

# Cape York Aboriginal Australian Academy Queensland State School Reporting 2015 School Annual Report



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## Principal's foreword

### Introduction

The Cape York Aboriginal Australian Academy (CYAAA) comprises the school campuses of Aurukun, Coen and Hope Vale. Commencing in 2010, CYAAA is a unique school led by an independent board chaired by Indigenous leader Noel Pearson in a formal agreement with Department of Education and Training. 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 Department of Education and Training schools and meet relevant professional and industrial requirements. The Academy is committed to deliver a 'best of both worlds' education to remote Indigenous students, and aims to close the academic achievement gap between indigenous and mainstream students, and to support Cape York children's bicultural identity.

The Cape York Aboriginal Australian Academy supports and fosters the aspirations of Cape York parents and their communities.

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.

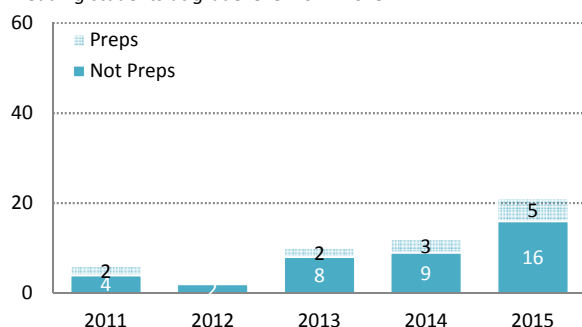
This report provides an outline of the performance of CYAAA over the 2015 school year.

### School progress towards its goals in 2015

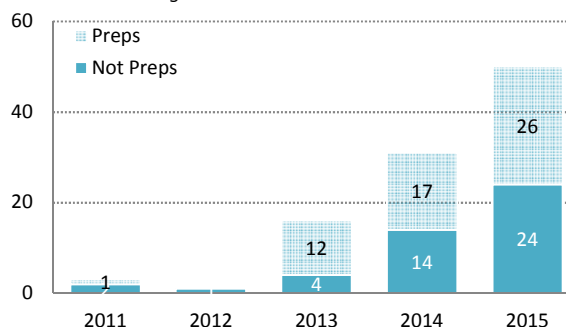
#### Literacy and Numeracy Progress

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

Reading students at grade level 2011-2015



Math students at grade level 2011-2015



Progress has accelerated in 2015 as a result of:

- Weekly and quarterly lesson goals tracked on school data walls
- Weekly reviews between teachers and school leaders about the progress of their groups
- Three-minute transitions from parade to instruction, tracked with observations
- Two or more home-visits a week from teachers to discuss students' progress
- An adopt-a-class program with attendance and performance reported to sponsors.

### Campus-specific interventions

Specific interventions were also implemented to address localised issues:

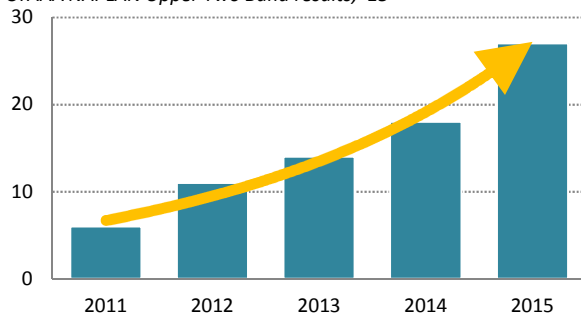
- Aurukun implemented an attendance sub-school model to best target instruction to different attendance groups.
- Coen's principal followed up unexplained absences each morning to normalise 100% attendance.
- Hope Vale started a 'clock in, clock out' time card system for teacher aides to ensure support was available to classes on time.

