
2021
St Andrew's Cathedral
Gawura School
Annual Report to NESA

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Theme 1 – A message from key school bodies

From the Head of School



2021 has been a most unique year for our Gawura School indeed. We returned as normal for the first half of the year where our students participated in the usual semester one activities including school camps and excursions. The second half of the year saw all of Sydney in Lockdown as we traversed a second wave of corona virus. Our students returned to remote learning which at first we thought would be 4 weeks but actually lasted for all of term 3 and the majority of term 4. Having had experience of remote learning from last year our students were quick to adapt back to the usual platforms of See Saw for our K-2 students using school provided iPads and One Note and Schoology for our students in years 3-6 using their school provided laptops. During remote learning we also offered the opportunity for Gawura students to attend school onsite if they were struggling with remote learning at home. We had up to 10 Gawura students attend most days on site at school. There were several theme days where students came dressed as their favourite book character, their favourite sporting team and what they would like to be when they grow up.

Gawura students still participated in several events this year. Year 5 attended the annual Bathurst Camp alongside Conrod Strait on Mount Panorama. Students learnt what life was like on the goldfields. Students were also lead by an Indigenous ranger through to the Govetts Leap Lookout. Year 2 had a sleepover camp here at school where they visited Bicentennial Park in the day followed by a night sleeping in tents in the Open Area of Level 7. The Outdoor Education program at SACS is truly unique and this sets our Year 2 students up for Year 3 when they head to our own campsite known as Kirrikee in the southern highlands. Our students will then do a camp every year right through to Year 12 including our unique On Country Tour immersions to various Aboriginal nations commencing in Year 5.

In Semester One we went on two cultural excursions. The first one we attended was to the Kuringai Chase National Park to view Aboriginal rock art and engravings. Two local Elders lead the excursion and our students learnt about how rock art was made and the meaning behind it. The engravings were brilliant as were the stories that the Elders shared. One of the Elders was related to our own Gawura bus driver Uncle Bill who seems to know someone wherever we go! The second K-12 excursion was to the Dyarubbin Exhibition at the State Library of NSW. Dyarubbin is what the local Dharug and Darkinjung clans would call the Hawkesbury River which is one of three natural river boundaries that make up the Eora Nation. During Remote learning our students participated in an online cultural presentation that also involved 400 other participating schools from around the state where we learnt what life was like for the Gadi People.

Reconciliation Week this year saw all of our students K-12 participate in various activities across the school. A highlight was when Indigenous students from Years 5-11 attended the Indigenous Veterans Commemoration Service at the ANZAC Memorial at Hyde Park. Our students acted as ushers for special guests and dignitaries including the Governor General of NSW Mrs Margaret Beazley. We had two of our Gawura students who took their shoes and socks off and entered the Memorial Pool to lay a special floating reef in honour of our coloured servicemen and women who fought for their country.

This year Gawura School introduced Aboriginal Dance to our program. Uncle Matt Doyle teaches our boys and girls traditional dance every Wednesday morning. Uncle Matt was recommended to us through

our GPAC parent meetings. Our students had the honour of performing their Aboriginal Welcome dance at the NRL Indigenous Round at the Rabbitohs v Eels match as part of the pre game entertainment. Our students did this in front of a crowd of over 20,000 people and did an amazing job. This years NAIDOC event was superb and it centered around the theme of Heal Country. A big thank you to all the parents who gave up their Saturday to come in and prepare and sew the many costumes that were used in our play on the The Narren Lakes. A special thank you to Jonathon Jones from Wiradjuri Nation who gave the key note address on Heal Country, Uncle Matt Doyle who prepared our students to do an Aboriginal Welcome Dance and singer Mi Keisha who wrote and performed a at our NAIDOC assembly.

This year Gawura school staff have presented our own professional development sessions on Indigenous Education to all teaching, support and operations staff at St Andrew's Cathedral School to a total over 330 people. The topics ranged from Indigenous Education at SACS Gawura, Embedding Australian First Nation perspectives into the Curriculum and Cultural Governance and Protocols. These were all presented by our Indigenous teaching and support staff. Ms Williams was appointed to the JSJS School Executive as our own Aboriginal Education Consultant K-12 and Aunty Leanna Carr-Smith also became our Aboriginal Elder in Residence who both are available and wonderful resources to all staff.

Our parent community have been wonderful again this year. There was parent representation at all GPAC Meetings and a new initiative this year which we introduced was called a Yarning Session with Parents. This was an opportunity for parents to meet off site and discuss items that they would like to hear about themselves, not particularly to do with school as GPAC covers those items. The two meetings we had this year before restrictions came in due to Lockdown were held at The Long Room at Redfern Oval and the second venue was at Redfern Town Hall. It was wonderful to engage with our parents in community and yarn over morning tea.

This year's planned *On Country Tour* to Kuku Yalanji Nation on the Indigenous Homelands of Cape York had to be postponed as the NSW Government sent the whole state into lockdown. Although this was unfortunate it was prudent as we do not want the corona virus spreading particularly among the Indigenous Elders. We will visit the town of Wujal Wujal next year and have rebooked this unique experience again for the first week of Term 3 in 2022 which we are very excited about.

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 we are blessed with having 10 spread out across the various areas of Gawura and St Andrew's Cathedral School. We wish our amazing Year 6 students all the very best as they enter Year 7 next year and hope they will come back to visit us as again in the future.

Finally, I would like to wish our Yr 12 student all the very best as she graduates from Year 12 this year. This student has been with us since Kindergarten and also becomes an Ultimate Andean (someone who completes their entire schooling K-12 at SACS Secondary, Junior School or Gawura School). We will miss her greatly but congratulate her and thank her parents and their children for all of their generosity and for everything they gave Gawura over 14 years.

