started employment as a Grounds Person at the Aurukun State School in January and is already doing great work. He is pictured here with Craig Smith, his Supervisor (and Health and Safety Officer). Principal of the School, Mike Ennis, commented that Derek is "...doing an amazing job and is the right-hand man to the Health and Safety Officer". Keep up the good work, Derek.



Derek Coconut is now working at the Aurukun State School.

Congratulations to our newest jobseekers who have now commenced as Student Attendance Officers and Student Attendance Supervisors. Getting our kids to school on time and ready to learn is a very important job; we wish you all the best in your new roles.



CYE jobseekers have now commenced as Student Attendance Officers and Supervisors—incredibly important roles.

Kim Pamtoonda found the motivation and determination within himself to continue looking for employment and, after sticking with the plan, has now ended up finding a job with Apunipima Cape York Health Council as a Groundsman in Aurukun. It's great to see Kim now has the job he had hoped for.



Kim Pamtoonda is now working with Apunipima.



Elvis Bowenda is committed to being a full-time concreter.

Elvis Bowenda is a great example of hard work and dedication—he has been working on and off with Strategic Builders since the end of January and has shown continued determination to reach his goals of being a full-time contractor, despite challenges in his personal life. Elvis has gained work experience in labouring and construction as well as virtual reality experience in five work/life themes: mining, agriculture, health, aquaponics and construction. He does it all with a smile on his face. Well done Elvis; we look forward to helping you fulfil your dream of becoming a full-time concreter.

JOBSEEKERS ARE MOVING INTO EMPLOYMENT (CONTINUED)

Congratulations to Chelsea Peemuggina, who recently commenced work with the Aurukun Shire Council. Chelsea is working as an Administration Officer and is already settling in well and enjoying learning new skills. Her supervisor says she is "...showing initiative and asking for things to do." Great work, Chelsea.



Chelsea is working for the Aurukun Shire Council.

Barry Ngakyumkwokka is a former CYE jobseeker from the CYE Youth Engagement program. He now works in a full-time role at the Pikkuws Pizza and Pitztop restaurant. Barry says he feels better about having work now and is doing a great job at his role.



Barry is working full-time at a local restaurant.

ONCE EMPLOYED, JOBSEEKERS ARE EXCELLING IN THEIR ROLES

Colin Peemuggina has now taken the next step in building the skills he needs for a carpentry career by signing up to a Carpentry Apprenticeship with Strategic Builders. Colin began working for Strategic Builders after transferring across from CYE. Due to his enthusiasm and dedication to the job, he was chosen to undertake the four-year, Cert III qualification with Employment Community Apprenticeships Australia. This is a great achievement.



Colin Peemuggina has now signed up to an Apprenticeship.



Clinton Yunkaporta is thoroughly enjoying his job and learning new skills.

Clinton Yunkaporta began working with the Aurukun O-Hub over six months ago. He is currently employed as a full-time Junior Consultant with MPower. "...I really love my job at the Aurukun O-Hub and what I do there as well." Since he began work, he has gone from strength to strength. "I did not know that I was capable of doing this and anything life throws at me, plus [I] also gained some new skills." Clinton also has strong plans for the future: "I like to learn more about the things we do inside the O-Hub and become better at it... I like challenges, it gives me the confidence and determination on what I will become and do in the future as well... I would love to run the MPower one day." Clinton is a valued employee and a great community role model.



Angus has been promoted to Supervisor.

Congratulations to Angus Kerindun, who is our newly promoted Participation Supervisor of 'The Block' activity in Aurukun. Angus loves working with his countrymen and CYE staff, and it shows. He does a fantastic job supervising activities, assisting our jobseekers and ensuring all maintenance equipment is up to date. His biggest passion is helping jobseekers get into full-time employment and he has some great advice to share: "Keep attending activities, work safely, work together and be the best you can be in what you do."

Cape York Enterprises creates Indigenous-owned and controlled enterprises of scale in order to deliver economic development and employment outcomes for Cape York people. We undertake three primary activities:

1. Originate, develop and grow portfolio businesses that are at least initially wholly owned by Cape York Partnership and that pursue our economic objectives, namely: i) 100% Indigenous ownership; ii) minimum 75% Indigenous employment; iii) achieve an acceptable return on capital; iv) establish commercial relationships with Traditional Owners.
2. Incubate Indigenous businesses owned by third parties.
3. Provide corporate advisory services to other Indigenous organisations.

OUR PEOPLE

Cape York Enterprises' strategy is to provide the support needed to help Indigenous businesses grow opportunities for Indigenous employment and economic participation. To this end, Cape York Enterprises employs two non-Indigenous staff who work to support and nurture Indigenous-owned and led businesses. We also receive support from long-term secondees through Jawun's secondment programme.

Across its three portfolio businesses, Cape York Enterprises support 80 Indigenous jobs.

Across its three portfolio
businesses, Cape York
Enterprises supports
80 Indigenous jobs.

HOW DOES CAPE YORK ENTERPRISES BUILD ECONOMIC DEVELOPMENT OPPORTUNITIES ON CAPE YORK?

INDIGENOUS PORTFOLIO BUSINESSES

To date, Cape York Enterprises has established and operates three Indigenous portfolio businesses: Cape York Timber, Cape York Employment and Bama Services (these businesses are reported against separately in later sections of this Report). Cape York Enterprises also continues to consider opportunities for additional portfolio businesses that can generate further economic opportunities for Cape York's Indigenous peoples including in the primary- and secondary-production, tourism, environmental, private-infrastructure and contracting industries. It is Cape York Enterprises' thesis that, in the same manner that Indigenous employees are demonstrably more likely to be employed by Indigenous businesses, Indigenous businesses are also more likely to succeed in Indigenous-led and controlled industries.

CORPORATE ADVICE TO INDIGENOUS BUSINESSES

Cape York Enterprises provides corporate advisory services to Indigenous organisations in an effort to assist them to function and operate with strong internal processes and governance.

INDIGENOUS INCUBATORY BUSINESSES

Cape York Enterprises continues to work collaboratively with fellow not-for-profit, Many Rivers, to provide practical business support to start-up businesses. We draw on our professional services network, internal corporate functions and also assist new Indigenous businesses to source various forms of capital.



Cape York Enterprises attended the Australasian Social Business Forum in Melbourne in April. We hosted a stall to raise awareness of the work we and those we support are doing to improve Indigenous economic participation. The team also had the opportunity to hear and learn from inspirational speakers, including Professor Muhammad Yunus—founder of the Grameen Bank—so that we can take these lessons back to bolster our work on the Cape.

OUTCOMES AND IMPACTS OF CAPE YORK ENTERPRISES' WORK



SUPPORTING INDIGENOUS EMPLOYMENT AND ENTERPRISE THROUGH INVESTMENT IN PORTFOLIO BUSINESSES

Through its three portfolio businesses, Cape York Enterprises helps to create and fill Indigenous jobs, and supports existing Indigenous employees to maintain employment and progress in their careers. At the end of June, 80 Indigenous people were employed across Cape York Enterprises' businesses.

A significant part of Cape York Enterprises' role is also to provide leadership and support around key business principles, as well as encourage leaders within each of the enterprises to learn, grow and assume increased responsibility for business operations. So far, we have seen and celebrated some great successes. For instance, Bama Services was recently nominated for the Cairns Business Excellence Awards, which will be presented in July. The Awards recognise businesses and business people who achieve excellence in their field. Bama Services has, over the last four years, grown its revenue by more than 500% and is now actively engaged in major building and civil construction projects. Cape York Timber has also recently celebrated being in a net-debt-free position and is now in a place where it can continue to grow and thrive, thereby creating more opportunities for Indigenous employment in the future. Cape York Employment has also gone from strength to strength, and is continuing to encourage jobseekers living in and around Aurukun and Coen into jobs, some for the first times in their lives.

Cape York Enterprises also supports further Indigenous jobs through its provision of incubatory and advisory support to Indigenous businesses. Through improved employment opportunities, individuals and whole communities experience economic and social multiplier effects. To this end, Cape York Enterprises will continue its work to ensure the ongoing success of its portfolio businesses into the future.



Some of the many Indigenous staff that are employed in Cape York Enterprises' portfolio business, Cape York Employment (from left to right, Adelaide Toikalkin, Joyleen Kepple and Lucretia Creek). These staff are doing excellent work on the ground, encouraging jobseekers into employment.



Cape York Timber's first haul from Lama Lama Land earlier in the year. Cape York Timber is now in a net-debt-free position and ready to grow.

Bama Services is a leading Indigenous building and landscaping business, successfully delivering projects across Queensland. Our mission is to give Indigenous people the capability to participate in the real economy, thereby empowering them to be active agents in their own development. At Bama Services, we:

- employ motivated, fit young Indigenous people with an interest in attaining or completing a trade qualification in landscaping, building, or civil construction
- support and assist employees to complete their relevant trade qualifications
- employ an administration and support team, comprising mainly of Indigenous men and women from Cape York
- offer a multidisciplinary Support and Wellbeing Programme for our employees as a means of assisting them to reach their personal and professional goals.

