Vision Statement

VISION: To be a Christian community, learning together to live life as God intended and offering hope for the world.

MISSION: In response to God’s call on the lives of its members Woolaning Homeland Christian College strives to be a Christian community offering hope to indigenous youth.
Woolaning Homeland Christian College is a residential school for secondary-aged Aboriginal students. Almost without exception, students coming to the College have had, at very best, a patchy school history and therefore present with low (and in case extremely low) levels of literacy and numeracy. This is reflected in the results of NAPLAN (National Assessment Program – Literacy and Numeracy) testing. NAPLAN results reflect the starting point for most of our students as they begin study at Woolaning.

The charter given to the College by the families and communities that it serves is to educate the students so that they have the knowledge, understandings and confidence to live and work in ‘the whitefella world’ as well as their home communities. Once students attend school regularly their educational level improves at a rate of around 1.5 years per calendar year on average.

2010 was a significant year for Woolaning Homeland Christian College in that, for the first time, four of our students completed the NTCE. We give thanks to God for steady progress in learning across the school, and especially for these senior students who are proving that pathways to a better future are available to those who persevere.

During 2010 enrolments averaged around 60 out of 72 available places.

School Profile

Curriculum

- The College teaching programme focuses on intensive literacy and numeracy classes based on the Accelerated Literacy programme. This is enhanced with the ‘Soundways’ programme and ‘Count Me In Too’ for numeracy.
- The curriculum also includes Life Skills Education both at School and in the Family Group Homes, Art, Bible, General Studies and Sport.
- Vocational programmes offered at lower levels in the School include driver instruction, horticulture. Senior students have opportunities to take part in vocational training in Automotive, Building Construction, Retail and Hospitality and Community Services.

Teaching and learning initiatives

Smarter Schools National Partnerships 2009 – 2013

- Site based Professional Learning – College Staff took part in the four day intensive training in ‘Life Space Crisis Intervention’ presented by Mark Fraedo at Palmerston Christian School in July 2010.

- Family & Community Engagement – College Staff have a commitment to visiting the home communities of our students at least twice per year. In preparation for these visits promotional material is prepared to provide better information to families about life and work at Woolaning Homeland Christian College.

- Residential Care Workers Project – This programme is being developed for us at the NTCSA System Office in Darwin and will seek to provide pre-service and in-service training and support for House Parents at WHCC.
## WHCC CLASS LEVELS
At WHCC, classes are organised in 4 levels

<table>
<thead>
<tr>
<th>WHCC Class</th>
<th>NTCF Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ESL English</td>
</tr>
<tr>
<td><strong>Level 1</strong></td>
<td></td>
</tr>
<tr>
<td>Intensive</td>
<td>Beginning</td>
</tr>
<tr>
<td>Literacy and Numeracy</td>
<td>Level 2, 3</td>
</tr>
<tr>
<td>Students with reading age below 7.0</td>
<td>Level 1</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td></td>
</tr>
<tr>
<td>Consolidating Literacy and Numeracy</td>
<td>Level 2</td>
</tr>
<tr>
<td>Students with reading age above 7.0</td>
<td>Level 3</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td></td>
</tr>
<tr>
<td>Extending Literacy and Numeracy</td>
<td>Level 3</td>
</tr>
<tr>
<td>Students with reading age above 8.5</td>
<td>Level 4</td>
</tr>
<tr>
<td></td>
<td>Level 5</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td></td>
</tr>
<tr>
<td>Independent Literacy and Numeracy</td>
<td>Level 6</td>
</tr>
<tr>
<td>Students with reading age above 10</td>
<td>Level 7</td>
</tr>
<tr>
<td></td>
<td>Level 8</td>
</tr>
</tbody>
</table>
School leadership and school decision-making process

During Semester 1, the College Executive Committee, consisting of the Principal, Head Teacher and House Parent Coordinators met weekly to consider College management issues. This committee ceased to function when the House Parent Coordinators left Woolaning.