Mr John Ralph
Head of St Andrew's Cathedral Gawura School

From the Foundation Board

The St Andrew's Cathedral School Foundation was formed to assist in securing the financial future of the school through philanthropic initiatives. This support is vital as the school develops plans that will set the foundations for decades to come. It aims to provide excellent learning opportunities for our students now and in the future. The Foundation supports the school by actively managing a portfolio of investments and undertakes fundraising for the Gawura Foundation, Heath Bursary Fund, and the building fund.

Gawura

Fundraising for Gawura has gone from strength to strength in 2021, despite it being such a challenging year for staff, students and the community. We thank all the donors, volunteers and supporters who give so generously to ensure that Gawura students and secondary scholarship holders have everything they need to achieve at school.

Gawura welcomed two new corporate partners this year. American Express is generously supporting a student in Year 7 with a scholarship and their staff have given their time to volunteer and have attended events. We also welcomed Reckitt, whose staff have donated, and we look forward to welcoming their staff into Gawura when this is possible.

The Gawura Cocktail Party in March was an outstanding success. We thank all who attended, donated, and bid so generously on auction items, and the many volunteers who ensured the room looked spectacular and that guests had a wonderful night.

The number of people who volunteered in Gawura reached a new high in 2021 before the lockdown sadly put a pause on this for the rest of the year. Gawura had 240 people from the SACS community and our corporate partners give of their time to read with students, deliver groceries to families and help with events. We could not run Gawura without this dedicated group of individuals who we rely on so much.

The Foundation thanks Parachute Digital, digital fundraising consultants, who assist with newsletters and appeals and give some of their time pro bono to help Gawura fundraise and build strong relationships. We thank our partners who stood by Gawura and did all they could to help during the difficult times of 2020 and 2021, in particular Macquarie Group, Bank of America, Ethical Partners, Origin, ASX, The One Box, We Work, Lendlease, Baker McKenzie, the Anglican Board of Mission, Woolworths at Town Hall, The Pullman Hotel and Grill'd.

We thank and pay tribute to the GO Foundation for their support of students which has been unwavering, especially during the pandemic. We thank generous donors Ralph and Alison Stagg from the Rali Foundation who brought forward the second-year payment of their six-year funding agreement to ensure we had money in the bank and thank Sally and Geoffrey White, who have supported Gawura since before the doors opened in 2007.

The Foundation thanks and congratulates all the Gawura staff and students for their dedication and resilience in this challenging year.

Mr Peter Warne

Chair, St Andrew's Cathedral School Foundation Board

From the 2020 School Captain

It's been an honour and a privilege to serve as Gawura School Captain in 2021. I enjoyed representing our school and I take great pride in delivering the Acknowledgement of Country whenever the opportunity arises.

We did several cultural excursions and learnt lots of things along the way. We learnt about rock art and engravings from Indigenous Elders at Ku-ring-gai Chase National Park early this year, and also visited the Dyarrubin Exhibition at the State Library where an Indigenous guide told us about the local clans. We also studied Indigenous Dance with Uncle Matt, performing one of the dances at the NRL Indigenous round.

I would like to congratulate everyone in Gawura for their hard work this year and the friendships that have been formed and the teachers for everything they have done for us. I am looking forward to heading into Year 7 in the secondary school and all the new experiences that will occur there. I have loved my time in Gawura with my friends and teachers and I look forward to seeing everyone again next year.

Kailan Keegan
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 a total of 33 students in 2021, 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. The school has also received donations to pay for specialist therapies such as Speech Therapy and Occupational Therapy for those students who require it.

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 | 3 | 3 | 6 |
| Year 1 | 1 | 3 | 4 |
| Year 2 | 2 | 3 | 5 |
| Year 3 | 4 | 3 | 7 |
| Year 4 | 5 | 0 | 5 |
| Year 5 | 3 | 0 | 3 |
| Year 6 | 1 | 2 | 3 |
| | | | |
| Gawura School | 19 | 14 | 33 |

Gawura School students come from a variety of inner-city suburbs, which are close to school. These include Woolloomooloo, Redfern, Waterloo, Darlington, Newtown, Glebe, Ultimo and Pyrmont. There are two families who travel from a little further afield from the suburbs of Annandale, Maroubra 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, Yuwalaray /Yuwaraay, Kamilaroi/Gomeroi, 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

In May 2021, students sat the National Assessment Program – Literacy and Numeracy (NAPLAN) tests in Reading, Writing, Language Conventions (Spelling and Grammar & Punctuation) and Numeracy. Results across Years 3 and 5 Literacy (Reading, Writing, Spelling Grammar & Punctuation) and Numeracy (Number, Patterns & Algebra, Measurement and Space & Geometry) assessments are reported on a scale from Band 1 to Band 8. The achievement scale represents a hierarchy of skill and understanding demonstrated in the assessment.

The results for **Year 3** are reported across **Bands 1-6**, with Band 2 representing the national minimum standard. The results for **Year 5** are reported across **Bands 3-8**, with Band 4 representing the national minimum standard.

