



ST ANDREW'S
CATHEDRAL
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2020 St Andrew's Cathedral Gawura School Annual Report to NESA

2020

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Sydney Square, Sydney

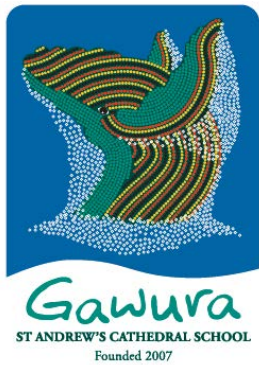
heart
mind
life

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Theme 1 – A message from key school bodies

From the Head of School



What an interesting and eventful year it has been in Gawura School for 2020. The rise of the Corona virus worldwide pandemic affected everyone especially schools which all saw a period of time in lockdown with the emergence of remote learning from home and many planned activities cancelled or postponed including the much anticipated, very first interstate *On Country Tour*. There were 30 students enrolled across our K-6 primary school and a total of 51 students who identified as Indigenous across all years K-12 years.

Remote learning was a challenge for everyone involved including students, parents and staff. Gawura students were very lucky to have been provided school laptops at the beginning of this year (Years 3-6) and K-2 students had access to school iPads. During this time students and staff used a variety of different platforms to engage with their learning including *See Saw* for K-2 students and *Schoology* and *One Note* for students in Years 3-6. Activities were posted online and class conferences occurred daily where students and their teachers were able to talk to one another. If there was a positive to come out of this it would be the increased technological skills that both students and staff achieved along with many parents as well. *Schoology* and *One Note* are platforms that our primary students are very confident in now and this puts them in good stead as they enter high school as these are the platforms which are used from Year 7 onwards.

Gawura school did still celebrate many events in 2020 including the big three sports carnivals such as swimming, athletics and cross country. The annual Book Parade was indeed a highlight and although Year 6 did get away for their annual Kirrikee camp back in February, the other year groups managed to have a Field Trip to an outdoor setting later in the year. Year 5 attended a glorious sunny day in the Royal National Park where bushwalking and canoeing occurred and were thoroughly enjoyed. Years 3 and 4 enjoyed some bushwalking and kite making at Dobroyd Head and Year 2 enjoyed a field trip to Bicentennial Park in Homebush.

Gawura staff along with their Junior School colleagues have continued with their professional learning again this year by undertaking an action research project which was similar to previous learning sprints. Teachers were grouped into triads of 3 staff members and each researched an area of their teaching which prompted other staff to observe each other's classes and see firsthand the change in the way students engaged with the curriculum. Staff learnt many ideas from each other which will benefit all of the Indigenous students.

In 2020 the Gawura parent community continued to be wonderful. Although we did not see each other face to face as often as we normally would, all of the parents and carers were engaged with parent teacher interviews and other opportunities to meet such as GPAC Meetings and our Reconciliation Action Plan (RAP) consultations. These have all had to be held online and again we thank the parents who have adapted so quickly to *Zoom* and *Webex* meetings which can be accessed not only by laptops or computers but by mobile phones as well.

The program of cultural excursions did stall during the Corona virus as a number of restrictions were put in place around maximum numbers and venues that could take us. Towards the end of the year Mr Hammond arranged for all Indigenous students from K-12 to attend a day of cultural learning in the Botanic Gardens of Sydney looking at the topics of Indigenous native plants and the impact on the Gadigal clan after European settlement. This excursion could take place as the venue is completely

outside and several other secondary staff also attended which furthered their own cultural awareness and knowledge.

This year's planned *On Country Tour* to Kuku Yalanji Nation on the Indigenous Homelands of Cape York had to be postponed due to the Federal Government lockdown of a number of remote Indigenous communities for fear of the Corona virus spreading particularly among the Indigenous Elders. The town of Wujal Wujal where we would be staying was closed for several weeks. We have rebooked this unique experience again for the first week of Term 3 2021 which we are very excited about.

The Indigenous secondary students in Years 7-12 also participated with the CLS program from Walanga Muru which is the Indigenous arm of Macquarie University. Macquarie University presented 6 lessons to the students throughout 2020 and will continue to do the same in subsequent years. There was a variety of lessons ranging from Kinship to Indigenous role models and traditional customs and beliefs – the Emu in the Sky. Indigenous lecturers from Macquarie University's Walanga Muru presented the lessons to the students. SACS Indigenous students who complete the course by Year 10 will receive a certificate from Macquarie University and have the option to continue into a research project in Years 11 and 12 which will qualify them to receive a \$1,000 scholarship towards their chosen degree.

I would like to thank all of the Gawura staff for their hard work and dedication throughout the year. Any school is lucky to have 1-2 Indigenous staff yet the School is blessed with having 10 spread out across the various areas of Gawura and St Andrew's Cathedral School. We wish the amazing Year 6 students of 2020 all the very best as they enter Year 7 in 2021 and hope they will come back to visit us as much as they like.

Mr John Ralph

Head of St Andrew's Cathedral Gawura School

From the Foundation Board

The St Andrew's Cathedral School Foundation Ltd is a charitable organisation that commenced in January 1980. In 2020 the Foundation Board met (online and/or in person) four times. The Board is made up of members of other School bodies such as the Old Andean Association, Parents & Friends, Friends of Gawura 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 operates only because of the generosity of the broader community through donations and volunteering. The St Andrew's Cathedral School Foundation is led by its Chairman, Mr Peter Warne. A dedicated Development Manager is employed to fundraise for Gawura school and manage relationships with stakeholders. Donations come from individual donors, trusts and foundations and corporate supporters who give their money, and many give staff hours through volunteering.

Gawura also has a Fundraising sub-committee who meet four times each year to discuss current and prospective corporate partners and high net worth individuals. Major donors fund education scholarships for secondary students who have graduated from Gawura and attend St Andrew's Cathedral School for years 7 to 12. They also fund activities in the Gawura School.

2020 was such a challenging year for everyone, especially for schools, students and teachers. As was the case across Australia, the lockdown and move to remote learning exposed the inequities between those who have access to adequate Wi-Fi and technology, and those who don't.

Gawura students were very lucky, thanks to our donors, to have been provided with school laptops at the beginning of 2020 for those in Years 3-6 and K-2 students had access to school iPads, which were delivered to families during lockdown on the school bus. Students were still struggling to do their work because of a lack of adequate WiFi at home. We were lucky to have the funds to provide every secondary student with much needed wireless modems, so they could participate in online class conferences.

