Cape York Aboriginal Australian Academy

ANNUAL REPORT
2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

Queensland
Government

Contact Information

Postal address:	PO Box 6094 Cairns 4870
Phone:	Hope Vale Campus: (07) 4060 9888 Coen Campus: (07) 4060 1132
Fax:	Hope Vale Campus: (07) 4060 9800 Coen Campus: (07) 4060 1174
Email:	principal@cyaaa.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the _My School_ website and the Queensland Government data website.
Contact Person:	Andrew Williams

Queensland
Government

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.
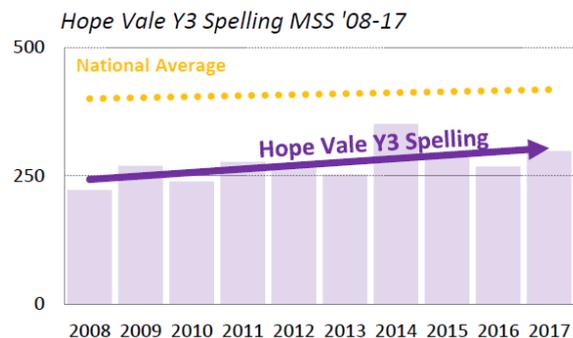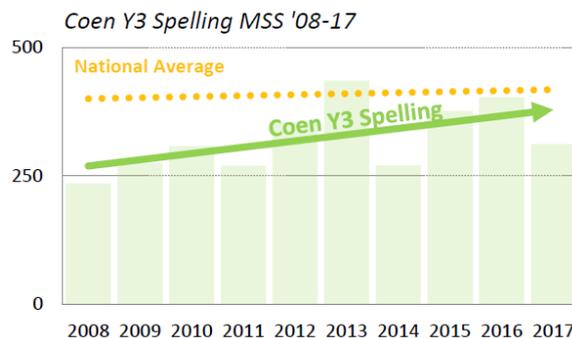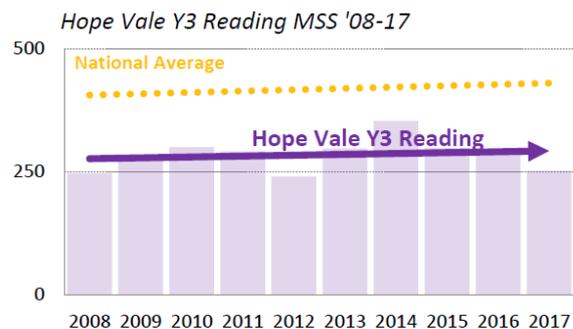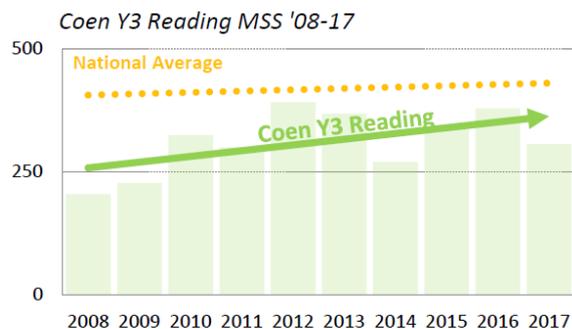
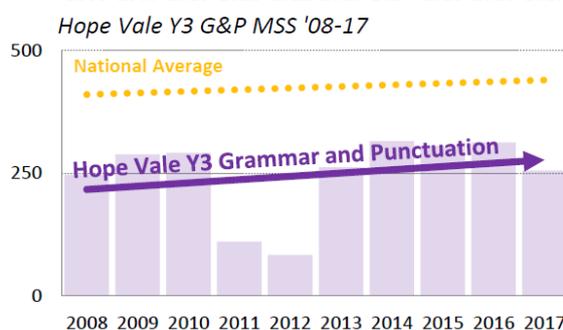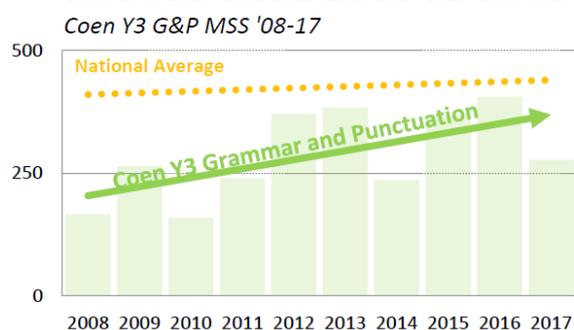The Academy's program incorporates six distinct but related learning domains:
- Childhood – closing the early childhood development gap from birth to three years of age
- Class – dedicated to teaching English literacy and numeracy through full immersion Direct Instruction
- Club – enriching extracurricular 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.
- Civics - The purpose of the Civics domain is to ensure students understand their multi-layered identities and those of others in their community, develop an appreciation of diversity, civic ideals and practices that are critical to civic engagement.

