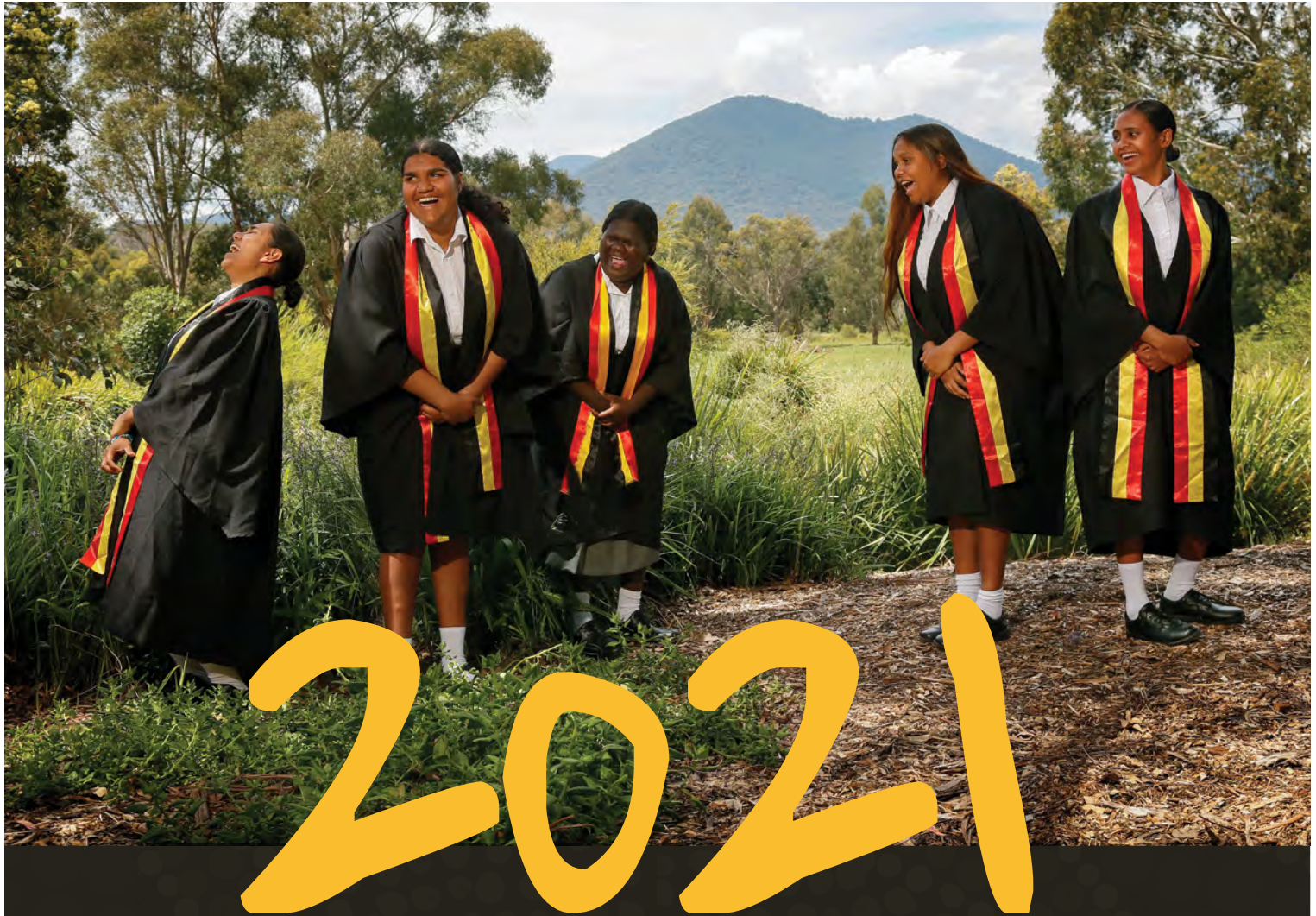




# NEWSLETTER

Terms 3 and 4, 2021

We Believe in Education, Culture + Wellbeing



## CELEBRATING ACHIEVEMENT IN 2021

### 2021 Graduating Students

Throughout 2021 we again, experienced a very different year to the one that we had planned. COVID-Safe requirements saw a change in the way we do things in our College operations and major events were cancelled once again and rigid restrictions applied in across our operations.

