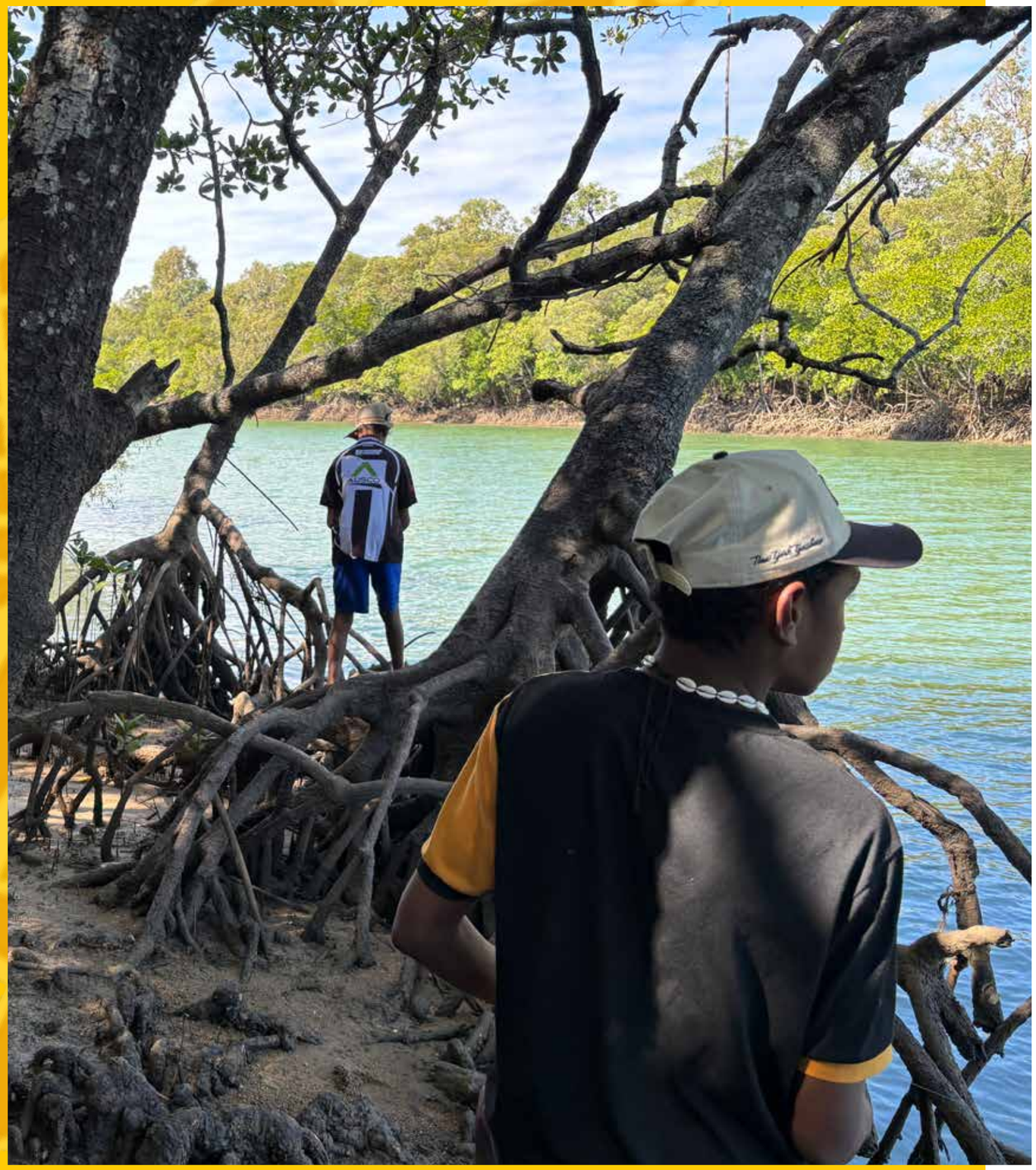
MUNGALLA
2026 SILVER LINING SCHOOL ANNUAL REPORT

(Based on 2025 Data)





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BOARD CHAIR REPORT

Dear Students, Families, and Friends of Mungalla Silver Lining School,

Every year, I am reminded of just how much heart and determination lives within this school community, and this year has been no exception.

