2022 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



S CATHEDRAL SCHOOL

What a wonderful year we have had this year. After 2 years of disruption due to the COVID pandemic it was exciting to see a sense of normality return to school where we have been able to participate in a variety of activities.

Our students were able to attend the usual Kirrikee Camps for Years 3-6 along with excursions to Bathurst and Canberra. Our students had a marvellous cultural excursion to Sydney Zoo at Blacktown where Indigenous Guides gave presentations in their new Culture Huts on Indigenous totems, traditional tools, weapons, bush foods and ochre painting. The guides then led the whole group on a tour around the zoo.

Our annual cocktail evening was held in Term 1 where money was raised to help support the education of our Indigenous families here at St Andrew's Cathedral and Gawura Schools. The

theme for the night was the *Emu in the Sky*. We were delighted to have Kirsten Banks, a proud Aboriginal woman from the Wiradjuri Nation give a presentation on the Emu in the Sky to our student body. Kirsten is an astrophysicist and an astronomer and she shared her scientific and cultural knowledge about the Emu in the Sky. Kirsten shared that the Dhinawin is the name of the ground emu in Wairadjuri language but the sky emu is called 'Gogormin'. Once again this traditional Aboriginal knowledge was shared, not just with our 36 Gawura students, but over 400 Junior School students who now have a greater understanding of the Emu in the Sky and how our First Nations peoples looked to the night sky for information.

National Sorry Day this year saw one of our Aboriginal parents in the secondary school (Andrew Bacon, father of Alexander Bacon in Year 9) share his family's story of being a part of the Stolen Generation. Andrew gave a very personal story of his family's experience of this trauma. All the students listened intently and showed wonderful empathy and respect during Andrew's recount.

National Reconciliation Week had the theme of *Be Brave, Make Change* and students across the Junior School and Gawura wrote heart-warming messages of how they can make change for Australia's First Nations People. Each open area in the school had a wonderful display which demonstrated their responses.

This year's National NAIDOC Week theme of *Get Up, Stand UP, Show Up* celebrated Aboriginal and Torres Strait Islander people who have made a difference to their people and for the rest of Australia. We had a wonderful Aboriginal Heroes/Deadly Warriors people scape exhibition on display in the shopfront next to the newsagents in the Arcade which celebrated 24 such Australian First Nations People who have all made significant contributions to our country. There was a NAIDOC Working Bee where over 20 volunteers from Gawura School, Junior School and the Secondary School gave up their time on a Saturday to help with sewing, creating and finishing off costumes for our play on *How the Parrots Got Their Colours.*

Our Aboriginal students from Years 5-12 attended our very first interstate On Country Tour to the Indigenous Homelands of Cape York and in particular to Kuku Yalanji Nation in Far North Qld. The Year 5 – Year 12 students had an amazing time learning Yalanji history and culture including some Kuku Yalanji language as well. This had been postponed 2 years in a row due to the pandemic. The students had a marvellous time including snorkelling on the Great Barrier Reef.

We were delighted that Aboriginal Studies commenced as a subject for our Stage 5 students in Year 9. We are excited to see this subject being offered all the way through to Year 12 in the years to come. We are also excited about the appointment of our new Aboriginal Education Mentor in the Secondary School, Aunty Pamela Widders.

I would like to thank all of the Gawura staff for their hard work and dedication throughout the year. We wish our amazing Year 6 students Annie, Tilly and Jenarose all the very best as they enter Year 7 next year and hope they will come back to visit us as much as they like.

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

From the Foundation Board

Gawura experienced yet another successful year in 2022, with the School going from strength to strength. A true community in many ways, and this is reflected in the fundraising and continued support for Gawura.

In March 2022, the annual Gawura Cocktail Party was held, with the theme of *The Emu in the Sky*. The evening was an opportunity to reconnect, but also hear this Dreamtime story and how such stories are woven into daily lessons within Gawura, linking culture to education.

In June, Gawura conducted an end of financial year fundraising campaign. We continue to be encouraged by our dedicated donors who support Gawura's efforts and our students.

We appreciate the continued support of our corporate partners, particularly American Express Australia, Ethical Partners, the Anglican Board of Mission and our foundation partners including the Rali Foundation, Cambooya, Nogunosa, Mary Alice Foundation, Australian Philanthropic Foundation and the Vincent Fairfax Foundation.

A celebration for NAIDOC Week was held in June and it was a testament to our supporters to see them as part of this event.

