

Cape York Aboriginal Australian Academy (CYAAA) 2024 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

Cape York Aboriginal Australian Academy (CYAAA) is a multi - campus Academy, having schools at Hope Vale and Coen. Whilst the schools are more than 400km apart geographically, they operate under the one banner CYAAA, supported by the DOE and GGSA as the curriculum provider.

Hope Vale has approximately 138 students currently enrolled, Coen has 29.

The following document is aligned to the Equity and Excellence strategy of realising the potential of every student, incorporating a holistic approach focused on not only academic achievement but a meaningful approach to wellbeing and inclusion. This Annual Improvement plans also sits alongside supplements and the GGSA School Improvement plan

<p>School priority 1: Behaviour Support student wellbeing and engagement to establish a strong foundation for learning outcomes.</p>	Monitoring				Long term measurable/desired outcomes:	AIP measurable/desired outcomes:
<p>Strategy/ies:</p> <ul style="list-style-type: none"> • School-wide universal/Tier 1 strategies for behaviour management are embedded across the school • Well planned teaching engages all students in productive learning, with minimal disruption • Teachers’ classroom management strategies are flexible to accommodate learning adjustment • Analyse PBL data to inform practices and monitor interventions: PBL evaluation tools, student behaviour incident records, suspension data, Individual Behaviour Support Plans, • Individual Behaviour Support Plans, Personalised Learning, and Support Plans, Individual Health Care Plans, and/or Risk Management Plans. • Behaviour plans are developed in collaboration with families (IBSP) and implemented /monitored for Tier 3 students • Teachers manage challenging behaviour to create a positive environment for learning. • Support is provided to teachers where needed, • Teachers model and share a flexible repertoire of strategies for classroom management • Student Behaviour Support and Management Plan processes are developed and embedded • School-wide anti-bullying programs and evidence-based social skill programs for all students • Regular reviews of Individual Behaviour Support Plans and Personalised Learning and Support plans • Specialist expertise for staff to support students whose behaviour is impacting their continued full-time attendance at school • Learning and Support team referrals discussed at weekly wellbeing meetings • Individual adjustments are made to support students’ behaviour plans • Whole class behaviour rewards are used daily to encourage students to work together to achieve social and behavioural goals 	Term 1	Term 2	Term 3	Term 4	<p><i>Students have positive and respectful relationships with each other, their teachers and the community</i></p> <p><i>Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour</i></p> <p><i>Students are self-aware and regulate their own emotions and behaviours</i></p> <p><i>Parents and the broader school community actively participate in the school and in helping students to develop positive connections</i></p> <p><i>Reduce school disciplinary absences and communicate a positive message to students and parents about behaviour at school</i></p>	<p><i>Evidence of explicit teaching of social skills</i></p> <p><i>Records of targeted professional learning to build capacity of staff to improve understanding of student behaviour</i></p> <p><i>School anti-bullying plans are developed and shared and implementation/results are reviewed</i></p> <p><i>Student Behaviour Support and Management Plan processes are embedded and documentation is available .</i></p> <p><i>Evidence of regular reviews of Individual Behaviour Support Plans and Personalised Learning and Support plans</i></p> <p><i>Transparent whole school behaviour systems and guidelines clearly outline all processes and practices for the school community</i></p> <p><i>Evidence of school-wide universal/Tier 1 strategies for behaviour management such as school-wide behavioural expectations</i></p> <p><i>Data: PBL evaluation tools, student behaviour incident records, suspension data, Individual Behaviour Support Plans, Learning and Support team referrals</i></p> <p><i>Evidence from PBL data of implementation that behaviour incidents have reduced</i></p> <p><i>Suspension rates are reduced</i></p>
<p>Actions:</p> <ul style="list-style-type: none"> - Provide high-quality professional development programs to increase the capability and confidence of all school staff to teach students with diverse academic, social, emotional and behavioural needs - Leadership team meets with PBL coach once week - Behaviour Management team meets with PBL coach once a week to develop processes and analyse data - Weekly spotlights at staff meetings and discussion of weekly behaviour data - Positive behaviour lesson each week with class prepared by PBL coach - PATHS is taught once a week for 30 mins 					<p>Responsible officer(s):</p> <p>Head of Campus Behaviour Management Team</p>	<p>Resources</p> <p>Kristin Bain GGSA PBL school coach PBL regional team : Michal Cavvanganh</p>

