

Submission

to

Senate Employment, Workplace Relations and Education
References Committee

Inquiry into indigenous education funding arrangements

Submission no: 21

Received: 26/04/2005

Submitter: Ms Halina Strnad

Organisation:

Address: 2 Houston Court
BOX HILL SOUTH VIC 3128

Phone: 03 9808 8024

Fax:

Email:

Mr John Carter,
Secretary,
Senate Employment, Workplace Relations and
Education References Committee,
Parliament House, Canberra, 2600

Halina Strnad
2 Houston Court
Box Hill South
VIC 3128

tel: (03) 9808 8024

22 April 2005



Re: Indigenous Education Funding Arrangements.

Dear Mr Carter,

I write to draw your attention to an anomaly which exists in the funding of the Worawa Aboriginal College in Healesville, Victoria.

This residential College now houses some 45 secondary students who are homeless due to family breakdown or illness. The students originate from several States.

The funding anomaly exists in Worawa's status as an 'independent' school which, however, receives no fee payments from parents. It is thus deprived of a large source of income existing in other schools.

I am a member of a support group initiated by the former Senator, Mr Sid Spindler, known as "Friends of Worawa".

We seek donations of household items and money to upgrade the poorly equipped residential quarters and other facilities.

On our visits to Worawa's special school events we are invariably impressed by the very positive ethos of this college and the obvious remedial effect it has on the homeless students.

The principal, Mr Baxter Holly (previously of Kingswood College in Box Hill) is an experienced and dedicated educator who oversees a curriculum broad in spectrum and high in quality. This opens opportunities for employment or further studies for the young people who would otherwise be at risk of street life.

I believe that the Worawa Aboriginal College provides a very cost-effective service and a long-term investment for the nation in fostering well functioning and well educated citizens of the future.

I enclose relevant documents and plead that Worawa's funding anomaly be amended.

Yours sincerely,

Halina Strnad

Halina Strnad.

(enclosures)

Worawa Aboriginal College

Background

Structure and Purpose of the organisation

Worawa Aboriginal College is Victoria's only Registered Independent Aboriginal school. It is an incorporated, benevolent and non-profit residential college with tax deductible status, providing accommodation, secondary education and culturally sensitive care for Aboriginal children from families who in many cases are not able to provide a stable enough base for the educational and other needs of their children. In many cases there is no "family" and but for Worawa College many of the current students would be 'street kids'.

As a result of this focus and the often dysfunctional background of its students Worawa College is unable to rely on school fees to contribute in any meaningful way to the running costs of the College, a major reason for the 'underfunded' position of the College.

The College caters for boys and girls from year 7 to 12. and currently has 38 students in a coeducational boarding school environment, compared with a capacity of up to 50 boarders plus an equal number of day students.

The College is situated on 60 hectares within 4 km of Healesville on part of the traditional land of Barak, who was present at the signing of the 1835 treaty with John Batman. Later the land became part of the Coranderrk Reserve.

Worawa remains a college run by Aboriginal people for Aboriginal youth and is the only such college in Victoria .

Philosophy and Direction

Worawa College was founded by the late Hyllus Maris in 1983 with the support of the Green Hills Foundation and with the aim to provide a "total education" for Aboriginal students - excellence in mainstream education, developing not only a student's intellectual and physical capabilities, but also his or her awareness of Aboriginal culture, leading to a sense of identity, confidence and self esteem as a basis for success in their professional and personal lives.

It is Worawa's aim to develop a student's moral, emotional, mental and spiritual capacities to produce a balanced person with a sense of responsibility towards his or her fellows and the environment.

In recognition of the widely differing social backgrounds of the students seeking admission to Worawa, the College is placing less emphasis on demonstrable academic potential and instead accepts what the Committee of Management sees as its role "...to provide a caring and supportive environment that caters for the needs of all who wish to attend" (extract from Business Management Improvement Plan).