I want to acknowledge the tenacity of those students who remained on the College campus - who demonstrated remarkable resilience and adaptability in very 'different' and uncertain times. They overcome the challenges with determination, strength and the will to succeed. I would like to acknowledge families who entrusted their child to Worawa Care during this unpredictable and often anxious time. Thank you all for your determination, resilience and ability to adapt to a continually changing COVID-19 landscape.

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# 2021 GRADUATING STUDENTS

I would like to acknowledge the extraordinary effort of all students, teachers, boarding and support staff as we continued to operate in the Worawa Bubble demonstrating robust ability in adapting to changing circumstances.

This was no easy task – it meant no excursions, no recreational outings, no sport AND - NO shopping!

AND THEN – the College took the decision to run Term4 directly on the completion of Term 3.

This was a big decision – you took it in your stride! Your acceptance of the reality of operating in a strict COVID-Safe environment, observing the protective protocols demonstrated courage, resilience and understanding and personal growth. Girls you stepped up - and when things got a bit wobbly – you supported each other – demonstrating the Aboriginal way of Caring and Sharing - Connectedness.

Worawa has a commitment to growing strong young women through student agency. The Four R's: Relationship, Responsibility, Respect and Rigour underpin your education and personal development here at Worawa - to empower you to act with confidence in order to choose and direct your pathway now, and into

the future. Our leadership programs provide opportunities for students to develop self confidence and self-esteem while being proud of your Aboriginal heritage. In particular our leadership program, Pathways to Womanhood is focused on building the resilience of participants through emphasis on specific skills, experiences and activities that have been identified as important in developing strong young adults who are well-prepared to lead and live positive, productive, happy lives.

Let me say that just your being here is worthy of celebration. We are well aware of the challenges of being away from family and community at the best of times, but to make the decision to return to boarding school in the midst of a pandemic speaks volumes in the commitment of these young women to their education and their aspirations to 'make a difference'. I am incredibly proud of you all.

At Worawa, a rigorous teaching and learning program is at the core of our student's educational experience so they are well equipped to take up any opportunity they may wish to access in the future. We also wish to empower our young women with confidence and pride in identity and belonging as First Nation's people.

Knowing our history, holding onto our traditions and finding voice in telling 'OUR' story – giving us the knowledge, strength and ability to STAND UP!

This focus on Aboriginal culture and history was echoed by our College's founding Patron, Pastor Sir Douglas Nicholls, when at the opening of the College in 1983 he said.

"Aboriginal children must be educated in the way of our people. They must learn their history, about their great ancestors, the language and the law. It's time for them to know and understand themselves. They must also be educated in the ways of the society in which they live, in the very best of what it has to offer, so they can truly be part, not only of Australia's past, but also its present and future."

I am as determined as ever to fulfil this dream.

At Worawa student achievement in every sense is acknowledged and celebrated. In the classroom, in the boarding house, in sport and physical fitness, in health and wellbeing.

It is with much joy that we celebrate student achievements which underpin student ability, determination and confidence to Walk in Two Worlds.





# Pathways to Womanhood

Worawa Aboriginal College is a place where girls come to learn. A place where they foster their culture, develop leadership capability and increase their knowledge and pride in being a part of the world's oldest living culture, whilst preparing to 'Walk in Both Worlds'.

At the opening of the College, Founder Hyllus Maris commented that Worawa would be a place "To effectively answer the particular needs of Aboriginal students... in essence she said that the approach should be holistic, that it should be geared to provide not only for the student's academic education but also take into account each student's background and make provision for

overcoming the special problems faced by many of our young people - such as health and wellbeing, emotional insecurities; identity crisis, deep lack of confidence etc ... in other words a therapeutic approach!

The Worawa model has a strong focus on pride in identity as an Aboriginal person, confidence and ability - providing a bridge towards further education, the world of work or community leadership. This is made possible through our rigorous approach to education and the support provided by our targeted programs, especially our leadership program Pathways to Womanhood.

This program focuses on girls who demonstrate readiness to take up leadership roles. It provides a series of modules and experiences which broaden their exposure to

life-enhancing activities and opportunity to develop overall life skills.

The approach is one of focused action learning and personal reflection and includes intensive health education, health promotion activities, self-awareness and self-esteem building. The objectives for the Pathways to Womanhood Program are to:

- build self-esteem and confidence of Aboriginal girls
- promote personal development and well-being
- instill qualities of discipline, goal setting and achievement
- provide an opportunity for positive social interaction within and beyond the school community
- present a positive profile of Aboriginal young women.



