



ST ANDREW'S
CATHEDRAL
SCHOOL
FOUNDED 1885



2018 St Andrew's Cathedral Gawura School Annual Report to NESA

2018

www.gawura.nsw.edu.au
Sydney Square, Sydney

heart
mind
life

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Theme 1 – Message from the Head of School

It has been a good year for Gawura! We began by celebrating the HSC graduation of Kade and Keon Dawson and Rhianna Kinchela-Packer. Kade's results were spectacular, with all marks in the 80s and access to his preferred business degree at his preferred university, UTS. Shortly after, he was selected for the Australian Under 19s Gridiron team to play in Mexico! We are proud of these three for overcoming the systemic disadvantage that always presents for Indigenous students and persevering to formal HSC completion. This opens up extended life opportunities for them.

In the high school, our Aboriginal pastoral care assistant, Mrs Natalie Foster, has done wonderful work in trouble shooting issues for students and connecting them with Indigenous services and mentoring. In the Junior School, our new Indigenous teacher, Ms Lavinia Gibbs, has proved to be outstanding. A part time Gawura bus driver, Mr Bill Russell, an Aboriginal man, has also joined our team. Our Aboriginal Aide in Gawura, Ms Tace Stevens, continues to assist the academic development of our students. One of the founders of Gawura, Mrs Sharon Minniecon, has joined our staff one day a week. Her role is as a link with the broader Indigenous community of the inner city, to make known to them the possibility of enrolment at Gawura. Her additional role is to use the bridge of her other professional position with Anglicare (the Anglican welfare agency), to connect our Gawura families with social and medical services which can assist with other aspects of their lives. With an Aboriginal man, Mr John Ralph, as Head of Gawura, we have a pleasing number of Indigenous role models for our students.

With a view to expanding the size of Gawura, and ensuring better numbers in transition by the end of Year 6 to high school (students find there is safety in numbers), we have commenced eight children instead of the usual four in Gawura Kindergarten this year. Gawura enrolment currently stands at an all-time high of 29, K-6, with a further 13 Aboriginal children in our high school.

Through the assistance of Mrs Rhonda Robson, Deputy Head of SACS (K-6) and Director of Primary Education, we have effected further links between our Junior School and Gawura. This is designed to enrich curriculum and to smooth transition to high school by giving our upper primary Gawura students a peer group of friends with whom they can travel into secondary school. Similarly, we have made Wiradjuri language available not just to our Gawura students, but to our upper primary Junior School students.

Highlights of the year have included Mr Ralph's 'On Country Excursion' to Dubbo and Bathurst (Wiradjuri Nation) where all our Aboriginal students Years 5-12 visited country for a number of our Aboriginal kinship groups. Our NAIDOC week celebration was themed 'Because of her we can' and featured paying respect to a number of significant Indigenous women in the lives of our own students and nationally. Through the generous support of Lend Lease, we were able to undertake cultural awareness training for all our Junior School staff and many of our parents, with the intention to undertake such training in 2019 for our high school staff. An individual highlight was the opportunity for Izak Rigney-Sebastian of Year 11 to travel to England and Scotland as part of our April music tour and play the Didgeridoo in some of the great Cathedrals of Great Britain. He was very well received by congregations who understood the cultural significance of this demonstration.

Demand for Gawura is strong and we look forward to another good year in 2019!

Dr John Collier
Head of St Andrew's Cathedral Gawura School

Theme 1 – Message from the Principal of Gawura



What a wonderful year it has been in our Gawura School for 2018. We have the largest cohort ever to have been enrolled in Gawura and next year we will slightly increase in size again. It is great to know that our school has a reputable name and that we are the school of choice for our parents and community.

Every two years both the Junior School and Gawura School combine to put on a musical. This year our students performed in the musical *Rats*. All Gawura students in years K-6 attended rehearsals involving singing and dancing which culminated in three performances across two days at the amazing National Institute of Dramatic Art (NIDA) UNSW. The students were all in costume and thoroughly enjoyed performing to over 1500 people in the audience across the three shows. What was also a wonderful result was the fantastic levels of engagement from our Indigenous school community in over 71 tickets being requested and issued to our parents, families and friends. The raucous laughter and beaming faces of pride from our families showed they truly enjoyed the show and our students gained another wonderful opportunity to participate in the performing arts.

