



Annual Review 2025

20 Years of Walking Together

ACKNOWLEDGEMENT OF COUNTRY

Yalari acknowledges Aboriginal and Torres Strait Islander peoples as the first inhabitants of this land. We recognise their culture, history, diversity, and deep connection to land, waters, and territorial seas of Australia.

We pay our respects to the Elders, past and present, and acknowledge the Yalari office is on Kombumerri country within the lands of the Yugambah language group of the wider area. We also acknowledge the traditional custodians of the lands in which we work Australia-wide, and recognise their culture, heritage, and beliefs.

Cover: Featuring Arnido from The Southport School and Agnes from St Hilda's School, Gold Coast. Artwork: By Yalari alumna Naomi Buchanan of the Wadja Wadja people.

This Annual Review was prepared ahead of the Yalari board meeting on 28 April 2026. Financials and governance information reflect accounts approved at that meeting.

Indigenous place names used throughout follow the ABC Indigenous portal dataset, with precedence given to established Yalari usage and the direct knowledge of those living and working on Country.

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A MESSAGE FROM OUR FOUNDER

The celebrations throughout 2025, and the friends and family we caught up with along country roads and highways, at fundraising dinners, at our schools, in communities, around boardroom tables and at our Outback camps, had me reflecting on 20 years of Yalari with gratitude and humbleness.

In truth, the idea of educating an Indigenous child from regional Australia in a high achieving boarding school, was made a reality in 1980 when Mrs Rosemary Bishop, my teacher at Murgon State School, liaised with the Headmaster of Toowoomba Grammar School, Mr William Dent, to offer me a scholarship for my secondary education.

Fast forward to 2005 and I was explaining to grandfather ‘Blokey’ Wilson on Palm Island, off the coast of Far North Queensland, what I had in mind; we were going to offer scholarships for many Aboriginal and Torres Strait Islander children from regional and remote Australia, the opportunity to attend leading boarding schools for their secondary education.

‘What should we call our program?’ I asked him.

“He thought for a moment and replied, ‘Yalari’, before he went on to explain that it meant ‘child’ in the Birri Gubba language of my mother’s people.”

And here we are today, supporting 251 students throughout our country, thriving through a quality secondary education, and close to 600 alumni living, working, still learning, and moving about their lives as young contributing and influential adults.

There is hope, opportunity, kindness and responsibility.

Thanks for joining us in 2025, by both celebrating our 20th year, and for keeping on the journey together as we support our students, alumni and the ongoing purpose of Yalari ... educating Indigenous children and empowering the future generation of Indigenous leaders.

WAVERLEY STANLEY AM
Founding Director

Yugambah Gold Coast
33.8623° S, 151.2077° E
On Kombumerri country



A MESSAGE FROM OUR CHAIR

Twenty years feels both like the blink of an eye and a lifetime (well almost). From the start, Yalari unapologetically championed Indigenous excellence. What began as a vision for 250 scholarships will see us surpass 900 scholarships in 2026. We focus on where the need and opportunity for impact are greatest - in regional and remote locations. It’s clear that Yalari works. Our impact stretches beyond each scholarship - touching families, communities, and Australia itself. Through Yalari, Indigenous narratives are being rewritten.

As Yalari has evolved, we’ve shifted focus from the here and now to setting Yalari up to be a lasting promise - fostering Indigenous excellence for generations to come. We are now taking on the task and challenge of determining Yalari operates for 100 years and beyond. To do so, we must ensure our capital and structures support this ambition, whilst never taking our eye off the things that are both Yalari’s heart, and its secret to success.

“Across twenty years, what has grown most is the depth of connection - students, families, communities, and schools walking together.”

Accordingly, we’ve reset our **strategic priorities** (pictured, right). Student outcomes are our focus on continually evolving and providing the best possible support to Indigenous students and families. Alumni connection means deeper engagement, growing the next cohort of Indigenous leaders. Our community of support uplifts us, and ensures Yalari has the capital and backing to fulfil its mission.

The support you give to Yalari is never taken for granted. Thank you to everyone who has walked with us over these first 20 years. With your continued partnership, we’re energised and ready to face the next 20. We invite you to keep walking with us as we build this lasting legacy.

BRUCE DAVIDSON
Chair

Meanjin Brisbane
27.4701 S, 153.0210 E
On Yuggera and Turrbal land



CORRIE VALUES

COMPASSION

Ngarramilmila

“My chest is warm when I have compassion. When I have compassion for you, my heart feels good.”
Yanyuwa language, Borroloola, NT

Worpulaendi

“To care and work for others.”
Kaurna language, Adelaide Plains, SA

- The ability to focus on the needs of others.
- To have empathy for another’s situation or experience.
- To encourage, motivate and help where needed.
- An attitude of thoughtfulness, kindness and respect.
- To listen, care, be genuine and communicate authentically.

OPENNESS

Wuden fala

“Show yourself.”
Ngan’gi language, Daly River region, NT

Minidja

“True.”
Bunuba language, Fitzroy Crossing, WA

- The capacity to be open-minded, approachable and willing to listen to the views and opinions of others.
- To try new things or ways of doing things.

RESPECT

Gilbruk

“Respect.”
Taungurung language, Central VIC

Yindyamngidyal

“Respect.”
Wiradjuri language, Central NSW

- The way of treating or thinking about someone that demonstrates valuing that person and showing esteem and honour for another (including their views and beliefs).
- Treating people how you want to be treated.
- Continually striving for improvements.

RESILIENCE

Arratye

“Something really happens after you have been trying to do it for a long time. Right, correct, real.”
Eastern Arrernte language, Central Australia, NT

Kunakan

“Strong, resilient.”
Kalaw Lagaw Ya language, Torres Strait Islands, QLD

- An attitude of accepting the challenge of how to learn and develop through pressure and challenges.
- To never give up.
- The ability to pick yourself up, dust yourself off and try again.

INCLUSIVENESS

Wumginy Garalbu

“Coming together.”
Yugambah language, Gold Coast, QLD

Kemermerkemer

“All.”
Meriam Mir language, Torres Strait Islands, QLD

- The ability to value and embrace the diversity of experience, backgrounds, views and thoughts of others.
- Treating all people like your own mob, your family, because everyone is important.

EXCELLENCE

Dalungal

“Excellent, excellent person.”
Taungurung language, Central VIC

Marrung

“Excellent.”
Wonnarua language, Coastal NSW

- An attitude of “doing the right thing” to your highest possible ability.
- Taking pride in what you do.
- Continually striving for improvements.

VISION AND PURPOSE

Our Vision

Yalari’s vision is to be one of Australia’s great enduring educational and leadership foundations empowering Indigenous people from regional and remote Australia.

Our Purpose

To create equitable opportunities and outcomes for successive generations of Indigenous children.

To develop leading programs educating and supporting Yalari’s students and alumni, individually and collectively, as qualified, contributing, culturally connected, and influential Australians.

To honour all Australians by sharing Indigenous cultures through stories, healing, laughter, and truth.

THE START OF THE YALARI STORY

Yalari’s story begins in 1979, when Waverley Stanley was awarded a scholarship to attend Toowoomba Grammar School. That opportunity, and the belief shown in him by his Year 7 teacher, Mrs Rosemary Bishop, became the seed of a lifelong commitment to ensuring Indigenous students from regional and remote areas can **pursue their own educational pathways.**

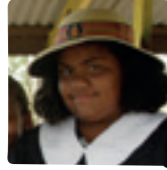
In 2005, Waverley and his wife Llew Mullins, and other like minded generous people founded Yalari with the first cohort of scholarship students and a simple but powerful idea: when a child is given the chance to learn, their future - and the future of their community - can change.

What began around a kitchen table has grown into a thriving community of students, families, alumni, schools, supporters and staff walking alongside young people from regional and remote communities through six years of boarding and beyond.

Pictured in 2017: Rosemary Bishop and Waverley Stanley AM



CELEBRATING 20 YEARS OF YALARI



The first three boarding students start at Toowoomba Grammar School and The Glennie School. Yalari's inaugural fundraising dinner in Sydney raises in excess of \$300,000.

2006

2008

25 new students receive Yalari scholarships.

Vincent Fairfax Family Foundation becomes Yalari's first major partner.

2010

Yalari celebrates its 5th birthday!

The Federal Government awards the administration of part of its Indigenous Youth Leadership Program to Yalari, adding 66 transitioning students and a further nine schools to our program.

Powderfinger, one of Australia's most successful rock bands, supports Yalari throughout their 'Sunsets' farewell tour of Australia in late 2010.

17 Yalari students graduate Year 12.



Yalari's head office is devastated by fire. The Gold Coast Titans NRL Club generously donate office space and the Yalari community rallies to get us back on our feet.

