



ST ANDREW'S
CATHEDRAL
SCHOOL
FOUNDED 1885



2016 St Andrew's Cathedral
Gawura School Annual Report
to the NSW Education
Standards Authority

2016

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

heart
mind
life

1. Message from Key School Bodies

1. From Head of School (Dr John Collier)

Ten Years old and going from strength to strength. In 2017, St Andrew's will be celebrating the 10th Anniversary of Gawura, which officially opened its doors with a smoking ceremony and seven students in April 2007.

"How can we as a school and as a community, stand with hands in pockets and wait for governments to act when the original people of our land continue to be the most disadvantaged people in our country?" asked Phillip Heath, former Head of St Andrew's Cathedral School, on the occasion of the formal opening of Gawura at St Andrew's Cathedral, Sydney, in November 2007.

Ten years on and Gawura has 39 students across Kindergarten to Year 12 involved in this unique program of Indigenous education. Our numbers have increased, our program has strengthened and our challenge for the future is how we can educate more Aboriginal and Torres Strait Islander students. In fact all students who have completed Year 6 in Gawura have continued towards the HSC at St Andrew's Cathedral School: to date 10 have completed their HSC and 7 of those are at University. Today's Head of School Dr John Collier said, *"After 10 years Gawura has reached maturity as a school. It has been a particular delight to see the growth both academically and socially in students and to be part of the journey of so many from young childhood to university entry. We would like to expand the program in terms of our enrolment base, provided we can secure adequate funding."*

Throughout 2017, we are celebrating the 10th Anniversary of Gawura with a series of special events across the school.

2. From our New Council Chair

During the latter part of 2016, our Council Chair (Rev Dr Colin Bale) stepped down from after some 9 years service. The Council has elected as its new Chair the recently appointed Dean of Sydney (senior minister of the Cathedral), the Very Reverend Kanishka Raffel.

We asked him to tell us some of his story.

Can you tell us about your early life – where you grew up and your earliest memories of school?

"I was born in England and moved to Canada as a toddler with my mother and father and two sisters. My earliest experiences of school were in a small town in Nova Scotia – in the freezing east



coast of Canada. I had good memories of school. We came to Australia in 1972 and I entered Year 3 in a little Catholic school in Croydon. The principal of that school was a nun and we were all rather frightened of her. My father died after we'd been in Australia for only six months and we then moved to Sri Lanka for a year, where I went to a boys' school (in an English stream) temporarily. I was very lonely as I didn't speak the language (Singhalese) and I wasn't used to being in a boys' school. In 1974, we came back to Australia and I went to our local primary school – Murray Farm Primary School in Carlingford. Later I went to Carlingford High School. I remember it was hard for my mum – Australia wasn't so multi-cultural back then – and she was a 40-year-old single mother of three.

2. Were you a good student in terms of your academic ability?

Yes I was. I reflect back now and see I was a typical migrant kid, but you do want to be accepted. I thought I could be accepted that way – by doing well in my schoolwork and of course, my mother encouraged us to study.

3. What faith did you have growing up and how did you learn about Jesus?

My mother's family are Buddhists and so she raised us as Buddhists and we did chanting at home and we went to the temple in Stanmore when it opened in 1975 (there wasn't one before that). I did hear about Jesus in Scripture classes at school, but I always called myself a Buddhist. I went to university (studying Law and English Literature) and spent a lot of my private time studying Buddhism. I would say I became an informed, practising Buddhist. In my third year of university, I had a conversation with a friend who invited me to read John's Gospel and Mark's Gospel. Sometime later, after reading John's Gospel, I found Jesus to be a most compelling character and so at the moment in my life, when I was more Buddhist than I had ever been, I decided to follow Jesus.

4. So was that a big turning point in your life?

Absolutely! Of course there was a certain resonance between Buddhist values and Christian values but very different worldviews. The foundation of Buddhism – the first noble truth – is that all of life is suffering. The whole practice of Buddhism is to escape suffering. And Christianity has quite a different view: we do suffer in the world but suffering is not God's plan and not our future. Through Christ, the Bible says, Jesus is going to make a new world, where there is no more pain or tears or war or crying. So there were very different approaches to the world and the future.