### External benchmarking using NAPLAN

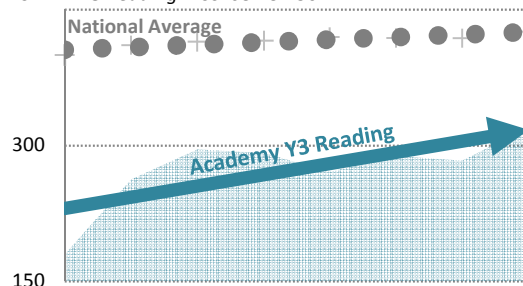
We are very pleased with the following aspects of the 2015 National Assessment Program – Literacy and Numeracy (NAPLAN) results:

- Coen has recorded a result above the national average in Numeracy.
- Aurukun's Year 3s have had their best Reading result to date.
- Coen's Year 5s have also had their best Numeracy result yet.
- Hope Vale had a Year 3 Spelling student score a greater than band 6 result, among the top ~2% of the nation
- Total number of upper two band results has increased steadily to 27 from 18 last year, and only 6 in 2011

CYAAA NAPLAN Upper Two Band results, '15



CYAAA Y3 Reading MSS '08-15 450



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 CYAAA 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."

In his Jack Keating Lecture at the Melbourne University Graduate School of Education, Professor Hattie highlighted the Academy's success; "Noel Pearson's Good to Great Schools have made appreciable differences to the learning lives of Aboriginal students... for Years 3-5, there has been greater than the Australian average growth: 181% greater in Reading, 98% greater in Writing, and 181% greater in Numeracy. This is the good news; the program is truly making a difference; but the sobering news is that the students have to make 3+ years growth in a year to catch up."

### Future outlook

The Cape York Aboriginal Australian Academy implements a rigorous educational model with an explicit focus on improvement across and within our school campuses. The 2016 plan is consistent with the direction of the Academy over the past six years:

#### High expectations and "No Excuses"

Raise the bar on learning and no excuses for failure.

#### Learning time is precious

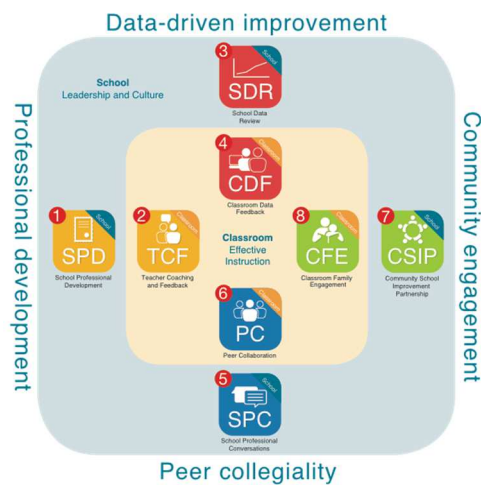
There are no shortcuts to success and no interruptions to student learning. Students have access to holistic health and nutrition programs as part of a student case management approach of working with parents to ensure school readiness.

#### 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.



The 8 Cycles of School Practice were developed in 2015 and are to be implemented in all three campuses from 2016 on. These practices are aligned to the National School Improvement Tool and are present in high functioning schools. The 8 Cycles of School Practice facilitates explicit systems of best practice to be embedded in schools.

These include:

#### School Professional Development

Ensures each school has the right roles to build capacity and effectively support instructional curriculum and pedagogy.

#### Teacher Coaching and Feedback

Enables leaders to continue to develop their teaching teams through professional collaboration with their colleagues and mentors.

#### School Data Review

Ensures that schools hold data review cycles every week so there is regular visibility over the teaching and learning taking place in all classrooms.

#### Classroom Data Feedback

Ensures that teachers provide and receive weekly feedback on classroom data in relation to progress and mastery of all students.

#### Professional Conversations

Ensures schools work together to further the professional growth of teachers by engaging in conversations about best practice and results of school and classroom data. These conversations are targeted to capacity building and enhancing collegiality of staff.

#### Peer Collaboration

Ensures great teachers collaborate to share successful practices and improve their own classrooms as they review challenges and solutions together. Encourages staff to review and resolve problems as a team.

#### Community-School Improvement Partnership

Ensures that the school has a formal mechanism to be mutually accountable to the school community for improvement at the school and regularly reporting progress.