The Yalari office is relocated to Siganto Drive, Helensvale.

Waverley travels to South Africa for his Churchill Fellowship.

2014

2012

2013

25 students graduate Year 12.

2011

Inaugural Commemorative Walk to Cherbourg.



2015

Yalari celebrates its 10th birthday! Yalari has 173 scholars and 137 graduates.

28 partner schools across Australia and 28 students graduate Year 12.



2016

Inaugural Yalari Captaincies.

Inaugural Yalari National Volunteer Awards.



2018

Yalari has 184 scholars and over 300 alumni.

33 students graduate Year 12.

2020

Yalari celebrates its 15th birthday with over 200 scholars and nearly 400 alumni.



2022

Yalari has 229 scholars and over 445 alumni.

26 students graduate Year 12.

674 scholarships awarded to date.



2024

Warrior Spirit Camp held in conjunction with 9RQR for our alumni at Ennoger, Queensland.

First two alumni appointed to the Yalari board, Kyol Blakeney and Ebonie Sadler-Small.

Alumni gathering at Government House in Canberra with the Governor General of Australia.



2005

Yalari was established on 13 April 2005 by Waverley Stanley, his wife Llew Mullins and a group of like-minded and generous supporters.

Yalari was assisted with start-up funding and support from AVCAL (Australian Venture Capital Association Limited) and DEEWR (Department of Education, Employment and Workplace Relations).



2007

13 new scholarship recipients start at six different boarding schools around Australia.

The inaugural Yalari Orientation Camp was held at Tallebudgera on the Gold Coast.

PBI (Public Benevolent Institution) endorsement by the Australian Tax Office.

Yalari raises in excess of \$1M through private and corporate donations.



2009

Yalari offers a further 34 students scholarships through its partner schools.

Waverley Stanley is named Ernst & Young's Social Entrepreneur of the Year (Nth Region).

The first Year 9 Central Australia Camps were held.

Her Excellency Ms Quentin Bryce AC, Governor-General of the Commonwealth of Australia, accepts the patronage of Yalari and attends the annual Brisbane Fundraising Dinner.

2011

Inaugural Commemorative Walk to Cherbourg.



2013

25 students graduate Year 12.



2017

Yalari is featured on ABC's Australian Story.

46 new scholars start their Yalari journey.



2019

Waverley Stanley is recognised in the Australia Day Honours List and was appointed as a Member of the Order of Australia (AM) for "significant service to the Indigenous community through support of education."



2021

Yalari purchased its head office in Helensvale, Gold Coast.



2023

Yalari holds its first Sponsors and Alumni Camp to Central Australia.



2025

Celebrating 20 years with over 250 scholars and close to 600 alumni in partnership with 20 schools.



2025 IMPACT

54

New Scholarships
Awarded

251

Yalari Scholars

93%

Annual Retention
Rate*

*2020-2025

588

Yalari Alumni

30+

Alumni & Pathways
Initiatives
Delivered

20

Partner
Schools



ALUMNI LEADING THE WAY

STRONG COMMUNITIES, STRONG FUTURES AND BACK IN COMMUNITY

Shanice Flemming

Current location: **Broome, Western Australia**
 School: **Geelong Grammar School**
 Current role: **Teacher (Primary)**



What is an achievement you are most proud of?

“Completing my Bachelor of Education is something I am deeply proud of, especially sharing this journey with my sister. I stayed committed because there are students out there who need representation by someone who believes in them. I am doing this for our kids.”

What has been a deeply meaningful experience in your life?

“Becoming a mother has been a journey of constant learning and growth. My daughter is a firm reminder why it is so important to create strong, supportive pathways for the next generation.”

If you could talk to your Year 7 self on their first day of school, what would you say?

“Don’t be afraid to stand up for yourself. Be proud of who you are. There will be challenges, but do not let them define you. Believe in your strength and keep going because you can achieve great things.”

Rubibi Broome
 17.9618° S, 122.2370° E
 On Jukun land



Isaac Burgoyne

Current location: **Kununurra, Western Australia**
 School: **Toowoomba Grammar School**
 Current role: **Youth Program Manager**

When you think about your time as a Yalari student, what’s one moment that really sticks with you?

“The first few years are hard but as you adapt to boarding life, you see the rewards of being independent and the opportunities from those sacrifices. Waverley always said the choices you make will benefit you in the long run, and that’s something I always remember.”

How are you showing up for younger mob coming through behind you?

“I run programs for at-risk or disengaged young people to help re-engage them into something proactive while helping them get things they need for the future, like an ID, a driver’s licence, or work.”

Goonoonoorang Kununurra
 15.7781° S, 128.7441° E
 On Doolboong/Miriwoong land



Emma Rogers

Current location: **Derby, Western Australia**
 School: **Geelong Grammar School**
 Current role: **Deputy Manager at Kabayji Booroo Youth Hostel**

What does being back home and close to family and community mean to you right now?

It means everything to me being back home with family but also working with the youth from home. Building strong relationships with them, encouraging them to get through school and to be the best version of themselves is everything to me right now.

For a young person from WA who’s thinking about applying for a Yalari scholarship - what would you want them to know about the experience and what it can lead to?

It’s a once in a lifetime opportunity. It sounds scary, but take it because it will open so many doors for you and you’ll meet so many great people, and it will shape you as a person.

Derby / West Kimberley
 17.3093° S, 123.6402° E
 On Nyikina and Warwa land



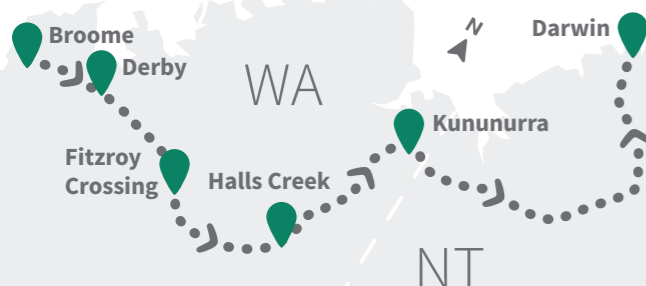
ON THE ROAD

Yarns from Rottneest to the Kimberley

From tourism on Rottneest Island to land management in Kununurra, Yalari alumni are leading in their chosen fields.

By yarning with graduates on home soil, Alumni Lead Lesa captures the ‘whole-of-life’ reality of our graduates - honouring the juggle of FIFO work, raising young families, and balancing community responsibilities.

This connection ensures alumni support remains relevant; showing up where our graduates live and work means they have exactly what they need to thrive.



Alumni-Defined Priorities

Through deep listening in the Kimberley, graduates identified three keys to thriving:

- **Practical**
Financial literacy and home-ownership workshops.
- **Flexible**
Wellbeing support tailored to FIFO and shift-work life.
- **Connected**
Local, family-friendly, and community-centred gatherings.

“Our commitment doesn’t end at graduation. By walking alongside alumni, we ensure they grow strong, self-determined futures.”



Pictured: Lesa, Alumni Lead with alumna Cassidy Dempsey



YALARI READY

Yalari Ready is an intensive transition program designed to support students who demonstrate strong commitment, leadership potential, and a desire to learn, but require additional literacy and numeracy support before commencing boarding school on a Yalari scholarship.

2025: A TRANSITION YEAR AT SCOTS PGC COLLEGE

Following a successful pilot in 2024, Yalari Ready was delivered at Scots PGC College in Warwick in 2025.

Ten Aboriginal and Torres Strait Islander children from regional and remote communities across North Queensland, the Northern Territory and New South Wales joined the Scots PGC Yalari Ready class. Each brought different strengths, language backgrounds, and starting points in their learning. What they shared was effort, attendance, and a determination to make the most of the opportunity.

At Scots PGC, students:

- Learnt in a small, dedicated Yalari Ready classroom with a specialist teacher
- Focused on intensive literacy, numeracy and language learning aligned with Year 6 ACARA standards
- Lived in boarding, practising new routines with support from Yalari staff and school teams
- Joined wider school life through sport, chapel, and co-curricular activities

2025 OUTCOMES

- Ten students completed the Yalari Ready year at Scots PGC
- 100% were offered places at Yalari partner schools to commence Year 7 in 2026
- Students transitioned into three leading boarding schools across Australia

These early cohorts confirm that with focused preparation, students can start secondary school confident, connected and ready to succeed.

How Yalari Ready feels day to day

MORNING CHECK-INS

Quiet conversations about how everyone slept, who is missing home, and what is happening back in community set the tone before lessons begin.



IN THE CLASSROOM

Explicit teaching in reading, writing, and maths is combined with group reading, storytelling, and hands-on activities that connect to students' lives and interests.



