



Cape York Aboriginal Australian Academy Hope Vale Campus

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Welcome to Cape York Aboriginal Australian Academy Hope Vale Campus. We acknowledge the traditional owners of the lands we work and live on, and pay our respects to Elders both past and present.

As the Head of Campus I speak for the entire teaching team in our commitment to effect long term change, and ensure that all students have all the foundations for a strong future.

A key component of our Academy model is engaging and empowering parents and families so that they are best placed to demand the best quality education for their children.

We invest in developing and implementing quality programs that respond to the needs of our students and continue to develop our highly skilled teaching team.

Since implementing our unique education approach, the Academy has shown significant gains in outcomes for students. National assessment tools show continuing progress, with more students attaining national minimum standards, and appearing in upper band levels.

Through our model of these high expectation relationships, our teachers and school leaders are always developing quality relationships with our students, our parents, their colleagues and importantly, with the school community. This enables our students to excel so they have the poise and capacity to 'get ready, work hard and be good'.

School progress towards its goals in 2018

Provide an outline of your improvement priorities/school goals from 2018 including:

- the progress made on these priorities/goals
- what went well, issues identified
- goals and priorities that may have been partially completed/implemented in 2018 with an expectation of completion in 2019
- acknowledgment of outstanding student and staff achievements.

Future outlook

Provide an outline of your improvement priorities/school goals for 2019 ensuring that you have articulated a sharp and narrow focus. Please include:

- targets and timelines and your proposed strategies for achieving these
- plans for the future
- what you look forward to in the coming year.

You might like to add a photo of yourself.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	172	178	158
Girls	79	83	64
Boys	93	95	94
Indigenous	169	175	158
Enrolment continuity (Feb. – Nov.)	87%	91%	85%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	16	17	13
Year 4 – Year 6	10	16	17
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Childhood

Our Childhood component aims to close the early childhood development gap.

- Focuses on closing the early childhood development gap.
- Covers early childhood from birth to three years.
- Includes support programs for maternal and child health.
- Uses an explicit instruction academic program.
- Families supported to engage with the school.

Class

Our Class component uses tested and proven methods to make sure no student gets left behind.

- Focuses on mastery of literacy and numeracy using Direct Instruction and Explicit Instruction.
- Minimum of twenty hours per week of reading, writing and mathematics.
- Higher learning curriculum for students who have mastered the basics.
- Use of the Positive Behavioural Interventions and Supports System (PBIS)
- Aligned to the Australian Curriculum.

Club

Our Club component includes enriching extracurricular activities, such as instrumental music (rhythm, reading music and performance), the arts, sports (athletics, swimming, hockey, tennis), and personal health.

- Focuses on moral development, higher order skills and creative expression.
- High-quality sports, arts and music programs.
- Showcases sporting events, carnivals and musical and cultural performances.
- Minimum of four and a half hours per week.
- Partners with specialist organisations to deliver extra-curricular activities.
- Promotes family and community participation.
- Aligned to the Australian Curriculum.

Culture

Our Culture component teaches comprehensive cultural knowledge and local, traditional oral and written language.

- Focuses on higher order skills and project activities.
- Builds knowledge about cultures and history of family, community, country and people.
- Key concepts include mode switching, identity, inter-connectedness, and orbiting.
- Fluency in communicating through digital media.
- Aligned to the Australian Curriculum in Science, Society and Environment, the Arts, Technology, and Language.

Community

Our Community component is made up of case-managed school readiness, attendance, parental involvement and health.

- Supports parents to have students school-ready and attending all day, every day.
- Case managers follow up absences or school-readiness issues.
- Collaborates with external providers to address student health and wellbeing.
- Supports parents set up Student Education Trusts (SET) to save for their child's education needs.
- Parents collaborate with teachers to ensure students successfully transition to secondary school.
- Parents pay for student meals through food club.

- Parents supported to create education friendly spaces in their homes.

We believe in an Australia where a child's prospects are not determined by their ethnicity, location or socio-economic status.

Social climate

Overview

Hope Vale is an Aboriginal community, located 45 km north of Cooktown in Far North Queensland (Cairns and Cape District), Australia.

Hope Vale is the hometown of Guugu Yimithirr people. The community consists of approximately 1500 Aboriginal people and includes families who are tied to the traditional Guugu Yimithirr estates as well as people who are traditionally tied to other lands in Cape York and elsewhere in Queensland. The small number of non-indigenous people (approximately 20 at the most) who live in the community are generally employed by the council or government agencies e.g. teachers, nurses etc.

