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This report outlines the operations of Worawa Aboriginal College for the 2012 school year.

Worawa Aboriginal College is Victoria’s only registered independent Aboriginal school. An Aboriginal initiative, Founded by Aboriginal visionary Hyllus Maris, Worawa commenced operation in 1983. The College is situated on 65 hectares of Aboriginal land, governed by an Aboriginal Board and management. Aboriginal families choose Worawa as they see the value of both an all-girls boarding school and an Aboriginal environment. Worawa is the only boarding school in Australia that caters specifically for Aboriginal girls.

Worawa was established as a response to the needs of Aboriginal students and difficulties these students experience within the mainstream educational system.

Worawa offers a holistic education through an integrated education, culture and wellbeing model. Aboriginal values underpin the curriculum and all operations of the College. An emphasis on social and emotional wellbeing gives students an improved ability to focus on their education.

Worawa provides an appropriate mainstream education to enable students to attain the confidence, knowledge, skills and attitudes necessary to become fully contributing members of Australian society and to provide students with a sense of their Aboriginal identity, knowledge of their history, confidence in their place as First Australians; and to build their self-esteem as a basis for success in their chosen life pursuits.

The College places particular importance on students developing a sense of cultural identity as a basis for self-respect and participation in society. Our students’ diverse cultural backgrounds infuse the College’s teaching, learning and extra-curricular programs.
We commenced the year with 62 students and we were particularly pleased to welcome back returning students – a tribute to them and their families for their commitment to education and a reflection of the strong partnership between the Worawa school community, Aboriginal communities, parents and students.

The annual School / Community Forum held 10 – 11 December, 2012 was a great success with a number of families attending. The Forum was followed by our Presentation Day which celebrated the achievements of our students and farewell to some students who rotated out of Worawa. We were honoured to have Professor Kerry Arabena as Keynote Speaker who gave a rousing motivational speech to our students.

The Worawa Arts program goes from strength to strength. A highlight of 2012 was the Stylin’ Up Fashion Parade held in August. Stylin’ Up showed Worawa student art work digitised onto fabric creating stunning fashions modelled by our students.

December saw the formal opening of the Sandra Bardas Creative Arts Centre. The building was made possible through a partnership between the Indigenous Land Corporation, Worawa Aboriginal College, The Bardas Foundation and Fairer Futures. The Sandra Bardas Creative Arts Centre was named after the late Sandra Bardas OAM who worked alongside Aboriginal Founder Hylius Maris in the establishment of Worawa.

The Sandra Bardas Creative Arts Centre is the College’s cultural ‘hub’ with a dedicated visual arts centre and performing arts space overlooking The Dreaming Trail, a cultural space.

The official opening ceremony of the Sandra Bardas Creative Arts Centre, attended by over 200 guests, commenced with Aboriginal cultural protocols of a smoking ceremony and didgeridoo. Daniel Browning, Presenter and Producer of Awaye!, ABC Radio National, officiated. The building was formally declared open by Indigenous Land Corporation Director Graham Atkinson assisted by Worawa Chairman Sean Armistead with a ribbon cutting ceremony and unveiling of a plaque.

The development of the Polytechnic group of buildings was a key focus during 2012. The buildings enabled the commencement of the Certificate 1 in Rural Operations through our RTD partner Holmesglen TAFE. Connected to the Rural Operations Program is the partnership with Healesville Sanctuary and the College’s Ranger Program. The Healesville Sanctuary partnership includes a Memorandum of Understanding for the use of 6 hectares of College property for the establishment of a Koala Feed Plantation. Worawa students are also able gain valuable work experience working alongside the Sanctuary’s Animal Keepers.

During 2012 a major focus was on preparing for the cyclical review of the Victorian Registration and Qualification Authority (VRQA). This involved a review of the College’s policies and procedures and school performance.