In keeping with these principles and in pursuit of its objective to provide "total education" as outlined above, Worawa is now seeking to adopt "...an individual student learning program/pathway approach for each student with a specific mentor/teacher allocated to monitor and guide the student's studies throughout the year.", putting further pressure on scarce resources.

The College thus finds itself in a financial double bind: 1. reduced income due the background of its students and 2. the need to apply greater resources to overcome the disadvantaged status of most of its students. Even with current, inadequate resources Worawa College has produced remarkable results in difficult circumstances.

Wider relevance of the Worawa model for Indigenous education

The past and present efforts by the College have relevance beyond the welfare and the educational needs of its own students. Successive reports by various authorities during the last 10 years have shown that only about 33% of Indigenous children complete schooling compared to the national average of 77%. and only 2.2% of Indigenous people have tertiary degrees compared with 12.8% of all Australians. If the model pursued by Worawa College can be shown to overcome even some of the causes of these disparities considerable lessons could be learnt and applied across the education system as a whole.

Monitoring and Evaluation

In view of the fact that Worawa College represents a unique undertaking the Committee of Management is of the view that a rigorous evaluation of the structure, processes and results of the College needs to be undertaken. It is intended to explore the potential for such an evaluation by a professional academic researcher in the near future. It is anticipated that this can be negotiated at no cost to the College. The resulting report would be made available for general circulation and the contributions of all sponsors and funding organisations would be acknowledged.



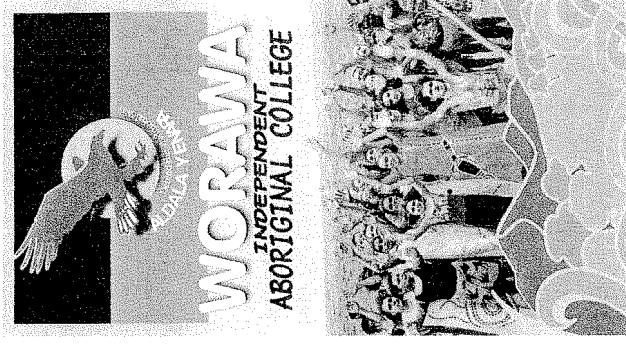
The Worawa Living and Learning Program

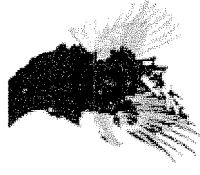
Educational Program

The aim of the college is to develop students as autonomous, life-long learners, who have a pride in themselves as Aboriginals and who are equipped to take their place in both the Indigenous community and wider Australian community.

Outline of our structure

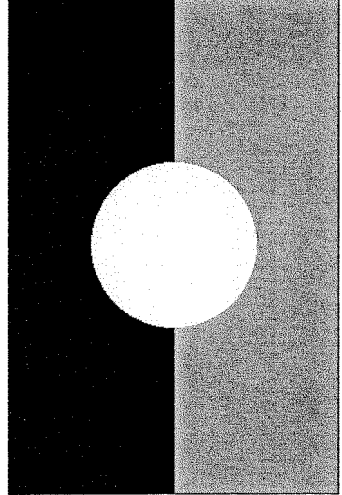
1. Students group in gender or interest levels (not aged based classes) and curriculum is integrated around a practical area with imbedded Key Learning Areas
2. The curriculum is organised in learning centres, each centre having one or more teachers and a designated space. **THESE ARE CALLED our WORKSHOP PATHWAYS!**
3. Each **PATHWAY GROUP:**
 - Is responsible for meeting each students learning needs
 - Helps plan an individual learning program for each student
 - Provides individual tutoring where possible
 - Regularly monitors the progress of each student towards achieving their desired outcomes
 - Play an active pastoral care role for each student. This will include counselling of students, mentoring them, liaison with any relevant outside welfare agencies, and liaison with learning centre teachers, house parents, and the Residential Co-ordinator. It will also involve reporting to parents and trying to actively involve them in their child's education.
 - The learning centres/pathway workshops will take responsibility for developing a practical and theoretical program which includes attention to : **Culture, Language including English-ESL & LOTE, Science, Health & Human Development, Mathematics, SOSE and Art**