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

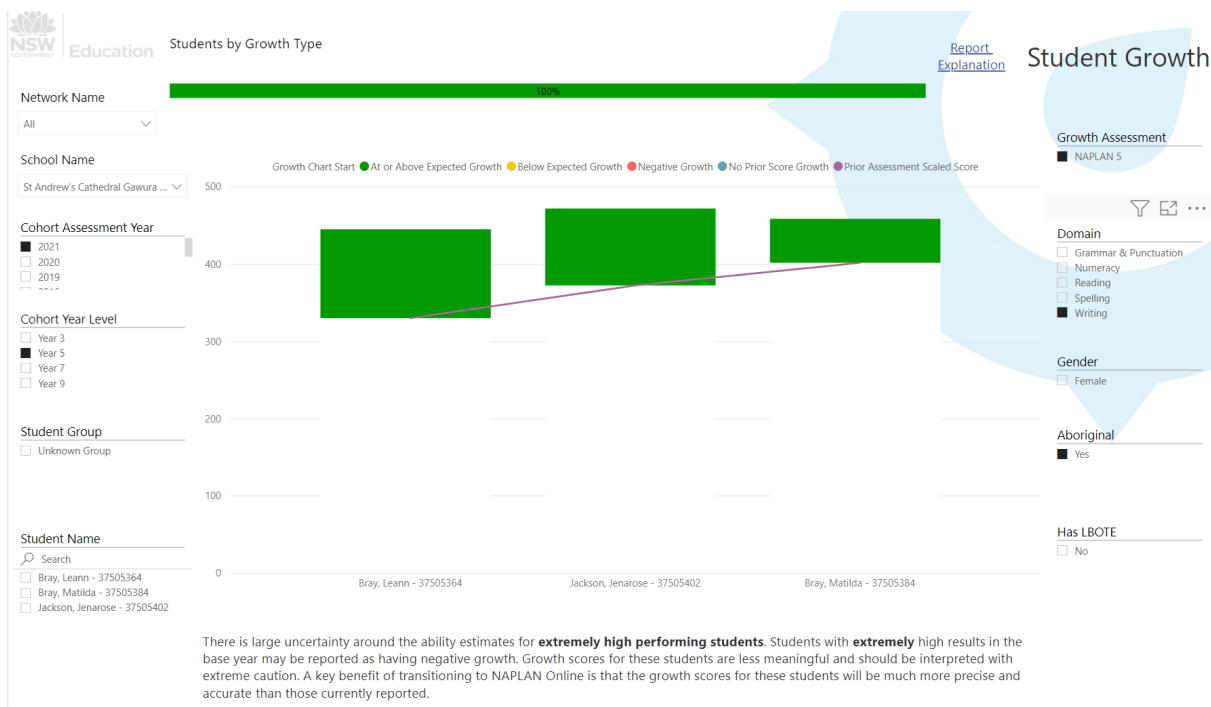
Seven **Year 3** Gawura students sat the NAPLAN tests in 2021. **All but one student achieved at or above National Minimum Standards across all strands. 1 student below minimum standard in Numeracy.**

Three **Year 5** Gawura students sat the NAPLAN tests in 2021. **All but one student achieved above National Minimum Standards across all strands. 1 student below minimum standard in Grammar.**

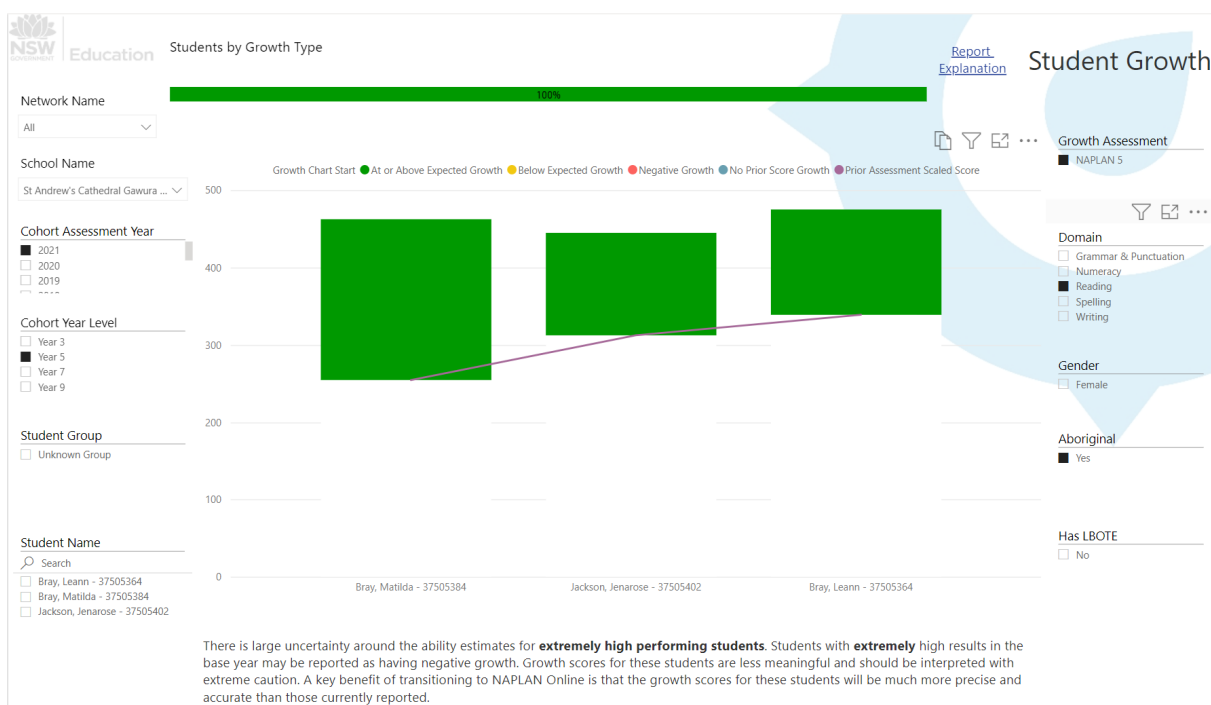
| Year 3: | |
|-----------------|--|
| Reading | 3 students in Band 3 and 3 students in 1 Band 5. All students above national minimum standard. |
| Writing | 1 student in Band 2, 2 students in Band 3 and 4 students in Band 4. All students at or above national minimum standard. |
| Spelling | 3 students in Band 3, 2 in Band 4 and 2 in Band 5. All students above national minimum standard. |
| Grammar | 2 students in Band 2, 2 in Band 3 and 3 in Band 4. All students at or above national minimum standard. |
| Numeracy | 6 students at or above national minimum standard. 1 student in Band 1, 3 in Band 2, 1 in Band 3, 1 in Band 4 and in 1 Band 5. |