<ul style="list-style-type: none"> - Morning meeting at the start of every school day, where the teacher facilitates a meeting with their students to set students up for social and academic success as well as build within the classroom a strong sense of community. - Student Behaviour Support and Management Plan processes are developed by BMT and documentation is available - Regular reviews of Individual Behaviour Support Plans and Personalised Learning and Support plan - Functional Behavioural Analysis is utilised by teachers when observing behaviour - Behaviour incidents are recorded in timely and accurate manner - PBL data is reviewed each week by Leadership team and staff 															
<p>School priority 2: Teaching and Learning : Personalised Learning</p> <p>The school offers a curriculum that meets requirements of the Department of Education and provides equitable opportunities and differentiated support so every student realises their potential</p>	<table border="1"> <thead> <tr> <th colspan="4">Monitoring</th> </tr> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Monitoring				Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes:</p> <p><i>Strengthening connections with parents to support early intervention for students whose wellbeing is at risk</i></p> <p><i>Collaborative decisions about goals, strategies and tailored adjustments are based on assessment.</i></p> <p><i>Planned adjustments are agreed, implemented with fidelity, monitored for impact and reviewed as part of an ongoing process</i></p> <p><i>Data for Nationally Consistent Collection of Data on School Students with a Disability (NCCD) mapped to PLSPs/adjustments</i></p> <p><i>Results and strategies from specialists, such as psychologists, speech pathologists and occupational therapists</i></p> <p><i>Parents and school staff work in partnership to achieve the best outcomes for each child's education.</i></p> <p><i>The school monitors and reviews its curriculum provision to meet changing requirements of the students.</i></p>	<p>AIP measurable/desired outcomes:</p> <p><i>Evidence of differentiated teaching and learning programs and reasonable adjustments to support individual learners where required</i></p> <p><i>Documented personalised learning and support plans that are collaboratively planned, implemented and reviewed with changes made when required</i></p> <p><i>Evidence of Individual Behaviour Support Plans, Personalised Learning, and Support Plans, Individual Health Care Plans, and/or Risk Management Plans.</i></p> <p><i>Evidence that students and/or their parents/carers are consulted about all adjustments</i></p> <p><i>Staff are supported to differentiate to meet the needs of a diverse range of learners. Evidence of coaching and mentoring</i></p> <p><i>Measurable improvements in wellbeing and engagement to support learning Increasing visibility of local support services to families whose children have higher levels of need</i></p>
Monitoring															
Term 1	Term 2	Term 3	Term 4												
<p>Strategy/ies:</p> <ul style="list-style-type: none"> - Individual personalised learning and support plans are collaboratively planned, implemented and reviewed with changes made when required - Parents are presented with clear information on what and how well their children are learning and receive regular information - Individual Behaviour Support Plans, Personalised Learning, and Support Plans, Individual Health Care Plans, and/or Risk Management Plans. - Teachers routinely review learning with each student ensuring all students have a clear understanding of how to improve. - Student misunderstandings are explicitly addressed until teachers and student are confident that mastery is demonstrated. - Staff identify/moderate and accurately report and document adjustments for NCCD data collection - Teachers are confident to embed differentiation and adjustments into classroom teaching - Student's needs are identified to support positive transitions into Prep and secondary school - Develop and embed moderation process and consistency in teacher judgement 															
<p>Actions:</p> <ul style="list-style-type: none"> - Australian Curriculum V9 professional learning for staff - Implementation of full Australian curriculum including Health /Digital and Design Technologies - School staff are supported to strengthen practice and personalised planning to meet individual student needs. - Head of Campus/Instructional Coach support includes evidence-based resources, professional learning, mentoring and supervision. - Case management through wellbeing team and school support services eg GO/HOSES - Professional learning workshops with staff: <ul style="list-style-type: none"> - Understanding NCCD - Documenting adjustments - Functional Behaviour assessments - Writing individualised plans in collaboration with families - Differentiating curriculum and embedding adjustments in teaching and learning - Local support services are engaged in school and with families to support students with additional needs and coordinated through wellbeing case management team - Deliver professional learning to build staff capacity in specialist areas such as hearing loss/vision/autism - Weekly Instructional rounds, observations and feedback from Head of Campus and Instructional Coach - Engage in semesterly moderation process beyond individual campuses to build understanding, consistency and confidence in teacher 		<p>Responsible officer(s):</p> <p>Head of Campus</p> <p>Wellbeing team</p> <p>Head of Student services</p>	<p>Resources:</p> <p>Julia Brant: School Support Services</p> <p>HOSES</p> <p>Specialist staff: teacher of Deaf/ Speech therapist /GO</p>												