#### Classroom Family Engagement

Ensures teachers have a positive relationship with students and parents in and outside the classroom. Engagement enables parents to see their children are treated with respect, celebrated for their achievements and encouraged to give their full effort.

School leaders and instructional teams focus day to day on strengthening and extending the fidelity of our Class domain utilising the Direct Instruction methodology for students across the campuses. 2016 will continue to see the development, implementation and delivery of the Childhood, Club and Culture domains utilising Explicit Direct Instruction. CYAAA also continues to develop strong relationships with parents, guardians and the broader school communities to keep parents and families informed and cognisant of exactly how students are progressing.

The Academy has several strategies for 2016 which are a central focus of the work of each campus for the year. Principals review these on a weekly basis to drive improvement with their staff:

- Ensure every student has improved attendance and on track to being at school every school day
- Ensure every student is at, or progressing towards grade level in literacy and numeracy
- Ensure every student has their special needs identified and addressed
- Ensure every Year 6 student transitions successfully into a supportive, high expectations boarding school

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

- Aurukun – Build community engagement and positive behaviour interventions and supports (PBIS) to lift attendance, accelerate students' progress through Prep and support Year 6 students through their secondary transition.
- Coen – Lift reading and numeracy progress using group targets, three-minute transitions, Principal awards and a focus on 100% attendance days. Accelerate students' progress through Prep by building close links with the Coen Kindergarten and orientating Pre-Prep students into Prep activities during second semester.
- Hope Vale – Increase class sponsorship with rangers and local agencies to improve attendance and support to the Club and Culture and Ancestral Language programs. Support consistency of trained teacher aides to boost lesson progress.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Early Childhood - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	372	178	194	367	87%
2014	377	181	196	372	90%
2015	375	185	190	370	92%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were 25 students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### 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		
	2013	2014	2015
Prep – Year 3	15	14	15
Year 4 – Year 7 Primary	10	11	10
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents

	2013	2014*	2015**
Short Suspensions - 1 to 5 days	6	56	42
Long Suspensions - 6 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

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.

The Academy uses Direct Instruction, Explicit Direct Instruction and Positive Behaviour Interventions and Supports to deliver the Australian Curriculum to students:

#### Direct Instruction

- Well-researched and scientifically based sets of scripted resources and lesson materials
- Designed according to effective instruction principles to teach a specific, sequential curriculum that anyone can learn
- Supported by a training and coaching model for delivering scripted lessons to fidelity
- Includes frequent assessment (mastery testing, check-outs) and opportunities to check for understanding (choral responding, individual turns, independent work) so remediation can be provided to students

#### Explicit Direct Instruction

- Well-researched and scientifically based strategies for designing partly scripted resources and lesson materials
- Designed according to effective instruction principles to teach lessons that have been written per National Curriculum Standards
- Supported by engagement norms (track with me, whiteboards etc) and the TAPPLE model for checking understanding (teach first, ask a question, pair-share etc)

#### Positive Behaviour Interventions and Supports

- Whole-school approach to creating a positive, safe and supportive school climate in which all students, including students with additional needs, can learn and develop
- At a PBIS school teachers, administrators and family members work together to teach and support behaviour expectations at school
- PBIS is implemented to improve the behaviour of all students in all school settings – in and out of the classroom.
- PBIS is based in an organisational systems approach to achieving twin outcomes of academic and social success for all students.

### Extra curricula activities

Club and Culture programs operate in each campus in an extended school day model. Students are instructed in artistic, instrumental musical, sport programs and Indigenous culture and language programs, supported by local culture tutors.

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

Culture camps were hosted with the permission and support of traditional owners. Students were taught local history, indigenous stories and participated in a range of cultural activities.

Band camp was hosted at Apex camp in Tinaroo over three days in September 2015. Students were taught advanced instrumental skills by artists-in-residence, prior to rehearsing and hosting a public performance at Jazz on the Green in Palm Cove with Queensland Music Festival.

