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This report outlines the operations of Worawa Aboriginal College for the 2013 school year.

Worawa Aboriginal College continues to honour the ideals of its Founder, Aboriginal visionary Hyllus Maris who at the opening of the College 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...”

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 owned land and is 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 caters exclusively for students in Years 7 – 10 providing a quality education in a safe, culturally supported boarding school environment for up to 70 Aboriginal young women from urban, regional and remote communities throughout Australia. The College delivers an intensively supported education for students in the critical middle years that is both culturally supportive and adaptable to a range of post Year 10 educational and training pathways. The uniqueness of every student’s needs is recognised in personalised learning and wellbeing plans that are monitored and developed as the student develops.

As a middle years school Worawa provides an appropriate mainstream education to enable students to attain the knowledge, skills, attitudes and confidence to transition to a mainstream secondary school setting. 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. College school policies and programs are planned to personalise learning, maximise the potential of students and to prepare them to participate fully within society and so be part of Australia’s present and future.
We commenced the 2013 school 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.

In 2013 the College underwent the Victorian Registration and Qualification Authority (VRQA) cyclical review. The review assessed the College’s governance, policies and procedures and financial health. I am pleased to report that the College demonstrated compliance with all standards required for school registration.

Following the formal opening of the Sandra Bardas Creative Arts Centre in 2012, the College now has a dedicated visual arts centre and performing arts space enabling the expansion of the visual arts program to include the performing arts. 2013 saw the formation of the Worawa Girls Dance Group and the Worawa Girls Choir – both of which focus on Aboriginal traditional and contemporary traditions.

In 2013 the College completed extensions to the science building to include a Languages Learning Centre, refurbishment of classrooms and completion of the Polytechnic group of buildings. Additional activities included re-development of The Dreaming Trail – an outdoor learning centre and cultural space. Grounds beautification included architectural landscaping around the new creative arts centre, College entrance and administration.

*The Worawa Way* pedagogy model is based on Aboriginal values of Relationship, Responsibility, Respect and Rigour that inform all aspects of College operations. At Worawa, our unique student body, curriculum and culturally significant site means that intercultural understanding is key to all that we do. The College has been able to cement its strategic focus on collaborations with other First Nation schools as a pillar of its already well-developed intercultural understanding agenda. This manifests in our focus on:

- The valuing of first culture as foundational to the development of intercultural understanding,
- Language learning, maintenance and restoration;
- The connection between culture and language; and
- The valuing of first culture as foundational to preparedness to contribute to/participate in an internationalising/global world.

With this strong focus on intercultural understanding the College is further developing its relationship with other First Nation schools. Initial relationships were formed with a number of Indigenous schools at the 2005 World Indigenous Peoples Conference on Education (WIPCE) and later at the 2008 WIPCE in Melbourne.
In 2013, through the Independent Schools Victoria Look, Learn, Lead Study Tour initiative sponsored by the Smarter Schools National Partnerships Program, members of the Worawa senior management team visited Kamahemahe Schools in Hawaii to build on previously developed relationships.

The purpose of the study tour was to visit and engage with staff at the Kamehameha School in Honolulu, the School of Hawaiian Languages (Hawai‘i University) and the Nawahiokalaniʻopuʻu School in Hilo to LOOK at their schools and programs, to LEARN about Indigenous education programs and to exploit/extend that learning in/into our current LEADERSHIP roles and responsibilities in the Aboriginal Education context of Victoria and Australia.

Our specific intentions were to:

- Gather and share information about Indigenous culture, language and learning programs, independent school governance structures, and the policies and processes that support the strengthening of culture, cultural identity and language for students in these schools
- Investigate the possibility of setting up Partnerships with both the Kamehameha school and the Nawahiokalaniʻopuʻu School with the view of continuing our cultural exchange initially, through remote-access technologies and working towards cultural and sporting exchange visits to each other’s schools.

As a result of the visit there has been ongoing information exchange and relationship building with these schools.

I wish to acknowledge with gratitude the commitment and support of the College Executive Team, all staff and external support services 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, child care, youth justice, health or community development. The College draws on extensive community and cultural knowledge, academic and health expertise through the membership of its Board of Directors, the Worawa Academic Reference Group, the Worawa Social and Emotional Wellbeing Reference Group and through the College’s external links with leading universities and Indigenous health and education experts. Through the Executive Director, Worawa is represented on a range of Aboriginal community committees and forums.

