



ST ANDREW'S
CATHEDRAL
SCHOOL
FOUNDED 1885



2019 St Andrew's Cathedral Gawura School Annual Report to NESA

2019

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

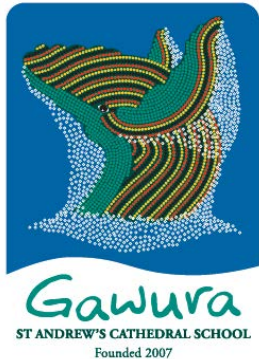
heart
mind
life

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Theme 1 – A message from key school bodies

From the Head of Gawura School



What another wonderful year it has been in Gawura School for 2019. There was a record 32 students enrolled across the K-6 primary school and a total of 51 students who identified as Indigenous across all years K-12. We are not done yet with plans to grow even further in the next few years. It is nice to know that Gawura School's reputation is one of authenticity and not tokenistic.

We welcomed two additional Indigenous Gawura School staff members in 2019. Mrs Leanna Carr-Smith joined us from Term 1 this year teaching Wiradjuri language to the Gawura School students in Years K-6 and over 300 students in the Junior School from Years 3-6. It is wonderful to see this language taught to both Indigenous and non-Indigenous students. Mr Michael Kirk from Kamilaroi

Nation (Moree) joined the Gawura School staff at the beginning of Term 3 teaching the Stage 2 students. Michael also takes us now to 10 Indigenous Gawura School Staff, which is the number of Indigenous employees that now work at St Andrew's Cathedral Gawura School.

The Gawura School 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 showed some wonderful gains made over the previous two years. This year's NAPLAN results for Year 5 showed that the students achieved above state average in everything except spelling where we were just below the state average mark. This is a wonderful result as it includes areas such as Reading, Writing, Numeracy, Punctuation and Grammar. We are very proud that the students are achieving academic outcomes.

Gawura School staff along with their Junior School colleagues have continued with their 'Learning Sprints' again this year and also partaken in another form of professional development called 'Learning Walks'. This is where teachers were given the opportunity to observe another teacher's class and then discuss at the end of the observation what points were explicitly taught to the students and how it can be integrated into other areas of the curriculum.

The community that engages with Gawura School is simply stunning. The Gawura School families offer their time in serving the school community by helping drive the Gawura School bus when the regular drivers are unavailable (rarely). Several families are very engaged in sharing their cultural knowledge with not only Gawura School students but across all year levels. St Andrew's Cathedral School staff have asked for input from some of the Indigenous families and one Gawura School parent has presented here at school and also off site at a school camp.

In 2019 the program of cultural excursions also increased with Gawura School students having visited a number of places including the State Library of NSW to see the amazing Living Language Exhibition, which features Auntie Esme Timberey from La Perouse (the mother of one of the Gawura School bus drivers). We also visited International Towers at Barrangaroo and watched the wonderful Bangarra Dance Company perform a rehearsal of their acclaimed show called Unaipon, which is about David Unaipon who features on the Australian \$50 note. We also had the pleasure of experiencing the Tribal Warrior Cruise around Sydney Harbour and were treated to elder talks on Clarke Island and traditional Aboriginal Dancing.

This year's *On Country Tour* to the Wandj Wandian (Yuin) nation occurred in September. The excursion for students in Years 5 -12 saw them spend two nights in Nowra (visiting the Jerringa Aboriginal

Community near Orient Point). Special thanks must go to the Wellington family who engaged us with a traditional Welcome to Country and hosted us for several Indigenous cultural activities, which the students thoroughly enjoyed. Raymond Timberley (nephew of one of the Gawura School bus drivers) took us on a bush food walk around Huskisson and we were delighted to have Indigenous guides with us as we travelled on a boat around Jervis Bay for the afternoon.

I would like to thank all of the Gawura School staff for their hard work and dedication throughout the year. I would also like to thank Ms Tace Stevens for her dedication over the past four years who now leaves us to focus on her university studies in photography.

We wish the four amazing Year 6 students all the very best as they enter Year 7 in 2020 at St Andrew's Cathedral School and hope they will come back to visit us as much as they like.

Congratulations to the three Indigenous students who graduated from Year 12 in 2019. This year, one of the Year 12 grandaunts, was the first Gawura School student to have completed all schooling from Years K-12 at the school. We are very proud of the contribution all three students have made to the School and the way they engaged with the younger students during the *On Country Tours* to regional NSW and cultural excursions around Sydney.

Mr John Ralph
Head of Gawura School

From the Foundation Board

The St Andrew's Cathedral School Foundation Ltd is a charitable organisation that commenced in January 1980. In 2019 the Foundation Board met four times. The Board is made up of members of other School bodies such as the Old Andean Association, Parents & Friends, Friends of Gawura School along with the Head of School, School Council members, donors, former parents and other responsible people involved with the School.

One part of its mission is to raise monies for the benefit of St Andrew's Cathedral Gawura School and this is mainly achieved through fundraising to support Indigenous education.

Gawura School cannot operate without the support of the broader community through donations and volunteering. Through the Foundation Board fundraising activities take place through a dedicated Development Manager who is employed solely to fundraise for Gawura School. Donations are raised from individual donors, trusts and foundations and corporate supporters who give not only their money, but also give staff hours through volunteering.

To ensure that fundraising is a priority for the Foundation Board, we have a Gawura Fundraising sub-committee who also meet four times each year to discuss current and prospective corporate donors, individual donors and potential partners.

Major donors fund education scholarships of secondary students who have graduated from Gawura School and now attend St Andrew's Cathedral School. They also fund activities in the Gawura School.

Gawura School has enjoyed support for many years from the Origin Foundation and again in 2019 they have given their support through volunteer hours, publicity in kind and a cash donation.

Bank of America are very generous donors to Gawura School through weekly volunteer hours from senior staff. Bank of America also donated laptops for students this year and organised a visit for Gawura students (Years 3 to 6) to the art studio of contemporary artist, Jasper Knight which was conducted with their art teacher. Jasper Knight's work is studied in Year 5. The Bank also provides a generous cash donation.

The Pullman Hotel which is located near the School hosted the students for a morning tea as a thank you for artwork students supplied for thank you cards the hotel were giving to guests. This was an opportunity for all Gawura students to work on art around the 2019 NAIDOC Week theme of *Voice, Treaty Truth* and provided the school with exposure to much a broader audience.

In 2019 Gawura School celebrated 13 years of operation. Lendlease very kindly donated considerable hours of many of their staff to produce and print a high-end book detailing the history of Gawura School from the time the school started to the present, including the many achievements of students and changes made to operations during this time. This beautiful and sizeable book was launched with a function for current and former staff, current and former students, donors and other supporters in June 2019 at Lendlease's Barangaroo offices.

