FARRAGO[1]

[fəˈrɑːgəʊ]

[1] *noun*

Hodge podge, a motley assortment of things, mishmash, mixed bag, motley, potpourri, hash, medley, jumble.

Response to the Review of School Education in Aurukun

August 2016

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Contents

1 Overview

In May 2016, in response to serious law and order incidents involving disengaged youth in Aurukun occurring outside of school hours and outside of the school grounds, and amidst a highly charged public debate, the Queensland Government launched a review into the Aurukun school. The Aurukun school is a campus of the Cape York Aboriginal Australian Academy (CYAAA). The Cape York Academy (the Academy)[1] operates the Aurukun school in partnership with the Department of Education and Training (DET).

The Review of School Education in Aurukun report (the Report) was released by the Queensland Government on 5 July 2016. Representatives of the Academy were briefed on the recommendations outlined in the Report on 4 July 2016. In contrast to the usual procedure for school reviews, neither Academy representatives nor the school leadership were afforded the opportunity to review the draft findings before it was released.[2]

The Academy is proud of its history of working to transform the educational opportunities in Aurukun, and as such is seeking to work with the Queensland Government to correct false and misleading information in the Report which is now on the public record. The Academy supports the majority of recommendations in principle, as much of what is recommended is currently in place or is under development for the CYAAA schools. The Academy also recognises that the recommendations have been approved by Cabinet. Some recommendations, however, are ambiguous.

This document has been produced to summarise the issues with the school review process and subsequent Report. The problems with the review are too serious and numerous to be allowed to stand without rebuttal. The Academy's reputation and the fine work of many people – particularly the teachers and students of Aurukun – who worked so hard between 2010 and 2016 should not be trashed so unjustly without response. These key issues are summarised below.

There were significant departures from the standard review process

The review process and structure was unprecedented. The school was closed during the review. The review covered areas such as finance and governance not covered by

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[1] Cape York Academy (the Academy) is a registered business name of Good to Great Schools Australia (GGSA). The Cape York Academy supports the CYAAA state schools.
[2] Queensland DET School Improvement Unit (2016), School Reviews: What a school review looks like, https://schoolreviews.eq.edu.au/SiteCollectionDocuments/what-a-review-looks-like.pdf

the standard process. The entire review Report – rather than the Executive Summary as per the norm – was released to the public.

The context of the school was not understood or taken into account by the reviewers

The Australian Council for Educational Research (ACER) states that understanding the unique context of any particular school is vital to the success of a review.[3] The Report does not reflect the extensive level of underserviced cognitive, social and emotional needs of the students; the large numbers of beginning teachers; the teacher shortages experienced by the school in Semester 1, 2016; the state of similar schools; the history of reform in the school; or an understanding of the political and family dynamics in Aurukun.

The Report contains factual errors, inconsistencies and misleading statements

The Report contains incorrect, misleading and biased statements, and is internally inconsistent. Further it highlights predominantly negative views and conclusions and omits key supporting data provided to the review team. The Academy's curriculum and pedagogical practices, family engagement and community partnerships, literacy progress, teacher professional development, use of data and governance arrangements are misrepresented in the Report. The rationale behind the extended school day and the accelerated Direct Instruction programs, and the delivery of the Club (physical education, music, science) and Culture (humanities and social sciences, the arts, technology) programs are also significantly misconstrued.

The review is dramatically inconsistent with previous school reviews

Given that previous reviews of the Academy have been overwhelmingly positive, it is astonishing the results of this review appear to represent such a substantial and sudden deterioration. School reviews were conducted on the Cape York Academy schools in 2011 and 2014. These reviews awarded CYAAA 'outstanding' in 'analysis and discussion of data' and 'systematic curriculum delivery' in 2011, and 'high' in 'an explicit improvement agenda', 'effective teaching practices' and 'targeted use of school resources' in 2014.[4] How are such dramatic differences between the 2011/2014 reviews – and this 2016 review – to be explained? Especially when similar review criteria from the Australian Council for Educational Research (ACER) was used. The

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[3] ACER (2015), An Effective School Improvement Framework
[4] Refer to Appendix 3.1 for copies of the 2011 and 2014 school review results, and a comparison to the 2016 review

review itself provides no explanation for this sudden and dramatic change that it implies must have occurred.

The Report suggests a significant change to the Academy and the Government partnership

The Report includes statements that refer to DET taking the lead in relation to the school and relegates the Academy to the role of a contracted service provider.[5] This is in direct contradiction to the Memorandum of Understanding between the Academy and DET that commits the State to working in partnership to implement the Academy model.[6] It is a concern that in this respect the Report contradicts ongoing conversations between the Academy and Queensland Government representatives, and statements made in the media, that affirm the continuation of a partnership between the two organisations.

2 Background

Aurukun is a remote, indigenous community located on the western side of Cape York Peninsula. The community has faced issues with law and order, particularly with disengaged youth, for many decades. It has faced a long history of extreme challenges for education service delivery. In 2007 average attendance was as low as 28 per cent at the Aurukun school. Of course lifting attendance and achievement at the Aurukun school remains a challenge, and much more remains to be done, but much has been achieved since 2010 when the Academy started its partnership with DET.