Relationships with students’ home communities are valued and are critical to students’ wellbeing and learning and emphasis is placed on building relationships with students’ home communities. Strategies include visits to and from communities, student chaperone visits involving a short stay at the College, visiting artists, involvement of parents/families in school special events and in some learning areas and communication through IT such as Skype.

The College’s annual School - Community Forum is an important event aimed at establishing and maintaining relationships with parents and community representatives and learning of the aspirations they have for their girls. The Forum held from 9 – 10 December, 2013 was a great success with a number of families attending.

Our 2013 Presentation Day was held on 11 December, attended by more than 300 guests. This day is aimed at acknowledging and celebrating the achievements of our students and to farewell those students who are graduating from Worawa. We were honoured to have Ms Angela Singh, Executive Director of the Office of Aboriginal Affairs Victoria as Keynote Speaker who gave a rousing motivational speech to our students. The Worawa 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.

An increasingly popular community engagement activity is the annual Worawa Reconciliation Sports Carnival which involves sporting and cultural exchange for partner schools and the local community. Throughout the year Worawa students are engaged in weekly sporting events through local sporting associations and participate in community organised Fun Runs. Worawa students participate in local community events such as the ANZAC Dawn Service and March, attending local Remembrance Day services as well as participating in the Indigenous Remembrance Day at the Shrine of Remembrance.
Celebrating Aboriginal Culture

Living communities and cultural identity are central to Worawa’s focus upon Aboriginal histories and cultures. At Worawa, Aboriginal language, art, song, dance and storytelling give expression to Aboriginal identity and are embedded in the curriculum. The College has meaningful relationships with the communities that students are from and Aboriginal Elders regularly visit as cultural teachers. Our Languages Centre acknowledges ancestral languages and our Creative Arts Centre provides a space for cultural expression of traditional and contemporary dance, music and song. Students participate in Visual Arts, Dance, Theatre/Drama, Media, and Music. Indigenous role models and participation in Indigenous events ensure ongoing connection and involvement with contemporary Aboriginal community activities.
2. 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. The Worawa curriculum structure and standards is supported through an external Academic Reference Group (WARG) 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. In 2013 members of the Worawa Academic Reference Group included:

- Pam Russell, Honorary Fellow, University of Melbourne, (Chair)
- Dr Mauri Hamilton, Australian Catholic University
- Dr Neil Hooley, Victoria University
- Dr Zane Ma Rhea, Monash University
- Professor Dianne Siemon, RMIT
- Dr Mark Rose, Executive Director, Equity and Student Support Services at La Trobe University.
- Dr Laura Barraza, Deakin University
- Lindy Joubert, The University of Melbourne and Director, UNESCO Observatory
3. 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.

We believe in education, culture & wellbeing
4. LEARNING AND TEACHING

Throughout the 2013 academic year, Worawa Aboriginal College offered a diverse and holistic education program for girls and young women from culturally and linguistically rich Aboriginal communities in urban, rural and remote Australia.

The Worawa Model of Learning provides a framework for the integration of our culture, wellbeing and academic programs. The overarching College theme of Cultural Connections is reflected in programs planned in each of the five Learning Centres throughout the year. Our Curriculum follows through a four year cycle, with the 2013 Program aligned with Year 3 of the curriculum cycle.

All Learning and Teaching programs are structured around the 5 Academic Learning Centres; Languages (including English and Aboriginal Culture & Languages), Mathematics, Science & Environment, The Arts, and Health & Physical Education. Together with the embedded Culture Curriculum, our program aims to educate the whole person – emotionally, socially, culturally, intellectually and physically. With the guidance of the Worawa Academic Reference Group, the College has continued to provide culturally appropriate and respectful programs across all Learning Centres and to enact the College’s Intents, especially those relating to the support and enhancement of the students’ cultural identity, knowledge, languages and heritage, whilst rigorously engaging them in learning programs which prepare them to participate fully within Australian society as confident, self-assured young women with learning pathways beyond our Year 10 program.
All Learning Centres have developed a data collection and assessment schedule for each subject area, ensuring that teachers know where each student is ‘at’ at the beginning & and of the year/term/unit of work; are able to plan for students’ learning; can determine when/if students have learned what was planned; can look towards ‘what next’ for each student and her learning. All teachers work together as part of our teaching PLC (Professional Learning Community) with staff meeting always having a professional learning focus, and focussing upon a key inquiry question relating to students’ learning. Each Learning Centre PLT (Professional Learning Team) also meets once a week (during a scheduled meeting time) to discuss student data, progress, curriculum, programs and planning.