The Macquarie Group Foundation are amongst the most generous supporters to Gawura School and this year they hosted a luncheon October 2019 with a panel discussion on contemporary issues in Indigenous education for their staff and Gawura School donors and supporters. This event raised over \$110,000.

Gawura School is also supported by hundreds of individual donors – current and former parents of St Andrew's Cathedral School who mostly have seen the work of Gawura School, and members of the general community who wish to see improvements in education for First Australians.

Each and every Gawura School donor plays a part and we could not provide the cultural learning and the annual *On Country* excursions without their generosity. We also thank the volunteers whose numbers have grown in 2019. We have volunteers who read with the students each week from organisations including Atlassian, Macquarie Group, Baker McKenzie, the ASX, PWC, KPMG, We Work, Bank of America and Origin Energy. Staff from these organisations commit to coming in one morning per week at 8am to listen to students read for 30 minutes before the start of the school day.

Lendlease, PWC and KPMG staff also gave their time this year to volunteer for a day in Gawura School, as a part of their corporate social responsibility work. Lendlease staff spent their day helping with Gawura School's marketing strategy to try to procure additional support. KPMG and PWC staff helped Gawura School teachers in the classroom for the day and saw the amazing work of students and teachers first hand.

Gawura School is a partnership between students, their families, teachers, donors, supporters and volunteers, the Board and the whole SACS community. Without each group the learning and outcomes contained in this report would not happen. We thank every single person who has donated or given their time to Gawura School to ensure its success.

Mr Peter Warne
Chair, St Andrew's Cathedral School Foundation Board

Theme 2 – Contextual information about the school and characteristics of the student body

Gawura School 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 School families, parents and carers is critical to the success of the program. With up to 32 students, Gawura School 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 programs.

The students achieve academic milestones daily and grow in their abilities in academic subjects, sport and the arts. Gawura School students have access to their own culture, their own space and to the vast resources of St Andrew's Cathedral School 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 programs.

At the conclusion of Year 6, Gawura School 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 2019
Kindergarten	5
Year 1	8
Year 2	4
Year 3	3
Year 4	3
Year 5	5
Year 6	4
Sub Total	32
Students with disabilities (excluding 0 from above)	0
Total	32

Gawura School students come from a variety of inner-city suburbs, which are close to school. These include Woolloomooloo, Redfern, Waterloo, Darlingtown, Newtown, Glebe, Ultimo, Pyrmont and Balmain. There are two families who travel from a little further afield from the suburbs of Brighton Le Sands and Peakhurst.

Although the school is located on Gadigal land we have no families who have a Gadigal heritage. Instead the Indigenous families come from many Aboriginal nations around Australia with the most coming from Wiradjuri in western NSW. Other such Indigenous nations of family heritage include the following; Bundjalung, Gamilaraay, Dunghutti, Gumbaynggirr, Birri Gubbi, Wailwan, Gureng Gureng, Yuwalaraay /Yuwaraay, Kamilaroi/Gomeroi, Djaara, Jaitmatang, Arabuna, Bardi, Jabajaba Dharawal, Dharug and even Tiwi.

Mr John Ralph
Head of Gawura School

Theme 3 – Student outcomes in standardised national literacy and numeracy testing

In May 2019, students in Gawura School sat the National Assessment Program – Literacy and Numeracy (NAPLAN) tests in Reading, Writing, Language Conventions (Spelling and Grammar & Punctuation) and Numeracy. 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 of Gawura School, the NAPLAN results need to be addressed individually rather than attempting to over analyse presumed patterns.

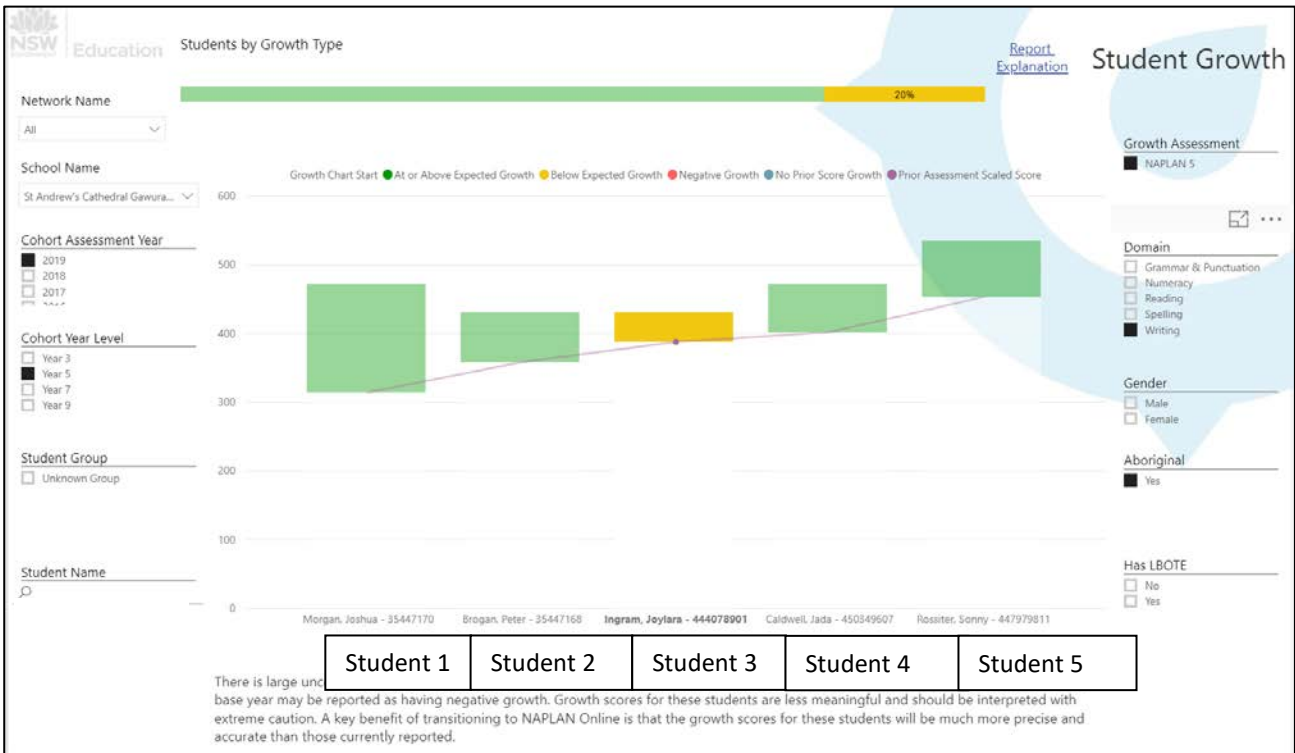
Three **Year 3** Gawura School students sat the NAPLAN tests in 2019. **Most students achieved at or above National Minimum Standards across all strands. 1 student below minimum standard in Reading.**

