

## 2014 St Andrew's Cathedral Gawura School Annual Report to the NSW Board of Studies

The Act requires each registered non-government school to prepare an annual report on the School's performance measures and policies.

[www.gawura.nsw.edu.au](http://www.gawura.nsw.edu.au)

# Theme 1:

## Message from key school bodies

### Continuity and Change

Education and the environments that look to nurture and support our children are dynamic by nature, constantly evolving and responding to ongoing generational needs and demands. With this in mind, the juxtaposition of “continuity” and “change” within an educational setting needs to be balanced and realistic, and hinges on our capacity to support and meet student outcomes through the continued provision of “best practice”.

### Continuity of Programmes

Our **morning reinforced reading programme** has become firmly embedded within the Gawura timetable. The involvement of our dedicated volunteer reading mentors makes an incredible difference to student reading levels. The children really enjoy and appreciate the interaction and support. The programme basically started with a conversation with Lucy Crook, over a cup of tea, about our “mobile school gate”, (Dennis and the Gawura bus) and how we could utilise a highly enthusiastic and literate CBD to work with the children. I can’t thank our volunteers enough for the difference they are making.

**Aboriginal and Torres Strait Islander culture and identity** is celebrated and supported through an ongoing raft of strategies and programmes to promote understanding, an appreciation of issues, a sense of worth and allow the children to learn about themselves.

Our school community and cultural initiatives remain holistic and include:

- The Gawura Parent Advisory Committee (GPAC) that meets twice a term in Week 2 and Week 8
- The provision of Aboriginal and Torres Strait Islander educators to support academic and pastoral needs
- Discrete hierarchical Aboriginal and Torres Strait Islander units of work that utilise the library’s Information Literacy programme
- Aboriginal and Torres Strait Islander histories and cultures as a cross curriculum priority
- The Wiradjuri language programme with Mr Bulger
- The recognition of cultural events such as National Sorry Day, Indigenous Veterans’ Service, Reconciliation Week, NAIDOC Week and Indigenous Literacy Day.

### Change

While some programming changes can be subtle, our PDHPE and pastoral programmes have been refreshed and undergone a significant overhaul. The overarching initiative has been dubbed the **Dolphin Project**, the backbone of which is **Bounce Back**.

The Dolphin Project is based on the principles of positive tracking and resiliency. We want our students to be aware that there are nearly always two ways to look at every situation, challenge and experience. A positive thought or action is seen as a dolphin response while a negative is viewed as a shark response. Dolphin responses encourage us to look on the bright side and see the endless opportunities that enable us to persevere when times are

tough. We ask our students to practise gratitude, to constantly remind themselves of the things in their life that are worthwhile, empowering, exciting and that make them happy and secure.

We combine the weekly Dolphin Project with cross-curricular references to resiliency and wellbeing, and implement research-backed initiatives such as Bounce Back to explicitly address a range of coping skills. Using storybooks, poems, songs and art we weave the language of resiliency. Setbacks or mistakes are embraced as a path to learning and building character traits that not only help us, but help others too.

We support our students to delay gratification and manage impulses by using the Traffic Light analogy. Each colour represents a thinking process that must occur before decisions or actions are taken – STOP, THINK, ACT. The traffic lights are revisited to analyse our choices and actions. *“Which colour was skipped?” “What choices do we have at orange?”* We know that if our students can master impulse control, academic outcomes improve, positive long-lasting relationships develop and wellbeing is supported. At the end of the day, the Dolphin Project is not only about setting goals but also providing mechanisms to achieve them.

On reflection, it has been another very productive school year within Gawura. The children’s engagement in all aspects of school life has been extremely encouraging and our overall attendance has been excellent. I would like to thank our very special parent body at Gawura for their continued support and involvement in their children’s education. The children really appreciate it and it makes an enormous difference to their success at school. I would also like to thank the Gawura teachers, Dennis, our auxiliary staff at SACS, our dedicated volunteers and our very generous benefactors for their ownership in Gawura and for helping to ensure that The Gawura School remains such a rich, dynamic and ever-evolving educational environment that prioritises student outcomes first and foremost.

Finally, well done to all our amazing students for their hard work during 2014 and for the energy and enthusiasm they bring to school each day. I wish Raymond, Tanisha and Tahira, who were our 2008 Kindergarten cohort, all the very best as they move into high school next year.