From the start of Semester 2 a representative committee – College Reference Group – met to replace the role of the former Executive Committee. Members of the Reference Group were: Principal, 2 School staff members, 2 House Parents, Maintenance Officer, and Indigenous Education Worker.

Capital improvements to the school over the past 12 months:

During 2010 construction work continued on the Indigenous Boarding Infrastructure – Urgent Projects (IBI-UP) Programme and saw the completion of two staff cottages early in the year and a new Family Group Home. Work commenced on refurbishing and extending an older Family Group Home which will become a mix of staff and student accommodation when it completed in 2011.

Construction also started on our recreation Centre funded through a Block Grant Authority grant. This is also scheduled for completion in 2011 with Students and Trainees involved in the construction process.

The College also received a grant under the Building the Education Revolution (BER) programme for the construction of a library. This building was built during the year and only needs to have furnishings and Information Technology resources and services to be finalized and connect us to the NTCSA library system for full completion.

College students have played a significant role in these projects using their developing skills and learning more about the construction industry by working on real projects while still at school.

Capital improvements planned for the school in the coming 12 months

Completion of projects detailed above:
- Library – especially the IT component
- Refurbished Family Group Home (IBI-UP)
- Recreation Centre
- Grounds and Services upgrade (IBI-UP)

Current conditions of school buildings and facilities

College buildings, both school and residential, are regularly maintained by our Maintenance Officer and the people who live in them. In 2011 a painter will be employed to work on construction projects and on routine maintenance in areas of need and as part of a structured programme as set out in the College Maintenance Plan.

List of any critical incidents that have taken place over the past 12 months

Nil
Staffing Information

Principal: Fred van Brussel

Administration:
Reception: Jayme Kot
Finance (part time) Erika Pickworth
Indigenous Education Worker: Victor Parry

Chaplain:
Lyndal Walker (0.4)

Teachers:
Leading Teacher: Bron Bray
Seniors/Vocational Ed. Brad Bray
Level 3 Bron Bray
Level 2 Bradd Johnson
Level 1 Marian Quinn
Trades Trainer: Glenn Nyhouse

Teachers' Aides:
Co-ordinator/Trainer: Beth Chapman
Bethany Armstrong (0.8)
Grace di Marzo
Pauline Greenshields (0.6)
Liz Clarkson
Emily Quinn

School Support (Part Time):
Caz Nyhouse (0.3)

School Based Apprentices:
Carpentry: David Morgan
Johnnie Parry
Automotive: Craig Parry

House Parents:
Coordinator: Denise Arnold
Banana House: Reg & Marlene Saylor
Eagles House: Richard & Jenny Brandon
Magpie House: Dale and Denise Arnold
Palm House: Gerard & Beverley Gavin
Tigerlily House: Arthur & Erika Pickworth
Tower House: Toru and Lausie Weka

House Parent Relief:
Gus and Jayme Kot

Support Services:
Maintenance Officer: Phillip Greenshields
Essential Services Officer: Richard Chapman (0.7)
Storekeepers: Michael and Sarah Loft

Building Site Supervisor:
Trevor Macpherson
All teachers at Woolaning Homeland Christian College are required to be registered with the NT Teacher Registration Board. In order to be registered teachers must have a minimum qualification of a 4 year teaching degree (or equivalent).

On average, each teacher attended an average of 12 days of professional development. This does not include personal preparation time. The College spent approximately $29,338 on professional development for staff. This does not include salaries paid to teachers for PD days.

PD included the induction of new staff, Duty of Care and First Aid Training in addition to the ongoing work in Accelerated Literacy (AL) and ‘Count Me In Too’ for numeracy. Student discipline training through RAP continued. For the first time all staff attended a 4 day ‘Life Space Crisis Intervention’ (LSCI) training course.

During 2010 teachers averaged 1 day sick leave, 1 day special leave without pay. At the end of 2010, 0 teachers left employment at the College.