Mungalla Silver Lining School has grown this year, now supporting 51 students across our two campuses - Mungalla and the Cairns City Associated Facility. Behind that growth stands a committed team of 7 teaching staff and 13.8 FTE non-teaching staff, working hand in hand to make sure that no matter which site a student learns from, they receive the same level of care, attention, and support. As our school has expanded, our focus has stayed exactly where it should be - building genuine relationships and tailoring learning to each young person in our care.

Culture sits at the heart of everything we do. Our staff bring this to life every day, with a majority identifying as First Nations people - educators who don't just teach curriculum, but share knowledge, identity, and connection with our students. This is mirrored at governance level too, with a Board made up entirely of First Nations people, so that the decisions guiding our school are always shaped by community voice and cultural understanding.

We don't take for granted how difficult it can be for some of our students to find their footing in education again. Many come to us from communities where trust in schools and systems has been tested and rebuilding that trust doesn't happen overnight. What we can do - and what we remain committed to - is meeting our students where they are, and creating a school environment defined by patience, respect, and belief in what's possible for each of them.

We acknowledge the Nywaigi people as Traditional Custodians of the land on which Mungalla Silver Lining School stands, and we're grateful for the cultural knowledge so generously shared with us by the local community. That knowledge doesn't sit on the sidelines - it's woven directly into how and what we teach.

Finally, to every family and community member who has stood behind us this year - thank you. Your trust and support are what make it possible for our students to feel safe, seen, and capable of achieving great things.

Warm regards,



Nigel Daisy

BOARD CHAIRMAN

[redacted]

Silver Lining Foundation Australia

SILVER LINING FOUNDATION AUSTRALIA

The Silver Lining Foundation Australia is a First Nation charity working with Australian young people in areas of training and education. Established in 1999, the Foundation has been influential in helping to shape the lives of young Indigenous people in Queensland. The charity is governed by Indigenous people, and it runs programs on Traditional Land in Queensland.

Silver Lining Foundation Australia is committed to an Indigenous led response regarding the growing number of indigenous students whose learning needs are not being met by mainstream schooling.

MUNGALLA SILVER LINING SCHOOL

Mungalla Silver Lining School is a small co-educational independent secondary (years 7-12) school established to cater to the diverse learning needs of Aboriginal and Torres Strait Islander learners from our local community. The school delivers learning experiences that are culturally rich, age-appropriate, and academically achievable while maintaining the integrity and intent of the Australian Curriculum.

Students are at the centre of our practice, with their needs, backgrounds, perspectives, and interests reflected in the learning programs.

The school networks with vocational educators, health care professionals, local businesses, and community service providers, working towards establishing better options for healthy and meaningful futures.

Mungalla Silver Lining School acknowledges the United Nations statement regarding the *Right to [an] Education* that is "available, accessible, acceptable and adaptable." Furthermore, the school aims to deliver a culturally appropriate education in consultation with community elders.

Our Local Community

Mungalla Silver Lining School is located 65 km north of Townsville, and 35 km south of Ingham at Crystal Creek, Mutarnee. In 2018, Mungalla Silver Lining School assumed governance of the property at Crystal Creek to provide opportunities for struggling students to re-engage with their education.

The school is named after the nearby Mungalla Station, which aims to improve opportunities for Nywaigi people through sharing the rich history and culture of the station through various enterprises including cultural tours. Mungalla Silver Lining School is another Indigenous-led response by the community elders in partnership with education and community services to create pathways to positive futures for their young people.

With the backdrop of Crystal Creek, lush tropical surrounds, and plenty of outdoor space, the property is an ideal location for students to engage in a variety of cultural learning activities. Traditional owners of the country are the Nywaigi people, with various Elders involved in the school.

Community, Cultural, and Family

The connectedness of family and community is fundamental for Indigenous communities. When events are scheduled, there is a strong tradition for the mob to gather. This may be for ceremonies, celebrations, or country-specific occasions. Students have often missed mainstream school to participate in these cultural events. As cultural learning is essential to the learning program, many of these activities are embedded into our curriculum, and participation in the experience is a vital part of our learning.

Our Young People

Mungalla Silver Lining School works collaboratively with local high schools, support agencies, and community Elders to identify young people who have disengaged from mainstream schooling options for referral to the school.

The school offers a culturally appropriate, academically robust, hands-on, and highly individualised approach to learning which aims to prepare students for a transition to the workplace or further learning. The school welcomes both Indigenous and non-Indigenous students.