Woolworths Town Hall and One Box continued to generously provide daily breakfast and a weekly food hamper to each Gawura family. With 117 people, encompassing both school and corporate volunteers, dedicated to supporting Gawura has exceeded all previous years. Volunteers give their time to read with students, deliver groceries to families or help with events. We are grateful to this dedicated group of individuals who provide such practical support for the Gawura community.

We would also like to thank organisations such as RSM Australia who invited Head of Gawura, Mr John Ralph to speak to their employees for Indigenous Literacy Week. Such occasions are invaluable to help raise awareness of the challenges for First Nations students, but also what Gawura is directly doing to overcome this.

The Foundation would like to thank and acknowledge the staff of Gawura. Through their dedication and passion for the students and the sharing of their Indigenous culture and lore our students are set on a path to reach their full potential.

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

From the 2022 School Captain

It's been an honour and a privilege to serve as Gawura School Captain in 2022. I have enjoyed representing our School on many occasions and I take great pride in delivering the Acknowledgement of Country whenever the opportunity arises.

It was an honour to be part of the Commissioning of Dr McGonigle as the new Head of School, making a speech with the Junior School Captains about what we love most about school.

In Term 2 this year we celebrated Reconciliation Week with the theme of *Be Brave, Make Change*. In Stage 3 we wrote on a photocopy of a foot how we as students in Year 5 and Year 6 could make change and be brave for continued understanding and respect for Australia's First Nations People. The display in the Stage 3 Open Area was outstanding.

Another highlight was the annual NAIDOC Week Celebration that Gawura leads. This year's theme was *Get Up, Stand Up, Show Up*. The K-4 students performed a creation play on how the birds got their colours. For the first time Year 5 and Year 6 Gawura students led the entire NAIDOC Assembly as Masters of Ceremonies.

In Term 3 our Cultural Excursion was to the new Sydney Zoo located in Blacktown. I liked how we got to see lots of different animals including our totems – mine was the frilled-neck lizard. Lunch was provided for us and then we continued on a guided tour of the zoo with our four Indigenous Guides. It was a wonderful day.

I would like to thank all the teachers for everything they have done for us. All the excursions, camps, carnivals and little trips in between, they have been a lot of fun and a great way to meet new people.

I would like to congratulate everyone in Gawura for their hard work this year and the friendships that have been formed. I have loved my time in Gawura with my friends and teachers and I look forward to seeing more people in secondary school next year and meeting next year's Kindergarten students.

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

Established in 2007 by St Andrew's Cathedral School (SACS) in response to the disparity in educational outcomes of Indigenous and non-Indigenous children, Gawura's aim is to reverse the overwhelming educational disadvantage of Aboriginal and Torres Strait Islander children in Sydney. Located within SACS in the heart of Sydney's CBD, Gawura became a school in its own right in 2011.

Gawura is a unique, coeducational Kindergarten to Year 6 day school for Aboriginal and Torres Strait Islander children who live at home with their families. Engagement of the Gawura families, parents and carers is critical to the success of the program.

With a total of 36 students, Gawura is a highly-acclaimed, highly-regarded "lighthouse" model for Indigenous education, offering students a supportive, nurturing space where they feel secure and learn at their own skill level, participating in individual numeracy and literacy programs. They achieve academic milestones daily and grow in their abilities in academic subjects, sport and the arts.

Gawura students engage in relevant cultural lessons and excursions to ensure they understand and take pride in their people's history, culture and language. They also have access to the vast resources of St Andrew's Cathedral School and form solid friendships with other junior and secondary students. Most of their school 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 graduates are offered secondary school scholarships at St Andrew's Cathedral School – providing a natural and seamless transition for both the students and their families.

Year	Female	Male	Total
Kindergarten	5	1	6
Year 1	3	3	6
Year 2	1	3	4
Year 3	1	3	4
Year 4	4	4	8
Year 5	5	0	5
Year 6	3	0	3
Gawura	22	14	36

Our Kindergarten to Year 6 Gawura students are supported by government funding and through the generosity of donors. Our secondary students are 95 per cent funded by individuals and families, corporate donors and foundations.

Gawura 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 three 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 our First Nations families come from many Aboriginal nations around Australia with the most coming from Wiradjuri Nation in western NSW. Other such Indigenous nations of family heritage include the following: Bundjalung, Gamilaraay, Dunghutti, Gumbaynggirr, Birri Gubbi, Wailwan, Gureng Gureng, Yuwalaraay /Yuwaraay, Kamilaroi/Gomeroi, Djaara, Jaitmatang, Arabuna, Bardi, Jabajaba Dharawal and Dharug.