Five **Year 5** Gawura School students sat the NAPLAN tests in 2019. **All students achieved above National Minimum Standards across all strands. 60% of Year 5 students achieved above the national average in Reading.**

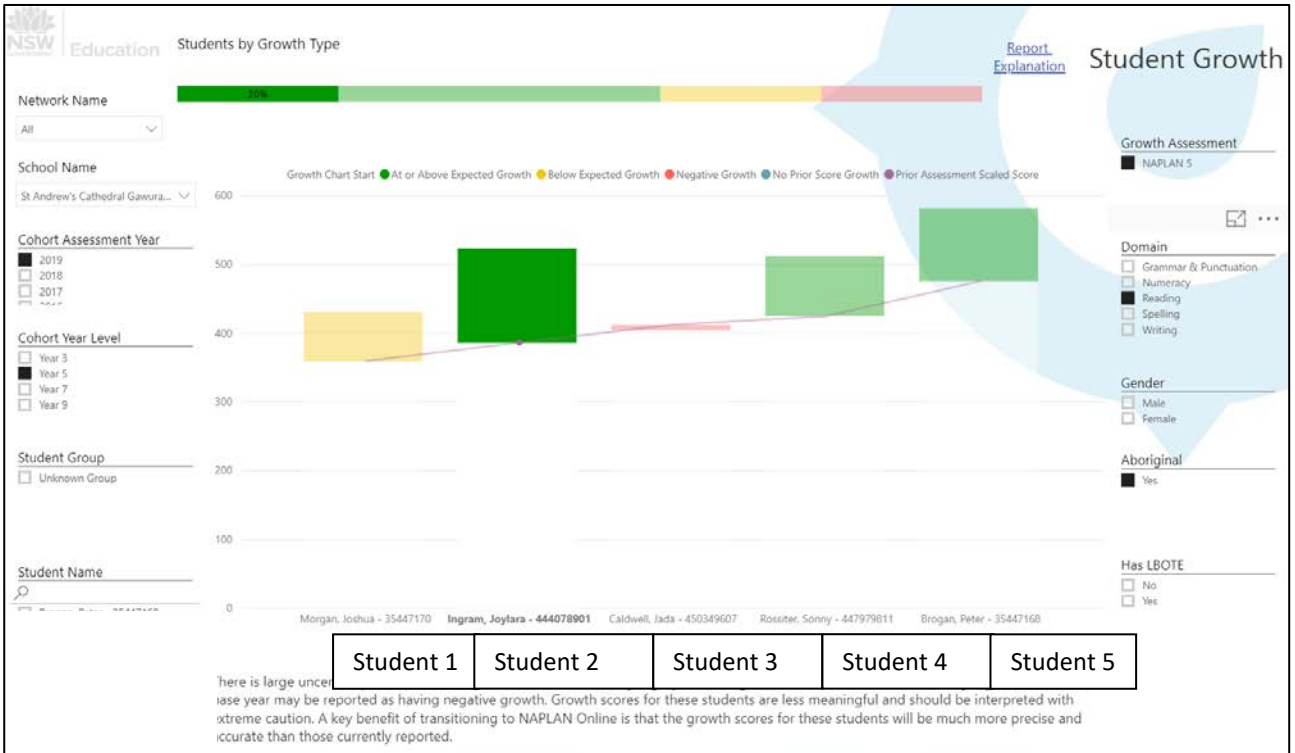
Year 3:	
Reading	1 student below minimum standard. 1 student in Band 3, 1 student in Band 2 and in Band 1.
Writing	2 students in Band 3 and 1 in Band 4. All students above national minimum standard.
Spelling	2 students at or above minimum standard. 1 in Band 3, 1 in Band 2 and 1 in Band 1.
Grammar	2 students at or above minimum standard. 1 in Band 4, 1 in Band 2 and 1 in Band 1.
Numeracy	All students at or above minimum standard. 2 students in Band 3 and 1 in Band 2. No one on Band 1

Year 5:	
Reading	1 in Band 5, 2 in band 6 and 1 excelling in Band 8. No Band 3's. 1 in Band 4 4 out of 5 students results within range of achievement for middle 60% of Year 5 students. (1 exceeding)
Writing	4 in Band 5 and 1 in Band 7 2 Students on par and 1 above national average.
Spelling	1 in Band 6, 2 in Band 5 and 2 in Band 4. No Band 3's. All students at or above national minimum standard.
Grammar	1 in Band 7, 1 in Band 6, 3 in Band 5. All students results within range of achievement for middle 60% of Year 5 students.
Numeracy	4 in Band 5 and 1 in Band 4. All above national minimum standard.

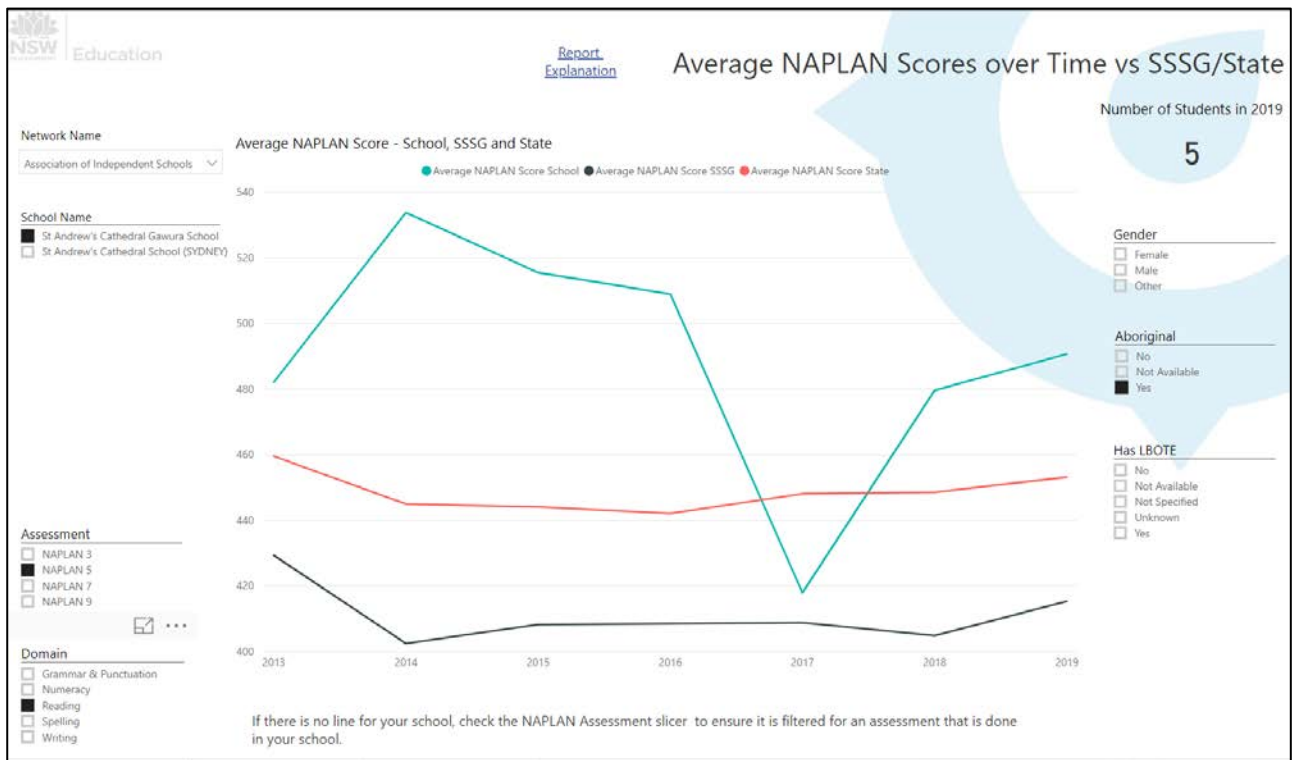
Value Added/Student Growth Year 3 to Year 5