Referrals to the school are primarily from community service providers and families. Many students have been unable to successfully engage in other schooling options due to significant social, emotional, and learning needs. The school continues to work collaboratively with community services to ensure that support is provided for young people and their families. 51 students were counted in the Federal Census in August 2025 (including Cairns City Associated Facility).

SILVER LINING SCHOOL – CAIRNS CITY (ASSOCIATED FACILITY)

In 2021 Silver Lining School established a new ‘temporary site’ in Cairns. In 2022 the school was accredited as an additional campus. In 2025 the school moved to a new site and was accredited as an Associated Facility of Mungalla Silver Lining School.



EDUCATION PHILOSOPHY AND AIMS



Statement of Philosophy

To empower Aboriginal and Torres Strait Islander students to confidently navigate the two worlds they live in, by prioritising cultural learning and growth, alongside academic learning.

Aims

Mungalla Silver Lining School aims to:

Embrace Aboriginal and Torres Strait Islander perspectives, cultural knowledge, and wisdom to foster strong, positive identities for our young people.

Create a safe environment in which students can develop their emotional literacy, cultural knowledge, academic knowledge, skills, and confidence to achieve their full potential so that they may contribute positively to their families, their communities, and the broader society.

Provide learning opportunities that have real-world links to vocational outcomes.

Core Values

Mungalla Silver Lining School’s core values are:

Country	Look after country, and all that share it.
Responsibility	Understanding shared and individual responsibility, and the interconnectedness of us all.
Culture	Ensure culturally appropriate knowledge underpins all aspects of school life & learning.
Belonging	Understanding that belonging is an integral part of the human experience, and a need we all share.

Mission Statement

The purpose of Mungalla Silver Lining School is to provide an educational environment in which young Indigenous people can grow culturally, emotionally, intellectually, and physically, empowering them to engage positively and successfully in their culture, their community, and the broader world.

(Note: The school had additional enrolled students who did not meet the criteria for inclusion in the State and Federal Census).

National Aboriginal and Torres Strait Islander Education Strategy (2015)

Mungalla Silver Lining School is an Indigenous-led response to the ever-growing disengagement and educational gap of young Indigenous people. The local culture of the Nywaigi people and maintaining relationships of trust and respect are foundational in meeting the educational needs of our students.

The School's Education Program is guided by the National Aboriginal and Torres Strait Islander Education Strategy (2015). The principles that underpin the strategy include:

- ✓ High expectations for our young people to achieve their potential
- ✓ Equity of educational opportunities for young people in our community
- ✓ Accountable, transparent, and responsive practices
- ✓ Recognition of our community's culture, histories, values, and languages
- ✓ Time spent in our community to develop meaningful relationships
- ✓ Partnerships with the community to make decisions for the school
- ✓ A local approach that maximises educational outcomes
- ✓ Quality programs based on knowledge, evidence, and research.

The *National Aboriginal and Torres Strait Islander Education Strategy* 'priority areas' that are reflected in our Education Programs include:

1. Culture and Identity
2. Partnerships
3. Attendance
4. Transitions
5. Literacy & Numeracy



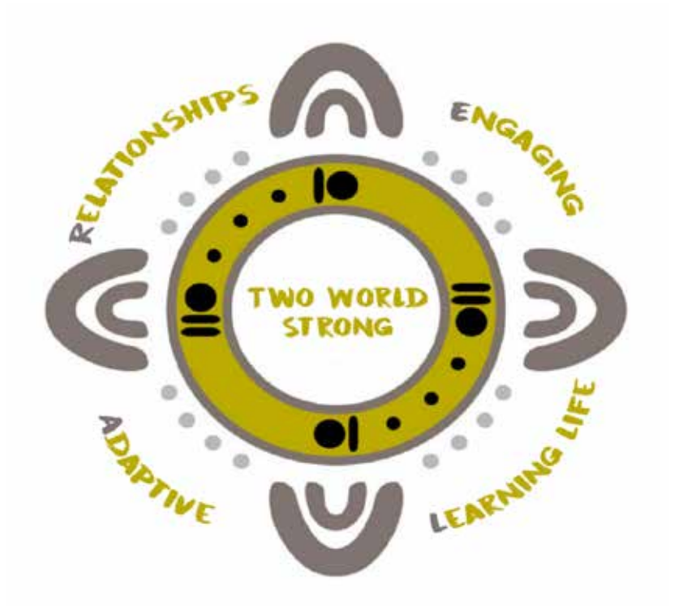
PEDAGOGICAL FRAMEWORK – Keeping it R.E.A.L.