During 2012 the College prepared for its 30th Anniversary Celebrations to coincide with the historical official opening of Worawa which took place on 19 March, 1983. Anniversary celebrations included production of a DVD to record the Worawa Journey, preparation for a Student Reunion and an Aboriginal Education forum.
Throughout 2012, the College prepared for the next stage of development which consists of:

- Extension of the existing science building to include a Languages Learning Centre
- Completion of the Polytechnic group of buildings
- Refurbishment of class rooms
- Re-development of The Dreaming Trail – an outdoor learning centre and cultural space.

I wish to acknowledge with gratitude the commitment and support of the College Executive Team and all staff for their outstanding support to students.

I am most grateful to all members of the Board of Directors under the leadership of Mr Sean Armistead for their dedication and advice.

I extend my heartfelt thanks to the parents of all of the girls that have presented at Worawa and thank them for their trust in Worawa as their school of choice.
Community Engagement and Alliances

Community engagement is an important aspect of the Worawa program and is initiated and maintained in a number of ways. The majority of Directors are engaged in Indigenous community programs involving education, employment, health or community development.

Relationships with students’ home communities are valued and are critical to students’ wellbeing and learning. The College emphasises building relationships with students’ home communities. Strategies include visits to and from communities, visiting artists, involvement of parents/families in school special events and in some learning areas and communication through IT such as Skype.

Through the Executive Director, Worawa is represented on a range of community committees and forums.

The College’s annual School / Community Forum is an important event aimed at establishing and maintaining relationships with parents and community representatives and learning the aspirations they have for their girls. Worawa conducts a number of art and culture activities to which the Aboriginal and broader community are invited. Our end of year Presentation Day is an open day for visitors to celebrate the achievements of our students and to visit the land that once formed part of the Coranderrk Aboriginal Station.

The College’s annual Reconciliation Sports Carnival involves 12 schools in sporting and cultural exchange.
Celebrating Aboriginal Culture

Worawa Aboriginal College continues to honour the ideals of its Founder, Aboriginal visionary Hyllus Maris. Speaking at the opening of the college in 1983, Hyllus said:

...in this, the first Aboriginal school in Victoria, the educational curriculum has been specially designed to suit Aboriginal students to bring them to their full potential... Aboriginal culture will be imparted not only as a school subject in each class’s timetable but as an integral part of every-day life at the school... Living communities and cultural identity are central to Worawa’s focus upon Aboriginal histories and cultures.

The Worawa Way pedagogy model is based on the Aboriginal values of Relationship, Responsibility, Respect and Rigour that inform all aspects of College operations. Aboriginal spiritual beliefs in relationship to land and responsibility for Caring for Country are expressed in campus care and development. Along with the core academic program, emphasis is placed on nurturing and celebrating Aboriginal culture as a crucial aspect of student self-esteem and wellbeing.

In 2012 student involvement in the Technology Enhanced Curriculum Project (TECP) highlighted the importance of culture and family to the girls – perhaps best expressed in the words of one student who wrote:

“Before the first British immigrants arrived, this country was amazing, natural, beautiful, alive, radiant, cultural, full of pride, unpolluted, and most of all, our home. And it will always be for as long as we live. I imagine my ancestors to have been independent, beautiful, strong wilful warriors like proud Aboriginal people. I imagine they were full of pride, happiness, courage, skilful and most of all they believed in their culture and identity. Because our ancestors worked so hard to keep our land and our culture, my ancestors were proud of their past and will be proud of our future.
If I could ask my ancestors one thing it would be how to connect with the land and its beauty, so I can share it with my children and their children and their children’s children. I would learn all the secrets of the land and what makes it unique. And learn all the stories of our people.

If I could teach non-Aboriginal Australians a few things, I would teach them how proud we all are of our culture and identity. Show them that we are full of courage, independence and love. Teach them that this is our land and we are connected to it. Because I want others to know that we will never leave this land and that we will always be a part of it.

If I could change some things for the future of my community or for the rest of Australia it would be racism, violence, discrimination and make people think we are good enough to make a living. Make them believe that we are not stupid and that we are not to be judged by the colour of our skin. I would make them know that we are proud of what we are and what we do. Make them believe that we can do what any other human being can do. I don’t want people to take one look at us and think that we are good for nothing people.

