



ST ANDREW'S  
CATHEDRAL  
SCHOOL  
FOUNDED 1885



# 2017 St Andrew's Cathedral Gawura School Annual Report to the NSW Board of Studies

# 2017

[www.gawura.nsw.edu.au](http://www.gawura.nsw.edu.au)  
Sydney Square, Sydney

heart  
mind  
life

We wish to advise that the following material may cause distress to members of the Aboriginal and Torres Strait Island communities. It may contain images of deceased persons.

# *Theme 1*

## A Message from the Foundation Chair

We welcomed in the year with a huge focus on Gawura's 10 Year Anniversary and plans to prepare for the next 10 years. In Gawura's 10<sup>th</sup> year, 10 students have graduated - eight were accepted into university and two joined the workforce.

Our key anniversary celebration in June commenced with a Smoking Ceremony in Sydney Square, followed by an Assembly in the Cathedral - our SACS and Gawura students sang in Aboriginal language and English in St Andrew's Cathedral – bringing many to tears and demonstrating magnificent unity in diversity. Although this was not a fundraising event, it was instrumental in raising awareness –we received good coverage in national and local media – newspapers and radio. We would like to thank everyone who supported the event which was of huge significance to both our Gawura and SACS communities.

We continue to receive scholarship support from both Corporate and Family Foundations and receive a small amount of funding from Corporate Workplace Giving programmes. We receive regular support from individuals and families who continue to place Gawura on the top of their 'giving list' each year.

Gawura is not funded by fees of St Andrew's Cathedral School students however, for those parents with a passion for supporting Indigenous education, there is the opportunity to donate.

Thank you to all who supported Gawura this year –our financial donors and our volunteers. Our volunteer program is going from strength to strength. We were extremely fortunate this year to be able to 'pick the brains' of 20 volunteer staff from a key Australian corporate as part of a strategic planning 'advocacy' brainstorming session and accumulated some excellent ideas which we look forward to implementing in the new year!

We would like to thank all our supporters, both within the SACS community and outside, for their support of Gawura in 2017.

# *Theme 2*

## Contextual Information

Established in 2007 by St Andrew's Cathedral School in response to the disparity in educational outcomes of Indigenous and non-Indigenous children, Gawura's aim is to reverse the overwhelming educational disadvantage of Aboriginal and Torres Strait Islander children in Sydney. Located within St Andrew's Cathedral School in the heart of Sydney's CBD, Gawura became a school in its own right in 2011.

Gawura is a unique, coeducational Kindergarten to Year 6 day school for Aboriginal and Torres Strait Islander children who live at home with their families.

Engagement of the Gawura families, parents and carers is critical to the success of the programme. With up to 28 students, Gawura is a highly-acclaimed, highly-regarded "lighthouse" model for Indigenous education, offering students a supportive, nurturing space where they feel secure and learn at their own skill level, participating in individual numeracy and literacy programmes.

They achieve academic milestones daily and grow in their abilities in academic subjects, sport and the arts. Gawura students have access to their own culture, their own space and to the vast resources of St Andrew's while they form solid friendships with other junior and secondary students.

Most of their needs are provided for, including uniforms, textbooks, stationery, music tuition and transport to and from school. This is provided alongside the comprehensive academic support program which encompasses remedial and extension programmes.

At the conclusion of Year 6, Gawura graduates typically are offered secondary school scholarships at St Andrew's Cathedral School – a natural and seamless transition for both the students and their families. The school program is funded primarily by individual and family donors, corporates and foundations.



Year	Enrolments as at the previous half year application	Overseas Students as at previous half year application	Enrolments for current half year	Overseas Students for current half year
Kindergarten	5	0	4	0
Year 1	2	0	5	0
Year 2	4	0	2	0
Year 3	3	0	4	0
Year 4	3	0	3	0
Year 5	1	0	3	0
Year 6	4	0	1	0
Sub Total	22	0	22	0
Students with Disabilities (Excluded from above)	0	0	0	0
Total	22	0	22	0



# *Theme 3*

## Student Outcomes

### Summary

#### Year 3:

No students were below national minimum standard in any subject.