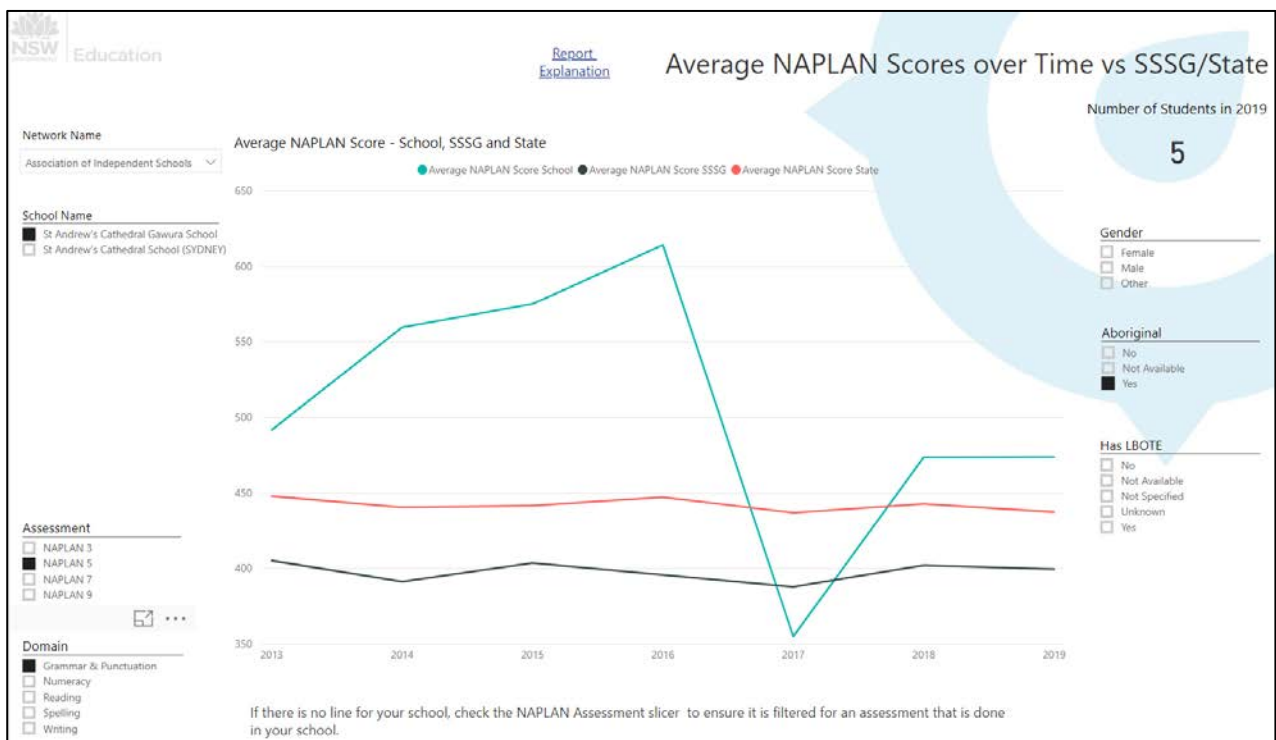
In Writing, all students in Year 5 showed positive growth, with four students demonstrating greater than expected growth as indicated by the green.



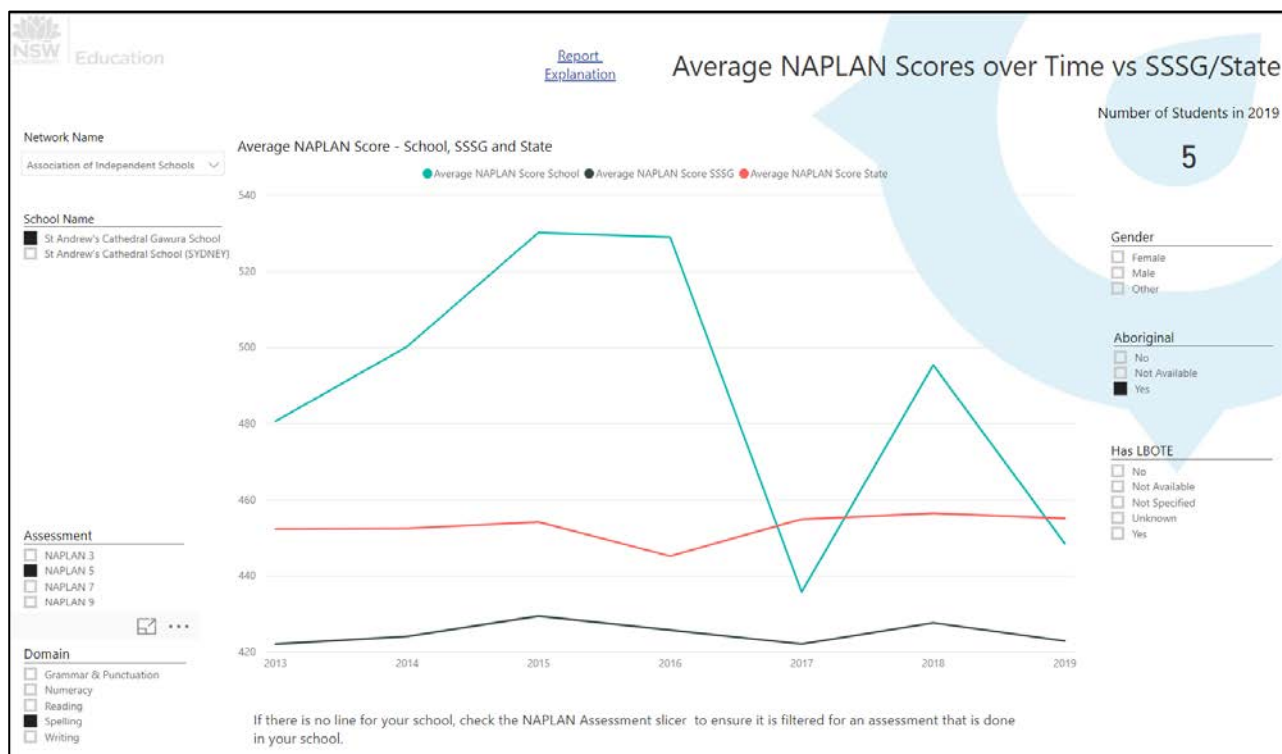
In Reading 4 out of 5 students showed positive growth with three of those students demonstrating greater than expected growth.