# and Debutante Dreaming

Debutante Dreaming is a celebration of the culmination of the Pathways to Womanhood Program.

I am reminded however, of that part of our history when Aboriginal girls were removed from their families – they didn't have love and GUIDANCE of their mother or family support as they transitioned from youthful childhood to young adults and for many this meant family breakdown, exposure to abuse, lack of parental love and guidance in their formative years. Those young women didn't have the OPPORTUNITY to celebrate the important rite of passage of their life-journey from teens to adulthood.

It was one of those young women, my Aunt Marg, forcibly removed from her mother's care at the age of thirteen, placed in a government training institution to learn domestic

duties. Then for the next six years was placed as an 'apprentice' – without pay in the homes of wealthy white people to carry out cleaning, cooking and child care in a non-caring environment.

It was Aunt Marg's idea in 1949 to hold the first Aboriginal Debutante Ball as a source of dignity and pride for young Aboriginal girls ably supported by a committee of Aboriginal women to plan and conduct that iconic event for 21 Aboriginal girls who were partnered by fathers, brothers, uncles and cousins.

Aunt Marg's story is just one story of the thousands of young women who, in their early teens did not have the experience of enjoying their teenage years and we pay tribute to them.

This is the basis for the Worawa Pathways to Womanhood Program. This unique program provides opportunities for young Aboriginal women to develop their self confidence and self-esteem while being proud of their Aboriginal heritage.

The program is focused on building the resilience of the participants through emphasis on specific skills, experiences and activities that have been identified as important in developing strong young adults who are well-prepared to lead and live positive, productive, happy lives.

The Pathways to Womanhood program culminates in Debutante Dreaming - we celebrate the achievement of the young women at Worawa who have made that journey here at Worawa.



Mary-Cruz Fernandez

## Pathways to Womanhood Ambassador

### FROM FEAR TO CONFIDENCE. WALKING IN TWO WORLDS WITH PRIDE

**Mary-Cruz Fernandez is a 2021 graduating student. She arrived at Worawa 5 years ago – a shy little girl who barely spoke. A student who found excursions and public life difficult. A girl who did not give up, no matter the circumstance or barrier.**

Mary-Cruz is a strong Tiwi woman who also embraces her Spanish heritage. She exemplifies the core values of Worawa College. Our 4 Rs; Relationship Responsibility, Respect and Rigour. Moving from a place of fear, she made the decision to come to the college. Working through years of achievement and growth, Mary completed the Pathway to Womanhood Program last year and has gone on to be an example to those

students who undertook the 2021 Pathways program. Mary was invited to become the Ambassador for this year's Pathways Program. She was then invited to MC the event for the graduates 'Debutante Dreaming', Mary is the first student to MC this major College event.

Mary admits that at times, the journey has not been an easy one. There have been goals to achieve and barriers to break through. During her time at Worawa she has worked hard, while being encouraged and supported by the specialised and dedicated staff.

Mary-Cruz has reached every goal she set; improving her grades and skills to a point where she now can consider further studies and career choices. Her future is bright.

As the first student Master of Ceremonies, leading our Debutante Dreaming formalities, Mary reflected on her journey. From a child who doubted whether she could succeed, to a young woman now leading peers, she is proud of who she has become and of the decisions she has made.

As an Ambassador, Mary was gifted with a gown that she collaborated in creating alongside an accomplished fashion designer. She chose her own elegant fabric which she selected because it was wavy and blue like the Tiwi waters. Water is important to her. She chose the design and style to show she is strong. The frill over her shoulder and flower are reminders of her Spanish father. Identity and Culture are core to a Worawa Education.

Worawa students make decisions to leave their family and community to participate in an Aboriginal Educational Program that will prepare them to walk in both worlds, while continuing to honour their own unique Cultures.

'It's like you're holding something really old. When you carry the language, you're carrying the land and you're carrying the people with you. No matter where you go. No matter how much time goes by, it's still going to be there, inside of us. Nobody knows what's inside of us, but us'. (Mary, Worawa Aboriginal College student, September 2019)

In fact, the Worawa Education Program delivers mainstream competencies through an Indigenous lens, a unique approach. Students are supported

emotionally, socially, mentally and physically so they are able to reach their considerable potentials.