| Year 5: | |
|-----------------|---|
| Reading | 3 students in Band 5. All students above national minimum standard. |
| Writing | 3 students in Band 5. All students above national minimum standard. |
| Spelling | 1 student in Band 4, 1 in Band 5 and 1 in Band 6. No Band 3's. All students at or above national minimum standard. |
| Grammar | 1 student in Band 3, 2 in Band 4. All but one student at national minimum standard. |
| Numeracy | 1 student in Band 4 and 2 in Band 5. All students at or above national minimum standard. |

Value Added/Student Growth Year 3 to Year 5



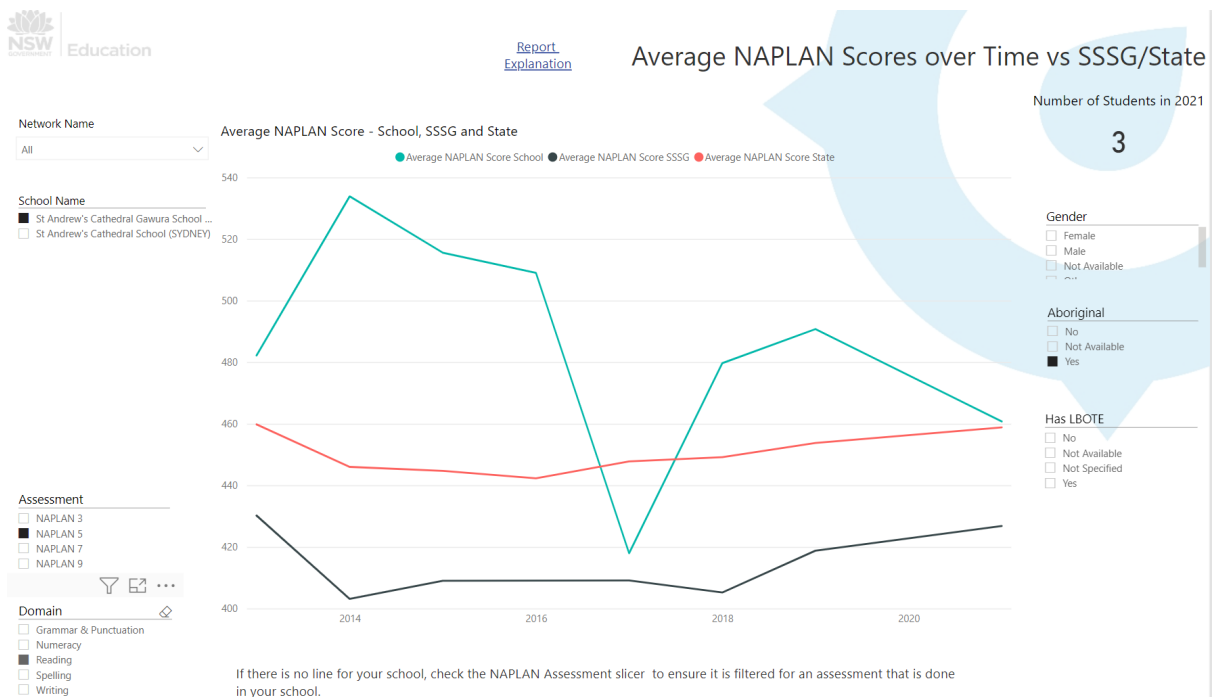
In Writing, all students in Year 5 showed positive growth, demonstrating greater than expected growth as indicated by the green.



In Reading all Year 5 students showed positive growth with all demonstrating greater than expected growth.