LIFE IN BOARDING

Evenings bring homework, yarning in the common room, calls home, and learning new routines – from doing laundry to getting to breakfast on time – with boarding staff and Yalari Support Officers close by.



STAYING CONNECTED TO HOME

Photos, artworks, and language words from community are visible in the classroom. Students share stories of Country and family so that school becomes another "home", not a replacement for where they come from.

Waringh Waringh Warwick
28.2152° S, 152.0352° E
On Bundjalung land



SCHOOL VOICES



Great Southern Grammar, Albany



Built on shared values, our long-standing partnership with Yalari continues to grow from strength to strength. It is not a transactional relationship, but one grounded in deep connection and a shared, aspirational vision, to support the transformation of Indigenous young people so they may return to their communities and create positive, lasting impact for the common good.

Great Southern Grammar is humbled by the support and encouragement we receive from Yalari, which enables us to uphold our strong social and moral commitment to the education of Indigenous young people across Western Australia.

Together with our approach to student engagement and personal success, this partnership empowers our school to continue to grow, celebrate diversity, foster inclusion, and nurture a genuine sense of belonging for all those we serve.

Mathew Irving
Principal

Kinjarling Albany
35.0268° S, 117.8837° E
On Noongar and Minang land



St Ignatius' College Riverview, Sydney



When First Nations young men come away to board, we understand that it is a significant commitment from both the student and community. For this reason, we emphasise the holistic growth of each individual. They are not just coming to study - they are coming here to be, to give, and to grow.

Within our circle, we look after one another and challenge each other until each student can walk out the gates knowing that anything in life is achievable. It is an unspoken rule in our community to protect and to honour Gammeraygal Country and its sacred sites while we are away from our own, doing this makes us feel closer to home.

The story of Country (countries) is embedded in our very architecture. Our new learning space, Wingaru 'to think', was inspired by, country, in particular, the shell midden site beneath a beautiful rock shelter along the foreshore. This new space supports individual growth within a strong cultural foundation – a space that has embraced the gift of our past students and we commit to learning more as we have left blank spaces for those coming in future to add to our story.

Kaleb Taylor
First Nations Coordinator

Sydney Harbour
33.8623° S, 151.2077° E
on Cameraygal country



HELPING EVERY STUDENT SUCCEED, BELONG AND THRIVE

Behind every Yalari student is a strong network of care, led by Student Support Officers. By supporting each student as an individual, connected to community and Country, Student Support Officers enable greater engagement and confidence. Working with students, families, and schools, they provide consistent, culturally informed support that strengthens wellbeing, builds belonging, and underpins each student's success.



Nelson Foster (Alumnus)

HORN ISLAND, TORRES STRAIT ISLANDER

Student Support Officer
ST AUGUSTINE'S COLLEGE, CAIRNS (in 2026)

From seeing both sides as an alumni and SSO, what matters most in the support a student receives?

"The biggest thing I have learned is how much being present and just showing up means to a kid. It's about being on their side with consistency and patience. My main takeaway is that the support we give is not really holding their hands but rather walking beside."

Gimuy Cairns
16.9230° S, 145.7662° E
On Yidinjdi land



Peyton Fafai

Student Support Officer
ST HILDA'S, GOLD COAST

What's something a student's family has done that reminded you why this partnership matters?

"A Torres Strait Islander family gifted me a Kulup (a traditional instrument for storytelling). To me, it was the highest compliment for supporting their children within the 'Yalari family.' It truly means a lot to me."

What does a typical day look like for you as an SSO?

"I arrive at 3:30pm in the quad to say hello, yarn, play games, and hangout. After tutoring and dinner, I might take the girls for dessert or a drive. It's a chance for them to let their hair out and yarn over some food outside the boarding environment."

Yugambah Gold Coast
33.8623° S, 151.2077° E
On Kombumerri land



Mike Kennedy

Student Support Officer
SYDNEY CHURCH OF ENGLAND GRAMMAR SCHOOL (SHORE) & ST IGNATIUS' COLLEGE RIVERVIEW, SYDNEY

How do you see students change over the years – not just academically, but as people?

"The biggest change is in how they see themselves. They build confidence that they can do hard things and learn along the way. Many become great role models and mentors, acknowledging their own past challenges to support the younger students."

Sydney Harbour
33.8623° S, 151.2077° E
on Cameraygal country



Penny Lilford

Student Support Officer
THE GLENNIE, TOOWOOMBA

What's something about the SSO role that you didn't fully understand until you were doing it?

"I hadn't fully understood the humour which underpins relationships and connections. We have moments where we literally belly-ache from laughing. That sense of belonging through laughter and having fun has been a wonderful, unexpected experience."

Giabal Toowoomba
27.5598° S, 151.9507° E
On Barunggam land



Holly Coffison (Alumna)

UNBEKERE BINA / KALKADOON

Volunteer Tutor & Student Support Officer
SOMERVILLE HOUSE, BRISBANE (in 2026)

What is it about this partnership that keeps you coming back?

"I know firsthand how life-changing Yalari is. The dedication and care of the people behind the scenes make it so much more than just a scholarship. It's why I keep coming back - seeing that level of commitment to every student."

Meanjin Brisbane
27.4701° S, 153.0210° E
On Yuggera and Turrbal land



CONNECTION THROUGH SHARED EXPERIENCES

Throughout the year, students participated in shared experiences that fostered growth and a deep sense of belonging within the Yalari mob. These touchpoints - from orientation to graduation - shaped identities, strengthened cultural understanding, and prepared students to lead their own futures.



● Year 7 & 8 | Orientation Camp

Orientation Camp bridged the gap for new and returning students, fostering the resilience and confidence required for boarding school life. By connecting with alumni and Student Support Officers, students built a strong foundation of support and a lasting sense of belonging from the very start of their secondary education.

● Year 9 | Outback Camp

The Outback Camp took students into the heart of Central Australia, where they travelled from Alice Springs to Uluru. Immersed in the landscapes of Traditional Lands, they learned directly from local Elders near Ormiston Gorge, participated in cultural activities that encouraged storytelling, personal growth, and reflection on their boarding journeys.

● Year 10 | Pay It Forward Camp

The Year 10 cohort reunited to collectively fund a Rosemary Bishop Scholarship for a future Yalari student, they strengthened their own bonds, focused on wellbeing, and reaffirmed their commitment to community contribution.

● Year 11 | My Future Camp

Hosted at Bond University, the My Future Camp focused on university immersion and career planning. Students engaged with industry partners and participated in practical workshops - including a driving skills session with RACV - to explore post-school options.

● Year 12 | Career Readiness

Supported by Herbert Smith Freehills Kramer, this final camp focused on wellbeing and employment readiness as students navigated their transition beyond the school gates. The program built early career awareness and personal resilience needed for life after graduation.

● Year 12 | Graduation

The journey culminated at Parliament House in Canberra, where 36 graduates were celebrated for their achievements. These young leaders moved forward with the knowledge, confidence, and community support to navigate their chosen pathways and step into new opportunities.

Outback Camp



Eli

Year 9 Student

“During camp, I learned a lot about myself and the way I see my culture through time spent around the campfire. Listening to others’ stories helped me feel more connected to my identity and proud of where I came from.”

Pay It Forward Camp



Kashada

Year 10 Student

“I found Year 10 camp a great time to connect with the peers in my year to discuss our plans for the ‘Pay It Forward’ project. It really helped in gathering ideas to help us in the upcoming days. One of the pay it forward ideas we have is an ‘Out of School Uniform Day’ and everyone in the school can participate if they donate a gold coin.”

My Future Camp



Demi

Year 11 Student

“The My Future Camp was a great opportunity to learn more about careers, how Yalari will support us after school, and how they can help us with planning our future.”