Numeracy all Bands 3 and 4. No one on Bands 1 and 2

Reading Band 5, 4, and 3.

No one in lowest two bands for reading.

Writing Band 2's and 4's for Spelling

No Bands 1,2,3 in Grammar - all Band 4's which is good.



## Year 5:

Reading - all Band 4's, no Band 3's

Writing all band 5's

Spelling Bands 4's and 5's no Band 3's.

No Gawura students were in the bottom band in any subject (except one student who was in Grammar and Punctuation).

Since NAPLAN starts in Year 3 there are no indicators for any value added scores for our Year 3 students. You can see the growth (value added) for our Year 5 students which demonstrates how much they have improved since Year 3 (when they sat the assessments two years ago). With age and maturation, a score of 80+ points are considered appropriate over the two-year period from Year 3 to Year 5. There were only two students in Year 5 this year who sat NAPLAN. Although both students did improve in reading and writing one has achieved some outstanding growth (value added) since Year 3. Considering 80 points is the benchmark for a two-year period between NAPLAN tests, these are wonderful results.

Spelling: 103

Numeracy: 138 (one student scored a 95 point improvement)

Data, Measurement, Space and Capacity: 125 (one student scored a 90 point improvement)

Number, Patterns and Algebra: 150 (one student scored a 106 point improvement).

There are certainly areas for all students to improve but the results above show that the Gawura students are making significant gains (value added growth) between Year 3 and Year 5 which is very exciting for all stakeholders which are the students, staff and parents. The gap **IS** closing!!



## Theme 4

### Secondary Outcomes

Gawura is a primary school therefore, this section is not applicable

## Theme 5

### Teacher Professional Learning, Accreditation and qualifications

Teacher Accreditation	
Conditional	0
Provisional	0
Proficient Teacher	4
<b>TOTAL</b>	<b>4</b>

Teachers within Gawura attended both the NSW AIS State Indigenous Conference at UTS in Sydney and the National Indigenous Education Conference Darwin in October. This was a marvellous opportunity to collaborate with other indigenous teachers and share the Gawura model.

## Theme 6

### Workforce Composition

Gawura has four teachers on staff. The Principal, with other specialist tutors engaged to support, Wiradjuri Language, students with learning needs, art and indigeneous culture and music.



# Theme 7

## Attendance and Student Retention

Retention rate of Gawura students is 100%. who complete Year 6 all commence their Year 7 studies with St Andrew's Cathedral School.

Attendance is reflected in the table below

Year	Indigenous Male	Indigenous Female
Pre Year 1		93.10%
Year 1	95.40%	84.50%
Year 2	88.30%	88.00%
Year 3	94.90%	76.60%
Year 4	91.00%	88.80%
Year 5	84.00%	88.00%
Year 6		95.80%
<b>Total</b>	<b>68.02%</b>	<b>86.62%</b>



# *Theme 8*

## Enrolment Policy

# St Andrew's Cathedral Gawura School Enrolment Policy

### **INTRODUCTION**

The St Andrew's Cathedral Gawura School is a comprehensive K–6 school providing an education underpinned by religious values and operating within the policies of the NSW Board of Studies. The School aims to give Indigenous students equal opportunity to participate in the full life of the School and to “close the gap”.

This policy gives guidance to those within the School community and to those who would join it concerning enrolment criteria and procedures. While the policy is as comprehensive as possible, there will inevitably be some situations which are not specifically covered. In such instances, it is the Head of School's responsibility to decide the appropriate course to take in the circumstances.

### **RELEVANT LEGISLATION**

Disability Discrimination Act  
Sex Discrimination Act  
Race Discrimination Act  
Anti-Discrimination Act

These Acts make it unlawful to discriminate against a person on the grounds of their disability, sex, pregnancy, potential pregnancy, or race by refusing to enrol them at the School. The School is committed to fulfilling its obligations under the law in this Enrolment Policy.