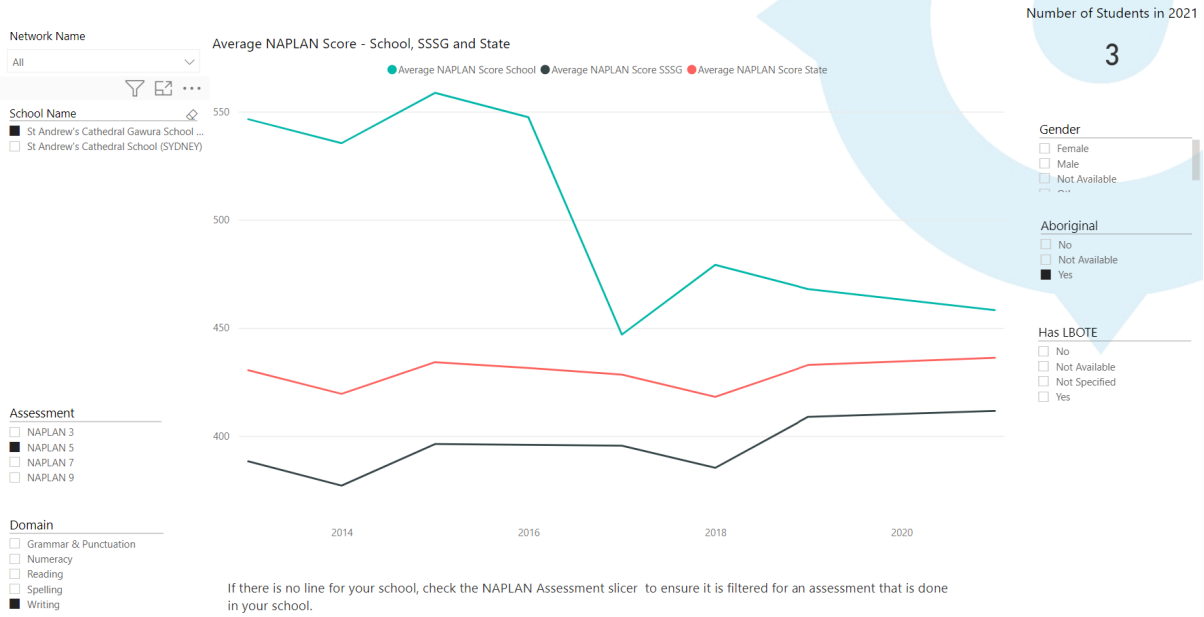


In Spelling all Year 5 students showed positive growth with all demonstrating greater than expected growth.



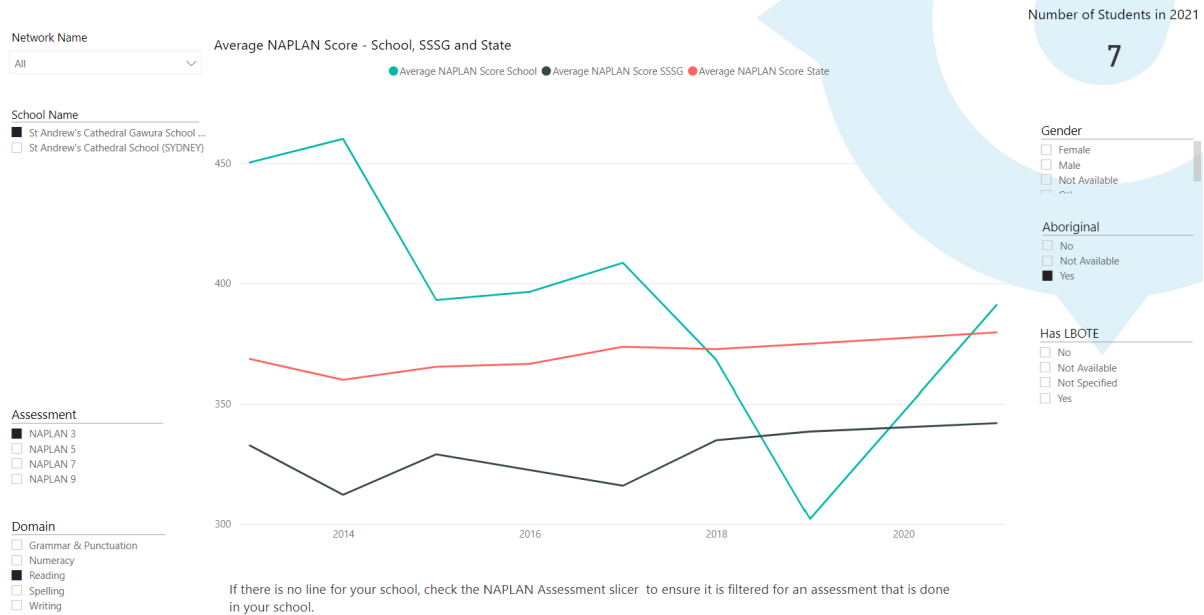
This graph above shows that our Year 5 Reading results (in green) are just above national average (which is in red) and way above our 'Like or similar schools'.

Average NAPLAN Scores over Time vs SSSG/State



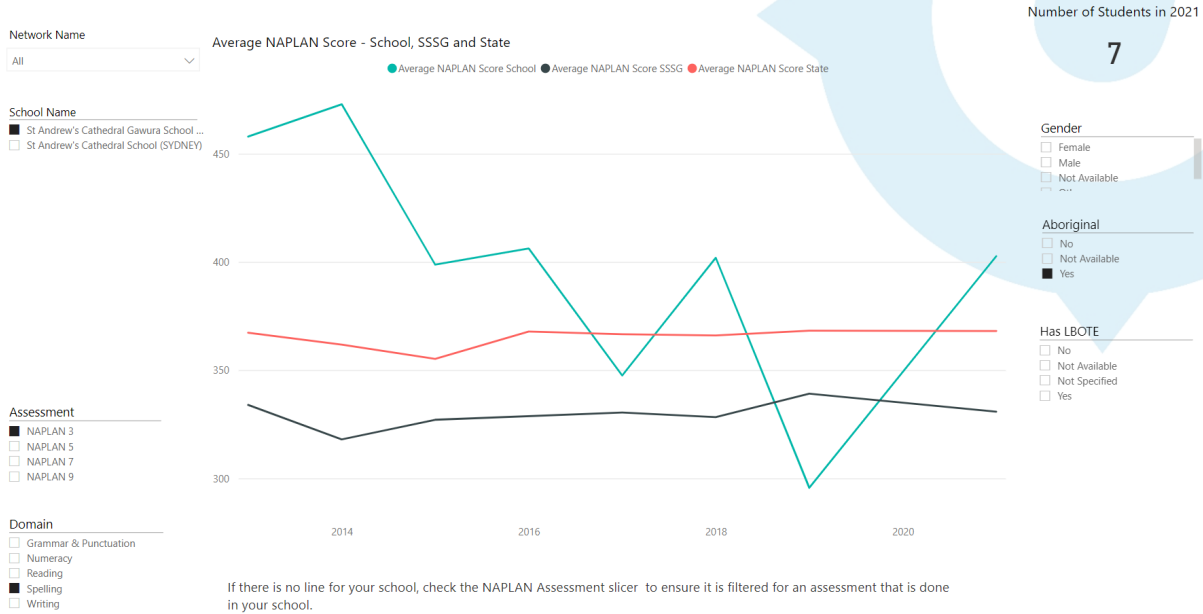
This graph above shows that our Year 5 Writing results (in green) are above national average (which is in red) and way above our ‘Like or similar schools’.