<p>School priority 3: Engagement and Partnerships</p> <p>Parents and community members have the opportunity to engage in school improvement planning and a range of school-related activities which help build the school as a cohesive educational community</p> <p>Work in collaborative partnerships to prepare for and navigate key transitions for students</p>	<p style="text-align: center;">Monitoring</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">Term 1</td> <td style="width: 25%; text-align: center;">Term 2</td> <td style="width: 25%; text-align: center;">Term 3</td> <td style="width: 25%; text-align: center;">Term 4</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> </tr> </table>	Term 1	Term 2	Term 3	Term 4					<p>Long term measurable/desired outcomes:</p> <p><i>Students, and their families and the wider school community receive effective communications and resources</i></p> <p><i>Feedback from students, parents/carers and staff is used to drive continuous improvement.</i></p> <p><i>Staff work in partnership with parents/carers to achieve the best outcomes for each child's education.</i></p> <p><i>Students and their parents are supported to prepare for and navigate key transitions. and their insights shape any plans and supports</i></p> <p><i>Parent and community engagement in co-curricular and extra-curricular activities and school events</i></p> <p><i>Consultation with community in developing school improvement plan</i></p> <p><i>Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction.</i></p> <p><i>The local history and culture is authentically incorporated in the school curriculum</i></p>	<p>AIP measurable/desired outcomes:</p> <p><i>Frequency of, and attendance rates for school cultural events.</i></p> <p><i>Evidence of consultation with students and parents/carers in developing situational analysis and strategic improvement plan</i></p> <p><i>Levels of participation in language and cultural practice</i></p> <p><i>Level of knowledge of and pride in identity of students</i></p> <p><i>Results from parent /community feedback</i></p> <p><i>Documented evidence of High School transition activities and process</i></p> <p><i>Enrolment of all prep student for 2025 by end of Term 3</i></p>
Term 1	Term 2	Term 3	Term 4								
<p>Strategy/ies:</p> <ul style="list-style-type: none"> - Identify and foster family and community partnerships to influence, contribute to inform and enhance staff cultural capabilities - School proactively seeks input from the local community regarding developing: <ul style="list-style-type: none"> ✓ Student engagement ✓ a culturally safe environment ✓ strategies to support learners ✓ curriculum content opportunities - Community partners and agencies are utilised to improve student achievement and/or well-being eg elders - Work with community partners to authentically incorporate the local history and culture in the school curriculum - Regularly hold accessible and inclusive parent/carer forums. - Implement High school Transition programme in partnership with GGSA and region - Develop and implement early Pre Prep programme for successful transition to Prep in 2025 - 		<p>Responsible officer(s):</p> <p>Principal /Head of Campus</p> <p>AO6 Community partnership role</p>	<p>Resources:</p> <p>Community Partnerships</p>								
<p>Actions:</p> <ul style="list-style-type: none"> - Whole school community voice is captured through CSIP meetings and school feedback - Leadership team analyses responses to school community feedback /satisfaction - Collaborative partnerships are built with students, staff, families, and community - Leadership team works with community partnerships to incorporate local history and culture in curriculum - Engage community members to engage in activities within the school - Teachers directly and regularly engage with parents. Use of Class Dojo to communicate directly with families - Parent initiated and/or led projects - Parent Teacher nights and other information sessions - Head of Campus engages with with Cape York Partnerships and Transition Support Unit - Head of Campus collaborates with the Early Childhood Director to ensure that every child of age in the community is enrolled in Pre-Prep. - Head of Campus provides a report to Community Coach of any students who are not enrolled in Pre-Prep so the Community Team can engage those parents and get those children enrolled in Pre-Prep. - Head of Campus leads enrolment drive in the community with to get all children enrolled in Pre-Prep. - Head of Campus in collaboration with the Early Childhood Director produces the GGSA Transition to School Plan and puts it in place by the end of Term 2. - Head of Campus works with early childhood teacher to complete the Transition to School Plan in Term 4, which includes Pre-prep participation in the music program, attendance at morning assembly once a week, classrooms visits and lessons in the Prep classroom. 		<p>Approvals</p> <p>This plan was shared at CSIP meeting in February and improvement strategies will be developed in consultation with the school community and meets school needs and systemic requirements.</p>	<p>Approvals</p>								
<p>Principal</p>	<p>P&C/School Council</p>	<p>School Supervisor</p>									