Indeed, both the Director General Dr Jim Watterston, and the Deputy Director General Ms Patrea Walton, on more than one occasion expressed the view to the Academy's leadership that DET could not have achieved what the Academy achieved in Aurukun. A number of letters and emails from senior DET representatives to the Academy's leadership mention the improvements in Aurukun as a result of the Academy, particularly in literacy and numeracy results. For example, the Director General Dr Jim Watterston wrote to the GGSA Co-Chair on 17 September 2015 in relation to the Cape York Academy stating[7]:

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[5] DET (2016), Review of School Education in Aurukun, p.7
[6] DET (2016), Review of School Education in Aurukun, p.58
[7] Letter to GGSA Co-Chair from DET Director General 17 September 2015

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"I am pleased to note that significant progress in NAPLAN results has been made across all relevant campuses in 2014 and 2015, and commend your commitment to ensuring that all Cape York students get access to high quality educational instruction."

The intensification of law and order issues in Aurukun

For those residing in Aurukun, concern about safety issues and dissatisfaction with police responses to safety issues had been growing for some time. For example, in mid-2015, during the period in which Mr James Purtill was its Director General, the Department of Aboriginal and Torres Strait Islander Partnerships (DATSIP) removed its Aurukun based officer after a carjacking, stating that it was too dangerous to keep staff there.

In 2015 teachers at the Aurukun school raised concerns with the police response to unlawful activity that occurred outside the school gates. Teachers documented their concerns in case studies that were then provided to the Police Commissioner. These concerns were not acted upon by the Queensland Government.

In 2016 ongoing issues with the police response to incidents escalated, and teachers' personal safety whilst outside the school was put at risk. In one particular incident, two female teachers called the Aurukun school principal when the police did not respond to their emergency call to report a break-in to their home in the middle of the night. When the principal drove to the teachers' house to assist he was assaulted by the youths and car-jacked.

Following this incident, the Aurukun teachers voted to come out of the community for a week. After this week DET addressed some of the security issues and the teachers returned to the school.

Following the teachers' return more incidents occurred outside the school and outside school hours. The principal was car-jacked again. Despite these law and order issues, the teachers decided to remain in the community.

DET responded by closing the school for six weeks to address the safety concerns. DET transported the teaching faculty out of the community. The teachers had not asked to be removed. There was no school review announced at this point.

On 27 May 2016, amongst a storm of media scrutiny focused on Aurukun and its history, the need for effective leadership, government action and inaction, and the success or otherwise of Cape York Welfare Reform, the Queensland Government met with the Mayor and members of the Aurukun Shire Council. Following this meeting – ostensibly called to address law and order concerns – the Queensland Government

announced a school review of the Aurukun primary school. This shifted the debate from law and order issues to focus on the school, with the so-called 'controversial' teaching method of Direct Instruction quickly becoming a focus, albeit one without any prior connection to the law and order incidents that triggered the initial furore.

Shift in the focus from law and order to the school

It appears that the decision to conduct the review was advised by the Director General of DET *prior* to the 27 May meeting. Whilst the government pointed to the views of councillors who attended the meeting as justification for focusing on the school, the decision to conduct the review seems to have already been advised by DET and accepted by the government.

Public, media and political attention then switched from disengaged youth and policing to the operation and performance of Aurukun school and the merits and efficacy of Direct Instruction. The school and Direct Instruction in effect became the public 'scapegoat' for Aurukun's problems, and the achievements of the children and teachers of Cape York Academy since 2010 has been maligned in the ensuing two months of uninformed political commentary and inaccurate media reporting.

Once the review was announced, the Director General of DET assured the Academy leadership that the review of the Aurukun school would be conducted fairly according to the standard DET School Improvement Review. Similarly, DET assured the community and school leadership the review would be consistent with the standard school review process. The school community – the students and families, the teachers and school leaders, the Academy team and partner organisations – participated in the review in good faith. However, the school review departed significantly from the standard review process.

3   Departures from the standard school review process

The Aurukun school review was unprecedented in scope and execution in the following ways. Given the sudden and unexpected announcement of the review after a behind-closed-doors meeting with the Aurukun Shire Council that was ostensibly to respond to ongoing and unrelated issues around safety and violence, from the outset the review risked being perceived as politically motivated. The perception of bias has been exacerbated by the manner in which the review was been conducted.

The scope of the review went dramatically beyond a standard school review

The scope of the review was extraordinary. At the time it started DET informed the Academy leadership that six reviewers were retained. However, by the end of the review, between eleven and thirteen reviewers (the precise number is unknown as they are not named in the Report) conducted the review over a period of more than five weeks.[8] In contrast, a review of a school of this size would ordinarily involve three reviewers over four days. During the review more reviewers were added to the original team as the process was extended, raising questions about whether DET was seeking to ensure a certain result. Again, at the time the review started the DET Director General advised the GGSA Co-Chair that the review would be concluded within a week.

The terms of reference of the Aurukun school review state "the priority review will be undertaken in accordance with the School Performance Assessment Framework and will be consistent with all other priority reviews undertaken throughout the State".[9] However, significant additions to this review included; enrolment, attendance, financial, governance and operational processes, engagement of the community, secondary education provisions (not provided as part of this primary school) and analysis and commentary on a specific pedagogy (Direct Instruction).

Furthermore, the reviewers sought comment from a number of former teaching staff who had not had their contracts renewed. This is also beyond the scope of a normal school review. It appears that the intent behind such a departure in process was to attempt to find as many issues with the school and its model as possible.

None of the review team saw the school in operation

The school was closed during the review. The reviewers were unable to witness any classroom teaching, or engage with any staff member in-situ, which are usually central features of a school review. Hence the review team had to make inferences and assumptions about the learning programs and classroom environments without seeing them in operation. They did not see how engaged the Aurukun children are in their learning programs, especially their focus during their literacy and numeracy sessions. They did not see how teachers have conversations about data, or how they use teaching materials to support the needs of the students.