OUR PEOPLE

57 staff are currently employed by Bama Services, of which **40 (70%)** identify as Aboriginal and/or Torres Strait Islander.

16 (40%) of our Indigenous staff had been employed with us for more than 12 months by the end of June; **5 (13%)** have been employed with us for over six months.

Since it was established in 2010, Bama Services has employed and supported over **169** Indigenous employees.

HOW DOES BAMA SERVICES ASSIST EMPLOYEES TO BUILD BRIGHT FUTURES?

BUILDING GREAT PROJECTS

Bama Services has completed hundreds of large- and small-scale projects. Our capacity includes landscaping, facilities maintenance, construction, civil works, and specialised jobs.

Between January–June, Bama Services has continued to increase its competitiveness in the local and greater Queensland markets. For example, we are undertaking a number of significant projects, including: a landscaping project on Horn and Badu Islands; subdivision of land in Aurukun; a large-scale housing refurbishment in Kowanyama and Aurukun. We have also completed upgrade works at the Coen Cape York Academy campus, roadworks at the Djarragun College Wilderness Centre, Yarraden dam construction and two tenancy fitout works for Lend Lease at Cairns Central shopping centre.

By ensuring our commercial success, we can continue to employ and support an increasing number of Indigenous men and women, as well as give them top-quality work experience to assist them in their future careers.

EMPLOYEE CAREER DEVELOPMENT, EDUCATION AND TRAINING

Certificate III apprenticeships and Certificate IV qualifications are offered through our Career Development, Education and Training Programme to individuals who are committed to building a career with Bama Services. We assist employees to develop career plans and identify learning and development opportunities.

In 2014, the majority of our staff had not completed minimum standard Cert III qualifications. Now, three years later, all of our full-time staff have attained or are in the process of attaining these qualifications.

During January–June, two staff members were enrolled in a Certificate III in Parks & Gardens, two were undertaking a Certificate III in Carpentry, and one was undertaking a Certificate IV in Leadership and Management.

REWARD AND RECOGNITION

As a way of acknowledging excellence at Bama Services, we host quarterly Pride Awards. To win, employees must display excellence in areas of Pride of Person, Pride of Plant and Pride of Place.

The January–June Pride Award winners were Tyrone Corp, Les Davis, Nathan Vanderpluym and Dave Minniecon. Congratulations to these high-achieving staff.

We also give two annual awards, which will be announced at the end of the year.



Some of our outstanding Bama employees accepting their Pride Awards. Congratulations to all of our Pride Award winners.

MULTIDISCIPLINARY HEALTH AND WELLBEING SUPPORT

Some of our employees have grown up in circumstances of disadvantage and, as a result, experience barriers to successful employment. Bama Services provides a comprehensive support system to help all staff to thrive and realise their personal and professional potential.

The Support and Wellbeing Programme (SWP) is led by the SWP team. All staff members who participate are offered individual case management in the areas of health, wellbeing, housing, financial management, legal issues, family relationships, employment issues, career development, education and training. When issues are identified, participants are offered access to external multidisciplinary service providers.

In addition, group education sessions are offered on a weekly basis. Some of our standout activities during the January–June period have included training on communication skills and cross-cultural awareness workshops.

In addition, we are continuing to up-skill our internal mentors by partnering with the Cape York Leaders Program. This partnership has been instrumental in providing leadership and mentoring training to select members of our staff. These mentors provide workplace support to new staff as part of a Workplace Buddy Programme.



Our employees come together weekly as a group to participate in education sessions, which seek to promote their overall health, wellbeing and happiness. They also help staff to build vital skills and are good fun.



Bama is working on a large-scale landscape construction project on Horn and Badu Islands in the Torres Strait.



Bama Services won the Construction Skills Queensland Employer Commitment to Training Excellence Award in late 2016 for its 'outstanding commitment to workforce development' and 'philosophy, which incorporates creativity and innovation into the design, development and delivery of training'. Well done to our team.



Bama has made good headway on a house refurbishment project in Kowanyama for the Department of Health. Bama has undertaken a variety of works to improve house interiors (e.g. refit bathrooms) and exteriors (e.g. railings and screens).



Work continues on Bama's subdivision project in Aurukun.

POSITIVE OUTCOMES AND IMPACTS OF BAMA SERVICES

HOW DOES BAMA SERVICES CAUSE POSITIVE CHANGE?



BAMA STAFF ARE SEIZING OPPORTUNITIES TO LEARN AND GROW

Outstanding Bama Services employee, Ashley Pearson, was featured in the April/May issue of Master Builder Magazine. Ashley started working at Bama Services in 2014. "I started in the garden maintenance division and transferred over to the building and construction team so I could become a qualified carpenter. I'm truly grateful for that opportunity." In the article, Ashley explained that he found the transition into the construction industry challenging, but thrived with the support of the Bama team: "... over time, with the support of my colleagues on both a personal and professional level I gained more confidence, and now I enjoy work a lot more." Ashley went on to state, "Your workmates become your family during those [difficult] times, and the guys I work with make that easy, so I feel comfortable." Ashley was a finalist for the Construction Skilling Queensland Awards twice (2015 and 2016) and is going from strength to strength at Bama; we look forward to watching him continue to learn and grow with us.



Ashley Pearson is an outstanding Bama Services employee and has now been with us for three years.



John and Tyrone outside the Bama Office after collecting their new suits for the awards night.

WHAT'S THE BEST THING ABOUT WORKING AT BAMA?

"I like the camaraderie of working with the guys."

—Tyrone Corp, Landscape Garden Maintenance Crew

"I like working with the boys and I take pride in giving back to the community."

—John Nicholson, Landscape Garden Maintenance Crew

Both John and Tyrone are exemplary workers and future leaders of Bama Services. They were recently rewarded for their efforts in the workplace by representing Bama at the Cairns Business Commerce awards.

cape york timber



Established in 2013, Cape York Timber (CYT) is an Indigenous business that produces high-quality sustainable Australian hardwood and provides Indigenous employment and training. CYT's key goals are to build:

- a sustainable and profitable Indigenous-owned and controlled business
- a workforce that comprises at least 75 per cent Indigenous people
- a new Indigenous-led and controlled industry on Cape York that enables Traditional Owners (TOs) to productively utilise the natural forestry assets on their land.

CYT sustainably and selectively harvests hardwood from Indigenous-owned land across Cape York and operates a commercial timber mill in Cooktown. CYT is the only commercial-scale hardwood sawmill in Far North Queensland and is the only Indigenous-owned timber business in the whole state. We operate under a sustainable harvesting methodology, guided by best practice. CYT sells finished, high-quality timber products into the Queensland building market, primarily architectural timber for residential construction.

OUR EMPLOYEES

10 staff are currently employed by CYT, of which 7 (70%) identify as Aboriginal and/or Torres Strait Islander. All seven of our Indigenous staff members are from Cape York.

HOW DOES CYT BUILD ECONOMIC DEVELOPMENT OPPORTUNITIES FOR CAPE YORK?

SOURCING HIGH-QUALITY TIMBER

CYT works with TOs to reach harvesting agreements that are mutually beneficial. In this regard, CYT creates economic development opportunities for Cape York's Aboriginal people.

Since it began its operations, CYT has paid substantial timber royalties to Aboriginal Land Trusts for access to high-quality, sustainable timber, thereby generating a new income stream for land trusts, some of which have very few other income streams. Where possible, CYT also encourages and promotes timber-harvesting opportunities for TOs.

Cape York is home to a vast quantity of durable, aesthetic and merchantable timber species. The uniqueness of these timber species is an opportunity to develop a Cape York-specific timber brand. However to do this, CYT needs to first develop awareness and make these species available to the timber market.

CAPE YORK TIMBER DIVERSIFIES ITS PRODUCT

The first bag of CYT-branded mulch was produced from woodchips generated by the CYT Cooktown Mill in June. The product is now stocked in Cairns hardware stores.

By diversifying its product, CYT is able to turn the Mill's waste into another saleable product and thereby, continue to increase its support for Indigenous jobs and economic engagement over the long term. Look out for the mulch in your local hardware store.



EMPLOYEE CAREER DEVELOPMENT, EDUCATION AND TRAINING

Many of CYT's staff members have had difficult backgrounds, including long periods of unemployment and/or other life challenges. To this end, CYT provides multidisciplinary support for its staff in order to improve employee wellbeing, performance and retention.

Although none of CYT's staff had previous experience in the timber industry, many now hold key operational positions and have gained work experience at some of the industry's leading facilities.



