

2025
ANNUAL
REPORT

*The future
is freedom*

Contents

Acknowledgment of Country: Murrup acknowledges and pays our respects to the traditional custodians of the land on which we work and live.

YOLŊU
Napurr Murrup-ŋur napurr ga dharan̄an ŋunhi wāŋa mala yirralkaw. Napurr ga waŋ a Gululu ga napurr ga milkum walalan̄ rom gurrurruk dhiyak wāŋ aw. ŋunhi limurr bukmak nhina ga djāma.

TIWI
Ngawa ngupunyukuruwani nuwa ngini ngintamataluwa ngirramini kapi ngingawula murrakupuni ngini ngawa ngintipamurrumi awungarra Wurruniyanga.

GHUNGALU
Nghali Woorabinda bunthoo woogoowardi Murrup binbee nunnee Wadja Ghungalu bunthoo.

Corporate Structure

ABN: 59 623 241 565 | Murrup is a company limited by guarantee and is endorsed under the ATO Provision of item 1 of the table in section 30-15 of the Income Tax Assessment Act 1997, Subdivision 30-B 4.1.1 registered public benevolent institution.

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FROM OUR CHAIR



This year has again been one of investment and renewal for Murrup. Over recent years, the Murrup team has worked hard to assess our impact, refine our role within each of our four partner communities, and reimagine our programs to better respond to local needs. Those programs are now firmly embedded within each community, and Murrup has become an integrated and trusted presence across the four service sectors in which we work.

The pages of this report celebrate the impact of these programs and the achievements of our community-based teams. But organisations are only as strong as the foundations that sustain them. For that reason, 2025 was also a year focused on strengthening Murrup's people, systems and long-term capacity.

One of the most rewarding initiatives this year was the establishment of an intensive learning and development program designed to support staff as they enter the workforce, build professional experience and grow into leadership roles. As part of this program, two young women travelled from their remote homes in Palm Island and Wurrumiyanga to spend several months living and working in Naarm. During their time with Murrup, they undertook workplace training, developed new skills and experienced life in a major city.

It was a privilege to watch both young women thrive through this opportunity, and it is heartening to know they have returned home carrying that experience back into their communities. Programs like these are an investment not only in individuals, but in the next generation of community leadership.

Our commitment to learning and growth extended across the organisation. I was pleased to support CEO Shellee Strickland in travelling to Harvard University to undertake the prestigious Program for Strategic Perspectives in Nonprofit Management. Joining CEOs and leaders from around the world, Shellee further developed the strategic and leadership skills that will continue to strengthen Murrup into the future.

In 2025, Murrup also invested significant time and resources into strengthening its policies, procedures and governance systems. By the end of the year, the organisation was in the final stages of receiving certification against national standards for health and community services. This voluntary accreditation reflects Murrup's commitment to safe, high-quality and accountable service delivery, and to a culture of continual improvement.

These investments have contributed to a deficit in our operating budget this year. However, they represent necessary and deliberate steps to ensure Murrup continues to deliver high-quality, evidence-based and compliant services, while also building leadership capacity within our partner communities. The financial pressures reflected in this report also sit within the broader context of

the national cost-of-living crisis, which has increased operating expenses while also deepening the need for community support services.

I would like to acknowledge and thank the Australian Government National Indigenous Australians Agency, Global Infrastructure Partners through BlackRock, the Brotherhood of St Laurence, and all of our partners and supporters whose contributions make this work possible, particularly during such a challenging year.

This year we also welcomed two new Directors to the Board, Luke Searle and Naomi Edwards. I thank them, together with all Murrup Directors, for their leadership, wisdom and commitment throughout 2025. I also extend my gratitude to Shellee and the entire Murrup team for their extraordinary dedication to the communities they serve and the work they undertake each day. This will be my last report as Chair and am pleased that I hand over that title to Luke Searle who I know will continue the strong First Nations leadership on the Murrup board.

Finally, I want to thank our four partner communities and all our service partners for allowing us to walk alongside them as we work towards a stronger future for the children and young people who call these communities home. It is a privilege and an honour to do so.

Distinguished Professor Larissa Behrendt AO
Murrup Chair



FROM OUR CEO

When I stepped into the role of CEO in 2023, I committed to supporting children and young peoples' education by addressing the determinants that stand in their way. Some of these exist inside the school gates. Many of them exist outside them. All of them are complex and multi-faceted.

One of the highlights of the year was establishing a mobile Orange Sky laundry service in Wurrumiyanga. This incredible service delivered 1580 loads of free washing and drying to community members. It also created employment for local people through the Australian Government's Remote Jobs and

Economic Development scheme. Importantly, it provided remediation for chronic skin complaints, which can lead to serious health conditions, and can create barriers to children accessing education.

We also stood up the Four Corners rugby tournament in Woorabinda, which uses rugby to connect young people with the health and wellbeing benefits of sport, positive role models and pro-social activities. This program also gained access to hard-to-reach children and young people, who may have disengaged from school, and created an opportunity to support them through improved social and emotional wellbeing, and connections to other programs as they reengage with education.

During the year, our Palm Island and Galiwin'ku teams also met children and young people where they're at, through hip hop workshops, in-class support, fishing trips and afterschool activities. Each of these programs were underpinned by social and emotional wellbeing principals, and cultural contextualisation.

But it's not just about what we do that makes our programming successful; it's how we do it. And, so, this year we have focused on improving our processes, policies and procedures to ensure we are delivering high-quality programming that meets, and exceeds, all the necessary standards. Of course, quality services benefit the children and young people we work with, but it also contributes to uplifting

the whole service sector in each of our partner communities.

A key element of this work was investing in learning and development of our staff. In 2025, we provided an intensive training program across the organisation, held a whole-of-organisation training seminar, and welcomed two staff members to Melbourne for a stint in our head office (see 'Experience of a lifetime' on page 39).

I am so grateful to every staff member for embracing these opportunities for learning, and elevating their service delivery. I am also proud to report that investing in our people has seen a number of local staff members be promoted into management positions. Local leaders, delivering locally designed programs, to local people, is self-determination in action.

Of course, none of this would be possible without the support of our partners and supporters, and we thank you for another impactful year. And I extend my gratitude to our partner communities for continuing to welcome us to serve.



Shellee Strickland
Murrup CEO



"But it's not just about what we do that makes our programming successful; it's how we do it. And, so, this year we have focused on improving our processes, policies and procedures to ensure we are delivering high-quality programming that meets, and exceeds, all the necessary standards."

WHO ARE WE?

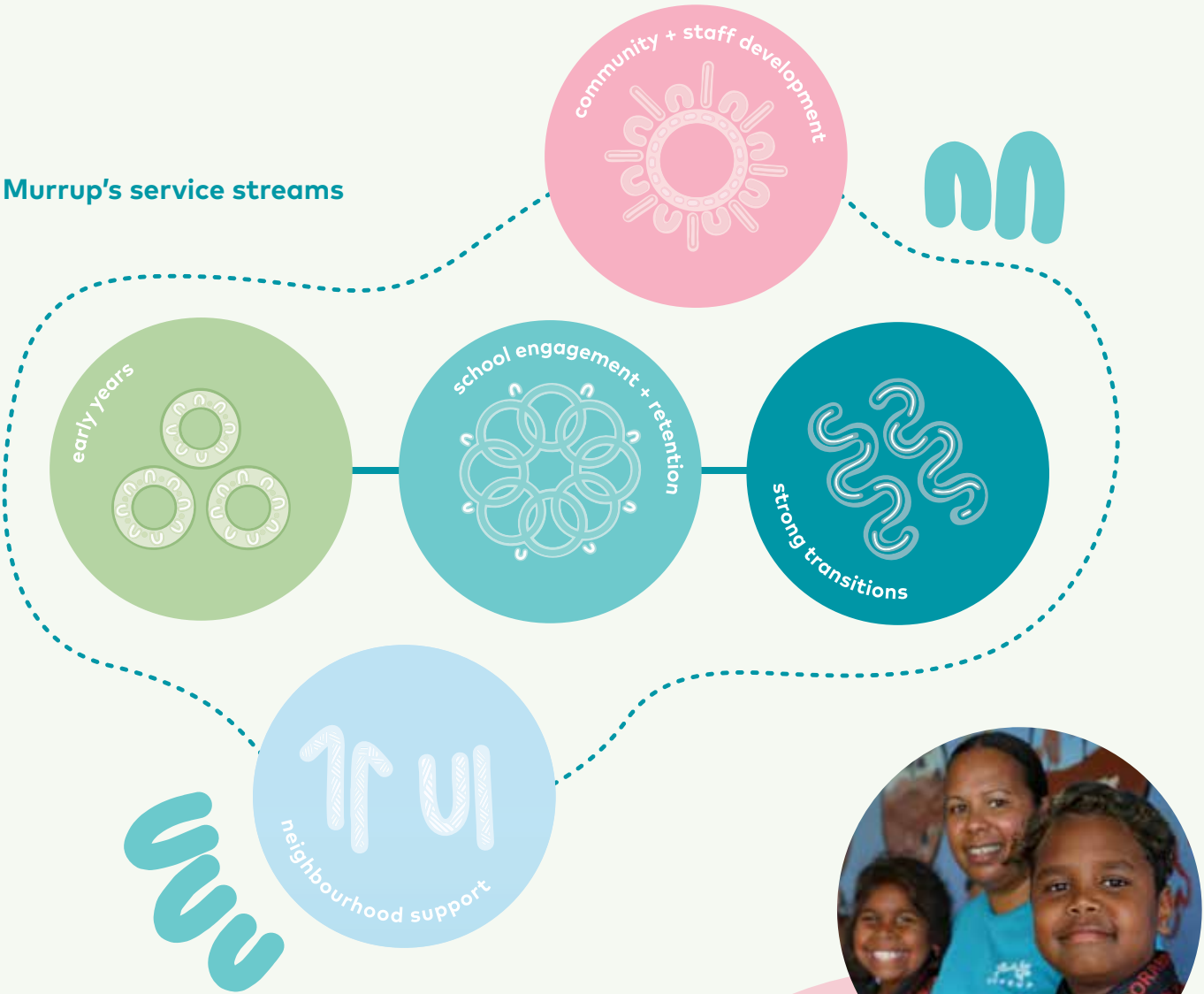
Murrup is an Aboriginal Community Controlled Organisation that supports First Nations children, young people, and their families, in four remote communities, to build and sustain the foundations they need to thrive in school and beyond.