It would have been perfectly reasonable and possible for DET to have conducted the review when the school was reopened. That would have been fair to the school and would have provided a better account of the model.

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[8] The review was announced to the public on 27 May. The Director General informed the Co-Chair of GGSA of the review in a letter dated 30 May. The review report was released 5 July.
[9] Letter to GGSA Co-Chair from DET Director General 30 May 2016

Academy and school leaders were not provided with any opportunity to respond

Conducting an exit interview with the school leadership is a mandatory step in the DET school review process before a report is produced.[10] The leadership of the Aurukun school includes the CYA Executive Principal and the Academy leadership team. In this case, no exit interview was conducted with these school leaders. They had no opportunity to triangulate or validate the information, correct the mistakes, provide additional information nor engage in the review recommendations.

The school team was hampered from preparing for the review

A school is generally advised at least 30 days before a review is scheduled to take place. Principals use the notice period to work with their teams to ensure they have the required information ready and understand what they will be asked about. The Aurukun school and community were given two days' notice before their school review started. As the school was closed and the teaching team scattered in separate locations, they were unable to meet together to be properly briefed by the principal, to share their knowledge and prepare relevant materials for presentation to the review.

The reviewers overlooked key artefacts

CYAAA has its own unique brand which is used in all of its campuses' documentation. The reviewers only considered artefacts that appeared on DET templates. For example, the Aurukun campus school improvement plan is on a CYAAA template yet the Report stated that this document does not exist. Continuous improvement is a critical feature of the Academy across all three campuses and the Aurukun leadership and school team participate (along with their colleagues from Hope Vale and Coen schools) in a term-by-term formal review of their plan which they adjust accordingly with strategies that respond to their latest student data. The Aurukun leadership conducted their Term 1 Review in 2016, two months prior to the review.

In addition to the term-by-term reviews, the Academy has a detailed school improvement model, called the '8 Cycles of School Practice'. This model covers data-driven improvement, professional development, peer collegiality and community engagement.[11]

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[10] Letter to GGSA Co-Chair from DET Director General 30 May 2016
[11] Refer to Appendix 4.5.1 for an Overview of the 8 Cycles of School Practice

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Coherence and logic of the review was impeded by the large and disparate review team who had limited specialist expertise in the context

While a school review is usually conducted by a team of two to three peers who have experience in similar contexts, the Aurukun review team numbered at least eleven, who worked on the review at different stages during the process.

The cumbersome nature of a school review team this size is reflected in the internal inconsistencies in the Report. The many inaccuracies contained in the Report make it apparent that the reviewers did not understand the Academy model in its entirety.

Despite the size of the team, none of the review team had specialist teaching or academic expertise in DI. It is also unclear whether the review team consulted specialists in the area of indigenous special needs. Was Professor Karen Nankervis of the University of Queensland, an academic experienced in Direct Instruction and knowledgeable of its efficacy, who is currently advising DATSIP, consulted?

The reviewers' names are not disclosed in the Report. Previous reviews named reviewers in the published reports and similarly other published reviews of Cape York schools name the reviewers. Why not this review?

The usual process of moderation between review team members would have been severely impacted by having such a large number of reviewers, many of whom worked on the review at different times. We understand the review team never met together with all of the other members of their team at any stage, resulting in a disjointed and disparate approach.

Misleading comparisons were made to schools with much higher levels of educational advantage

Reviewers compared Aurukun school to state and region averages rather than like schools. Teacher turnover rates are compared to Cairns rather than other remote schools in Cape York and Queensland. Other remote Queensland schools operated by DET have similar, or lower, retention and NAPLAN participation rates than Aurukun.[12] Comparisons to schools which have much higher levels of educational advantage is misleading, and does certainly not reflect best practice in education research.[13]

Figure 1 depicts the teacher retention and NAPLAN participation rates for schools similar to Aurukun.

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[12] Refer to Appendix 4.1.1 for NAPLAN participation rate comparisons between Aurukun and other Cape York schools
[13] See for example the *My School* website, which compares NAPLAN results for similar schools
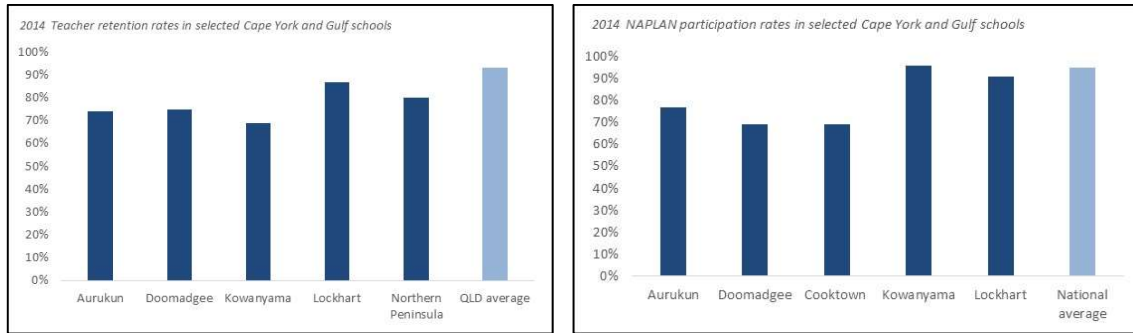
Figure 1: 2014 Teacher retention and NAPLAN participation rates comparison

The Report was substantially written by DET head office

At the briefing on 4 July the Director General of DET advised the Academy's Co-Chair that the Report, particularly the Executive Summary and recommendations, had been substantially rewritten by himself and the Head of the Review Section, Mr Liam Smith. Is this why none of the eleven reviewers are named in this report as per standard practice? It is not standard practice for review reports to be rewritten by the DET leadership, and it points to the potential for the review to be perceived as politicised and biased. What were the differences between what the review team provided and the version produced by the DET head office?