The Academic Program improvement focus for 2013 was upon structures, processes and the building of consistent routines which had a positive outcome on student engagement and behaviour management over the year.

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 WAY which provides, through the Aboriginal values of Relationships, Respect, Responsibility and Rigour, a base upon which to measure all of our programs, activities, behaviours and actions; both in the College and in the wider community.
Learning Centres 2013 Highlights

Languages (including English and Aboriginal Languages & Culture)

The diversity of Indigenous Australia is evident in the Worawa student population. English is the second, third or fourth language in many of the communities that students come from. College programs recognise and draw upon the students’ language strengths when planning the English language program, with guidance from the English as an Additional Language/Dialect (EAL/D) Australian Curriculum Guidelines.

A highlight for the Languages Learning Centre and a unique addition to our Languages Program for 2013, was the introduction of a First Language Literacy Program in three Aboriginal languages (Djambarrpuynung, Lurritja-Pintupi & Warlpiri). In line with the First Language Learner Pathway (L1) outline in the Aboriginal Languages Framework-First Language Learner Pathway Outline (ACARA, May 2013) which suggests that students with an opportunity to study at school in their first language (or one of their first languages) have the opportunity to...[tap into a] powerful mechanism of cognitive development which signals recognition of the value and status of their language, we selected a small group of eight students with strong first-language Aboriginal language oracy skills and poor English literacy skills, to engage with our program.

Another highlight was the significant improvement over the year of the engagement and learning outcomes in English for our students. This improvement was spear-headed by the appointment of a new and experienced English Co-ordinator who continued through-out the year to instil and encourage increased levels of passion and rigour in the learning practices and behaviours of not only the students, but our teaching team as well.

There were two other Aboriginal Languages and Culture Program highlights for the year. The first, was the privilege of having Milingimbi community Elder, Nancy Djambutj on staff for Semester 1. Djambutj helped to enrich the students’ learning in so many ways, but especially through her expressions of cultural pride and her teaching through example, of language and dance. The second, was our culture camp near Warnambool where we learned about the Gunditjmara people.
Science and Environment

Science & Environment learning Centre students attended the Gene Technology Access Centre (GTAC) at University High School for two separate days’ activities at the end of the year. The first visit was for our year 9 and 10 students to attend the “Bacteria Bandits” program. This involved using a story to explore the science used in forensic detective work. The second visit was for our year 7 to 10 students to attend “The Genetic Lottery” program. Students explored the role of DNA in determining what organisms will look like. This involved identifying the embryos of humans, bats, mice, birds and turtles. Both experiences were well supported by the mentor scientists from Melbourne University and the GTAC staff. Two students were then selected to attend the RISE (Residential Indigenous Science Experience) Camp at Melbourne University. This involved industry visits to The Australian Genome Research Facility, the Australian Synchrotron and the IBM Developmental Laboratories. On their final day they also participated in physics workshops at Melbourne University. They stayed at Trinity College, Melbourne University with other Aboriginal students from schools across the state.

Maths

The Maths program this year has continued to explore culturally appropriate ways of engaging Aboriginal students in Numeracy tasks that relate meaningfully to their lives. For example, in Semester 1, a section of the Maths room was set as a community ‘shop’ and all students were trained to use the fully functioning cash register and to engage in shopping experiences and communications. In Semester 2, a chemist shop was set up, with the students engaged in activities requiring them to measure quantities of simulated medications and potions. These hands-on tasks allowed for simulated real-life learning experiences, but they were also challenged with abstract activities enabling them to attempt to solve more complex problems.