### **ENROLMENT PROCESS**

#### **New Enquiries**

The Registrar will send everyone enquiring about enrolment details of the procedure for enrolment at the School including:

- (a) A Prospectus
- (b) An Enrolment Application Form

#### **Waiting Lists**

The Head of School through the Registrar is responsible for the maintenance of waiting lists for entry to the School, including future kindergarten classes.

Availability of places can vary depending on the year of entrance. Preference is given to Kindergarten entry in to Gawura.

Names of children will be entered on the appropriate waiting list when their parents or a parent return:

- (a) the Enrolment Application Form;
- (b) a copy of the child's birth certificate;
- (c) copies of the child's last preschool/ school report, if the child is to commence within two years;
- (d) A certificate of Aboriginality. Written evidence of being an Aboriginal or Torres Strait Islander descent recognised by an organisation with a common seal. The Indigenous Coordination Centre can provide a form for families to fill out.

Failure to provide all required information may result in the School declining to enter the child's name on the appropriate waiting list or delaying such entry, and may also result in the School declining or delaying the child's enrolment.

After receiving the Application and documentation, the School will confirm the status of the Application with the parents.

### **Interview**

Approximately eight to 12 months prior to the desired commencement date, if places are available, parents will be contacted to arrange a formal interview with the Registrar, who will outline the School's facilities and subjects, discuss educational matters with the child, and provide a brief tour of the School.

### **Inappropriate Behaviour**

Where information obtained by the School suggests a profile of wilful misconduct, illegal activities or strong anti-social behaviours that indicate that the child's enrolment at the School is likely to be detrimental to other students, the staff or the School, notwithstanding that the child be the sibling of a current student, the Head of School may decline to proceed any further with the enrolment process.

### **Disability**

Where a child has declared education support needs or a disability or other information has come to light indicating a possible need for education support services or for some measures or actions to assist the child to participate in the School's courses or programs or to use the School's facilities or services, the School will make an initial assessment of the child's needs. This will include consultation with the child or the child's parents. In addition, the Head of School may:

- (a) require the parents to provide medical, psychological or other reports from specialists outside the School;
- (b) obtain an independent assessment of the child.

Where information obtained by the School indicates that the child has a disability, the Head of School will seek to identify the exact nature of the child's needs and the strategies required to address them. Having obtained this information, the Head of School will determine whether the child, if enrolled, would require some measures or actions to assist the child to participate in the

School's courses or programs or to use the School's facilities or services that are not required by students who do not have the child's disability. Where the Head of School determines that the child would require some such measures or actions, the Head of School will seek to identify whether those measures or actions required are reasonable in that they balance the interests of all parties affected. In assessing whether a particular measure or action for a particular child is reasonable, the Head of School will have regard to all the relevant circumstances and interests, including:

- (a) the child's disability;
- (b) the views of the child or the child's parents about:
  - (i) whether the particular measure or action is reasonable;
  - (ii) the extent to which the particular measure or action would ensure that the child was able to participate in the School's courses or programs or to use the School's facilities or services on the same basis as a child without the disability;
- (c) the effect of the adjustment on the child, including the effect on the child's:
  - (i) ability to achieve learning outcomes; and
  - (ii) ability to participate in courses or programs; and
  - (iii) independence;
- (d) the effect of the particular measure or action on anyone else affected, including the School, its staff and other students;
- (e) the costs and benefits of taking the particular measure or action.

The School will take measures and actions that are reasonable but will not necessarily take measures or actions that are unreasonable or that would impose unjustifiable hardship on the School. In determining whether taking the required measures or actions, even though they are reasonable, would impose unjustifiable hardship on the School, the Head of School will take into account all relevant circumstances of the case, including:

- (a) the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the School, the child, the family of the child, and the School community); and
- (b) the effect of the disability of the child; and
- (c) the School's financial circumstances and the estimated amount of expenditure required to be made by the School; and
- (d) the availability of financial and other assistance to the School.

Where the Head of School determines that the enrolment of the child would require the School to take unreasonable measures or actions to ensure that the child is able to participate in the School's courses or programs, or to use the School's facilities and services, on the same basis as a student without a disability, or would cause unjustifiable hardship, the Head of School may decline the offer of a position or defer the offer.