The traditional lands of the Guugu Yimithirr people lie between the Annan River south of Cooktown, north to the Jeannie River and to the west of Battle Camp.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	84%	100%	94%
• this is a good school (S2035)	92%	100%	94%
• their child likes being at this school* (S2001)	77%	92%	97%
• their child feels safe at this school* (S2002)	64%	100%	91%
• their child's learning needs are being met at this school* (S2003)	85%	100%	88%
• their child is making good progress at this school* (S2004)	85%	92%	88%
• teachers at this school expect their child to do his or her best* (S2005)	85%	92%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	92%	97%
• teachers at this school motivate their child to learn* (S2007)	88%	100%	97%
• teachers at this school treat students fairly* (S2008)	80%	83%	97%
• they can talk to their child's teachers about their concerns* (S2009)	92%	92%	94%
• this school works with them to support their child's learning* (S2010)	88%	92%	100%
• this school takes parents' opinions seriously* (S2011)	88%	92%	94%
• student behaviour is well managed at this school* (S2012)	100%	92%	88%
• this school looks for ways to improve* (S2013)	88%	100%	100%
• this school is well maintained* (S2014)	80%	91%	94%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	88%	83%
• they like being at their school* (S2036)	94%	100%	96%
• they feel safe at their school* (S2037)	94%	94%	91%
• their teachers motivate them to learn* (S2038)	100%	94%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	91%
• teachers treat students fairly at their school* (S2041)	100%	88%	70%
• they can talk to their teachers about their concerns* (S2042)	81%	94%	87%
• their school takes students' opinions seriously* (S2043)	80%	56%	58%
• student behaviour is well managed at their school* (S2044)	81%	81%	57%
• their school looks for ways to improve* (S2045)	94%	100%	96%
• their school is well maintained* (S2046)	81%	69%	91%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
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* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	91%	94%	91%
• they feel that their school is a safe place in which to work (S2070)	90%	89%	91%
• they receive useful feedback about their work at their school (S2071)	82%	72%	77%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	94%	85%
• students are encouraged to do their best at their school (S2072)	100%	94%	91%
• students are treated fairly at their school (S2073)	90%	83%	86%
• student behaviour is well managed at their school (S2074)	80%	61%	65%
• staff are well supported at their school (S2075)	100%	56%	65%
• their school takes staff opinions seriously (S2076)	100%	50%	59%
• their school looks for ways to improve (S2077)	100%	89%	83%
• their school is well maintained (S2078)	100%	56%	65%
• their school gives them opportunities to do interesting things (S2079)	82%	83%	83%

* 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 aim of the Community Domain Model is to 'ensure that every student has their educational, health, nutrition, wellbeing and material needs met so they can get on with the task of learning!'

This is achieved by supporting parents to ensure their child:

☑ is in school every day

☑ is healthy (gets the right amount of sleep, has nutritious meals, and has routines that support the learning opportunity)

☑ has the money put aside to meet their educational needs (uniforms, books, school fees, extracurricular activities)

☑ is emotionally and academically ready for secondary school

☑ has their minor medical issues addressed on the day to limit interruptions to learning

☑ can access nutritional school meals that parents pay for

☑ can access health checks and services to ensure their health and special needs are met.

Community Domain programs

The Community Domain has five key programs known as the ‘high five’ essentials for every child.

📌 **Attendance** — Schools have a 100 per cent attendance aspiration for every child, and work to ensure every child attends school all day, every day. The attendance framework reinforces and celebrates high attendance and follows up every non-attendance or lateness with parents. Low attending students are case managed, with additional support to their parents to resolve the challenges impacting on their child’s attendance. The school sets school-wide strategies and each teacher develops their own classroom plan to improve their classroom attendance.

📌 **Readiness** — Schools need every student to attend school having had the right amount of sleep and a nutritious meal, dressed in the school uniform and with the necessary equipment for learning. The school leadership and teachers monitor their students’ school readiness, and discuss any issues with parents on how they can ensure healthy home routines that best support the student.

● **Wellbeing** — Schools ensure every student has their wellbeing cared for and addressed through a four-tiered framework. Tier 1 focuses on the school-wide delivery of a social-emotional curriculum that develops students’ social skills. Tier 2 involves a case management approach to identifying and addressing individual student issues impacting on their wellbeing. Tiers 3 and 4 are focused on ensuring students’ issues are clinically treated through professional care.

Money — Schools require parents to meet their child’s additional education expenses as a priority investment. Student Education Trusts (SETs) enable families to put aside money and access age-appropriate quality educational goods and services for their child. Parents can plan for and meet their child’s educational needs as they arise from birth to graduation. Teachers provide advice on what educational resources and expenses are a priority for their child, and parents purchase goods and services through retail outlets or the school.