Gawura students returned to school before the general cohort at St Andrew's Cathedral School because students and families were finding remote learning so hard. We are grateful to the staff in Gawura who were happy to come back to school to ensure their students had the opportunity to learn and to catch up with their work.

The year ended in such a joyful way, with Gawura awarded Australian School of the Year and the Special Education School of the Year at the 2020 Australian Education Awards. This award is such an honour and privilege after the many years of hard work that have gone into the establishment of Gawura School.

It was wonderful for donors to participate in activities that did go ahead in 2020. NAIDOC Week was an amazing celebration of culture and pride and the NAIDOC Week assembly was live streamed. It was the biggest week celebrating First Nations culture ever held at the school. During NAIDOC Week, Macquarie Group hosted a panel discussion and fundraiser for Gawura on the theme *Always Was, Always Will Be*.

The School's usual program of cultural excursions, so integral to the education and engagement of students and paid for by donors, stalled during 2020. Indigenous students from K-12 did attend a day of cultural learning in the Botanic Gardens of Sydney looking at Indigenous native plants and the impact

on the Gadigal clan after European settlement. The planned *On Country Tour* to Kuku Yalanji Nation on the Indigenous Homelands of Cape York had to be postponed.

Students did have some special guests visit during the year. The 2019's AFL Grand Finalist (GWS Giants) Zac Williams, a Wiradjuri man spoke to students via Zoom about the importance of persevering with their school work and being the best person they can be. Souths Cares presented a hygiene lecture on how to stay safe from COVID-19. Author Thomas Mayor visited from Darwin. Thomas wrote '*Finding Our Heart*', about the Uluru Statement from the Heart and Jesinta Franklin came for a visit and gave every student a copy of her new children's book.

Staff in Gawura worked so hard in 2020, through difficult circumstances and we thank them for their dedication.

Gawura is a true partnership between students, teachers, families, the Foundation Board, donors, supporters and volunteers and without each group the learning and outcomes contained in this report would not occur.

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

From the 2020 School Captain

It has been an honour to serve as Gawura School Captain in 2020. I enjoyed representing our school and I have taken great pride in delivering the Acknowledgement of Country whenever the opportunity arose.

There were lots of highlights throughout the year. I really loved the Year 6 camp at Kirrikee Outdoor Education Centre and we were very lucky to go as this was held right at the beginning of the year before COVID-19 arrived and other Kirrikee camps were changed to day field trips because of the restrictions.

It rained a lot during our Year 6 Kirrikee camp so one of the activities we did was to visit the Bradman Museum in Bowral. There were interactive displays where we threw cricket balls at a target. Mr Ralph showed us a section dedicated to the very first Australian Cricket team which was an Aboriginal team. This team travelled around Australia and even toured England, which drew large crowds.

At night time on the camp we loved cooking our own food. We made nachos which were really yummy. We cooked on portable gas stoves which the high school uses during their snow camp. For some of us it was the first thing we ever cooked for ourselves.

Lots of special guests visited Gawura School in 2020. Last year's AFL Grand Finalist GWS Giants player Zac Williams, a Wiradjuri man, spoke to us via Zoom about the importance of persevering with our school work and being the best person you can be. We also had Souths Cares present a hygiene lecture to us on how to stay safe from the corona virus.

I would like to thank all the teachers for everything they have done for us in 2020. All the excursions, camps, carnivals and little trips in between have been a lot of fun and a great way to meet new people. Everyone in Gawura has worked so hard this year and we have all made great friendships. I am excited about starting Year 7 next year. I have loved my time in Gawura with my friends and teachers and I look forward to seeing everyone again next year.

Joylara Ingram
Gawura School Captain

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 33 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	Female	Male	Total
Kindergarten	1	3	4
Year 1	2	3	5
Year 2	4	3	7
Year 3	4	0	4
Year 4	3	0	3
Year 5	1	1	2
Year 6	2	3	5
Gawura School	17	13	30

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/Gomerioi, Djaara, Jaitmatang, Arabuna, Bardi, Jabajaba Dharawal and Dharug.

Mr John Ralph
Head of Gawura School

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

As NAPLAN assessments were cancelled in 2020 due to COVID-19, the most recent information relates to 2019 NAPLAN results as summarised below and available on My School.

(<http://www.myschool.edu.au>).

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.

From the 2019 results there are certainly areas for all students to improve. 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 have participated in the School's collaborative action research program this year called the IAPL (Integrated Approach to Professional Learning). Teachers also participated 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 25/11/2020.

Conditional	0
Provisional:	0
Proficient:	5
Highly Accomplished/Lead:	0

Qualifications of teachers at 31/12/2020

Graduate Diploma of Education	0
Bachelor Degree	5
Masters Degree	1
Doctorate of Philosophy	0

Theme 6 – Workforce composition

From the Census in 2020 the Gawura School employed:

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

In 2020 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)

In 2020 one full-time Support & Operational staff members is Indigenous and five part-time Support & Operational staff members are Indigenous.

Theme 7 – Student attendance, retention rates and post-school destinations in secondary schools

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	86.99%
Year 1	89.39%
Year 2	86.18%
Year 3	92.11%
Year 4	79.74%
Year 5	89.42%
Year 6	74.78%

The overall attendance of students for the Gawura School in 2020 is 85.36%.

Student Non-attendance

Concerning patterns of student attendance may result in parent teacher conferences and development of management plans to improve attendance. Other actions from the school may also apply.

When a student has been absent for ten days in one term a letter is sent to the parents. This letter is to bring to their attention to the School's concern for the cumulative absences of their child and to inform them of the need to improve the attendance.

Excessive absences for social or emotional reasons may require a referral to the School Psychologist for ongoing support strategies. Students in Gawura may also require consultation with the School's Aboriginal Education Mentor to assist with protocols of communication which acknowledge cultural safety for the parties involved.

Below you will see sample letter for both Partial-Absence and Absence

Dear Mr/ Mrs _____ ,

Please note that your child _____ has a total of ____ absences to school this term and ____ late arrivals. Her/ His teacher and I are concerned about the effects of this absenteeism on his/ her educational progress. The New South Wales Compulsory School Attendance Legislation requires that children attend school every day and on time, unless an absence is necessary due to a sudden and unmanaged illness or some other unusual circumstance.

Many absences mean your child is constantly missing critical learning.

