

# Cape York Academy

## Queensland State School Reporting

### 2014 School Annual Report



**Cape York Academy**  
Get ready. Work hard. Be good.

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## Principal's foreword

### Introduction

The Cape York Academy (CYA) comprises the school campuses of Aurukun, Coen and Hope Vale. Commencing in 2010, CYA is a unique school led by an independent board chaired by Indigenous leader Noel Pearson in a formal agreement with Education Queensland. The CYA agreement defines the curriculum approach and model for the Academy including related aspects of the implementation of the Academy model. The Cape York 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 five distinct but related learning domains:

- Childhood** – closing the early childhood development gap from birth to three years of age
- 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 CYA over the 2014 school year.

### School progress towards its goals in 2014

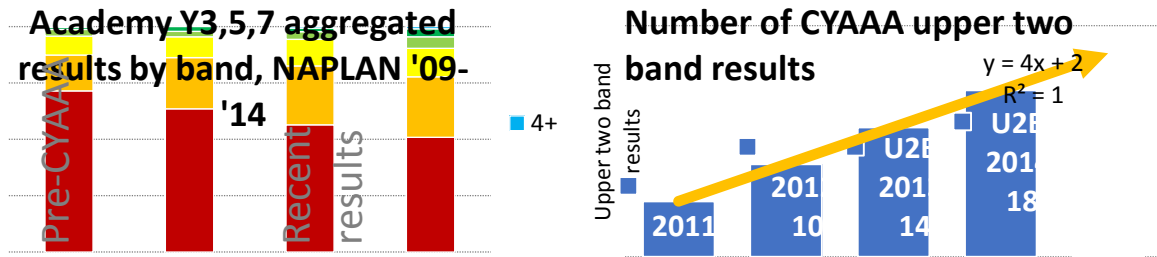
#### Literacy and Numeracy Progress

When Cape York 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 a Prep level of literacy and numeracy. Whilst a number of older children are still not at grade level, they are making steady progress.

#### External benchmarking using NAPLAN

We are very pleased with the following aspects of the 2014 National Assessment Program – Literacy and Numeracy (NAPLAN) results:

- increased number of students at national minimum standard
- extended number of students in bands above national minimum standard
- more students appearing in the upper two bands of the test results
- students are making nearly twice the gain against the national average rate of progress (although starting from a very low base)
- the number of students performing exceptionally well has increased consistently under the Academy using DI



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.

Professor John Hattie, Director of the Melbourne Education Research Institute, concluded based on his analysis of CYA student 2009-13 NAPLAN results that "The program in Cape York shows greater growth than the Australian averages. While there appear to be important school differences, the overall program appears to be making a greater-than-average difference. Persistence in ensuring as complete-as-possible data for achievement and attendance for every student is critical to showing the impact of the program."

### Future outlook

The Cape York Academy implements a rigorous educational model with an explicit focus on improvement across and within our school campuses. The 2015 plan is consistent with the direction of the Academy over the past five years;

#### 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 by maintaining a high quality, high expectations school culture.

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. 2014 has continued to see the development and implementation of deliver of the Childhood, Club and Culture domains. CYA also continues to develop strong relationships with parents, guardians and the broader school communities to keep parents and families informed and cognizant of exactly how students are progressing.

The Academy has two key strategies for 2015 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 with their staff;

- Ensure every classroom across the school is setting goals to accelerate their lesson progress
- Ensure every child has improved attendance and is on track to being at school every school day

These strategies are being implemented at each campus per the principals' school improvement agenda;

#### Aurukun

Increase community engagement to build attendance and students' progress through Prep.

#### Coen

Lift reading progress using targets, three-minute transitions and increased 100% attendance days.