The Report was published in its entirety

The entire Report was given to the media and published on a Queensland Government website. DET's agreement with the Queensland Teachers' Union states that only the Executive Summary of a school review report be published online.[14] The Academy does not believe that these departures from the agreed protocols established by the QTU and DET would have been accepted for a review of any other school in Queensland. The failure to treat the Aurukun school and its leadership with the usual respect, and the decision to publicly release the entire report appears to only be explained by the politics of this case.

4 Lack of consideration of Aurukun history and context

The context of the students, school and community was not given due consideration by the reviewers, in the following ways.

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[14] Joint statement from DET and the QTU on school reviews, http://www.qtu.asn.au/files//7714/5335/5716/School_reviews.pdf

The special needs of the students were not appropriately considered

The extensive level of underserviced and under-acknowledged cognitive, social and emotional needs of the students, which is much, much higher than the average Queensland school, makes Aurukun a special school with specific needs. The extensive needs of the students, and impacts that this might have on the learning programs, were not adequately highlighted in the Report, though the Academy's data was presented to the reviewers more than once. Detailed data on the extent of this need was available to the review but was not examined.

Further, the Queensland Government has previously been advised about the significant special needs of the Aurukun children. A detailed presentation on the special needs of CYAAA students was provided to senior Queensland Government representatives, including the Director General of DATSIP, Ms. Clare O'Connor, and Deputy Director General of DET, Ms Patrea Walton on 11 April 2016. This presentation was provided to the review team but is not cited in the Report.[15]

Teaching shortages and level of experience in the school were not taken into account

The impact of significant teacher shortages experienced by the school and the region in Semester 1, 2016, was not acknowledged in the Report. At various times during Semester 1, between two and seven teaching positions[16] were not filled by DET. This impacted on the ability to deliver the full learning program and teacher coaching model.

Crucially, the reviewers did not consider the large number of beginning teachers in Aurukun. Some teachers were in their first five to ten weeks of teaching. More than two-thirds were in their first three years of teaching. Research shows it takes two to three years for novice teachers to become proficient.[17] The review did not make allowances for beginning teachers who cannot yet be expected to have a full understanding of teaching processes and procedures. It did not consider the Academy's comprehensive Great Teaching Pathway,[18] which targets a teachers' development to their experience level.

The partnership arrangements between DET and the Academy were misrepresented

In 2010, DET and the Academy formed a partnership to deliver the Academy model in the Aurukun and Coen schools and in 2011, the Hopevale school. DET then renamed these schools as campuses of the one school entity called the Cape York Aboriginal

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[15] See Figure 2 for an example of some of the data on special needs contained in the presentation
[16] The school had two positions vacant during Term 1, and five teachers who chose not to return after the first evacuation in Term 2.
[17] Berliner, D. C. (2004). *Describing the behavior and documenting the accomplishments of expert teachers*. Bulletin of Science, Technology & Society, 24(3), 200-212.
[18] Refer to Appendix 4.4.2 for more information on the Great Teaching Pathway

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Australian Academy. This unique partnership is unprecedented in the Queensland education system. It was established to attempt to reform remote Aboriginal schools where education outcomes are amongst the worst in the country.

The purpose of the arrangement, as contained in a Memorandum of Understanding (MOU), is to "work in partnership to ensure that the Class, Club, Culture and Demand programs and associated high expectation, high quality educational philosophy of the Cape York Aboriginal Australian Academy proposed in the business case is delivered at the Aurukun and Coen Academy schools".

The CYAAA schools remain public schools. There was clear distinction between the role of the Academy and the role of DET summarised as:

- The Academy provides strategic direction, education programs and specialist expertise and support for the learning programs.

- DET employs all school staff including the Executive Principal and manages school facilities, operations and DET compliance.

It is the responsibility of DET to operate the CYAAA school's administration processes. The operations of the CYAAA schools are managed by the Executive Principal who supports each Campus Principal and the other school staff. They are all DET employees and actions they perform are as DET employees. They are required to follow all DET policies and procedures. In the 17 September 2015 letter to the GGSA Co-Chair, the DET Director General reiterated this: "… the Department has ultimate responsibility for staff across all CYA campuses…"[19]

The Report fails to identify the division of responsibilities between the Academy and DET. Further, there has been little DET regional office support for the CYAAA schools since their establishment, particularly for regional functions such as recruitment and facilities management. The Report fails to identify the responsibilities for these functions and where failings have occurred, particularly in relation to the security of staff accommodation and ensuring the school is fully staffed. Such was the neglect, that when these issues emerged and senior DET staff visited the community they were quick to rectify the condition of both the school and the teacher accommodation, and address the staff shortages. This action only occurred after the recent furore broke.

