



# NEWSLETTER

Term 1, 2016

We Believe in Education, Culture + Wellbeing



## **The partnership between the College and the Healesville Sanctuary began informally in 2004 when the College was developing a Property Management Plan.**

Both parties recognised the mutual benefits of creating a shared understanding of the local wildlife and habitat, in relation to their cultural significance and use by Aboriginal people. Their shared property boundaries and close proximity to each other, provided an ideal opportunity for a partnership.

The first core component of the partnership has been the Junior Ranger Program. Six College

students work alongside Sanctuary Animal Keepers each fortnight for half a day. The students wear a ranger's uniform and arrive at the Sanctuary in time for first feed time. They have an opportunity to work in the many and varied areas of work with the Keepers.

Start-up funding to establish the Junior Ranger Program was provided through a community grant from the Koori Justice Unit of the Department of Justice and Regulation. Students were supplied with protective clothing, safety shoes and waterproof jackets. All students undertake an Occupational Health and Safety induction on site at the Sanctuary where they are taught to practice appropriate skills. Each participant is

assigned to a Keeper who the student works with to learn valuable skills. An expansion of the Cadet Ranger program included the establishment of a Koala Browse on College land.

Students assist in re-plenishing the koala feed collected from the feed plantation on College property. Participants in the Junior Ranger Program have participated in conservation projects involving Friends of the Helmeted Honey Eater, and Friends of the Leadbeater Possum. Students enjoy their visits to the Sanctuary to learn more about Australian wildlife conservation.

## WORAWA ADVISORY COMMITTEE

The newly established Worawa Advisory Committee (WAC) builds on the foundational work of the Worawa Academic Reference Group. Consistent with the College's philosophy of 'Walking Together to Make a Difference' the Committee brings together Indigenous and non-Indigenous knowledge and expertise. The primary purpose of the Committee is to provide professional advice and guidance in the continued development of Worawa Aboriginal College across all dimensions of its integrated model of education. The Committee will assist the Board in:

- providing a point of reference for the ongoing review and monitoring of the overall organisational culture, values, beliefs, history and principles on which the College was founded.
- ensuring a 'balance' in elements of the integrated education model of education, culture and wellbeing
- promoting recognition of Worawa Aboriginal College as having a special place and unique point of difference in Indigenous Education within the Indigenous and broader education sector

- identifying/reviewing strategic priorities
- leading a culture of best practice in meeting the educational, social, physical, emotional and cultural needs of students
- planning for the projected physical, financial and community development and growth of the College through shared vision
- provide a forum to present and discuss any issues of risk and make recommendations on possible strategies/outcomes for students and staff.

### Committee members are:

Dr Martin Comte OAM (Chair), Ruth Bunyan AM, Dr Linda Payi Ford, Paul D'Astoli, Dr Mark Rose, Alan Ross, Dr Zane Ma Rhea, Dr Gregory Phillips, Prof. Deborah Cheetham AO, Dr Barbara Hoare, Stephanie Armstrong, John Patten, Mathew Porter, Lois Peeler AM.



## E-FASHION FOR WORAWA STUDENTS

On the 9-10th of March, Worawa had the opportunity to send two students in Year 7 or 8 to an E-Fashion Workshop. This workshop was held in the recently re-opened Lilydale Lakeside Campus, which is part of the Box Hill Institute of TAFE.

Jahmai Tolentino from Year 7 and Justine Ronberg from Year 8 were sent along to the workshop. Justine was unable to participate in the second day, but Jahmai attended both days. She was able to present her t-shirt with her team mate from Lilydale High School to the Box Hill Institute CEO and the members of the board.

The workshop was facilitated by Mike Lloyd, an international training consultant specialising in a STEAM focus (Science, Technology, Engineering, Arts and Maths). The result of the workshop for each team was an article of clothing that featured programmable LED lights to feature as part of a design/image on the clothing.

Part of the redevelopment of this campus will feature a Discovery Centre that will be able to be used by schools for years 7-10 to explore new technologies and vocational learning. This will be fantastic for the students at Worawa as the campus is only a short drive from the school. And we hope to see many more programs on offer over 2016.

## PATHWAYS TO WOMANHOOD

Term one of 2016 has been an exciting one for our new Pathways to womanhood Candidates. The term began with the development of the written applications to Aunty Lois. The students keen on getting into the program worked hard with Rani and Kat to complete these in time for the fourth week of term so we could begin the classes.

Twelve girls were selected to complete the program over the 2016 school year. The Pathways to Womanhood Program is a course tailored to develop the candidates' self-esteem, confidence, leadership, and public speaking skills- whilst also teaching the young woman about how to look after themselves once they transition from the school.

Throughout this term, the Pathways to Womanhood students have been learning about 'who they are' as young women and what makes them unique and distinct individuals entering the adult world. We have also been learning about deportment, etiquette, decorum and table manners in preparation for the first formal dinner which happened at the end of week six of the term.

The formal dinner was a huge success, and was held at the home of Drs John and Janice Garland's home in Toorak, Richmond Rotary Club Rotarians John Benger and Dawn Giltinan who were 'Wait Staff' for the evening. The girls styled up for this event and showed a high level of maturity throughout the evening- they represented Worawa in a very positive way.

