



MURRUP



*The future is
freedom*

Murrup is an Aboriginal Community Controlled Organisation that empowers First Nations children and young people by supporting them and their families to build and sustain the foundations needed to thrive in school and beyond.

Our place-based programs are co-designed with the communities we serve, and they are delivered by local staff to ensure cultural security and relevance. This is unique to Murrup; many other service providers are fly-in-fly out, do not employ local people or deliver programs that are not tailored to the individual community. But we believe that true power-sharing and co-design and delivery is the key to achieving genuine self-determination.

So what does this all mean?

Our vision is for First Nations young people in remote areas to be free to create the future of their dreams. We work tirelessly to remove the barriers that get in the way of school attendance (such as hunger, and access to supplies for school readiness, such as shoes and linen for boarding school). We support parents to be their child's first and best educator. We support students to thrive in the education system by providing in- and out-of-class coaching and mentoring. And we support young people in our four partner communities to undertake any form of education that will give them the skills and confidence they need for a strong transition into their next phase of early adulthood – however that looks for them.

Our vision

First Nations young people in remote areas are free to create the future of their dreams.

Our purpose

We partner with remote First Nations communities, listen to their needs, and deliver services and programs, so young people have the freedom to self-determine their future.



Call us Murrup

'Murrup' is the word for Spirit in Woi Wurrung - the language of the Wurundjeri People, who are the traditional owners of the lands where the organisation is based in Melbourne/Naarm.

A JOURNEY OF GROWTH ...

The Cathy Freeman Foundation began in Palm Island in 2007, before expanding to Woorabinda, Galiwin'ku and Wurrumiyanga. The foundation transitioned to Community Spirit Foundation in 2022, and continued to deliver programs in the classroom, host award ceremonies and other events that focused on school engagement and attendance, and taking young people to urban centres to see what lies outside community

In 2014 we expanded our programming to deliver early years parent coaching programming in Palm Island. This expansion was in response to the evidence that when parents are engaged with their child's learning, their education trajectory is stronger. We subsequently expanded our programming to create a safety net for young people as they transition from primary school to secondary school and boarding school, then from secondary school into further education or employment.

One 1 July 2024, we changed our name to Murrup and implemented an updated strategic plan and program logic. Our revitalised image projects that culture is at the heart of everything we do. And our reimagined programs respond to the ongoing barriers that First Nations young people face and the persistent gap between Aboriginal and Torres Strait Islander children and young people and their non-Indigenous peers.

We work across multiple United Nations Sustainable Development Goals.



"I used to live in Townsville, they don't run programs like this, but I am very thankful for the support Murrup has given me so far."

Michael



Impact by design

We have co-designed our place-based programs to be holistic and support children and young people as they navigate their education journey and beyond across multiple domains:

- in the home
- in the neighbourhood and school environment
- by navigating systems and services

This approach is based on the understanding that a young person's experience of growing up, and how this shapes them, is based on interactions they have in a variety of settings. It is therefore important to provide positive and supportive influences in a proportionately appropriate way to all domains of a young person's life and at key intersections of their developmental journey.

And we do this with culture at our core.



Co-designed by the community



Delivered by locally employed staff




Aligned with the education systems

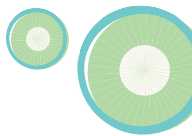


"I live in a community where it is so boring, especially on the holidays. Me and my friends don't do much but stay home. Over the past year, I think without Murrup helping me I'd be bored or lost."