#### Hope Vale

Increase full-day Friday attendance and consistency of trained teacher aides to boost lesson progress.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Early Childhood - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	369	175	194	89%
2013	372	178	194	87%
2014	377	181	196	90%

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. Students in Aurukun speak English as a second 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		
	2012	2013	2014
Prep – Year 3	19	15	14
Year 4 – Year 7 Primary	15	10	11
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	2	6	56
Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

# Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

The Cape York Academy's program at each campus incorporates five distinct but related learning domains into an extended school day;

**Childhood** – closing the early childhood development gap from birth to three years of age

**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.

### 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.

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

During Club and Culture lessons, students have the opportunity for personalized and authentic learning through digital 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.

## Social Climate

The Cape York Academy places a high priority on student and staff wellbeing and 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.

Our case management approach ensures that children are school ready and supports parents to ensure their child is at school and engaged in education – with health, nutrition, wellbeing and material needs met – so that no one child is allowed to “fall through the cracks”.

Case management incorporates the following components;

- Support parents to promote school attendance
- Support parents to ensure their children are school ready
- Deliver health education and care to students and parents to ensure their children's health needs are being met
- Provide nutritional school meals to students and support parents to meet the nutritional and dietary requirements of their children through Food Clubs operating in Aurukun and Hope Vale campuses (parents at Coen campus provide their own children's lunches)
- Encourage parents to participate in their children's education

## Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	99%	77%	93%
this is a good school (S2035)	97%	81%	100%
their child likes being at this school* (S2001)	100%	88%	93%
their child feels safe at this school* (S2002)	95%	77%	100%
their child's learning needs are being met at this school* (S2003)	100%	88%	87%
their child is making good progress at this school* (S2004)	99%	94%	93%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
teachers at this school expect their child to do his or her best* (S2005)	100%	87%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	76%	93%
teachers at this school motivate their child to learn* (S2007)	98%	94%	100%
teachers at this school treat students fairly* (S2008)	94%	82%	67%
they can talk to their child's teachers about their concerns* (S2009)	99%	82%	93%
this school works with them to support their child's learning* (S2010)	99%	81%	100%
this school takes parents' opinions seriously* (S2011)	94%	93%	87%
student behaviour is well managed at this school* (S2012)	87%	68%	87%
this school looks for ways to improve* (S2013)	97%	75%	87%
this school is well maintained* (S2014)	92%	73%	80%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	60%	100%	100%
they like being at their school* (S2036)	49%	99%	100%
they feel safe at their school* (S2037)	49%	98%	100%
their teachers motivate them to learn* (S2038)	64%	99%	100%
their teachers expect them to do their best* (S2039)	71%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	68%	94%	99%
teachers treat students fairly at their school* (S2041)	60%	99%	100%
they can talk to their teachers about their concerns* (S2042)	71%	97%	100%
their school takes students' opinions seriously* (S2043)	51%	100%	99%
student behaviour is well managed at their school* (S2044)	31%	87%	89%
their school looks for ways to improve* (S2045)	62%	98%	99%
their school is well maintained* (S2046)	62%	99%	98%
their school gives them opportunities to do interesting things* (S2047)	64%	97%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		97%	93%
they feel that their school is a safe place in which to work (S2070)		97%	79%
they receive useful feedback about their work at their school (S2071)		90%	90%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	97%
student behaviour is well managed at their school (S2074)		93%	62%
staff are well supported at their school (S2075)		83%	69%

**Performance measure**

Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
their school takes staff opinions seriously (S2076)		87%	79%
their school looks for ways to improve (S2077)		100%	97%
their school is well maintained (S2078)		50%	86%
their school gives them opportunities to do interesting things (S2079)		73%	86%

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

# 'Agree' represents the 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.

**Involving parents in their child's education**

The multi-domain Childhood, 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.

