



Cape York Aboriginal Australian Academy

Strategic Plan 2022 - 2025

Vision

Our vision is that children can achieve their full potential, talent and creativity and they have the confidence and capacity for hard work, so they can orbit between two worlds - and have the choice to be able to enjoy the best of both.

Values

Hope Vale and Coen campuses align to the same four values:

- We are learners
- We are responsible
- we are respectful
- We work hard

School Priorities

Promote positive, respectful school, community and stakeholder partnerships

Long-term targets/desired outcomes	2022	2023	2024	2025
1. Support children transitioning into Prep and Year 6 students transitioning to secondary. (SR9.1*)				
2. Ensure regular communication and engagement with parents and the broader community. (SR3.2, 6.4 & 9.3)				
3. Identify and address the short-, medium- and long-term facility needs. (SR4.1)				
4. Develop a staff cultural capability training package for implementation with all staff (SR 9.2)				
Strategies	2022	2023	2024	2025
In Terms 3 and 4, facilitate transition to prep with Kindergarten			✓	✓
Ensure all Year 6 students have applied for enrolment in partner schools by the end of term 1			✓	✓
Scheduled parent-teacher interviews in Semesters 1 and 2 to keep parents informed of their child's progress.			✓	✓
Hold twice termly CSIPs to build parent and stakeholder awareness of curriculum, wellbeing, attendance and infrastructure			✓	✓
Review and refine SSIP quarterly			✓	✓
Utilise local community, to create ongoing cultural capability programs for staff.			✓	





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School Priorities

Build an expert teaching team, with high leadership capability

Long-term targets/desired outcomes					
1. Embed the documented and systemised induction process for all members of the Academy. (SR1.1*, SR5.1* & SR5.2)					
2. Ensure the implementation of all components of partnership commitments by all parties. (SR1.2)					
3. Develop whole-academy processes to implement DoE requirements. (SR1.3)					
4. Staff enact data-informed practices aligned to the 'plan' (SPT tool). (SR2.2)					
5. Prioritise the mentoring of beginning teachers. (SR5.3)					
6. Build capacity of teachers to determine LOA based on student mastery levels. (SR6.1)					
7. Ensure all students are well positioned to transition to secondary school curriculum. (SR6.3)					
Strategies		2022	2023	2024	2025
Clear co-designed induction process for all staff, including the Gathering (School pupil free days).				✓	
Ensure consistent CYAAA documentation and messaging replaces campus-specific siloed work.				✓	
Share partnership agreement with all staff at the beginning of the school year.				✓	✓
Develop staff understanding of Academy 8 Cycles, 6 Cs and High 5s				✓	
Identify high-capacity mentor staff for incoming staff					✓
All beginning teachers to be engaged with the Mentoring Beginning Teachers (MBT) program.				✓	✓
Embed a moderation process based on Broadbeach State School Model			✓	✓	
Demonstrate how AC requirements are met by DI and EDI programs via standards mapping, with a focus on improving student writing					✓
Ensure coaching conversations are aligned to SPT data records and observation feedback to refine teaching practice			✓	✓	





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School Priorities

Embed wellbeing practices across all school systems.

Long-term targets/desired outcomes				
1. Embed PBL across the Academy, aligned to GGSA approach and DOE requirements. (SR3.1*)				
2. Embed a whole-academy approach to identifying and recording adjustments for students with disabilities. (SR7.1)				
3. Students have positive and respectful relationships with each other, their teachers and the community				
Strategies	2022	2023	2024	2025
Systematically develop and support the full implementation of PBL across all three tiers.			✓	
Train staff in the use of PLRs to evidence adjustments which inform NCCD reporting. (SR7.1)			✓	✓
Collect relevant students' data and record health screeners and wellbeing data to support tiers 2/3			✓	✓
Train staff in the use of PLRs to evidence adjustments which inform NCCD reporting. (SR7.1)			✓	✓
Individual Behaviour Support Plans, Personalised Learning, and Support Plans, Individual Health Care Plans, and/or Risk Management Plans are developed in collaboration with teachers and families			✓	✓
School-wide anti-bullying programs and evidence-based social skill programs for all students			✓	✓
Specialist expertise for staff to support students whose behaviour is impacting challenging and impacting their continued full-time attendance at school			✓	✓
Learning and Support team referrals discussed, and case managed at weekly wellbeing meetings			✓	✓

Embed effective pedagogical practices

Long-term targets/desired outcomes				
1. Embed consistent teaching practices across both campuses to improve student outcomes. (SR8.1*)				
2. Enhance information and digital technologies access and use across the academy to support student learning and transitions to secondary education. (SR4.2)				
3. Document 3 levels of planning to establish clear alignment between the AC achievement standards and the DI and EDI programs. (SR6.2 & SR2.1)				
Strategies	2022	2023	2024	2025
Embed the documented coaching model, with scheduled coaching and feedback sessions.			✓	
Refinery of school data plan to meet P-12 CARF requirements though DoE's data literacy framework.				✓





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Endorsements and Approvals

This long-term plan was developed in line with the School performance policy and procedure. Consultations, endorsements and approvals have taken place as per the policy and procedure and the plan's status has been accurately recorded in OneSchool.

Principal

P and C / School Council

School Supervisor