We do this by partnering with four remote First Nations communities to support more than 1,600 infants and children, and their families, to prepare for school, and thrive once they're there. We also support young people to successfully transition into a life of their choosing by removing barriers that stand in the way.

We co-design our programs with the communities in which they're delivered, and we employ 100% local staff to deliver them, because we know that First Nations Peoples hold the solutions, which are based on thousands of years of knowledge and culture.

Our vision	Our purpose	Our values
First Nations young people in remote areas are free to create the future of their dreams.	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.	• Integrity • Cultural respect • Leadership • Collaboration • Safety
		

Murrup's service streams



We work across five streams – early years, school engagement and retention, strong transitions, neighbourhood support and community and staff development – but our program profile looks different in each of our partner communities, because we respond to each community's needs and aspirations. To do this, we adopt a holistic and solutions-based approach, and apply a cultural overlay over everything we do. Importantly, we also invest in our First Nations workforce, so they have the skills to deliver and lead our programs, and rise as leaders in their communities.



our program logic

Overall objective: Young First Nations people in remote communities grow up free to create the life they choose.

AREA OF WORK	WHAT WE WANT TO ACHIEVE
EARLY YEARS SUPPORT (supporting children aged 0-5 and their families)	• Parents are more engaged in their child's development, and have the skills to be their child's best educator. • Parents are confident in parenting, and connected to pre-schools and each other. • Children are connected to culture and Country. • Practical barriers for healthy development are removed (e.g. nutrition). • Health and wellbeing is helped through Murrup and partners. • Children commence school confident and free, and not developmentally delayed.
SCHOOL ENGAGEMENT + RETENTION (getting kids to attend school, and keeping them there for as long as possible)	• Young people and their families feel that education is important, and they are connected with their schools. • Culture is part of education. • Young people feel well prepared for school, and do not experience any unnecessary shame. • Families are better connected with other families. • Young people are recognised for their effort. • Alternative education options are in place. • The number of days of attendance increases, as well as the number of students attending. • Young people's sense of pride increases, and fewer young people fall behind educationally. • Young people have off-community experiences, that broaden their horizons.
STRONG TRANSITIONS (helping young people when it's time to leave school or community)	• Young people and their families are supported through a period of significant change, and don't fall in the gap. • Young people experience off-community experiences, giving them a sense of opportunity. • Young people attend further education or boarding school on the same day as their peers, and feel well prepared. • Young people go to short courses. • Young people have all of their ID documents and other certificates. • Young people are more connected with services, and are able to get jobs. • Young people have increased confidence.
NEIGHBOURHOOD SUPPORT (providing programs at the community level)	• Young people have safe, recreational activities to enjoy. • Young people are not being antisocial. • Young people are connected to culture and Country. • For issues that arise for young people, there is a program to help (e.g gambling, hunger)
COMMUNITY + STAFF DEVELOPMENT (investing in community leadership)	• Community members have the skills, opportunities and support to lead improvements in community living. • The community self-determines priorities, collaborates, and takes action. • Community pride increases, and all community members benefit from improved community assets. • The community is free to self-determine the evolution of traditional and cultural life.

EXAMPLES OF HOW WE DO IT

- Parent education programs (e.g. Parenting Under Pressure, Abecedarian, Triple PPP)
- Early years family coaching programs (e.g. HIPPY)
- Developmental screening
- Reading programs
- Supporting other programs such as Playgroup
- Cultural programming for children and families
- School readiness packs for primary school (e.g. shoes, uniform, lunchbox, stationery)
- Use of brokerage funds to purchase goods for families (e.g. learning equipment such as books and toys)



- Back to School marches, mid-term and other events
- Parent and teacher introductions
- Classroom support (e.g. teachers aid, or education programs and workbooks)
- School readiness (providing school starter packs for secondary school, including shoes, uniform, lunchbox, stationery)
- In-home support (identifying students who are not attending and working with families to re-engage)
- School yard programs
- Cultural programs and excursions
- Awards and recognition
- Use of brokerage funds to purchase goods (e.g. uniforms, books, food)



- Case work for employment transitions
- Case work for education transitions (for boarding school and university)
- School or work readiness packs (clothes, uniforms, shoes, stationery, linen)
- Keeping in touch programming (for young people away from family)
- Excursions (focusing on industry exposure, further education exposure, and personal development)
- Partnerships and client pathways are created (e.g. CDP)
- Use of brokerage funds to purchase goods (e.g. uniforms, stationery, shoes)



- After school programs
- School holiday programs
- Community events
- Youth work programs (e.g. anti-online-gambling program)
- Adult volunteering for programming (e.g. sports coaching)



- Community Leadership Program (training community members to undertake community development work)
- Community Development (convening and activating community groups)
- Use of brokerage funds
- Community staffing model



Palm Island

Palm Island is a tropical island paradise, located 65 kilometres north-east of Townsville. Its small bays, sandy beaches and steep forested mountains are spectacular. And the island is surrounded by sea that is part of the Great Barrier Reef.

The traditional owners of the island are the Manbarra and Bwgcolman peoples. 'Bwgcolman' is the word for 'many tribes' and reflects that the modern-day community is made up of representatives from 40 language groups. These groups were brought together when, in 1914, the Queensland Government seized control of the community. Over the next 20 years, the government transported more than 1,600 people to the island, and banned them from speaking their traditional languages and undertaking traditional practices.

In 1985, the Queensland Government finally handed administration powers over to the Palm Island

Community Council, providing greater autonomy to the island's population. Local governance is now administered by the Palm Island Aboriginal Shire.

In 2025, Palm Island was impacted by a number of severe weather events, including damaging flooding in January-February. This caused disruption to service delivery across the island and widespread damage, including to the Murrup office. In response, our team pivoted, to provide practical support, so children and young people could return to school with as little disruption as possible.

Later in the year, our team, and the wider community, was impacted by a number of tragic events that resulted in periods of Sorry Business and five funerals in three weeks. Murrup provided a range of support during this time.

Despite these disruptions, Murrup continued to provide stable programming, particularly in the Strong Transitions and School Engagement and Retention program areas.



*2021 Census, Australian Bureau of Statistics

Program spotlight: Strong Transitions

Having expanded into Palm Island, the Strong Transitions program is filling a service gap experienced by students transitioning through key life stages. Our team heard from the Palm Island community that families needed support to prepare for, and transition to, boarding school.

During the year, our team provided enrollment application support, including coordinating with parents for ID documents, liaised with students' old and new schools to supply reports and other information, and supported with enrollment fees where required.