Mungalla Silver Lining School aims to consider all aspects of *Curriculum, Teaching, and Learning* in ways that keep it REAL! Our Pedagogical Framework highlights the evidence-based approaches that are central to what we do and the way we do it.

Central to the 'Keeping it R.E.A.L. framework' is the emphasis on an approach to Curriculum, Teaching, and Learning that is 'TWO WORLDS STRONG'. The framework acknowledges the importance of students becoming strong in their ability to engage in both their culture and in the wider community. Value is placed on both aspects of learning, with neither being emphasised at the cost of the other.

Keeping it R.E.A.L highlights 4 core elements that underpin our pedagogical framework; *Relationships, Engaging, Adaptive, and Learning Life.*

Relationships	Attachment Aware Approach, Restorative Practices, Relationship Framework, Wellbeing Focused.
Engaging	Explicit and responsive instruction, hands-on learning projects, student centred, strengths-based approach.
Adaptive	Data informed, responds to individual needs, inclusive universal design and differentiated learning.
Learning Life	Learning to Learn, transferrable skills, preparation for employment and further education, active and informed citizens, real-world problem solving, learning for life.





CURRICULUM, TEACHING AND LEARNING

Learning Areas and Subjects

Mungalla Silver Lining School offers a flexible curriculum program that caters for the needs of all students. Students in Years 7-12 participate in a variety of *Immersed Learning* activities, *Wellbeing Program*, and *Cultural Learning* experiences in addition to the core learning areas.

Years 7-10 Curriculum

The School's Years 7-10 program has a significant focus on Literacy and Numeracy as well as providing students opportunities to engage with other learning areas in a way that is both culturally and developmentally appropriate.

Mungalla Silver Lining School's Years 7-10 Curriculum Programs consist of 6 Curriculum elements.

The 7-9 Curriculum is founded in the Australian Curriculum including all ACARA Learning Areas, General Capabilities, and Cross-Curricular Priorities. The Framework for Aboriginal Languages and Torres Strait Islander Languages form a foundation for the cultural learning program.

Senior Curriculum (Years 11-12)

The Senior secondary education program offered at Mungalla Silver Lining School is based on the QCAA senior syllabus and includes other courses recognised by the QCAA.

Students are given options regarding their senior program through the SET plan process.

In addition to the QCAA senior subjects and courses available, students may also continue with elements of the Year 7-10 program, including individual literacy and numeracy programs.

The School's Senior curriculum program consists of the 7 Core Curriculum elements, with *Immersed Learning, Wellbeing Program*, and *Cultural Learning*.

STUDENT WELLBEING

The well-being of students is the foundation for developing a healthy learning community at Mungalla Silver Lining School. Student wellbeing is achieved through a learning community where young people are active participants in the learning community, and where their views and ideas are valued. Students who do not feel safe and supported in their school environment are at greater risk of disengagement from the school and the wider community.STUDENT DISENGAGEMENT

Mungalla Silver Lining School recognises the significant barriers students face daily which impact their attendance, engagement, and learning. Some of these barriers are influenced by factors including:

- *Remoteness*
- *Family & Cultural Needs*
- *Social Disadvantage & Poverty*
- *Health & Wellbeing*
- *Disabilities*
- *English as an Additional Language or Dialect*

The school recognises that student disengagement is rarely caused by a single factor or event and is usually the result of a complex process that has resulted from barriers related to the individual, family, school, and wider community.

Mungalla Silver Lining School provides a pathway to re-engagement through understanding the barriers to learning experienced by its students, then creating an environment to mitigate these factors. By understanding the powerful impact of students' attitudes, motivation, and behaviour toward learning; staff focus on student strengths and celebrate successes to alleviate shame and fear of failure.

YARNING CIRCLES AND RESTORATIVE PRACTICES

Yarning Circles are an important process within both Aboriginal and Torres Strait Islander cultures. This practice allows a learning community to develop the skills for respectful and honest interactions where members can have a space to hear from others and the chance to respond. Students participate in a daily Yarning Circle where relationships are further developed, cultural learning takes place, and matters impacting the community are discussed and resolved. The use of Yarning Circles provides the basis for building a healthy environment where Restorative Practices can be implemented.