This report provides an outline of the performance of CYAAA over the 2017 school year.

School Progress towards its goals in 2017

The improvement trend between 2008 and 2017 continued across year 3 Reading, Spelling, Grammar & Punctuation and Numeracy.

Coen Y3 Numeracy MSS '08-17

Hope Vale Y3 Numeracy MSS '08-17

Coen Y3 G&P MSS '08-17

Hope Vale Y3 G&P MSS '08-17
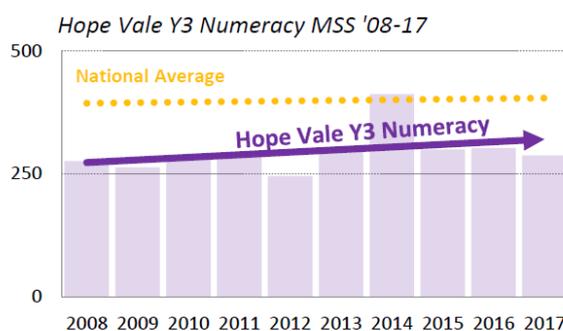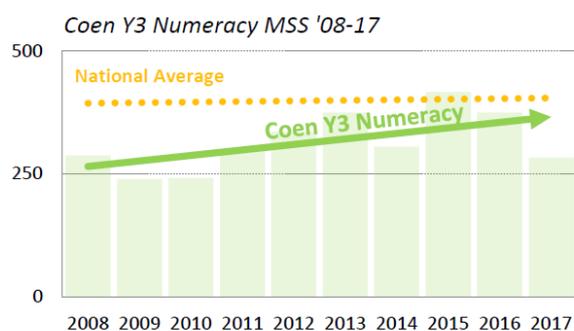
Attendance across both campuses remained steady in comparison to 2016 (81.3%-80.8%) up from 76.7% in 2013, however, this is an area that continues to be a strong focus area for the CYAAA. We have seen improvements in this area in 2018.

100% of year 6 students were placed in secondary school settings and 100% of the cohort has remained in their secondary school setting as of the time of this report being written. A number of our students were supported, through CYLP scholarships, to attain placements in prestigious Brisbane boarding schools, such as: St Peter's Lutheran College, Brisbane Boys College and Stuartholme

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 2018 plan is consistent with the direction of the CYAAA over the past 8 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 have been implemented at the two campuses since 2016. 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.

Queensland
Government

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. 2018 will continue to see the development, implementation and delivery of the Childhood, Club, Civics 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 2018, 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

In 2018 curriculum leaders and teaching staff at the academy have focused on improving:

- The delivery of the Australian Curriculum through Direct Instruction by participating in peer coaching and professional learning.

- The planning of units of work and the moderation of assessments in Club and Culture using the Australian Curriculum in order to improve the quality of student work and the validity of teacher judgment.

- The continued implementation of the Explicit Direct Instruction and Direct Instruction pedagogical frameworks in order to develop a shared understanding of what constitutes 'good teaching' according to these frameworks. This will lead to richer professional learning and discussions, more precise pedagogical practices and improved student outcomes.

- The proportion of students meeting and exceeding the National Minimum Standard in Literacy and Numeracy through response to data analysis to ensure that all students are appropriately placed and supported in the program in order to achieve more than one year's growth for one year's schooling.

- The proportion of students finishing prep at grade level in order to 'close the gap' in year 3 reading.

- Supporting year 5 and 6 students and parents to engage in secondary transitions program that will prepare students for successful transitions into a good quality secondary destination.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	167	76	91	166	86%
2016	172	79	93	169	87%
2017	178	83	95	175	91%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Queensland
Government

Overview

Each of our school campuses are Identified Indigenous schools on Cape York. Student enrolment at each campus is 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 overall ICSEA Ratings for both campuses is 672 (2016) which places the students at the school in the first percentile for socio-educational advantage. 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	2015	2016	2017
Prep – Year 3	14	16	17
Year 4 – Year 6	9	10	16
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

The Cape York Academy's program at each campus incorporates six distinct but related learning domains into the 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.

Civics - The purpose of the Civics domain is to ensure students understand their multi-layered identities and those of others in their community, develop an appreciation of diversity, civic ideals and practices that are critical to civic engagement.

The Academy uses 'Direct Instruction' and 'Explicit Direct Instruction' 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 Australian 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)

Co-curricular Activities

Club and Culture programs operate in each campus during afternoon sessions. Students are instructed in artistic, instrumental musical, sport programs and Indigenous culture and language programs.