POSITIVE OUTCOMES AND IMPACTS OF CYT



IMPROVING INDIGENOUS EMPLOYMENT OUTCOMES

CYT is one of very few Indigenous-owned production businesses on Cape York that provides employment opportunities for Indigenous workers. At the end of June, CYT boasted **10** staff, including seven Indigenous employees from Cape York. Of these seven Indigenous staff, **5 (71%)** were unemployed before coming to CYT.

The Cooktown crew is as stable as it has ever been; all employees there have now been with us for at least five months. Overall, the average duration of employment for all of our staff at the end of June was **1.5 years**. Despite many of our staff having had difficult backgrounds, the wraparound support and encouragement they receive at CYT assists in ensuring they remain in employment.

71% of our Indigenous staff was unemployed before coming to CYT

As it grows, stabilises and becomes more profitable, CYT can create more opportunities for Indigenous employment. CYT is currently in a net-debt-free position and is continuing to thrive and grow. In early June, the CYT Board and management held a strategy planning day, where they came together to discuss future opportunities. By continuing to plan for the future, CYT looks forward to creating even more opportunities for the growth of Indigenous enterprise, employment and economic participation.

RAISING AWARENESS AND CARVING OUT A PLACE IN THE MARKET FOR INDIGENOUS BUSINESSES TO THRIVE

At its core, CYT is about developing an Indigenous enterprise that can act as a beachhead for Cape York's first indigenous-controlled industry. In order to achieve this aim, CYT must carve out a place in the market for Indigenous businesses, such as itself, to thrive and grow. As part of this effort, CYT seeks to increase awareness about its operation and goals, and bring others along for the ride.

In May, CYT invited Cook Shire Councillors to visit the CYT Mill. There, they heard about the Mill's history, growth and importance to the industry, including its importance for Indigenous economic development. The Councillors were impressed by the scale of the operation and were proud that a business of this nature existed in their region.

CYT is also busy applying for tenders to provide timber to support government and council works in and around Cairns. By showing support for Indigenous business, local councils, state and federal government bodies can assist businesses like CYT to achieve their aims of improving Indigenous employment and economic participation. We look forward to seeing some fruitful outcomes from these tenders in the coming months and years.



Cook Shire Councillors visited the CYT Mill in May to hear about its history, growth and importance for Indigenous economic development.

land reform and home ownership



As part of its broader agenda, the Cape York Welfare Reform initiative is working to support Cape York communities to reduce their complete dependence on the Indigenous social housing welfare model, which advertently promotes and supports passivity, and into real economic engagement and home ownership. Currently, no individual or family owns their home on Indigenous land on Cape York or elsewhere in Queensland in a form and with the rights and responsibilities that both Indigenous and non-Indigenous Queenslanders living on non-Indigenous land have long taken for granted.

The Cape York Institute seeks to support Indigenous people to have choice for their housing and the opportunity to use their land as an asset. It does so by advocating for land reform and for investment in land administration systems and also by building the capacity of Indigenous trustees and beneficiaries to develop their own planning tools and engage with property markets and individual home ownership. It is the Institute's aspiration that, in the long term, social housing will only be needed to support a minority of families, as people choose to move out of welfare housing into home ownership. Our work seeks to achieve this by:

- supporting local aspirations for home ownership and building the capacity of community members and leaders so that they can collaboratively address land tenure, native title and planning issues to achieve home ownership on their land
- working closely with Traditional Owners, trustees, mainstream banks, valuers and all levels of government to recognise and overcome deeply-entrenched structural barriers and policies affecting Indigenous land and the strong aspirations that local people have for home ownership and economic development.

There is good progress through the Welfare Reform initiative and through our partnership with the Queensland Government, but there is still a very long journey and investment required in land reform to catch up to the mainstream home ownership benchmarks of the 70 per cent home ownership rate enjoyed by non-Indigenous Australians, or even the 29 per cent home ownership rate enjoyed by Indigenous Australians on non-Indigenous land.

SCOPE OF OUR WORK

COMMUNITIES WE WORK WITH

We are working predominantly on land reform and home ownership with the communities of Coen, Hope Vale and Mossman Gorge.

The Institute works closely with Traditional Owners, trustees and government at all levels to settle and pursue collective objectives for enabling local aspirations for home ownership and other economic development opportunities.

HOW DOES THE INSTITUTE SUPPORT LAND REFORM AND HOME OWNERSHIP OUTCOMES?

HOPE VALE AND MOSSMAN GORGE PILOT PROJECTS

During January-June, the Institute has continued to work closely with the Congress of Clans in Hope Vale to support its work to offer home ownership choices to 38 families living on rural residential blocks around Hope Vale and creating the option for new builds on the blocks. This project will provide a first-class form of home ownership through leasing, with up to 200 existing and new rural residential blocks on Congress Aboriginal freehold land. The Institute has also continued to provide support to Bamanga Bubu Ngadimunku Inc. (BBN) to settle foundational land issues so that BBN can control its housing and essential infrastructure and also to develop home ownership pathways for families in Mossman Gorge. An essential role in both Hope Vale and Mossman Gorge is supporting Directors, management and staff in both local organisations to understand the key issues, build capacity locally and enhance their ability to administer their emerging land and housing systems.

INFLUENCING GOVERNMENT POLICY

The Institute works closely with all tiers of government to seek land reform and home ownership outcomes for Cape York. Between January-June, the Institute has worked in partnership with the Queensland Government to progress its Hope Vale and Mossman Gorge pilot projects (see left) and has also been involved in ongoing State-wide policy discussions about investment in land reform, tenancy reform and land administration.

SUPPORT FOR THE EMPOWERED COMMUNITIES INITIATIVE

The project team is also working closely with the Empowered Communities (EC) team to coordinate discussions on land issues for home ownership and economic development across several Cape York communities. The team attended several EC meetings in Coen and is supporting Coen EC to develop several projects.

OUTCOMES AND IMPACTS OF THE INSTITUTE’S WORK

The Institute has been leading Queensland- and Australia-wide thinking on land reform and Indigenous home ownership for many years through the Welfare Reform initiative and more recently through Empowered Communities. Our ongoing relationships and engagement with community members, trustees, Traditional Owners and governments at all levels have strengthened during this time. Many elements of reform on Cape York and for State-wide policy in the past nine years have been led by the Cape York Institute and Cape York Indigenous leaders. Key outcomes from this work during the period January–June 2017 are outlined below.

SUPPORTED HOPE VALE CONGRESS OF CLANS TO RESOLVE CORE ISSUES AFFECTING HOME OWNERSHIP CHOICES

The Institute has supported Congress to progress the resolution of a number of critical land and housing issues over the past six months. These have included: securing funding from the Australian Government for an Indigenous Land Use Agreement (ILUA) with native title holders to enable home ownership leases to be created; assisting to settle the contracts for upgrade works and surveying; and seeking to amend the Hope Vale Shire planning scheme to allow for the creation of new lots and titles. Team members visited the community multiple times during this period to support Congress to progress all of these matters.

SUPPORTED LEADERS IN MOSSMAN GORGE TO PLAN FOR RESOLUTION OF MAJOR TENURE ISSUES AND UPGRADE WORKS

Team members visited Mossman Gorge several times between January-June to support its leaders to resolve critical underpinning land issues, including the transfer of reserve land with improvements, before a home ownership system can be implemented for Gorge residents to finally have the opportunity to own their homes. The Institute has also supported BBN to commence the Kickstart funding package and will continue to provide advice and support over the remainder of the year to achieve the best possible outcomes from this.

MOVING TOWARDS MODEL PLANNING SCHEME AMENDMENTS TO FACILITATE HOME OWNERSHIP

A major hurdle for the Hope Vale home ownership project is the fledgling Hope Vale Shire town planning scheme that has little or no existing scope to consider or grant the necessary development approvals to support private home ownership for either new or existing houses. This work is now reaching a point close to resolution. The ongoing pro-bono support of James Cook University planning expert, Dr Sharon Harwood, has been invaluable to Congress and the people of Hope Vale and is gratefully acknowledged.



Discussions were held in Hope Vale during June with Hope Vale people to map out a development future for their town.



language, culture and leadership

Cape York Peninsula is widely recognised as a linguistic treasury. Our many languages are keys to some of the oldest continuous living traditions on the planet.

These languages are now, however, fragile and immediately threatened. Language and culture need support to flourish within and outside of our schools.

It is also critical that, while ensuring Cape York children grow up learning their language and culture, we also ensure Cape York adults do the same and build the other necessary skills they need to be strong cultural, professional, spiritual leaders.

Pama Language Centre (PLC) aims to ensure the viability of the ancestral languages of Cape York Peninsula by:

- working with speakers to record the linguistic and cultural detail of their ancestral languages
- working with speakers to increase literacy and potential for literacy in ancestral languages through development of contemporary literature and language-learning materials
- working with speakers to revive the intergenerational transmission of ancestral languages
- raising awareness of and support for the ancestral languages of Cape York Peninsula in the wider community.