Case Management incorporates the following components;

- Support parents to promote school attendance
- Support parents to ensure their children are school ready
- Deliver health education and care to students and parents to ensure their children's health needs are being met
- Provide nutritional school meals to students and support parents to meet the nutritional and dietary requirements of their children through Food Clubs operating in Aurukun and Hope Vale campuses (parents at Coen campus provide their own children's lunches)
- Encourage parents to participate in their children's education

**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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	554,531	1,330
2012-2013	412,822	1,663
2013-2014	102,518	0

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

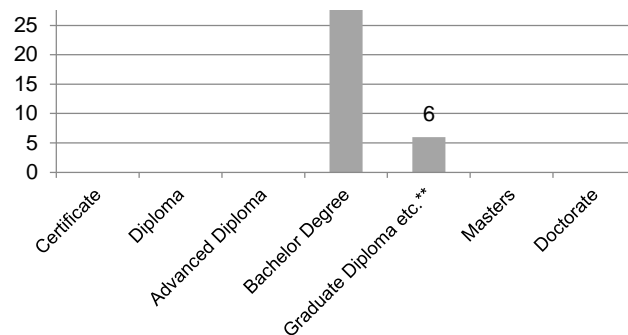
**Our staff profile****Staff composition, including Indigenous staff**

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
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Headcounts	52	7	0
Full-time equivalents	52	4	0

### Qualification of all teachers

Advanced Diploma	
Bachelor Degree	46
Graduate Diploma etc.**	6
Masters	
Doctorate	
<b>Total</b>	<b>52</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 2014 were \$[41000]

This information can be calculated from OneSchool data.

The major professional development initiatives are as follows:

- Direct Instruction Training
- Explicit Direct Instruction Training
- PBIS Training

The proportion of the teaching staff involved in professional development activities during 2014 was [100%]

The proportion of the teaching staff participating is to be reported as a percentage.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	98%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 77% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	74%	71%	71%
- Aurukun	63%	63%	58%
- Coen	87%	87%	91%
- Hope Vale	73%	71%	77%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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

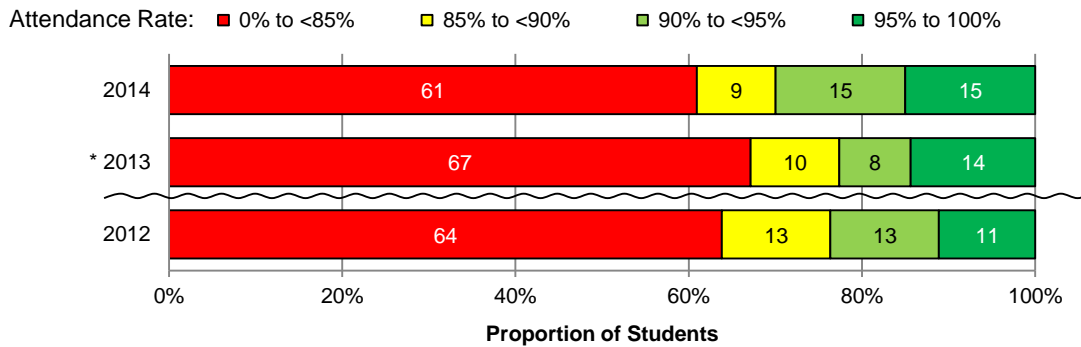
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	73%	70%	71%	77%	78%	81%	80%	32%	6%	DW		
2013	71%	69%	68%	76%	73%	74%	74%	DW				
2014	74%	76%	75%	67%	64%	70%	68%					

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.





\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

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

Non-attendance is managed in state schools in line with the DETE 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.

- Case managers and teachers work with students, parents and the broader community to set and work towards the expectations of 100% attendance.
- Case managers and teachers visit parents if a student is late or absent from school and makes referrals to services to support parents in meeting their obligations.
- Case managers and teachers visit parents with samples of students' work to promote positive relationships with families.
- Case managers also identify when 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/>.

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## 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 student 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 2014 with gains made across the Academy. The Year 3 cohort exhibits the strongest gains in meeting or exceeding National Minimum Standards. Since NAPLAN was introduced in 2008, the overall trend for the timeframe of 2008-14 has shown incremental improvement.

Attendance is also a focus for closing the gap;

- Aurukun campus has implemented school-wide strategies to continually improve attendance
- Coen campus attendance is consistently high, exceeding the 92% state average for QLD
- HV campus attendance is nearing state average.