*“Education strengthens Aboriginality”* (Chris Sara, n.d.).

**Mr David North**

Head of Gawura School

## Theme 2:

### Contextual Information about the School

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

Gawura is a unique, coeducational Kindergarten to Year 6 day school for Aboriginal and Torres Strait Islander children who live at home with their families. Engagement of the Gawura families, parents and carers is critical to the success of the programme. With up to 28 students, Gawura is a highly-acclaimed, highly-regarded "lighthouse" model for Indigenous education, offering students a supportive, nurturing space where they feel secure and learn at their own skill level, participating in individual numeracy and literacy programmes. They achieve academic milestones daily and grow in their abilities in academic subjects, sport and the arts.

Gawura students have access to their own culture, their own space and to the vast resources of St Andrew's while they form solid friendships with other junior and secondary students. Most of their needs are provided for, including uniforms, textbooks, stationery, music tuition and transport to and from school. This is provided alongside the comprehensive academic support program which encompasses remedial and extension programmes.

At the conclusion of Year 6, Gawura graduates are offered secondary school scholarships at St Andrew's Cathedral School – a natural and seamless transition for both the students and their families.

The school program is funded primarily by individual and family donors, corporates and foundations.

## Theme 3:

# School performance in national and State-wide tests and examinations

### Curriculum and Programming

The classroom programmes in Gawura are systematic, explicit and rigorous with an emphasis on literacy and numeracy development in a culturally supportive and enriching environment. The students are encouraged to “have a go”, do their best and have a little fun in the process. The programmes from Kindergarten to Year 6 are data driven and target a learning environment supported by high expectations and “best practice”. Differentiation forms the cornerstone of the Gawura curriculum and provides an avenue to success at school, a sense of achievement and the self-perpetuating motivation to realise goals.

### Assessment and Reporting

Assessment measures are ongoing and include formal (quantitative) and informal (qualitative) data. Progress is monitored through both Individual Learning Portfolios (ILP's) and Personalised Learning Plans (PLP's), and tracked longitudinally. The assessment and tracking procedures are transparent and used as part of the reporting process.

Formal reporting to parents involves:

- Parent/Teacher interviews – Term 1 and 3
- Written Report – Term 2 and 4

### 2014 NAPLAN

In May 2014, 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 Band 1-6, with Band 2 representing the national minimum standard. The results for Year 5 are reported across Band 3-8, with Band 4 representing the national minimum standard.

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

Three **Year 3** Gawura students sat the NAPLAN tests in 2014. All students achieved National Minimum Standards across all stands. In particular, all students exceeded the National Average for Writing, Spelling and Grammar & Punctuation.

Across Year 3:

- 2 out of 3 students performed either at or above National Average in Reading.
- 3 out of 3 students performed either at or above National Average in Writing.
- 3 out of 3 students performed either at or above National Average in Spelling.
- 3 out of 3 students performed either at or above National Average in Grammar & Punctuation.
- 1 out of 3 students performed either at or above National Average in Numeracy.

Three **Year 5** Gawura students sat the NAPLAN tests in 2014. National Minimum Standards were achieved with the exception of one non attempt in Spelling. In particular, all students exceeded the National Average for Writing and Grammar & Punctuation.

Across Year 5:

- 2 out of 3 students performed either at or above National Average in Reading.
- 3 out of 3 students performed either at or above National Average in Writing.
- 1 out of 3 students performed either at or above National Average in Spelling.
- 3 out of 3 students performed either at or above National Average in Grammar & Punctuation.
- 1 out of 3 students performed either at or above National Average in Numeracy.

## Theme 4:

### Senior Secondary Outcomes

**Not applicable:** Gawura is a K–6 school.

(Refer to Theme 8 for post-school outcomes)

## Theme 5

### Professional Learning and Teacher Standards

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	6 (4.2FTE)
Teachers who have a bachelor degree or higher from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0

#### Professional Learning

During 2013, a Learning Model, articulating the Schools' approach to learning was developed with input from staff, students and parents. The Learning Model is to guide the design of learning, teaching, learning spaces and professional development. The Learning Model emphasises the importance of both students and teachers as learners who are engaged and growing. In keeping with the Learning Model, professional learning has been designed to be significant, challenging, networked and future-focussed

In 2014 all Staff sessions comprised once-weekly (usually) after-school seminars or lectures; approximately 7 per term.