### **School Reserves Rights**

The School reserves the right not to offer any child a place at the School or to defer the offer of a place to any child in its discretion but particularly when the parents, having been aware of their child's specific educational needs, decline to declare those needs or to withhold relevant information pertaining to their child.

The School also reserves the right to terminate an enrolment where the parents have not declared or have withheld known information pertaining to their child's needs.

## **School's Considerations**

When considering making offers of a place into the Gawura School, the Selection Committee takes the following into consideration, before making recommendation to the Head of School, who will make the final decision on offer of enrolment:

- Business Plan targets (remembering that the Gawura Scholarship is reliant on donations);
- School Readiness;
- Commitment to education and motivation for learning and family commitment to being part of the School;
- Church involvement and/or Acceptance of the Christian values of the School;
- Special needs of the child;
- Class size and ability;
- Gender balance;
- Evidence financial disadvantage;
- Pastoral considerations;
- Best fit for the child; and
- Affiliation with the School.

## **OFFER**

At the satisfactory conclusion of the assessment process, the School may make an offer to the parents to enrol the child. To accept the offer, the parents must within fourteen days of receiving it deliver to the School the Acceptance Form which includes acceptance by the parents of the then current Conditions of Enrolment; Failure to reply within the required time may result in the position being re-offered where other children are waiting for entry to the School.

### **Offers for Provisional Enrolment**

Where circumstances give rise to uncertainty on the part of the Head of School, a provisional enrolment may be offered for a child for a set period of time.

Conditions applying to such provisional enrolment will be set out in writing. In these cases, either the parents or the Head of School may terminate the enrolment with seven days' notice. In such circumstances, enrolment deposits will be refunded and fees will be adjusted to cover the period of enrolment only. No penalties will apply.

This provision may not be applied in the case of children with a disability.

## **ENTRY AT THE START OF KINDERGARTEN**

### **Normal Entry**

Both 5 year-olds, and 4 year-olds whose 5th birthday falls on or before 30th June of the proposed year of entry, are eligible to commence kindergarten.

The School may ask all children to undertake a "readiness for school" assessment. If parents have already indicated specific learning needs, an alternative and/or additional assessment process may be required.

For those who do not turn 6 until after the end of the fourth term of the proposed year of entry, and who are assessed as being not yet ready for school, the Head of School may require an additional assessment process to be undertaken to determine whether or not the child has specific learning needs. Unless specific learning needs are identified, the Head of School reserves the right to defer the enrolment to the following year.

In respect of any prospective enrolment, the School reserves the right to have members of its staff visit the child's preschool, early intervention centre or (with the parents' agreement) the home, to more accurately assess the learning needs of the child.

### **Early Entry**

Early entry to Kindergarten for a 4 year-old, whose 5th birthday falls after 30th June of the proposed year of entry, may be accepted, subject to:

- (a) a written application being addressed to the Head of School;
- (b) there being vacancies after all other children, who will have attained the age of five years before 30th June, have been offered places;
- (c) a psychometric assessment;
- (d) the Director of Primary Education/ Head of Gawura School assessment of the child concerned confirming that he or she is ready for admission to Kindergarten.

### **HOLDING OF CLASS PLACES**

Places at the School may be held for students who are withdrawn from the School for longer than one term, subject to an Extended Absence Fee being paid for the period of absence and the enrolment continuing to be eligible to attract Government subsidies. Normal tuition fees will not be charged. Extended periods of absence or special conditions should be discussed with the Head of School.

### **SUBSEQUENT ENROLMENT INTO ST ANDREW'S CATHEDRAL SCHOOL**

Enrolment onto St Andrew's Cathedral Gawura School is for Kindergarten through to Year 6. Subsequent enrolment for Year 7 (or any other years) into St Andrew's Cathedral School will be dependent on factors such as:

- (a) space being available;
- (b) scholarship funds being available;
- (c) progress both academically and behaviourally;
- (d) demonstrated commitment by the student's family to support education at St Andrew's Cathedral School.
- (e) interview with the Head of Middle School.