CLASS OF 2025

KYMARNI ASTILL
Yuwaalaraay and Gamilaraay / Wailwan
Kinross Wolaroi School

KALEIGHA BAIN
Jawoya / Ngalakan
Clayfield College

KYARA BASHFORTH-HARMSTON
Bundjalung
St Margaret's Anglican Girls School

KAINEN BEEZLEY
Wakka Wakka / Kabi Kabi
Toowoomba Grammar School

KELLIE BRAIN
Kooma / Guwamu / Cunnamulla
Clayfield College

PIPER CAMPBELL
Yuin Tribe
St Hilda's Gold Coast

MILLI CARTER
Gunnai & Kurnai / Brabroulong & Tatanugalong
Geelong Grammar School

ROHAN COOPER
Gunai Kurnai / Yorta Yorta
Geelong Grammar School

COOPER CORY
Kamilaroi
Churchie

BRIDIE COVER
Bidjara
The Glennie School

TRISTAN DONNELLY
Yaegl, Bunjalung, Gumbayngirr, Dunghatti
St Ignatius' College, Riverview

COURTNEY DROTINI
Kaurareg
The Glennie School

ERIKA FREEBAIRN
Kirirri Island
The Glennie School

TAYLOR HAMMOND
Wayilwan
Kambala School

OLIVIA HOLZ
Tharawal
Abbotsleigh

MONTANA HOOKEY
Garawa / Waanyi
St Hilda's Gold Coast

LUKE HORWOOD
Kamilaroi / Gamilaroi / Anawain
SHORE

CARA JONES
Gungri / Wakka Wakka
The Glennie School

WILLY KRIS
Kala Kawa Ya
St Ignatius' College, Riverview

JAYELAN LANG
Kamilaroi
The Glennie School

RIF MCNEIL-HANNA
Yamaji / Wadjarri / Murchison River
Great Southern Grammar School

RUSANTI MISICK
Kulkagau ya / Kala lagaw ya
Clayfield College

DOMINIC (DJ) NAGLE
Wagodagam / Panai / Kala Lagaw Ya
SHORE

MIA NAKATA
Wagodagam clan / Karage tribe / Paim pain Kap clan
John Paul College

KIYOSHI NAKATA-BINJUDA
Wagodagam clan / Karage tribe / Paim pain Kap clan
John Paul College

TARNIESHA OSCAR
Bunuba, Gooniyandi, Gija & Waanyi
Methodist Ladies' College

TONY PROBERTS-PITTMAN
Yuin / Wiradjuri
Scots PGC Warwick

MEYAH PROBERTS-PITTMAN
Yuin / Wiradjuri
Scots PGC Warwick

ELI PYZIAKOS
Tagalaka
The Southport School

TALLEN ROBINSON
Wiradjuri
Toowoomba Grammar School

XAVIER STANLEY
Birragubba / Burungam / Gunglu
The Southport School

CHELSEY TENNANT
Wayilwan
St Hilda's Gold Coast

ELOISE VAN VUGT
Badimaya Yamatji
Methodist Ladies' College

MYFFY WILSON
Nari Nari
Abbotsleigh

RILEY WONDERGEM
Gumbayngirr
Churchie

CHEYANNE YAMASHITA
Torres Strait Islander
St Margaret's Anglican Girls School

A PATHWAY TO PURPOSE:

Courtney Drotini **KAURAREG**

2020

Courtney was twelve when she left home. Her Student Support Officer remembers her as the one helping others settle in, organising what work needed doing, and keeping her peers on track during prep.

She arrived at The Glennie School, 2,143km from Thursday Island, during COVID-19. Grades lifted from C- to As and Bs by the end of the year.

She didn't yet know what life after Year 12 would look like. She just knew she wanted to make the most of the opportunity in front of her.

2022

Bronze Academic Achievement Award. Selected for the CSIRO Young Indigenous Women's STEM Academy. Placed second nationally with a bush foods video.

By Year 9, Courtney was balancing sport, academics, and a quiet responsibility that kept showing up in every staff report: looking after the people around her. When her younger sister started in Year 7, Courtney became her anchor.

She described the shift herself: "Something I have learnt about myself this year is to never give up when times get tough. I'm proud of my studies and the improvements in my grades, especially in Maths." Then, almost as an afterthought: "I am also proud of my increased confidence, as I have started asking more questions in the classroom."

2023

Led the Year 10 Pay It Forward initiative. Described by staff as "excellent at getting on and making the most of everything around her."

The Pay It Forward role suited her. Courtney had been doing it informally since Year 7 - checking in on her Yalari cohort, making sure everyone knew what needed doing and when. Now it was official.

Outside school, she picked up shifts at Coles and volunteered for stocktaking to add more hours. The young woman from Thursday Island was building a life in Toowoomba on her own terms.

2025

Appointed School Captain - the first Indigenous student and first Yalari scholar to hold the position in The Glennie School's 117-year history.

"My story began in 2020, a year filled with challenges," Courtney wrote in her final letter to supporters. "The effort I put in during 2020 paid off, as I began to achieve academic awards while also immersing myself in sport. By 2023 it became clear that leadership was my next priority."

The School Captain appointment was the culmination, but it wasn't the point. The point was everything that led to it: the quiet reliability, the academic persistence, the care for younger students, the willingness to put her hand up.

2026

Studying a Bachelor of Business at QUT in Brisbane on a Yalari Pathways Scholarship.

Her alumni profile says it plainly: "My future aspirations on completion of my degree are to return home to the Torres Strait Islands and invest my skills and knowledge back into community."

When asked about her role model, she named her mum "because of how much of a strong independent woman she is." Six years ago, Courtney didn't know what she wanted to do. Now she does.

"Yalari gave me the opportunity to leave home, experience new things that wouldn't be possible at home. It opened doors that I did not know existed."



Eli

Commenced a mining apprenticeship with BHP Mitsubishi Alliance



Dominic

Recipient of a Pathways Scholarship and studying medicine at University of Sydney



Meyah

Studying Diploma of Library Services in Brisbane



Mia

Moving to the USA to pursue a career in professional basketball



Meanjin Brisbane
27.4701 S, 153.0210 E
On Yuggera and Turrbal land



FROM SCHOLAR TO STUDENT SUPPORT

Jazleen David De Busch **GOMEROI**

In 2011, twin sisters Jazleen and Jadalyn David De Busch travelled from their bush community in the far north of Queensland to Brisbane to start at St Margaret's Anglican Girls School on Yalari scholarships. Today, Jaz is an actor, writer, and works at Yalari as SEQ Student Support Coordinator. Her partner Nathan, also a Yalari alumnus at St Augustine's College, Cairns, is an Exercise Physiologist. Together they are raising their daughter strong in culture, within a network of family, community, and opportunity.

Through their story, you can see how one opportunity, held within family and culture, can support change across generations.

My name is Jazleen David De Busch, and I am a proud Aboriginal and Torres Strait Islander woman with connections across Cape York, Central Australia and the Torres Strait.

I grew up in a bush community where our days were shaped by family, Country and culture - cooking over the fire, falling asleep to the sound of the generator, chasing cattle and eating bullock or kangaroo for dinner. In 2011, my twin sister and I left that world to attend St Margaret's in Brisbane on Yalari scholarships.

Yalari wasn't just a scholarship for me. It was a lifeline. A safety net. A family. It was Auntie Llew and Uncle Wav, the Yalari team, the boarding staff, the trips to Uluru and the walk to Cherbourg - a community that backed our vision and supported the courage it took for us to begin our journey at boarding school.

Through Yalari and home, I found my passion for storytelling performing and culture. I completed a Bachelor of Fine Arts (Acting), worked as an actor and writer, and created First Storytellers Collective, bringing cultural storytelling to young people across Queensland, especially in rural and remote communities.

My partner Nathan, a humble and kind Wakaid and Wuthathi man, also walked his own Yalari path. Raised on Thursday Island, he attended St Augustine's College in Cairns and became School Captain. Today he works as an Exercise Physiologist at the Institute for Urban Indigenous Health, supporting the health and wellbeing of our mob. Our shared dream is to take those skills home to the Torres Strait and Far North Queensland to deliver programs that support people to live strong, healthy, connected lives.

Together we now have a daughter - our Irena. Becoming her parents made us see our Yalari journeys in a new light. What Yalari gave us was not just opportunity; it gave us the ability to help shape a future for our daughter grounded in culture, with education and relationships that support her to walk confidently in many places.

Our purpose has grown from individual ambition to a shared commitment: to build opportunities for our mob in rural and remote communities, and to always give back to the community who lifted us. We carry forward the CORRIE values Yalari embedded within us - Compassion, Openness, Respect, Resilience, Inclusiveness and Excellence - and we promise to keep the door open for those coming after us.

Jazleen

“Grounded in culture and empowered through education, we’re committed to creating opportunities for the next generation.”



JAZLEEN'S JOURNEY

- 2011** Starting school - From the bush to Brisbane. Jazleen and Jadalyn begin their Yalari journey at St Margaret's.
- 2015** Graduation - Year 12 complete. St Margaret's Anglican Girls School, Brisbane.
- 2020** Developing her craft - Completing a Bachelor of Fine Arts (Acting) at QUT.
- 2023** Leading change - Founding the First Storytellers Collective for communities.
- 2025** A new legacy - Creating a future of choice and connection for her family and becoming Yalari's SEQ Student Support Coordinator.