**Highlights**

Woolaning Homeland Christian College offered its students a number of opportunities to develop their skills, knowledge, character and faith over and above the minimum standards required in NT schools. These included:

- Mission Visits by various groups
- An extensive camping programme
- Sporting Programmes including: swimming and athletics carnivals, basketball, AFL football, with other schools and communities.
- The whole school attended Katherine Christian Convention.
- Groups of students went to Darwin and Katherine for music excursions playing music for the public.
- On-going art and craft programme as a fund raising activity.
- Selected students attended the Surrender Conference in Melbourne, and the Indigenous Christian Men’s Convention in Yirrkala.

**Awards**

- NTOEC best Indigenous Student – Claude Yarrowin
- NTOEC best English as a Second language Student – Johnnie Parry
- Australian Defence Force Long Tan Leadership Awards – David Morgan, Terriciata Daniels, Mark Daniels
- Ross Westcott Memorial Scholarship – Quinton Shields (2009, Awarded 2010)
- ANZAC Day Schools Award - Secondary
- Chief Minister's Literacy Achievement Awards –
  - Karen Yunupingu - Level 1 Improved Reading
  - Kaylene Pungilly - Level 2 Improved Writing
  - Trudy Hall - Level 3 Improved Writing
Student Welfare

Student leadership

Student leadership - During 2010 an idea was birthed to start a Student Leadership Group. Having had no previous experience in leading a leadership group and no past experience in the school, the best way for this to develop was sought out through discussion with House Parents and Teachers. It was decided that House Parents nominate one or two students from each house who showed leadership or had potential to be a leader. From this list, further discussion took place with the Teachers and the Principal and it was decided that suitable students be asked to join the Student Leadership Group. The initial group consisted of 5 students representing 5 of the 6 Family Group Homes.

The group started meeting once a week and discussed what it means to be a good leader. We looked at different qualities of good leaders, who leaders in the community are, and had the Bible as our basis and Jesus as the model of servant leadership. Throughout the time, challenges arose as certain students left. By the end of the year, only three students remained in the Student Leadership Group. Further discussion took place at the end of the year with an ex Principal from NSW, who was visiting, to get advice as to how to best progress forward in 2011. It was then decided that the way of getting Student Leaders would be reformed and instead of having house representatives we would have student nominated reps from each class. Each class would then vote on who they would like to represent their class on the student leadership team.

SRC - We are currently working on developing a Student Leadership Group which we hope will function like an SRC in the future.

Pastoral Care processes and practices

At Woolaning Homeland Christian College, Pastoral Care is a responsibility of the whole staff team. All staff are trained using RAP (Response Abilities Pathways) and LSCI (Life Space Crisis Intervention) which aims to equip staff with the skills necessary to assist students as they navigate their way through life’s challenges. House Parents are the first port of call for students after school hours to support the young person when the need arises. Teachers and other school staff support the young person during school hours when life issues arise. Liaising between House Parents and other staff members is vital in ensuring the young person’s needs are met. In addition, the staff and students are supported by a Chaplain who is employed two days a week to help with issues that may need more specialised support. Students can either be referred to the Chaplain through staff members or the Chaplain approaches the young person whom they discern as needing extra support during certain times. As the school is ‘Christian’ prayer is a vital tool in encouraging and supporting the students as well as staff members.

In addition, a Psychologist is employed to come from Darwin two days a term to work with those students who House Parents and Teaching staff see as requiring specialised support. This could be related to negative behaviour arising at school or in the Family Group Home, or social/emotional problems that are evident. Other counselling services and Christian ministry services are accessed when deemed necessary such as when students and/or staff members are struggling with issues such as grief and loss or feeling overwhelmed by life.
Much of the pastoral care comes in the everyday 'ordinariness' of living in a school community 24/7: chats on a Family Group Home verandah, while playing basketball, a cup of tea in the evening in a staff house or the more formal discussion in a school office. Those students who have family in prison or hospital are also given opportunities to visit these family members which also helps in maintaining the well being of students while they live in a Residential setting.

