



**EXCELLENCE IN LEADERSHIP IN INDIGENOUS EDUCATION  
AWARDS  
'Achievement' award schools 2006**



These are the 14 schools that received an 'Achievement' award for 2006. We encourage you to make contact with the award winning schools in your state/territory.

**Carlton R-9 School (SA)**

**Principal:** Sallyann Geddes

**Phone:** (08) 8642 2281; **Email:** principal@carltonschool.sa.edu.au

The breadth of data provided and the significant improvements in outcomes for Aboriginal students and the whole school community reflected in this data, is commended. The strong collaborative and consultative leadership demonstrated in a challenging school and community environment is praised. The school leadership team's commitment to creating and maintaining a rich learning environment for all students was also noted.

**Holy Family Primary School (NSW)**

**Principal:** Sr Brenda Kennedy

**Phone:** (02) 9628 9232; **Email:** emerton@parra.catholic.edu.au

For a very new and small school, there is evidence of a real and sustained commitment to improving outcomes for Indigenous students. The data provided indicates significant improvements in literacy levels for students and a commitment to ensuring that the 'Reading for Fun' programme is sustained. The number of strategies designed to involve parents was also praised.

**Glendyne Education and Training Centre (QLD)**

**Principal:** Ray Krueger

**Phone:** (07) 4128 6199; **Email:** ray.krueger@glendyne.qb.com.au

As an "alternate school for disconnected youth" the range of initiatives employed to connect with young people and encourage them to attend school regularly is commended. The data provided indicating the reductions in student suspensions, justice issues and substance abuse was commended. The commendable work of the Indigenous Advisory Committee in the school was also noted.

**Chifley College (Dunheved Campus) (NSW)**

**Principal:** Tim Jones

**Phone:** (02) 9623 6600; **Email:** dunheved-h@det.nsw.edu.au

The parent/community involvement in the school is excellent, with a clear and strong commitment to the local Elders and wider community. The school leadership demonstrates a consultative process with parents and community. The Dharug Language Revitalisation program is evidence of a strong commitment to Reconciliation.



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**Rockingham Senior High School (WA)**

**Principal:** Kerry Chipchase

**Phone:** (08) 9527 0300; **Email:** RockinghamSHS@det.wa.edu.au

The literacy, and numeracy data are significantly higher than the state average and the attendance figures indicate improvements across all year levels. The school leadership reflects a strong consultative and collaborative approach.

**Braitling Primary School (NT)**

**Principal:** Sue Crowe

**Phone:** (08) 8953 3855; **Email:** sue.crowe@latis.net.au

There is evidence of strong community engagement to cater more effectively for the school's Indigenous students. The student attendance data provided shows significant improvements, and the development of the Atyeke Unit for younger students appears to be an integral part in achieving this.

**Kempsey West Public School (NSW)**

**Principal:** Lynette Dockrill

**Phone:** (02) 6562 7044; **Email:** kempseywst-p.school@det.nsw.edu.au

The range of data provided indicates outstanding improvements in the attendance and retention, numeracy and literacy levels of Aboriginal and Torres Strait Islander students. It is clear that the use of Aboriginal mentors has been a great support for the students and has received strong community support.

**St Peter's Catholic Primary School (VIC)**

**Acting Principal:** Shane Wharton

**Phone:** (03) 5443 9319; **Email:** admin@stpeters.sand.catholic.edu.au

The leadership of the school displays a commitment to improving outcomes for its Koori students and working with the local community to achieve this. The number of initiatives developed to involve the community to support the students was noted.

**Santa Sabina College (NSW)**

**Principal:** Sr. Judith Lawson OP

**Phone:** (02) 9745 7000; **Email:** j.lawson@ssc.nsw.edu.au

Despite the small number of Indigenous students at the school, the leadership team is commended for developing a range of strategies to support Indigenous perspectives across the curriculum and foster Reconciliation.



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**Slade Point State School (QLD)**

**Principal:** Peter Mandryk

**Phone:** (07) 4965 7333; **Email:** admin@sladpoinss.eq.edu.au

The school is commended for its 'whole of school' approach to improving outcomes for its Indigenous students. The improvements in literacy for years 3, 5 and 7 are impressive. The 'Individual case management' approach is praised for the improvements in attendance and improvements in engagement of students.

**Kingscliff High School (NSW)**

**Principal:** Beverley Theobald

**Phone:** (02) 6674 9777; **Email:** kingscliff-h@det.nsw.edu.au

The data from the 'Indigenous Bytes' programs indicates impressive literacy improvements for the school's Indigenous students. The panel noted the pleasing improvements in the literacy results for the Indigenous boys, and the fact that the program has been of benefit to all students, not just the Indigenous students.

**Trinity Grammar (VIC)**

**Principal:** Rick Tudor

**Phone:** (03) 9854 3600; **Email:** tudor@trinity.vic.edu.au

Despite the small number of Indigenous students in the school, there is evidence of a clear commitment from the school leadership team to promoting Reconciliation within the school and the wider community. The number of initiatives developed by the school to promote cultural awareness and understanding was praised.

**Dubbo School of Distance Education (NSW)**

**Principal:** Christine Mason

**Phone:** (02) 6813 0100; **Email:** distance.ed@dubbo-d.schools.nsw.edu.au

The leadership team was praised for achieving impressive results with students unable to attend mainstream schooling. There is evidence of a substantial effort to increase participation of Aboriginal students in the school's programs and to offer students a range of programs to improve engagement and performance.

**Kensington Gardens Pre-School (SA)**

**Principal:** Josie Miels

**Phone:** (08) 8331 8068; **Email:** info@kensingtonpre.sa.edu.au

The preschool is a great model of Aboriginal understanding and inclusion for other pre-schools to adopt. Although there are no Aboriginal children enrolled at the kindergarten, there is evidence of leadership and staff commitment to involving children in Aboriginal history and culture experiences. This is the first pre-school to have been awarded a *Dare to Lead Excellence in Leadership in Indigenous Education Award*.