



Cape York Aboriginal Australian Academy

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

The Cape York Aboriginal Australian Academy (CYAAA) comprises the school campuses of 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.

Principal's Foreword

Introduction

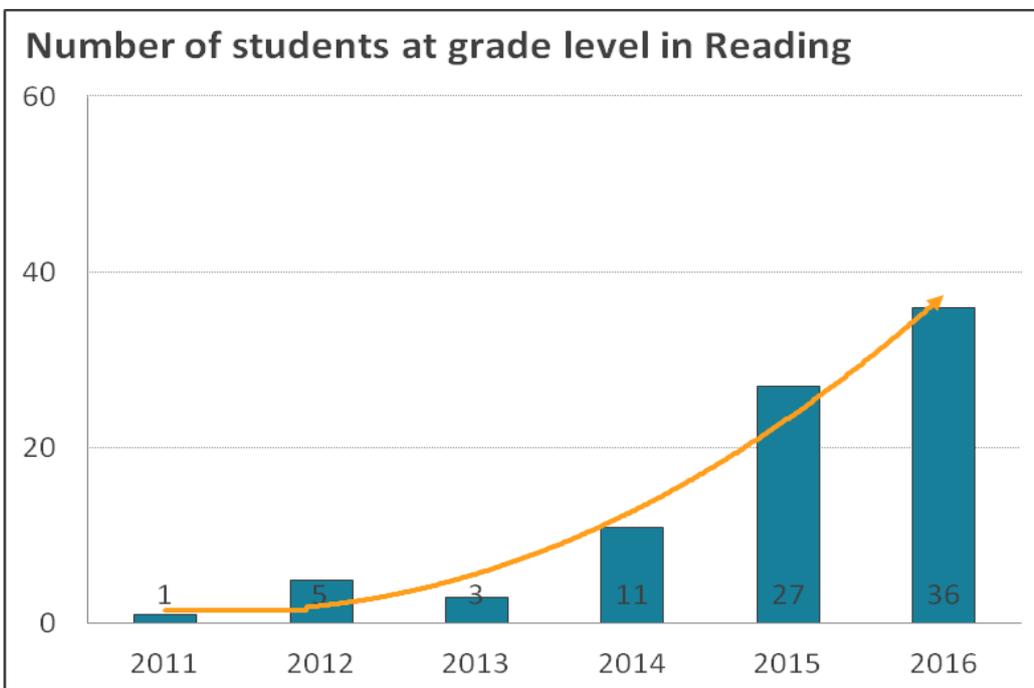
The Cape York Aboriginal Australian Academy supports and fosters the aspirations of Cape York parents and their communities.