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

During Club and Culture lessons, students have the opportunity for personalised and authentic learning through digital bi-cultural modes using localised powerpoints, videos and recordings from culture tutors.

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

## Social Climate

The Cape York Aboriginal Australian 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	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	77%	93%	100%
this is a good school (S2035)	80%	100%	94%
their child likes being at this school (S2001)	88%	93%	100%
their child feels safe at this school (S2002)	76%	100%	100%
their child’s learning needs are being met at this school (S2003)	88%	87%	94%
their child is making good progress at this school (S2004)	92%	93%	100%
teachers at this school expect their child to do his or her best (S2005)	84%	93%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	80%	93%	100%
teachers at this school motivate their child to learn (S2007)	92%	100%	100%
teachers at this school treat students fairly (S2008)	80%	67%	100%
they can talk to their child’s teachers about their concerns (S2009)	85%	93%	100%
this school works with them to support their child’s learning (S2010)	84%	100%	100%
this school takes parents’ opinions seriously (S2011)	88%	87%	94%
student behaviour is well managed at this school (S2012)	62%	87%	89%
this school looks for ways to improve (S2013)	76%	87%	100%
this school is well maintained (S2014)	64%	80%	94%

## Performance measure

Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	98%	100%	100%
they feel safe at their school (S2037)	95%	100%	94%
their teachers motivate them to learn (S2038)	98%	100%	94%
their teachers expect them to do their best (S2039)	100%	100%	94%
their teachers provide them with useful feedback about their school work (S2040)	95%	96%	88%
teachers treat students fairly at their school (S2041)	98%	100%	93%
they can talk to their teachers about their concerns (S2042)	98%	100%	93%
their school takes students' opinions seriously (S2043)	100%	96%	80%
student behaviour is well managed at their school (S2044)	78%	92%	56%
their school looks for ways to improve (S2045)	98%	96%	94%
their school is well maintained (S2046)	98%	92%	87%
their school gives them opportunities to do interesting things (S2047)	98%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	93%	90%
they feel that their school is a safe place in which to work (S2070)	97%	79%	93%
they receive useful feedback about their work at their school (S2071)	90%	90%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	96%	96%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	97%	100%
student behaviour is well managed at their school (S2074)	93%	62%	83%
staff are well supported at their school (S2075)	83%	69%	90%
their school takes staff opinions seriously (S2076)	87%	79%	86%
their school looks for ways to improve (S2077)	100%	97%	97%
their school is well maintained (S2078)	50%	86%	79%
their school gives them opportunities to do interesting things (S2079)	73%	86%	86%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

## Parent and Community Engagement

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 managers and teachers actively engage parents both in and out of the school with positive postcards and reports of students' progress, attendance and behaviour.

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

The Academy also incorporates an adopt-a-class program to inform local rangers and agencies of students' progress attendance and behaviour. Partners include Apunipima, the Wellbeing Centre, Justice Group, Kindy Association, Cape York Employment and Police.

### Reducing the school's environmental footprint

School leadership teams at each campus work together to focus on resource minimisation using learnings from their previous partnership with the PowerSavvy program provided by Ergon Energy.

The addition of accommodation facilities on school grounds in the Aurukun school site has contributed to an increase in electricity and water usage. A late wet season and extended dry season characterised by hot periods also required added electricity and water usage.

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
2012-2013	412,822	1,663
2013-2014	102,518	0
2014-2015	409,138	783

\*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.