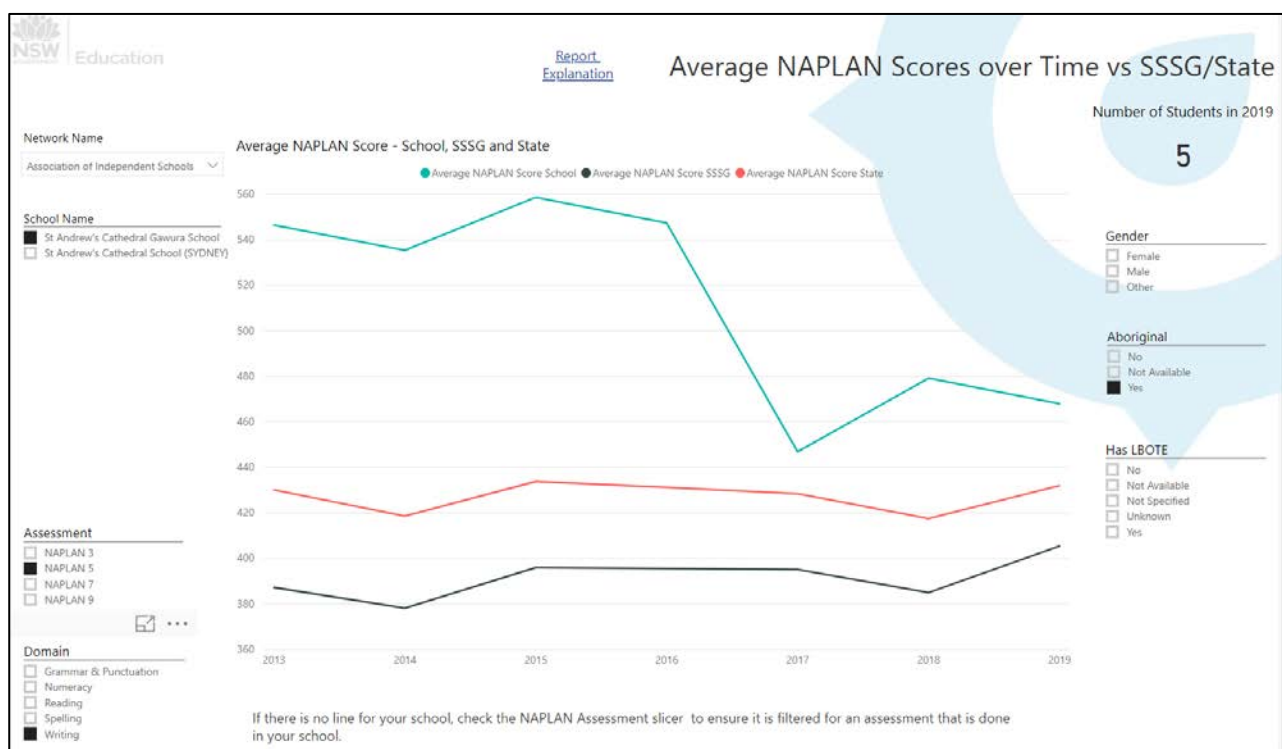
This graph above shows that our Year 5 Reading results (in green) are above national average (which is in red) and way above our 'Like or similar schools'.



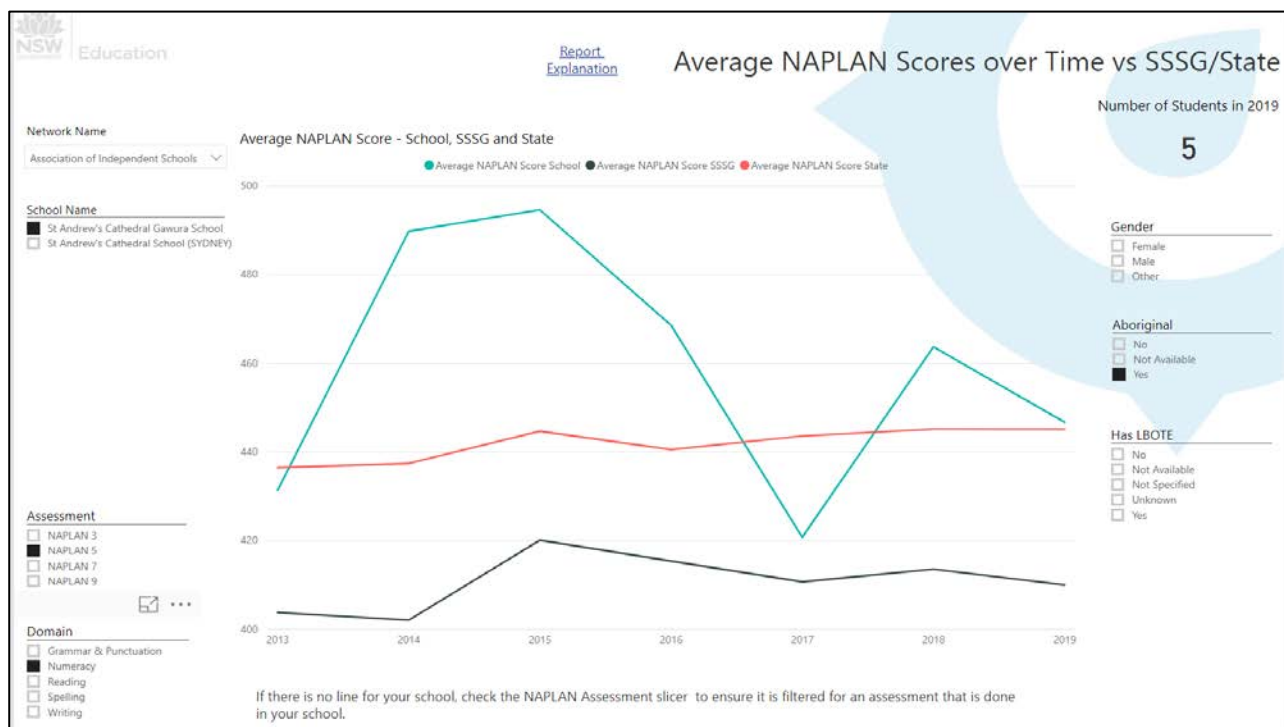
This graph above shows that our Year 5 Grammar and Punctuation results (in green) are above national average (which is in red) and way above our 'Like or similar schools'.