Ten days of partial absence in one term is generally considered excessive unless a chronic illness is involved. In such cases a letter from a GP is required to verify an underlying chronic medical condition. Otherwise, protracted absences may lead to a notification to the Department of Family and Community Services. I am obliged to advise you of these requirements to emphasize the importance of regular and punctual school attendance.

We are asking for your cooperation in making sure your child's school attendance and punctuality improves. If you would like to discuss the matter with me or their teacher, please call the school.

Yours sincerely...

Theme 8 – Enrolment policy

This policy was not reviewed in 2020. 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, 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 on Complispace.

The School Executive plus appropriate specialist advisers continued its work of monitoring and revising of policies.

Student Welfare Policy

This Policy was not reviewed in 2020.

Gawura School Student Welfare Policy is inclusive of Wellbeing, Anti- Bullying and Discipline. It incorporates programs and procedures which are child centred and nuanced for the needs of younger children. The main measure of Student Welfare utilised is the Social Emotional and Wellbeing Survey (SEW) which allows staff to target programs and interventions to support groups who show particular social, emotional or wellbeing concerns.

The Wellbeing framework aligns with the Secondary School, with important differences such as a very explicit Social Skills program called URSTrong and a specific Emotional Regulation program called Zones of Regulation and a conflict resolution program called Peacewise.

The Wellbeing Coordinator oversees the programming of all SEW (Social, Emotional and Wellbeing) Curriculum lessons throughout K – 6, embedding all Welfare programs and procedures with Personal Development and Health NESA outcomes. The SOC (Students of Concern) regular meetings allow Grade Leaders to meet with a team of executive and school psychologists to support students who may be presenting with social, emotional, behavioural or learning concerns. Gawura School has an Awards program which is reflective of the School's Heart, Mind and Life values and an extension of the 15 character strengths which promote a positive strengths based approach to wellbeing.

Harassment, Bullying & Discrimination Policy

The School has a Bullying, Harassment and Discrimination Policy that applies to all members of the School community, including staff and students. This Policy was not reviewed in 2020.

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.

Definitions

- a. Bullying means repeated intimidation, over time, of a physical, verbal or psychological nature of a less powerful person by a more powerful person or group of persons. Examples include, but are not limited to:
 - i. hiding, damaging, destroying or stealing work or belongings;
 - ii. name calling, putting a person down, teasing, pulling faces, using abusive language;
 - iii. hitting, pushing, pinching or threatening physically;
 - iv. deliberately excluding a person from the group.

Conflict or fights between individuals on an equal footing or single incidents are not normally bullying.

- b. Cyber bullying is a form of bullying carried out with the aid of technologies such as the internet (e-mails, chat rooms, discussion groups, social media and instant messaging) and the mobile phone (texting or short messaging service (SMS)). Cyber bullying does not necessarily involve a more powerful person (as normally understood) bullying a less powerful person as the technology used may reverse the usual pattern. The technologies allow the bully (or a group of bullies) to intimidate other students, for example, by:

- i. teasing and making fun of them online;
- ii. spreading rumours about them online;
- iii. insulting and ridiculing them in chat rooms (known as “flaming” or “roasting”);
- iv. putting photos of them on the web accompanied by nasty comments;
- v. tricking them into sharing private information and then sharing it online;
- vi. hacking social media accounts
- vii. sending unwanted messages.

Cyber bullying includes what is often called “cyber stalking” which is where the bully harasses or stalks another person by e-mail, social media or some other electronic messaging system, usually very frequently and intrusively, and often involving threats.

- c. Discrimination refers to any behaviour or practice which reflects an assumption of superiority of one group over another and is behaviour which disadvantages people on the basis of their real or perceived membership of a particular group. Examples include doing any of the following on account of a person’s sex, gender identity, sexual orientation, religion, intellectual or physical ability, culture, race or background, for example:
 - i. asking discriminatory or offensive questions;
 - ii. making offensive comments or gestures, telling offensive jokes or showing offensive material;
 - iii. calling a person names;
 - iv. deliberately excluding a person.
- d. Harassment:
 - i. includes bullying and sexual harassment;
 - ii. involves physical, verbal or psychological behaviour which makes another person feel embarrassed, offended, upset, devalued, degraded, afraid, frustrated or angry;
 - iii. includes insulting, demeaning, humiliating, offensive, vilifying or intimidatory behaviour, or behaviour which incites hatred of others;
 - iv. is behaviour which is unwelcome, unreciprocated, uninvited and usually repeated; and
- e. Sexual harassment occurs if a person makes an unwelcome sexual advance or an unwelcome request for sexual favours or engages in other unwelcome conduct of a sexual nature and a reasonable person in the circumstances would have anticipated that the person harassed would be offended, humiliated or intimidated. Examples include:
 - i. unwelcome touching or brushing against a person;
 - ii. whistling, gesturing or making comments that are sexually explicit and offensive;
 - iii. showing material of a sexual nature;
 - iv. making comments about a person’s sexuality;
 - v. unwelcome conversations of a sexual nature;
 - vi. obscene language of a sexual nature;
 - vii. telling jokes of a sexual nature;
 - viii. sexual exhibitionism;
 - ix. staff expressing sexual feelings for a student;
 - x. students expressing sexual feelings for a member of staff; and
 - xi. deliberate exposure to sexual behaviour of others, other than in the case of prescribed curriculum material in which sexual themes are contextual.

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

- a. 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.
- b. All students and staff must become familiar with these strategies.
- c. All allegations of harassment, bullying and discrimination must be taken seriously.
- d. The strategies developed by the School must be monitored continuously and reviewed regularly.
- e. The School must provide professional development to meet the needs of the staff in implementing this Policy.
- f. The Head of School must:
 - i. promote this Policy within the School, with particular regard to the professional development needs of staff; and

- ii. monitor the strategies to counter harassment, bullying and discrimination.
- g. Staff must:
 - i. ensure that curriculum content and teaching practices are consistent with and support this Policy;
 - ii. help students to develop competencies to challenge discriminatory attitudes and behaviours in themselves and others;
 - iii. model and promote appropriate behaviour;
 - iv. be aware of the legislative requirements relating to harassment, bullying and discrimination; and
 - v. ensure that claims of harassment, bullying and discrimination are speedily and constructively addressed according to this Policy and the strategies developed under it.
- h. Students must:
 - i. respect the rights of others to be free from harassment, bullying and discrimination;
 - ii. behave as responsible digital citizens;
 - iii. behave as responsible bystanders; and
 - iv. be aware of and use the appropriate procedures for reporting incidents of harassment, bullying or discrimination (eg emailing bullying@sacs.nsw.edu.au which emails all Divisional Heads or reporting to a member of staff).