Average NAPLAN Scores over Time vs SSSG/State



This graph above shows that our Year 3 Reading (in green) is just above the national average (which is in red) and above our ‘Like or similar schools’.

Average NAPLAN Scores over Time vs SSSG/State



This graph above shows that our Year 3 Spelling results (in green) are above national average (which is in red) and way above our ‘Like or similar schools’.

School-Level Growth



The graph above shows the Gawura School Level Growth (in green) between Years 3 and 5 in comparison to the State (in red) and Like or Similar Schools with high Indigeneity (in black). Gawura School’s average scaled growth is way above State and Like schools across Numeracy, Reading, Spelling and Writing.

The graph also shows our Gawura School’s At or Above Expected Growth compared to State and Like or Similar Schools. Our results in Spelling, Reading and Writing are truly outstanding.

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

The value added of our Year 5 students since Year 3 is excellent.

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

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.

Gawura School staff also presented professional learning on Aboriginal and Torres Strait Islander Education and Language to the wider school staff of St Andrew's Cathedral School which has a total staff of over 330 people. Topics included Aboriginal Education at Gawura and SACS, Introduction to Wiradjuri language and how to embed Aboriginal and Torres Strait Islander educational perspectives into curriculum.

Teacher Accreditation and Qualification

Accreditation Statistics as of 25/11/2021

| | |
|----------------------------|---|
| Conditional | 0 |
| Provisional | 0 |
| Proficient | 6 |
| Highly Accomplished / Lead | 0 |

Qualifications of teachers at 31/12/2021

| | |
|-------------------------------|---|
| Graduate Diploma of Education | 0 |
| Bachelor Degree | 6 |
| Masters Degree | 1 |
| Doctorate of Philosophy | 0 |

Theme 6 – Workforce composition

From the Census in 2021 the Gawura School employed:

| | |
|------------------------------------|--------------|
| Teaching Staff – full-time: | 4 |
| Teaching Staff – part-time: | 10 (FTE 2.4) |

In 2021 three full-time teachers and two part-time teachers 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 2021 one full-time Support & Operational staff member is Indigenous and four part-time Support & Operational staff members are Indigenous.

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

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

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 | 94.59% |
| Year 1 | 92.85% |
| Year 2 | 93.39% |
| Year 3 | 91.18% |
| Year 4 | 96.46% |
| Year 5 | 90.62% |
| Year 6 | 95.34% |

The overall attendance of students for the Gawura School in 2021 is 93.46%.

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 2021. It is accessible for Staff on Complispace and for any parent, upon contacting the Head of School.

Introduction

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

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

Relevant legislation

Disability Discrimination Act 1992 (Cth)

Sex Discrimination Act 1984 (Cth)

Racial Discrimination Act 1975 (Cth)

Anti-Discrimination Act 1977 (NSW)

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

Enrolment process

New Enquiries

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

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

Waiting Lists

The Head of School through the Registrar is responsible for the maintenance of waiting lists for entry to the School, including future kindergarten classes. Availability of places can vary depending on the year of entrance. Preference is given to Kindergarten entry in to Gawura School.

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

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

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

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

Interview

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

Inappropriate Behaviour

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

Disability

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

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

Where information obtained by the School indicates that the child has a disability, the Head of School will seek to identify the exact nature of the child's needs and the strategies required to address them. Having obtained this information, the Head of School will determine whether the child, if enrolled, would require some measures or actions to assist the child to participate in the School's courses or programs or to use the School's facilities or services that are not required by students who do not have the child's disability. Where the Head of School determines that the child would require some such measures or actions, the Head of School will seek to identify whether those measures or actions required are reasonable in that they balance the interests of all parties affected.

In assessing whether a particular measure or action for a particular child is reasonable, the Head of School will have regard to all the relevant circumstances and interests, including:

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

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

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

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

School Reserves Rights

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

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

School's Considerations

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

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

Offer

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

Offers for Provisional Enrolment

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

Conditions applying to such provisional enrolment will be set out in writing. In these cases, either the parents or the Head of School may terminate the enrolment with seven days' notice. In such circumstances, enrolment deposits will be refunded and fees will be adjusted to cover the period of enrolment only. No penalties will apply. This provision may not be applied in the case of children with a disability.

Entry at the start of kindergarten

Normal Entry

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

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

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

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

Early Entry

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

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

Holding of class places

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

Subsequent enrolment into St Andrew's Cathedral School

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

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

Definitions

Throughout this policy, unless the context requires otherwise:

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

Disability, in relation to a child, means:

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

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

Theme 9 – Other school policies

As appropriate, policies and supporting procedures and checklists appear in the School Yearbook, the Handbook for parents, on the School website, via the Parent Portal and the full text is 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 2021.