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.

Students in the band were given opportunities to sharpen their skills under the tutelage of members of the QSO and QMF during the Band Camp and Masterclass programs. 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 the second half of 2017, 50 laptop computers were bought for the two campuses. Students are able to use these devices to conduct research, to connect with other students and to produce digital products.

In 2017, the CYAAA engaged with the Australian Curriculum and Reporting Authority (ACARA) Digital Technologies project which aims to develop the capabilities of teachers to deliver the Digital Technologies curriculum. At the conclusion of this project all students will engage in activities relating to the ACARA Digital Technologies curriculum as a part of their weekly program.

Social Climate

Queensland Government

Overview

The school employs the Positive Behaviour Interventions and Supports (PBIS) to support students to engage appropriately with their schooling. PBIS involves:

- 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
- School teachers, administrators and family members work together to teach and support behaviour expectations at school
- Embedding organisational systems approach to achieving twin outcomes of academic and social success for all students.

At each campus there is a behaviour coach who supports teachers to positively manage students behaviour. There is strong communication between the school and the home in order to gain support from parents.

At the Hope Vale campus, case managers are also employed to assist parents to support their child to engage with education. 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

In the second half of 2017, the CYAAA engaged with GGSA to evaluate the effectiveness of a number of social-emotional programs. PATHS (Promoting Alternative Thinking Strategies) was selected and the program has been implemented in 2018. "*PATHS* has been shown to be effective with a number of special groups including … behaviourally disordered … as well as students from a wide diversity of ethnic, cultural, socio-economic and family backgrounds. *PATHS* has also been shown to have positive benefits for students in rural settings.

PATHS covers five conceptual domains:
Self-Control
Emotional Understanding
Positive Self-Esteem
Relationships
Interpersonal Problem-Solving Skills."

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	84%	100%
this is a good school (S2035)	94%	92%	100%
their child likes being at this school* (S2001)	100%	77%	92%
their child feels safe at this school* (S2002)	100%	64%	100%
their child's learning needs are being met at this school* (S2003)	94%	85%	100%
their child is making good progress at this school* (S2004)	100%	85%	92%
teachers at this school expect their child to do his or her best* (S2005)	94%	85%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	92%	92%
teachers at this school motivate their child to learn* (S2007)	100%	88%	100%
teachers at this school treat students fairly* (S2008)	100%	80%	83%
they can talk to their child's teachers about their concerns* (S2009)	100%	92%	92%
this school works with them to support their child's learning* (S2010)	100%	88%	92%

Queensland
Government

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school takes parents' opinions seriously* (S2011)	94%	88%	92%
student behaviour is well managed at this school* (S2012)	89%	100%	92%
this school looks for ways to improve* (S2013)	100%	88%	100%
this school is well maintained* (S2014)	94%	80%	91%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	88%
they like being at their school* (S2036)	100%	94%	100%
they feel safe at their school* (S2037)	94%	94%	94%
their teachers motivate them to learn* (S2038)	94%	100%	94%
their teachers expect them to do their best* (S2039)	94%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	88%	100%	100%
teachers treat students fairly at their school* (S2041)	93%	100%	88%
they can talk to their teachers about their concerns* (S2042)	93%	81%	94%
their school takes students' opinions seriously* (S2043)	80%	80%	56%
student behaviour is well managed at their school* (S2044)	56%	81%	81%
their school looks for ways to improve* (S2045)	94%	94%	100%
their school is well maintained* (S2046)	87%	81%	69%
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:	2015	2016	2017
they enjoy working at their school (S2069)	90%	91%	94%
they feel that their school is a safe place in which to work (S2070)	93%	90%	89%
they receive useful feedback about their work at their school (S2071)	100%	82%	72%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	100%	94%
students are encouraged to do their best at their school (S2072)	100%	100%	94%
students are treated fairly at their school (S2073)	100%	90%	83%
student behaviour is well managed at their school (S2074)	83%	80%	61%
staff are well supported at their school (S2075)	90%	100%	56%
their school takes staff opinions seriously (S2076)	86%	100%	50%
their school looks for ways to improve (S2077)	97%	100%	89%
their school is well maintained (S2078)	79%	100%	56%
their school gives them opportunities to do interesting things (S2079)	86%	82%	83%

* Nationally agreed student and parent/caregiver items

Queensland
Government

Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**

# '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, Civics 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 reports of students' progress, attendance and behaviour.

All classrooms have and open door policy at the Academy and parents are encouraged to come to school observe students participating in their learning program. Each campus also hosts 'Family Education Days' each term. During these events, parents are invited to come to school to purchase educational materials for their children while also visiting their child's classroom.