I feel that I should keep my culture strong, beautiful and continuing forever. I want to show others the beauty of the land and how we are connected. How we are just one big family and how wise we are. I feel that I should pass on the stories of my ancestors and how hard they fought to keep our culture. I don’t want my culture to fade, I want my children to live their culture and be proud of who they are.”
2. VISION AND MISSION

‘Our children of today are our leaders of tomorrow’
(Pastor Sir Douglas Nicholls)

For Aboriginal Australians, the education of our children is fundamental to our future; to sustain and advance our ancient and contemporary cultures. Worawa Aboriginal College will provide an education based on the best elements of both traditional Aboriginal and current Australian education, aiming to produce an Aboriginal person versed in his/her traditions and proud of his/her identity who has the tools and necessary qualifications to contribute effectively to the Australian community.
Worawa Aboriginal College Statement of Intent

Aboriginal College provides a holistic education and boarding experience for Aboriginal young women in the middle years of schooling (Years 7 – 10) with emphases upon:

- Affirming and fostering students’ pride in their cultural identity, knowledge and respect for their heritage, languages and place as part of the nation’s diverse First Australian peoples
- Flourishing in a bi-cultural learning environment that provides pathways for life-long learning, participation and success in cross-cultural learning contexts
- Mastery of core learning skills, knowledge and understandings, with particular emphasis upon the acquisition and development of essential skills in literacy and numeracy
- Offering Aboriginal communities and families an education choice for their young women to participate in a mainstream education opportunity to achieve their full academic and intellectual potential
- Preparing and equipping young Aboriginal women with positive and optimistic attitudes and the life skills required for their futures in their home communities and the wider world
- Nurturing and developing students’ creativity and self-expression, talents and capabilities, as well as their confidence and motivation to strive for excellence
- Developing students’ personal self-confidence, respect, responsibility, stamina, rigour and commitment in all their pursuits, while also enabling and equipping them for making significant life choices
- Students being engaged, challenged and fulfilled through participating in Worawa’s total education program and open and equipped to link with education opportunities at the College’s partner schools
- Developing and maintaining good moral, emotional, mental and spiritual health and well-being as well and physical fitness
- Developing meaningful, respectful and quality relationships between students and between students and staff
- Providing students with opportunities for personalised learning through negotiation and development of personalised learning plans relating to academic, social, cultural emotional and physical learning
- Sending young Aboriginal women out into the world with confidence in who they are, where they want to be and what they can contribute to their communities and to the wider world.
3. EDUCATION MODEL AND INITIATIVES

Foundational to the Worawa education model is the integration of education, culture and wellbeing. To support the development and implementation of its program Worawa has initiated reference groups of relevant experts to guide, monitor and resource the component parts of the program ensuring a holistic approach.
4. ACADEMIC REFERENCE GROUP

The Worawa curriculum structure and standards is supported through an external Academic Reference Group with a wide range of competencies. Each member of the Group brings particular expertise which complements the component parts of the Worawa Model of Learning. The WARG monitors the implementation of the Worawa Model providing constructive criticism and positive reinforcement when appropriate. In 2012 members of the Worawa Academic Reference Group (WARG) included:

• Pam Russell, Honorary Fellow, University of Melbourne, (Chair)
• Dr Mauri Hamilton, Australian Catholic University
• Dr Neil Hooley, Victoria University
• Lindy Joubert, The University of Melbourne and Director, UNESCO Observatory
• Dr Zane Ma Rhea, Monash University
• Professor Dianne Siemon, RMIT
• Gary Thomas, Executive Director, Equity and Student Support Services at La Trobe University
• Dr Mark Rose; Deakin University
5. LEARNING AND TEACHING

Throughout the 2012 academic year, Worawa Aboriginal College offered a diverse and holistic education program to the College’s young Aboriginal women from culturally and linguistically rich communities in remote, rural and urban Australia.