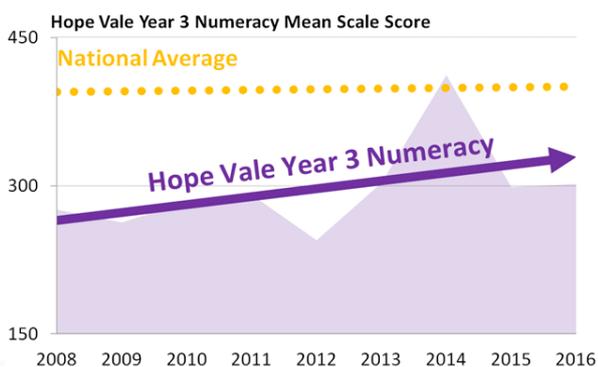
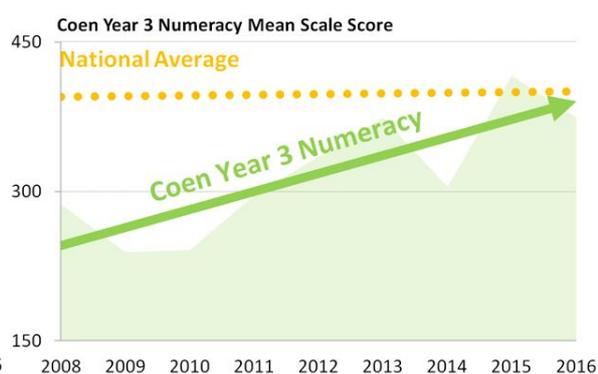
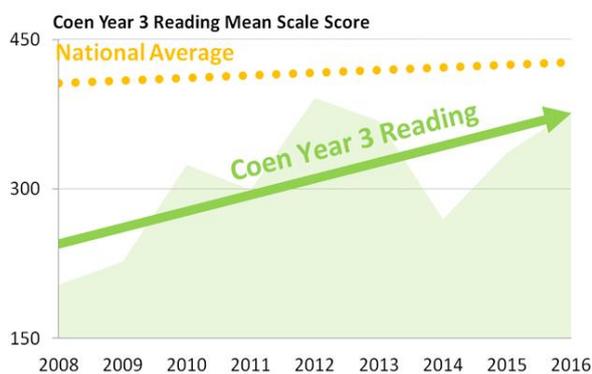
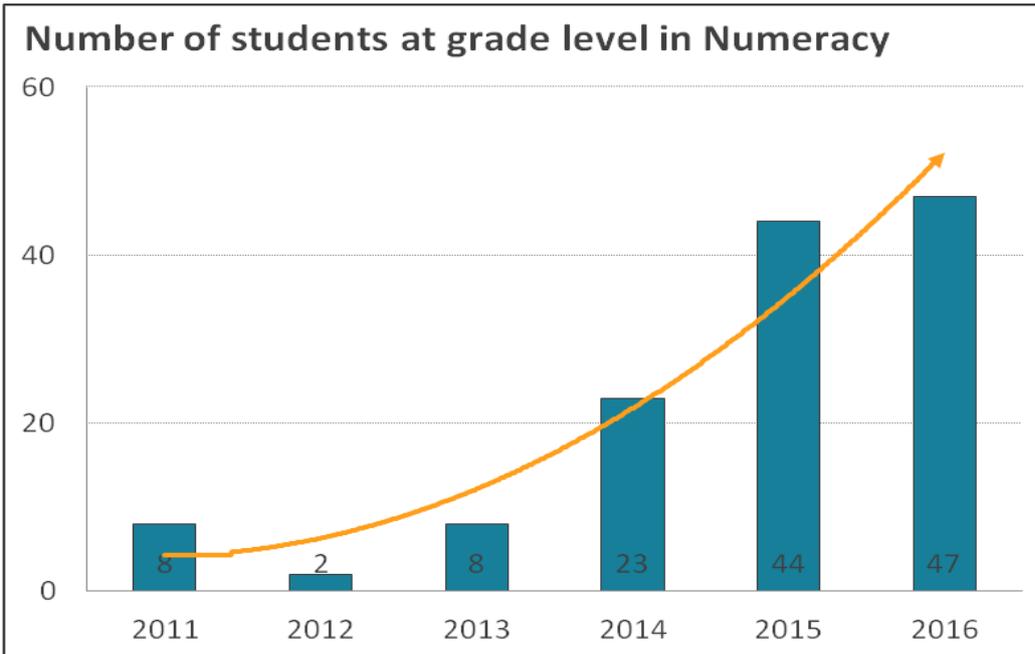
The Academy's program incorporates five distinct but related learning domains:

- 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 2016 school year.

School Progress towards its goals in 2016





The Cape York Aboriginal Australian Academy is continuing to make strong progress in ensuring we have as many students as possible at grade level in reading and numeracy. We have 11 more students at grade level in reading from the previous year and 3 more students at grade level in numeracy from the year before. These improvements are reflected in our NAPLAN results for 2016, where we have seen a gradual improvement in students in year 3 reaching towards the national minimum standard in reading and numeracy at both Hope Vale and Coen.

We are again continuing to make excellent progress in literacy and numeracy in our younger years and have seen a gradual rise in students at grade level at the end of Prep. We anticipate continued strong improvement in all Key Learning Areas with the ongoing roll out of our Club and Culture curriculum.



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.

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 2016:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	152	71	81	151	81%
2015*	167	76	91	166	86%
2016	172	79	93	169	87%

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 2016, there were no 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

Overview

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. 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	12	14	16
Year 4 – Year 7	6	9	10
Year 8 – 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.

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.

Co-curricular 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 state-wide 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.