Murrup also provided 'school readiness packs' – sets of sheets and towels, and health and hygiene products – so students had all the items they needed to start school feeling confident and prepared.

Murrup was approached by a local father for support to enrol, and prepare, his two daughters for boarding school. The Murrup team worked with the family to complete and submit the enrolment forms and supported with the school enrolment fees, as the family was unable to pay the tuition.

Murrup also provided the two students with readiness packs, so they would arrive at their new school with new pillows, bedding and toiletries. This supported them to feel prepared and confident.

This work forms part of Murrup's Strong Transitions program, which is designed to support children and young people to successfully transition through key stages of their life. Unfortunately, it is common for Aboriginal and Torres Strait Islander young people from remote communities to arrive at their new boarding school after the term has started and without the necessary items to help them feel at home. We work to remove these barriers to finding their feet at their new school.



Woorabinda

Woorabinda is situated on the traditional lands of the Wadja Wadja and Ghungalu peoples. The community was established in 1927, when the Queensland Government marched 300 First Nations Peoples from 52 clans from Taroom, 250 kilometres away.

Over the next 20 years the population grew to more than 800 people as more and more First Nations Peoples were relocated there. Today, the community is home to more than 1,000 people, who continue to hold deep connections to Country and culture.

This year contained numerous highlights for our Woorabinda team. The team continued to deliver in-school support, including lunchtime activities and awards and celebrations, and expanded its impact into neighbourhood support and early years. It also further embedded itself in the Woorabinda service sector, building on partnerships and expanding collaborations.

The team developed the Four Corners program in response to a gap in services for 8-14-year-olds (see also 'Program spotlight: More than a game'). For 10 weeks, the program brought the whole community together, as children and young people took part in a rugby tournament.

The Woorabinda Early Years program also flourished in the second half of the year with further expansion planned for 2026. The Murrup team has long supported the Woorabinda State School Playgroup, but identified a particular gap in support for young parents, and has developed specific programming for this cohort, which includes culturally appropriate assessments, parental support, brokerage and play-based learning sessions.

By year's end, we had elevated Khanita Sukaserm into the role of Community Manager, where, most recently, this role had been held by a non-Aboriginal person in Melbourne. Khanita has been with Murrup since 2021 and is a leader in her community. This appointment shifts the power of decision-making closer to community, and is a step forward for true self-determination.



Program spotlight: More than a game

When our staff in Woorabinda identified a gap in services for eight to 14-year-olds, particularly those at risk, they harnessed the community's love of rugby league and developed the Four Corners Tournament.

Each week, up to 50 children aged six to 12 laced up their boots and took to the field. But they got more than just improved technical skills. The Four Corners Tournament provided a safe, fun and engaging activity that promoted health and wellbeing for the entire community. It also created weekly opportunities for Murrup staff to connect with participants and their families, offering support, guidance, and referrals to additional services where needed.

The tournament was delivered in partnership with PCYC and the Queensland Police service, and supported by a dedicated team of volunteers who received training in areas such as first aid and risk management.

Murrup's Woorabinda Community Manager Khanita Sukaserm said she was incredibly proud of the program.

'There was always an amazing turn out; families, kids and community coming together for our social, cultural and wellbeing.'

~ Khanita Sukaserm, Woorabinda Community Manager

'There was always an amazing turn out; families, kids and community coming together for our social, cultural and wellbeing,' she said.

'And most importantly showing up for our kids so that they can have something fun to enjoy.'



Staff spotlight: Greg Major

Woorabinda Program Coordinator Greg Major has high hopes for the boys and young men of Woorabinda and is committed to helping them fulfill their potential.

Greg runs lunchtime programs at Wadja Wadja High School and Woorabinda State School, as well as the Four Corners Tournament, which encourage students to get active, and keeps them engaged at school. But it's the yarns that happen in between passes, or on the way back to the classroom that build trust and ongoing connections.

'I continue to work with the same children in and outside of school, using the relationships I built with them over time,' he said.

And it's paying off; Greg said he saw a significant change in the participants of the Four Corners program.

'Kids were showing more respect; they have become more confident in attending school,' he said.

Greg said this is the type of behaviour-change that will lead to a brighter future for Woorabinda, especially with regards to rates of domestic violence.

'It is important for setting boundaries with young boys to have a better understanding of how men should act and behave in and around any environment,' he said.

'I want them to get a job, and become leaders for our community.'

"It is important for setting boundaries with young boys to have a better understanding of how men should act and behave in and around any environment,"

~Greg Major, Woorabinda Program Coordinator



Galiwin'ku

Galiwin'ku – the Northern Territory's second largest Aboriginal community – is home to the Yolŋu People. The community is located on the picturesque Elcho Island, which is in the East-Arnhem region, 150 kilometres north-west of Nhulunbuy and 550 kilometres north-east of Darwin.

Murrup continued its strong partnership with Shepherdson College, where our staff are located, and co-developed a bespoke social and emotional wellbeing platform, based on Yolŋu lore and practices.

More broadly, it was a challenging year for the Galiwin'ku community with difficulties relating to youth and adult crime, and a number of tragic passings. Understandably, students and our staff were impacted by these events, which resulted in low community morale, lower-than-expected school attendance, interrupted service delivery and staff absences.



Community population

2,199*

(27.1% younger than 19 years)

Partner school

Shepherdson College

Participating children and young people

524

Staff profile: Donald Wininba Ganambarr

Donald Wininba Ganambarr is a senior Yolŋu cultural leader (Djungaya), who is responsible for cultural and family matters for his brother-in-law Dr. G. Yunupingu, and co-directed the renowned performance *Bungul*. So, it's little surprise that he looks to culture for answers for how to best support children and young people in Galiwin'ku.

"I like to help young people, get their minds straight, talking to them about who they are, where they're from, their totems, what clan group, even with ceremony links – who do they link with from other clans? (It's) important to tell those kids," he said.

Don says whole-of-community events are important to ensure children and young people remain connected.

"It's important to have whole of community things – bukma (everyone), all the clan groups together," he said.

"The future looks like more engaged kids, no matter what family or clan, (so we can) work with them together."

Don also says children and young people need to be encouraged to look to the future with optimism.

"The solution is to help the kids for their future, work out their goals, so when they get out of school, they know what they can do – work, (practising) culture, mixing with clan groups," he said.

"Then they can help other kids as well, share that knowledge with them on how to figure out what they can do too."

"The solution is to help the kids for their future, work out their goals, so when they get out of school, they know what they can do ..."

~ Donald Wininba Ganambarr



Program spotlight: Limurrŋ Dhukarr

During the year, Murrup ran Nhapurr Burr'yun – meaning 'Let's Dance' – a hip hop program bringing energy, confidence, and joy to young girls in Galiwin'ku.

Inspired by the freedom and self-expression she found through dance, Murrup Program Coordinator Mutuwili Garawirrtja wanted to create a space where girls from early years to Grade 6, can build strong foundations.

"The girls loved it," Mutuwili said. "They kept asking when the next session was. Some had never done anything like it before."

But the heart of Nhapurr Burr'yun runs deeper than just dance moves.

"I want them to build confidence, to feel like they belong, and to support each other. That's what we've started doing – creating a positive, safe space where they can shine."

And it's just the beginning.



"Obviously there's some literacy and numeracy in all that we do here. Dance has counting and beat and rhythm and all of that."

~ Clare Jelley, Shepherdson College Principal



Wurrumiyanga

Wurrumiyanga is located in the south-east of Bathurst Island – Australia’s fifth largest island. The island is located in the Arafura Sea, about 80 kilometres north of Darwin. The Tiwi people have lived on Bathurst and Melville islands for more than 40,000 years. Today, it is home to more than 1,400 people, of whom more than 82 per cent speak an Indigenous language at home.

Wurrumiyanga again experienced a year of significant growth and program success, particularly in the neighbourhood support stream. A highlight of the year was the establishment of the Orange Sky mobile laundry service (see Program profile: Orange Sky laundry on page 26). During the year, the service provided 1580 free loads of washing and drying, and created employment through the Australian Government’s Remote Jobs and Economic Development scheme.

Another program – Pupuni Murrula Happy Hair – provided hair styling and lice treatment to 97

children and young people. More than just providing social and emotional wellbeing benefits that come with pride and personal grooming, this program provides treatment for chronic lice infestations that can lead to wounds, and other serious health conditions, such as rheumatic heart fever. This program also integrated with the health service, to facilitate children and young people receiving their 715 health check.

The Yangali Girls’ and Numuriyaka Boys’ programs have also gone from strength to strength, catering to 13- to 18-year-olds with pro-social activities, food, access to role models and workshops, and connections with other Murrup programs and community services.