The reviewers ignored the school's improvement journey of the past five years

The reviewers failed to note the distance travelled since the Academy began operating the school and the school's significant improvement efforts still underway. This

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[19] Letter to GGSA Co-Chair from DET Director General 17 September 2015

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improvement journey is backed up by data and the opinions of community members, education professionals and business leaders familiar with the school.[20]

The reviewers did not understand the community context

The reviewers did not seek representative views of the five clan groups that make up the Aurukun community. They elevated the opinion of one group over the others, and in this way the review has exacerbated community tensions. For example, the grassroots Wik Womens' Group is on record about their dissatisfaction that their input was not reflected in the Report.[21]

The Report fails to mention that the local council had been invited, and declined, numerous invitations to visit the Aurukun school classrooms over the last three years, although this information was brought to the reviewers' attention. Indeed, the review team placed heavy reliance on the local Council to select people who it deemed appropriate to speak about the school. Certainly the Mayor made it very clear to the Academy leadership that no one outside of Council's selections should be permitted to speak about the school.

The review also failed to note that the Mayor had been party to media reports condemning the Academy's use of Direct Instruction going back to 2013 – along with the former Member for Cook, David Kempton, and the Federal Member for Leichardt, Warren Entsch. The Mayor's objections to Direct Instruction and the Academy were part of a long campaign going back several years. In all of this time he never visited the school[22].

The Academy's community engagement endeavours were largely ignored

In 2009 the Academy undertook extensive community consultation in Aurukun about the implementation of the CYAAA model. Over 95 members of the Aurukun community were closely consulted, and over 77 per cent of Aurukun residents demonstrated commitment to the model.[23] In 2009, the then Mayor and Deputy Mayor of Aurukun joined the Academy leadership team on a trip to the United States to research Direct Instruction. They returned to Aurukun and helped implement the model in the school. In 2010, the then Mayor of Aurukun was appointed to the CYA Board, where he remained until his sudden passing in 2012.

Never in the history of indigenous education in Queensland was the leadership of a community involved in visiting schools operating promising pedagogy and curricula,

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[20] See for example the Visual Participatory Evaluation of CYAAA: http://www.goodtogreatschools.org.au/making-headlines-1/visual-participatory-evaluation-cyaaa
[21] See for example https://au.news.yahoo.com/qld/a/32005428/elders-hit-out-at-aurukun-school-review/#page1
[22] See Appendix 4.1.5 for examples of media coverage with statements from Derek Walpo, David Kempton and Warren Entsch about the Cape York Academy
[23] November 2009 Community Consultation Report on CYAAA to the Cape York Welfare Reform Board. Refer to Appendix 4.2.1 for further details of the consultation conducted in Aurukun in 2009, and photos from the 2009 trip to research Direct Instruction.

seeing for themselves these programs and talking to educators at disadvantaged schools overseas – and deciding to bring these programs back to their own community.

The Report fails to adequately recognise this history, nor consider it in its recommendations. The recommendations call for the reinstatement of the Parent and Citizen Association (P&C). Had this recommendation been discussed as per the standard process, the Academy could have shared its knowledge with the reviewers of the decades-long failure of these committees in Aurukun and other Aboriginal community schools, and the well documented body of evidence of more effective ways to engage Aboriginal families.

5 Issues with the presentation of information in the Report

There are a number of issues with the presentation of information in the Report. The Report presents information very differently – and much more negatively – than other school review reports in the following ways.

Contradictions and internal inconsistencies

There are a number of examples where the Report body contradicts itself.[24] It appears that the multiple reviewers did not have an opportunity to adequately moderate their findings prior to the report being finalised.

An illustration of this are the contradictory statements made about the use of data. For example, page five of the Executive Summary the Report states "the review found that a key focus of the school improvement action plan must be the analysis and use of student performance data by teachers and school leaders". This statement implies that student performance data is not being used by the Aurukun teachers and school leaders. This contradicts statements in the body of the Report, including "the review found that CYAAA leaders have made a considerable effort to understand current student achievement levels in literacy and numeracy, in the context of DI, student behaviour, school attendance and the issues affecting student outcomes" (p. 15), "priority is given to the CYAAA-wide analysis and discussion of systematically collected data on student outcomes, including academic (literacy and numeracy), attendance and behavioural outcomes" (p. 18), and "behaviour and school attendance data is tracked … teachers at the school review behaviour data weekly to take appropriate action such as the development of Individual Behaviour Plans" (p. 19).

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[24] For a full list of misleading and incorrect statements including contradictions, refer to Appendices 1 and 2

The Executive Summary primarily draws on negative, misleading or inaccurate comments about school's programs and practices

The Executive Summary does not reflect the detail of the Report. The tone of the Executive Summary gives the impression that the school has a deficient curriculum, inferior pedagogy, and limited staff development. The detailed sections of the Report present a more balanced view and includes positive commentary, however this information is not reflected in the Executive Summary. Given that the Executive Summary was rewritten by DET Brisbane, this difference between the tone and content of the Executive Summary and the body of the Report, raises questions. Given the substantial tonal difference between the Executive Summary and the Report body – and the DET Director General's statement to the Academy Co-Chair that he and Mr Liam Smith had largely rewritten the Executive Summary – was the original Executive Summary produced by the review team different from the version produced by the DET leaders? If so, what were the differences?

Comments and quotes are selectively negative and supporting data is missing

Negative comments are prominently displayed throughout the report in larger, bolder font. Examples of supporting data are not included in the Report.[25] The practices of highlighting views and conclusions, and omitting supporting data, are not consistent with other school review reports written by the School Improvement Unit. Six out of seven of these highlighted paragraphs are patently negative. Table 1 compares the nature of the highlighted statements in the Report.