The chief foci in planning was on Literacy; Teacher Quality; School and Parent involvement and accountability. Training in the new Australian Syllabi for English, History and Mathematics was featured. Once again the Gawura staff benefitted by cooperation with the staff of the neighboring SACS Junior (Primary) school. Further work with Thrass featured.

Additionally, in 2014 the Association of Independent Schools update-training on child protection and cyberbullying were welcomed.

## Theme 6:

### Workforce Composition, including Indigenous

In 2014 the School had a total number of 4.2 FTE teachers employed. One of the teaching staff is indigenous.

## Theme 7:

### Student attendance

#### Student Attendance

Student attendance in 2014 calculated across each of the grades is shown below:

Year Level	Attendance Rate %
Kindergarten	90.3
1	89.8
2	94
3	94
4	89.6
5	91.3
6	94.6

The School policy for the management of non-attendance at school for each day mandates telephone contact with parents from the Teacher in charge or his representative each morning; contact and follow up to be initiated by 9:15am each morning.

## Theme 8:

### Post School Destinations

At the end of 2014, three students completed Year 6 and were enrolled for their secondary education in St Andrew's Cathedral School, where they all commenced Year 7 in 2014. There were no departures from any of the younger year groups.

# Theme 9:

## Enrolment policies & characteristics of the Student Body

### St Andrew's Cathedral Gawura School Enrolment Policy

#### INTRODUCTION

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

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

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

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

The main entry point into the Gawura is Kindergarten, where we offer up to four places each year. Places may be offered at all other levels if vacancies exist and adequate funding is available. Due to the increasing demand for places, parents are advised to send application forms in as early as possible.

#### RELEVANT LEGISLATION

Disability Discrimination Act

Sex Discrimination Act

Race Discrimination Act

Anti-Discrimination Act

These Acts make it unlawful to discriminate against a person on the grounds of their disability, sex, pregnancy, potential pregnancy, or race by refusing to enrol them at the School. The School is committed to fulfilling its obligations under the law in this Enrolment Policy.

## DEFINITIONS

Throughout this policy, unless the context requires otherwise:

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

**disability**, in relation to a child, means:

- (a) total or partial loss of the child's bodily or mental functions; or
- (b) total or partial loss of a part of the body; or
- (c) the presence in the body of organisms causing disease or illness; or
- (d) the presence in the body of organisms capable of causing disease or illness; or
- (e) the malfunction, malformation or disfigurement of a part of the child's body; or
- (f) a disorder or malfunction that results in the child learning differently from a child without the disorder or malfunction; or
- (g) a disorder, illness or disease that affects a child's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour.

and includes a disability that:

- (h) presently exists; or
- (i) previously existed but no longer exists; or
- (j) may exist in the future (including because of a genetic predisposition to that disability); or
- (k) is imputed to a person.

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

## ENROLMENT PROCESS

### New Enquiries

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

- (a) A Prospectus
- (b) A statement about the School Fees
- (c) An Enrolment Application Form

### Waiting Lists

The Head of School through the Registrar is responsible for the maintenance of waiting lists for entry to the School, including future kindergarten classes.

Availability of places can vary depending on the year of entrance.

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

- (a) the Enrolment Application Form;
- (b) a copy of the child's birth certificate;
- (c) certificate of Aboriginality
- (d) references

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

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

### **Interview**

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

## Inappropriate Behaviour

Where information obtained by the School suggests a profile of willful 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.

## School Reserves Rights

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

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

## School's Considerations

When considering making offers of a place at the School, the School takes the following into consideration:

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

## Offer

At the satisfactory conclusion of the assessment process, the School may make an offer to the parents to enrol the child. To accept the offer, the parents must within fourteen days of receiving it (or on an agreed time frame with the Registrar) deliver to the School the Acceptance Form which includes acceptance by the parents of the then current Conditions of Enrolment;

Failure to reply within the required time may result in the position being re-offered where other children are waiting for entry to the School.