**Teaching and Learning: Student Outcomes**

Student attendance: During 2010, students averaged 82% attendance but with a generally reduced enrolment. This reflects the large number of new students, from one community especially, who have not settled into school life. College staff have increased the number of visits to communities in line with plans started in 2009, in an effort to improve attendance and involvement with the College.

Percentage of year levels who have attained National Benchmarks

<table>
<thead>
<tr>
<th></th>
<th>Yr 7</th>
<th></th>
<th>Yr 9</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
<td>2010</td>
<td>2009</td>
<td>2010</td>
</tr>
<tr>
<td>Reading</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Writing</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

4 Year 7 age, 7 Year 9 range students in 2009
10 Year 7 age, 14 Year 9 range students in 2010

These results continue to reflect the fact that most of our students have not consistently attended primary school before coming to Woolaning and represent their entry level rather than any achievements since coming to Woolaning Homeland Christian College.

**Student Retention**

Since WHCC does not work a standard year pattern, there is no record of Year 9 progression.

4 students completed Year 12 in 2010 (NTCE).

Post school destinations:
Two students have left to gain employment,
3 students have continued at WHCC in 2011 as Trainees (in-school apprentices),
One student continued to be employed as automotive in-school apprentice during 2010,
One new student was apprenticed late in 2010,
Two students commenced as carpentry in-school apprentices during 2009 and continued throughout 2010,
3 students took part in Teacher Aide and Community Services Training throughout 2010.
Policy Development and Review

During 2010 NTCSA engaged a policy development officer to review and develop policies, guidelines and supporting documents for the Association. These documents inform and sit alongside individual school policies.

Apart from policies that pertain to staff and employment the following policies were also developed or reviewed:

Policies that were developed largely during 2010 but were approved by the Board in early 2011 are:
- Conflict Resolution Policy
- Students with a Disability Policy
- Occupational Health and Safety Policy

Policies that were developed largely during 2010 but are yet to be finalised are:
- Child Protection Policy
- Mandatory Reporting Policy
- Bullying and Harassment Prevention Policy
- Guidelines for Staff-Student Interaction
- Guidelines for Camps and Excursions

Existing Policies that are currently under review are:
- (draft) Library Policy – our library is a part of much larger library system
- Teaching of Creation Policy
- Appraisal – Teaching and Capacity Building Process
- Fee Billing and Collection Policy
- Camps and Excursions Duty of Care

Additional School based policies reviewed or under review:
- Care and conduct policy
- Bullying policy
- Bursary and fee discount policies
- Library hire and usage policy
- Cyclone policy

At the College, other policy development also took place;
- A new strategic plan 2011 – 2013 was developed.
- A College Drug Policy was reviewed in 2009 and continued in force in 2010.
- Discussion began toward reviewing the College Discipline Policy which has been in force since late 2007.

All policies are made available within the community and to the public on request.

Parent Involvement

Parents were regularly contacted by telephone and during visits to Communities. Representatives from several student communities spent significant periods of time at
They continue to express satisfaction with the College and its programme and encourage students to benefit from their opportunities at Woolaning.

90% of students were either happy or very happy with the college’s performance, based on students completing 2010 and returning in 2011.

100% of teaching staff continued at the College from 2010. Their satisfaction is also shown in voluntary involvement with afterhour’s activities: sports, supporting Family Group Homes and organizing student birthday parties and other celebrations.

**Financial Summary**

Private Income: $1,325,937 (including Abstudy)

Recruent Government Income: $1,215,790

Capital Grants: $781,630

**School Self Assessment Future Priorities**

In 2010, WHCC did not conduct a process of annual self audit. This will be carried out in the second half of 2011 using the approved School Renewal and Improvement Framework, focusing on the 2 key areas of ‘Community and Culture’ and ‘Teaching and Learning’. 
The information in this report has been verified and the priorities endorsed by the Chief Executive Officer of NTCSA.

_________________________________________

Chief Executive Officer

_________________________________________

Date