The Worawa Living and Learning Program

<p><i>Worawa Aboriginal College structures its learning and teaching program to:</i></p>	<p><i>Action we take is:</i></p>
<p>Enable Aboriginal Culture and language to take the central place in the college</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Culture is part of all curriculum activities <input type="checkbox"/> One day per week is put aside for cultural activity for the whole school <input type="checkbox"/> One week at the beginning of each term and the end of each term is dedicated to Cultural activity
<p>Individualise the learning program of each student</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Pathway Workshop teams are formed to manage personal directions <input type="checkbox"/> Homework will be reintroduced
<p>Build a high level of care into all aspects of our program</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Pastoral care teams consist of 1 adult, one student leader and 2 other students who meet regularly to discuss personal needs <input type="checkbox"/> Pathway Workshop teams are based on a continual care model
<p>Track and improve student learning</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Pastoral care teams meet regularly to establish and review progress against goals
<p>Develop a supportive environment at the college that will help to address retention levels during the school year</p>	<p>We are continually looking at ways to improve</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pocket money <input type="checkbox"/> The number of residential parents <input type="checkbox"/> The residential activities program <input type="checkbox"/> Access to phones, letter writing and email
<p>Establish a learning environment that is based on the assumption that all students are capable of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> learning how to learn, <input type="checkbox"/> developing thinking and learning strategies, <input type="checkbox"/> using higher order thinking skills <input type="checkbox"/> building a set of experiences which will help them choose life time roles <input type="checkbox"/> experiencing rich and fertile tasks which improve their lives and those of others <input type="checkbox"/> using authentic assessment methods to assess their progress. 	<ul style="list-style-type: none"> <input type="checkbox"/> A focused literacy and numeracy program is enacted based on further developing a verbal, writing and performing culture and building a scientific approach to all learning. <input type="checkbox"/> A technology based focus will be adopted through the Pathway workshops



The Worawa Living and Learning Program

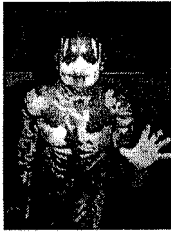
The Pathway workshop:

- has 2 or more staff, one educationally qualified and at least one technically qualified in the area. As well there should be at least one aboriginal adult member (if possible).
- has a minimum of 5 students ~ maximum 15 depending on staff (1:5 ratio ideally)
- links to outside specialists and work opportunities
- sets its own goals and carries out plans accordingly
- produces practical outcomes including financial benefits
- operates to build confidence and skill
- organises its own funding (after seeding of \$2000 per term)
- manages its own students
- builds a natural curriculum of success but links to CSF wherever possible
- maintains simple records based on journal entries or newsletters
- offers something to the student, the school and the aboriginal community
- is cooperative
- recognises the traditional way
- learns Aboriginal language terms for basic operations
- is environmentally sound
- The learning students undertake should be linked to LOTE, SOSE, the Arts, Mathematics, Health and Physical Education, Science and Technology wherever possible

The Worawa Living and Learning Program



Workshop	Responsibilities	Current Activities	Life Pathway
Caring for Country Workshop.	Farm and building management, garden development, ecology, environment protection	<ol style="list-style-type: none"> 1. Restore indigenous garden 2. Dreaming path 3. Eradicate weeds 4. Introduce cash crops 5. Establish small animal compound 6. Obtain and care for more animals and birds 	Agriculture Environment management Horticulture Teaching
Food and Health Workshop	Cooking, human development, indigenous food, personal health, school safety	<ol style="list-style-type: none"> 1. Train in food preparation and safety 2. Manage OH&S 3. Develop personal health testing for school 4. Conduct school shop/restaurant 5. Involve parents/volunteers in developing nutritious menu 	Nursing Personal care Workcover Teaching Cleaning
Sports excellence workshop	Skill and fitness development	<ol style="list-style-type: none"> 1. Develop school sports program 2. Build skills in key sports 3. Conduct internal and external coaching clinics 4. Design improved running tracks, sporting facilities 	Recreational leadership Professional sport Teaching
Media and performance workshop	Theatre performances, Music, Newsletter, parent communication, reports, video, radio, TV, print	<ol style="list-style-type: none"> 1. School performances 2. Maintain library 3. Bi lingual monthly newsletter 4. Website 5. Manage IT room 6. Communicate with parents 	Journalism Acting Government Production
Art Workshop	Painting, beadwork, pottery, textiles, other non -indigenous arts	<ol style="list-style-type: none"> 1. Art Gallery 2. Exhibitions 3. Other workshop support 	Art Gallery management