5. How did reading the Gospels impact you personally?

Because I'd spent so much time studying Buddhism, the contrast was very striking when I came to read John's Gospel. For a start, Jesus seemed to be an authentic historical figure and I think this is partly because Christian scriptures were written very soon after the death of Jesus and by people who personally knew him and lived with him; whereas Buddhist scripture was written hundreds of years after the life of Buddha by people who didn't know him. So, in Buddhist scripture,

Buddha himself has no personal impact on you – you don't get a sense of who he is. But in the Christian Gospel, you get a tremendous sense of this puzzling, provocative and intriguing character and that caught my attention. And then, in John's Gospel, there are a few instances where Jesus says something and it says, 'at this, the people were divided'. That caught my attention as well – Jesus was this compassionate figure but he divides people. People have a strong opinion about him, and I had a strong opinion about him – I was against him, and I started asking myself "why am I against him?"

6. What prompted you to give up law and enter Christian ministry?

Becoming a Christian was a revolution in my life. It did change my world view; it gave me a relationship with God; it gave me a great joy and a great sense of freedom; and I wanted to do whatever I thought God would have me do. After I got married, we both decided that while I could of course serve God as a lawyer, I thought I could do more to serve God if I did some training in understanding the Bible and I really wanted to help people know Jesus through Scripture – which is exactly how I had become a Christian. Our church, St Paul's Carlingford, encouraged us to think about how we would serve the Lord with our whole lives. So, after two-and-a-half years as a graduate lawyer at Blake Dawson Waldron, I decided to go to Moore College to become an Anglican Minister.

7. You were a student minister at St Andrew's Cathedral while you were at Moore College and then moved to a church in Canberra for a few years, before moving to Perth where you spent the past 16 years as the Senior Minister at St Matthew's, Shenton Park. What prompted your move to take up the role of Dean of St Andrew's Cathedral Sydney in 2016?

It wasn't an easy decision. We loved Perth and our two daughters grew up there and remain there at university, but I think we came to think that the Cathedral is a very distinct and unusual ministry. I think I've always had something of a passion for cities and it was exciting and it felt like a privilege to be offered the opportunity to be able to proclaim Christ in the heart of this great multicultural, tumultuous city. I was a student minister here, so that did make it easier to come back, as it kind of feels familiar.

8. Has the congregation and the culture of the city changed enormously since you were here before?

I think both things are true. The city is more multicultural, more people live in the city, there is more need evident, with homelessness greater now than it was then. The congregation is also more multicultural, and the style of worship is more diverse, from the 1662 communion service, to a robed choir, to a contemporary service in the evening, so that's a change as well.

10. SACS is underpinned by the Christian faith but is a very inclusive school, welcoming families of all faiths and no faith. How do you think the school should balance the focus of being a leading educator with ensuring all students have an understanding of the Christian faith?

God is a God of truth, so learning, inquiry, exploration, creativity and design – all of these things are to be embraced and engaged with as part of our human lives. Encouraging students to become passionate inquirers and learners will impact how they engage with and love others, and this enquiry should naturally extend to our purpose in God's creation. The Christian Gospel is about the Lordship of Christ, and it carries with it an invitation – it is hospitable, and so I think within the life of a diverse school of people of many faiths and no faith, we want to be able to give such an experience of Christian community, and such a representation of the Christian Gospel that people are treated like welcome guests. Of course, we would love for all students to embrace the Gospel, but if they choose not to embrace it, I hope they will feel that they have been welcomed and honoured because of that Gospel; and that they will have encountered something of its invitation.

11. SACS is known as a school that nurtures its students and does pastoral care very well. Is that the best way to demonstrate Christ's love?

Yes, absolutely! I think the impact of the Gospel in the Ancient World was a real reversal of the brutal way the Roman Empire treated people – where people were discarded if they couldn't keep up with its demands. Jesus came and welcomed the little children and the sick and the sinners, and all the people who were outcasts and rejected – Jesus acknowledged and affirmed their dignity as people who were created in God's image, and blessed them with relationship with himself. And so I think the school's approach to pastoral care is precisely that – everybody is precious and everyone is to experience God's love in personal relationships.

Theme 2. Contextual information about the School

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 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.

Theme 3 Student Outcomes in Standardised National Literacy and Numeracy Testing

In May 2016, years 3 and 5 students sat the National Assessment Programme – Literacy and Numeracy (NAPLAN) tests in Reading, Writing, Language Conventions (Spelling and Grammar and Punctuation) and Numeracy.