The highlight for the year was the preparation for, and the cultural experience with the Gunditjmara people near Warnambool. Prior to the camp, students drew maps of the SW of Victoria and compared these to maps of their own communities, using traditional symbols. They also used Google Earth to look at the communities or towns we would be visiting, and compared these to their own. This related well to the students’ use of abstract symbols and ideas in their art and communication classes. Mathematics was demonstrated as another way of representing the world around them. Also, parallels and differences between Aboriginal and non-Aboriginal ways of knowing in the field of Mathematics was acknowledged, and this has given the students confidence in the challenges of new learning.
The Arts (including Visual Arts, Music, Drama, Media and ICT)

The Visual Arts program once again culminated in an impressive display of student work at Presentation Day in December. Students worked hard to explore and develop their own unique individual artistic and creative styles and they were rewarded for their hard work with brisk sales in December.

The highlight of The Arts program for 2013 was undoubtedly the College’s musical production of ‘The Sapphires’. The singing, dancing and acting rehearsals, as well as the set designs for the production began from the beginning of the College year and culminated in the highly successful production at the end of August. As the Narrator (Rachel Maza) on the night said “The vastness of this story isn’t in the journey from a little place in Australia to Vietnam and back. Like every story ever told, the real greatness is in what happened to the people, to the characters of this story. From teen dreams to adult choices, from usual aspirations to taking on the world; this is the real story”. It was the students’ delight and privilege to be involved in the telling of Aunty Lois Peeler’s story through the production that they so proudly engaged with and expertly performed in. They went on “a journey of music, dance and story” that became “part of their stories, part of their lives”. The College was grateful and appreciative of the involvement of students from our partner school – Scotch College.

The contribution of Nancy Djambutj in Semester 1, when she conducted traditional Dance classes, and then encouraging our Arnhem Land students to teach students from other places their dances, was a significant addition to The Arts program.

The Media and ICT programs continued to inspire and challenge the students, with the highlight being the opportunity given to a select number of students to work with Dave Callow on a Media Story-telling Project once a week, to produce a video about our local elders.
Health and Physical Education

The Worawa Health and Physical Education Program has been ably managed by our Physical Education teacher and full-time fitness instructor. Over the year, there was a significant increase in the levels of engagement and involvement of the students in personal fitness and team sport activities. Many of the students tried sports and activities such as ‘Zumba’ for the first time.

The College once again hosted a very successful Reconciliation Day Sports Carnival in June for our partner schools. The Wirrpanda Foundation continued to offer sports and a personal development program for the younger students throughout the year. The Foundation’s support has been both enjoyed and appreciated.

The growing number of students involved in sporting competitions in local leagues, paved the way for a greater level of success. One of the College’s basketball teams won their Grand Final match, cheered on by the entire College population. Their efforts enabled the College It was a proud moment for the College and the local basketball association.

The highlight of the Health & Physical Education year however, was once again, our annual Phillip Island Coastal Discovery Camp, supported through YMCA Victoria. All students and teachers spent 3 days swimming, surfing, body-boarding and exploring the marine ecology at Smith’s beach. It was a memorable time for all, but most especially for the students who were experiencing ocean sports for the first time.
NAPLAN 2013

With the support of the SSNP (Smarter Schools National Partnership) team, we were able last year to analyse our NAPLAN 2013 data and prepare trend data.

There were 24 students who participated in NAPLAN in May 2013, many of whom had arrived at Worawa (including all the year 7 students) just the term prior. There were 14 Year 7 students (compared with 4 & 5 in the past immediate years) and 10 Year 9 students (similar to previous years) who participated. With the majority of the year 7 students being EAL/D students, we were proud of their levels of participation.

Aunty Lois’s inspirational talk to the students at the beginning of the 3 days, certainly assisted with their determination & rigour in completing the tests. She said “Aboriginal people have fought for a long time for the right to participate in mainstream education, and when I was your age, my people were not accepted into mainstream schools. Now that we have that right, we have to take every advantage to do our best and show everyone what we are capable of doing.”