## **Offers for Provisional Enrolment**

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

Conditions applying to such provisional enrolment will be set out in writing. In these cases, either the parents or the Head of School may terminate the enrolment. In such circumstances, fees will be adjusted to cover the period of enrolment only. No penalties will apply.

This provision may not be applied in the case of children with a disability

## **ENTRY AT THE START OF KINDERGARTEN**

### **Normal Entry**

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

All children must undertake a “readiness for school” assessment. If parents have already indicated specific learning needs, an alternative and/or additional assessment process may be required.

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

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

## **EXTENDED ABSENCES**

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

# Theme 10:

## School Policies

### **Policies for Student Welfare**

In accord with its foundation as the School at the heart of the Diocese, closely identified with the Anglican Church Diocese of Sydney, the School takes very seriously its role in caring for its personnel and particularly its youngest students. We also seek to build strong, positive community links and partnerships.

The policies relating to the physical safety of all personnel are cognizant of the unique CBD environment in which the School operates.

### **Safety at School: Policy including the Occupational Health & Safety Policy**

St Andrew's Cathedral Gawura School recognises its obligation to take all reasonable precautions to provide and maintain, so far as practical, an environment that is without risks for employees, students and visitors. To give this policy effect, responsibilities are shared by Council, Head of School and the Executive Staff Team; all teaching and support and operational staff and by the WHS and Rehabilitation committees. All members of the Workplace Health and Safety Committee have undergone training.

Appropriate signage is in place and regular training of all the above persons together with the students of the School is conducted. A condition of employment is the participation in mandatory workshops and training.

The School WHS practice is professionally audited in detail regularly and the reports considered closely by the WHS committee and School Executive.

### **Pastoral Care**

The School takes very seriously its Whole School approach to Pastoral Care, seeking "to provide a comprehensive Christian approach to the health and wellbeing of community members reflected in the curriculum, teaching and learning strategies, school organisations, policy culture and service provision".

### **Child Protection Policies**

The School ensures that all staff are trained at commencement in employment with regular refreshment of that training. Procedures are in place to ensure that the requirements of the four Acts that relate to Child Protection in NSW. The "Keeping Them Safe" revisions in 2010 were followed by special all-staff training.

## Critical Incident Procedures

A well-developed set of procedures under the control of the School Executive is in place and is reviewed on an annual basis. In 2012 a review of these policies and procedures to take account of students deemed to be at risk, was commenced.

As appropriate, policies and supporting procedures and checklists appear in the School Yearbook, the Handbook for parents, on the School website and the full text is required reference on the Staff intranet.

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

## Policies for Student Discipline

At St Andrew's Cathedral Gawura School, there are clear guidelines for behaviour set down for student conduct especially where the safety and welfare of members of the community could be at risk. Beyond that, all students are taught to act in a way that shows respect for the School Community and staff and student leaders seek to enhance a School culture that gives effect to Christian precepts of care and concern for one another.

When students transgress the common good, consequences follow, which will be tempered by the School's strong pastoral tradition, by a desire to correct and to educate rather than simply react, and in a way that seeks to balance integrity to the School's expectations with the student's personal situation.

The full text of the School's discipline policy and associated procedures is provided to all members of the School community through

- The Staff Handbook (electronic)
- Staff Professional Development and new staff induction
- The Student Diary
- The Parent Information booklet
- The Whole-School Assemblies and Year Group meetings

More serious consequences require the involvement of at least one of a number of senior members of staff. Processes have been designed to incorporate, as appropriate, principles of procedural fairness. Expressly excluded is any corporal punishment of students or sanction of such by non-school persons.

In 2014 the policies (newly reviewed from 2013) were re-organised on the Staff Wiki to facilitate electronic access by staff.

## POLICIES FOR COMPLAINTS AND GRIEVANCES RESOLUTION

The School's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the School's policy and processes for complaints and grievances resolution is provided in the Staff Handbook and the information booklet for the Board of Governors. An appropriate outline of the policy and processes is also provided in the Parent Information booklet and the student diary; on the School's intranet and on the Parent Portal of the school's website.

# Theme 11:

## School-determined improvement targets

### **Strategic Plan 2011 – 2015**

St Andrew's Cathedral Gawura School has completed a cycle of review and community consultation to develop the strategic plan for the period 2011 to 2015.