Reporting Obligations

- a. Any member of staff to whom an allegation of harassment, bullying or discrimination is made or who observes or is subjected to any form of harassment, bullying or discrimination in the course of their employment must report this to the Head of School or his delegate. For avoidance of doubt, a counsellor is required to report such allegations made in confidential counselling sessions. Counsellors are required to inform students and/or their parents that such allegations will be reported to the Head of School or his delegate.
- b. Any other adult member of the School community to whom an allegation of harassment, bullying or discrimination is made or who observes or is subjected to any form of harassment, bullying or discrimination involving students or staff is strongly encouraged to report this to the Head of School or another member of staff.
- c. Any student who observes any form of harassment, bullying or discrimination involving people in the School community or who is subjected to any form of harassment, bullying or discrimination wherever it occurs is strongly encouraged to report this to the Head of School or another member of staff, or emailing bullying@sacs.nsw.edu.au.
- d. If the allegation of harassment, bullying or discrimination is against the Head of School, the report should be to the Chairman of the School Council who must then comply with the obligations under this policy that would otherwise fall upon the Head of School.
- e. Where required by law, the Head of School or member of staff must report the harassment, bullying or discrimination to the Police, Community Services and/or the NSW Ombudsman.
- f. The Head of School must set up structures which make it easy for people to report harassment, bullying or discrimination. The Head of School must also educate the School community about these structures and actively encourage the School community to make use of them.
- g. The Head of School must ensure that no-one reporting harassment, bullying or discrimination is disadvantaged as a result.

Investigation

- a. This section of the Policy applies unless an investigation is being carried out by the Police, Community Services, the Ombudsman or some other state or federal authority.
- b. The Head of School must investigate all reports of harassment, bullying or discrimination in a way which affords procedural fairness to the person who is the subject of the allegation ("the subject"). This means that, before completing an investigation of an allegation of harassment, bullying or discrimination, the Head of School must inform the subject of the substance of the allegation against them and provide them with a reasonable opportunity to put their case forward (if required by the subject, with the assistance of a support person of the subject's choice). Normally, the Head of School is to decide the timing and the particular form this will take, ensuring the investigation is not compromised. It also means that the Head of School must:
 - i. act fairly and without bias;
 - ii. conduct an investigation without undue delay;
 - iii. ensure the case is not investigated or determined by someone with a conflict of interest;

- iv. ensure the outcome is supported by evidence;
 - v. take steps to maintain confidentiality for the sake of all parties involved in the investigation.
- c. Pending completion of the investigation, the Head of School may:
- i. where the subject is a student, suspend the student;
 - ii. where the subject is a member of staff, limit the contact the member of staff is to have with students or other staff, direct the member of staff to undertake duties other than normal duties or at different locations or suspend the member of staff (but on normal pay).
- d. At the conclusion of the investigation, the Head of School may:
- i. if the breach is minor, resulting from a misunderstanding of how certain words or behaviour were understood, require from the subject:
 - 1. an apology; and/or
 - 2. a commitment not to repeat the offence; and
 - ii. if it is more serious, require from the subject:
 - 1. an undertaking to attend counselling and/or training; and/or
 - 2. a written apology; and/or
 - 3. a commitment not to offend again; and
 - iii. in the most serious case:
 - 1. where the subject is a member of staff, suspend or terminate their employment; or
 - 2. where the subject is a student, suspend or expel the student.
- e. The Head of School must advise the victim and the subject in writing of the result of the investigation and the action taken.
- f. If the victim of the harassment, bullying or discrimination is unhappy with the conduct or result of investigation, they may take their complaint to the NSW Anti-Discrimination Board, the Australian Human Rights Commission, the Police or any other relevant authority depending on the circumstances.

Pastoral Care

- a. Where a student is the victim of the alleged harassment, bullying or discrimination, the Head of School must as soon as possible advise the students parents or caregivers of the nature of the allegations and of the proposed investigation.
- b. The School must:
 - i. make available its counselling staff to provide counselling and other support as required to students and staff who have been subjected to any form of harassment, bullying or discrimination and, where relevant, their families; and
 - ii. refer these people to external agencies able to provide care and support for victims of the particular type of harassment, bullying or discrimination involved.
- c. The School must also make available its counselling staff to provide counselling and other support as required to students and staff who have been subjected to allegations of harassment, bullying or discrimination and, where relevant, their families.

Publication and Distribution

- a. This Policy must be published on the School's Wiki and reference to it must be made in other School publications which are distributed to students and their families.
- b. This Policy must also be given to all new staff who must, as part of their contract of employment, agree to its terms.
- c. This Policy must be given to all members of the School Council.

Review of Policy

- a. The Head of School is to ensure that this policy is regularly monitored and revised in the light of legislative or best practice changes.
- b. In any event, the School Council is to review this policy every three years.

Anti-Bullying Program for Gawura School

The Gawura School Anti-bullying program is implemented and embedded through the teaching of the URSTrong Program. The students are taught how to recognise the difference between healthy and unhealthy relationships and then how to foster positive relationships and manage and minimise any unhealthy relationships. The students are taught that friendships go through cycles and that friendship fires can be common and can be managed. They are taught that some students can be mean on purpose (bullying) and provided with strategies to empower them to prevent any students being mean on purpose to them.

Discipline Policy

This Policy was not reviewed in 2020.

The Gawura School Discipline Policy is aligned to the whole school discipline policy. The same rules and similar consequences apply. Behaviour is managed through a positive management structure, with class-based strategies supported by the Grade Leader and then supported by the Deputy Head of Junior School. Behavioural misdemeanours are recorded in the School database and a team based approach to managing and correcting poor behaviour is managed through the Grade Leader. The Gawura School follows a consequence chart which categorise the levels of behaviour and the relevant consequences attributed to each.

Complaints & Grievances Policy

This Policy was not reviewed in 2020.

St Andrew's Cathedral School has a comprehensive complaint handling program that ensures parents/guardians and/or other external complainants are able to raise matters of concern and lodge complaints and have them dealt with and responded to fairly and efficiently. This complaints and disputes handling program is based on the principles set out in the International Standard ISO 10002:2014 and AS/NZS 10002:2014.