Results across Years 3 and 5 Literacy (Reading, Writing, Spelling Grammar and Punctuation) and Numeracy (Number, Patterns and Algebra, Measurement and Space and 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 Band 1-6, with Band 2 representing the national minimum standard. The results for Year 5 are reported across Band 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 2016. **All students performed above National Minimum Standards across all bands for all subjects. One student attained the top band for writing.**

These Year 3 NAPLAN results largely parallel the school based assessment measures.

One Year 5 Gawura students sat the NAPLAN tests in 2015. **This student performed above National Minimum Standards across all bands for all subjects and attained a top band for Grammar and Punctuation.**

The percentage proficiency (top two bands) exceeded state proficiency across all NAPLAN Bands. The state mean was exceeded (significantly) across Reading, Writing, Spelling and Grammar and Punctuation. Numeracy was comparable to the state mean. In particular, all students exceeded the National Average for Writing.

The Year 5 NAPLAN results parallel the school based assessment measures and the overall 'value added' across all strands from Yr 3 (2014) and Yr 5 (2016) was very strong.

Theme 4 Senior Secondary Outcomes

Not applicable: Gawura is a Primary school

Theme 5 Teacher Qualifications and Professional Learning

- (i) Teachers with professional qualifications from a higher education Australian institution 3 (2.2 FTE)
- (ii) Graduates lacking formal teacher education qualifications 0

Wednesday Afternoon Professional Learning

Week	Term 1	Term 2	Term 3	Term 4
1	Faculty Learning / Primary Learning	Faculty Learning / Primary Learning	Faculty Learning (Data Analysis) / Primary Learning	Faculty Learning / Primary Learning
2	Collaborative Learning Design Project / Primary Learning	Collaborative Learning Design Project / Primary Learning	Pastoral Learning / Primary Learning	Pastoral Learning / Primary Learning
3	Pastoral Learning / MEET THE TEACHER (JS)	Faculty Learning / Primary Learning	Middle Years Learning / Primary Learning	Staff Learning
4	Free / Primary Learning	Pastoral Learning / Primary Learning	Collaborative Learning Design Project Sharing / Primary Learning	Faculty Learning / Primary Learning
5	Collaborative Learning Design Project / Primary Learning	Middle Years Learning / Primary Learning	Free / Primary Learning	Middle Years Learning / Primary Learning
6	Faculty Learning / Primary Learning	Faculty Learning / Primary Learning	Faculty Learning / Primary Learning	Faculty Learning / Primary Learning
7	Middle Years Learning / Primary Learning	Staff Learning	Middle Years Learning / Primary Learning	Professional Learning Goals Reflection and Sharing / Primary Learning
8	Collaborative Learning Design Project / Primary Learning	Professional Learning Goals Reflection and Sharing / Primary Learning	Staff Learning	Faculty Learning / Primary Learning
9	Staff Learning – MONDAY 27 March	Free	Faculty Learning / PRIMARY PARENT AFTERNOON	Free
10	Faculty Learning / Primary Learning		Free	

Professional Learning 2016

An emphasis on teaching Numeracy, (Number Talks and Go Maths), Benchmarking Writing against the Literacy Continuum, Indigenous Education and Completing Professional Learning Plans with the assistance of the Association of Independent Schools.

All staff were involved in the Professional Reading of *Strategies that Work*.by Stephanie Harvey; This text explored the teaching of comprehension K – 6.

Theme 6 Workforce Composition

1 teacher and two p/t aides are indigenous

Theme 7 Attendance

Kindergarten 93%

Year 1 97

Year 2 87

Year 3 94

Year 4 87

Year 5 100

Year 6 82

Total 91%

Retention into Year 7 – all students completing Year 6 in 2016 are now attending Year 7 at St Andrew's Cathedral School.

Theme 8. Enrolment Policies

St Andrew's Cathedral Gawura School Enrolment Policy

Introduction

Gawura is a Kindergarten to Year 6 Primary School which caters for up to 28 students. All students are funded through a scholarship programme for Aboriginal and Torres Strait Islander students who are from disadvantaged families.

Gawura is strategically aligned to St Andrew's Cathedral School which is a comprehensive K – 12 school providing an education underpinned by religious values and operating within the policies of the NSW Board of Studies.