THE ROAD TO
ANCESTRAL
LANGUAGE
VIABILITY

Recording of
languages and
active corpus
development
with speakers
begins

Linguists work
with speakers to
create opportunities
for language
transmission and
promotion

Speakers engage
in authorship at
many levels, taking
control of the future
of their ancestral
languages

Viability of language is
assured by completion of
recording and ongoing corpus
development. Intergenerational
transmission continues to
increase.

PLC is an initiative of the Cape York Institute, established to pursue the right of all children of Indigenous nations to be fluent and literate in their ancestral languages so that they will be able to walk in two worlds with confidence, as the inheritors of their rich, living cultural heritage. PLC currently supports recording, revitalisation, revival and maintenance activities with Injinoo Ikya and Mpakwithi language nations at Bamaga, with Wik-Mungkan, Wik-Alken, Wik-Ngatharr and Wik-Ngathan language nations at Aurukun and with the Guugu Yimidhirr language nation at Hope Vale. PLC is seeking funding to enable the progressive extension of its reach to all language nations of Cape York Peninsula.

PARTICIPATION AND REACH

ESTIMATED MEMBERSHIP OF
LANGUAGE NATIONS CURRENTLY
SERVED BY PLC

750 Injinoo Ikya
20 Mpakwithi
1,200+ Wik-Mungkan
50 Wik-Alken
50 Wik-Ngatharr
80 Wik-Ngathan
1,200 Guugu Yimidhirr
50 Olkola, Olgol and Oygang
36 Southern Kaantju

NUMBER OF SPEAKERS INVOLVED
IN PLC ANCESTRAL LANGUAGE
ACTION TEAMS

46 speakers participating in recording, revitalisation, revival and maintenance work between January and June, including:
12 Injinoo Ikya
15 Wik-Alken, Wik-Ngatharr, Wik Ngathan
12 Guugu Yimidhirr
5 Olkola
2 Southern Kaantju

NUMBER OF SPEAKERS AND NON-SPEAKERS DIRECTLY REACHED BY OR
INVOLVED IN PLC ACTIVITIES

106 children at Hope Vale Primary School and **40+** adult community members benefitted from the Guugu Yimidhirr song-writing and choir workshops run by Joshua McHugh, as well as from recording initiatives, return of materials from the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), and the availability of Guugu Yimidhirr language materials during this period.

3,000 Northern Peninsula Area (NPA) people continue to benefit from the availability of the first recording of Injinoo Ikya language hymns during January–June. NPA students, teachers, families and Elders also benefit from Intergenerational Transmission Choir workshops run in collaboration with NPA State College, as well as Songs on Country and Illustration workshops to develop ancestral language resources.

60+ people at Aurukun continue to benefit from ongoing art and recording activities with the Women's and Men's Centres.

12 PLC Language Champions and Ancestral Language Facilitators benefitted from attending and participating in the ICLDC5 conference in Hawaii.

12 PLC Language Champions and Ancestral Language Facilitators benefitted from participation in the Resource Network for Linguistic Diversity (RNLD) and Documenting and Revitalising Indigenous Languages (DRIL) workshop at Aurukun.

8 PLC Language Champions benefitted from participation in National Accreditation Authority for Translators and Interpreters (NAATI) interpreter/translator accreditation course at Aurukun.

3 Mpakwithi Language Champions and Ancestral Language Facilitators benefitted from Mpakwithi Songs-on-Country and illustration workshops in NPA, and the whole NPA community is now benefitting from the results of their creativity and hard work.

HOW DOES THE PLC SUPPORT LANGUAGE REVITALISATION?

LANGUAGE RECORDING

The PLC salvages existing language information, including linguistic detail and oral literature, so that it can be preserved into the future. A huge amount of linguistic detail and oral traditions remain to be recorded in Cape York Peninsula but this work needs to be done quickly to keep our languages and cultures rich and viable.

CORPUS EXPANSION

The PLC helps ancestral languages to conquer domains previously dominated by English via the development of new genres, such as children's literature, children's songs, poetry and theatre. This keeps speakers thinking and talking about new ways to say things and new ways to use their beautiful ancestral languages.

INTERGENERATIONAL TRANSMISSION AND LANGUAGE PROMOTION

Intergenerational transmission is the internationally-recognised measure of language strength and language endangerment. For many Cape York Peninsula languages, parents are no longer able to speak their language fluently and confidently with their children. The PLC works to create opportunities to revive the flow of ancestral language transmission to younger generations.

OVERVIEW OF PLC'S ACTIVITIES, JANUARY–JUNE 2017

JAN-FEB	MARCH	APRIL	MAY	JUNE
Guugu Yimidhirr, Olkola, Injinoo Ikya, Mpakwithi, Wik-Alken/ Ngatharr, and Wik-Ngathan projects ongoing.	PLC Ancestral Language Action Teams present at ICLDC5 , Hawaii. Mpakwithi Illustration Workshop, NPA. Resource Network for Linguistic Diversity (DRIL) Workshop, Aurukun. New Target language on board: Southern Kaantju, Coen,	Mpakwithi Songs-on-Country Workshop, NPA. Translation of Referendum Council document, Recognising Aboriginal and Torres Strait Islander Peoples, into Wik-Mungkan by Phyllis Yunkaporta, Mary-Anne Kerindun and Perry Yunkaporta.	First online Guugu Yimidhirr lesson with new adult learner, Shannon Bowe, and his family. Conclusion of first Phase of Cape York Peninsula Languages Survey: 52 macro-languages, 147 language varieties identified in Cape York Peninsula.	Weekly online Guugu Yimidhirr lessons continue with Shannon Bowe. NAATI training workshop and Interpreter accreditation, Aurukun.

POSITIVE OUTCOMES AND IMPACTS OF PLC

PLC=	✓ increased engagement with ancestral languages (speakers are excited to have the opportunity to work with their languages)	✓ increased accessibility of ancestral languages	✓ increased viability of ancestral languages	✓ an increased sense of anticipation and investment in the future
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THE PLC WORKS TO CREATE A HEALTHY SPIRAL OF LANGUAGE REVITALISATION

Thorough language documentation is critical to the viability of languages. The process of language documentation also has many positive 'spin-offs' that feed back into increased viability of the language and speech community, individual wellbeing, identity belonging, and improved educational aspirations and outcomes.

- Awareness
- Expectation
- Engagement with language
- Engagement with other spheres
- Collaborative action and responsibility
- Planning for the future
- Working with language inspires innovative thinking and cooperative action.



Viability of Cape York Peninsula languages established

Core resources developed to first stage

Intensive documentation and corpus development

Wellbeing is connected with the health of traditional language. A strong language is an empowering context in which individuals are able to develop meaningful goals.

RAISING AWARENESS OF THE NEED FOR LANGUAGE REVIVAL

Between 3–5 March 2017, Wik, Guugu Yimidhirr and Mpakwithi Ancestral Language Action Teams (ALAT)—facilitated by Jan Goetesson, Xavier Barker and Louise Ashmore—presented papers on their ancestral language revitalisation projects at the fifth International Conference for Language Documentation and Conservation (ICLDC5) in Hawaii.

Before the conference the ALATs attended site visits to successful language nests on Hilo Island, which show that with good will and appropriate support, fragile languages can be revived. They visited the Nawahiokalaniopuu School. At this School, English is not permitted to be used. Children from the age of three enter an immersive Hawai’ian education system where they are exposed not only to exclusively-Hawai’ian education but they recreate the environments in which Hawai’ian language once flourished, allowing their culture to enjoy an unbroken chain of transmission from their ancestors to today’s children. This education system is maintained all the way through high school, after which Hawai’ian children—Indigenous and non-Indigenous alike—leave school completely enculturated in Hawai’ian, fostering a better understanding of the Indigenous culture and improving relationships between the diverse cultures that co-exist on the Island.

The Hawai’ians have developed a system in which it is possible for a person to travel from womb to tomb without ever having spoken the language of their occupier, picking up a PhD along the way if they choose. Some confident young adults and highly-capable and committed Indigenous and non-Indigenous teachers are working together to make this happen.

At the ICLDC5, first nations from all over the world met to learn from each other about how they are all solving the same problem. Lillian Bowen and Jan Goetesson of the Guugu Yimidhirr ALAT presented with Harold Ludwick from the Hope Vale Community Ranger Program on Guugu Yimidhirr language revitalisation in the Hope Vale School, and on the importance of speaking ancestral languages with our children in our homes and daily lives. Lillian began their presentation, *Yirrgii Guugu Yimidhirrbi gurra nganhdaan gaban balgi Guugu Yimidhirrbi* (*Speak Guugu Yimidhirr and we will write Guugu Yimidhirr: language revitalisation with children*), by introducing herself to the conference in Guugu Yimidhirr and demonstrating her language-teaching methods. The audience was impressed by her teaching materials and was keen to buy copies of her read-aloud e-book, *Gudaa Bula Dyugi*.