### **DEFINITIONS**

Throughout this policy, unless the context requires otherwise:

**parents** includes guardians or any other person who has applied to have a child entered on the waiting list or enrolled at the School and, where the child has only one parent, means that parent.

**Disability**, in relation to a child, means:

- (a) total or partial loss of the child's bodily or mental functions; or
- (b) total or partial loss of a part of the body; or



- (c) the presence in the body of organisms causing disease or illness; or
  - (d) the presence in the body of organisms capable of causing disease or illness; or
  - (e) the malfunction, malformation or disfigurement of a part of the child's body; or
  - (f) a disorder or malfunction that results in the child learning differently from a child without the disorder or malfunction; or
  - (g) a disorder, illness or disease that affects a child's thought processes, perception of reality, emotions or judgment or that results in disturbed behavior,
- and includes a disability that:
- (h) presently exists; or
  - (i) previously existed but no longer exists; or
  - (j) may exist in the future (including because of a genetic predisposition to that disability); or
  - (k) is imputed to a person.

To avoid doubt, a **disability** that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.



# *Theme 9*

## Other School Policies

In accord with its foundation as the School at the heart of the Diocese, closely identified with the Anglican Church Diocese of Sydney, the School takes very seriously its role in caring for its personnel and particularly its young people.

Because we are a large community, structures have been developed in order that every member may be nurtured and strengthened. We aim to have a holistic, cohesive and systematic approach to student well-being which will be reflected in curriculum, teaching and learning strategies, school organisation, policy, and culture and service provision. We also seek to build strong, positive community links and partnerships.

The policies relating to the physical safety of all personnel are cognizant of the unique CBD environment in which the School operates. Safety at School: Policy including the Workplace Health & Safety Policy St Andrew's Cathedral School recognises its obligation to take all reasonable precautions to provide and maintain, so far as practical, an environment that is without risks for employees, students and visitors.

To give this policy effect, responsibilities are shared by Council, Head of School and the Executive Staff Team; all teaching and support and operational staff and by the WHS and Rehabilitation committees.

All members of the Workplace Health and Safety Committee have undergone training. Appropriate signage is in place and regular training of all the above persons together with the students of the School is conducted.

A condition of employment is the participation in mandatory workshops and training. The School WHS practice is professionally audited in detail regularly and the reports considered closely by the WHS committee and School Executive.

### Pastoral Care

The School takes very seriously its Whole School approach to Pastoral Care, seeking “to provide a comprehensive Christian approach to the health and well-being of community members reflected in the curriculum, teaching and learning strategies, school organisations, policy culture and service provision”.

### Child Protection Policies

The School ensures that all staff are trained at commencement of employment with regular refreshment of that training.

Procedures are in place to ensure that the requirements of the four Acts that relate to Child Protection in NSW are effectively achieved. As appropriate, policies and supporting procedures and checklists appear in the School Yearbook, the Handbook for parents, on the School website, via the Parent Portal and the full text is required reference on the Staff intranet.

As indicated above, the School's Policies Committee (the School Executive plus appropriate specialist advisers) continued its work of monitoring and appropriate revisions of policies.

## POLICIES FOR STUDENT DISCIPLINE

At St Andrew's Cathedral School, there are clear guidelines for behaviour set down for student conduct especially where the safety and welfare of members of the community could be at risk. Beyond that, all students are taught to act in a way that shows respect for the School Community and staff and student leaders seek to enhance a School culture that gives effect to Christian precepts of care and concern for one another.

The full text of the School's discipline policy and associated procedures is provided to all members of the School community through:

- a) Staff Professional Development and new staff induction
  - b) The Student Diary
  - c) The Parent Information booklet
  - d) The Whole-School Assemblies and Year Group meetings
  - e) By request to the Deputy Head of School or the Head of School's Office
- Breaches of the codes of behaviour will involve consequences which if a serious breach will require the involvement of a senior member of staff. Processes have been designed to incorporate, as appropriate, principles of procedural fairness.