Meanjin Brisbane
27.4701 S, 153.0210 E
On Yuggera and Turrbal land

REFLECTIONS ON OPPORTUNITY: A YALARI ALUMNI'S JOURNEY

Peter Lacey **GARAWA & MITAKOODI**

Peter Lacey is a proud Aboriginal and Torres Strait Islander man from Darwin whose journey spans scholarship, storytelling, and service. A Yalari alumnus and former ABC journalist, Peter has returned to Scotch College Adelaide as First Nations Officer – giving back to the same school where his journey began – while continuing to support young people and communities with a deep commitment to culture, connection, and future generations.

I remember the power bill arriving. Nothing dramatic or traumatic, just present. I remember the expression on my mum's face. That quiet calculation of what could wait, what couldn't, and how we would stretch what we had.

I grew up the youngest of four in a single-parent household. We didn't talk about "disadvantage", we just lived it. But in moments like that, my mum showed me something steady: work ethic, persistence, faith, and the understanding that you keep going regardless.

One afternoon, while I was outside playing basketball with my siblings, my mum received a phone call. I had been offered a scholarship through Yalari. We celebrated in that moment - but soon after, fear crept in quietly. Because that call didn't just mean a new school. It meant leaving home, leaving my siblings, and stepping away from the only version of myself I knew. At twelve years old, I didn't understand the scale of that change. I understand it now.

I was the only Aboriginal male student in my co-ed school. I remember moments where conversations shifted when I walked into a room. Moments where Aboriginal people were spoken about until people realized I was standing there. That has an impact on a young person.

You don't just learn maths, English, and science, you learn to rebuild your identity. Layer by layer. Looking back, that was the start of understanding how what's going on inside me affects what I experience outside. Yalari doesn't lower the bar. It provides the support needed to rise to it.

At Scotch College, I became House Captain, and in Year 12 I stepped into the Prefect role as Community Action Leader. Those roles weren't about titles ... they were about belonging. A reminder that I had earned my place.

I began my career in journalism, driven by a desire to tell meaningful stories.

Over time, I realised the real skill wasn't just in telling them - it was in creating a space where people felt safe enough to share with me.

That led me to psychology, where I became interested in belief, identity, and behaviour. Why we think the way we do, and why we sometimes hold ourselves back.

I later spent time studying medicine to better understand the body alongside the mind. That experience clarified something important: I didn't want to save lives in the traditional sense, I wanted to help remove the internal barriers that prevent people from living fully.

People say Indigenous students are "given opportunities." What often isn't seen is the cost. This scholarship didn't come without challenge. It involved separation - chosen, but still significant - adaptation, pressure, questions of belonging, and the ongoing work of identity. Access opens the door. But walking through it - and staying in the room - requires a shift in how you see yourself.

Think of it like tuning a radio. When the frequency aligns, the signal becomes clear. That's the real return on investment ... not just access, but alignment.

Yalari didn't just change my life, it changed my family. My nephew is now in boarding school down south. A close family friend's daughter now attends Scotch College where I work as First Nations Coordinator. That's the ripple effect. It doesn't stop with one person.

“If I could share one message with supporters: yes, money makes a difference - but think bigger. You're investing in young people who are shifting narratives and stepping into spaces their ancestors dreamed of.

When belief shifts early, the impact carries across generations.”

PETER'S JOURNEY

- 2008** Starting strong - Awarded a Yalari Scholarship to attend Scotch College Adelaide.
- 2012** Graduation day - Year 12 complete
- 2016** Finding a voice - Completed a Bachelor of Arts (Journalism) at Swinburne University of Technology.
- 2020** Telling stories - Commenced work as a Journalist with the ABC.
- 2023** Giving back - Returned to Scotch College Adelaide as First Nations Officer.
- 2024** Supporting others - Appointed Intake and Assessment Practitioner at Canteen.
- 2025** Next chapter - Commenced a Psychology degree at Flinders University.

Tarntanya Adelaide
34.9285° S, 138.6007° E
On Kurna Pangkarra land





PATHWAYS IN PRACTICE: AVIATION IN THE TORRES STRAIT

Jemmah Ronsen **ARGAN CLAN**

Waiben Thursday Island
10.1592° S, 142.1632° E
On Kaurareg land



Jemmah Ronsen grew up on Thursday Island watching helicopters fly. She knew what they carried - neighbours from the outer islands, families in emergencies, and people needing to reach the mainland. On a remote island, these aircraft are a lifeline.

Jemmah left the Torres Strait Islands in 2016 as a Yalari scholar, attending St Margaret's Anglican Girls School in Brisbane before graduating from The Glennie School in Toowoomba. After a period as a Parks and Wildlife Officer in Cairns, a chance conversation with a Babcock pilot staying at her Nan's Airbnb redirected her path back to aviation.

After interviewing with the team, she knew her direction. "I can see myself here," she says. "This is where I want to be." Jemmah is now completing her Diploma in Aeroskills (Mechanical) as an apprentice with Babcock, supporting the Lagaw Kuyup Rescue Service - the same helicopters she watched as a child.

"It's a privilege," she says. "Especially being from the community and then giving back. I know how much these resources are needed." By year five, she aims to be a licensed Aircraft Maintenance Engineer, working in and for her own community.

JEMMAH'S JOURNEY

- 2016** Stepping out - Thursday Island to Brisbane. Jemmah begins her Yalari journey at St Margaret's.
- 2017** Finding rhythm - Pulls the stroke oar in the Year 8 Quad Scull.
- 2021** Graduation - Year 12 complete. The Glennie School, Toowoomba.
- 2023** New ground - Parks and Wildlife Officer, Cairns.
- 2025** Back on the Torres Strait Islands - Aeroskills apprenticeship with Babcock. The goal: Licensed Aircraft Maintenance Engineer, Torres Strait.

"We are incredibly proud of Jemmah. Her story is a powerful example of hard work, determination and the real impact our work has in the communities we serve."

Babcock is proud to partner with Yalari to support young people like Jemmah, as we work together toward our shared goal of creating lasting, positive change in the communities in which we live and work."

Babcock Australasia Acting CEO
Leah Grantham



10 year partnership

Our long-standing partnership with Babcock shows how a shared commitment to education can create lasting change. Now in its tenth year, the partnership reflects a whole-community approach, supporting young Indigenous students to pursue their academic goals, grow into future leaders, and access opportunities that strengthen outcomes for their families and communities.

BOARD OF DIRECTORS



BRUCE DAVIDSON
Chair

Bruce is Executive Director of Davidson, a national workplace performance firm providing advisory, technology, and recruitment services. His experience includes roles as a commercial law Partner, CEO, Director, and Chair for a range of Australian organisations. At Yalari, Bruce mentors alumni, supports student camps, and values his time with the Yalari mob.



WAVERLEY STANLEY AM
Founding Director
BIRRI GUBBA / BARUNGGA

Waverley founded Yalari driven by his own experience as a scholar at Toowoomba Grammar School. He leads student selection, leadership development, and external relations with a passion for Indigenous empowerment through education. A graduate of the Australian Rural Leadership Program and a 2013 Churchill Fellow, Waverley was awarded a Member of the Order of Australia (AM) for his service to Indigenous education.



LLEW MULLINS
Managing Director

Llew has co-led Yalari since its inception, overseeing all student and alumni programs. Drawing on her background in counselling, she curates the wrap-around support essential for students throughout their secondary years. Llew manages operations with a focus on cultural sensitivity and trust, ensuring Indigenous children thrive at Australia's leading schools. She remains deeply involved in community life, from on country support and engagement to mentoring alumni.



EBONIE SADLER-SMALL
Director
GOMEROI

A 2011 Yalari graduate from Calrossy Anglican School, Ebonie is a creative professional and founder of Eight Pointer Creative Agency, specialising in the agricultural sector. She holds a Bachelor of Visual Communications from UTS and has extensive experience in the livestock industry. Ebonie serves as a mentor and role model, dedicated to shaping the next generation of Indigenous leaders.



BELINDA GIBSON
Director

Belinda is a professional non-executive director with expertise in financial services and infrastructure. Formerly a corporate law Partner at Mallesons Stephen Jaques and Deputy Chair of ASIC, she is a Menzies scholar (Cambridge). Belinda is committed to Yalari's mission of advancing education for Indigenous children from remote areas, viewing her role as a way to pay forward the opportunities she received.



KYOL BLAKENEY
Director
GOMEROI

Kyol Blakeney is a Gomeri man living in Sydney. A 2011 Yalari Scholar from The Scots College, Kyol holds a Bachelor of Primary Education from the University of Sydney. He is an award winning, passionate and dedicated educator. Kyol previously served as President of the Student Representative Council at the University of Sydney. He operates his own consulting business in curriculum development and cultural competency. Kyol chairs Yalari's Alumni Council.