Worawa Aboriginal College 2004 Needs Document

Background: Worawa is built on a dream that aboriginal people can run their own schools and sustain culture and support educational excellence. It is based on the assumption that if equal funds were made available then aboriginal people could manage these funds as well as non indigenous people. It is based on the assumption that suitable funds would flow once an appropriate structure was put in place.

The truth: The truth is that Worawa as a sustaining source of aboriginal spirit is in deep financial crisis. The truth is that Worawa has never been appropriately funded because it falls under no clear existing funding model because:

- ❑ Worawa is an independent school which receives **no parent contribution**.
- ❑ Worawa is dealing with many students who have been directed to the school because of **family dysfunction** and **juvenile justice issues**. There are grounds to argue that every aboriginal child has special needs in the current economic and social climate.
- ❑ Worawa provides **residential support for all** its students, unlike almost any other school in Australia.
- ❑ Worawa is small and therefore has **issues of scale** which are not addressed by per capita funding. Block funding is required.

The Current realities:

Area	Required	Current	Comparison	Funding gap
1. Residential Care	<p>Supervisory Staff: (5 full time house parents plus 5 relief parents.)</p> <p>Required: 5 x \$30,000 pa plus 22% on costs = \$183,000 plus 5 x \$150 pw for 40 weeks plus 22% on costs = \$36,600</p> <p>Sub Total required =\$219,000 est</p> <p>Counselling(sessional) = \$25,000 est</p> <p><u>Living Expenses for Staff:</u></p> <p>Food: \$85pw for 10 staff x \$85 x 40 weeks</p> <p>Sub Total required =\$34,000</p> <p><u>Living Expenses per student:</u></p> <p>Food: \$85 Personal: \$25 Recreational: \$30 For 50 students x 40 weeks x \$140</p> <p>Sub Total required =\$280,000</p>	<p>3 house parents supervise students each night with partial relief for weekends.</p> <p>50 students x 40 weeks x \$80 pw plus \$67,000 AHL plus Abstudy Supplementary funds \$65,000</p> <p>Total =\$292,000</p>	<p>In a comparative hostel environment the Salvation Army or Lighthouse foundation provides 2 staff for a group of 6-8 kids.</p> <p>(Est. Cost for 50 kids: \$750,000)</p>	\$266,000

Area	Required	Current	Comparison	Funding gap
2. After school program Required \$122,000	2 FT 2 PT Recreation Officers 2 x \$40,000 pa plus 22% on costs = \$97,600 plus 2 x \$250 pw for 40 weeks plus 22% on costs = \$24,400 : Total: \$122,000	Teachers and house parents go beyond their employment awards to provide some support. No other funds available leading to property and personal damage and tensions in the school. (received...special Yarra Ranges council grant of \$6500)	Government run after school and weekend activity programs would provide 3 staff for each such program (Est. Cost for 50 kids: \$250,000)	\$122,000
3. Teaching program Total required: \$458,535	Est. 50 students at 5 age levels on 40 x 50 minute periods each week. Assume each teacher will conduct 28 sessions. I.e. 200 sessions/28 sessions per teacher= 7.15 teachers Teaching staff required = 7.15 x average wage of \$45,000 plus 22% on costs = \$392,535 Teaching resources est \$20 pw per student = 40 weeks x \$20 x 50 students = \$40,000 Excursions 50 x 10 days x \$50 = \$25,000	(Current per capita funding: Commonwealth \$40,000, State Government \$37,000. Abstudy fees plus tuition costs \$250,000)	Government school with this number of staff would receive: Est. \$750,000	\$131,535
4. Culture Program	2 FT staff @ \$40,000 pa plus on costs and 4 PT staff at \$10,000 plus on costs = \$146,400 Resources and casual staff = \$53,600 \$200,000	IESIP funding \$200,000	Special service for indigenous students	No gap.
5. Special sports excellence program	Staff as above (see teaching program) Resources 20 students x \$450 pa = \$9000	No funding		\$9000
6. Special Land management projects	Land manager plus resources required Staff plus on costs \$61,000 Resources est \$65,000 (equipment, expendables, planning, chemicals, plants etc)	No funding		\$126,000