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 2021.

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 2021.

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 2021.

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

In 2021 it was decided to introduce a new initiative to our school which had a strong parent focus. Yarning Session with Parents took place in Week 5 of Term's 1 and 2 before the extended covid lockdown happened for Semester 2. The was introduced to further improve the good relationship we have with our Aboriginal parents and community. Morning Tea was provided off site in the suburb of Redfern where parents could attend and yarn over topics that we could discuss or even invite special guests and Elders into the space to present to the group. Further details are embedded below in the Waratah Project summary.

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 2020 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. Gawura staff, both teaching and support, presented 5 sessions to do with Aboriginal education at St Andrew's Cathedral and Gawura Schools, an introduction to Wiradjuri language and how to embed Aboriginal and Torres Strait Islander perspectives into the curriculum across K-12. These sessions were wonderful and were very well received by over 330 staff across both schools.

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 2021 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.

Gawura staff particularly focused on the VCOP program mentioned above and had special release (covered by Waratah Project funding) to sit with the Literacy Coordinator and analyse students work. This helped the teacher identify areas where the students were quite capable even excelling in but more importantly it helped teachers identify areas in need of improvement. Gawura writing results in NAPLAN across both Year 3 and Year 5 saw our Aboriginal students not only achieve above their similar schools cohort but in fact achieved above the State average cohort.

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 2021, despite the challenges of Covid-19 and we look forward to an even better year in 2022.

Waratah Project Update in Gawura School

In 2021 St Andrew's Cathedral Gawura School continued 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.

The second session saw a presentation to families from a solicitor at the Aboriginal legal Service who spoke about civil, criminal and family law. This session discussed the benefits of having a will, how to draw a will up and even the opportunity to have a one on one appointment with a solicitor who would formalize their Will as a free pro bono service. 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 had 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 2022. This program has a focus on improving educational and other outcomes for Aboriginal students and their families.

Theme 11 – Initiatives promoting respect and responsibility

Within St Andrew's Cathedral Gawura School with it's 100% Indigenous enrolment we demonstrate and promote the 5 principles of Wiradjuri Nation ways of knowing and living. The five principles are show respect, be gentle, be polite, to honour and to do slowly. Putting these 5 principles within an Aboriginal context shows great respect for the Wiradjuri Nation which is also the Indigenous language that is taught at our school. Students knowing that this is the way of life that Elders before them have lived gives them an opportunity to honour their name and pay respect to the Elders by living this way of life, presently in today's context.

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 2021 the School helped further 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. Each character strength was incorporated into a series of lessons where the learning demonstrated one of the character strength virtues.

Gawura School continues to meet each week to discuss Student of Concern (SOC). A program which meets 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.

In 2021 prior to Covid lockdown in Term 3 and 4 the Student Representative Council (SRC) conducted two activities in Semester 1. The first one in Term 1 was helping our Maths Coordinator develop and collect data around fresh water availability to the various countries and remote communities around the world. This helped students appreciate and show gratefulness to the resources we have in Australia and in our cities. In term 2 students in the SRC helped the rest of the student body participate in the Take Love Project which is run by Anglicare. Students were encouraged to bring in food items to school which were then delivered to Anglicare who distributed them appropriately among the people needing the food in the wider community. This project is to develop a sense of serving and again being grateful for the items that we have.

Theme 12 – Parent, student and teacher satisfaction

Student & Parent Satisfaction

The student population of St Andrew's Cathedral Gawura School in 2021 was 36 students. This is the highest that our school has ever been. Students are happy to come to our school which is a reflection of the deep care and respect that our teachers and support staff have for our students. The Gawura School parent community are also happy with our school as we hold a high value and expectations with behaviour while at the same time achieving above state average in key NAPLAN results. This is all combined with a genuine love of Aboriginal culture which is embedded in our curriculum and the modelling of staff of Yindyamarra values that were addressed in the previous Theme 11.

Supporting Gawura Students & Parents in the COVID-19 Lockdown

Semester 1 of 2021 saw all students return to class after a brief lockdown and introduction of remote learning in 2020. During Semester 2 however a second outbreak of Covid occurred and what was originally only going to be a 2-3 week lockdown turned into a mammoth 15 week lockdown with students not returning to the classroom til mid Term 4 in 2021.

During normal school term all of our students have access to school provided devices. K-2 receive a school iPad and 3-6 receive a Microsoft Surface Pro. Since lockdown occurred during the school holidays the Gawura bus went out to deliver iPads to younger children, and books, pens and paper to help with their work and student laptops to students in Years 3-6. Staff made additional runs to deliver art resources. Our students had access to remote learning now from their own homes. 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 could come into school every day and have support staff help them with their lessons on the school site while teaching staff delivered content from their home. Support staff including Specialised Learning and the Education Executive were rostered on during the week so as to minimize their chances of contracting covid at school.

Parent Satisfaction

Although parents were not physically allowed to be on the school site we still conducted our twice a term Gawura Parents Advisory Committee (GPAC) but in an online format. This provided parents with crucial information about school, the latest covid restrictions and updates and the protocols that were going to be put into place once school returned in mid Term 4. The parents were quite pleased with this level of access to teaching staff during the remote learning.

Parents & Friends

During the Covid Lockdown in Semester 2 of 2021 the majority of events that the P&F were involved in occurred in the first half of the year.

The first event was the annual Welcome in the Square where all returning families are provided with a free coffee from a coffee van outside the entrance to our school on the very first day the students return. This is always well supported by families and gives them a chance to catch up on Day One of the new school year.