These programs were made possible as a result of the many partnerships we have in community.

The year was not without its challenges, however, as we navigated community dynamics, the impact of crime, a significant amount of Sorry Business, particularly in the first half where a number of key community figures passed, and Category 3 Cyclone Fina in November.



Partner schools

Murrupurtiyanuwu Catholic Primary School

Xavier Catholic College

Community population

1,421*

(27.1% younger than 19 years)

Participating children and young people

300

Program spotlight: Orange Sky

Murrup has partnered with Orange Sky Australia to provide free washing and drying facilities in Wurrumiyanga.

A specially fitted van, equipped with three hot-water washers and three dryers, rotates throughout the week to different locations around the community, serving about 1,400 community members.

The mobile laundry van offers local people a safe space to do their washing for free. And, the partnership with Murrup has provided employment opportunities for local community members through the Australian Government’s Remote Jobs and Employment Development scheme. The service also serves as a point of community connection, and facilitates referral pathways to health and other service agencies.

The initiative supports skin health and aims to reduce rheumatic heart disease and other serious health conditions, particularly for those with compromised immune systems.

Murrup CEO Shellee Strickland said chronic health issues such as scabies, crusted scabies, and impetigo cause significant distress in many remote First Nations communities.

‘This not only impacts the entire community but also creates additional barriers for children and

young people, making it harder for them to thrive in school and beyond,’ she said.

‘Being able to wash clothing and bedding using the free laundry facilities, will provide a solutions-based approach to these issues.’

In addition, FoodBank donated food and other provisions that were provided to clients.

- ▶ In the first day of operation, the laundry service did 50 loads of washing.
- ▶ In a two-week period, more than 15% of households in Wurrumiyanga had used the service.
- ▶ By the end of 2025, the service had completed 1580 loads of washing and drying.
- ▶ 100% of people surveyed answered the laundry bus was “very helpful” and that they “felt safe and comfortable using the service”.
- ▶ 94% of users said using the laundry van helped their family’s health and wellbeing.



"It's very important for families because it's a part of healthy lifestyle."
~ Name withheld



Staff profile: Wyndell Puruntatameri

What started as an idea to raise awareness about domestic violence in Wurrumiyanga last year, became a community-wide event, that attracted high profile advocates, community leaders and national media attention.

Murrup’s Wyndell Puruntatameri initiated the Unite Against Violence event in Wurrumiyanga, because he wanted to do something about the violence in his community.

“It was such an important event because it brought families together to talk about the violence in our communities and spread awareness among others,” he said.

“What made me proud was seeing everyone there, and having the courage to do an interview.”

Wyndell has also been working to design and deliver programming that directly supports children and young people in his community.

He has been instrumental in developing the Numuriyaka program, which provides pro-social activities for young men, and includes sport, cooking, fishing, and conversations about respectful relationships and wellbeing.

“The best thing about the Numuriyaka program is it provides a safe space for young people to be themselves,” he said.

“I do wish that I had access to similar programs like this when I was younger.”

OUR PROGRAMS

This year, we built on the work we'd done in 2024 to redefine our service model. We continued to hear, and see, that while supporting children and young people inside the school gate is important, it is critical that we address the determinants of education that exist outside of the school gates. Because, we know that if a child is hungry, chronically unwell, experiencing family and domestic violence, or disconnected from kin and culture, they are simply not free to reach their potential through education.

Program delivery

Our programming looks different in each of our four partner communities, as it should. We respond to the needs and aspirations of each community, and we seek to fill service gaps, and avoid duplication.

Each of these programs have been developed with our local staff, and in consultation with the local community, and our other stakeholders, to ensure they align with each community's priorities and service sector landscape.

Our programs aim to deliver impact:

- ▶ in the home
- ▶ in the neighbourhood and school environment
- ▶ by navigating systems and services
- ▶ and across the life course.

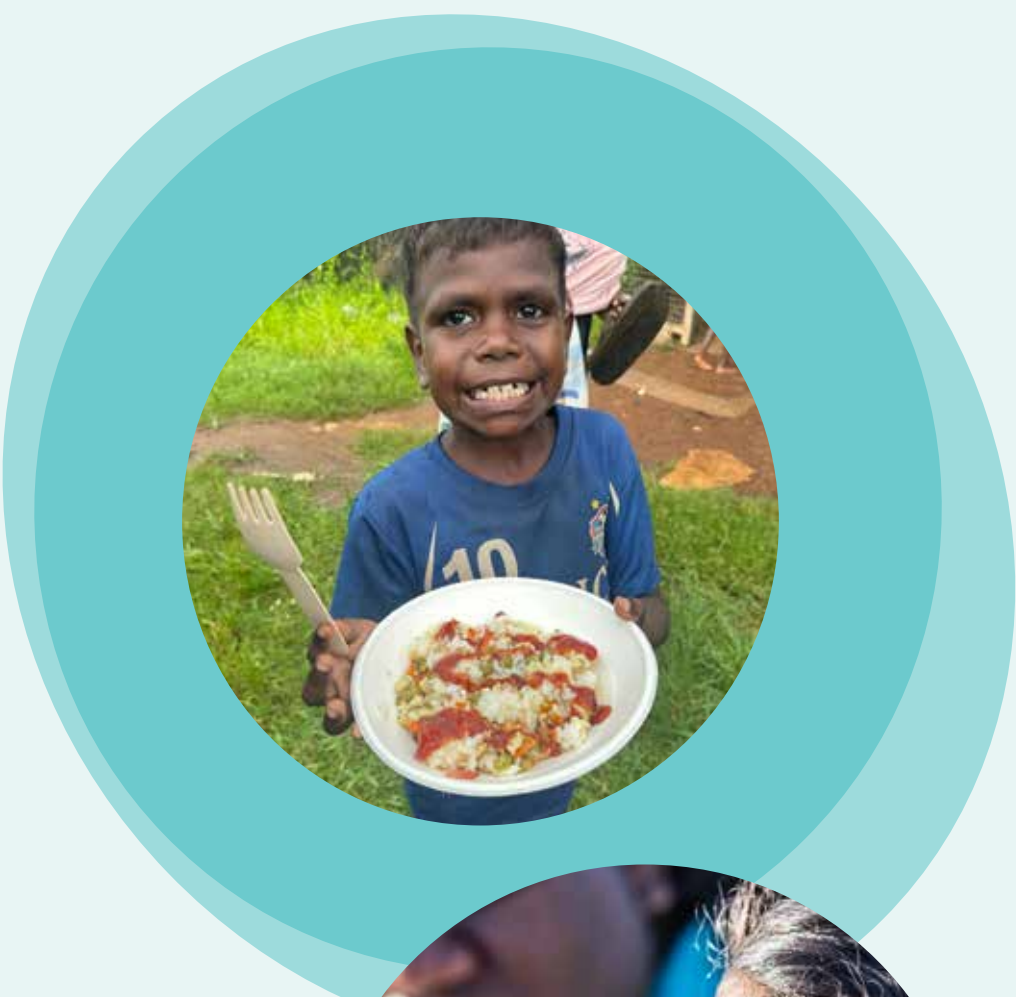
Service delivery priorities: by community

	 Early Years	 School Engagement and Retention	 Strong Transitions	 Neighbourhood Support	 Community and Staff Development
Woorabinda					
Palm Island					
Wurrumiyanga					
Galiwin'ku					

Trauma-informed practice

The ongoing impacts of colonisation and the persistent conditions of 'deprivation, dislocation and dispossession' continue to heighten vulnerability to trauma at individual, interpersonal and collective levels for Aboriginal and Torres Strait Islander peoples. And, though many Indigenous Australian children grow up in safe homes and live in safe communities, there are others who do not. These children can experience childhood trauma through distressing life events, such as illness and accidents, family hospitalisation or death, family violence, family disintegration, and financial stress, as well as the inter-generational trauma of past events. Experiencing trauma in childhood can have severe and long-lasting effects, but these effects can be overcome through appropriate interventions.

Murrup seeks to ensure programming contains therapeutic components, and is culturally centred. We also seek to provide an employment environment where cultural and psychological safety is prioritised, and training to respond to the complex needs of the community and the people they seek to support in their programs.





EARLY YEARS SUPPORT

The first 1,000 days is a critical time for brain and physical development, attachment and relationship development, and physical health. What happens during this period can determine the trajectory of a person's life.