The School's grievances policy covers complaints made between staff, students and parents. Whilst ideally grievances are best settled through discussion between the parties concerned, it is recognised that often a third party is required if resolution is to be found. Grievances are to be addressed in terms of their potential seriousness, rather than on the basis of the category of person who is making the complaint. This means that staff, students or community members should be treated on similar terms. If a complaint or allegation is about a person's behaviour and concerns the protection of children and young people or any behaviour, which, if substantiated, could amount to a crime, then the Head of School is to be notified immediately. Such matters are subject to guidelines and procedures other than these such as the Child Protection Policy.

Theme 10 – School determined priority areas for improvement

The Gawura School's staff goal was to address staff well-being and introduce new wellbeing initiatives. The whole school (Gawura and St Andrew's Cathedral School) K – 12 Staff Wellbeing Committee implemented a range of new initiatives such as staff coffee cards for those who solve clues on staff guessing competitions, including secret sounds and treasure hunts. The Committee sent tea bags to staff during lockdown as a way of reaching out and an all staff coffee and cake at local cafés initiatives was introduced, supporting the staff when settling back in to face to face teaching. The Committee have considered ways to improve staff work life balance and put proposals to the School Executive which have been adopted such as a week off staff meetings midterm. The staff wellbeing for the Gawura School was measured in the Voice Project.

Mrs Bronwyn Wake has made a major impact as the Coordinator of Wellbeing, overseeing the new SEW (Social and Emotional and Wellbeing) curriculum across the Gawura School. The teachers are teaching the content and it has provided a platform to integrate the data from the SEW Survey, to teach the elements of the UR Strong Friendship program, the Social aspects of conflict resolution in the Peacewise program and the Emotional aspects of the Zones of Regulation. Gawura has continued to make measuring student wellbeing a priority so that we can track trends and implement strategic interventions, such as supporting a year group of boys who may, for example, state that they feel lonely, this may be targeted with modified lesson content or small group activities and discussions, or both.

The introduction of SchoolTV to support the families' Wellbeing, providing an aggregated resource, bringing together; specialists, organisations, articles, fact sheets, useful apps, books and other relevant video content – all on one single topic to share with parents commenced, it was useful during the COVID-19 lockdown to promote relevant videos and articles. SchoolTV has been successful and will be continued.

The planned Coffee in the Hub programs were cancelled due to the Covid -19 Restrictions not permitting parents onsite. Gawura managed to run most planned events for our students last year, including the Easter Hat Parade, Book Parade and Term assemblies, parents were able to attend some events and events they missed out on were videoed so they could enjoy from home.

The Gawura School continued to work in partnership with the Junior School to ensure the students in Gawura have access to learning opportunities alongside their Junior School peers. A major focus has been improving cultural awareness and cultural sensitivity. The Gawura School was awarded Australian School of the Year in recognition of the innovations occurring, not only in the improvement of academic results, but particularly in the improved cultural sensitivity, as a direct result of initiatives taken.

The Gawura School shared in the Strategic implementation and revision of the Teaching and Learning Model to ensure alignment across the whole school in terms of teaching and whole school goals. Work was done to improve teacher clarity in terms of teacher planning and instruction, in improving the targeted use of learning intentions and success criteria. This has been consistently reviewed, endorsed and developed, improving teacher efficacy in their usage.

Our curriculum priority areas for improvement for 2020 were to improve the teaching and learning of Writing, specifically Grammar and Punctuation, across the Gawura School, our Literacy Coordinator and an external Education Consultant oversaw the review of all English programs, conducting a whole school audit of text types used K – 6 and ensured high quality texts which represented a full range of audio, visual, film, media and digital texts. A new Writing Program called Big Write was embedded with a support literacy program called VCOP (Vocabulary, Connectives, Openers and Punctuation) and both programs have significantly improved the quality of the teaching and learning of writing across the school.

We restructured the teaching of mathematics to be a balanced approach to both explicit teaching and inquiry learning, using provocations and journaling to book end explicit teaching and learning, improving cognitive closure and retrieval practice.

Overall, the Gawura School had a great year in 2020, despite the challenges of Covid-19 and we look forward to an even better year in 2021.

Waratah Project Update in Gawura School

In 2020 St Andrew's Cathedral Gawura School was chosen to participate with 25 other schools around NSW in the Waratah Project Phase 2 from June 2020 to December 2021. All schools are divided into groups of 5 with one of those schools being a Hub school for the other 4 within that Hub. We are a Hub school for 4 other schools including Carinya Christian College Tamworth, Namoi Valley Christian School in Wee Waa, Wellington Christian School and Narromine Christian School. Every school chooses 3 initiatives out of 10 on offer and reports back to the other schools in their Hub and then to the AIS.

The three initiatives that St Andrew's Cathedral Gawura School have chosen are;

- Initiative 1: Improve literacy and numeracy outcomes (this is the only compulsory one out of the 10 that all schools must do).
- Initiative 6: Relationships between school, family and community are strengthened and culturally informed.
- Initiative 9: School leadership are engaged, supportive and committed to improving outcomes for Indigenous students.

For Initiative 1 Gawura staff have received further training in literacy around the Vocabulary Connectives Openers Punctuation (VCOP) and Big Write Programs which our students are participating and engaging in class with. Time has been given for staff to be released and spend with the Gawura & Junior School Literacy Coordinator to go through student work samples and identify areas of strength and areas that require further remediation. In numeracy we have bought extra resources from the Rekenrek maths program which focuses on hands on mathematical activities. Staff have also received extra training in this area.

For Initiative 6 we have commenced a Yarning session with parents where we have met off site. The first session occurred in The Long Room at Redfern Oval and morning tea, coffee and croissants were delivered to the parents by the coffee shop below (the owners have two children at SACS this year in Years 7 and 9). The Yarning Session is where parents meet and discuss what they would like to learn more about themselves. This is quite distinctly different from the Gawura Parent Advisory Committee. Parents requested that for the next session (we will meet once a term) they would like to learn some Wiradjuri language for the first 10-15 mins and then the next 45-60 mins about how to write a will. Another parent who works for the Aboriginal Legal Service in Redfern said they can provide someone from their office to speak to this topic. This is a wonderful new initiative where parents are engaging off site away from school. Future sessions will involve presentations from Indigenous Elders and information on Indigenous astronomy.

For Initiative 9 we have 4 senior members of the School Executive enrolled in the next Stronger Smarter Leadership program to be conducted at the National Centre of Indigenous Excellence (NCIE) in Redfern. Funding will be provided from the Waratah Project for this. Another 4-5 staff will attend this course in Semester 2 this year. We also plan to visit Kempsey Adventist College and Macleay Vocational College during Term 2.