We welcomed an additional Gawura staff member this year. Our amazing bus driver Neal reduced his days from five to three days per week and we were very pleased to appoint Mr Bill Russel who is an Indigenous man and has ties to the elders of the La Perouse community. Bill takes us now to eight which is the number of Indigenous employees that work at St Andrew's Cathedral Gawura School.

Our students have worked beautifully throughout the year and have shown wonderful gains across the various key learning areas of the school curriculum. Year 3 and Year 5 students completed all NAPLAN Assessments in Term 2 and the results were quite pleasing. Gawura staff, along with their Junior School colleagues have completed professional development sessions in creating 'learning sprints' where teachers analyse data from students results and target a certain area for the class to focus on over a four to six week period. This resulted in our students showing further gains in acquiring necessary knowledge and a growth mindset.

Once again our community engagement was at the forefront this year. Gawura's unique volunteer reading program, which is held each morning between 8.50am-9.20am, saw a number of volunteers who give up 30 minutes of their morning to come in and read with our students. This year's volunteer cohort was a mix of ex-students, parents, SACS High School teachers, retirees and staff from our corporate sponsors (including a CEO). The reinforced reading program each morning provides invaluable support in lifting literacy levels across the Gawura School. At times this can take the form of extension and can also provide much needed intervention to our students. We currently have over 70 volunteers rostered throughout various days of the week.

A new addition to our program this year was the inclusion of cultural excursions for our students. In April our Gawura students from all years K-12 visited La Perouse where an Indigenous elder Uncle Vic Simms guided our students through various bush medicines and bush tucker. Uncle Vic also took us on a bushwalk through the La Perouse bushland to a lookout which had expansive views over all of Botany Bay.

The inaugural three day *On Country Tour* to the Wiradjuri nation occurred in September. The excursion, for students in Years 5 -12, saw them spend one night in Dubbo and the other night in Bathurst. This was the first trip of its type here in Gawura and hopefully one of many more to come. It was planned carefully to provide our Indigenous students (in both Gawura and SACS) with various cultural experiences to enhance their knowledge of traditional customs and beliefs. Its purpose was to give the children "hands-on" cultural experiences outside the classroom which all students thoroughly enjoyed.

Indigenous leaders from Bathurst Heritage Park ran a session on Skylore around a campfire which was truly wonderful.

I would like to thank all of the Gawura staff for their hard work and dedication throughout the year. I would also like to thank Mrs Phillipa Naden for her dedication over the past three years who now leaves us as her husband takes up a ministry in Tamworth from 2019 onwards.

We wish both our amazing Year 6 girls Kayliah Keegan and Torey Thomas Martin all the very best as they enter Year 7 next year and hope they will come back to visit us as much as they like. Congratulations to Jacqueline Jacky on the completion of her HSC. Jacqueline has been an inspiration to many of our students across Gawura and Senior College and is a wonderful example of what our School's purpose is all about.

Mr John Ralph
Head of Gawura

Theme 2 – Contextual information

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 program. With up to 29 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 for 2018 half year	Overseas students for 2018 half year	Enrolments for 2017 half year	Overseas students for 2017 half year
Kindergarten	8	0	5	0
Year 1	4	0	2	0
Year 2	3	0	4	0
Year 3	3	0	3	0
Year 4	5	0	3	0
Year 5	4	0	1	0
Year 6	2	0	4	0
Sub Total	29	0	22	0
Students with disabilities (excluding 0 from above)	0	0	0	0
Total	0	0	22	0

Theme 3 – Student outcomes in standardized national testing

In May 2018, students sat the National Assessment Program – Literacy and Numeracy (NAPLAN) tests in Reading, Writing, Language Conventions (Spelling and Grammar & Punctuation) and Numeracy.

Results across Years 3 and 5 Literacy (Reading, Writing, Spelling Grammar & Punctuation) and Numeracy (Number, Patterns & Algebra, Measurement and Space & Geometry) assessments are reported on a scale from Band 1 to Band 8. The achievement scale represents a hierarchy of skill and understanding demonstrated in the assessment. The results for **Year 3** are reported across **Bands 1-6**, with Band 2 representing the national minimum standard. The results for **Year 5** are reported across **Bands 3-8**, with Band 4 representing the national minimum standard.

Due to the very small Year 3 and 5 cohorts, the NAPLAN results need to be addressed individually rather than attempting to over analyse presumed patterns.