As such, we are committed to supporting parents and carers to be their child's first and best educator, form healthy connections, and feel empowered to parent with confidence. We also support parents as they navigate the health system to obtain relevant diagnoses and pursue necessary early interventions. We also create opportunities for parents and carers to connect with other parents and carers and engage with their child's education. This will ensure that children are well-prepared for a lifetime of learning and start school on the same day, and with developmental parity, as their peers.

Families as First Teachers in Galiwin'ku

Murrup supported Galiwin'ku's Families as First Teachers (FaFT) program this year. This program is designed for 0-3-year-olds, to support childhood development. Our team delivered wellbeing activities and confidence-building for the mums who attended.

Early Years in Wurrumiyanga

In late 2025, the team in Wurrumiyanga commenced Parenting Under Pressure training through Griffith University to expand their skills and knowledge in early intervention for families during the early years. This accredited training, which was delivered over eight months will not only help Murrup become a dedicated partner in the early years space on the island, but is also a key facet of Murrup's continual professional development for the local workforce. It will see two staff members accredited as practitioners and the NT manager accredited as a supervisor.

Knowing how critical early intervention is, and how the load needs to be shared more evenly across providers, Murrup teamed up with Red Cross to take some of these principles, apply a Tiwi lens, and then start creating a program plan to roll out a Mums and Bubs group in early 2026. This group will provide mums with a space to connect, cook and recognise their inherent strengths in caring for their children.

In remote communities, only 16 per cent of children start school developmentally on track.¹

1. This figure is taken from the Australian Early Development Census, which measures children against five areas of early childhood development: physical health and wellbeing, social competence, emotional maturity, language and cognitive skills (school-based), and communication skills and general knowledge. We know that caution should be taken when using mainstream data collection models for remote First Nations People because of potential misapplication and lack of cultural responsiveness. Many First Nation children have a rich education through everywhere learning, which incorporates a range of disciplines, in languages other than English, that may not translate into mainstream assessments.

Woorabinda Early Years

In 2025, our Woorabinda team continued to offer support to the Woorabinda State School Playgroup. This included helping to facilitate the sessions, liaising with parents, providing transport to those who are unable to get there, and supporting play-based learning.

By the end of the year, the team was standing up the Murrup Early Years program with a particular focus on young parents. This came as a result of our team hearing from young parents in Woorabinda that they wanted additional support to navigate the emotional transition of becoming a carer, as well as the practical elements of raising a child.

Our staff provided mentoring in feeding and settling babies, as well as advice about how to keep up with the day-to-day responsibilities of life as a family. They also encouraged young parents to think about creating financial security for their future. Through the program, we also provided young parents with support to purchase food and other essential items, and provided them with health and hygiene products to care for their babies.

Key to the success of this program was the trust that the young parents had in our staff; a number had been involved in other Murrup programs prior to joining this one, which demonstrates the importance of community-led programs that follow young people as they age.

We look forward to expanding this program in 2026.



HIPPY

In 2025, Murrup continued to deliver the HIPPY program (Home Interaction Program for Parents and Youngsters) in partnership with the Brotherhood of St Laurence. This program supports early years education in three- and four-year-olds, and gives parents and carers the tools and confidence to be their child's best and first educator. Specifically, it:

- encourages a love of learning;
- increases the likelihood that children enjoy and do well at school;
- promotes language, listening and concentration skills;
- builds children's self-esteem and confidence in learning; and
- improves relationships between parents and children.

Murrup staff supported 24 families in 2025. They delivered books and other resources to family homes, and hosted HIPPY gatherings to provide opportunities for parents and carers of young children to connect and share experiences, and for the littlies to have some fun.

Participation in the HIPPY program does flex in response to families moving between Palm Island and the mainland. And our staff work with families to re-settle after periods of absence.

'It was great how Murrup supplied home learning activities that helped T get ready for school.'

~ HIPPY parent



SCHOOL ENGAGEMENT + RETENTION

We believe that education changes lives. In order to be free in the modern world, people require at least a basic level of reading, writing, comprehension and mathematics. We also believe that critical thinking and curiosity, nurtured through a love of learning, are foundational assets.

Of course school offers more than just what happens on the white board and in workbooks; children and young people also receive access to role models, food programs, sporting and cultural activities, referral pathways and interactions with peers.

However, for Western education to be effective, it must be delivered in a culturally appropriate way, and schools must be safe and inclusive spaces that enable First Nations students to walk in two worlds.

- The number of students attending school more than 90% of the time in Woorabinda has risen from 34% (January 2022) to 51% (December 2026).
- In Wurrumiyanga, the number of Year 12 students who are consistently attending school more than 90% of the time has increased from one student in 2022 to five students 2025, representing a lasting shift in culture. 30% of people aged 20-24 in very remote areas of the Northern Territory have attained their Year 12 or equivalent, noting that a number of students would travel to boarding school.

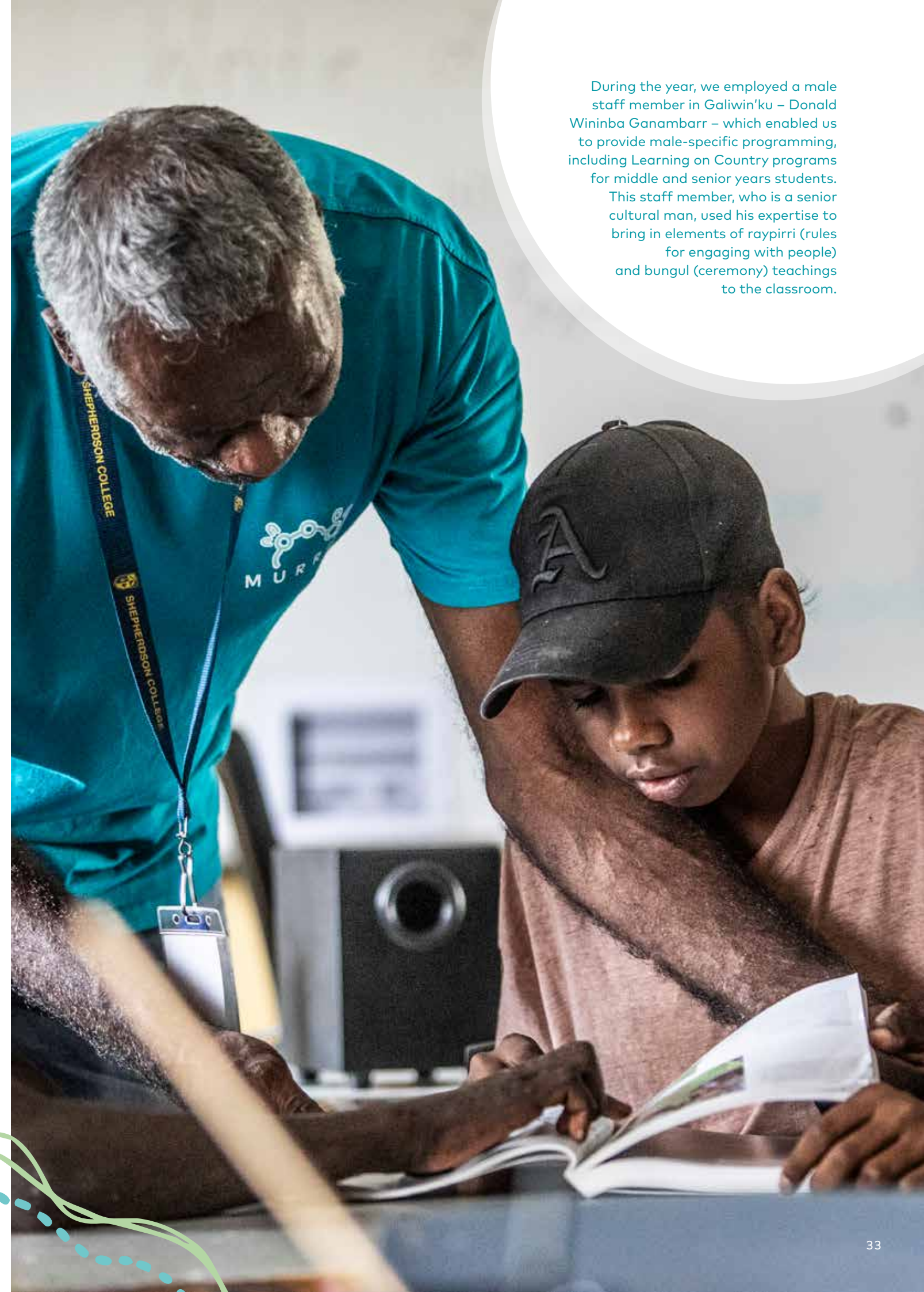
As part of our School Engagement and Retention program, we:

- **awarded 1,104 students with attendance awards (111 in Wurrumiyanga, 228 in Galiwin'ku, 342 in Palm Island and 423 in Woorabinda)**
- **supported 16 enrolled Year 12 students (4 in Galiwin'ku, 6 in Wurrumiyanga, 6 in Woorabinda)**
- **supported Year 12 graduation ceremonies in Woorabinda and Galiwin'ku**
- **provided 154 in-class sessions in Galiwin'ku**
- **supported two students to attend the Capricornia Representative School Sports in Townsville.**

Throughout the year, we also:

- ran Back to School marches
- supported disengaged students to re-enter the classroom
- supported reading programs
- acted as advocates for families during school meetings
- provided community context to school staff leadership
- supported students transitioning to boarding school with personal care packs
- provided support for other school activities as needed, including cultural days and athletics carnivals
- supported Woorabinda State School to celebrate Book Week
- provided referrals to other health and community services
- hosted end-of-term award ceremonies
- provided in-class support through a cultural lens.