Students are respected as those who hold precious Cultures and they are encouraged and supported in this. The content of Worawa programs is drawn from Indigenous examples, history and subject matter. The focus on preparation for walking in both worlds is central to all that is done during the time a student spends with the College.

Pathways to Womanhood and the event, Debutante Dreaming are linked. Debutante Dreaming is the culmination of the Pathways Program. Students apply to be a part of this course and they are required to step up in leadership, maturity and rigour.

Worawa College Staff and Students are so proud of Mary-Cruz Fernandez and all those who are following in the Pathways Program. She has made many positive choices to shape her life and to become a strong young Tiwi woman prepared to take up a future where she now has choice.

A Worawa Education, and participation in Pathways to Womanhood offers an opportunity to step up and learn about leadership and self-care. The celebration and course completion through the Debutante Dreaming is an occasion where the students are able to enjoy their work and success. We encourage those considering Worawa in the future to look into these exciting programs that showcase the College difference and opportunities to grow strong, confident and focused.



## MARY'S STORY – 'MY GRANDMOTHER'

by Mary-Cruz Fernandez

My grandmother was born in a place called Tuituangu. Her mother died before she was born. My nana was adopted and she had seven children, my mum is the eldest.

Whenever I went to the Tiwi Islands, I would visit my grandparents Alicia and Lloyd. My nana worked at the Shire Council. I used to follow her to her workplace. She loved having me with her and I also loved being around her. She was a happy, funny and beautiful lady.

Every time we needed to do some shopping, nana would always take her time and she was always worried about how she looked. I always found that funny.

Nana spent every Christmas with us in Darwin. She helped my mum with us kids. She would always play with us. As I got older she would teach me how to do the Crocodile dance, her totem and she loved singing Tiwi songs.

Whenever I was with her and she talked to people, she would say "this is my beautiful Spanish

granddaughter". She loved saying that.

She also loved singing ABBA songs especially in the shower, sometimes I would open the door and tease her and sometimes she would chase me, laughing.

My nana was deaf so she couldn't hear us kids very well but she was still able to understand us although sometimes it was funny when she misunderstood what we had said. We would all laugh about it.

Before I caught the plane back to Victoria for school, we hugged. I didn't realise that would be the last time we would see each other. It was the best moment in my life and I will never forget it.

My advice to everyone is to never forget your family and always love them as you never know how long they will be around.

I think of my nana every night before I fall asleep and I guess I always will.

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### PASSPORT TO DEMOCRACY

During Semester 2, as part of Unit 2 in Personal Development Skills, the VCAL students participated in Passport to Democracy (PTD). The VCAL students were encouraged to find their voice, and use it to contribute to positive changes for their community. The PTD provides a framework to help students choose an issue they are passionate about, research it and create a campaign promoting their issue.

This process demonstrates to students the power in their voice and how they can, as active citizens, take part in our democracy.

The students worked in groups throughout the Semester, to produce a campaign, a presidential candidate to run for election, and conduct a vote to determine the winning candidate. We had three parties campaigning for election. The Just Say No Party, consisting of Mary, Kylinda and

Miranda, were looking to improving the effect of drug and alcohol addiction on individuals, families and communities. The Justice Party, Sarah, Indiana and Dakota, were concerned with sexual assault and violence occurring in the community and they wanted to put an end to it and provide help for the victims. The third party, The Youth Party, Ooen-s'tae, Kylinda, Margie and Teigan, wanted to make positive changes that would contribute to lowering youth crime in the communities.

The students put together outstanding campaigns that were well researched. The research phase involved communicating with local officials and community members, emailing organizations involved with their cause and running their own surveys. They also held an afternoon session which involved organizing

an information booth where each group discussed who they were and what they were about to the younger students at Worawa. The Presidential Speeches were given at assembly with each of the candidates Mary, Sarah and Ooen-s'tae, delivering a passionate, considerate and inspirational speech that impressed all that were present.

The students and staff at Worawa all participated in the vote, which was conducted in our official polling centre (recreation room) using official ballots, voting booths and a ballot box. After needing a second round count the official winner was Sarah and the Justice Party. All students that participated should be proud of their efforts; running a campaign, learning how to make a change and, educating the younger students about democracy and their rights and responsibilities of voting.