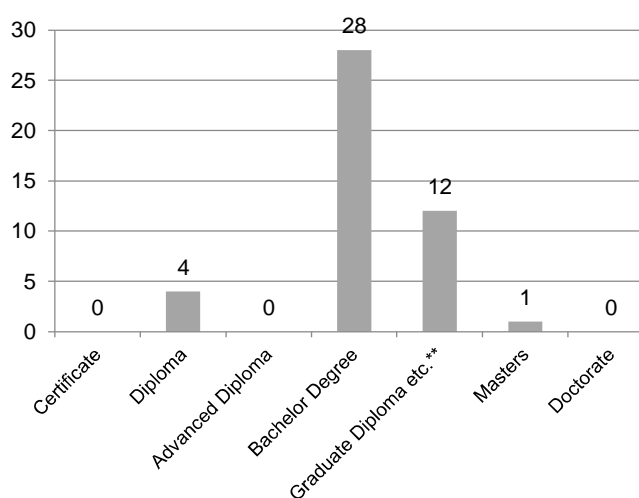
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	49	10	<5
Full-time equivalents	49	8	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	28
Graduate Diploma etc.**	12
Masters	1
Doctorate	0
<b>Total</b>	<b>45</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 2015 were \$39,986.

The major professional development initiatives are as follows:

- Direct Instruction training
- Explicit Direct Instruction training
- Positive Behaviour Interventions and Support training

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	98%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 72% of staff was retained by the school for the entire 2015 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

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Sector:

Government

Non-government

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	71%	71%	72%
The attendance rate for Indigenous students at this school (shown as a percentage).	71%	71%	72%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

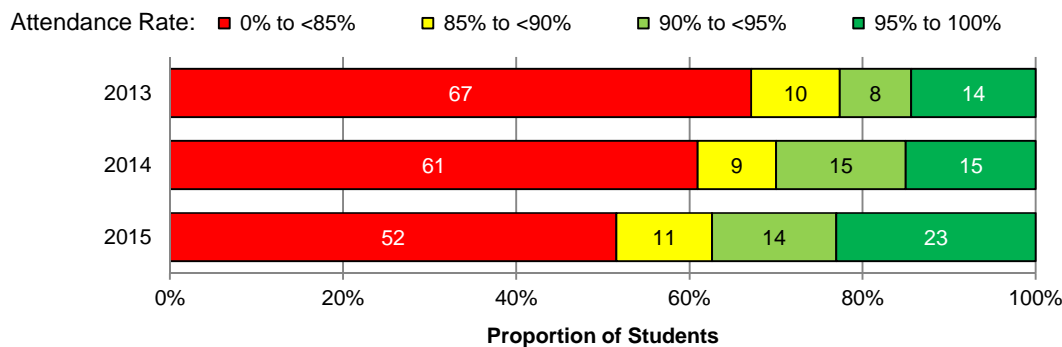
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	68%	71%	69%	68%	76%	73%	74%	74%	DW				
2014	70%	74%	76%	75%	67%	64%	70%	68%					
2015	69%	71%	73%	76%	74%	71%	66%						

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



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

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

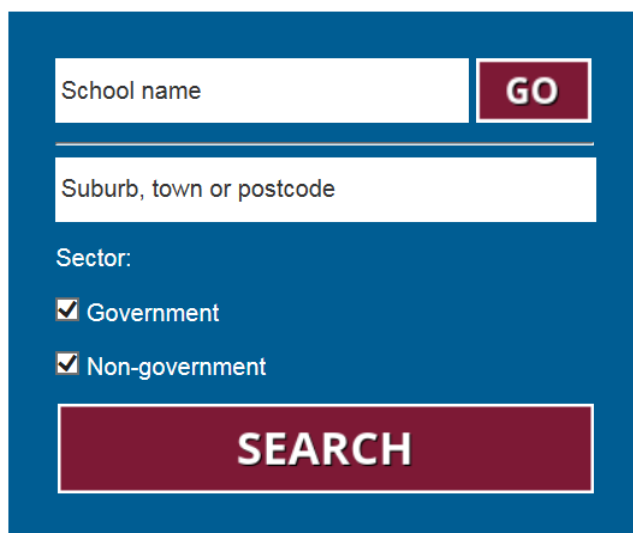
- Case managers and teachers work with students, parents and the broader community to set and work towards the expectations of 100% attendance.
- Case managers and teachers visit parents if a student is late or absent from school and makes referrals to services to support parents in meeting their obligations.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

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.

### Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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