The annual Kirrikee Picnic Day did occur where parents are allowed to visit the school's outdoor education site in the Southern Highlands of NSW near Bundanoon which is called Kirrikee. Money raised on this day through a sausage sizzle lunch goes to the local Penrose Bushfire Brigade who have helped protect our properties there during bushfire season.

The P&F organized and cooked the BBQ on Gala day where all 1450 students from our school/s K-12 receive a sausage sandwich, snack and a drink.

The Annual Giving Day last year was well supported by the P&F by manning phones and counting donations which came in a 24 hour period for the Dr John Scholarship which went towards funding 2 Aboriginal students throughout their entire secondary education at St Andrew's Cathedral School.

Finally during Lockdown and remote learning a fun Dad Hacks Video for Father's Day was initiated by the P&F where families sent in short cuts around family life (during lockdown) which fathers with their children at home. This was well received by the school community and several funny and unique entries were received.

Teaching Staff Satisfaction

Gawura staff are always included with St Andrews Cathedral School Staff in terms of staff wellbeing and satisfaction. During the lockdown the school provided a care hamper to every staff member whether they were working from home or on site at school.

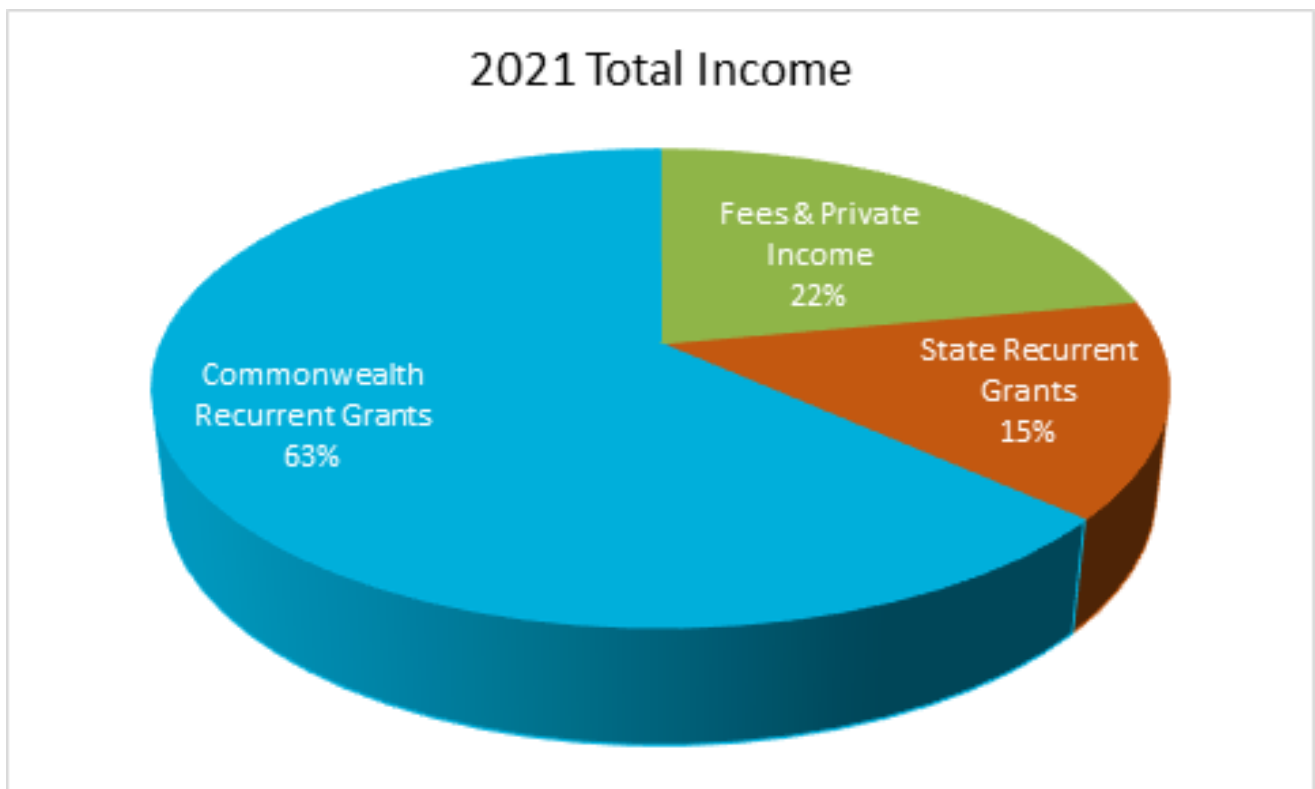
During Semester 1 Gawura staff were able to deliver 5 Aboriginal and Torres Strait Islander professional development sessions to over 330 staff at St Andrew's Cathedral and Gawura Schools. Gawura staff appreciated and felt valued by presenting these lessons which covered a range of topics including Aboriginal Education at SACS, an Introduction to Indigenous Wiradjuri Language, Cultural Safety and Protocols and How to Embed Indigenous Perspectives into the curriculum.

The above presentations were well received by all the staff with several secondary and primary school staff reaching out to our Aboriginal staff seeking advice and guidance on how to best implement specific topics into their core area of subjects. Non-Indigenous staff of the school were pleased to be getting first-hand knowledge of Aboriginal lived experiences and how best to place them into programs and the Indigenous staff of the school felt a great sense of joy and belonging by sharing their cultural knowledge to a captivated and motivated audience.

This success was two way and benefited every teaching and non-teaching staff member across the school.

Theme 13 – Summary financial information

2021 Total Income



2021 Total Expenditure





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