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

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<td>9</td>
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* Below reporting threshold.
## Student Learning Outcomes (as outlined on the MySchool website)

### Reading

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### 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**

### SIM
- School’s average is: substantially above, substantially below, above, below, close to
- SIM: Schools serving students from statistically similar backgrounds
- ALL: Australian schools’ average
- Year level not tested
- Student population below reporting threshold

---

**Selected school’s average is:**
- Substantially above
- Above
- Close to
- Below
- Substantially below

**Australian school’s average**

**We believe in education, culture & wellbeing**

---

**18**
Student Attendance

The student cohort for 2013 came to Worawa from 25+ different communities in regional, remote and urban communities across the nation. They represented 30+ different culture and language groups, with differing and often disrupted education experiences. All students come from low socio-economic families, often beginning their Worawa experience in poor health, and having experienced degrees of family or community dysfunction. The school attendance history for most students ranges from regular at best, to intermittent and irregular at worst. Therefore, attending school for full days, full-time is a serious challenge for beginning students. However, when a student completes a term, they have cause to be proud of their efforts. At times, students are required to return home for cultural ceremonies or other obligations and this is acknowledged as legitimate reason for non-attendance. Therefore, overall attendance figures can be affected.

<table>
<thead>
<tr>
<th>2013 Attendance Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
</tr>
<tr>
<td>Year 8</td>
</tr>
<tr>
<td>Year 9</td>
</tr>
<tr>
<td>Year 10</td>
</tr>
<tr>
<td>Whole of school</td>
</tr>
</tbody>
</table>

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.

Student Satisfaction

A formal process of Student Satisfaction was undertaken during the year, through the Independent Schools Victoria LEAD (Listen, Evaluate, Act, Deliver) surveys, and sponsored by the SSNP (Smarter Schools National Partnership). The objective of the survey was to ascertain student opinions about their College experience and to listen to their recommendations, to identify strengths and weaknesses and to improve the quality of education provided.

The areas considered were; the academic program, learning outcomes, pastoral care, personal development/leadership, discipline & safety, resources, school ethos & values, peer relationships & 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 through the LEAD surveys.

Surveys were also undertaken in relation to student satisfaction of the boarding experience for students at 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.

<table>
<thead>
<tr>
<th>2013 Retention Rates</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>
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. Students have had the opportunity for regular work experience at Melbourne Museum, Healesville Sanctuary, Yarra Valley Lodge, Healesville Harvest and other local businesses.

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.

TAFE Tasters

In 2013 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.

William Angliss Institute delivered training in hospitality, and Box Hill Institute delivered a Hairdressing Course to students who learned colouring, braiding and general hair care.
2013 was a year of change and growth for the residential team. Staff professional development and quality continues to improve and routines have been implemented consistently which have ultimately aided the students’ learning. The residential team attracts quality staff with experience and qualifications in both Youth Work and Education. Emphasis is placed on the provision of high quality, relevant professional development to enable them to meet the complex emotional and social needs of the students. We continue to operate a monthly Peer Support program with external professionals who provide secondary consultations to staff.

Professional development in 2013 included:

• Youth Mental Health First Aid
• Food Safety
• Duty of Care Certificate
• Relaxation, Mindfulness and Meditation
The boarding residences are a comforting environment for students where they experience a combination of sufficient space for their personal needs and time spent in community activities. Students receive guidance in a range of life skills in the areas of relationship, responsibility, respect 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.

Participation in team sport is encouraged, with the majority of students being actively engaged in regular team sports including basketball, softball and netball, all of whom compete in local leagues. These teams are all coached by experts. In addition to this recreational workshops have been run in cricket, Ultimate Frisbee, AFL, gymnastics and a range of other sporting areas. This has added to the health and fitness of all students.

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 and expose them to new experiences.
2013 was a busy, but productive year for the Health and Wellbeing team at Worawa College. The Wellbeing Team meets each week to monitor student progress and discuss emerging wellbeing issues identified by residential and academic staff. The health needs of the students at Worawa can be complex at times and a holistic approach is vital in meeting these needs.

The Wellbeing team at Worawa consists of the Wellbeing Co-ordinator, Head of Boarding, Head of Teaching, Registered Nurse, Well-being worker and School Psychologist. We are fortunate to be supported in providing student care through a variety of external providers. These include:

- Valley Primary Health Centre who conduct a weekly General Practitioner Clinic
- Eye care through on-site visits from optometrists from The Australian College of Optometry
- Dental care with on-site dental care through EACH mobile dental van
- Ear care through audiology testing and ENT specialist clinics conducted through the Victorian Eye and Ear Hospital Outreach program
- Ongoing immunisation through the Yarra Ranges Council
- Individual and group psychological support as well as education and professional development for staff through Medicare Local, EACH, ECASA, Berry Street and Eastern Health.