Positive highlighted statements	Negative highlighted statements
"I am going back next term, for the kids. I always tell other teachers to 'never stop advocating for the children – Teacher" (p. 27)	"We want the P&C started again to connect the school with the community - Parent" (p.8)
	"I was chastised about moving away from the script. I was told if you can't follow the script with fidelity then Aurukun is not the place for you - Teacher" (p.9)
	"Maths lessons had to be straight from the script — no hands on material or work occurs – Teacher" (p.16)
	"If a student does not achieve mastery then they repeat the lesson set. If a student is tested and placed at a level, and then is absent for a month, they are retested — if they are not at mastery they are moved down to the level determined by the NIFDI assessor – Teacher" (p. 19)
	"Cultural induction was brushed over — there was no emphasis on cultural understanding, sorry business, inter-clan relationships. There was certainly no cultural handbook available - Teacher" (p. 37)
	"In the afternoon session, before DI I would read the kids a story — they loved it and would beg for another story to be read to them, I would tell them one more or I will get into trouble. The kids loved listening to stories - Teacher" (p. 49)

Table 1 Comparison of highlighted statements in the Report

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[25] Refer to Appendix 4 for examples of the supporting data not included in the Report

This extraordinary and transparent bias raises the question whether this response should be called "Hatchet Job" rather than "Farrago".

The Report does not address reasons for the review

The review was triggered by a concern for the safety and security of teaching staff. However, the Report only briefly mentions this issue. The Report also infers that the safety issues concerning the teachers are occurring within the school gate, which was not the case.

Prescriptive recommendations are not standard for a review

The Report recommendations are prescriptive, preventing long-term staff who are familiar with the context and history, from designing appropriate solutions to the findings. The detailed nature of these recommendations are not the norm in other school review reports written by the School Improvement Unit.[26] Such prescriptive recommendations would never be accepted by the QTU or other schools in Queensland. Why is this acceptable for Aurukun?

6 Inaccuracies and misrepresentations in the Report

The Report contains a number of inaccuracies and misrepresentations of the Academy's model as follows.

The Academy's curriculum is inaccurately described and custom-designed curriculum materials were not taken into account

The Report incorrectly concludes that the school is not providing the full Australian Curriculum to its students, and that all the curriculum materials are developed in the United States. The Academy's learning programs cover the Australian Curriculum. These learning programs are called Class, Club and Culture. Class consists of evidence-based instruction (Direct Instruction) with a strong focus on accelerating learning progress for students. The Club programs consist of physical education, music, and science. The Culture programs consist of humanities and social sciences, the arts, and – pending infrastructure upgrades – technology.[27] The Academy has a comprehensive set of custom-designed Club and Culture curriculum resources and materials developed by expert Queensland teachers (from Broadbeach State

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[26] Refer to Appendix 3.2 for a comparison of findings and recommendations for reviews of similar schools
[27] Refer to Appendices 4.3.1 and 4.3.2 for an example of these materials and how they are mapped to the Australian Curriculum

School, a school which utilises Direct Instruction and Explicit Direct Instruction), and customised to the local context through extensive consultation with the community.

Pedagogical practices are incorrectly described

The Report incorrectly concluded that only Direct Instruction is used in the school. The Academy learning programs use a mix of pedagogical techniques, including Direct Instruction (for literacy and numeracy), Explicit Direct Instruction (for Culture), explicit instruction (for Club programs in physical education and music) and inquiry-based learning (for Club programs in science).

The Academy model was endorsed in 2009 by a working group comprising of representatives from State departments of Education and Training (DET) and Communities (DoC), Commonwealth Departments of Education, Employment and Workplace Reform (DEEWR) and Families, Housing, Community Services and Indigenous Affairs (FaHCSIA) and Cape York Institute as follows:

> "the curriculum programme is comprehensive in its attention to fulfilling the requirements of the prescribed curriculum as well as meeting the needs of the local community. It is data, research and evidence based in every element from pedagogy, teaching and learning planning across year levels, assessment and reporting. It incorporates every element recognised as quality educational practice".[28]

How could DET, with other government departments, make this assessment of the curriculum in 2009 and then the review come to the opposite conclusion in 2016? It appears that incorrect assumptions have been made, because the review was unable to see the school in operation and did not observe any classroom practice.

The extended school day model was not understood and is misrepresented

An extended school day – with high-quality lessons based on the Australian Curriculum and delivered by qualified teachers – is a core tenet of the Academy model. This approach enables Aurukun children to accelerate their literacy and numeracy progress, whilst accessing all parts of the Australian Curriculum.

The Report concludes there is an overemphasis on literacy and numeracy to the detriment of other curriculum content. However, the school deliberately has additional time devoted to literacy and numeracy to address the significant gap these students have, whilst providing an extended school day to fully address other areas of the

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[28] Working Group Report on the Cape York Aboriginal Australian Academy, submitted to Cape York Welfare Reform Board, October 2009

Australian Curriculum. Again it appears that as the school was closed during the review, the reviewers made incorrect assumptions about the operation and intent of the extended school day.

Indeed, the greatest single additional cost of the Academy's model involves additional teachers delivering the extended school day and the Club and Culture programs.

The Report overlooks the significant level of student involvement and achievement in programs offered as part of the extended school day. For example, a quarter of students in Grades 3 to 6 in Aurukun are involved in the instrumental music program. Nineteen of the Aurukun students recently performed at the nationally-acclaimed Cairns Indigenous Art Fair as part of the 5th annual CYAAA band camp. The Academy's Queensland Music Festival partners note that the Aurukun students are performing at the same level as their Brisbane peers in instrumental music. The program was recently announced as an Excellence in Music Education finalist in the 2016 Art Music Awards. [29] There is not a word of this in the review.