The objective of this policy is to maintain a consistent strategy for enrolment that ensures that all students have equal opportunity to a place at St Andrew's Cathedral School while endeavouring to maintain the academic, musical and cultural standards of the School.

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.

The main entry point into Gawura is Kindergarten, where we offer up to four places each year. Due to the increasing demand for places, parents are advised to send application forms in as early as possible.

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.

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 behaviour. 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.

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) A statement about the School Fees

(c) 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.

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) certificate of Aboriginality

(d) references

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 six months prior to the desired commencement date, if places are available, parents will be contacted to arrange a formal interview with the Registrar or other member of the School's Executive, who will outline the School's facilities and subjects, discuss educational matters with the child, and provide a brief tour of the School. During the interview process, the Registrar will assess the child's and family's suitability to 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 programmes 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 programmes 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, 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 programmes 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 programmes; 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.

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 at the School, the School takes the following into consideration:

- (a) Business Plan targets
- (b) Selection criteria such as:
 - (i) Length of time on the Waiting List;
 - (ii) Affiliation with the School (former student, sibling of a current or former student or child or grandchild of a former student, child of a current member of staff); | 2015
 - (iii) Academic, musical or sporting ability;
 - (iv) Family commitment to education and support of the school
 - (v) Church involvement and/or acceptance of the Christian values of the school;
 - (vi) Special needs of the child;
- (c) Class size and ability;
- (d) Evidence of financial disability
- (e) Pastoral considerations; and
- (f) Best fit for the child.

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 (or on an agreed time frame with the Registrar) 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. In such circumstances, 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 May of the proposed year of entry, are eligible to commence kindergarten.

All children must 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.

Extended Absences

Extended absences from School may be acceptable under specific circumstances; they are subject to approval in advance by the Head of School

This 2015 policy was updated effective from February 2016

Theme 9. Other School Policies

POLICIES FOR STUDENT WELFARE

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

Older 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 model so as to peer support

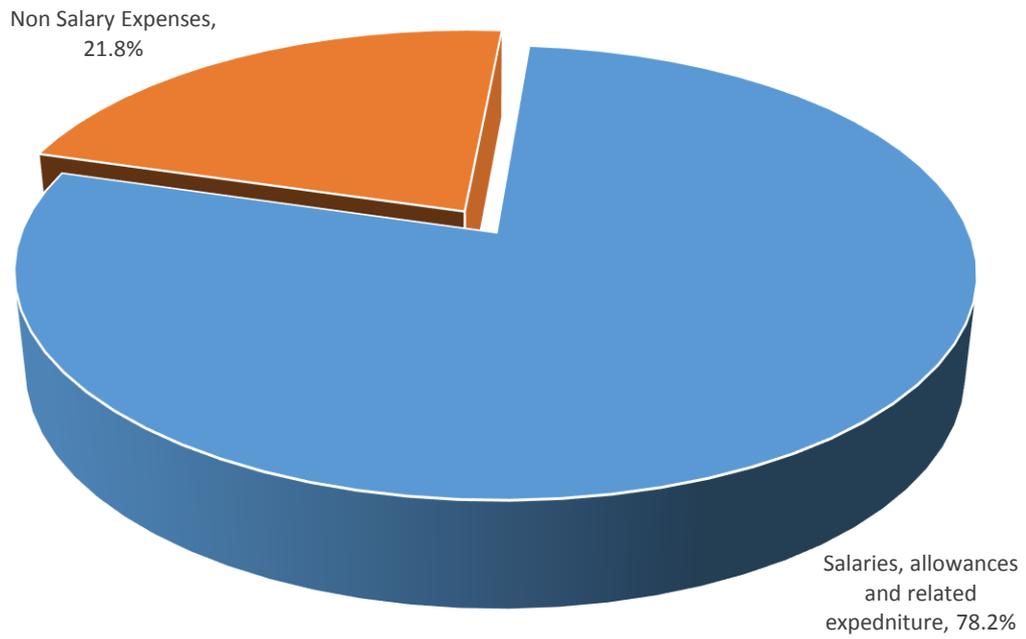
Theme 12. Parent Student and Teacher Satisfaction

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 12. Summary Financial Information

2016 Total Expenditure



2016 Total Income