Professional development remains vital for our staff and during the year training included Mental Health First Aid, First Aid and Anaphylaxis certificate training. In addition holistic training in relaxation, mindfulness and meditation was conducted.
7. LEADERSHIP AND MANAGEMENT

Professional Learning

The College continues to place 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.

Staff attended a number of conferences and specialist work-shops throughout 2013.

The College gratefully acknowledges the support it receives from Independent Schools Victoria (particularly through the Smarter Schools National Partnerships funding), Eastern Health, Berry Street, ECASA, EACH and Medicare Local in providing professional development programs and support.

During the year $24,138 was spent on staff professional learning.

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>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Teaching Staff PT</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Boarding Staff FT</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Boarding Staff PT</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Admin &amp; Support FT</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Admin &amp; Support PT</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
Teachers Standards and Qualifications

All staff hold registration with the Victorian Institute of Teaching. In 2013 the academic qualifications held by staff included:

- Master of Education
- Bachelor of Education
- Diploma of Education
- Master of Arts (in writing)
- Bachelor of Arts
- Master of Science
- Bachelor of Science
- Bachelor of Laws
- Bachelor of Liberal Arts
- Diploma of Teaching
- Graduate Diploma in Education (Primary)
- Graduate Diploma in Education (Secondary)
- Graduate Diploma in Performing Arts
- Certificate IV in TESOL
- Certificate IV in Training & Assessment
- Certificate in Family Therapy

Teacher Satisfaction

A formal process of Staff Satisfaction was undertaken during the year, through the Independent Schools Victoria LEAD (Listen, Evaluate, Act, Deliver) surveys, sponsored by the SSNP (Smarter Schools National Partnership) program. 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 our overall operational procedures.

The Head of Learning and Teaching is a member of the College Executive, which allows issues that relate to teacher satisfaction and development to be discussed on a weekly basis, and our strategies for continuous improvement to be enacted.

Staff Attendance Report

All staff attendance rate in 2013 was 94.56%

Staff Retention Report

Teaching staff retention from 2012 to 2013 was 78%
Boarding staff retention from 2012 to 2013 was 83%
Parent Satisfaction

A formal process of Parent Satisfaction was undertaken during the year, through the Independent Schools Victoria LEAD (Listen, Evaluate, Act, Deliver) surveys, sponsored by the SSNP (Smarter Schools National Partnership) program.

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 byremedying 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 its 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.

Interviews with families of students are available for viewing at www.worawa.vic.edu.au
8. SCHOOL FINANCIAL ACTIVITY

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)

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>School fees</td>
<td>900</td>
</tr>
<tr>
<td>Abstudy allowances</td>
<td>1,265,101</td>
</tr>
<tr>
<td>Private Income</td>
<td>250,597</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>329,195</td>
</tr>
<tr>
<td>Commonwealth government recurrent grants</td>
<td>881,651</td>
</tr>
<tr>
<td><strong>Total Recurrent Income</strong></td>
<td><strong>2,727,444</strong></td>
</tr>
</tbody>
</table>

### RECURRENT EXPENDITURE

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and related expenses</td>
<td>1,879,784</td>
</tr>
<tr>
<td>Non-salary expenses</td>
<td>1,304,601</td>
</tr>
<tr>
<td><strong>Total Recurrent Expenditure</strong></td>
<td><strong>3,184,385</strong></td>
</tr>
</tbody>
</table>

### CAPITAL INCOME AND EXPENDITURE

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Government Capital Grants</td>
<td>390,245</td>
</tr>
<tr>
<td>Other Capital income</td>
<td>81,854</td>
</tr>
<tr>
<td><strong>Total Capital Income</strong></td>
<td><strong>472,099</strong></td>
</tr>
<tr>
<td><strong>Total Capital Expenditure</strong></td>
<td><strong>576,176</strong></td>
</tr>
</tbody>
</table>

### LOANS (FOR CAPITAL PURPOSES)

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>54,769</td>
</tr>
<tr>
<td>Closing Balance</td>
<td>35,377</td>
</tr>
</tbody>
</table>
Worawa honours the vision of Hyllus Maris, Founder of Worawa Aboriginal College.

‘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