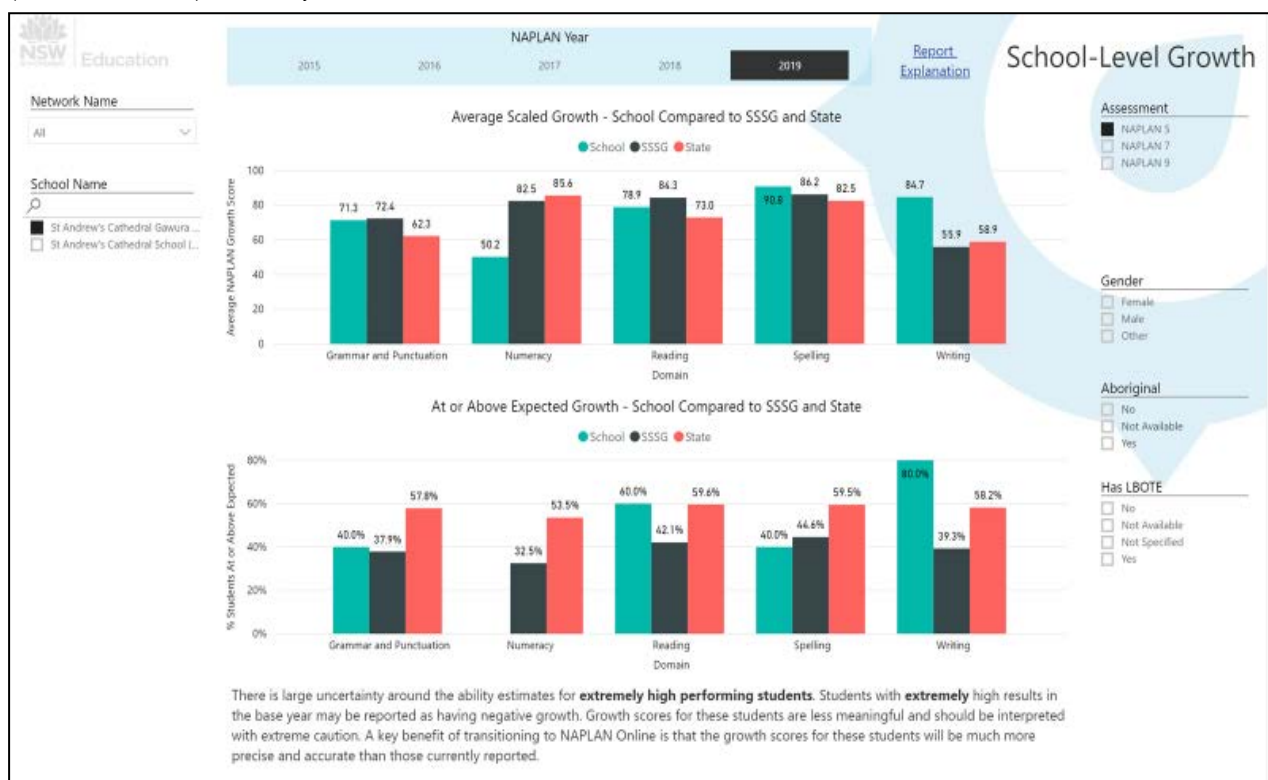
This graph above shows that our Year 5 Spelling (in green) is just below the national average (which is in red) but still way above our 'Like or similar schools'.



This graph above shows that our Year 5 Writing results (in green) are above national average (which is in red) and way above our 'Like or similar schools'.



This graph above shows that our Year 5 Numeracy results (in green) are just above national average (which is in red) and way above our 'Like or similar schools'.



There are certainly areas for all students to improve, however, the results above show that the Gawura School students are making wonderful 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. The value added of our Year 5 students since Year 3 is very pleasing. This is exciting for all stakeholders which are the students, parents, staff and donors.

Mr John Ralph
Head of Gawura School

Mrs Rhonda Robson
Deputy Head of St Andrew's Cathedral School – Junior School

Theme 4 – Senior secondary outcomes (student achievement)

Gawura School is a primary school therefore this section is not applicable.

Theme 5 – Teacher professional learning, accreditation and qualifications

Professional Learning

All Gawura School staff participate in the professional development days given for the staff of St Andrew's Cathedral School.

Gawura School staff along have continued with their 'Learning Sprints' again this year and also partaken in another form of professional development called 'Learning Walks'. This is where teachers were given the opportunity to observe another teacher's class and then discuss at the end of the observation what points were explicitly taught to the students and how it can be integrated into other areas of the curriculum.

Teacher Accreditation and Qualification

Accreditation Statistics as of 25/11/19.

Conditional 0

Provisional: 0

Proficient: 5

Highly Accomplish/Lead: 0

Qualifications of teachers at 31/12/2019

Graduate Diploma of Education	0
Bachelor Degree	5
Masters Degree	0
Doctorate of Philosophy	0

Theme 6 – Workforce composition

From the Census in 2019 the Gawura School employed:

Teaching Staff – full-time:	4
Teaching Staff – part-time:	9 (FTE 1.8)

In 2019 three full-time teachers and one part-time teacher are indigenous. There are several specialist teachers engaged to support, for example Wiradjuri language, students with learning needs, arts and Indigenous culture and music.

Support & Operational Staff – full-time:	1
Support & Operational Staff – part-time	6 (FTE 2.8)

Six of the Support & Operational Staff are Indigenous

In 2019 one full-time Support & Operational staff members is Indigenous and five part-time Support & Operational staff members are Indigenous.

Theme 7 – Student attendance

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

Attendance Rate

Year 0	95.73%
Year 1	86.62%
Year 2	93.89%
Year 3	85.63%
Year 4	88.24%
Year 5	81.54%
Year 6	88.01%

The overall attendance of students for the Gawura School in 2019 is 88.39%.

Theme 8 – Enrolment Policy

This policy was not reviewed in 2019. It is accessible for Staff on Complispace and for any parent, upon contacting the Head of School.

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 School.

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 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 School 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 5 year-olds, and 4 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 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

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.