'Community School Improvement Partnership' meetings are also held twice a term at each campus. During these meetings, principals share attendance, behaviour and academic data with community members and community groups. These meetings enable the school to be held accountable to the community for educational outcomes while also enlisting the support of the community to improve student outcomes.
Teachers also meet with families at least once a term to discuss student progress.

Respectful relationships programs

Both of our campuses teach respectful relationships through our parades, which incorporate strong messages around respect, resilience and confidence. All teachers are trained in PBIS and use positive behaviour management techniques in the classroom to manage student behaviour. All teaching staff receive training in child protection. The Academy uses a program based around character strengths to encourage respectful relationships at our schools. As noted previously, the PATHS program has been implemented in 2018.

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	**2015**	**2016**	**2017**
Short Suspensions – 1 to 10 days	18	69	46
Long Suspensions – 11 to 20 days	0	2	0
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

.

Environmental Footprint

Reducing the school's environmental footprint

Students are encouraged to be water-wise and make sure that taps are turned off after use. Teachers are encouraged to turn off lights and air-conditioners when they leave the classroom. Plans are underway to install solar panels on the school which will drastically reduce the electricity consumption across the schools.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity** **kWh**	**Water** **kL**
2014-2015	148,779	783
2015-2016	133,681	4,203
2016-2017	171,805	3,186

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

Queensland
Government

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

School name	**GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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

2017 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	24	14	5
Full-time Equivalents	24	9	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	1
Graduate Diploma etc.**	4
Bachelor degree	19
Diploma	

Queensland Government

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Certificate	

*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 2017 were $67 370

The major professional development initiatives are as follows:

- Direct Instruction
- Explicit Direct Instruction
- PBIS training
- Coaching (cross-campus).

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2015**	**2016**	**2017**
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, 83% of staff was retained by the school for the entire 2017.

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 2017			
Description	**2015**	**2016**	**2017**
The overall attendance rate* for the students at this school (shown as a percentage).	88%	81%	81%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	82%	81%

*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 2017 for all Queensland Primary schools was 93%.

Queensland
Government

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
2015	89%	89%	86%	90%	86%	86%	90%						
2016	82%	81%	84%	79%	85%	76%	78%						
2017	77%	80%	85%	81%	73%	86%	83%						

*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:
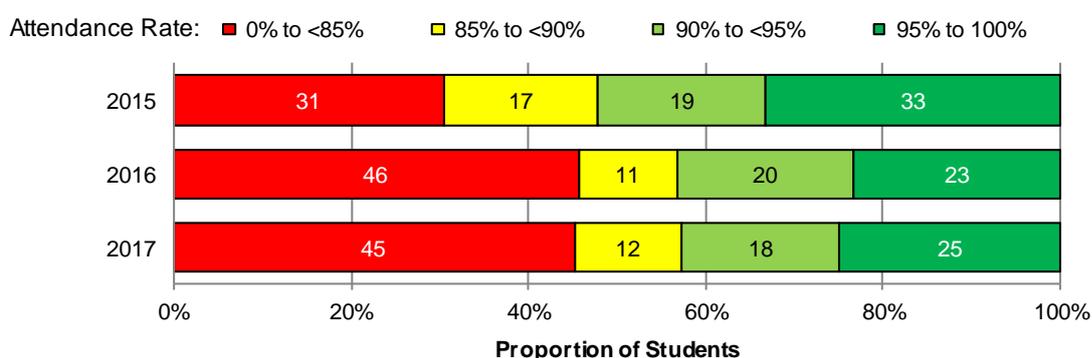
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences* 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.

Encouraging Attendance

Case managers and teachers, along with students, parents and the broader community, work towards the goal of 100% attendance.

Case managers and teachers visit parents with samples of students' work to promote positive relationships with families. Case managers and teachers also share attendance charts with families to reinforce the 'Every Day Counts' message.

At half-termly awards parades, students with high attendance are recognised with certificates and prizes.

'Fun Friday' or 'Attendance Wheel of Fortune' are other extrinsic motivation methods used at the campuses, along with end of term celebrations for students who attend school regularly.

Enforcing Attendance

Case managers visit parents if a student is late or absent from school and support parents to meet their obligations to send their child to school. If, despite support from the school and other agencies, the child does not attend regularly then a referral to the Family Responsibilities Commission (FRC) is made. The FRC then conference with the family to improve their child's attendance. If acceptable attendance levels cannot be achieved and sustained, the enforcement of attendance procedures are followed by the campus principal.

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.**

Queensland Government

Find a school

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 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.

Queensland
Government