Delphine

PROGRAM	FOCUS ON	OUTCOME
 Early years support	<ul style="list-style-type: none"> • Supporting families through coaching and mentoring programs • Connecting families with services and others with young children • Providing practical tools for learning and development 	<ul style="list-style-type: none"> • Confident parents with access to support and services • Happy, healthy, school-ready children • Parental engagement in a child's development and education
 School engagement and retention	<ul style="list-style-type: none"> • Community engagement and celebration events • In-home support for struggling families • In-school support, including buddying, mentoring and teaching assistance • Rewarding attendance, engagement and participation • Connecting children and young people with health services and regular health checks • Camps and excursions • Provision of practical resources to support school readiness and engagement (e.g. uniforms, stationery, shoes) 	<ul style="list-style-type: none"> • Children and young people and their families feel comfortable and confident in the school environment • Fewer young people leave school early • Attendance improves • Children and young people are screened for chronic health conditions, and their social and emotional health and wellbeing is better managed, leading to better health and learning outcomes • Young people experience life outside of community • Developmental and educational parity
 Strong transitions	<ul style="list-style-type: none"> • Supporting young people to access tools that are needed for work and further study (e.g. identification documents and micro-credentials) and linking them with training and ongoing mentoring • Exposure to workplaces and industries • Supporting young people to settle and thrive in boarding school and studying away from home • Provision of practical resources that make transitions successful (e.g. uniforms, linen, toiletries etc) 	<ul style="list-style-type: none"> • Young people and their families feel prepared, confident and determined as they transition to boarding school, work or further study • More young people are employed or engaged in further education • Increased hope
 Neighbourhood support	<ul style="list-style-type: none"> • After-school and school holiday programs • Community events and youth work programs 	<ul style="list-style-type: none"> • Children and young people feel connected to others, have ample recreational options, and have access to support for issues affecting them • Issues such as hunger are addressed, and a consequent reduction in justice issues is achieved
 Community development	<ul style="list-style-type: none"> • Community leadership and development programs 	<ul style="list-style-type: none"> • Thriving, vibrant community • Emerging leaders are supported • Children and young people are a voice of change

We know that education changes lives. A formal education in the western school system can lead to opportunities in leadership, innovation and employment. However, we also acknowledge that the Western style of schooling is one part of many First Nations young people's journey of learning. Education in community is also taught by family members and Elders and through storytelling, song lines and traditional practice. Murrup programs, which are aligned with the education system, and contextualised by local staff, support students to successfully navigate walking in two worlds.



Setting the scene

A REMOTE CHALLENGE

Our aspiration is for children and young people in remote communities to be free to create a future of their own choice. However, many First Nations children and young people are missing out, falling through systemic cracks and experiencing prevailing disadvantage.

In Australia, a substantial gap persists between First Nations and non-Indigenous Australians in key quality of life measures, such as access to employment opportunities, health outcomes, rates of incarceration and average life expectancy. There is also a continued disparity between First Nations young people and their non-Indigenous peers in access to education services, and related education outcomes.

School attendance is lower for First Nations young people than for their non-Indigenous counterparts. This variation worsens as students progress through the school years, and the gap is significantly wider for young people living in remote areas.

The Centre for Independent Studies 2021 Mind the Gap report indicates that the academic standard of First Nations students is, on average, one year behind non-Indigenous students. This can be as much as three years in very remote areas. Additionally, First Nations young people are less likely to attain Year 12 or equivalent. Sixty-eight per cent of Aboriginal and Torres Strait Islander people aged between 20 and 24 have attained Year 12 or equivalent, compared with 90.7% of non-Indigenous people across Australia. This falls to 41.7% in very remote areas.

Source: Productivity Commission, Closing the Gap Annual Data Compilation Report, July 2023.

There are many complex factors that contribute to this disparity in educational outcomes.

The impacts of intergenerational trauma in remote First Nations communities caused by colonial practices, including disaffection with Western-style education, as well as economic disadvantage, seasonal issues, high mobility, community and family unrest, and illness. And cultural obligations, can impact school attendance and, in turn, education outcomes. In a very real and local sense, practical barriers such as food poverty, period poverty, housing disadvantage, service system disruption, and a lack of employment and credit options, actively bar families from true freedom to self-determine a better future.

Put simply, if a young person is hungry or does not have access to nutritious food; does not have access to feminine hygiene products; develops a chronic, yet preventable health complaint; is experiencing family and domestic violence; is disconnected from community life; or is suffering from poor social and emotional wellbeing, they are not free to reach their academic or vocational potential.

According to international best practice, the best way to close this gap is to support First Nations Peoples in self-determination and invest in programs that build capacity in communities, and strength and confidence in their young people.