Theme 11 – Initiatives promoting respect and responsibility

Gawura School strives to educate the whole child, fostering in all students a sense of respect and responsibility and a belief that they are each valued and cared for. We work to develop their hearts, mind and lives, based upon our school's 15-character strengths.

In 2020 the School helped to develop 15 illustrations depicting each of the character strengths, in order to make them visible to enhance a school culture which promotes the virtues aimed at promoting respect of self and others, such as Caring and Tolerance.

Gawura School has developed a Student of Concern (SOC) program who meet bi-weekly to discuss students who are struggling with behavioural, social or emotional concerns. These discussions lead to collaboratively determined solutions aimed to address identified needs in the most respectful and relational manner possible.

The SRC have proposed to develop a whole school social wellbeing program based on the character strengths. They spent semester two 2020 consulting peers, brainstorming and developing a program to be implemented across the school in 2021. This program will have group cross grade shared activities that will focus on the character strengths and raw on the school's social and wellbeing programs, such as UR Strong and Peacewise.

Theme 12 – Parent, student and teacher satisfaction

Student & Parent Satisfaction

2020 saw the school obtaining the highest enrolment in the history of the school. This was driven overwhelmingly by word of mouth from our parents. Our parents are telling other families how happy they are with the school both academically and pastorally and this has driven enormous growth in enrolment enquiries and applications.

Supporting Gawura Students & Parents in the COVID-19 Lockdown

In late March 2021 when the Gawura School moved to online learning, Gawura families were so grateful that through the generosity of donors, they had the equipment and capacity to do the school work at home. Students from Year 3 up had school-issued laptops and iPads were delivered to all Gawura K-2 students.

The Gawura bus went out to deliver iPads to younger children, and books, pens and paper to help with their work. Staff made additional runs to deliver art resources and then weekly grocery deliveries started to Gawura families and that continues to this day.

Due to the struggle that some students and their families had with remote learning, it was decided that Gawura students would return to the School three weeks earlier than their St Andrew's Cathedral School cohort. Secondary School staff were asked if they could volunteer their time to assist secondary Indigenous students and 25 responded. Teachers gave up their time, on top of an already very full load, to provide additional support.

In a conversation with a Gawura family member who is also an Elder within the community, John Ralph, the Head of Gawura reported that she was quite emotional to hear about all the help that was provided to help Gawura students.

The Head of Gawura, Mr John Ralph pointed out that COVID-19 and remote learning uncovered wide discrepancies in Australian society and the impacts were not felt evenly around Australia or in our own wider school community.

Parent Satisfaction

The school has a very active and involved parent body. Although 2020 presented significant challenges as the parent body could not connect physically due to the COVID-19 pandemic, creative and resourceful measures were put in place to ensure families still felt welcomed and part of the community.

Parents & Friends

The year commenced in Term One with the highest attendance recorded from parents at welcome events and increased interest in volunteering opportunities. When normal engagement opportunities through events were not possible due to COVID-19 restrictions, the School worked closely with the P&F to ensure there were as many 'touch points' as usual. Regular General meetings and P&F Presents panels moved online with many parents tuning in.

Following lockdown, the P&F showed their gratitude to staff by providing soup for lunch every day for several weeks and collecting testimonials from grateful parents that they shared with staff.

Online engagement opportunities supported by the P&F in 2020 included:

- January Welcome in the Square for new and returning parents
- P&F Wine and Cheese Welcome
- Mother's Day video with parents and students submitting photos and videos
- Father's Day 'dad' jokes video with fathers and grandparents participating
- Grandparents' cards and gift sent in lieu of Grandparents' Day
- Gala Day BBQ
- Participation in online community choir

They P&F continued to fundraise via a family levy, and funds raised were used to purchase audio visual equipment to allow families to view online assemblies, awards, and concerts. They supported the Foundation's campaign to "Keep our Spirit Strong" with donations, volunteers and endorsement. Funds from this campaign went towards the Heath Bursary Fund.

Teaching Staff Satisfaction

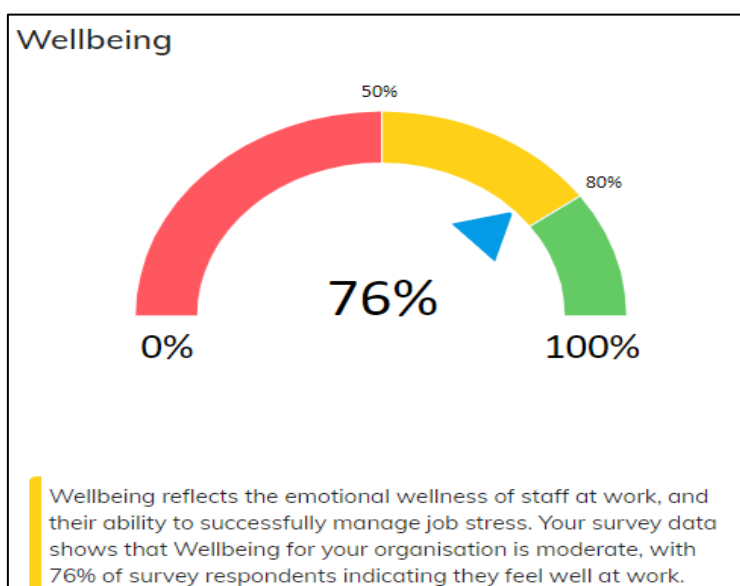
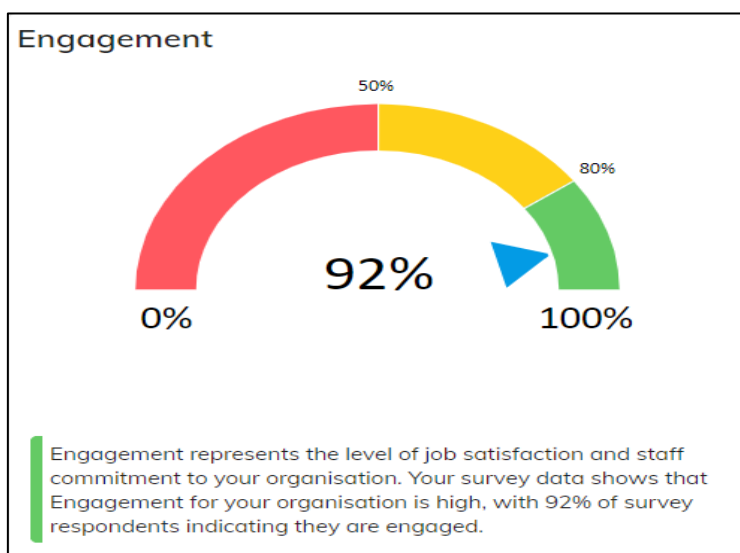
Gawura staff are always included with St Andrews Cathedral School Staff in terms of staff wellbeing and satisfaction.

