

## AWARD WINNERS

### **Cheryl Bettridge, Yule Brook College WA Outstanding Leader in Aboriginal Education**

Cheryl has been manager of student services at Yule Brook College since 2003 and is a long-standing leader. Yule Brook College is a small metropolitan secondary school in a low socio-economic demographic. Student enrolments comprise 40 per cent Aboriginal students of which 70 per cent are male. During her time at Yule Brook, Cheryl has:

- established the Girls' Academy
- established breakfast and lunch clubs
- enlisted support of staff to implement the Clontarf Foundation at Yule Brook
- co-ordinated 'It all starts at school' attendance strategy
- become an active member of the school committee overseeing its work as an Aboriginal Innovation School (one of six in WA)
- introduced the STRIDE Foundation, which allows students to participate in filmmaking.

### **Yvonne Scott, Narrogin Primary School WA Excellence in Teaching and Learning in Aboriginal Education**

Yvonne has been teaching at Narrogin Primary School for 18 years. It is the largest primary school in the southern Wheatbelt with a student population of 317, of which 26 per cent are Aboriginal. During her time at Narrogin, Yvonne has specialised in supporting individuals and groups of students to improve literacy and numeracy skills. Yvonne takes a holistic approach to students under her tuition, ensuring they attend school regularly and work to their capacity. Her dedication was acknowledged in 2007 when she received a district award for exemplary teaching.

### **Cheryl Chipper, Central Midlands Senior High School Ben Drayton Award for WA Outstanding Aboriginal and Islander Education Officer**

Cheryl has been an Aboriginal Islander Education Officer (AIEO) at Central Midlands Senior High School since 2003. The school is in Moora, 172km north of Perth, and has a population of 170 students. Cheryl descended from the Yuat area in Moora and has worked as an AIEO for many years. She is well respected in both the town and educational communities. Cheryl has in-depth knowledge of the local Aboriginal community and understands local issues that Aboriginal students face on a daily basis. She works with students and parents to address local issues to enhance student engagement in school. She assists beginning teachers to engage Aboriginal students in their education and develop their cultural awareness. Cheryl's role as an AIEO at Central Midlands includes being an educator, counsellor, mediator, surrogate mother, coach, cultural expert and valued colleague.

### **Norma Willaway, Kalumburu Remote Community School Barry Hayward Award for WA Outstanding Aboriginal Teacher**

Norma is an Aboriginal woman from the Mid-West with 12 years' experience teaching. In 2010, she began teaching at Kalumburu, the most northerly Aboriginal community in WA, situated in the Kimberly region. The student population of 140 students is wholly Aboriginal and the school caters for students from kindergarten to year 12. Norma has developed an Aboriginal studies program which is rich in Kalumburu language and culture, and gained the involvement of the community on a regular basis.

In 2011, Norma received the East Kimberley Indigenous Award for Most Outstanding Individual Contribution to Aboriginal Education. These awards are organised by Wunan, an Aboriginal development organisation in the East Kimberley which is committed to building partnerships with the community, business sector and Government.

**“Every Child, Every Chance, Every Day”, Southwell Primary School  
Milton Thorne Award for WA Outstanding School Initiative for Aboriginal Students**

Southwell Primary School in Hamilton Hill has 112 students, of which 49 per cent are Aboriginal. At the end of 2008, Stuart Blackwood was appointed principal and introduced the mantra ‘Every Child, Every Chance, Every Day’. The whole school staff has enthusiastically embraced this mantra and it has become the foundation belief underpinning all levels of planning and operations. The initiative actively promotes and reinforces that **every child** is capable of achieving a high standard if given **every chance** to practice new skills in a variety of ways **every day**, without fear of being shamed if they make mistakes, safe in the knowledge that they have to be prepared to make mistakes in order to learn.

**Paul Bridge, Derby District High School  
WA Education and Training Council Award**

Paul Bridge began his career teaching at One Arm Point Remote Community School in 1989. He taught there for three years before returning in 2001 as principal for the next four years. Before this he was a teacher at Geraldton Primary School, key teacher at La Grange Remote Community School, acting principal at Gascoyne Junction Primary School and principal at Bayulu Remote Community School. Paul left the Kimberley and went to the Goldfields in January 2005 to take up the position of area director Nyaanyatjarra. He was in this position for two years and had prime responsibility for promoting the importance of principals being curriculum leaders; provided strategic and educational leadership, particularly in implementing system initiatives such as Aboriginal Literacy Strategy, Reporting to Parents, School Community Partnerships; and, in partnership with the area director community, promoted, fostered and maintained effective working relationship with individual communities and the overarching governance group the Ngaanyatjarra Council. Paul continued his work in the Goldfields district office as area director (2007-08) and principal consultant (January 2008-July 2008).

In these roles his key responsibilities included leading and line-managing the Goldfields Aboriginal Education Team in implementing Aboriginal education programs and initiatives, strengthening school community partnerships and performance management of all principals in town, north country cells that came under his jurisdiction. In July 2008, Paul was appointed principal of Derby District High School, which is his current position.

He has a number of key areas of responsibility, including leading the development of the National Partnership plan for the school in the curriculum focus areas of literacy and numeracy in line with the Kimberley District Seven Point in closing the gap; established a School Community Sub Committee to provide the school with advice and direction to enable it to be more reflective and responsive in parent forums; implemented a mentoring program to support experienced and inexperienced staff in the development of quality teaching and learning programs (Specialist Literacy, Numeracy, Middle School and Early Years Coordination); and trained staff through the Stronger Smarter Institute.

Paul is a dedicated principal who has invested most of his career to improving the education and training outcomes of his people.