Expressly excluded is any corporal punishment of students.

## POLICIES FOR COMPLAINTS AND GRIEVANCE RESOLUTION

The School's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students.

These processes incorporate, as appropriate, principles of procedural fairness. All staff are well aware that the school forbids corporal punishment of students, and does not sanction such punishment of students by non-school persons. The full text of the School's policy and processes for complaints and grievances resolution is provided in the Staff Policies & Procedures. An appropriate outline of the policy and processes is also provided via the Parent Information booklet and the student diary; on the School's intranet and via the Parent Portal of the school's website.



## *Theme 10*

### School determined areas for improvement

GPAC (the Gawura Parents and Community) meetings have continued to be well attended and the discussions have been channelled so as to involve communication with our Sponsors, donors, Staff, volunteers, and proceed with sustainable support initiatives.

## *Theme 11*

### Initiatives promoting Respect and Responsibility

Year 5 and 6 students are still very young and have seen little of student leadership so it is appropriate that senior students from Year 11 are happy to work with Gawura students and model so as to peer support

## *Theme 12*

### Parent, Student and Teacher Satisfaction

Parent Student and Teacher Satisfaction Surveys of parents (see 10 above) make clear that parents appreciate the engaging curriculum which their children experience, the fact that teachers have high expectations of the children, the targeted support for individual learning needs, and even the homework club (!!)

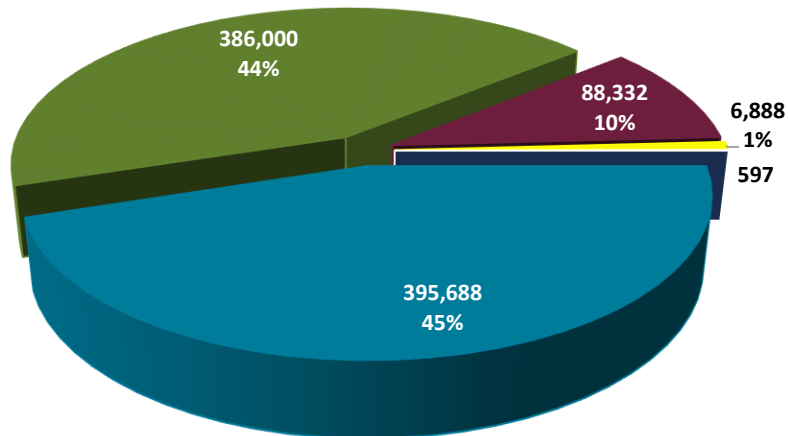
Some students are open to engagement of some sort with donors.



# Theme 13

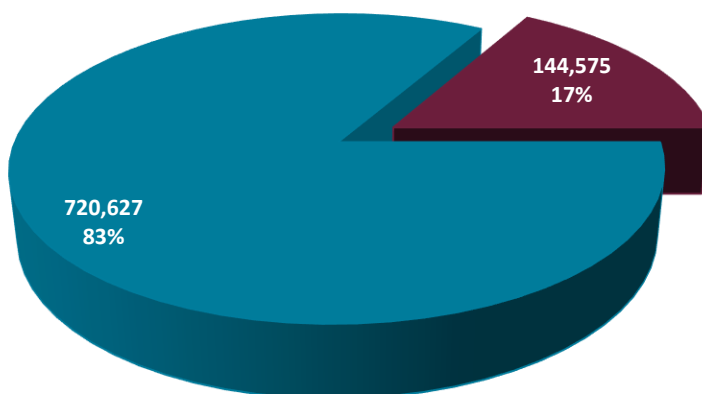
## Summary Financial Information

2017 Recurrent Grants & Other Income



■ Commonwealth Recurrent Grants ■ Donation  
■ State Recurrent Grants ■ Fees & Private Income  
■ Other Income

2017 Expenditures



■ Salaries, Allowances & Related Expenses ■ Non-salary expenses

# Gawura School:

Located within St Andrew's Cathedral School in Sydney's CBD, Gawura is a Kindergarten to Year 6 day school for Aboriginal and Torres Strait Islander students.



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