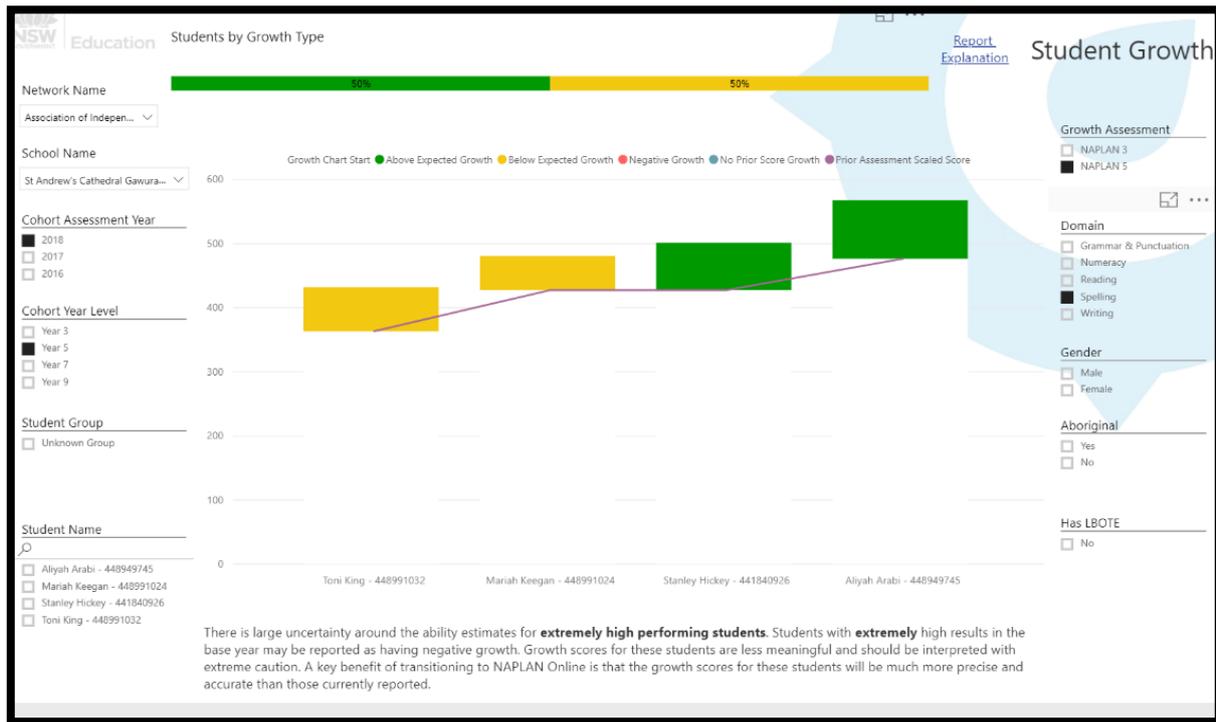
Three **Year 3** Gawura students sat the NAPLAN tests in 2018. **All students achieved above National Minimum Standards across all strands.**

Four **Year 5** Gawura students sat the NAPLAN tests in 2018. **All students achieved above National Minimum Standards across all strands. 75% of Year 5 Writing achieved above the national average in Writing.**