### THE LUCK OF THE DRAW

Flipping coins, rolling die, drawing cards and flying pigs. Luck, chance and probability impact our daily lives, society and even nature. This term in mathematics, the Year 7-10 students have been learning the words, decimals and fractions that are used to accurately discuss the chance of certain events occurring in the STEAM world and real life. They discovered that scientists use some of the skills they had learnt to predict the weather and if earth will be flattened by an approaching meteor. The students ran and discussed various different chance experiments, though the clear favourites were those involving edible manipulatives. Venn diagrams, two-way tables and tree diagrams were drawn to record the possible options of the experiments and the results. Through comparing the expected results with what actually occurred during an experiment, the students realized that when chance is involved nothing is certain.

## FROM A TRAIL OF TEARS COMES HOPE

As part of Humanities classes Worawa students are provided with the opportunity to explore and learn about the lived experiences of cultures and populations in other countries. The Term 4 focus was on the history and culture of Native American Tribal Groups. Student research and study culminated in a series of highly engaging and illuminating presentations; each student having worked on an individual tribe of their own choosing.

There were approximately 600 tribes in 1492 when Europeans first began to colonize North America. That figure today stands at 574. Whilst the majority of tribes were not completely 'wiped out', the reality is that the arrival of Europeans led to a catastrophic downturn in the fortunes of all tribes. Disease and warfare decimated numbers to such an extent that most populations were reduced by at least 80%. Treaty after treaty after treaty was broken by colonizers and tribes were forcibly marched off ancestral homelands. With the loss of Country came the loss of culture and traditions. Reader

– does this sound vaguely familiar? Stolen generations, systemic abuse, alcohol and drug dependency, poor health, unemployment, domestic violence and poverty are now endemic in contemporary Native American populations. Throughout the USA and Canada the picture is bleak.

Successes are rare; however, the introduction of gambling casinos to some reservations has made isolated tribal communities very wealthy. Unfortunately, the rise of internet gambling has had a negative impact on these past cash cows which were realistically merely sticking plaster solutions. Significantly, the USA and Canada have been unable to resolve underlying issues and the status quo is one of dysfunctionality as standard.

Independent self-determination appears to be the best way forward but with one in three Native Americans currently living below the poverty line, there's a long way to go.

Importantly, Worawa students are now aware of the fact that the tragedies of Australia over the last 250 years are not an isolated example. The USA

and Canada have been unsuccessful in finding equitable resolutions to the lives of too many Native Americans; it is time for Australia to take the lead and the hope is that Worawa Aboriginal College is planting the seed of change.



## COMPETITIONS, PHOTOGRAPHERS AND FASHIONISTAS

What a huge semester it was for the Visual Art/Media students at Worawa. Our girls spent as much time as possible using digital cameras and iPads to develop their technical skills and record Worawa events and at last, after all the lockdown restrictions, we could take excursions.

Students took a series of beautiful photographs during our Badger Creek excursion and they had a great time dressing up to recreate a historical photograph taken at Coranderrk.

We had a Tropfest Style film festival whereby students worked in groups to develop a story, shoot a movie and edited the work to a deadline. An afternoon session was spent laughing, eating popcorn and having a

great time projecting movies onto the Performing Arts room screen.

Back in the classroom we had Kombadik and Baggup students create beautiful water colour paintings which showed satellite views of their country or community. We then concentrated on learning about fashion drawing and fabric dyeing, with stunning Shibori style fabric dyeing created by the Cumbungi group. The year 9/10 girls created mono-prints by rolling over found surfaces and using plants from our dreaming trail. Some of these fabric artworks were worn by students during the Worawa fashion parade.

Once again we have had girls enter artwork competitions. Kylinda Alice

(yr12) was the winner of the Lake Lilydale Children's Centre staff uniform logo design. Cashema Woods and Shirley Spencer (yr9) had their designs selected to be used on a range of sporting goods for the RH sporting company. And most of the VCAL girls have entered cultural paintings into the Doug Nicholls Round Umpire jumper design competition. We finally had our Worawa sports day and as part of the celebrations, a T-Shirt was produced using Sarah McCartney's (yr12) Bunjil design. The girls have been grateful for these creative opportunities to raise their artistic profile into the wider community and along the way have learnt valuable skills in marketing creative products.



## ABC TAKEOVER MELBOURNE

Year 12 student Sarah McCartney was recognized as one of the ABC Takeover Melbourne winners for 2021 with the following article.

### **Without Worawa, I'd still be trapped between both sides of who I'm meant to be**

I come from Katherine in the Northern Territory, 317km out of Darwin. My people are the Dalabon people, and this is my story.