Area	Required	Current	Comparison	Funding gap
7.Special performing arts program	Performing artistic director: Staff plus on costs \$61,000 Resources est \$75,000 (Lights, sound boards, music eqt etc)	No funding		\$136,000
8.Special Literacy Program	Staff as above (see teaching program) Resources (IT plus services) est \$25,000	IESIP funding		No gap
9.Administration and finance Required : \$198,860	Admin \$30,000 plus 22% on costs Bursar \$60,000 plus 22% on costs Principal \$73,000 plus 22% on costs	DEST funding for principal \$88,860	Government school with this number of students would receive: Est. \$400,000	\$110,000
10. Grounds maintenance Required: \$100,000	Grounds maintenance -ongoing \$100,000 est	NO funding	Government school with comparable infrastructure would receive: Est. \$200,000	\$100,000
11.Ancillary	Cooking 1 FT (\$30,000) 1 PT (\$10,000) plus on Costs=\$48,800 Cleaning 1 FT (\$30,000) 1 PT (\$10,000) plus on Costs=\$48,800 Maintenance and repairs 1 FT (\$30,000) plus Costs=\$36,600, plus materials = \$15,000			\$149,200
12.Student services	Internet connection plus service \$40,000 pa Science fair program \$20,000 Gallery development program \$50,000 Sports areas development \$120,000 (BB Court etc) Land management program \$120,000 (pt time staff and materials)			\$350,000

Directly for the kids needs:

Action	Rationale	How?	Amount
13. Pocket money support	Many kids have little financial support, the school has few funds and the needs for personal items are significant	Regular donation to the school will be directed to the students most in need. You will receive information of a general nature indicating the effect of that donation	\$10-20 pw would be great!
14. Payment for a particular course of short term activity	Each student needs to further develop skills commenced in the general program eg singing lessons, gym membership, painting lessons	Please nominate an area in which you would like to help and we will suggest a project	\$250-\$500
15. Counselling	A number of kids have histories of drug abuse, anger, truancy, loneliness, isolation,	You will need to be an approved counsellor with appropriate approval	Time



16. Big brother/big sister mentorship	Opportunity to meet regularly with one of the kids and act as a support	A police check is mandatory in these sad times. But we are keen that with parental approval each student can find an ongoing mentor to support them	Time
17. Volunteer coordinator	Arrange suitable supports training and checks for volunteers	Liaise with CoM and Principal	Time
18. New skill development	Offer to support a student in a particular skill that you value	Golf, boxing, painting etc...if you have the skill and you would like to mentor	Time plus costs
19. Tutoring	Week night support for study period 7.30-9 pm	Nominate self to Administrator	Time
20. Weekend activities	Offer to take kids for appropriate activities on weekends	Via Volunteer coordinator	Time plus costs
21. Phone call subsidy	Funding for calls home...a big issue in ensuring retention of student and student happiness	Via administrator	\$5 pw

Action	Rationale	How?	Amount
22. Resources	Students have a series of needs for particular equipment and facilities such as IT, cameras, equipment for land management, art materials	Nominate your capacity and we will connect you with an appropriate case	Range from \$5 (paint) to \$200 (uniforms)
23. Work experience	Students require opportunities for direct work experience	Secure placements and arrange pick up and drop off	Organisational Time