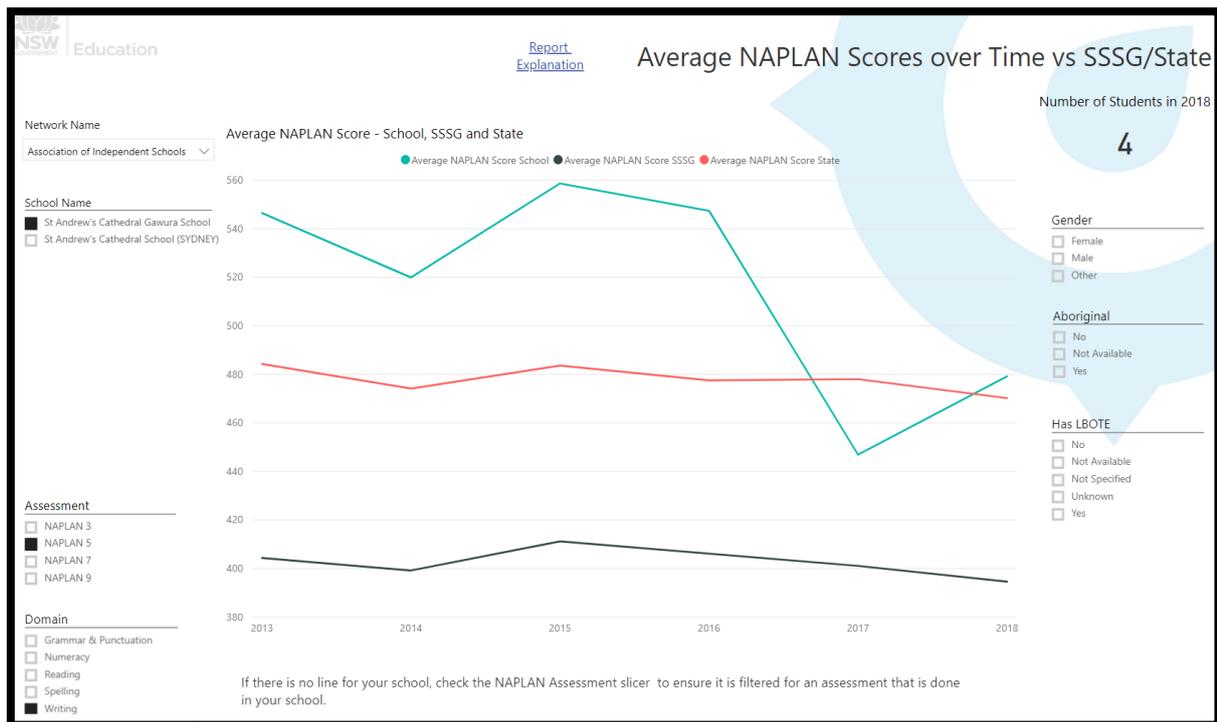
Year 3:	
Reading	No student below minimum standard. 2 students in Band 3 and 1 in Band 4.
Writing	2 students in Band 5 and above state average. One student didn't respond which affected overall and not reflective of performance in class.
Spelling	2 students above minimum standard. 1 in band 4 and 1 excelling in Band 6. This was a great improvement from 2017.
Grammar	No Bands 1,2,3. All Bands 4 and 5 which is good.
Numeracy	All Bands 3 and 4. No one on Bands 1 and 2.

Year 5:	
Reading	3 in Band 5 and 1 excelling in Band 7. No Band 3s. All students results within range of achievement for middle 60% of Year 5 students.
Writing	3 in Band 6 and 1 Band 4. Students in band 6 all above national average.
Spelling	1 in Band 7, 2 in Band 6 and 1 in Band 5. No Band 3s. All students above national minimum standard.
Grammar	1 in Band 7, 1 in Band 6, 1 in Band 5, 1 in Band 4. 3 students above national minimum standard.
Numeracy	3 in Band 5 and 1 in Band 6. All above national minimum standard.

Value Added/Student Growth Year 3 to Year 5



In Spelling, all students in Year 5 showed positive growth, with two students (Stanley and Aliyah) demonstrating greater than expected growth as indicated by the green.



This graph above shows that our Year 5 Writing results (in green) are above national average (which is in red). There are certainly areas for all students to improve, however, the results above show that the Gawura students are making gains (value added growth) between Year 3 and Year 5 (some at a greater rate than others). Our continued focus on explicit teaching and engaging our students will help ensure that all our students make the expected level of growth to help close the gap.

This is exciting for all stakeholders, which are the students, parents, staff and donors.

Theme 4 – Secondary Outcomes

Gawura is a primary school therefore this section is not applicable. Gawura staff also participate in the professional development days given for the staff of St Andrew's Cathedral School.

Theme 5 – Teacher Qualifications and professional learning

In 2018 there were four proficient teachers. Gawura staff also participate in the professional development days given for the staff of St Andrew's Cathedral School.

Theme 6 – Workforce Composition

Gawura has four teachers on staff. The Principal, with several other specialist teachers engaged to support, for example Wiradjuri language, students with learning needs, arts and Indigenous culture and music.

Theme 7 – Student Attendance & Retention Rates

Student attendance in each Year is shown. The School's policy requires attendance being recorded for each lesson each day and anomalies dealt with forthwith.