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 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

Overview

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 at Hope Vale campus (parents at Coen campus provide their own children's lunches)
- Encourage parents to participate in their children's education

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	100%	84%
this is a good school (S2035)	100%	94%	92%
their child likes being at this school* (S2001)	93%	100%	77%
their child feels safe at this school* (S2002)	100%	100%	64%
their child's learning needs are being met at this school* (S2003)	87%	94%	85%
their child is making good progress at this school* (S2004)	93%	100%	85%
teachers at this school expect their child to do his or her best* (S2005)	93%	94%	85%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	100%	92%
teachers at this school motivate their child to learn* (S2007)	100%	100%	88%
teachers at this school treat students fairly* (S2008)	67%	100%	80%
they can talk to their child's teachers about their concerns* (S2009)	93%	100%	92%
this school works with them to support their child's learning* (S2010)	100%	100%	88%
this school takes parents' opinions seriously* (S2011)	87%	94%	88%
student behaviour is well managed at this school* (S2012)	87%	89%	100%
this school looks for ways to improve* (S2013)	87%	100%	88%
this school is well maintained* (S2014)	80%	94%	80%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	94%
they feel safe at their school* (S2037)	100%	94%	94%
their teachers motivate them to learn* (S2038)	100%	94%	100%
their teachers expect them to do their best* (S2039)	100%	94%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	88%	100%
teachers treat students fairly at their school* (S2041)	100%	93%	100%
they can talk to their teachers about their concerns* (S2042)	100%	93%	81%
their school takes students' opinions seriously* (S2043)	96%	80%	80%
student behaviour is well managed at their school* (S2044)	92%	56%	81%
their school looks for ways to improve* (S2045)	96%	94%	94%
their school is well maintained* (S2046)	92%	87%	81%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	93%	90%	91%
they feel that their school is a safe place in which to work (S2070)	79%	93%	90%
they receive useful feedback about their work at their school (S2071)	90%	100%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	96%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	97%	100%	90%
student behaviour is well managed at their school (S2074)	62%	83%	80%
staff are well supported at their school (S2075)	69%	90%	100%
their school takes staff opinions seriously (S2076)	79%	86%	100%
their school looks for ways to improve (S2077)	97%	97%	100%
their school is well maintained (S2078)	86%	79%	100%
their school gives them opportunities to do interesting things (S2079)	86%	86%	82%

* Nationally agreed student and parent/caregiver items

'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 Hope Vale campus (parents at Coen campus provide their own children's lunches)
- Encourage parents to participate in their children's education

Respectful relationships programs

Both of our campuses teach respectful relationships through our daily parades, which incorporate strong messages around respect, resilience and confidence. All teachers are trained in PBIS and use positive behavior management techniques in the classroom to manage student behavior. All teaching staff receive training in child protection. The Academy uses a program based around character strengths to encourage respectful relationships at our schools

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	21	18	69
Long Suspensions – 6 to 20 days	0	0	2
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.

Environmental Footprint

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 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	102,518	0
2014-2015	148,779	783
2015-2016	133,681	4,203

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:

Government

Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	25	8	6
Full-time Equivalent	24	7	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	4
Bachelor degree	20
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$ 62544

The major professional development initiatives are as follows:

- Direct Instruction
- Explicit Direct Instruction
- PBIS behavior training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 75% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	83%	88%	81%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	88%	82%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

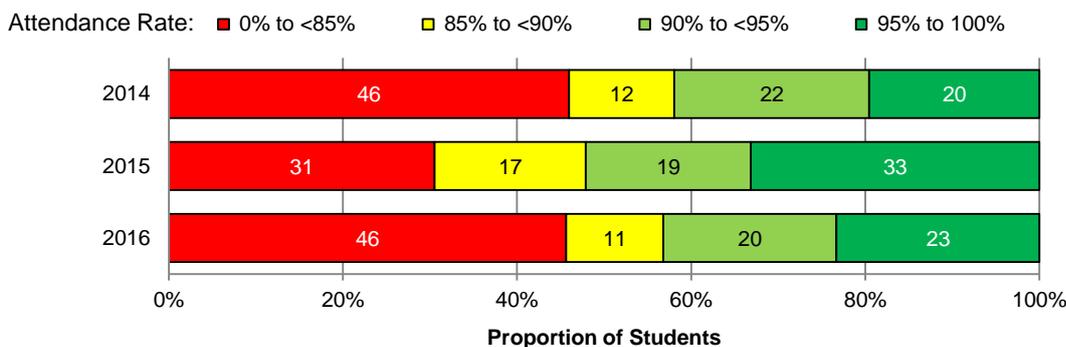
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	86%	82%	87%	83%	79%	90%	79%	79%					
2015	89%	89%	86%	90%	86%	86%	90%						
2016	82%	81%	84%	79%	85%	76%	78%						

*Attendance rates effectively count 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.

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- 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.

NAPLAN

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

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School NAPLAN information is available by selecting '**NAPLAN**' 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 our school's NAPLAN results.

