2010 in Statistical Review

The Australian Government requires that schools report to parents in 14 specific areas they call performance items. This is designed to ensure that parents have an overall picture of the performance of the schools. Of course these areas do not necessarily measure the important things about a school and numbers have a way of oversimplifying reality.

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 under ‘5’ below. 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.

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

Professional Engagement

| 1. Staff attendance and retention | 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. |
| 2. Staff composition | Among the staff at the College in 2010, 2 Indigenous House Parents, 1 Indigenous Teacher Aide and 1 Indigenous Education Worker/Liaison Officer were employed during the year. |
| 3. Teacher qualifications | 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). |
| 4. Expenditure on & participation in professional learning (PD) | 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. |
### Key Student Outcomes

#### 5. 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.

#### 6. Proportion of Yrs 3, 5, 7 and 9 students meeting national benchmarks in Reading, Writing, Spelling and Numeracy

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

#### 7. Changes in benchmark results from previous year

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 an achievement at school.

#### 8. Value added

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.

#### 9. Average standardised assessment results for Yr 9 and Yr 10 students

N/A

#### 10. Senior secondary outcomes

Two students have left to gain employment, 3 students have continued at WHCC in 2011 as Trainees (in-school apprentices).

#### 11. Proportion of Yr 9 students retained to Yr 12

4 students completed Year 12 in 2010 (NTCE).
Since WHCC does not work a standard year pattern, there is no record of Year 9 progression.

#### 12. Post school destinations

- 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.

School Income Sources

13. In 2010 the breakdown of financial contributions from funding source

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Income:</td>
<td>$1,325,937 (including Abstudy)</td>
</tr>
<tr>
<td>Recurrent Government Income</td>
<td>$1,215,790</td>
</tr>
<tr>
<td>Capital Grants</td>
<td>$781,630</td>
</tr>
</tbody>
</table>

Satisfaction

14.a. Parent satisfaction

Parents were regularly contacted by telephone and during visits to Communities. Representatives from several student communities spent significant periods of time at the College in 2010. They continue to express satisfaction with the College and its programme and encourage students to benefit from their opportunities at Woolaning.

14.b. Student satisfaction

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

14.c. Teacher satisfaction

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