Xavier Barker, Agnes Mark, Victoria Kennedy and Susan Kennedy (of the Mpakwithi ALAT) also gave a presentation at the Conference, entitled *Vindication for the Mpakwithi First Nation through language revival*. Their presentation demonstrated the importance of language revitalisation for the recognition and wellbeing of first nations. In particular, they told the story of the loss and revitalisation of the Mpakwithi language based on the songs of Don Fletcher, grandfather of today’s Mpakwithi Elders, Agnes, Victoria and Susan.



It was heartening for the ALATs to see that several of the teachers at the Nawahiokalaniopuu School were non-Indigenous—of European or Japanese origins—and fluent speakers of Hawai’ian, committed to the continuity of Hawai’ian culture.



Mpakwithi Elders Susan Kennedy and Vikki Kennedy with PLC linguist Xavier Barker and Gudang Elder Meun Lifu at Mauna Loa.

“...a lack of access to country had resulted in disruption of the inter-generational transmission of linguistic and cultural knowledge in terms of specific vocabulary, mythological narratives, land management and traditional knowledge systems. Younger people referred to unease at visiting country without this knowledge...”

—LOUISE ASHMORE AND GINA ALLAIN

RAISING AWARENESS OF THE NEED FOR LANGUAGE REVIVAL [CONTINUED]

The Aurukun ALAT, Mavis Ngalametta, Vera Koomeeta and Ada Woolla, with Artist/Art Therapist Gina Allain and PLC Linguist Louise Ashmore, presented a paper titled *Painted Stories: Linking country, art and culture for language revival*, which considered the role of art in the transmission of cultural and linguistic knowledge. The talk explored the potential for combining art therapy, language documentation and oral-history methods in reconnecting community, country and language in first nation language revival work. Notions of wellbeing and the relationship with country, language and creative practices were explored in discussions about the outcome of the projects (*Oonyawa: From Museum back to Country and Painted Stories and Life Stories*). The Aurukun ALAT’s presence at the conference was appreciated by everyone and their presentation was a great success, with the ladies ending their session with a song in Wik-Mungkan.

Participating in conferences and cultural intercourses like these are of great importance to First Nations peoples who learn that it is not only possible to maintain their ancestral languages and culture alongside those of the dominant group, but that it is possible for the dominant groups to also adopt a sense of obligation and enthusiasm toward becoming bi-cultural and bi-lingual and to better understand the First Nations whose lands they occupy.

“Our ancient languages tell the great stories of our continent, how every mountain and river and stone came into being. The future of our cultures and of our peoples depends on the survival of our languages.”

—LILLIAN BOWEN, HAROLD LUDWICK AND JAN GOETESSON



Guugu Yimidhirr ALAT members, Harold Ludwick and Elder Lillian Bowen, at Mauna Loa.



The Aurukun ALAT’s paper, *Painted Stories: Linking country, art and culture for language revival*, was well received.

“...For a people suffering from the trauma of decimation, dispossession, forced migration and public mockery, the rediscovery and confirmation of their identity will secure the existence of this first nation.”

—XAVIER BARKER, AGNES MARK, VICTORIA KENNEDY AND SUSAN KENNEDY

ENSURING WIK-MUNGKAN SPEAKERS CAN HAVE A SAY ABOUT CONSTITUTIONAL CHANGE

Aurukun Ancestral Language Experts translated the Referendum Council document, *Recognising Aboriginal and Torres Strait Islander Peoples in the Constitution*, into a Wik-Mungkan audio-recording for the Referendum Council. This lengthy and complex document was translated into Wik-Mungkan and recorded as an audio recording by Phyllis Yunkaporta, Mary-Anne Kerindun and Perry Yunkaporta and facilitated by the PLC (Louise Ashmore) after consultation with Aurukun Shire Council.

The key purpose of the interpretation was to ensure Wik-Mungkan speakers had access to information about possible constitutional change in their mother tongue. While there is ongoing value in the audio, and it can be played as a public educational resource in the region, the important consideration was to enable Wik-Mungkan speakers to have their say about constitutional change through an online submission (via the Referendum Council website). The interpretation was a bit of a challenge to get finished in time but Phyllis Yunkaporta worked through the weekend to get it all done.

The Wik-Mungkan interpretation is available online at: <https://www.referendumcouncil.org.au/resource/audio-recordings>



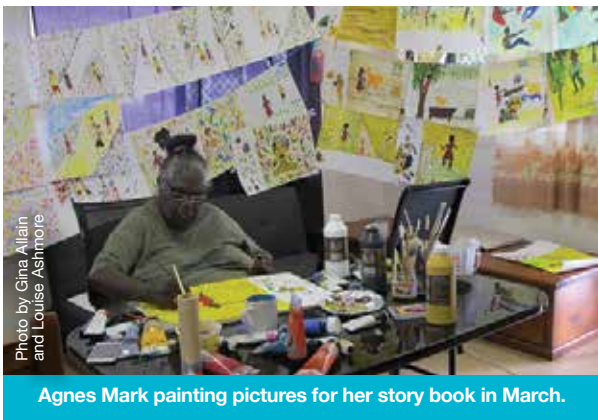
Phyllis Yunkaporta (pictured), Mary-Anne Kerindun and Perry Yunkaporta translated the Referendum Council’s document into Wik-Mungkan so that local speakers could have their say about constitutional change.

CREATING RESOURCES TO ENCOURAGE MPAKWITHI CULTURAL TRANSMISSION

Mpakwithi Elders Agnes Mark, Victoria Kennedy and Susan Kennedy worked with Linguist Xavier Barker and Karin Calley to storyboard and illustrate three children's picture books in Mpakwithi. These books will be published as print and read-aloud e-books in September this year.

Agnes Mark and her sisters Victoria Kennedy and Susan Kennedy and their first cousin Celia Fletcher, are the senior members of the Mpakwithi Nation, the traditional owners of an area at the junction of Tent Pole Creek and the Wenlock River on the West Coast of Cape York Peninsula. Following the massacres led by Frank Jardine and Lachlan Kennedy during the 1860s, members of many decimated tribes, including the Mpakwithi, settled at the Old Mapoon Mission on the traditional land of the Tjungundji Nation. In 1963 Director of Native Affairs, Patrick Killoran, ordered police to remove the Tjungundji traditional owners, as well as all other residents of the Mapoon Presbyterian Church Mission and burn the community to the ground. Comalco had been granted a mining lease over the area. As the boat sailed away, the people of Old Mapoon witnessed the Police and Department of Native Affairs carpenters razing buildings, still full of the people's belongings. The Mpakwithi along with many of the peoples who were forcibly removed from Old Mapoon, were relocated to New Mapoon near Bamaga at the northernmost tip of Cape York Peninsula, where they now live.

The sisters' grandfather Donald Fletcher, the last fluent speaker of Mpakwithi, learned his language by escaping from the mission dormitory to spend time with free Mpakwithi elders. The speaking of First Nation languages was until quite recently forbidden and punishable in many parts of Australia, so it is not difficult to see why most First Nation languages are now in a fragile state. Victoria Kennedy and her sisters Agnes Mark and Susan Kennedy learned songs in the Mpakwithi language from their grandfather. Throughout the years they have continued to identify as Mpakwithi and now, with the support of their friend and linguist Xavier Barker, they are working to revive their language. Their story is not just of the revival of their language but of the Mpakwithi First Nation itself.



Agnes Mark painting pictures for her story book in March.



Agnes, her mum and her very good dog—from a children's picture book in Mpakwithi by Agnes Mark.



Illustration from Boys go Walkabout—a Mpakwithi picture book by Victoria Kennedy.

Mpakwithi Elders are working to revive their language and culture by creating illustrated children's books in their language. These will also soon be available as read-aloud e-books narrated by the authors.



Susan Kennedy, Victoria Kennedy and Agnes Mark at an illustration workshop in NPA this year.

MPAKWITHI SONGS-ON-COUNTRY WORKSHOP

The Mpakwithi Songs-on-Country Workshop overlapped wonderfully with the Story and Illustration Workshop (described above). It was evident that the children's books the group were working on also provided perfect material to fashion into songs; Susan Kennedy's book 'Kaffry' transformed easily with the simple addition of a chorus. PLC member, Joshua McHugh, played a few chords on the piano and the group started singing the words to the book together. It was amazing how melodies arose so easily from natural speech intonation. One phrase led to the next and before long a catchy song emerged. The song and book will be published together as an e-book—a wonderful resulting synergy from the blending of different workshops.