During the year, we employed a male staff member in Galiwin'ku – Donald Wininba Ganambarr – which enabled us to provide male-specific programming, including Learning on Country programs for middle and senior years students. This staff member, who is a senior cultural man, used his expertise to bring in elements of raypirri (rules for engaging with people) and bungul (ceremony) teachings to the classroom.





STRONG TRANSITIONS

The Strong Transitions program was started in Woorabinda in response to young people needing help to obtain their learner's licence. Since then, the program has gone from strength to strength, and supports young people as they move through key transition points, which we know to be points of vulnerability.

These key transition points include:

- into primary school
- from primary to secondary school
- to boarding school
- back to community after periods of being away
- from school into work, further education and community life as a young adult.

In 2025, the program was continued in Woorabinda and Palm Island.

Strong Transitions has a focus on hard outcomes – such as further study and employment – as well as softer outcomes – such as increased confidence and independent living.

Terms 3 and 4 of 2025 were the busiest for the Strong Transitions in Woorabinda with 38 students actively involved. This demonstrates the program has become entrenched in the community's service sector. Our staff are routinely receiving referrals from the school, however, parents and carers are also seeking out the service for their young people.

- ▶ Murrup supported 11 students with Boarding School applications
- ▶ 12 Palm Island young people have birth certificates thanks to Strong Transitions

Strong Transitions has the following key elements:

- Empower young people – coach, motivate and empower them to consider their future.
- Assess their post school identification needs – work to establish birth certificates, bank accounts, Medicare cards, school certificates etc.
- Provide case work – obtain licences and credentials, link with further education and employment pathways.



"They arrived shy and nervous, and left confident and keen. We have noticed their attendance has picked up at school."

~ Samana Sukaserm

Program spotlight: Woorabinda young people take the wheel

In 2025, Murrup engaged with Moura Driving School to support young people to get their licences.

Every Monday and Tuesday during Term 4, 10 young people went straight from school to complete their driving hours. Happily, this led to an increase in school attendance too, as the students demonstrated a commitment to their studies, and to gaining independence.

'Our students have been turning up and giving it a go. They arrived shy and nervous, and left confident and keen. We have noticed their attendance has picked up at school. I believe this has made changes for our young people and given them solid hope to start something, knowing it will benefit them.'

~ Samana Sukaserm – Strong Transitions Worker





NEIGHBOURHOOD SUPPORT

Our Neighbourhood Support stream continued to expand in 2025 as we secured funding for existing programs to continue, and sourced additional investments for new services.

The programming delivered under this stream is designed to address determinants to education – that is, responding to the needs and service gaps that exist in community that stand in the way of children attending school and thriving once they’re there.

We supported our four partner communities during periods of acute need, such as in extreme weather events and Sorry Business. And we provided pro-social activities for children and young people to enjoy after school and during the holidays.

Providing this programming resulted in fewer break-ins, reduced anti-social behaviour, less conflict, improved self-esteem and connection with community, positive role models, and additional support and services.

WOORABINDA	PALM ISLAND	WURRUMIYANGA	GALWIN'KU
Provision of clothing, self-care items (such as period products and hygiene packs) and other brokerage			
Delivered the Woorabinda Four Corners Tournament, which combined social and emotional wellbeing outcomes with physical health benefits	Delivered afterschool activities	Delivered afterschool programs – Yangali and Numuriyaka – which provide pro-social activities to young people	Supported community events, such as Clan Day
Delivered school holiday programs	Provided support during flood event	Provided the Orange Sky laundry service, which provides free hot washing and drying, and community check-ins	Partnered with Youth Sport and Rec to deliver school holiday programs
Partnered with the local Justice Group, Yoonthalla and Juwarki Prison Visiting Program to support men to reintegrate into community after periods of incarceration	Supported community events such as for NAIDOC Week, Halloween and Indigenous Literacy Day	Delivered the Happy Hair program, which provided lice treatment and connection with health services for children and young people	<i>'I didn't know I was good at drawing until today.'</i> ~ Woorabinda Year 5 student who took part in school holiday program
Supported community events such as for NAIDOC Week, RUOK Day, Healthy Heart Week and Mental Health Week	Participated in the Early Childhood Reference Group and Youth Reference Group to ensure coordination	Partnered with other organisations to deliver school holiday programs	
Distributed health and hygiene packs, including lice treatments, to the community as needed	Supported community during periods of Sorry Business	Arranged the community-wide Unite Against Violence	

Program spotlight: Safe spaces for Wurrumiyanga teens

After a successful pilot project, Yangali Girls' group has become an embedded program in the community, with our team running 18 events, providing 450 meals and having a consistent attendance of 25 young people. Over time, the group has reached half of all female students at the local high school. Similarly to Numuriyaka, this program was designed with the participants, and the girls have a diverse range of activities from yarns on women's health and relationships, to cooking, hair and make-up sessions, art, self-care or just relaxing over a movie.

Following the success of the Yangali program, the Numuriyaka Boys' group launched mid-year and Murrup ran eight sessions with 130 meals provided and 86 young people attending. The program included a mixture of sport, cooking, fishing, yarns and a safe space to relax and bond. Importantly, the program saw a high rate of return participants, and is emerging as a therapeutic support for at-risk young people. The highlight of this program was a songwriting workshop with artist J-MILLA in October, where he spoke with the boys about processing your emotions through writing, and being a good partner and father.

"... we were having so many issues with the girls fighting, gossiping about each other and being mean to each other. After the school holiday break, we noticed there was a difference. The girls were friendlier to each other, and we didn't have any fighting. They all talk about the girls' nights before and after too."

~Name withheld

Program spotlight: Pupuni Murrula - Happy Hair Program

Wurrumiyanga does not have a hairdressing service, so Murrup created the Pupuni Murrula - Happy Hair Program. By providing hair cutting and colouring, as well as lice treatment, the program increases confidence and peer connection, especially for young people, and contributes to better scalp health and lice eradication.

- ▶ 107 people received haircuts and colours
- ▶ 97 young students received lice treatments and a 715 health check

Program spotlight: School Holidays

Murrup provided school holiday programming throughout 2025, which provided pro-social activities, food and fun for children and young people. Activities included cultural excursions on Country, art and craft, cooking, sports, games and events to tie in with NAIDOC Week, community days, and Easter and Christmas.

NT and QLD Police have reported this programming has resulted in a decline in youth petty crime during school holidays.

We acknowledge and thank all the community partners and stakeholders we work with to ensure this program is a success.

- ▶ In Wurrumiyanga, Murrup provided 2,819 meals to young people during school holiday programs
- ▶ In the June-July holidays, Woorabinda activities attracted 465 engagements



"It's self-love and makes me feel great."

~ Pupuni Murrula participant



COMMUNITY+ STAFF DEVELOPMENT

We continued to embed ourselves in the service sector in each of our four partner communities and provided leadership in a number of areas. Importantly, we continued with our commitment to employ local people to deliver our programs, which provides opportunities in an otherwise challenging employment landscape. But we don't just hire people; we invest in them.