I am the second youngest in a family of 6. I love my family. They make me feel secure and loved.

When I was younger, I never questioned by identity. But that changed one day on the school playground.

"Sarah, you're not really Aboriginal! Are you?" asked one of my school mates.

I replied, "No, I am Aboriginal".

"What are your parents?" she sneered.

Answering with honest innocence, I responded "My Mum's white and my Dad's Aboriginal."

"Therefore, you're not a pure blood Aboriginal! Are you now?" she said matter-of-factly.

Tears started to fill my eyes. I'd never thought of myself as being one colour or the other.

I was a child who was too white for the black kids, but too black for the white kids. I started to question everything.

I moved to Melbourne 5 years ago, to attend Worawa Aboriginal College.

When I first came to Worawa, I was nervous.

But the most overwhelming feeling was gratitude, because I knew this place was going to change me and set a path for me.

Worawa is special because it gave me a new life. I could start over and be the person I wanted to be.

There are other mixed-race kids here too and no-one judges us. We all feel welcome.

I still miss my family. I call them every night at 8:30pm.

Even though it's over the phone, I still feel like I'm there with them.

Without Worawa, I'd still be trapped between both sides of who I am.

I'm proud to be me, a Dalabon woman.



## HEYWIRE WINNER, MIRANDA – CRESWICK, VICTORIA 'I WAS SO SCARED OF GOING TO BOARDING SCHOOL'



Posted Wed 10 Feb 2021, 8:15pm. Credit ABC Heywire

I remember thinking to myself 'I should just run away right now'.

If I leave they can't take me away.

I didn't want my family to send me away to boarding school.

I live in Ballarat, Victoria, a small town of a few hundred people and I am a proud Gunditjmara and Kurnai woman.

Growing up in Ballarat I wasn't exactly the type of kid you would call innocent or good.

I was in and out of the department's care, so that meant I didn't have a lot of freedom.

I wanted to be free, but I felt trapped.

But then my family decided to send me away to Worawa Aboriginal College.

I was so angry. I thought they didn't love me, or care about me. I felt like I had no choice, I felt like I was being punished.

The night before I went to Worawa I was lying in bed just thinking why they wanted to send me there. I felt they did not care about me, and that this was a punishment.

The drive to Healesville was the longest ride ever. I felt like it would never end.

In the car, I felt like I had butterflies fighting in my stomach, the lump in my throat got heavy and fell down into my chest as I wondered who I'd meet and if they'd even like me.

When I arrived at Worawa, tears rolled down my cheeks.

I've been at Worawa for four years now. I am so proud of what I've achieved.

This is still one of the biggest challenges I've faced, and looking back I now understand why my family sent me away.

They wanted me to be educated and do something good for myself.

I still find it so hard to leave home and my family.

I still cry.

But now I understand this was a good decision.

I have more opportunities. I have met some amazing people here from all pockets of Australia.

**Miranda has now had 5 years at Worawa and will graduate year 12 in 2022.**



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## THE ARTS AT WORAWA

The Arts has a central place at Worawa. Throughout our history Aboriginal culture has used the arts as a method of communication. Students learn in, through and about visual arts practices, including the fields of art, craft and design. We celebrate the achievement of former student Cheyenne Hayes whose artwork was used in the 2021 Alessandra Fashions collection.

Cheyenne Hayes artwork is titled 'My Life. Important Moments'. Her painting is about her life journey, "Through my lifeline I have experienced the high-lights and the ups and downs."

### ARTWORK DETAILS

<b>Artist</b>	Cheyenne Hayes
<b>Title</b>	My Life. Important Moments
<b>Medium</b>	Mixed Media on Canvas
<b>Language</b>	Luritja
<b>Region</b>	Alice Springs, Northern Territory
<b>Story</b>	My painting is about my life journey. Through my lifeline I have experienced the high-lights and the ups and downs.



## ALESSANDRA | MOMENTS COLLECTION



## COVID-19 VACCINATIONS UPDATE

To The Worawa Community

First I would like to thank families for your trust in Worawa Aboriginal College as the school for your young woman. I continue to be awed at the resilience and adaptability that students have shown during the most challenging time of experiencing life in a global pandemic. During this time we have seen the COVID-19 Delta variant spread rapidly across the country and into many of our Aboriginal communities.