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

Child Protection Policy

This policy is for St Andrew's Cathedral School and St Andrew's Cathedral Gawura School.

It is accessible for Staff on Complispace and for any parent, upon contacting the Head of School.

In 2019 this was reviewed and updated accordingly.

The 2019 revision of the SACS Child Protection Policy was organised largely by legislation, rather than, as previously, primarily by process. Accordingly, it is more technically and definitionally detailed than its predecessor. Key concepts that were previously just referred to have been more specifically and comprehensively explained, for example: 'mandatory reporter' and 'reasonable grounds'. Other key concepts that were previously listed in an attachment, such as 'child-related work', 'reportable conduct', and different forms of abuse, have been revised, as necessary, and now join these others in the main body of the Policy, under the relevant legislation.

Changes of interest include:

- further clarity and detail about procedures, such as mandatory reporting and conducting investigations;
- systematic accounts of the various parties' responsibilities under the Acts;
- revision of the risk management section, and its contents' division into initial, ongoing, and concluding stages of the investigation; and
- particular reference to the situation and rights of the person subject of an allegation.

In addition, an explicitly stated commitment to the National Principles for Child Safety has been included in the introduction, along with specific reference to other parts of SACS's governance framework to which the Policy relates, for example the Code of Conduct and Work Health and Safety.'

Harassment, Bullying & Discrimination Policy

This policy is for St Andrew's Cathedral School and St Andrew's Cathedral Gawura School

It is accessible for Staff on Complispace and for any parent, upon contacting the Head of School.

There were no changes made to this policy in 2019.

In the Student Diary there is a section on Bullying, providing contacts and help for students who may be experiencing bullying.

Introduction

St Andrew's Cathedral School is committed to providing all students and staff with a learning and working environment which is safe, supportive and caring, and which is free of harassment, bullying and discrimination of any kind. Accordingly, harassment, bullying and discrimination will not be tolerated under any circumstances. The School expects everyone who is part of the School community to honour the School's commitment in this Policy and to work with the School in achieving a safe learning and working environment. This Policy applies to behaviour even if it occurs off school premises and outside of school hours where, in the Head of School's reasonable opinion, there is a connection between one or more of those involved and the School.

Detailed definitions used in the Policy cover, for example:

- a) Bullying
- b) Cyber bullying
- c) Discrimination
- d) Harassment
- e) Sexual Harrasment

Staff or member of staff includes any School employee, whether teaching, non- teaching, full-time, part-time and/or casual, and any individual engaged by the School to provide services to its students (even as a volunteer).

Creating a Safe Learning and Working Environment

The School must develop strategies to create a safe learning and working environment and to reduce as much as possible the incidence of harassment, bullying and discrimination within the School. All students and staff must become familiar with these strategies. All allegations of harassment, bullying and discrimination must be taken seriously. The strategies developed by the School must be monitored continuously and reviewed regularly. The School must provide professional development to meet the needs of the staff in implementing this Policy.

The Policy covers, for example:

- a) The Head of School's obligations under the policy
- b) Staff obligations under the policy
- c) Student obligations under the policy
- d) Reporting obligations
- e) Any other adult of the School Community's obligations
- f) Requirements by law in terms of reported behavior
- g) Investigation procedures that apply if the investigation is not being carried out by the Policy, Community Services, the Ombudsman or some other State or Federal authority
- h) Procedures if the victim is unhappy with how their complaint has been handled and investigated
- i) Pastoral care provided by the School for the victim and/or their family
- j) Publication, distribution and review of this Policy

Other School Policies

These policies are for St Andrew's Cathedral School and St Andrew's Cathedral Gawura School. They are accessible for Staff on Complispace and for any parent, upon contacting the Head of School.

There were no changes made to these policies in 2019.

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".

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.

Grievance Procedure – Complaint of Harassment Form

Staff, students and parents alike are entitled to enjoy a school environment that is harmonious, respects the rights of individuals, as well as the ethos of the School. Because of the large and complex network of relationships that form the School community, from time to time there may be conflict possibly resulting in grievances between parties.

The document, for example:

- Outlines the correct procedures for lodging a complaint/grievance and who should receive it;
- Outlines the School's response to such a complaint/grievance;
- Explains the confidentiality requirements;
- Refers to the *Conflict Resolution Procedure*;
- List and explains the different categories of grievance;
- Explains the process of finding resolution and who is responsible for this;
- Refers to the *Procedural Fairness Guidelines*;
- Covers student management;
- Outlines the *Appeals Process*.

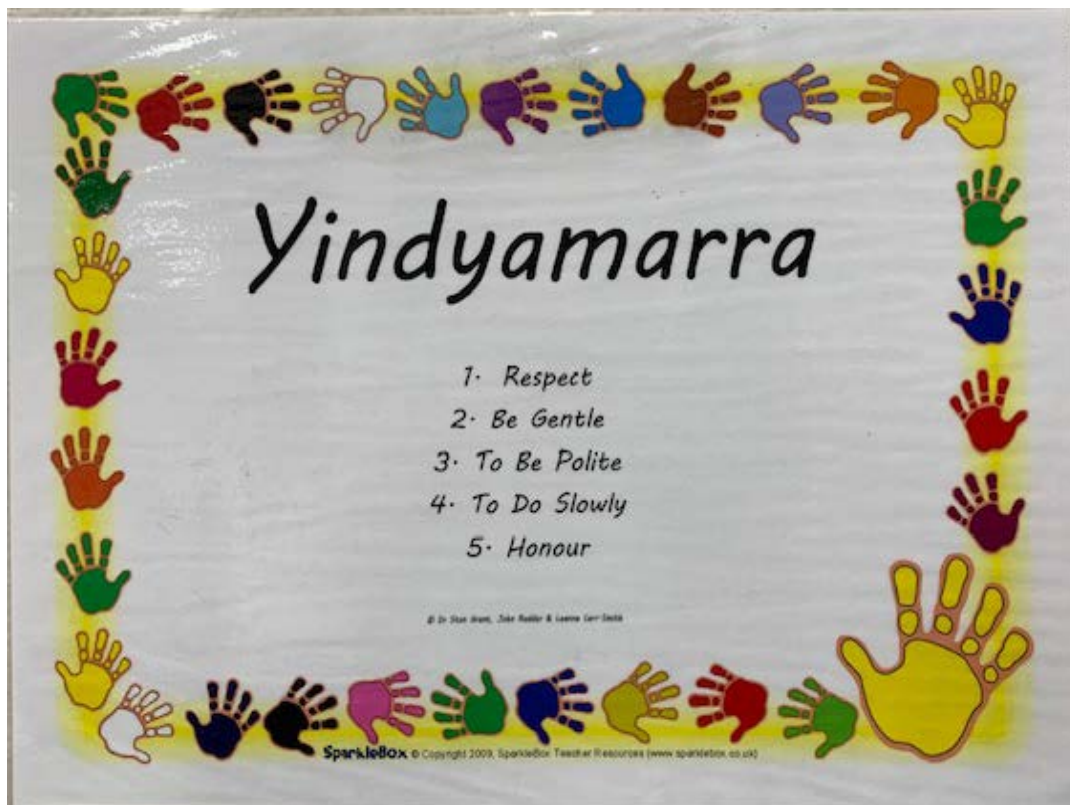
Theme 10 – School determined priority areas for improvement

Our staff goal for 2019 was to improve the teaching and learning of grammar and punctuation across the Gawura School and Junior School. The Junior School and Gawura School also restructured the teaching of mathematics right across the School, under the capable leadership of Dr Kaye Chalwell.