Significant investment was made in staff development in 2025. We expanded our Learning and Development program, which is based on a tiered approach of mentoring and upskilling:

- ▶ 80% of hours worked in Murrup were by First Nations Peoples offering jobs in otherwise challenging employment landscape. (Only 35% of people aged 25-64 in remote communities are engaged in employment)
- ▶ 76% of our workers are female, which is important to build gender equality in community, and uplift women in each of our partner communities

Entry level employment	Practice development	Leadership
Providing skills and experience to staff who join us straight from school or with little professional experience	Providing training and experience in program delivery to best-practice standards	Investing in future leaders with training and mentoring, to support them to be leaders of Murrup, and of their community



Sharing and connecting

Our entire team came together in Naarm in March for training and workforce development. Staff heard from subject matter experts, took part in systems training, and learned from each other. They also had the opportunity to workshop program ideas, which they took back to their communities for endorsement and implementation.

Experience of a lifetime

As part of our learning and development program, we supported two young women – Simone Munkara from Wurrumiyanga and Ikanau Conway from Palm Island – to live and work in Melbourne. Simone and Ikanau were embedded in Murrup's Wurundjeri Head Office as part of a 'train the trainer' model, whereby they received intensive workforce development so they could take their learned skills back home and train their colleagues in a way that's best suited to our community-based teams.

Simone and Ikanau both thrived in their roles, despite landing into a Melbourne winter, and we were extremely proud to have supported them through this experience.

Supporting local artisans

As part of its community development work, Murrup supported women in Wurrumiyanga through its social enterprise. Murrup commissioned the women to weave jewellery and baskets, which we sold through our online shop at www.murrup.org.au/shop. The women received 100% of the profits from each sale.

Murrup CEO soars ... all the way to the US

Murrup CEO Shellee Strickland embodied continuous learning when she travelled to Harvard University in the USA to complete the Program for Strategic Perspectives in Nonprofit Management. Shellee joined with CEOs from around the world to hone her strategic thinking and leadership skills. She also spent time visiting other not-for-profit organisations to learn from their systems and processes.

"I am so grateful to the Board for investing in me through this course, and for seeing the value of investing in each and every one of our staff members."

~ Shellee Strickland



TELLING OUR STORY

One of the challenges of working in remote communities, is the difficulty of providing our partners and supporters with an opportunity to see the impact of their support first-hand. As such, in 2025, we embarked on a project to share the story of our work, pay homage to the beauty of our four partner communities, and share some insights of our staff, and the people we serve.

At an event during NAIDOC Week, we launched *Murrup: The Future is Freedom* – a 16-minute film, created by Sal Balharrie. We also displayed a collection of 12 photographs captured by eminent photographer Mark Chew.



Scan this QR code to see the exhibition



Scan here to watch *Murrup: The Future is Freedom*



OUR PARTNERS + SUPPORTERS

GOVERNMENT PARTNER

Proudly supported by the Australian Government



Australian Government
National Indigenous Australians Agency

PRINCIPAL PARTNERS



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Brotherhood of St Laurence
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MAJOR SUPPORTERS

ASHBY UTTING ENDOWMENT FUND	AUSTRALIAN RED CROSS	BOWDEN MARSTAN FOUNDATION
BRIGHT MOON TRUST	CAGES FOUNDATION	CHILDREN'S LITERACY GIFT
DEPARTMENT OF EMPLOYMENT, SMALL BUSINESS AND TRAINING (QLD)	FRANKIE4	HARRIS FAMILY FOUNDATION
JULIAN ZAHARA MEMORIAL FUND	KIMALO FOUNDATION	LIBERTY FINANCE
NT PRIMARY HEALTH NETWORK	PRINCESS POLLY	QUEENSLAND FAMILY & CHILD COMMISSION
QUEENSLAND GIVES	SEEK	TIM FAIRFAX FAMILY FOUNDATION
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MAJOR DONORS

ANNIE DUNN	JMC & RJS	JOCELYN LUCK
LEON BALL	ROB STEWART	



A very special thank you to our pro-bono supporters **Lander and Rogers**, for their legal counsel and **Bentleys Audit Victoria** for completing our financial audit.

We are so grateful.

OUR BOARD



Professor Larissa Behrendt AO (Chair)

Larissa Behrendt AO is an Eulayai/Gamillaroi woman.

Larissa is currently the Director of Research and Academic Programs at the Jumbunna Indigenous House of Learning at the University of Technology, Sydney. She is a graduate of the UNSW Law School and has a Masters and SJD from Harvard Law School.

Larissa is a Fellow of the Academy of Social Sciences in Australia and a founding member of the Australian Academy of Law. She has published numerous textbooks on Indigenous legal issues and is an award-winning filmmaker, including the 2018 Australian Directors Guild Award for best Direction of a Documentary Film for 'After the Apology'.

Larissa won the 2002 David Uniapon Award and a 2005 Commonwealth Writer's Prize for her novel 'Home'. Her second novel, 'Legacy', won a Victorian Premiers Literary Award. Her most recent books are 'Finding Eliza: Power and Colonial Storytelling' (2016, UQP) and 'After Story' (2021, UQP). She is the Chair of the National Library of Australia, a Trustee of the Australian Museum, and on the board of the Sydney Dance Company.

Larissa was awarded the 2009 NAIDOC Person of the Year award, 2011 NSW Australian of the Year and an AO in 2019. She is the host of 'Speaking Out' on ABC Radio.

Richard Thomas (Treasurer)

Richard is the Managing Partner of Melbourne-based Jeffrey Thomas & Partners, Chartered Accountants and is actively involved with Chartered Accountants Australia & New Zealand.

Richard has been Treasurer of the foundation since its inception in 2007.

Over his time as Treasurer, Richard has been part of a vast expansion in the reach of the foundation, now entrenched in four remote communities, as outlined in this Annual Report. He is constantly inspired by the people he works with, those who offer their time and financial support, and the lives changed by hard work and dedication. In Richard's view, the rapport and trust developed with the partner communities over 15 years has also been a major part of the success. Richard believes Murrup is in a strong position to continue to deliver programs in the long-term and he is proud of his association.



Professor Tracey Bunda

Professor Tracey Bunda is a Ngugi/Wakka Wakka woman and The University of Queensland Professor of Indigenous Education.

She has an extensive three-decade career in the university sector as a leader of Indigenous Higher Education.

Her research and scholarly interests address the value of storying as methodology, power inequities in white institutions and Indigenous women's leadership.

Her most recent co-authored book with Louise Phillips is Storying Social Movement/s.



Professor Juanita Sherwood

Professor Juanita Sherwood is a proud First Nations Australian whose rich career spans more than 40 years. Juanita started her working life in nursing before transitioning to primary teacher. These experiences provided her with a strong notion for equity and safety in health care and education.

Juanita is a founding member of CATSINaM (Congress of Aboriginal and Torres Strait Islander Nurses and Midwives), and has been a member of its Elders Circle. Her work in Aboriginal and Torres Strait Islander child health created a strong shift in knowledge within the health and education sector regarding Otitis Media and its impact on the life development of all children, and later in her work with Aboriginal women in prison. She continues to be strongly involved in community health through Board Governance at WAMINDA (South Coast Women's Health and Wellbeing Aboriginal Corporation) and Nelly's Healing Centre (Aboriginal-controlled Indigenous Corporation and registered charity).

Juanita continues to work in First Nations health research, and social justice operations and is one of the top five most productive researchers globally on the topic of decolonisation. Her work has popularised the use of decolonising frameworks and praxes in teaching, research, and health care across Australia.



Luke Searle

Luke is a proud Awabakal man currently living on Wadawurrung Country. He is employed within the criminal justice system, specialising in the investigation of sensitive offences involving vulnerable persons.

His career spans frontline policing, community corrections, and Aboriginal justice advocacy. He brings a strong work ethic, sound judgment under pressure, and an ability to build trust and drive outcomes both independently and as part of a team.

In addition to his professional responsibilities, he maintains a healthy work-life balance through active and ongoing involvement in community sport. His strengths in leadership and communication have been acknowledged through his appointment to senior coaching roles at sporting clubs, which is always undertaken with great pride and dedication.



Dr Odette Best

Odette is a Wakgun Clan member of the Gurrung Gurrung Nation and also holds a Boonthamurra bloodline with adoption ties to the Koomumberri people.

Odette holds a Bachelor of Health Sciences (double major in Aboriginal Health and Community Development), Master of Philosophy and a PhD titled 'The stories of Aboriginal nurses in Queensland 1950-2005.' Odette is passionate about Indigenous Australians accessing and succeeding in education. Since obtaining her nurse's registration, Odette has worked within the area of Indigenous health and within the women's and youth prison systems in Brisbane for 10 years.

In 1998 Odette held lecturer positions at the University of Queensland, University of Southern Queensland and Queensland University of Technology (QUT).

In 2012, Odette accepted a Senior Lecturers position at the Oodgeroo Unit which is the Indigenous Support Unit at QUT.