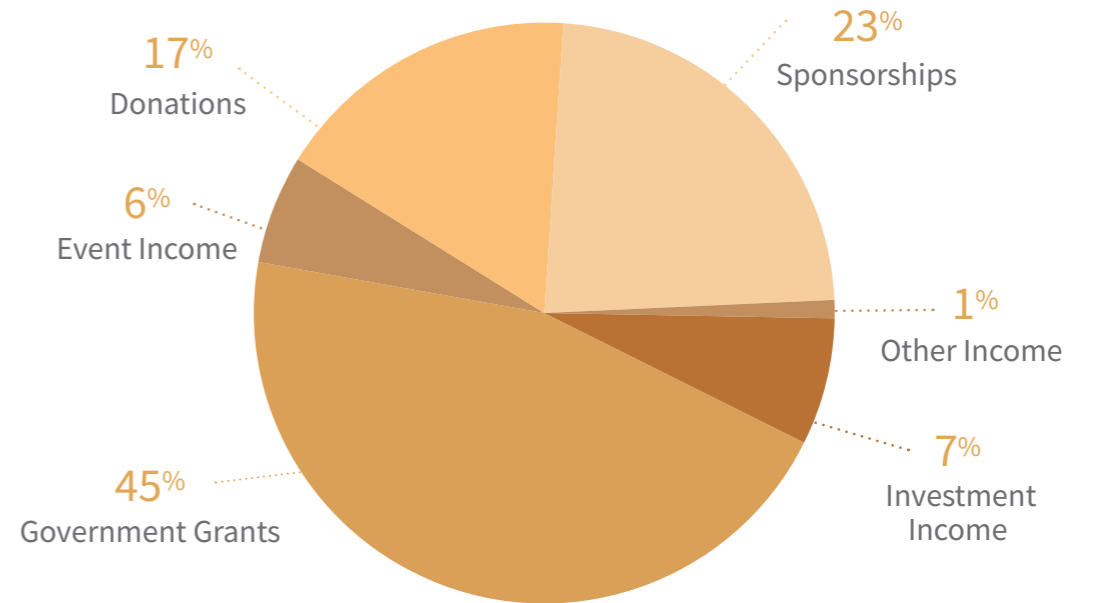


ROBIN LOW
Director

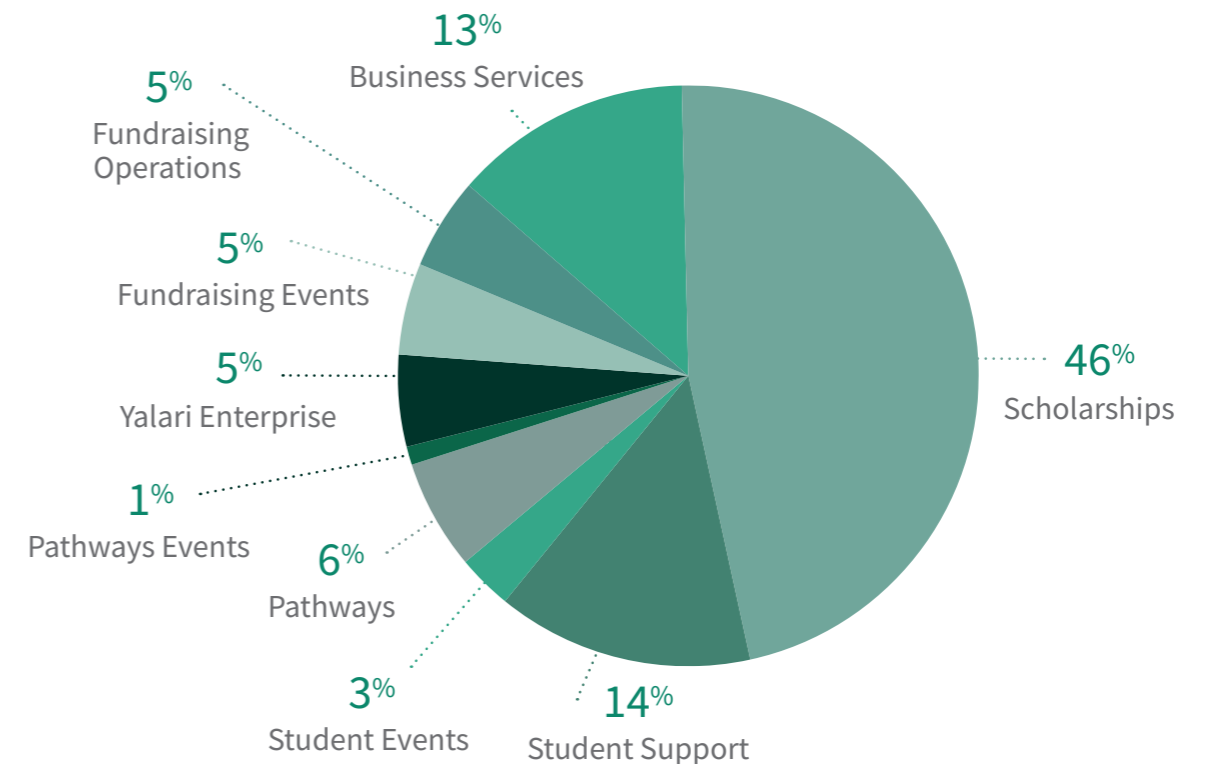
Robin is a professional non-executive director who has served on six ASX-listed boards, several Federal Government boards, and various not-for-profit organisations. A former audit and risk partner at PwC for 28 years, she brings expertise in finance, technology, and retail. A dedicated mentor, Robin has served on the boards of the Public Education Foundation and Primary Ethics, advocating for education as a catalyst for opportunity.

FINANCIAL REPORT

Revenue \$ 15,433,312



Program Expenditure \$ 12,649,847



Disclaimer: This information has been extracted from our annual audited financial statements which were given as an unqualified opinion by our auditors. These are available at the Australian Charities and Not-for-profit Commission (ACNC) website.

A MILESTONE IN INDIGENOUS-LED PHILANTHROPY

Jenni Walke is a proud Bundjalung woman, and Founder and Managing Director of Elephant in the Room Consulting. She's been part of the Yalari family for years through cultural guidance and alumni leadership, development, volunteering and as a sponsor. Jenni is now establishing the **Jenni Walke Endowed Scholarship**.

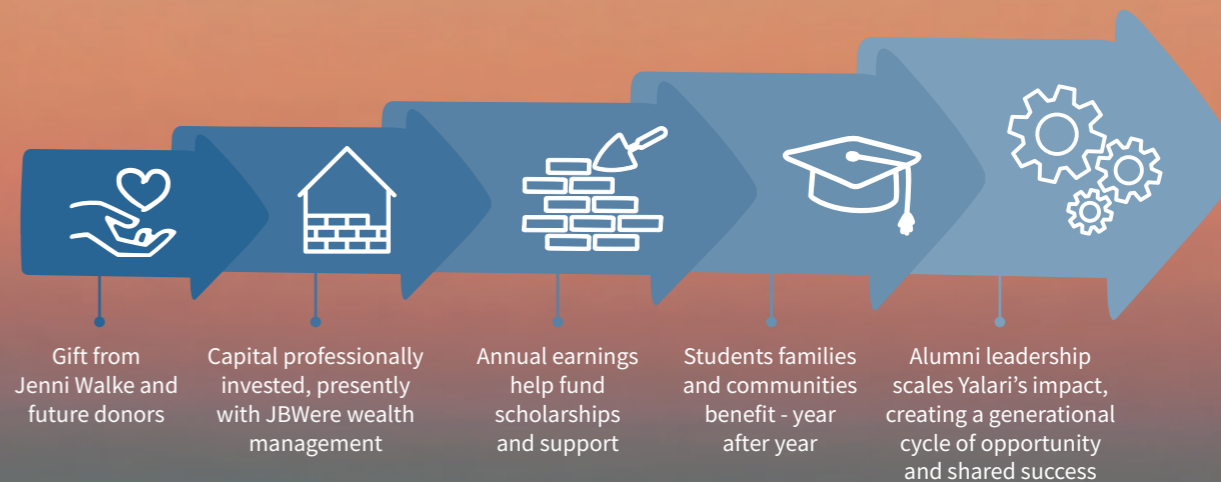
This is a landmark moment for mob supporting mob philanthropy in Australia - a commitment to self-determined, long-term change.

"This is the definition of legacy," Jenni says. "Our success as a business means nothing unless it creates real, lasting pathways for our people. To establish a scholarship that will continue supporting young people long after we're gone is the truest measure of impact."

For Jenni, success is measured by the work done alongside Yalari. When a young person enters boarding school with the support they deserve and a future they can see, real change starts.

This endowment is a cornerstone of Yalari's vision for a \$200 million foundation, ensuring that students from regional and remote communities have a steady, permanent support system for generations to come.