As the Kennedy sisters became familiar with the song-writing process, creative ideas sprang forth effortlessly—eight songs in total. Workshop leader and composer Joshua McHugh, said "I was thrilled to return to Bamaga to see a whole generation of school children sing Pimi, Dhwithi, Chumu, a song about a woodpecker that Vikki wrote for one of the workshops. I was incredibly moved to witness a precious language being sung back to life."

Joshua's Songs-on-Country workshops with Cape York Peninsula ALATs are creating a bright and positive future for children's culture and intergenerational transmission in our First Nation languages.



PLC Linguist, Xavier Barker, working with Victoria and Susan Kennedy during the Songs-on-Country Workshop.

A precious, ancient language is being "...sung back to life" as a result of the Mpakwithi Songs-on-Country Workshop.

NEW TARGET LANGUAGE: SOUTHERN KAANTJU AT COEN

Karin Calley travelled to Coen to begin language planning for Southern Kaantju with Jennifer Creek from 22–24 March 2017. Jenny has now begun working on a Southern Kaantju bird identification book based on the Wik-Mungkan bird identification book developed by Mary-Anne Kerindun and David Osgarby for Wik-Mungkan at Aurukun. Jenny has now begun holding family meetings to develop a core group committed to the revitalisation of the Southern Kaantju Language and to start making resources to support Southern Kaantju families to develop their children's ancestral language learning at home. Jan Goetesson will follow up with a visit to Coen to begin working with Jenny on her Miromaa Southern Kaantju language database.

CAPE YORK PENINSULA LANGUAGES SURVEY UNCOVERS TRUE EXTENT OF THE REGION'S THREATENED ANCESTRAL LANGUAGES

The first phase of the Cape York Peninsula Languages Survey, an action of the Ancestral Languages Strategy workshop held at Cape York Partnership in September 2016, has now concluded. Genevieve Richards conducted a survey of available literature on the ancestral languages of Cape York Peninsula with the objective of presenting, for the first time, a true picture of the Peninsula's Paman language varieties. The survey was based only on evidence presented by people who know or knew the language varieties in question, or are/were familiar with the preserved records of extinct language varieties. In no case is a language variety included in our database simply because it has occurred in a previous database or survey; in this respect, the PLC's survey is reliable and scholarly.

As a result of the Survey, PLC has arrive at a number of Cape York Peninsula macro-languages, which can be defined as clusters of related language varieties grouped together and distinguished from each other based on external linguistic criteria of mutual intelligibility or by internal criteria of cultural affiliation. A description of the phonology of each language variety and a record of all language variety names in phonetic, phonemic and graphemic transcription is included.

Genevieve was supervised by Dr Erich Round, professor of Australian linguistics at University of Queensland (UQ) and Jan Goetesson of PLC. Based on meticulous analysis of all reliable evidence, Genevieve has proposed and provisionally mapped 52 macro-languages and 147 language varieties. She has also assembled data for many of these macro-languages and language varieties, however it has now become clear that this project is more likely to be a three-year research project than a three-month survey. As the PLC does not currently have resources to pursue a research project of this scale, we will now continue data collection as a team, assembling and entering information as target languages come on board. In the meantime we will continue to work with Erich and Genevieve at UQ to seek funding to bring Genevieve back, as a full development of this database will provide an important source of reliable information about the incredible linguistic richness of Cape York Peninsula. Genevieve's ground-breaking work has provided a good framework for ongoing data collection and will enable us to now develop a new Map of Cape York Peninsula Languages, which will be the most reliable and informative to date. The next phase of the Cape York Peninsula Language Survey will be led by linguist Sophie Rendina, who will summarise and report on Genevieve's findings and pursue information on the current status, language health, number and age of speakers of all reported language varieties.

GUUGU YIMIDHIRR LESSONS WITH ADULT LEARNERS: SHANNON BOWE'S STORY

Shannon Bowe is 34 years old, was born in Toowoomba and raised in a small rural town called Clifton. His father's family emigrated to Australia from Ireland and his mother is a strong Aboriginal woman. "My father met and married her in Cairns, where she was born and raised by her Granny Eva Sweetland Coates. Granny Eva was a Butchulla woman, from K'gari (Fraser Island) where she was taken from as a child to Yarrabah Mission. There she met and married my Great Grandfather Charles Sweetland Coates. Like Granny Eva he too was forcibly removed from his country (near Hope Vale) under past governments' discriminatory assimilation policies and practices." After learning that his Great Grandfather spoke Guugu Yimidhirr, Shannon decided he wanted to do the same. "I've been told he spoke Guugu Yimidhirr very strong—though sadly he was forbidden from speaking his language and transmitting it to his kids. Subsequently the only language passed on to future generations was English."

"A lot of my family on mum's side still live in and around Cairns today and some have even honoured Grandad Charlie's dreams of the family returning to Hope Vale. I was 10 years old when my mother and some aunts and uncles took me to Hope Vale. The trip to Country left a lasting imprint in my mind. It was and still is a beautiful place, paradise. Despite growing up a long way from family and Country, my mother ensured her children developed strong First Nation Aboriginal identities, great pride in our ancestors, resilience and a strong sense of social justice. As soon as I finished my school I began my career in First Nation and Indigenous Affairs. For me, my career has given me the ability to contribute to the causes I am passionate about and provide for my young family. I've been fortunate to have worked in the private, public and not-for-profit sectors in roles focused on different aspects of sustainable development in Indigenous First Nation communities."

Shannon also wishes to pass strong cultural identities on to his own children, who are now learning their Guugu Yimidhirr language with their father. "My wife Stacey and I have two daughters—Lily (7) and Poppy (2). The girls are at an important stage in terms of the values we as parents are teaching them and ideal for starting the journey of learning our language. This year we are embarking on a bit of a radical adventure. We have sold everything and left our jobs to travel Australia in a caravan for a whole year. It is a great way for us to spend time with the girls and to share so many experiences together. Aside from seeing lots of remarkable countryside, we have used the trip to take the girls to Hope Vale for the first time, to meet some of their extended family... and to start learning Guugu Yimidhirr together."



Shannon and his wife (Stacey) and children (Lily and Poppy) are passionate about learning Guugu Yimidhirr as a way to reconnect with Shannon's culture and family.

"I want to develop a deeper knowledge, understanding and appreciation of Bama culture, history, world views and connection to country."

SHANNON'S THREE KEY REASONS FOR LEARNING GUUGU YIMIDHIRR:

1. "It is something I know my family members past, present and future would want and expect me to do. I have the opportunity and motivation to do it and it's really important to us. So I feel as though I owe it to my family to take this step forward for us all and start reclaiming our language, which was wrongfully taken from us, in honour of my great grandfather."
2. "I want to develop a deeper knowledge, understanding and appreciation of Bama culture, history, world views and connection to country. Importantly, I want to pass this learning on to my children and their children."
3. "I have always wanted to learn a second language. I personally think it's a tragedy that very few Australians, myself included, are multi-lingual, which is in stark contrast to our Nation's multicultural values. Learning other languages is fun and good for your mind. So instead of taking French classes for a European vacation as some do, I've chosen to learn and practice my ancestors' language for the rest of my life."

Shannon took his first Guugu Yimidhirr lesson on May 9 2017. Shannon commented, "Lesson one was the perfect start to our learning journey. It's clear already that a lot of thought and expertise has been invested in both the production of the material and structuring the learning plan."

GAINING ACCREDITATION IN WIK-MUNGKAN TRANSLATION: BUILDING EMPLOYMENT PATHWAYS IN FIRST NATION LANGUAGES

The National Accreditation Authority for Translators and Interpreters (NAATI) held a training workshop and accreditation testing at Aurukun in June. The NAATI team—Mahesh Radhakrishnan (NAATI Project Officer, Indigenous Interpreting), Co-trainers, Michael Cooke and Gemma Ives, and Linguist David Osgarby—facilitated the workshop and testing. PLC Linguist, Louise Ashmore, provided on-the-ground support and assistance with the planning and facilitation of the training workshop and assessments at Aurukun. Ancestral Language Experts Dorothy Pootchemunka, Dawn Koondumbin, Phyllis Yunkaporta and Vera Koomeeta, provided invaluable support as mentors.

Assessments of the NAATI Paraprofessional Interpreter test for Wik-Mungkan-English were held from 19–23 June and three participants received accreditation. Details of accredited interpreters will be announced when accreditation certificates have been received. NAATI's Project Officer (Indigenous Interpreting) discussed the potential for PLC staff at Aurukun to assist NAATI with training, testing and reaccreditation for interpreters in future collaborations.

PLC and accredited interpreters will present at the Aurukun interagency meeting to inform agencies of the accredited interpreters and Ancestral Language Experts who may be available to assist with language support and consultation for different services and organisations in Aurukun. The increase in requests for translation and interpreting services across agencies has highlighted the need for a coordinated service. The accredited interpreters and Ancestral Language Experts will be pivotal in developing a coordinated interpretation and translation language service at Aurukun.