'Indigenous educational disadvantage — compounded by complex and interrelated social, health, and employment outcomes — remains among the most pressing and persistent public policy challenges in Australia'.

Centre for Independent Studies, Mind the Gap report, 2021

Snapshot - Woorabinda

Despite their community being named Australia's most disadvantaged LGA in 2023, the people of Woorabinda demonstrate remarkable resilience and strength. But, for many people, there is struggle in every day.

One in three young adults attain Year 10 equivalent as their highest form of education.

	Woorabinda	QLD	Australia
Aboriginal and/or Torres Strait Islander population	91.6%	4.6%	3.2%
People aged >15 years are not in the labour force	57%	32%	33.1%
Of those people in the labour force are unemployed	20.9%	5.4%	5.1%
The median household weekly income	\$684	\$1675	\$1746
Household tenure is rental	97.1%	33.1%	30.6%
One-parent families	62.5%	16.8%	15.9%

Source: Australian Bureau of Statistics, 2021

Food for thought

Despite the average household income being \$715, compared with \$2061 for NT and \$1757 the cost of groceries in Wurrumiyanga is as much as between two and three times the cost in urban areas.

Only 5% of First Nations people aged 10–14 met both the vegetable and fruit intake guidelines.

Item	Wurrumiyanga	Urban centre (Coles)
Pasta spirals 500 grams (homebrand)	\$3.50	\$0.80
White sugar (2kg)	\$8	\$3
Libra 12-pack regular pads	\$12.30	\$5.50
Cavity protect toothpaste (175g)	\$9	\$3.45
Long-grain white rice (2kg)	\$10	\$5.30
Tasty cheese block 250g	\$11	\$7.50
Nescafe Blend 43 (500g)	\$55	\$26
Babylove Crawler nappies (22)	\$24	\$11.49
Compare the basket	\$132.80	\$63.04

Social and emotional wellbeing

First Nations children and young people are disproportionately impacted by social and emotional wellbeing challenges, particularly in remote communities.

- About one quarter of First Nations young people reported having a mental or behavioural condition.
- 17% of First Nations children and young people two years and over had anxiety and 13% had depression.

Source: Australian Bureau of Statistics, 2019



Share our vision

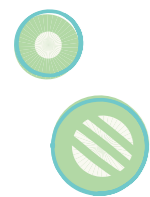
We are grateful for all the assistance we receive from government sources, philanthropic and fundraising donations and corporate partnerships that fund our current programs. But we want to do more. We want to deepen our impact, expand our programming and reach more young people.

Working in remote communities poses a range of logistical challenges, requiring significant financial investment to enable the navigation of vast distances, costly and infrequent travel options, seasonal disruptions, and unreliable internet and telecommunication services. It takes substantially more time, money, and engagement to properly co-design and run our programs in remote areas than if we delivered them in an urban setting. However, these barriers, which young people in remote communities face everyday, are why our programs are so important.

By partnering with Murrup, you will help deliver programs that impact 1600 children and young people and their families, develop opportunities to activate the community, and provide employment for local staff.

We offer opportunities for recognition and connection, including:

- recognition on our website and in our annual report
- reports detailing progress in areas you are supporting
- quarterly newsletters providing insight into our work
- invitation to attend partner events to meet members of our community-based teams
- access to content that demonstrates our impact
- collaboration on public relations opportunities.



"I'm loving myself again, loving the skin I'm in and being part of a great support system."

Jobie

Our 2023 impact



541
CLASSROOM VISITS



13
BACK TO SCHOOL MARCHES



832
AWARDS GIVEN OUT



9
YEAR 12s GRADUATED



26
CEREMONIES HELD



380
'GIVE ME FIVE' AWARDS*



21
MEETINGS WITH SCHOOL LEADERS



14,977
STUDENT INTERACTIONS



"Before joining Murrup, I didn't have any of my IDs and I was unemployed and having troubles getting my resume done. But Murrup has helped with it all. I'm very happy with what Murrup has helped me achieve and happy I'm in the workforce. They helped me in every possible way they can, in helping me get an ID, resume and work."

Iesha



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