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

In May 2022, students sat the National Assessment Program – Literacy and Numeracy (NAPLAN) tests in Reading, Writing, Language Conventions (Spelling and Grammar & Punctuation) and Numeracy.

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

Four **Year 3** Gawura students sat the NAPLAN tests in 2022. All but one student achieved at or above National Minimum Standards across all strands. 1 student below minimum standard in Writing. One student excelling in Spelling with a Band 6.

Five **Year 5** Gawura students sat the NAPLAN tests in 2022. All but two students achieved above National Minimum Standards across all strands. 2 students below minimum standard in Reading and Grammar. One student excelling with a wonderful Band 7 in Reading.

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

Year 5:		
Reading	1 student in Band 3, 3 students in Band 5 and 1 student in Band 7	
	4 out of 5 students above national minimum standard	
Writing	4 students in Band 5 and 1 student in Band 6	
	3 out of 4 students at or above national minimum standard	
Spelling	1 student in Band 4, 3 in Band 5 and 1 in Band 6.	
	All students at or above national minimum standard.	
Grammar	1 student in Band 3, 2 in Band 4, 1 in Band 5 and 1 in Band 6	
	4 out of 5 students above national minimum standard	
Numeracy	2 students in Band 4 and 3 students in Band 5	
	All 5 students at or above national minimum standard	

Value Added/Student Growth Year 3 to Year 5

With NAPLAN Assessments being completely cancelled in 2020 due to the COVID pandemic, it is not possible to provide any value-added data for 2022. This is an area where our Gawura students usually excel in and we look forward to having this data to report on again in 2023.

The following graphs display some pleasing results in comparison with our 'similar or like schools (indicated in black) and with the state average (shown in red) and Gawura's results (shown in green).



The graph above shows that our Year 5 Reading results (in green) are in line with the national average (which is in red) and way above our 'like or similar schools' (which is in black).



The 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' (which is in black)



The graph above shows that our Year 3 Reading (in green) is above the national average (which is in red) and way above our 'like or similar schools'.



The 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'.

We usually also provide a graph which displays 'School Level Growth' between Year 3 and Year 5 but with the NAPLAN Assessments being cancelled in 2020 (due to the COVID pandemic), there is no comparison data between Year 3 and Year 5 for this year.

Of special mention to note in the results for 2022 for Gawura are that two of our students achieved some wonderful accomplishments. One student in Year 3 received a Band 6 in Spelling which we have never had in a Year 3 cohort before. Another student in Year 5 truly excelled with a Band 7 in Reading. This too has never been achieved in a Year 5 Gawura cohort before.

Overall the results for 2022 show some pleasing accomplishments but also highlight areas that we need to focus on. Year 5 Punctuation and Grammar is one such area. 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.

In 2023 we look forward to having data that shows student level growth and school level growth as this is an excellent tracking comparison to see how well our Gawura students have increased in their academic understanding and capability in literacy and numeracy across two years between Year 3 to Year 5.

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

Theme 4 – Senior secondary outcomes (student achievement)

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

Theme 5 – Teacher professional learning, accreditation and qualifications $% \left(\frac{1}{2} \right) = 0$

Professional Learning

As part of the Waratah Project, St Andrew's Cathedral Gawura School is also a Hub School leader with 4 other schools coming under our network. These schools are located in north western NSW at Narromine, Tamworth, Wee Waa and Wellington. We have organised two professional development 'road shows' by attending a 3 day/2 night event at Tamworth in 2021 and Dubbo in the second half of 2022. Four staff (three of which were Aboriginal from Gawura) spent a marvellous day of professional development at Narromine Christian School with a Literacy Consultant, followed by First Nations Cultural Learning at Dubbo Zoo and Wellington Christian School.

All Gawura staff participate in the professional development days given for the staff of St Andrew's Cathedral School. Days are set aside at the beginning of each term for whole staff professional development along with weekly (Wednesday) staff meetings that focus on teaching and learning standards and initiatives. Some of these are NESA registered where once staff complete an evaluation on eTams the hours can be counted towards their current maintenance cycle.

Gawura 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. Class observations take place by teacher peers and feedback is given to the staff member being observed, soon afterwards.

Gawura staff also presented professional learning on Aboriginal and Torres Strait Islander Education and 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 St Andrew's Cathedral School and how to embed Aboriginal and Torres Strait Islander educational perspectives into curriculum.