PLC will continue to support members of speech communities to gain skills that will enable our teams to respond fully to employment opportunities in translation and interpretation. PLC currently struggles to meet demand for translation services, which could represent real employment possibilities for trained speakers.



The NAATI Workshop Group undertook training and accreditation for Wik-Mungkan in June. By assisting speakers to gain accreditation as interpreters, the PLC hopes that more local speakers can take up employment opportunities in this area.

RESOURCE NETWORK FOR LINGUISTIC DIVERSITY WORKSHOP, AURUKUN

The Resource Network for Linguistic Diversity (RNLD) workshop, held in late March at the Aurukun Indigenous Knowledge Centre, was timely and empowering, giving the Aurukun ICLDC5 delegates an opportunity to follow up their inspiring and informative experience in Hawaii with some practical strategies and methods for revitalising and maintaining their languages. The Documenting and Revitalising Indigenous Languages (DRIL) workshop—a shared initiative of PLC, RNLD and State Library of Queensland—was conducted by the RNLD (www.rnld.org) as part of their DRIL training program. RNLD trainers, Ebony Joachim and Andrew Tanner, led the Workshop.

Participants shared their language expertise and learned about language maintenance techniques at the workshop, including learning about language nests and master-apprentice models and how these methods might be applied in the Aurukun context. (Further information about the master-apprentice model and its origins is available from RNLD at www.rnld.org/MALLP.) We also learnt about how to write the sounds of a language and different techniques for teaching languages. Rose Warsow, Indigenous Languages Project Officer from the State Library of Queensland, also presented at the Workshop about State Library resources for Indigenous Languages. This was an excellent workshop—we hope the first of many DRIL workshops at Aurukun—and were are deeply thankful to RNLD and the State Library for making it possible.



Participants at the DRIL Workshop in March, learning to write the sounds of languages as a means of encouraging further language documentation.



Lois Toikalkin during the DRIL Workshop in March.



Rebecca and Silas Wolmby during the DRIL Workshop in March.

youth, skilling, excelling leaders



The Cape York Leaders Program (CYLP) supports the development of current and future leaders through four phases of leadership: 1) Academic Leaders; 2) Youth Leaders; 3) Skilling Leaders; 4) Excelling Leaders. This section concerns Phases Two, Three and Four.

- **Youth Leaders**, aged 18–24, are assisted over 2–4 years to build the capabilities and skills necessary to gain employment, or progress within their current jobs.
- **Skilling Leaders**, aged 25+, are supported over 2–4 years to undertake training in management, governance and personal development, allowing them to become role models and achieve their personal and professional goals.
- **Excelling Leaders**, aged 25+, who are currently in—or aspiring to be in—leadership roles, and who are supported over 2–4 years to build or extend their leadership skills and become strong and resilient leaders in their families, communities, and/or in a professional capacity.

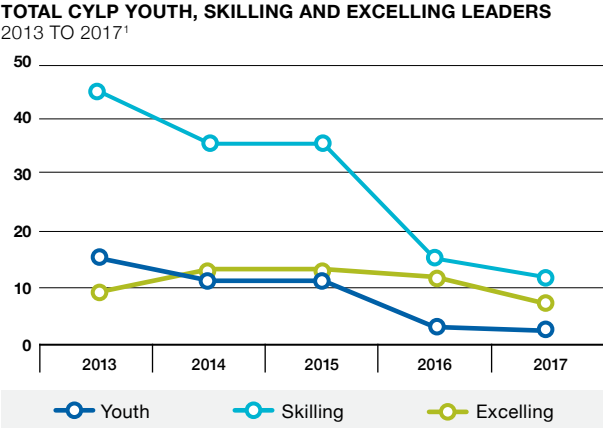
CYLP is supported by an Indigenous Steering Committee, populated by current and alumni members. The Steering Committee plays a central role in assisting CYLP staff to ensure the Program remains relevant and continues to provide high-quality support to Leaders.



MEMBERSHIP

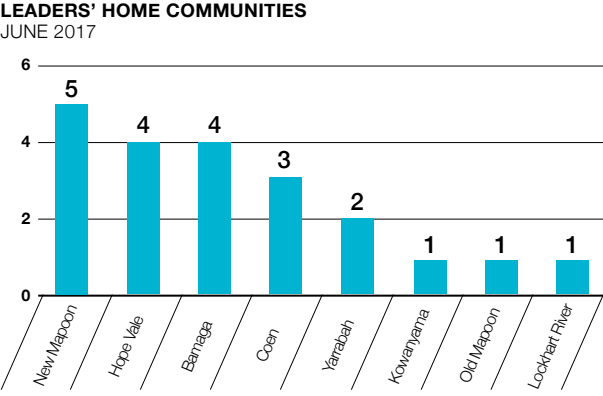
21 Youth, Skilling and Excelling Leaders were current members of CYLP by the end of June.

Each year, CYLP recruits new leaders through a competitive application process. Of the 2017 cohort, **21 (100%)** were either already enrolled in their current phase during 2016, or have progressed through from other phases of the Program. On average, these Leaders have been with CYLP for **3.5 years** (minimum=2 years; maximum=12 years).



Our Leaders have cultural connections across Cape York and Yarrabah. They orbit from these areas to attend training and support workshops in Cairns. By orbiting across the State, these Leaders are learning to walk, with confidence, in two worlds.

In June 2017, **33%** of our Leaders were from the Cape York Welfare Reform communities of Coen and Hope Vale.



Since 2005, CYLP has supported and nurtured **402** Youth, Skilling and Excelling Leaders.

¹ The slight decline in numbers during 2016 and 2017 is likely due to changes in the way that we deliver our Program. In particular, it is now delivered under a fee-for-service model for the first time and workshops and training are focused purely on building our participants' leadership capabilities, rather than also putting them through accredited Certificate and other courses. Funding support to the Program has also declined during this time.

HOW DOES CYLP HELP YOUTH, SKILLING AND EXCELLING LEADERS ACHIEVE SUCCESS?

EMOTIONAL AND PRACTICAL SUPPORT

Leaders receive constant and ongoing support throughout their journey on the Program. Below are examples of the types of support provided to Leaders during 2017 so far:

- coping with loss and grief
- relationships
- health concerns
- workplace communication
- religious or spiritual needs
- seeking and maintaining employment
- support and advice around working with others
- coaching and mentoring support.

MENTORING SUPPORT

Leaders are partnered with mentors from other phases of the Program so that they can receive advice and support, and build strong networks amongst their peers.

LEADERSHIP WORKSHOPS, BUSINESS AND GOVERNANCE TRAINING

Youth, Skilling and Excelling Leaders orbit to Cairns to attend workshops. These workshops involve leadership mentoring, business and governance training. Leaders attended two workshops between January–June, which focused on: natural leadership and family leadership, including how leadership applies in the family context, methods of providing support and encouraging individuality and responsibility; the Cape York Agenda, including how Leaders can play an active role; introducing Leaders to the Human Learning Collective—an online, collaborative social learning space. Overall, 17 people attended one or more of these workshops; many leaders attended multiple workshops to build their skills across various areas.

CYLP ALSO BUILDS CAPACITY THROUGH CULTURAL AWARENESS TRAINING AND INFORMATION SESSIONS

CYLP conducted two cultural awareness workshops and one information session between January–June. The cultural awareness workshop in March was held with nine Jawun secondees and again in May with eight Jawun secondees, who came from a range of major organisations across Australia, including Westpac, QANTAS, KPMG, the Departments of Prime Minister and Cabinet, Immigration and Border Protection and Education & Training. The training sought to increase participants' knowledge of Cape York Indigenous peoples and their history. The one hour information session in May was provided to the Family Responsibilities Commission (FRC). An overview of the Cape York Leaders Program and the type of Leadership Training provided was presented to 24 Local Commissioners, five Local Coordinators, Commissioner Glasgow, Deputy Commissioner Curtin plus three FRC staff. Overall, 50 people attended these workshops.

TRANSITIONS INTO FURTHER EDUCATION AND EMPLOYMENT

Leaders are supported to transition into further education and/or employment if they are unemployed, or if they already have employment, progress within their current jobs. Of the 21 Leaders who are currently enrolled, 14 (67%) are employed—many within Cape York regional organisations like Cape York Partnership, Balkanu and Bama Services.