How a Yalari endowed scholarship works



Why this matters for Yalari

Yalari's long-term goal is a \$200 million foundation to provide a strong, sustainable base for scholarships and wraparound support.

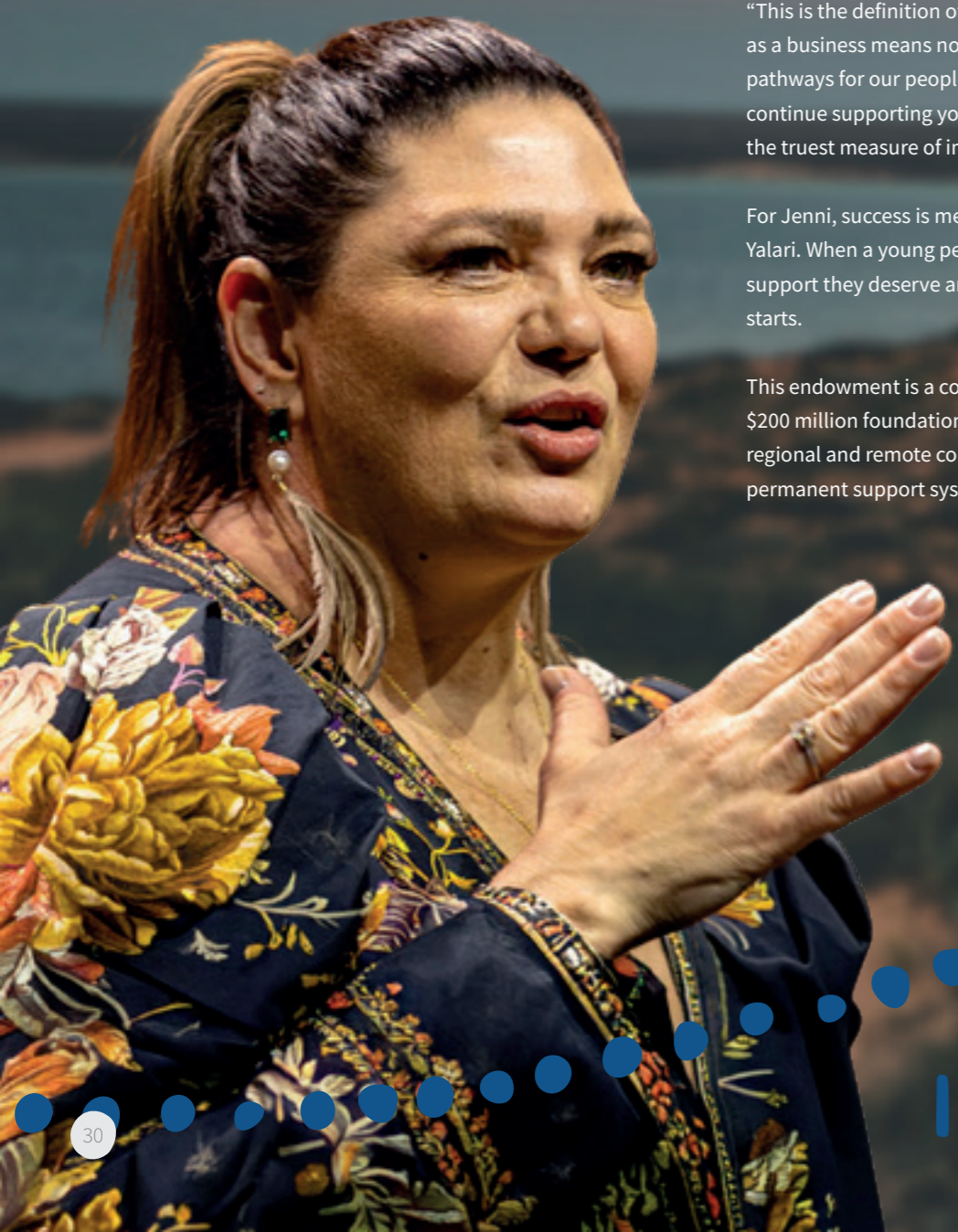
Student outcomes are already visible: more than 800 students have received scholarships since 2005, and close to 600 alumni are now contributing in their families, communities, workplaces, and sectors across Australia.

Endowments like The Jenni Walke Endowed Scholarship help lock in that impact for future generations - creating a pool of funding that can keep supporting students long after the original donation is made.

The Yalari Foundation

The Yalari Foundation, home of the Mary Boydell Fund, enables Yalari to underpin its ability to support generations of Indigenous children by creating a source of dependable and enduring funding. By reinvesting the annual earnings, we aim to grow the capital base, allowing us to distribute a portion of the earnings to support operations and scholarships into the future.

The Foundation strengthens Yalari's financial stability and independence alongside fundraising and social enterprise, helping ensure Indigenous students from regional and remote communities can continue accessing scholarships and support beyond a year-to-year funding cycles.



WAYS TO WALK WITH US

Empowering the next generation of Indigenous leaders is a journey we take together. We invite you to walk alongside our students as they lead their own futures. From experiencing Country first-hand to investing in a lifetime of opportunity, here are eight ways you can join the Yalari community:

01. Attend a supporter's camp

The Yalari Way Outback Camp invites workplace groups, senior leaders and individuals to connect with Country and spend time learning from Traditional Owners.



02. Attend Yalari events

Come together with fellow supporters to hear directly from students and alumni as they step into leadership in their own way.



03. Volunteer

Bring your skills to walk alongside our students as a tutor, mentor or event supporter.



04. Give monthly

Regular giving provides the stability for students and alumni to thrive through every year of school.



05. Workplace giving

Give through your employer, automatically, from each pay cycle and turn a single decision into a lasting habit of investment.



06. Gift a scholarship

Back a student's full six-year journey through secondary school from Year 7 through to Year 12.



07. Endow a scholarship

Invest through the Yalari Foundation and sustain a named scholarship – every year, forever.

08. Leave a gift in your Will

A bequest to Yalari is a way to extend your values beyond your lifetime. A bequest can endow a scholarship, strengthen the Foundation, or remove the barriers for students from remote communities as they create lives they choose for themselves.



For more information, contact info@yalari.org

OUR VALUED SUPPORTERS

The generosity of our philanthropic and corporate partners empowers Yalari to go beyond access to education. Your support sustains the cultural connection and wraparound care that allows our students to thrive. From Year 7 through to alumni leadership roles, we are building a network of reciprocity that changes hearts and minds across Australia.

Thank you to all members of the Yalari community for investing in the self-determination of the next generation. Our community of supporters is deep and wide and extends far beyond the below acknowledgements. We are grateful to all our supporters for walking alongside us and the futures you help build through Yalari.

Endowed Scholarships

Auto & General

Estate of John Graeme Lenehan

Jenni Walke

Philanthropic

85 & 86 Riverview old boys & friends
 Alan and Doris (d) Sinclair-Jackson
 Andrew and Cynthia Carter
 Archie and Mary Lou Douglas
 Bagot Gjergja Foundation
 Belinda Gibson
 Bo & Lindsey Wharton
 Carolyn Vincent's Ubuntu Foundation
 Claire Nontapan
 Clifford Family
 Daniel Pittorino
 Fenwick Family Foundation
 Fred P Archer Charitable Trust
 Gailey Lazarus Foundation
 Geoffrey Davies AO and Thea Davies
 Grant and Linden Oliver
 Hamish and Mary McIntyre
 Hilary Dixon and John Dempster
 H&J Davies Foundation
 Jane Gamble
 Janette Laver
 John & Edwina Campbell

John Reid AO and Lynn Rainbow-Reid AM
 Johnson Group WA
 Judith Musgrave Family Foundation
 Luke Sullivan in gratitude to Patrick and Mary Sullivan
 Macquarie Group Foundation
 Margaret Wright Education Foundation
 Mathew's Syndicate
 Mckeage Cole Foundation
 Melissa Sampson-Curry
 Mia Foundation
 Nick and Georgia Martin
 Opportunity 12 Syndicate
 Patricia Matthews and Neville Sandford
 Paul and Judy Williams through Woomera Education Scholarship Trust
 Richard Oliver AM
 Richard Wilenski
 Roden Family Foundation
 Saywell Foundation
 Sinclair Charitable Trust

Stan and Maureen Duke Foundation
 Steve and Di McCready
 Sue Chase Foundation
 Susan Hocking & Ian Mackie
 The Corella Fund
 The Croxley Foundation
 The Leroy & Joy Brauer Perpetual Charitable Trust
 The Hon Dr Diana Laidlaw AM
 Thyne Reid Foundation
 Tim Fairfax AC and Gina Fairfax AC
 Tony & Siobhan Hey
 Toowoomba Grammar Class of '84
 Toowoomba Grammar Sunshine Coast Group
 Turner Family Foundation
 Uncle Rob Bryant's First Nations Education Scholarship - In memory of his mother the late Granny Rita Bryant/Whaddy
 Vanraay Family Fund
 Vicki Hanman
 Wally Boydell
 Waterwheel Foundation
 Williams Family