Significant student gains in literacy and numeracy are discounted

The Report notes that some students have made improvements in NAPLAN, but suggests these gains are attributable to student attendance, not the Academy's learning programs. The evidence-based instruction approaches used by the Academy have a large body of evidence of their effectiveness.[30] Respected academic, Professor John Hattie, analysed the Academy's student NAPLAN results and recently stated:

> "I analysed the data from 122 of [the Academy's] students. Learning growth effect-sizes were calculated for all students where they completed a NAPLAN test over two occasions (Year 3 and 5, or Year 5 and 7). The average effect-sizes are all substantial. For Years 3-5, there has been greater than the Australian average growth: 181 per cent greater in Reading, 98 per cent greater in Writing, and 181 per cent greater in Numeracy. This is the good news; the program is truly making a difference; but the sobering news is that the students have to make 3+ years growth in a year to catch up."[31]

The learning growth of special needs students is ignored

The learning growth is extraordinary when the special needs of the students are considered. To better support student learning, psychometric testing was conducted in

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[29] For more information, see http://apraamcos.com.au/news/2016/july/finalists-announced-for-2016-art-music-awards/
[30] Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. London: Routledge.
[31] John Hattie on the Cape York Academy student growth rates (Aurukun, Coen, Hopevale), 2016 Jack Keating Lecture at Melbourne Graduate School of Education

2014-15 on students' cognitive, social and emotional development. This was partially funded by the Royal Flying Doctor Service and undertaken by Dr Jeff Nelson and Dr Corrinne Reid from Murdoch University. The results uncovered clinically relevant levels of need previously unknown to the Academy or DET.

However, the Academy then analysed its own data on student learning progress against Nelson and Reid's psychometric testing. This analysis shows that intellectually impaired students are exceeding their cognitive age academically. Figure 2 shows that the students at Aurukun with intellectual impairments are at or above the expected level of academic development.
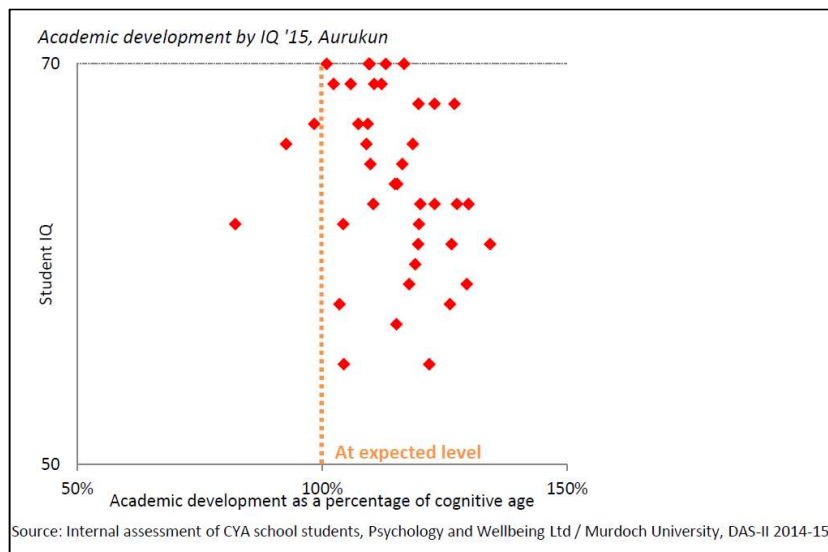

Academic development by IQ '15, Aurukun

Source: Internal assessment of CYA school students, Psychology and Wellbeing Ltd / Murdoch University, DAS-II 2014-15

Figure 2: Student learning progress following the

Incorrect conclusions based on opinion, not evidence of student learning or CYAAA artefacts

The Report contains several ill-informed statements such as "teachers have found this approach [the foundation and honours groupings] may result in students disengaging".[32] Figure 3 shows the opposite to be the case, with student learning accelerating after the introduction of the groupings. This data was provided to the review team:

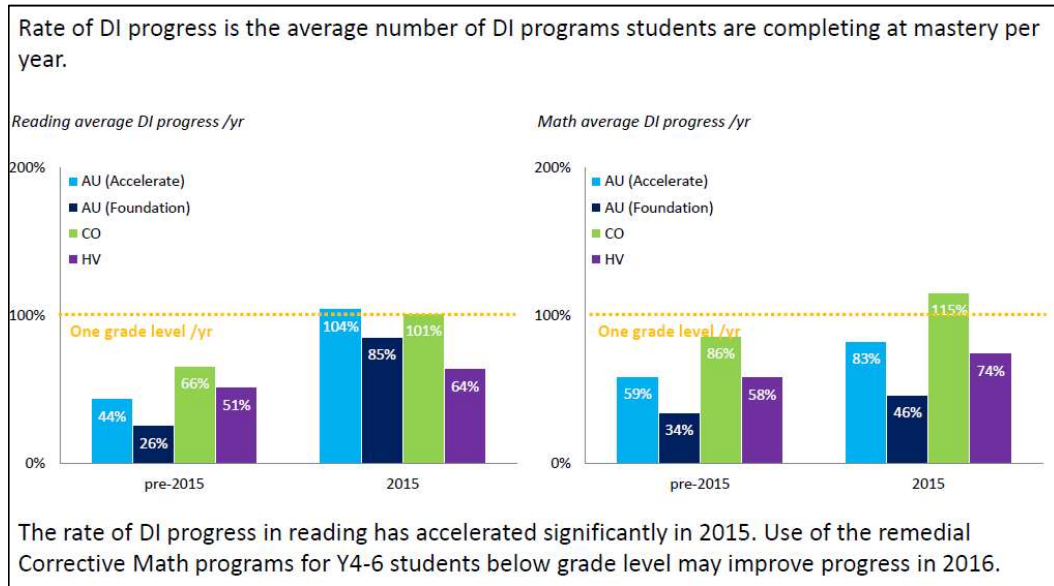[32] DET (2016), Review of School Education in Aurukun, p.45

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Rate of DI progress is the average number of DI programs students are completing at mastery per year.