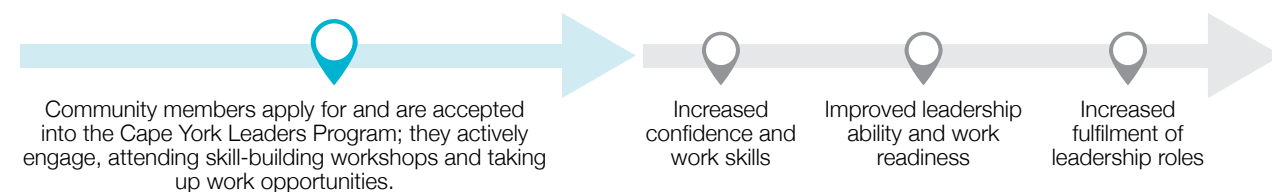


Nine CYLP Excelling Leaders attended a three-day intensive from 30 May to 1 June with PeopleHQ. During the workshop, reflected on their positions and discussed how they play an active role in the CYP Cogs of Change. They also joined the Human Learning Collective called iRipple—a social collaboration hub designed to encourage collaborative, online social learning to build and increase learner engagement.



CYLP's Youth and Skilling Leaders also attended a three-day block of training in mid-June. They took part in a range of discussions and group activities, including exercises to build and improve verbal and non-verbal communication skills, as well as to re-energise after long periods of work.

POSITIVE OUTCOMES AND IMPACTS OF CYLP



LEADERS ARE LEARNING AND APPLYING KEY BUSINESS AND LEADERSHIP SKILLS

"[I am learning]... how to be a leader and how to incorporate that into my work and my community."

Sha-lane is currently completing her fourth year with CYLP, having originally joined the Program as a Youth Leader in 2014. Now, she is in her second year of the Skilling Leaders phase and is learning key business skills and leadership skills that she can apply in her workplace. Sha-lane says, "Cape York Leaders Program has helped teach me the fundamentals of business using marketing and communication and incorporate that into my work..." Sha-lane currently works as an MPower Project Support Officer in Cape York Partnership's Cairns Office and has worked with CYP since 2014. "Recently, in my role, I helped create a video that would showcase our products and clearly communicate the rules and guidelines of our products to our clients within the four Welfare Reform communities. The Program has given me tools to create my video such as marketing techniques and the communication the video sets out to achieve."

CYLP has also assisted Sha-lane to extend her network and learn key leadership skills. "I always like learning new leadership skills and techniques to help me within my role and community. Cape York Leaders Program helps connect me with other young leaders all around Cape York where we share ideas and help give advice and learn from each other. I wouldn't have had that opportunity if I didn't join this Program..." Sha-lane continued, "This Program is unique in many ways and gives everyone an opportunity to discuss important issues that affect all of our communities throughout Cape York." We look forward to seeing Sha-lane continue to learn and grow with us into the future.



recognition and reconciliation

Recognition and reconciliation are common threads that are woven through all of the work that Cape York Partnership does.

We believe that every single Australian should have a deep understanding and appreciation of Indigenous culture and history; that this is a key ingredient for true 'reconciliation', which amounts to more than just the sum of the word.

True reconciliation cannot occur, however, until Australia's Indigenous peoples are recognised as its first peoples. To this end, we seek constitutional reform as a means of affording Indigenous Australians the recognition they deserve as a culturally rich and diverse peoples; Australia's first inhabitants who hold a deep spiritual connection and attachment to this land.

constitutional reform



Australia's Constitution has worked well to protect the rights of most Australians. It has not, however, worked well to protect the rights of Indigenous Australians. Since the Constitution came into force in 1901, it has presided over many discriminatory laws and policies, most in relation to Indigenous people. Indigenous constitutional recognition seeks to fix this, by recognising the rightful place of the First Peoples in our nation, and putting in place some fairer constitutional rules to ensure that the relationship between Indigenous peoples and the Australian government is fairer and more productive than in the past.

Indigenous people have for decades advocated for better consultation and representation in political decisions made by governments about their rights—they have argued for a voice in their affairs. From William Cooper calling for reserved seats in Parliament in 1937, the bark petitions calling for fairer consultation in 1963 and the Barunga statement calling for a national Indigenous representative body in 1988, Indigenous advocates have been seeking structural reform to enable greater empowerment in the political systems governing Indigenous affairs.

Cape York Partnership believes that constitutional recognition should enable Indigenous empowerment. It should guarantee Indigenous people a voice in political decision-making.

We back the recommendations of the Uluru Statement From the Heart and the Referendum Council Report.

We therefore seek the following package of constitutional and legislative reforms:

- insert a new Chapter 1A, to establish an Indigenous representative body, guaranteeing Indigenous peoples a voice in the laws and policies made about their affairs
- enact an extra-constitutional Declaration and a Statute of Reconciliation to give effect to the symbolic statements of recognition and set in place some high-level agreed principles that should govern Indigenous affairs.

HOW DOES CYI WORK TOWARDS CONSTITUTIONAL REFORM?

COMMUNITY ADVOCACY

CYI recognises that the first step in achieving constitutional reform is ensuring that Indigenous peoples themselves understand and appreciate its importance, and have the opportunity to reach a majority-consensus position.

To this end, CYP advocates throughout Cape York and Australia for constitutional reform, speaking to Indigenous communities and leaders from all corners. Between January–June, CYI has also continued to support the work of the Referendum Council, including its First Nations Regional Dialogues, which began in Hobart in December 2016 and which culminated in an Indigenous constitutional convention at Uluru, and the adoption of the Uluru Statement From The Heart. At these forums, community representatives came together to discuss options for reform and decide their way forward. In a strong consensus, they called for a body in the Constitution.

There is, however, more work to do with politicians to ensure they hear what Indigenous people have said and proceed with a referendum on the reforms Indigenous people have asked for.

AN AUSTRALIAN REFERENDUM

To change the Australian Constitution, a referendum must be held. In order to pass, a proposed change must receive a majority of 'yes' votes in the majority of the states, plus a majority overall.

PARTICIPATION IN NATIONAL POLICY DEBATE

CYI is a leading voice in the national policy debate around constitutional recognition and reform. Between January–June, we have contributed to public policy debate through:

- attendance and participation at the Uluru Summit from 23–26 May, which culminated in the Uluru Statement From The Heart
- the publication of several media and research articles about the need for constitutional reform
- appearances on television and radio programmes, including The Drum (ABC TV), Sky News with David Speers, Q&A (ABC TV), the Tom Ballard Podcast, and an ABC documentary with Andrew Bolt and Linda Burney
- participation in several forums, including the Forgotten People Panel Discussion in Perth, in February, where Shireen Morris joined Andrew Forrest AO, Christian Porter MP and Ben Wyatt MLA to speak about constitutional recognition.



PROGRESS TOWARDS CONSTITUTIONAL REFORM

EVIDENCE OF PROGRESS

The Uluru Statement From the Heart shows the strong consensus that has developed amongst Indigenous Australians nationally for a body in Constitution. This consensus was backed up by the Referendum Council report, which also recommended an Indigenous body in the Constitution. We have made excellent progress shaping and leading the public debate on substantive reform proposals.

AREAS WHERE FURTHER PROGRESS MUST BE MADE

More work now needs to be done to ensure bipartisan support for an Indigenous body in the Constitution.



ULURU STATEMENT FROM THE HEART

We, gathered at the 2017 National Constitutional Convention, coming from all points of the southern sky, make this statement from the heart:

Our Aboriginal and Torres Strait Islander tribes were the first sovereign Nations of the Australian continent and its adjacent islands, and possessed it under our own laws and customs. This our ancestors did, according to the reckoning of our culture, from the Creation, according to the common law from 'time immemorial', and according to science more than 60,000 years ago.

This sovereignty is a spiritual notion: the ancestral tie between the land, or 'mother nature', and the Aboriginal and Torres Strait Islander peoples who were born therefrom, remain attached thereto, and must one day return thither to be united with our ancestors. This link is the basis of the ownership of the soil, or better, of sovereignty. It has never been coded or extinguished, and co-exists with the sovereignty of the Crown.

How could it be otherwise? That peoples possessed a land for sixty millennia and this sacred link disappears from world history in merely the last two hundred years?

With substantive constitutional change and structural reform, we believe this ancient sovereignty can shine through as a fuller expression of Australia's nationhood.

Proportionally, we are the most incarcerated people on the planet. We are not an innately criminal people. Our children are alienated from their families at unprecedented rates. This cannot be because we have no love for them. And our youth languish in detention in obscene numbers. They should be our hope for the future.

These dimensions of our crisis tell plainly the structural nature of our problem. This is the torment of our powerlessness.

We seek constitutional reforms to empower our people and take a rightful place in our own country. When we have power over our destiny our children will flourish. They will walk in two worlds and their culture will be a gift to their country.

We call for the establishment of a First Nations Voice enshrined in the Constitution.

Makarrata is the culmination of our agenda: the coming together after a struggle. It captures our aspirations for a fair and truthful relationship with the people of Australia and a better future for our children based on justice and self-determination.

We seek a Makarrata Commission to supervise a process of agreement-making between governments and First Nations and truth-telling about our history.

In 1967 we were counted, in 2017 we seek to be heard. We leave base camp and start our trek across this vast country. We invite you to walk with us in a movement of the Australian people for a better future.