Corporate



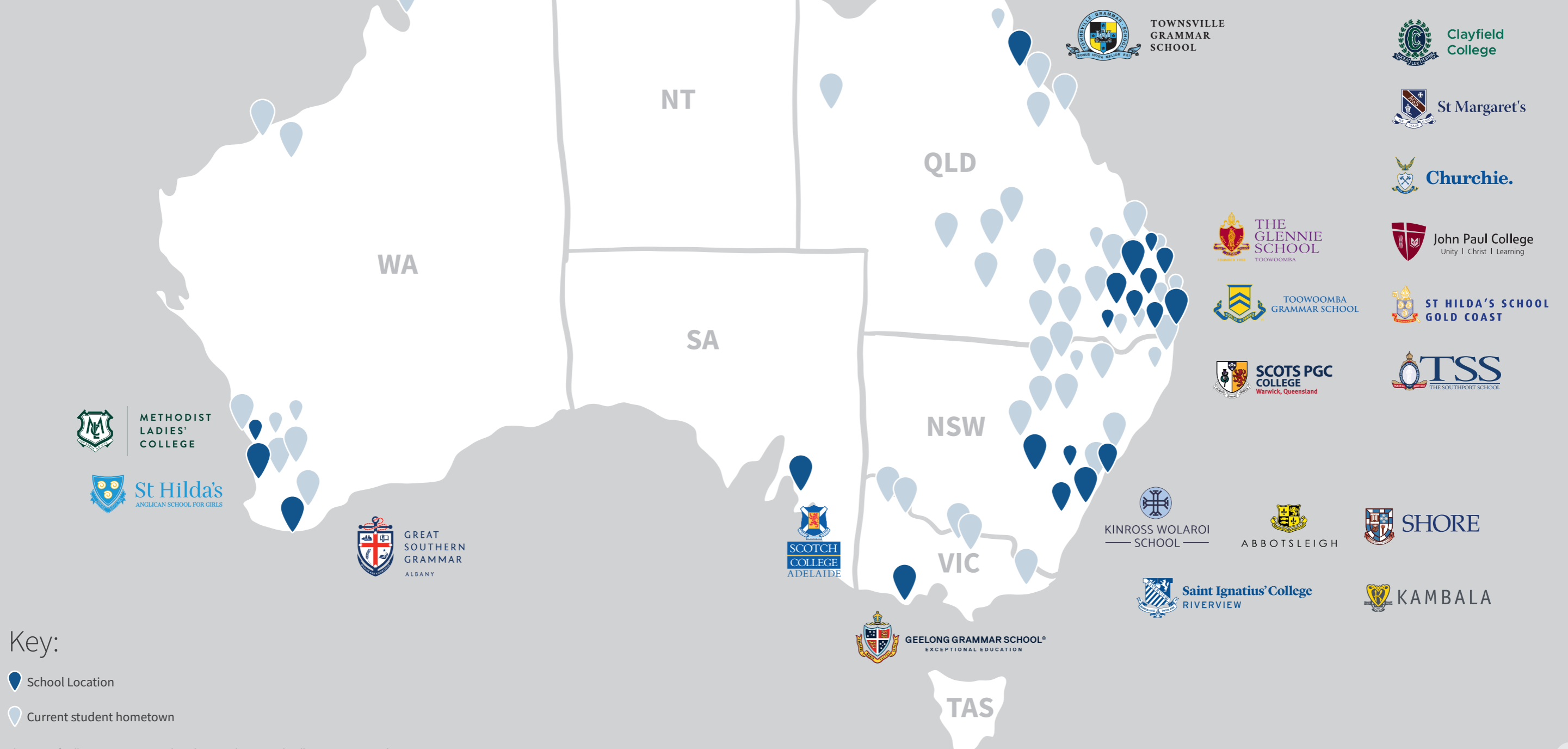
Proudly supported by the Australian Government



OUR PARTNER SCHOOLS

Yalari continues to strengthen its partnerships with 20 of Australia's leading boarding schools, each providing our students with not only an exceptional education but also access to a broad range of extracurricular opportunities and life-changing experiences. These schools are carefully selected for their alignment with Yalari's vision, values and philosophy, and for their demonstrated commitment to creating caring, supportive, and culturally safe environments where our students can learn, grow and thrive.

Additional support comes from the wider school community and Yalari's Student Support Officers, who are located across the nation and work with students, families, and schools to ensure our scholars are enjoying - and thriving in - their boarding school experience.



Key:
 ● School Location
 ● Current student hometown

This map is for illustrative purposes only and may not be geographically accurate or to scale.

YALARI'S SOCIAL IMPACT IN ACTION



Yalari partnered with the Centre for Social Impact at the University of Western Australia to assess the impact and effectiveness of nearly two decades of our work. The study sought to identify how Yalari's unique vision, purpose, and values underpin a working model that seeks tangible progress towards generational change for Indigenous children from regional and remote communities.

The study utilised a mixed method approach where students and alumni participated in yarning circles and surveys; sponsor, donors, supporters, Yalari and partner school staff were interviewed; and program data was used to track progress and personal achievements throughout and beyond the scholarship program.

In 2025, we shared the findings widely with partners, supporters and communities, reinforcing that Yalari's wraparound support is why students stay in school.

For Year 7 students, this means being supported through the critical transition into boarding school – building confidence, belonging, and cultural connection from the outset. For Year 12 students, it means sustained guidance through the senior years, enabling them to complete school, step into leadership, and move confidently into further education, training, or employment.

In addition to gaining a quality boarding school academic education, these insights demonstrate Yalari students are developing leadership and life skills, maintaining and fostering a strong cultural identity, and engaging meaningfully with one another.

Read the full Impact Report at yalari.org



HOW WE SELECT SCHOLARS

Each year, up to 60 Rosemary Bishop Indigenous Education Scholarships are awarded for students starting Year 7. We work closely with:

- Families and community leaders
- Primary schools and partner boarding schools
- Our Student Support and Pathways teams to understand each child's strengths, needs, and readiness for boarding.

WHAT SELECTION IS BASED ON

- Student and family interviews
- School reports and attendance
- Referee statements
- Evidence of cultural, community, or family involvement.

We also consider the right match between a student, their home community, and the partner school they may attend.



20th ANNIVERSARY Honour Award

“These names represent individual stories of courage, resilience, and success. They are the proof that when we walk together, we change the landscape of leadership in Australia.”

Waverley Stanley AM, Founder

ANDREW FREEMAN	BOB BREEN OAM	Budget Direct	COLIN & LEREE RODEN	CommercialEyes	DANIEL PITTORINO
Davidson	EARLE FOUNDATION	epic	fireworksgallery	GILLIAN JOHNSON	GRAEME CHIPP
greyhound Australia	HENTLEY FARM	HERBERT SMITH FREEHILLS KRAMER	humanitix	JENNI WALKER	JOHN BOLTON
JOHN & SUSIE FRANCE	JOHN WHITE	LK DISPUTE RESOLUTION SPECIALISTS	lendlease	MAC DRYSDALE	MARGY CHATBURN
MARY & WALLY BOYDELL	MICHAEL HATTON	National Indigenous Australians Agency	NEWSBOYS FOUNDATION	origin	PAUL & JUDY WILLIAMS
PAUL CHAPPELL	PETA SEYMOUR FOUNDATION	RACV	RICHARD OLIVER & FAMILY	ROSEMARY BISHOP	SAYWELL FOUNDATION
SINCLAIR CHARITABLE TRUST	STAN & MAUREEN DUKE FOUNDATION	STEVE & DI MCCREADY	STEVE WILSON AM & DR JANE WILSON AO	The Bryan Foundation	THE FAIRFAX FAMILY FOUNDATION
TIM WILSON	TOOWOOMBA GRAMMAR CLASS OF '84	TRISH MATTHEWS	UNCLE ROB BRYANT	Vincent Fairfax Family Foundation	Yarnin

Thank you for your visionary and generous support

Jimbungare means friendship in the Yugambah language



Year 10–12 retention rate - above the national average for Indigenous students



of students feel more connected to culture through the program



feel inspired to be role models for family and community



BECOME PART OF YALARI'S STORY

We are seeking supporters that share our vision to deliver authentic, practical, outcomes-driven solutions that will allow Indigenous young people to write their own future in a nation where we all stand together as equals.

For more information, contact info@yalari.org



Yalari



Yalarimob



Yalari



yalari.org