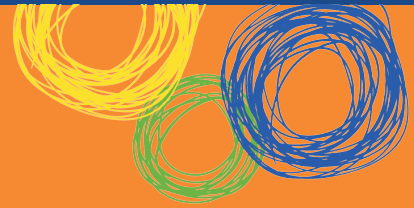


# Cape York Aboriginal Australian Academy

## Queensland State School Reporting

### 2013 School Annual Report



Postal address	Level 3 139 Grafton Street Cairns 4870
Phone	(07) 4060 1132
Fax	(07) 4060 1174
Email	<a href="mailto:the.principal@cyaaa.eq.edu.au">the.principal@cyaaa.eq.edu.au</a>
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person	Ms Cindy Hales - Principal

#### Principal's foreword

##### Introduction

The Cape York Aboriginal Australian Academy [CYAAA] comprises the school campuses of Aurukun, Coen and Hope Vale communities. Commencing in 2010 the CYAAA is a unique school led by an independent board chaired by Indigenous leader Noel Pearson in a formal agreement with Education Queensland. The CYAAA agreement defines the curriculum approach and model for the Academy including related aspects of the implementation of the Academy model. The Cape York Aboriginal Australian Academy campuses remain Education Queensland schools and meet relevant professional and industrial requirements. Designed to deliver a 'best of both worlds' education to Indigenous students, the Academy aims to close the academic achievement gap between indigenous and mainstream students, and to support Cape York children's bicultural identity.

The Academy's program incorporates three distinct but related learning domains:

**CLASS** – dedicated to teaching English literacy and numeracy through full immersion Direct Instruction

**CLUB** – enriching extracurricular artistic, music and sporting programs

**CULTURE** - comprehensive culture and local traditional oral and written language instruction

**COMMUNITY** – case managed approach to school readiness, attendance, parental involvement and health

This report provides an outline of the performance of CYAAA over the 2013 school year.

##### School progress towards its goals in 2013

###### Class results

When Cape York Aboriginal Australian Academy commenced in 2010 the majority of children were well below grade level in literacy and numeracy. The gap for older children was significant, with a number at kindergarten level of literacy and numeracy. Whilst a number of older children are still not at grade level, they are making rapid progress.

###### Literacy and Numeracy Progress

###### External benchmarking using NAPLAN

We are very pleased with the following aspects of the 2013 National Literacy and Numeracy Testing (NAPLAN) results:

- Our Year 3 Coen Campus students have repeated their spectacular 2012 NAPLAN results and achieved 100% at National Minimum

# Queensland State School Reporting

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Standard in every NAPLAN area (reading, writing, spelling, grammar and punctuation, numeracy);

- CYAAA students are starting to achieve at the top level of the NAPLAN tests, with a number of students achieving well above national minimum standards: CYAAA had 7 instances of students reaching the highest banding possible in their test area and 11 instances of students reaching the second highest banding in their test area;
- CYAAA campuses are rapidly improving making a higher rate of progress than national averages:
  - In 12 out of the 15 NAPLAN test areas between 2012 and 2013, CYAAA has mean scale score progress rates above the national and state averages. For example, in Year 3 Grammar and Punctuation, CYAAA improved 45.3 points higher than the Queensland improvement relative to the nation. In Year 5 Writing, CYAAA improved 43.9 points higher than the Queensland improvement relative to the nation;
  - In 10 out of the 15 NAPLAN test areas between 2008 and 2013, CYAAA has mean scale score progress rates well above the national and state averages. For example, in Year 3 Reading, CYAAA improved 58.4 points higher than the Queensland improvement relative to the nation. In Year 5 Grammar and Punctuation, CYAAA improved 35.3 points higher than the Queensland improvement relative to the nation.

We are pleased with the following aspects of the 2013 NAPLAN results:

- The general improvement of results from 2012 - across all campuses and year levels tested, the Academy increased the proportion of students that are achieving the national benchmark in 13 of the 15 NAPLAN domains.  
This includes:
  - The proportion of students achieving the national benchmark in Aurukun was increased in 13 of the 15 domains since 2012. The largest increase in Years 3, 5 and 7 were evident in the reading domain;
  - Hope Vale students showing improvement in performance in 12 of the 15 areas between 2012 and 2013 with the median gain across the 15 areas being around 25%.
- CYAAA has students above national minimum standards in all 15 NAPLAN test domains;
- CYAAA has improved results in Aurukun from last year and has students at national minimum standards in all 15 NAPLAN test domains.