The Worawa Model of Learning provides a framework for the integrated culture, wellbeing and academic program offered by the College. The overarching College theme of Cultural Connections is reflected in programs planned in each of the five Learning Centres throughout the year. The Worawa Curriculum follows through a four year cycle. The Academic Program for 2012 aligned with Year 1 of the curriculum cycle.

All Learning and Teaching programs are supported and guided by the work of the Worawa Academic Reference Group (WARG). Learning Centres, together with the Culture Curriculum aim to educate the whole person – emotionally, socially, culturally, intellectually and physically. Unique design allows the College to provide culturally appropriate material to students in each Learning Centre. This ensures students learn with familiar material which supports and enhances the first culture of the students, while rigorously engaging them in learning which prepares them to participate fully within Australian society.
Each term, the five Learning Centres and Pathways programs plan units of work around the Term’s cultural focus. These are:

**Term 1** – Connection to Community
**Term 2** – Exploration of Place

**Term 3** – Identity of Self and Our Environment
**Term 4** – Celebrating Our Past, and Planning for Our Future

Foundational to the Worawa Model is the WORAWA WAYS which provides, within the Aboriginal Values of relationships, respect, responsibility and rigour, a pedagogical approach to all programs and activities undertaken within the College and the broader community.

Highlights for 2012 in each of the Learning Centres were as follows.

**Languages (including English)**

Worawa students represent over 30 different Aboriginal language groups, with some students speaking two and three different languages. English is the first language for only a small number of students, whilst it is the second, third of fourth language for the majority of students. Therefore, all College programs endeavour to recognise and draw upon the students’ language strengths when planning the English language program. Student involvement in the ‘Stylin’ up’ fashion Parade, afforded in particular, the opportunity for English classes to write in many languages, about the progress, preparation and the final Show event.

**Science and the Environment**

A small number of keen Science students had the opportunity to join a group of Deakin University Science students on a Science and Environment Camp in the Otway Ranges. They spent a week exploring and identifying plant and animal species.
Maths

Real-life Maths was the focus for each term in 2012, including the Maths in cooking, textile design, Indigenous gardens and the seasons. In Term 3, the College hosted the Make it Count research program Maths Camp, when students and teachers from local schools spent a day learning from Aboriginal Education Maths educators. The Worawa students learned to appreciate that ‘maths is everywhere’.

Arts (including Visual Arts, Music, Drama, Media & ICT)

The Visual Arts program culminated in an impressive display of student work at Presentation Day in December. The student work was so admired, that many guests on the Day purchased pieces of artwork or jewellery. The College continued to offer rich experiences in The Arts with visits from Ilbijeri Indigenous Theatre Company and Deborah Cheetham from the Wilin Centre for Indigenous Arts at VCA (Victorian College of the Arts).

Health and Sport

Worawa College once again hosted the very successful Reconciliation Day Sports Carnival for our partner schools. Support from the David Wirrpanda Foundation allowed for students to engage in many different sports with competitions in local leagues actively contested. The Annual outdoor activities Camp at Phillip Island, supported through the YCW Co-operative Movement in Victoria, was once again very successful.
Transitions and Pathways

Worawa College continued through 2012 to develop the Yarra Valley Polytechnic facility to provide local Year 9 and 10 Middle School students with opportunities to access skilled training in a well-equipped facility.

Healesville Sanctuary continued to provide opportunities for Worawa College students to engage in work experience in Natural Resource and Animal Management under the Cadet Ranger program. Such experiences provide for potential pathways to further studies and eventual employment.

Senior students were offered significant leadership development opportunities in the Pathways to Womanhood Program through planning and organising the College ‘Stylin’ Up’ Fashion Parade in Term 3.