At Worawa we have exercised the College's COVID-Safe Plan and maintained school life operating in the 'Worawa Bubble'. Bringing forward our Term 4 curriculum eliminated the need for the girls to undertake the mandatory two week quarantine period upon returning home. This enabled us to bring forward the end of Term 4 and the end of the 2021 school year.

We are so very proud of the girls' understanding, acceptance and ability to adjust to this significant change and we are all counting down the remaining few weeks until the end of the school year. The girls will be travelling home for the end of school year on 18th November.

As the country opens up from lockdowns there are many new policies and procedures that governments have put in place that are relevant to all aspects of our lives.

Governments across the country are calling for everyone to be double vaccinated to help eliminate the spread of COVID-19. The Victorian government has mandated that people working in schools must be double vaccinated.

State governments have mandated travel and quarantine arrangements for entering their state. The National Aboriginal Community Controlled Health Organisation (NACCHO) is also calling for our community to be double vaccinated and have expressed concern at the low rate of vaccination in our communities.

Worawa Aboriginal College has given serious consideration to the advice of the states and territories' Chief Health Officers and of our peak Aboriginal Health organisation VACCHO.

We wish to ensure the health and safety of our students and staff as well as our Aboriginal communities.

We have also given consideration to being unvaccinated which will impact on us all. For example the AFL has introduced a 'no jab, no play' policy and it is highly likely that other sporting codes will follow. Entry to shopping, recreation, food and other facilities will be affected and will affect how we are able to enjoy sports as players or observers at community and major events such as Dreamtime at the G.

The safety of our students, staff and communities is of utmost importance and Worawa Aboriginal College has determined the following:

For the health and safety of our school community, everyone in the school including students, staff, management, contractors, volunteers and visitors are to be double vaccinated.

This requirement also extends to new enrolments. In essence no student will be admitted to the College unless they are double vaccinated.

**Dr Lois Peeler AM**  
Executive Director / Principal

# 2022 Accepting enrolments

Worawa Aboriginal College caters specifically for Aboriginal girls in the secondary school (Years 7-12) providing a holistic education through a combined education, culture and wellbeing model supporting each girl to reach her full potential.

For inquiries please contact the Registrar on [registrar@worawa.vic.edu.au](mailto:registrar@worawa.vic.edu.au) or mobile 0498 967 292.

For more information visit [www.worawa.vic.edu.au](http://www.worawa.vic.edu.au)



[www.facebook.com/Worawaofficial/](https://www.facebook.com/Worawaofficial/)



# We Believe in Education, Culture + Wellbeing

## WORAWA'S BUDDING JOURNALISTS

Our Year 7-10 students had fun exploring Journalism in English across Term 4. Delving into newspapers, magazines and other forms of print media, the girls discovered the value of reporting news and facts to the public and the different means by which information is distributed.

Students generated questions for their peers, teachers, and other Worawa staff and then conducted interviews. They learned the

importance of using open-ended questions when interviewing someone and placing the learned information into an intriguing article.

Students learned the different elements in a news article and newspaper. With these skills, the girls were able to write factual stories creating individual newspapers.

We were lucky enough to have a few exciting excursions outside the school, such as to Badger Weir for

a Fashion Shoot, where students reported on the day's event in an article. The aspiring journalists also learned about photojournalism and how taking a great photo supports an article. The girls practised editing and summarizing their articles and took pride in their final products.

Photos from Badger Weir below by Shai-Cody Gregory



For more information visit [worawa.vic.edu.au](http://worawa.vic.edu.au)

# Professional Learning Institute

## ABORIGINAL CULTURE AND HISTORY – IMMERSIVE EXPERIENCE

Established through the expressed wish of Aboriginal Elders, the Dreaming Trail links together a series of specially developed sites and environmental subsets, which allow insights into elements of pre-contact Aboriginal society and Aboriginal Missions and Reserves.

The History Walk highlights Aboriginal Change Makers and supports the education resources produced jointly by Worawa Aboriginal College and the Parliament of Victoria for Victorian schools. These resources form an important part of the teaching of Victorian Aboriginal history and

experiences and contribute to a better understanding and appreciation of Aboriginal culture and history. Workshops are presented through the Worawa Professional Learning Institute, highlighting Aboriginal culture, history, achievements and contemporary issues.





HAPPY  
*Holidays*

*To all our families friends and supporters,  
we thank you for your support.*

We wish you peace, joy and all the best  
this Holiday Season has to offer.

From all at Worawa