Teacher Accreditation and Qualification

Accreditation Statistics as of 25/11/2022

/			
	Conditional	0	
	Provisional:	0	
	Proficient:	6	
	Highly Accomplished/Lead:	0	
Q	ualifications of teachers at 31/12/2022		
	Graduate Diploma of Education	0	
	Bachelor Degree	6	
	Masters Degree	1	
	Doctorate of Philosophy	0	

Theme 6 – Workforce composition

From the Census in 2022 Gawura employed:

Teaching Staff	28
Full time equivalent teaching staff	9.2

In 2022 one full-time teachers and four 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.

Non-teaching staff	5
Full-time equivalent non-teaching staff	1.8

In 2022 three 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 group is shown. The School's policy requires attendance to be recorded for each lesson each day and anomalies dealt with forthwith.

Attendance Rate

Kindergarten	87%
Year 1	85%
Year 2	80%
Year 3	87%
Year 4	83%
Year 5	93%
Year 6	88%

The overall attendance of students for the Gawura in 2022 is 86%

Student Non-attendance

The Junior School has implemented the following systems and procedures in order to monitor the daily attendance of students and identify absences from the School.

The class teachers take the class roll promptly at the start of the school day. All absences are recorded using Edumate. They are then reported to reception and cross-checked against the absentee notifications that have been provided to the school that day.

Parents are responsible for ensuring that they notify the School to explain the absence of their child on any particular school day. Notification may be provided via text, email or by telephoning the School and should be made before the start of the school day.

When a student's attendance drops below 90% a letter of concern will be sent to the parent or caregiver asking for an improvement. Continuing concerning patterns of student attendance may result in parent school conference and the development of management plans to improve attendance. Other actions from the school may also apply, including mandatory reporting if attendance fails to improve and there are concerns for the student's welfare

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.

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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...

Post School Destinations

Gawura is a primary school therefore retention rates from Year 10 to Year 12 and post school destinations are not applicable.

Theme 8 – Enrolment Policy

The Enrolment Policy is accessibly for Staff on the policy management system (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. Whist 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 or 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 in Gawura, the Selection Committee takes the following into consideration, before making recommendation to the Head of School, who will make the final decision on offer of enrolment:

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

Offer

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

Offers for Provisional Enrolment

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

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

Entry at the start of Kindergarten

Normal Entry

Both 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 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 into 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's policy management system. The School Executive plus appropriate specialist advisers continued its work of monitoring and revising of policies.

Student Welfare Policy

Gawura 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. This Policy was not reviewed in 2022.

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

The Gawura 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. This policy was not reviewed in 2022.

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.

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. This policy was not reviewed in 2022.

Complaints & Grievances Policy

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. This Policy was not reviewed in 2022.

Theme 10 – School determined priority areas for improvement

There were several School determined priority areas for improvement across the Gawura in 2022.

Gawura staff and St Andrew's Cathedral School staff recognised a need for further professional development in the space of Aboriginal Cultural Awareness and so Gawura staff presented several sessions to whole school staff (over 300) throughout the course of the year.

Another one of our focuses was to improve the instruction component of our teaching model, focusing on checking for prior learning, using success criteria and learning intentions, improving vocabulary, using WAGOLL's and questioning techniques. We took steps in also familiarising staff with the new K-2 English and Mathematics syllabus in preparation for full implementation in 2024.

Gawura, alongside the Junior School, took steps to streamlining our assessment schedule and improved data tracking to better inform teaching. We replaced existing assessments with more evidence-based assessments. With assistance from the Junior School, we introduced DIRT as a whole class feedback scaffold to streamline formative assessment.

We continued our curriculum priority areas for improvement in Writing by using the program called Big Write. This 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 had extra release to sit alongside the Mathematics Coordinator for our school who together analysed their student's mathematics results and determined areas where students had strengths, were performing at grade level and areas for remediation and improvement. Teacher were also assisted in 'where to go to next' in the teaching of mathematics to their classes.

Waratah Project Update in Gawura School

In 2022 St Andrew's Cathedral Gawura School continued to participate with 30 other schools around NSW in the Waratah Project. 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 mathematics. Time has been given for staff to be released and spend with the Gawura & Junior School Mathematics Coordinator to go through student work samples and identify areas of strength and areas that require further remediation

For Initiative 6 we continued having our regular Gawura Parent Advisory Committee (GPAC) meetings where parents come into the school and are given progress reports on where the school is heading with Aboriginal initiatives and also consulted in what parents would like to see occur at the school. There was a marvelous NAIDOC Working Bee on a Saturday in the fortnight ahead of the annual NAIDOC Assembly. This was well represented by over 20 families both Indigenous and non-Indigenous and from across K-6, Middle and Senior Schools.