Attendance Rate

Year 1	91%
Year 2	88%
Year 3	89%
Year 4	79%
Year 5	90%
Year 6	94%

Theme 8 – 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 1992 (Cth)

Sex Discrimination Act 1984 (Cth)

Racial Discrimination Act 1975 (Cth)

Anti-Discrimination Act 1977 (NSW)

These Acts make it unlawful to discriminate against a person on the grounds of their disability, sex, pregnancy, potential pregnancy by refusing to enrol them at the School. The School is committed to fulfilling its obligations under the law in this Enrolment Policy. Whilst the Disability Discrimination Act 1992 (Cth) and the Anti-Discrimination Act 1977 (NSW) also make it unlawful to discriminate against a person on the grounds of race, they also provide an exemption for the purposes of affording persons of a particular race access to facilities, services or opportunities to meet their special needs or to promote equal or improved access for them to facilities, services and opportunities. As expressed above, St Andrew’s Cathedral Gawura School is established to promote equal and improved access to education for Indigenous students and to "close the gap".

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:

- (a) Business Plan targets (remembering that the Gawura Scholarship is reliant on donations);
- (b) School Readiness;
- (c) Commitment to education and motivation for learning and family commitment to being part of the School;
- (d) Church involvement and/or Acceptance of the Christian aims of the School;
- (e) Special needs of the child;
- (f) Class size and ability;
- (g) Gender balance;
- (h) Evidence of financial disadvantage;
- (i) Pastoral considerations;
- (j) Best fit for the child; and
- (k) 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 five year-olds, and four year-olds whose 5th birthday falls on or before 30th July 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.

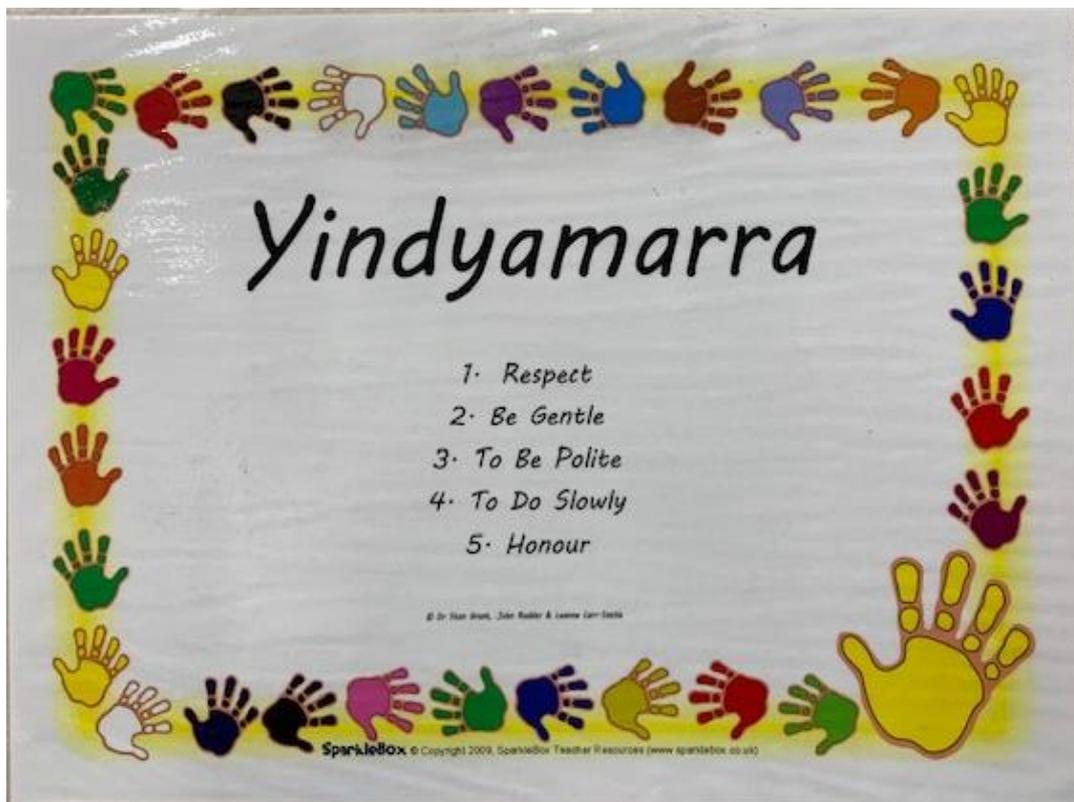
Theme 10 – School determined areas of improvement

In 2018 Gawura identified a working group of 29 people consisting of Gawura parents, teachers, senior students from St Andrew's Cathedral School and School Council members, to develop a Reconciliation Action Plan. This task will progress in 2019 and is guided by Reconciliation Australia.