To improve School Resources:

Action	Rationale	How?	Amount
24. Cultural activity funding	Need for ongoing funds to support involvement in paid capacity by Aboriginal people	Arrange donation or contribution by significant funding agency	\$2500 pw covers F/T coordinator and temporary supports
25. Bus (es)	Need for regular excursions for students otherwise isolated from wider community	Arrange donation or contribution by significant funding agency	4 x \$50,000, used gd. con. \$200,000
26. Basket ball court renewal	Facilities available to most students in other schools . Needs repair due to inadequate service by initial provider!	Arrange donation or contribution by significant funding agency	\$70,000
27. Recreation centre re-flooring and re-roofing	Currently leaking and floor boards rotting due to inadequate service by initial provider!	Arrange donation or contribution by significant funding agency	\$300,000
28. Performing arts centre	Current Building is condemned. Activity is central to future of school	Arrange donation or contribution by significant funding agency	\$1 million
29. Boxing Ring	Alternative activity with historical links to Aboriginal culture	Arrange donation or contribution by significant funding agency	\$5000
30. Library	Inadequate facility	Arrange donation or contribution by significant funding agency	\$1 million
31. Student welfare coordinator/ counsellor	Students from very difficult backgrounds require emotional support and guidance	Arrange donation or contribution by significant funding agency	\$65,000 pa Gross includes on costs est.
32. Residential/Recreation Coordinator	Provide activity after school and weekends	Arrange donation or contribution by significant funding agency	\$65,000 pa Gross includes on costs est.

For the students living environment:

33. Plumbing	All bathrooms are inadequate Need for new toilet block	Direct donation or contribution or approach to major suppliers	\$160,000 est.
34. Sets of Drawers	Students have inadequate storage space	Direct donation or contribution or approach to major suppliers	\$65 per student
35. Pictures/wall hangings	Students have limited access to funds to decorate and improve rooms	Direct donation or contribution or approach to major suppliers	?
36. Carpeting	All residences should be carpeted for warmth, ambiance and quiet	Direct donation or contribution or approach to major suppliers	\$20,000
37. TV/Video (s)	School has only 2 TV/Video require 8 for effective program	Direct donation or contribution or approach to major suppliers	\$5000
38. White goods – washing machines, dishwashers. Vacuum cleaners,	Inadequate living resources for 50 students and house parents	Direct donation or contribution or approach to major suppliers	\$7500
39. Rebuilding program of senior house facility	Opportunity for self management experiences for senior students in independent living environment	Direct donation or contribution or approach to major suppliers	\$45,000

Friends of Worawa Network

Guidelines 2004

Purpose

'Friends of Worawa' will use its best endeavours to assist the Committee of Management and Staff to achieve their objectives for students of the College and to assist them in achieving both, a first class education and a strengthening of their cultural heritage.

Friends will pursue particular initiatives only after consultation with the Committee of Management or its delegate(s), including the Principal, and in line with priorities established by them.

Membership

Membership is open to any person or organisation who has agreed to support the College in a tangible way and who has in fact done so. This condition can be fulfilled by subscribing to the Student Services Fund or by donating goods or services. A 'contact list' of members shall be maintained by the Secretary/Treasurer and be available to the Committee of Management and on a daily basis to the Principal and to the Executive, and (excluding financial details) to members as a means of communication and for promotional purposes.

Structure

The 'Friends' network is part of the College and has no status as a separate organisation. The work of 'Friends' is carried out through the contact list and a small Executive Committee. Membership of the latter will be by cooption, and apart from some 'core members', may vary depending on the work being pursued at any one time. The Principal is a member of the Executive as a delegate of the Committee of Management. The Committee of Management may also wish to nominate an additional member or members and staff members may also be interested.

The Executive Committee will be chaired by one of its members, appointed by consensus and subject to confirmation by the Committee of Management.