High school — Schools ensure students are ready for high school and transition to a high-quality high school that will meet their needs and develop their talents. Teachers work with Year 5 and 6 students and their families to close any academic and development gaps, and find the right school that their child will succeed in. Teachers assist parents with school applications and meetings, scholarships, and preparing for the child to live away from home while still being best supported by their parents. By the time students are ready for high school, a SET account should reach around \$4000 to meet their child’s needs in the first year. Graduating primary students are inducted into the school alumni, continue to participate in school events during the holidays when back home, and are role models to siblings.

Respectful relationships education programs

- ▶ The PATHS curriculum is a comprehensive program that promotes emotional and social competencies, reducing aggression and behaviour problems in preschool through elementary school-aged children, while simultaneously enhancing the educational process in the classroom. This innovative curriculum is designed to be used by educators and counsellors in a multi-year, universal prevention model. Although primarily focused on the school and classroom settings, information and activities are also included for use with parents.

The PATHS curriculum is taught two to three times per week for a minimum of 20-30 minutes per day. It provides teachers with systematic, developmentally-based lessons, materials, and instructions to facilitate their students emotional literacy, self-control, social competence, positive peer relations, and interpersonal problem-solving skills. A key objective of promoting these developmental skills is to prevent or reduce behavioural and emotional problems.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	69	46	35
Long suspensions – 11 to 20 days	2	0	0
Exclusions	0	1	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	133,681		133,142
Water (kL)	4,203		4,262

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

Full-time equivalent enrolments relating to recurrent income and capital expenditure: 178.0

Net recurrent income		\$ Total	\$ per student
Australian government recurrent funding		850,484	4,778
State / territory government recurring funding		3,226,151	18,124
Fees, charges and parent contributions		4,610	26
Other private sources		105,042	590
Total gross income		4,186,287	23,518
Less deductions		0	0
Total net recurrent income		4,186,287	23,518

Capital expenditure		\$ Total	\$ Accumulated ¹
Australian government capital expenditure		0	90,940
State / territory government capital expenditure		384,141	715,208
New school loans		0	0

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	28	14	5
Full-time equivalents	28	9	5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	5
Bachelor degree	10
Diploma	2
Certificate	1

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 78% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	81%	81%	85%
Attendance rate for Indigenous** students at this school	82%	81%	85%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	82%	77%	83%
Year 1	81%	80%	80%
Year 2	84%	85%	86%
Year 3	79%	81%	82%
Year 4	85%	73%	87%
Year 5	76%	86%	80%
Year 6	78%	83%	92%

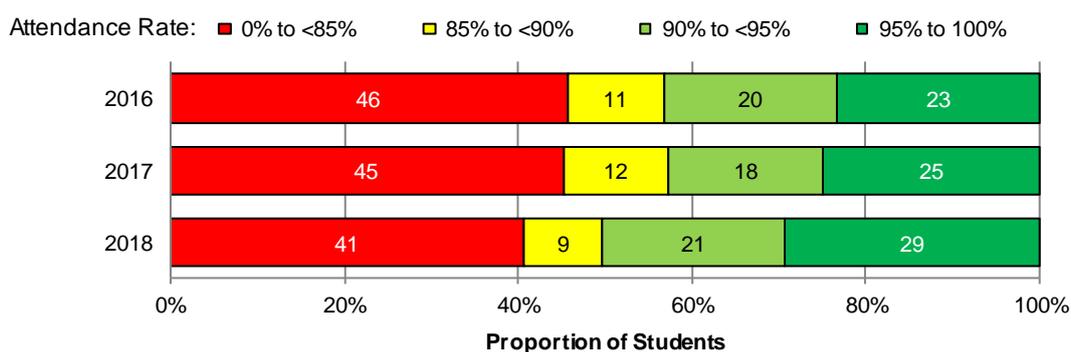
Year level	2016	2017	2018
Year 7			DW
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Our attendance model applies consequences for every action

- If the child doesn't attend school, the consequence is that the teacher visits the home to talk to the parent about why
- If the child has good attendance, they are recognised by their classmates, teaching faculty and parents with an attendance awards certificate
- If a class has great attendance, the students and teacher are recognised by the principal and community
- If a child has good attendance, they are picked for Masterclass and other opportunities
- If the child doesn't attend school, the consequence is that the principal refers them to the Families Responsibilities Commission
- If the child repeatedly doesn't attend school, the consequence is that the Executive Principal starts the prosecution process

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NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
1. Enter the school name or suburb of the school you wish to search.