Campbell Lobb

Campbell commenced his investment banking career at a New Zealand investment bank later acquired by Credit Suisse. Campbell worked within the Australian investment banking sector for over 30 years at Credit Suisse. He was a Managing Director of Credit Suisse and also held the role of Head of Equity Capital Markets Australia/New Zealand before moving into Wealth Management within Credit Suisse's Private Bank. Campbell has significant experience in corporate finance, mergers and acquisitions and capital markets in Australia, New Zealand and Europe.

Campbell is also a Board member of the Wenona School Foundation. Campbell qualified as a chartered accountant and has a BCA Degree (with First Class Honours in Accounting and Finance) from Victoria University, Wellington, New Zealand.



Don Carroll

Don is a company director in the mining industry and holds a Degree in Mining Engineering from Sydney University. He is a Member of the Australasian Institute of Mining and Metallurgy and a Member of the Australian Institute of Company Directors.

He initially worked with Rio Tinto in the Pilbara region of Western Australia and was associated with the then Pundulmurra independent Indigenous College before it became a regional TAFE. The college was focused on providing skill training which could lead to opportunities for employment for young Indigenous people in the region.

He joined BHP and spent the majority of this time in overseas postings including senior positions in the United States, United Kingdom, Japan, Hong Kong and India. While in India he was active in securing BHP funding support for the establishment of the LV Prasad Eye Institute in Bhubaneswar, Orissa state. The institute provided high quality eye care to the poorest of people.

During his career Don sought to combine business objectives with sustainable programs for local Indigenous people. He joined the board of the then Cathy Freeman Foundation in 2017. During this time he has seen the work of the foundation grow from its focus on a single community to the present day four communities.



Naomi Edwards

Naomi is a proud Wathaurong and Gunditjmara woman. She is a proud Mumma and is the current Manager of Family Services and Early Years at Wathaurong Aboriginal Co-operative.

In her career she has had the privilege of providing support to, and fiercely advocating for, families within the child protection system and also provides support to families to prevent child protection involvement.

Naomi comes from a long line of master Gunditjmara weavers and can proudly say that basket weaving is now one of her passions too.

She loves the work that she does and is grateful to be able to give back to the community that helped raise her and now also the deadly communities that Murrup supports.

FINANCIAL SUMMARY

Murrup ABN 59 623 241 565

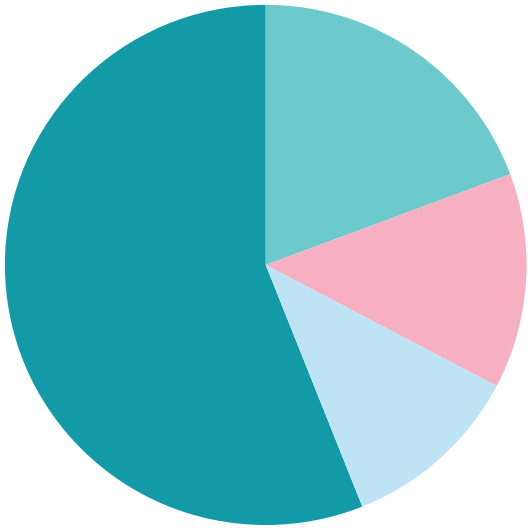
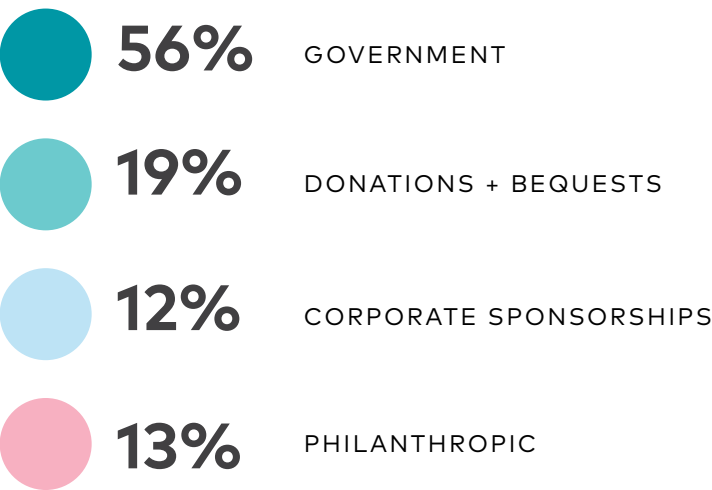
Statement of Comprehensive Income for the year ended 31 December 2025

	2025 \$	2024 \$
REVENUE		
Donations, Fundraising & Grants	4,897,787	4,135,232
Other income	1,005	2,512
EXPENSES		
Administration & Accountability	(1,246,545)	(748,828)
Fundraising, Communications & Grants for program delivery	(389,198)	(613,117)
Programs	(3,643,228)	(3,287,066)
Total expenses	(5,278,971)	(4,649,011)
Surplus/(Deficit) for the year	(380,180)	(510,770)
Other comprehensive income	(380,180)	(510,770)
TOTAL COMPREHENSIVE INCOME FOR THE YEAR	(380,180)	(510,770)
Total comprehensive income attributable to members of the entity	(380,180)	(510,770)

REVENUE	CAPITAL GRANT
When the entity receives operating grant revenue, donations or bequests, it assesses whether the contract is enforceable and has sufficiently specific performance obligations in accordance to AASB 15. Where the contract is not enforceable or does not have sufficiently specific performance obligations, the entity:	When the entity receives a capital grant, it recognises a liability for the excess of the initial carrying amount of the financial asset received over any related amounts (being contributions by owners, lease liability, financial instruments, provisions, revenue or contract liability arising from a contract with a customer) recognised under other Australian Accounting Standards.
- recognises the asset received in accordance with the recognition requirements of other applicable Accounting Standards (for example AASB 9, AASB 16, AASB 116 and AASB 138); - recognises related amounts (being contributions by owners, lease liability, financial instruments, provisions, revenue or contract liability arising from a contract with a customer); and - recognises income immediately in profit or loss as the difference between the initial carrying amount of the asset and the related amount.	The entity recognises income in profit or loss when or as the entity satisfies its obligations under terms of the grant.
	INTEREST INCOME
	Interest income is recognised using the effective interest method. All revenue is stated net of the amount of goods and services tax.
If a contract liability is recognised as a related amount above, the entity recognises income in profit or loss when or as it satisfies its obligations under the contract.	

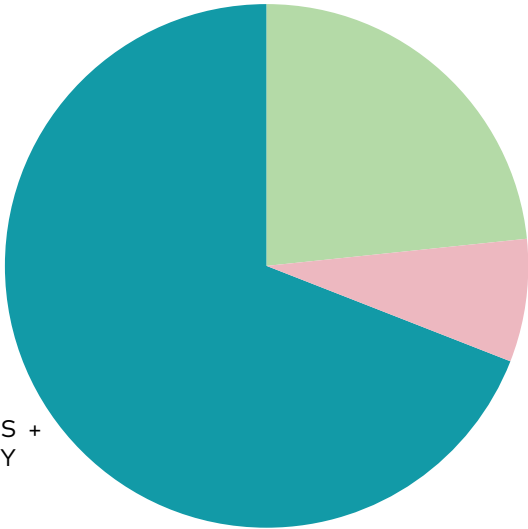
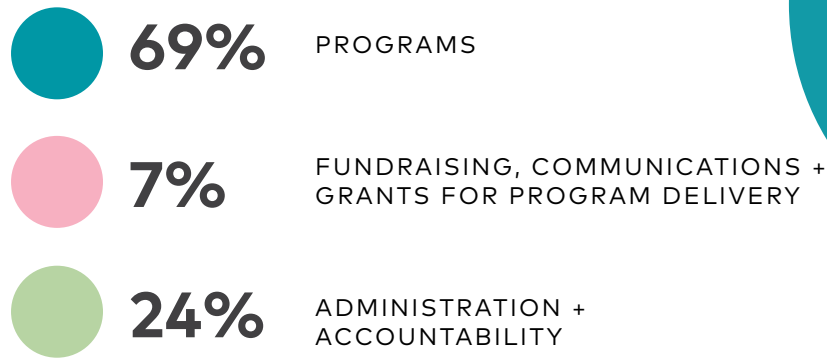
WHERE THE MONEY CAME FROM

Expressed as a percentage of total income



WHERE THE MONEY WENT

Expressed as a percentage of total expenditure





[instagram.com/murrup_spirit](https://www.instagram.com/murrup_spirit)
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