Percentage of Year 7 and 9 Students Reaching National Literacy and Numeracy Benchmarks

<table>
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### Student Learning Outcomes in Statewide Tests and Examinations

#### 2012

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<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
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#### 2011

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#### 2010

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</table>

**How to interpret this chart**

- **Selected average**
- **Margin of error at 90% level of confidence**
- **Colour shows if the selected school’s average is above or below statistically similar school’s average**
- **Average & margin of error at 90%**
- **Australian school’s average**

**Legend**

- **SIM** Schools serving students from statistically similar backgrounds
- **ALL** Australian schools’ average
- **Margin of error at 90% level of confidence**
- **Selected school’s average**
- **Average & margin of error at 90%**
- **Australian school’s average**

**Selected school’s average is:**

- substantially above
- above
- close to
- below
- substantially below

These schools’ average.
The majority of students come from regional and remote locations where they, for the most part have had a fractured educational experience. The entrenched low socio economic status of families, poor health, family / community dysfunction and lack of role models contribute to the challenge of full time attendance at school. Against this backdrop Worawa operates in a cultural context that acknowledges the cultural obligations that students have for matters of cultural importance such as ‘sorry business’ (funerals and mourning). Attendance rates are affected by these converging factors.

**Student Attendance**

Student Rates of Attendance

<table>
<thead>
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<th>2012 Attendance Rates</th>
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<tbody>
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<td>Year 8</td>
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<td>Year 9</td>
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<tr>
<td>Year 10</td>
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<tr>
<td>Whole of school</td>
</tr>
</tbody>
</table>

**Student Retention**

Worawa actively encourages parent/family involvement in the education of their young women and girls. The College’s School Community Memorandum of Understanding sets out the shared responsibility of the Legal Guardian and the School. Parent/family involvement is facilitated through telephone contact, Skype and school visits.

<table>
<thead>
<tr>
<th>2012 Retention Rates</th>
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<tbody>
<tr>
<td>Year 7 to Year 8</td>
</tr>
<tr>
<td>Year 8 to Year 9</td>
</tr>
<tr>
<td>Year 9 to Year 10</td>
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</tbody>
</table>
Student Satisfaction

A formal process of Student Satisfaction was undertaken during the year, through the Independent Schools Victoria LEAD (Listen, Evaluate, Act, Deliver) surveys.

The objective of the survey is to learn student opinion and listen to their recommendations, to identify strengths and weaknesses to improve the quality of education provided.

The areas considered were academic program, learning outcomes, pastoral care, personal development/leadership, discipline and safety, resources, school ethos and values, peer relationships and transition, academic rigour, teacher knowledge, teacher practice and teacher/student rapport.

The survey results showed a high level of satisfaction across the areas considered, and while it indicated areas for improvement, overall student satisfaction was higher than the average overall student satisfaction of the 40 schools and 8,741 students surveyed.

Surveys were undertaken in relation to student satisfaction of the boarding aspect of the College during the year. These surveys were performed by Aboriginal Hostels Limited as a condition of funding. Results may be obtainable from Aboriginal Hostels Limited.
Post-College Pathways

As a College for the middle years of schooling, Worawa aims to build a firm foundation for further learning pathways for all students, thus assisting them to reach their personal learning goals and the aspirations of their parents and communities. With this end in mind, the College is continuing to build relationships with external organisations and partner schools to give students every opportunity for a smooth and meaningful transition post-Worawa.

Through our regular shared programs with partner schools in Melbourne, students have the opportunity to explore the possibility of a Years 11 & 12 education experience in a mainstream secondary school. The College also maintains links and builds relationships with schools in the students’ home communities to ensure the students’ smooth transition to complete their senior years of schooling in their home communities or the world of work in a community setting.

Through our partnerships with local and other community organisations, students experience the world-of-work and have opportunities to engage in Certificate courses; some of which are tailored to the students’ specific needs and interests. For example, some students are engaged with regular work experience at the local Healesville Sanctuary.

Each student engages with the College’s Careers and Pathways program which introduces them to the possibilities available for further education or work opportunities. Many of the College’s departing students go on to further studies in High Schools, Colleges or TAFE institutions in Melbourne or in the home communities/towns, or into jobs in their communities.

Polytechnic

In Semester 2 the College introduced the Certificate II in Rural Operations under the auspice of Holmesglen TAFE. Several students successfully completed the first three modules from the fifteen module course.