Theme 11 – Initiatives promoting respect & 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.

As part of the NESA approved PDH curriculum which all students participate in that teach values and practices in regards to respect and responsibility Gawura also learn traditional values and respectful ways of Wiradjuri people called Yindyamarra which is taught by our Wiradjuri teacher Mrs Carr-Smith. Yindyamarra has five key elements which are *show respect, be gentle, be polite, to do slowly and to honour*. This Yindyamarra is an initiative that all students in both the Junior School and Gawura school follow that promote respect and responsibility.

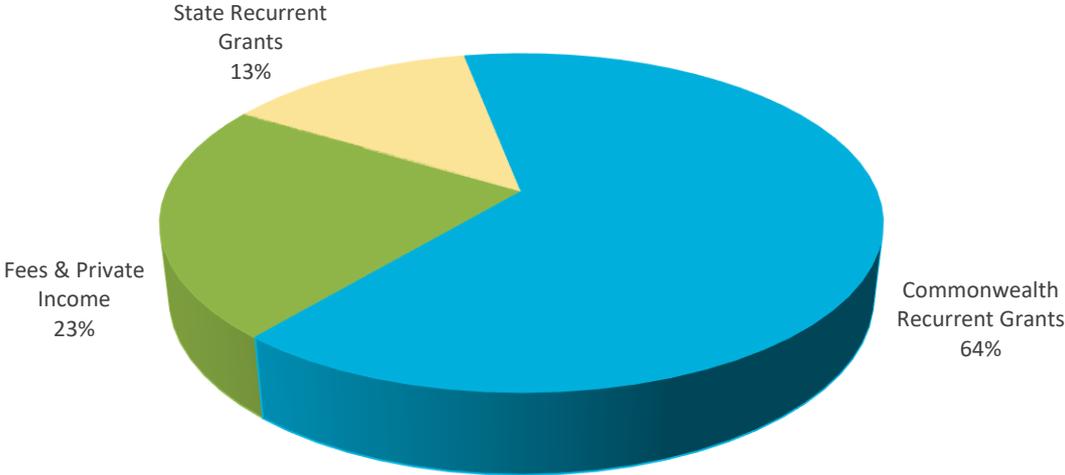


Theme 12 – Parent, student and teacher satisfaction

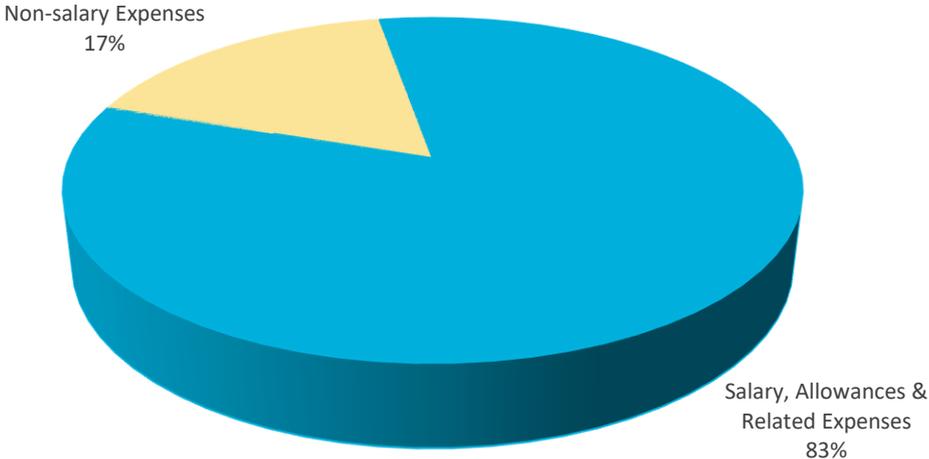
Parent, Student and Teacher Satisfaction Surveys of parents make clear that parents appreciate the engaging curriculum which their children experience, the fact that teachers have high expectations of the children, the targeted support for individual learning needs, and even the homework club! Some students are open to engagement of some sort with donors.

Theme 13 – Summary financial information

2018 Total Income



2018 Total Expenditure



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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