Mungalla Silver Lining School uses a restorative approach to developing healthy learning communities where individuals are held responsible when they have caused harm to others. The approach provides opportunities for individuals to accept responsibility for their role in conflicts and take the necessary steps to repair the damage caused.

STUDENT OUTCOMES

Mungalla Silver Lining School is committed to providing the highest quality Indigenous Special Assistance Education for young people who have disengaged from education for a variety of complex reasons. The school acknowledges the privilege and responsibility that comes with providing students with another chance at education.

Mungalla Silver Lining School is committed to the implementation of policies, processes, and practical strategies which emphasise the importance of tracking and assessment, regular monitoring of students, and strategies for engaging relevant students.

SCHOOL ATTENDANCE

The average student attendance rate for the whole school in Semester 1 2025 was 80%. Please note, the average attendance rate for each year level has not been included due to the low number of students in each year level.

The school implements a variety of evidence-based models and strategies to promote the engagement of students with complex needs in the teaching and learning process. These models include:

- ✓ Community Breakfast and Lunch Program
- ✓ Student-centred Approach
- ✓ Attachment Informed Schooling
- ✓ Restorative Practices
- ✓ Cultural Learning
- ✓ Connecting with Country
- ✓ Explicit or Direct Instruction
- ✓ Learning to Learn

- Door-to-door school pick-up by Education Support staff who undertake wellbeing check-ins for students and families.
- Clear communication with students and parents/carers regarding expectations around school attendance and school policy for approved absences
- Daily communication with parents/carers regarding school absenteeism (often initiated by the school)
- Ongoing tracking of absenteeism to identify students who require early intervention and family support strategies to maximise school attendance (e.g., initiating home visits and support and advice from community elders)
- The proactive monitoring of student attendance including community visits and an integrated approach by other community youth service providers (e.g., drug/alcohol support services, housing support, mental health support)
- Working with students, parents/carers, and other stakeholders to identify barriers to school attendance, and strategies to overcome these barriers
- Notification to relevant government agencies when reporting extensive absenteeism or non-attendance is required (e.g., Centrelink, EQ Regional Office)



NAPLAN RESULTS

Data is not available due to the low number of students who participated in NAPLAN in 2025.

(Please note, a school's NAPLAN test must have a minimum of 11 participants and an 80% participation rate for a comparison to be available.)

YEAR 10 – 12 RETENTION

In 2023 there were a total of 10 students enrolled in Year 10; 1 student continued on to complete Year 12 in 2025.

YEAR 12 OUTCOMES

Mungalla Silver Lining School (including Cairns City associated facility) was proud to have 2 students graduate Year 12 in 2025. These students;

- ✓ Achieved a Senior Education Profile & Senior Statement
- ✓ Gained points towards the Queensland Certificate of Education (QCE) to continue working towards post-school studies.

POST SCHOOL DESTINATIONS

The 2026 Next Steps survey for students who completed Year 12 in 2025 will be made available by the Queensland Department of Education in September 2026. However, as our school generally has fewer than five Year 12 graduates each year, information about the post-school destinations of Year 12 completers is usually not published by DoE due to data confidentiality.



OUR STAFF

In 2025 Mungalla Silver Lining School (including Cairns City) had 2 principals, a Head of Campus and 5 teaching staff (FTE 4.6) and 25 non-teaching staff (FTE 20.4). Our staff operates as a collaborative professional team, sharing a wide range of skills and experience in supporting young people with diverse backgrounds and learning needs. The school employed 12 Indigenous staff (9.0 FTE). 64% of school-based staff were Indigenous.

	Principal /Teaching Staff	Non-teaching Staff
Number of Staff	7	25
Full-time equivalent	6.6	20.4

TEACHER AND SCHOOL LEADER QUALIFICATIONS

Highest level of qualification	Number of qualifications
Doctorate	-
Masters	-
Graduate Diploma	-
Bachelor Degree	6
Diploma	-
Certificate	1

SCHOOL FUNDING

Information regarding the school's funding sources can be found on the My School website.



SILVER LINING FOUNDATION
AUSTRALIA

Silver Lining Schools acknowledge the Aboriginal and Torres Strait Islander peoples as the Traditional Owners of this country throughout Australia, and their connection to land and community. We pay our respect to all Traditional Owners, and to their Elders past, present and emerging.