For Initiative 9 we had another 5 senior members of the School Executive enrolled in the next Stronger Smarter Leadership program which was delivered by the Stronger Smarter Institute that Professor Chris Sarra set up several years ago. To date, 9 of our senior Executive staff have completed the Stronger Smarter leadership training and program. Funding will be provided from the Waratah Project for this. Another 5-6 staff will attend this course in 2023. 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 its 100% Indigenous enrolment we demonstrate and promote 'Yindyamarra' which is the five principles of Wiardjuri Nation ways of knowing and living. The five principles are show respect, be gentle, be polite, to honour and to do slowly. Putting these five 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 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 2022 the School actively pursued ways we could teach to the 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, Courage, Servant Hearted and Tolerance. Each character strength was incorporated into a series of lessons where the learning demonstrated one of the character strength virtues.

Gawura continues to meet each week to discuss Students of Concern (SOC). A program which meets bi-weekly to discuss students who are struggling with behavioral, 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 2022, the Student Representative Council (SRC) was comprised of willing Stage 3 students (Year 5 and Year 6) who pledged to serve our School and wider communities, with a specific focus on the heart character strengths, of being 'servant-hearted, grateful, principled, caring and courageous.' Within our Junior School and Gawura community, the SRC served those around us by being helpful and generous students, going above and beyond in caring for our playground and classrooms. Some of the wider initiatives they supported included Anglicare's Take Love Campaign , The Archbishops Egg

a Day and our own Random Acts of Kindness initiative, which encouraged our JSGS to serve around their homes and communities. Students were sponsored to raise money for the flood affected schools in Northern NSW, as part of the Australian Independent Schools Fund Flood Appeal.

Theme 12 – Parent, student and teacher satisfaction

The student population of St Andrew's Cathedral Gawura School in 2022 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 parent community are also happy with our school as we hold a high value and expectations of 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.

A few years ago in 2018, we introduced a yearly *On Country Tour* to a different Aboriginal Nation each year. Due to the COVID pandemic we had to postpone our very first interstate *On Country Tour* but in 2022 we managed to achieve our dream of attending and so Gawura took students from Year 5 to Year 12 to the Kuku Yalanji Nation of Cape York in Far North Qld. This Indigenous Homelands Immersion was an incredible experience (fully funded by various donors) where Gawura School's First Nation students learnt from local Elders, on various topics around traditional ways, customs and culture, Kuku Yalanji language and the general experience of living 'On Country'. The students and staff who attended (three Aboriginal staff from our school participated in this immersion) were highly satisfied with the experience. Upon returning to school we held an Information Feedback Afternoon where parents attended (they were served afternoon tea) and learnt from their children what experiences were had on this *On Country Tour*. The parents were very impressed and grateful that we could take their children away on such an important cultural excursion which also saw the students snorkel the Great Barrier Reef on our final day in Far North Qld. This was the first time for many of the students to travel on a plane as well. We plan to visit another interstate Aboriginal Nation in years to come.

Parent Satisfaction

During the previous year and for Term 1 of 2022 parents were not allowed on school site (due to COVID), yet we still managed to conduct our twice a term Gawura Parents Advisory Committee (GPAC) but in an online format. This provided parents with crucial information about school and updates on our initiatives that we wanted to bring in. Once parents were allowed to be back on site, we held our GPAC Meetings in both 'in person' and in an 'online' format. This allowed working parents and those with young children the opportunity to access our meetings and still be part of the consultation and sharing of best practice between home and school. The parents were quite pleased with this level of access and the dual format of our meetings which we will keep going into 2023 and beyond.

Parents & Friends

The first event that the P&F held 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 organised 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. Money raised on this day went towards our school rooftop (and playground) refurbishment. There are plans for an Indigenous artist to be employed to design and paint a mural on our roof top space that reflects our Aboriginal Gawura School.

Teaching Staff Satisfaction

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

During the year Gawura staff were able to deliver 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.

As part of the Waratah Project and with our Gawura School being a Hub School we were able to organise a Hub School Network meeting at Narromine Christian School and Wellington Christian School. 4 staff (3 of which were Aboriginal) attended this 3 day/2-night event which focused on academic professional development and also Aboriginal Cultural Learning. Due to a local Wellington Elder being sick on the last day, our own Gawura School's Aboriginal Elder in Residence stepped in at the last minute and provided an amazing professional development session on Aboriginal song lines and trading routes. Staff from all four schools who were in attendance were highly impressed and the teacher satisfaction of this event was of the most highest calibre.

Theme 13 – Summary financial information

2022 Total Income



2022 Total Expenditure





Gawura

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