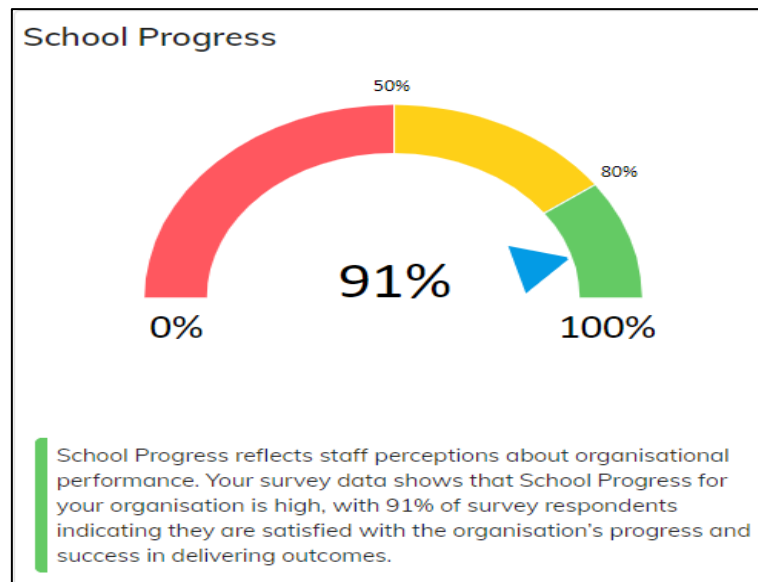
In February 2020 a full staff (teaching and Support & Operational) engagement survey was conducted measuring employee satisfaction through levels of engagement, wellbeing and perception of school performance, partnering with industry leading Voice Project.

During the height of Covid-19 restrictions the school was able to proactively support staff through:

- Payment for parking on site to remove the need for using public transport
- One off cash \$100 payment to support staff costs in working from home
- All staff provided with a laptop to engage in work remotely.
- Free soup in each staff room for those working physically at school
- Remote Working guidelines to provide teams with the tools to remain positively connected, working safely and effectively.

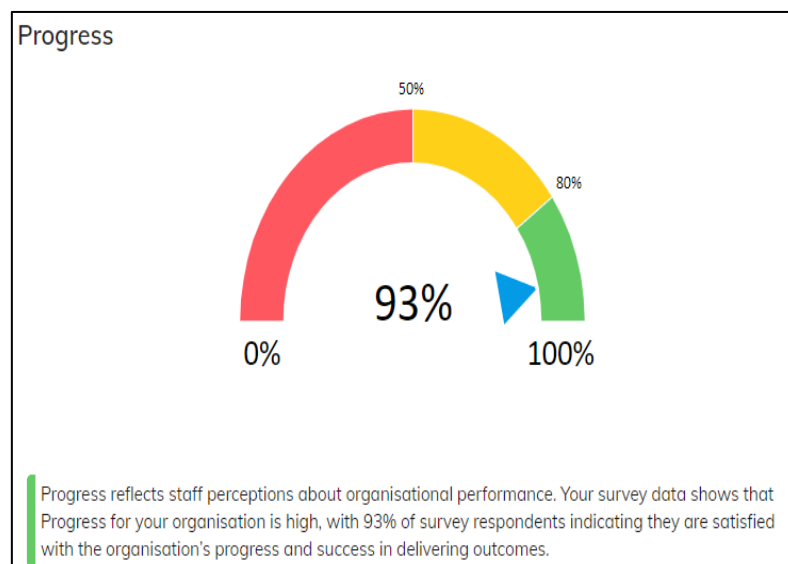
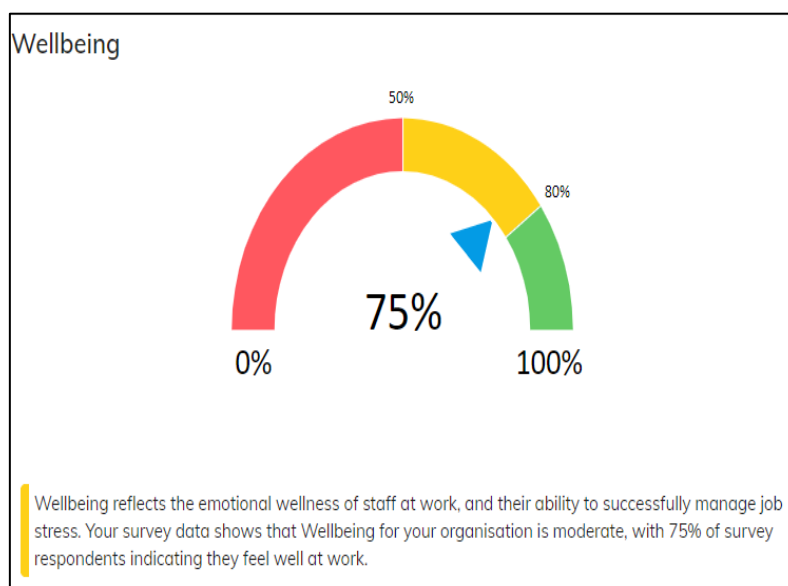
February 2020 results





Further to this the staff were surveyed upon their return from the COVID-19 lockdown in May 2020. The results of this are captured below. St Andrews Cathedral are launching a further pulse survey to capture employee engagement in Term 2, 2021.