With small schools and transitory cohorts, we knew our improvement would be a long journey and that no shortcuts could be taken. Whilst we are pleased with aspects of our results we note that the strong gains made by our regularly attending students are not matched by others that do not attend school regularly.

We also acknowledge the very different starting points of each of our campuses, with all students in Aurukun speaking English as a second language and coming from a very low starting point, with the average score for Year 3 reading in 2008 NAPLAN being a very low 100.

Professor John Hattie, Director of the Melbourne Education Research Institute, concluded based on his analysis of CYAAA student 2010-2012 NAPLAN results that "For those students who did have [multiple data points] such that a measure of growth could be estimated (about a quarter of all students), the growth is impressive – especially in Numeracy. There is every confidence to continue the current DI programs, given this current growth but the major aim should be to increase the number of students who can be evaluated to see the effects of instruction."

# Queensland State School Reporting

## 2013 School Annual Report



### Future outlook

The 2014 plan is consistent with the direction of the Academy over the past four years. The plan has been updated with four streams now being incorporated into three to align with the emergency of Good to Great Schools Australia which will provide more support to the campuses. However the expectations on the Academy have not altered.

#### High expectations and “No Excuses”

Raise the bar on learning and no excuses for failure.

#### Learning time is precious

There are no shortcuts to success and no interruptions to student learning.

Students have access to holistic health and nutrition programs as part of a student case management approach of working with parents to ensure school readiness.

#### Personal responsibility

Every individual is accountable for their actions and their contribution to student learning and improved outcomes within and across school campuses.

#### Respect others and believe in yourself

An individual and collective commitment to Academy wide improvement.

Maintaining a high quality, high expectation school culture.

The Academy has two key strategies for 2014 which are a central focus of the work of each campus for the year. Principals are accountable for reviewing these on a weekly basis and driving improvement.

- Ensure every classroom across the school is delivering a minimum of one lesson a day to mastery
- Ensure every child has lifted attendance and is on track to being at school every school day

The Cape York Aboriginal Australian Academy continues to implement our rigorous educational model with an explicit focus on improvement across and within our school campuses continues.

School leaders and instructional teams focus day to day on strengthening and extending the fidelity of our Class domain utilizing the Direct Instruction methodology for students across the campuses. 2013 has continued to see the development and implementation of delivery of the Club and Culture Domains.

Continue to develop strong relationships with parents, guardians and the broader school communities to keep parents and families informed and cognizant of exactly where and how students are progressing.

**Continue to support the Student Case Management strategy and extend support through student transition points.**

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Preschool - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	380	189	191	90%
2012	369	175	194	89%
2013	372	178	194	87%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Each of our school campuses are Identified Indigenous schools on Cape York. Student enrolment at each campus is almost exclusively students from Aboriginal and Torres Strait Islander backgrounds, our students all speak English as a second, third or fourth language. Aboriginal cultural practices, ceremonies and diverse languages are present and strengthening in each of the school communities. The ICSEA Ratings of each of the campuses range in the low 600s.

Aurukun, Coen and Hope Vale communities are all part of the Welfare Reform initiative an innovative partnership between the Australian Government, Queensland Government and Cape York Regional Organisations.

The Cape York Welfare reform initiative aims to restore social norms and local authority; change behaviours in response to chronic levels of welfare dependency, social dysfunction and economic exclusion; provide alcohol and treatment support, improved educational opportunities, better health services, economic development and income management support.

### Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	18	19	15
Year 4 – Year 7 Primary	21	15	10
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	2	2	6
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0

# Our school at a glance

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Cancellations of Enrolment	0	0	0
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## Curriculum offerings

### Our distinctive curriculum offerings

The Cape York Aboriginal Australian Academy's program at each campus incorporates three distinct but related learning domains into an extended school day:

- **Class:** dedicated to teaching mainstream curriculum in English literacy and numeracy through full immersion Direct Instruction;
- **Club:** enriching extracurricular artistic, musical and sport programs;
- **Culture:** comprehensive Indigenous culture and language programs.

**Community Case managed approach to readiness, attendance parental involvement and health.**

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### Extra curricula activities

Club and Culture programs operate in each Campus in an extended school day model and are enrolled in programs and instructed in artistic, musical and sport programs and Indigenous culture and language programs.

**Students have the opportunity to be selected for and participate in local, regional statewide representative arts based and sports events where possible due to the remote locations of the school campuses..**

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### How Information and Communication Technologies are used to assist learning

During Club and Culture lessons, students have the opportunity for personalised and authentic learning through digital and bi-cultural modes within the Club and Culture learning domains.