It was a wonderful evening and the girls look forward to many more in the lead up to Debutante Dreaming on 20 August, 2016.



# We Believe in Education, Culture + Wellbeing

## SPORTS

This term has seen some exciting changes in the Fitness and Sports development program. The students completed fitness testing at the beginning of term and now have the ability to access the gym before school and at lunch times. Many are taking up this opportunity to work on achieving their fitness goals as well as earning points in the Incentive Program.

The basketball program saw two teams make finals and the continued development of the basketball skills over the season has been outstanding. The new season starts in Term 2 with many girls signing up to play for the first time. Worawa Eaglehawks will be entering an U18 girl's football team into the regional competition in Term 2. This will be an exciting addition to the sports program here at Worawa. Over the term the girls have also had the opportunity

to participate in Softball, Netball and Athletics, which are all played on the weekend. The Softball team had a successful season and just missed out on making finals. We have also been lucky to have a player from Melbourne Victory's professional soccer team come in every Monday for a soccer clinic

The students have also attended other sporting events over the term. The students cheered on the Dandenong Rangers at the WNBL Basketball semi-finals. Students were also invited to the Olympic Trials for Athletics at Melbourne's Lakeside Stadium. Those that went witnessed athletes qualify for this year's Olympics in Rio. They were also lucky enough to meet and take photos with Cathy Freeman, Kyle Vander Kuyp and Nova Peris who were also in attendance at the event. We are now turning our focus to and looking forward to the Reconciliation Sports Carnival being held on May 24th.



## ENGLISH

On their arrival at Worawa, all girls complete testing in the key areas of reading comprehension and spelling. Once moved in to their class groups, the students are involved in many different activities and tasks designed to both support and challenge the development of confidence and competence in all areas of literacy – reading and understanding, speaking and listening and writing. In that first week, everyone also spent time exploring the Library resources, completing a 'Treasure Hunt' as Library Detectives.

They had to work out the differences between fiction and non-fiction books, and check and record how many different types of fiction books we have. A number of girls have been regularly borrowing books to read back in the houses in the evenings and on weekends and have been suggesting books that they would like to see added to the shelves.

Across the English/Literacy classes, teachers have been challenging and guiding the students in reading unusual pieces of writings in different styles.

The girls have planned and written their own pieces, working on developing effective sentence and paragraph structures. We are particularly proud of examples of writing such as Red Group's poems that they read out at Assembly and the writers who have chosen to challenge themselves to write short stories that have been really entertaining or intriguing, with the most detailed short story being more than 7 pages long!

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## MUSIC

This term saw the introduction of piano lessons with a number of students. The music lessons cover learning proper technique and theory as well as playing songs on a beautiful baby grand piano.

The students are beginning to identify the note names on the keys. They have learnt about correct body posture and hand position whilst playing; have begun to play music scales, identify notes on the staves and play a piece of music by reading the sheet music. There is nothing more delightful than watching the girls faces light up when they begin to play the piano properly and hear music that they're creating.



## HEALTH

This Term the Worawa students have been working hard and learning about what being Healthy is. The students also learned about how to keep safe when using the internet and a little about relationships.

We began the term focusing on what Health is and that there are four main areas that make good health. These are having a healthy body, healthy mind, healthy heart and healthy spirit. The girls completed a mind map showing these four areas and noted some healthy things to do to keep good health in each area.

We also looked at ways to keep safe when using the internet. The students at Worawa learned that this is called 'Cyber-Safety.' We learned about ways to keep ourselves and other safe whilst online and when using Social Media (Facebook, AirG etc.). At the end of the unit the girls created Cyber-Safety posters in which staff and students will be seeing around the school in Term Two.

In the last two weeks the Worawa students started learning about Relationships. This was the Worawa way that the school focused on for the term. In our health classes we have been learning about the different types of relationships we have and the differences between these types of relationships.

Overall, the term has been very positive for the Health classes and the Worawa students have made good progress in their learning on how to keep themselves safe and healthy.

## CRACK THE CODE

Students in Green Group are learning how to spell and sound out words using the phonics program, Crack the Code. By using hand signs and specific sounding techniques, students are gaining more and more confidence in their ability to spell and write out short vowel words.

The consonant and vowel recognition techniques alongside precise sounding of all letters, has had students sounding out, reading and writing many different words already in Term One.

Their improvement has been abundant across the term and with further progression through the targeted lessons, students will continue to improve their reading and writing skills which will develop their literacy across all learning areas.



## TERM 1 IN REVIEW

Term 1 saw a number of exciting changes. The school year commenced with 70 students, many beginning their very first year of secondary school, a number of new staff, campus upgrades and the newly established Worawa Advisory Committee. On the final day of term, the College hosted a Cultural Day which brought together staff, students, families, school governors and members of the Worawa Advisory Committee.

The students were fully involved in preparations for the day supported by teaching staff. They took charge of making damper, kangaroo kebabs, and preparing favourite bush foods for cooking on the outside fire pit. The day commenced with a Smoking Ceremony and walk through the Dreaming Trail. Elcho Island and Milingimbi students performed traditional dance and all enjoyed a feast and relaxed social exchange.