May 2020 results



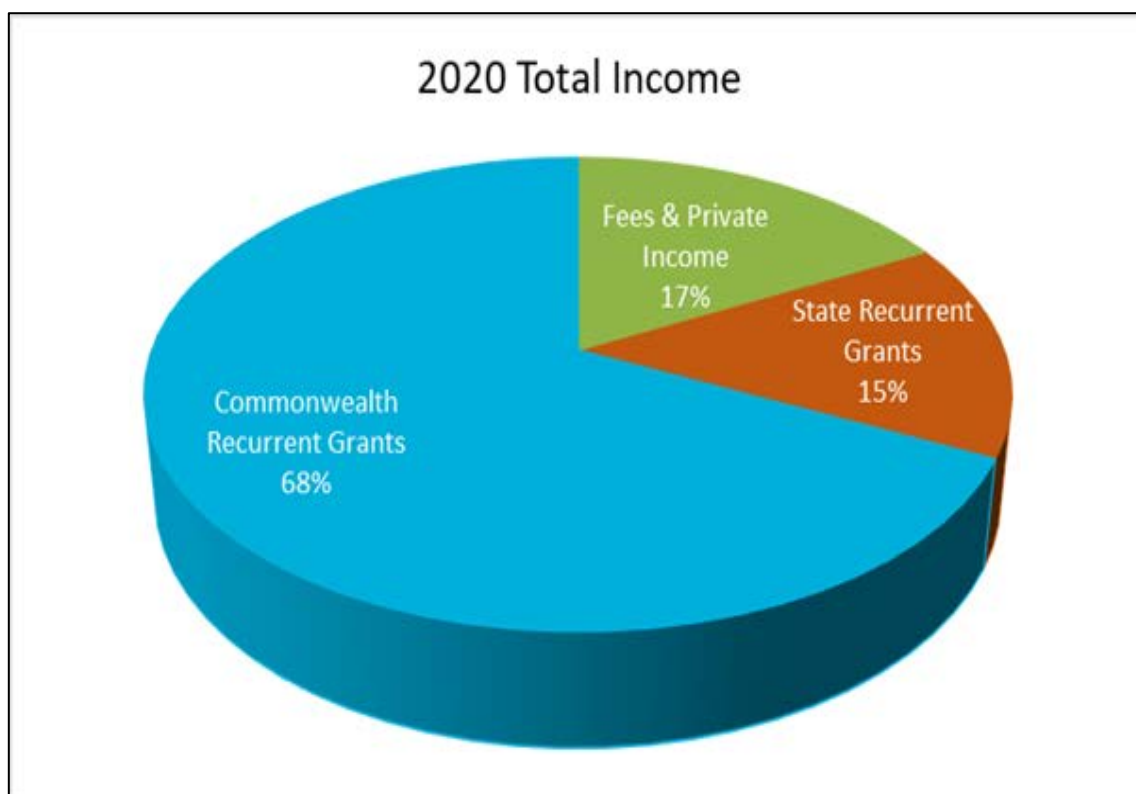
All new staff of 2020 were also surveyed in November 2020 as to their satisfaction with the three staged induction process over 2020 (including a mentoring and coaching offering for teaching staff), seeking feedback on their experience. Staff feedback results confirmed that 90% rated the process “Extremely useful” or “Somewhat useful”.

An exit interview process is also completed with all staff with the trends of staff leaving being either “Relocation due to family commitments” or “Promotional opportunities not available in the school”.

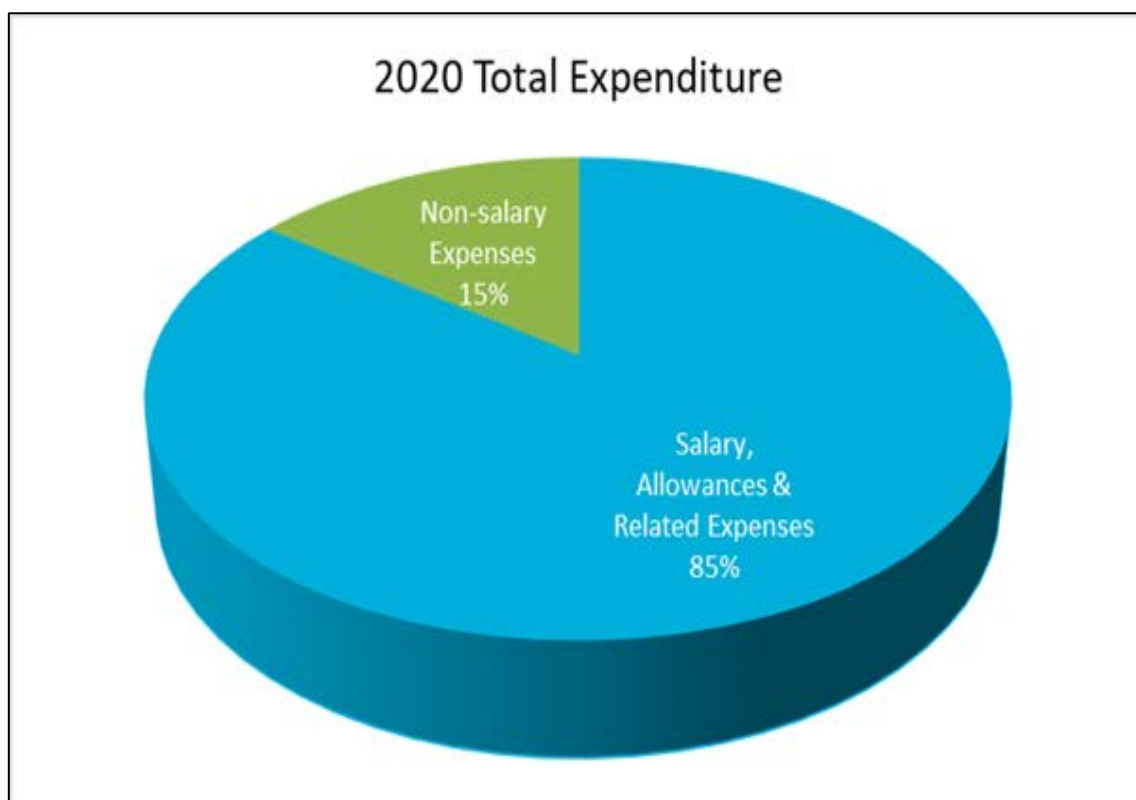
Feedback from the exit interview process is that the St Andrews Cathedral School employment experience is overwhelmingly positive, steeped in a culture of collegiality and care for the other, driven by the aspirations to be authentically Christian,

Theme 13 – Summary financial information

2020 Total Income



2020 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.



St Andrew's Cathedral School
Sydney Square, Sydney NSW 2000
ABN 34 429 367 893
phone +61 2 9286 9500
email info@gawura.nsw.edu.au
CRICOS Registration: The Council of
St Andrew's Cathedral School 02276M

www.gawura.nsw.edu.au



ST ANDREW'S
CATHEDRAL
SCHOOL
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