Sid Spindler has been appointed as the convening chair for the first 6 mths following the inaugural meeting of Friends and this has been confirmed by the Committee of Management. New expressions of interest for the position will be sought after 6 mths.

Financial Matters

The Secretary/Treasurer and the Assistant Treasurer of Friends shall keep Friends' accounts, pay donations into the College general account and provide details of all such donations to the Accountant of the College, who shall keep a separate record of these donations as well as of disbursements made from these funds.

Disbursements from the Friends 'account' shall be made only as approved by the Principal in consultation with the Secretary/Treasurer of Friends. It is clear that 'Friends of Worawa' may be involved in consultations about the disbursement of donations received but does not have any authority over such disbursements.

No member of Friends shall be reimbursed for any expenses incurred in her/his activities on behalf of Friends and no administrative expenses incurred by the College in relation to the activities of Friends shall be paid out of the Friends account.

The Secretary/Treasurer of Friends shall provide quarterly financial reports (or as requested) to the Executive of Friends and to the Committee of Management.

Based on this structure Friends of Worawa, as part of the College, is able to offer tax deductibility and to make public appeals for donations.

Reports

A report on the activities of Friends shall be provided to the Committee of Management at regular intervals, but at least once every three months, verbally or in writing, and may be made by the Chair of Friends or by the Principal.

February 2004

Become a Friend of Worawa

Dear friend,

Imagine a school for aboriginal students which fosters confidence and belief in the power of racial heritage. Imagine a school where discipline, language, belief and commitment comes from 40,000 years of heritage. Imagine a school set on a significant site occupying 150 acres of beautiful Healesville land. Imagine a school with good physical resources, committed teachers, Aboriginal cottage parents and an Aboriginal Committee of Management. Such a school exists! It is the **Worawa Aboriginal College**.

This school is 'private' ie community based, because 20 years ago when poet, author and visionary Mrs. Hyllus Maris established it there was no other opportunity for her people to have a truly Indigenous education which was both modern and traditional. The efforts of Hyllus and her family and many other Indigenous Australians and friends have helped the school survive and flourish for 20 years.

Today however most of our students come from families where paying fees is almost impossible. This means funds for weekend outings, basic toiletries, telephone calls home, travel home, savings to help their families and even for fun are not available to these kids nor are there any resources for additional academic, art and craft or sporting activities to develop individual talents or interests.

The students of the Worawa Aboriginal College desperately require your help. I ask you to make an annual donation equal to \$20 per month (or whatever you can afford) and become a "Friend of Worawa Aboriginal College". All moneys dedicated to the students through this fund raising approach will be placed in a special student fund of the College, used only to improve student services, communication with their families and 'mini scholarships' for additional activities. Such funds will be audited and distributed under the authority of the College's Committee of Management.

As a 'Friend' you will also have other opportunities to become involved and of course, donations of goods and services or gifts for specific purposes are always welcome. We look forward to receiving notification of your commitment to help students of the College and to your offer to be part of the Friends of Worawa. Please send us a completed copy of the document below as soon as possible.

Many thanks

Baxter Holly, Principal; Sid Spindler, Chair, Friends of Worawa – enquiries: spin@doncaster.hotkey.net.au

Please detach and mail with your donation to "Friends of Worawa", PO Box 267, Wandin North 3139
All donations are accepted as tax deductible donations to the College and receipts will be issued by
Worawa Aboriginal College Inc.

- I wish to become a Friend of Worawa for this and other initiatives (please keep me informed)
- Please find a cheque enclosed made to Worawa Independent Aboriginal College Student fund
- I wish to pay my contribution monthly
- My monthly contribution will be \$ _____
- I authorize Worawa Aboriginal College to deduct regular payments from my credit card until October 31 2005

Title	Mr/ Mrs /Ms /Miss /Other
First Names	
Surname	
Company (if applicable)	
Address:	
Post code:	
Phone:	
Email	

Credit card payments: Bank Card Visa Master Card (please circle)
Card Number ____ / ____ / ____ / ____ / ____ Expiry date __ / __ /

Name on Card _____ Signature: _____