All teaching staff have a laptop provided and computers are provided for preparation, research and online professional development.

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## Social climate

The Cape York Aboriginal Australian academy places a high priority on student and staff wellbeing and has processes in place to provide

An Academy wide Positive Behaviour Plan operates across and within each school campus. The plan includes a daily structured incentive program alongside the detailed strategies and processes to build a community of high expectation school ready behaviours so that all children are given the opportunity to learn effectively across the Class, Club and Cultural domains.

The full-service student case management approach ensures that children are at school but also, those things that determine their capacity to engage in education – their health, nutrition, wellbeing and material needs – are systematically addressed so that no one child is allowed to “fall through cracks”.

The Full Service Case Management incorporates the following components:

1. Support parents<sup>1</sup> to achieve 100% school attendance.
2. Support parents to ensure their children are school ready; expand
3. Deliver health education and care to students and parents to ensure their children's health needs are being met;
4. Provide nutritional school meals to students and support parents to meet the nutrition

# Our school at a glance

and dietary needs of their children through Food Clubs operating in Aurukun and Hope Vale Campuses; Parents at Coen Campus provide their own children's lunches;

5. Encourage parents to participate in their children's education.

## Parent, student and staff satisfaction with the school

The 2013 evidence demonstrates an increase in student learning satisfaction. This is evident through systemic feedback through the school opinion survey. There has been a tangible lift in staff morale both in daily observation and through official surveys where the staff morale has increased.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	99%	77%
this is a good school (S2035)	97%	81%
their child likes being at this school* (S2001)	100%	88%
their child feels safe at this school* (S2002)	95%	77%
their child's learning needs are being met at this school* (S2003)	100%	88%
their child is making good progress at this school* (S2004)	99%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	87%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	76%
teachers at this school motivate their child to learn* (S2007)	98%	94%
teachers at this school treat students fairly* (S2008)	94%	82%
they can talk to their child's teachers about their concerns* (S2009)	99%	82%
this school works with them to support their child's learning* (S2010)	99%	81%
this school takes parents' opinions seriously* (S2011)	94%	93%
student behaviour is well managed at this school* (S2012)	87%	68%
this school looks for ways to improve* (S2013)	97%	75%
this school is well maintained* (S2014)	92%	73%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	60%	100%
they like being at their school* (S2036)	49%	99%
they feel safe at their school* (S2037)	49%	98%
their teachers motivate them to learn* (S2038)	64%	99%
their teachers expect them to do their best* (S2039)	71%	99%

## Our school at a glance

their teachers provide them with useful feedback about their school work* (S2040)	68%	94%
teachers treat students fairly at their school* (S2041)	60%	99%
they can talk to their teachers about their concerns* (S2042)	71%	97%
their school takes students' opinions seriously* (S2043)	51%	100%
student behaviour is well managed at their school* (S2044)	31%	87%
their school looks for ways to improve* (S2045)	62%	98%
their school is well maintained* (S2046)	62%	99%
their school gives them opportunities to do interesting things* (S2047)	64%	97%

### Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	97%
they feel that their school is a safe place in which to work (S2070)	97%
they receive useful feedback about their work at their school (S2071)	90%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	93%
staff are well supported at their school (S2075)	83%
their school takes staff opinions seriously (S2076)	87%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	50%
their school gives them opportunities to do interesting things (S2079)	73%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## Involving parents in their child's education

This multi-domain Class, Club, Culture and Community approach aims to provide a complete, integrated education delivered formally through the school and engaging parents, community and partners in a common vision.

The Full Service Case Management incorporates the following components:

1. Support parents to achieve 100% school attendance.
2. Support parents to ensure their children are school ready; expand
3. Deliver health education and care to students and parents to ensure their children's health needs are being met;
4. Provide nutritional school meals to students and support parents to meet the nutrition and dietary needs of their children through Food Clubs operating in Aurukun and Hope Vale Campuses; Parents at Coen Campus provide their own children's lunches;

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

School leadership teams at each campus work together to focus on resource minimization with significant savings being made on electricity usage in the past twelve months in partnership with the PowerSavvy program with Ergon Energy.

Students explore the concepts of renewable and non-renewable resources in the Cultural theory programs and during general classroom activities both through traditional indigenous and non-indigenous lenses.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	328,109	0
2011-2012	554,531	1,330
2012-2013	412,822	1,663

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.