The wellbeing of staff and students has been supported with the appointment of Mrs Bronwyn Wake as the Coordinator of Wellbeing and supported by a whole school Well Being Committee.

Theme 11 – Initiatives promoting respect and responsibility

Year 5 and 6 Gawura students take on leadership roles within the school. Firstly we have a Gawura School Captain who also sits alongside the Junior School Captain. A number of Gawura students in Years 5 and 6 also are part of the bigger Student Representative Council (SRC) across both the Junior School and Gawura School.



Gawura students participate in the NESA approved PDH curriculum, in which they engage and learn the values and practices that encourage respect and responsibility. Alongside this the Gawura School also teaches traditional values and respectful ways of the Wiradjuri people called Yindyamarra. This is taught by the 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 promotes 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.

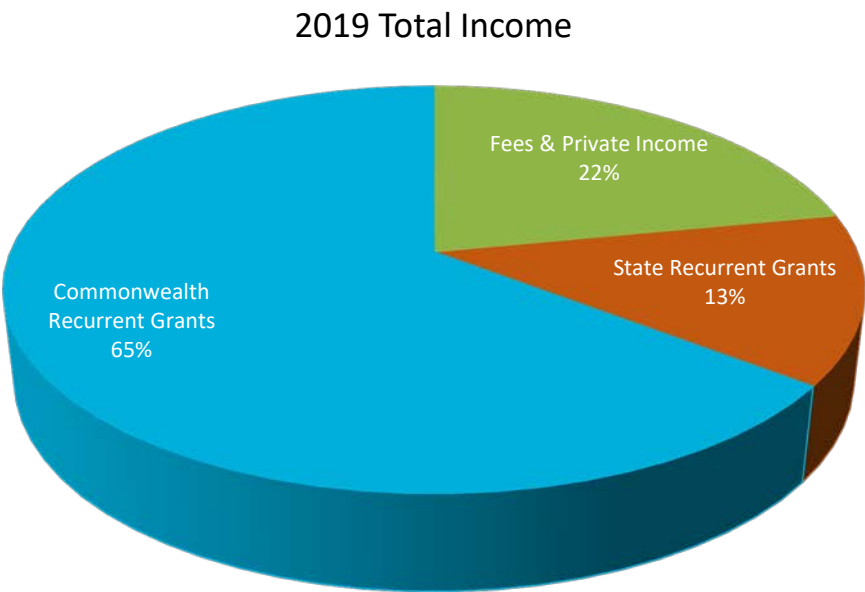
As a result of this level of satisfaction, the wider community engagement with Gawura School is simply stunning. Gawura School families offer their time in serving the school community by helping drive the Gawura School bus when our regular drivers are unavailable. Several families are very engaged in sharing their cultural knowledge in classes as well as occasionally on school camps. This input is not just for the Gawura School students but across all year levels at St Andrew's Cathedral School, and has often been requested by staff across the two schools.

With the employment of the Aboriginal Education Mentor (K – 12) at the commencement of 2019 and the ongoing employment of an Aboriginal Educational Assistant (K – 6) the Indigenous families across both primary and high schools have direct access to an Indigenous mentor who can assist with their query. The Head of Gawura School also allows direct access for parents to contact him via call or text message. This makes access to information regarding school events, curriculum and general news very attainable for the families.

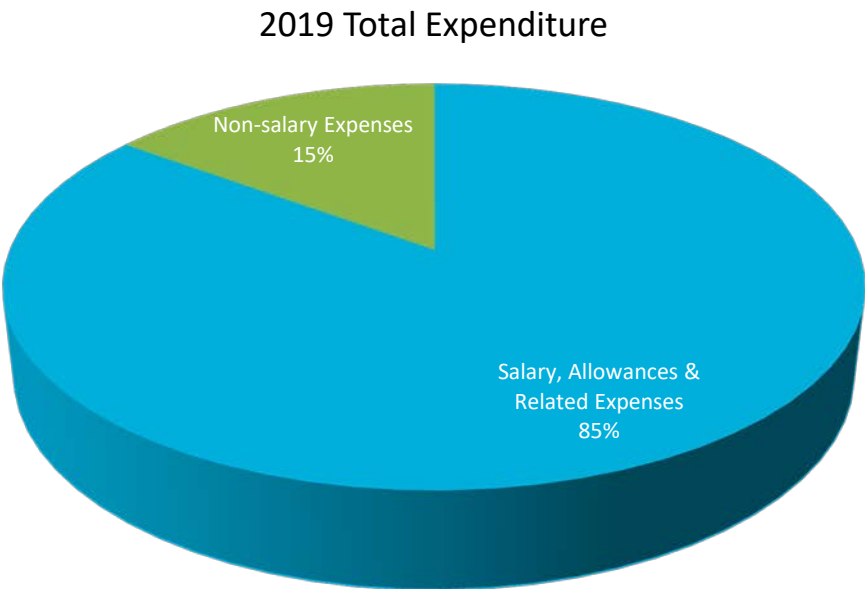
In 2019 the Indigenous students attended their second *On Country Tour*, this time to Wandj Wandj (Yuin) Nation on the South Coast of NSW. The Gawura School engaged the services of one of the Year 9 Indigenous families who allow cultural experiences on their site, Jerringa Aboriginal Mission at Orient Point near Nowra. Various presentations were given to the Indigenous students from Years 5 -12 by the mum, aunts, uncles and even Nan (all Elders of the Jerringa Mission) from a Welcome to Country, to bush tucker, sacred tree carving and scarring and even a tour of the various inlets and headlands around Jervis Bay. This was representative of authentic Indigenous engagement with the Indigenous families which everyone was very pleased with. The Gawura School also engaged the services of the Aboriginal Educational Consultative Group (AECG) Shoalhaven Region with a presentation given by Elders on the Stolen Generation and Indigenous Technologies held at Nowra Public School.

Theme 13 – Summary financial information

2019 Total Income



2019 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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ST ANDREW'S
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