The key strategic imperatives within the plan are:

To pursue growth in overall academic excellence in an increasingly global environment. To ensure that our Christian Education is authentic and engaging rather indoctrinated. To continue to graduate students of discernment and grace. Ensuring the care and professional development for our staff. To strengthen our Valued Partnerships with:

- Parents and carers, the child's main educators

- Our learning volunteers: members of the wider community who commit to regular assistance such as with one-to-one tuition assistance

- Corporate, charitable and other organisations who are sponsoring students

- Maintain and grow the rich opportunities and depth of experiences for students in extra-curricular activities.

A New Cycle of School Improvement - Our planning reflects our willingness to be agents of change where necessary, in order to meet our student's needs.

This report demonstrates gains in most of these areas through 2013.

## Theme 12:

### Initiatives promoting respect & responsibility

We seek to challenge and equip our students with a love of learning and using their learning for others' benefit. Our students see their indigenous heritage celebrated and that within a Christian framework that makes clear the value of truth, justice, honour, purity, self-control. Bible exposition and prayer are part of students' corporate experience.

Aboriginal and Torres Strait Islander culture and identity is celebrated and supported through a suite of strategies and programmes that aim to provide a sense of worth and wellbeing, give an appreciation for others and allow the children to learn about themselves.

Cultural initiatives within Gawura include:

- the Gawura Parent Advisory Committee (GPAC) that meets twice a term in Week 2 and Week 8;
- the provision of Aboriginal and Torres Strait Islander educators to support academic and pastoral needs;
- hierarchical Aboriginal and Torres Strait Islander units of work that utilise the library's Information Literacy programme;
- Aboriginal and Torres Strait Islander histories and cultures as a cross curriculum priority;
- the Wiradjuri language programme; and
- the recognition of cultural events (such as National Sorry Day, Indigenous Veterans' Service, Reconciliation Week, NAIDOC Week and Indigenous Literacy Day)

## Theme 13:

### Parent, Student & Teacher satisfaction

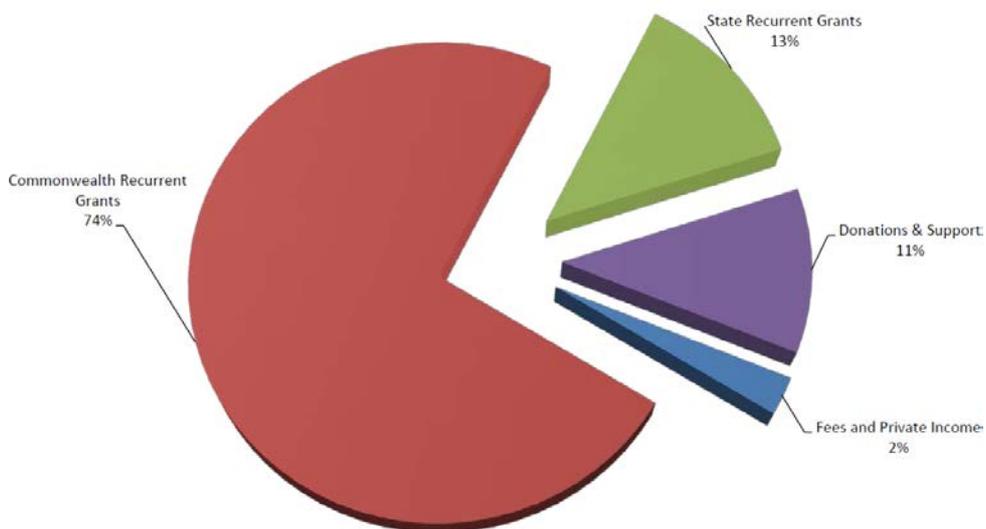
Gawura, though a very small school, by its very nature encourages and achieves a very high degree of parent/community involvement; this is formalised through the Gawura Parents' Advisory Committee (GPAC). Interested and supportive discussion is a feature of the regular meetings of this community.

Students' attendance rate remains very high (ca 92%).

Although essentially qualitative evidence, it is noteworthy that during 2013 enquiries for places for qualified students have continued to increase; these enquiries are virtually all the result of word of mouth referral from present or past parents and/or students. Note that retention from year to year, including into High School years continues at 100%

## Theme 14: Summary financial information

2014 Total Income



2014 Total Expenditure