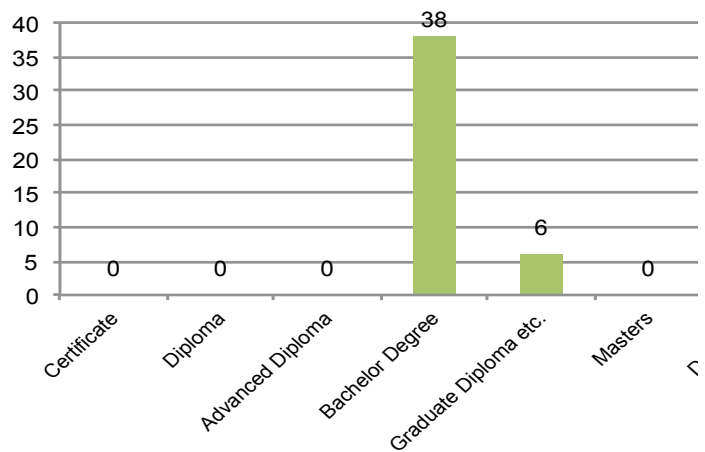
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	44	4	7
Full-time equivalents	44	3	6

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	38
Graduate Diploma etc.	6
Masters	0
Doctorate	0
<b>Total</b>	<b>44</b>



\* Teaching Staff includes School Leaders

\*\* Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 37,000.

# Our staff profile

The major professional development initiatives are as follows:

- For all new teaching staff, a fully developed pre-appointment Orientation and Induction program in partnership with Education Queensland's Remote Area Incentive Scheme.
- Annually for all staff, rigorous training and coaching in the Class (Direction Instruction full immersion model), Club and Culture instructional programs at the beginning of the year.
- Mandated departmental training
- Regular training (every month) on school site with specialist instructional coaches
- Weekly coaching, lesson observation and feedback loops to maintain and improve instructional practice

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	97%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2013 school year.

## School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

# Performance of our students

## Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	79%	74%	71%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

## Student attendance rate for each year level (shown as a percentage)

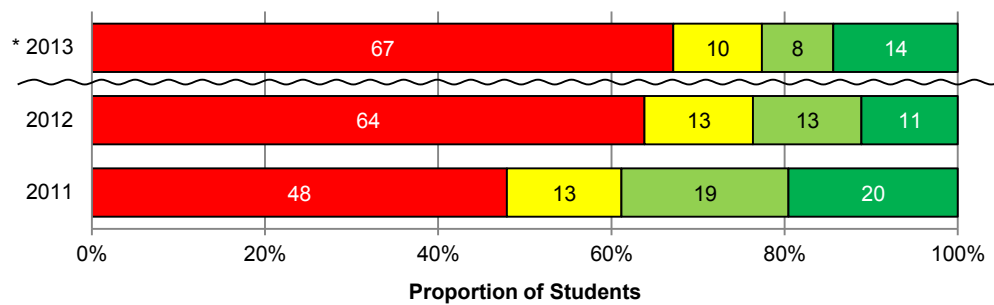
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	77%	81%	87%	85%	80%	84%	77%	59%	56%	44%		
2012	73%	70%	71%	77%	78%	81%	80%	32%	6%	DW		
2013	71%	69%	68%	76%	73%	74%	74%	DW				

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

# Performance of our students

## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

- Student Case Managers work with students, parents, the schools and the broader community to set and work towards the expectation of 100% attendance.
- Student Case Managers visit parents if a student is late or absent from school on every occasion and makes referrals to services, support parents in meeting their obligations and engage with all community partners and service providers.
- The School Nurse working on campus helps to identify school readiness and complete top to toe health checks as part of early intervention to reduce the incidents of illness and health related absences.

Student Case Managers identify when the 100% attendance milestones have been achieved and implement positive reinforcement measures. When 100% attendance is achieved the student is acknowledged in school assembly and the parent is personally presented with a certificate of "gold attendance"

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

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Search by school name

GO

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Sector  Government  
 Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

# Performance of our students

## Achievement – Closing the Gap

Steady progress is being made at each of the campuses with respect to closing the gap in attendance and attainment of students with significant gains being made in some areas. Internal school data highlights the individual gains children are making which is regularly reported to parents and caregivers.

Some improvement in NAPLAN results were observed in 2013 with gains made across the Academy. The year 3 cohort exhibits the strongest gains meeting or exceeding systemic aspirations in 3 of the 5 test areas. There are improving longitudinal trends for the timeframe of 2008-2013.

Attendance at Aurukun shows steady improvement, and continues to improve since 2007 increasing from 43.3% to approx. 70%. Over the same period, Coen Campus attendance has been consistently high, meeting or exceeding the 90 % state average attendance, and Hope Vale Campus attendance improvement is steady.