The Polytechnic ‘Rural Operations’ course is made up of units that pathway into Tourism, Parks, Conservation and Land Management and also fit with the Worawa Work experience program at Healesville Sanctuary.

Students were involved in propagating a range of indigenous plants with the intention to pot up, plant out or sell on. Activities covered included OH&S practices, potting up plants, propagating plants, tending nursery plants and learning local aspects of Aboriginal culture.
Our residential team is made up of staff with experience and qualifications in both Youth Work and Education. Emphasis continues to be placed on the provision of high quality and relevant professional development to enable staff to meet the complex emotional and social needs of our students. We continue to operate a monthly Peer Support program with external professionals who provide secondary consultations to staff.

Professional development in 2012 included:

- Yarning Up With Trauma Units 1 and 2
- Report Writing
- Safetalk: Suicide Awareness
- CPR & Anaphylaxis training
- Restorative Practice
The boarding residences are a comforting environment for students where they experience a combination of sufficient time and space for their personal needs and also time spent in community activities. Students receive guidance in a range of life skills in the areas of relationships, respect, responsibility and rigour. These allow them to care for themselves and to grow in confidence and resilience. The meeting of the students’ physical and emotional needs allows them to focus on their learning while at school.

Weekly house meetings are held in which aspects of individual and communal living skills are discussed and the girls are advised, corrected and affirmed as appropriate. Mealtimes provide a daily opportunity for whole school interaction and the menu has been developed in consultation with dieticians from Deakin University.

Students are actively engaged in team sports including basketball, softball and netball, all of whom compete in local leagues. These teams are all coached by experts.

Weekend activities include shopping, attending the cinema, participation in festival events, a variety of recreational activities as well as onsite sporting, recreational and craft activities. Efforts are also made within the residential program to engage the students with Indigenous cultural activities such as music festivals, art exhibitions and other activities that expose them to new experiences.
2012 was a busy, but productive year for the Health and Wellbeing team at Worawa College. The health needs of the students at Worawa College can be complex at times and a holistic approach is vital in meeting these needs. The Wellbeing team at Worawa (Wellbeing Co-ordinator, Registered nurse and School Psychologist) were supported in providing the care needed for students by a variety of external providers. These included a weekly GP Clinic (Valley Primary Health Centre), visits from optometrists from The Australian College of Optometry; dental care from Ranges Community Health in Lilydale; audiology testing; ongoing immunisation program (Yarra Ranges Council); individual and group psychological support, education and professional development for staff (Medicare Local; EACH; ECASA; Berry Street; Eastern Health).

During 2012 the First Aid room received a much needed renovation and addition of specialised equipment through generous philanthropic support. This greatly enhanced the provision of top quality medical care for the students.
8. LEADERSHIP AND MANAGEMENT

Workforce Composition

<table>
<thead>
<tr>
<th>STAFF</th>
<th>Non Indigenous</th>
<th>Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Teaching Staff FT</td>
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<td>5</td>
</tr>
<tr>
<td>Teaching Staff PT</td>
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<td>3</td>
</tr>
<tr>
<td>Boarding Staff FT</td>
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<tr>
<td>Boarding Staff PT</td>
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<td>7</td>
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<tr>
<td>Admin &amp; Support FT</td>
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<td>2</td>
</tr>
<tr>
<td>Admin &amp; Support PT</td>
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<td>3</td>
</tr>
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Professional Learning

Worawa has an emphasis on professional learning for all staff and conducts professional learning programs at the commencement and conclusion of each term. In addition to in-house professional learning activities, staff are released for professional development activities provided through affiliate organisations.

The College gratefully acknowledges the support it receives from Independent Schools Victoria, Eastern Health, Berry Street, ECASA, EACH and Medicare Local in providing numerous professional development programs and support on a gratis basis.

During the year $9,652 was spent on staff professional learning.
**Teachers Standards and Qualifications**

All staff hold registration with the Victorian Institute of Teaching. In 2012 the academic qualifications held by staff included:

- Bachelor of Teaching
- Bachelor of Arts
- Bachelor of Science
- Master of Science
- Master of Arts in writing
- Diploma of Education
- Graduate Diploma in Education (Primary)
- Graduate Diploma in Education (Secondary)
- Graduate Diploma in Performing Arts

**Teacher Satisfaction**

A formal process of Staff Satisfaction was undertaken during the year, through the Independent Schools Victoria LEAD (Listen, Evaluate, Act, Deliver) surveys. As school effectiveness and student achievement depends on maintaining and enhancing staff wellbeing, the purpose of the survey was to identify what constitutes staff satisfaction and to gather staff perceptions of College effectiveness, teaching and workplace issues.

The survey results have assisted the College in identifying best practice in education and have provided areas of focus that will improve overall operation.

The Head of Teaching and Learning is a member of the College Executive, which allows issues that relate to teacher satisfaction to be discussed on a weekly basis, with refinement to process in keeping with the College’s model of continuous improvement.

**Staff Attendance Report**

All staff attendance rate in 2012 was 98.13%

**Staff Retention Report**

Teaching staff retention from 2011 to 2012 was 75%

Boarding staff retention from 2011 to 2012 was 56%
Parent Satisfaction

A formal process of Parent Satisfaction was undertaken during the year, through the Independent Schools Victoria LEAD (Listen, Evaluate, Act, Deliver) surveys.

The objective of the survey is to assist the College have a better understanding of what parents think about the quality of their child’s schooling. Enhancing parental satisfaction by remediying areas of concern can lead to improvements in school effectiveness, student achievement, the culture and philosophy of the College, leadership, student behaviour and welfare and management of issues such as bullying and harassment.

The survey results showed a high level of satisfaction across the domains of quality of teaching, academic program, learning outcomes, pastoral care, discipline and safety, parental involvement, resources, year transition, overall satisfaction and recommendations to others. All domains showed a higher level of satisfaction than the average responses of the 29 schools and 6,300 parents surveyed.

In addition, the College has continued it’s School Community Forum for teachers and the carers/parents/families of students. The forum continues to provide value in terms of insight into the needs of students, parents and communities and in forming initiatives implemented by the College. Informal and anecdotal reports from families and agencies are positive.
Information representing financial activity taken from the Department of Education, Employment and Workplace Relations (DEEWR) Financial Questionnaire and external audited reports.

### RECURRENT INCOME (TUITION AND BOARDING)

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<tr>
<th>Source</th>
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<tr>
<td>School fees</td>
<td>300</td>
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<td>Abstudy allowances</td>
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<td>Private Income</td>
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<tr>
<td>State government recurrent grants</td>
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<tr>
<td>Commonwealth government recurrent grants</td>
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<tr>
<td><strong>Total Recurrent Income</strong></td>
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### RECURRENT EXPENDITURE

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<tr>
<td>Salaries and related expenses</td>
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<td>Non-salary expenses</td>
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<td><strong>Total Recurrent Expenditure</strong></td>
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### CAPITAL INCOME AND EXPENDITURE

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<tr>
<td>Commonwealth Government Capital Grants</td>
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<tr>
<td>Other Capital income</td>
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<td><strong>Total Capital Income</strong></td>
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<tr>
<td><strong>Total Capital Expenditure</strong></td>
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### LOANS (FOR CAPITAL PURPOSES)

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<tr>
<td>Closing Balance</td>
<td>54,769</td>
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Worawa honours the vision of Hyllus Maris, Founder of Worawa Aboriginal College in 1983.

‘in this, the first Aboriginal school in Victoria, the educational curriculum has been specially designed to suit Aboriginal students to bring them to their full potential … Formal studies at secondary level will include English, Mathematics, Science, Current Affairs, History, Geography, Languages, Domestic Science, Business Management, Art/Craft, Music and Physical Education … Aboriginal culture will be imparted not only as a school subject in each class’s timetable but as an integral part of everyday life at the school…’

Hyllus Maris, 1983