Reading average DI progress /yr

Math average DI progress /yr

The rate of DI progress in reading has accelerated significantly in 2015. Use of the remedial Corrective Math programs for Y4-6 students below grade level may improve progress in 2016.

Figure 3: Student learning progress following the introduction of new student groupings

This ignorant conclusion risked the abandonment of the Honours and Accelerated approach adopted at Aurukun since 2015, which has been one of the most important breakthroughs in the organisation of the learning program at Aurukun school. The Foundation and Accelerated groupings actually solved the longstanding problem of regular attenders (half of the school) being held back by the irregular and minimal attenders (half of the school). The needs of the poor attenders were still met with the Foundation program (and provision was made for these students to advance into the Accelerated stream) but importantly the education of the good attenders was not being jeopardised by their poor-attending peers through the Accelerated program.

The Foundation and Accelerated approach has been outstandingly successful, and provided a good solution to a vexing, serious and longstanding problem. It was devised by the teachers of Aurukun with support from the Academy. The review did not understand its reasoning and importance, and in making such ignorant comments – undermined a critical feature of the school teaching and learning program at Aurukun. From all accounts, this is now playing out with DET's management of the school right now, with the deconstruction of the Foundation and Accelerated groupings. For the views of beginning teachers who only had a few months experience of this approach, to be adopted by the reviewers in the way they have – is a travesty. The amazing lesson progress data for Aurukun in 2015 makes clear how naïve and simply ignorant these views are. It is going to result in major damage to the education of the students at Aurukun.

Other statements such as "Cultural induction was brushed over — there was no emphasis on cultural understanding, sorry business, inter-clan relationships. There was

certainly no cultural handbook available"[33] were also not triangulated with Academy leadership. For example, the Aurukun Community Induction handbook was provided to all teachers at the start of the year, during a cultural induction training session, and all teachers are encouraged to take their cultural learning seriously.[34] The handbook exists: the review asserts that it does not. What do you do?

The Academy's extensive family engagement strategy and community partnerships were ignored

The Report focused on a very narrow form of family and community engagement. The Academy has a documented family engagement strategy covering a range of ways to engage families in their local school and support their child's education.[35] All principals are required to implement these and in addition develop their own local strategies. They report on engagement and student attendance as part of their term review. The Aurukun principal was only three months into his tenure at the time of the review.

The Academy has worked closely with local families on the Culture program. In 2013, the CYAAA Culture Program won the Premiers' Reconciliation Award.[36] In 2015, the Academy funded a linguist to work for six months in Aurukun, and developed a number of Wik language resources, and a dedicated language space in the school.[37] In 2016, the Academy funded an indigenous member of the curriculum writing team to spend time in Aurukun to meet with elders to inject local cultural content into the Culture program curriculum materials.

The Academy has partnered with several community organisations in Aurukun, including national sporting organisations such as Hockey Australia and AFL; state arts organisations such as Queensland Music Festival; regional organisations such as Apunipima Cape York Health Council, and local groups such as APN Cape York and the Wik & Kugu Arts Centre.[38]

Root causes of attendance issues and efforts to address them were not understood

The Academy and its sister organisations have worked on school attendance with Cape York families for over ten years. In addition to a comprehensive family and community engagement strategy, the Academy has a thorough student attendance case management approach. Case managers work with local leaders, including the

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[33] DET (2016), Review of School Education in Aurukun, p.37
[34] Refer to Appendix 4.4.1 for an extract from the Aurukun Community Cultural Handbook and a copy of the 2016 training agenda
[35] Refer to Appendix 4.2.2 for a list of family engagement strategies from the 8 Cycles of School Practice
[36] Refer to Appendix 4.3.3 for evidence of the 2013 Premiers' Reconciliation Award
[37] Refer to Appendix 4.3.4 for examples of the Wik language resources produced by the linguist
[38] For a full list of Academy partnerships refer to
https://cyaaa.eq.edu.au/Curriculum/Programsandpartnerships/Pages/Programsandpartnerships.aspx

Family Responsibilities Commissioners, to assist families to get their children to school every day.

The Report does not give due consideration to the efforts made as part of the student attendance case management approach. In 2014 the Academy sought to work with DET to re-engage consistent non-attenders using the attendance prosecution process. Despite delivering over 216 Compulsory School Attendance letters and subsequently submitting 16 cases to DET for prosecution, none of the cases were progressed by the Department.[39]

Further, the Report implies that issues with attendance remain the responsibility of the school. The Report fails to understand the community issues driving attendance patterns. The Academy undertakes extensive research and analysis on attendance data. There is a direct correlation between violence in Aurukun and attendance rates.

Figure 4 depicts the impact of deaths and violence on school attendance rates in Aurukun in selected weeks in 2014 and 2015.
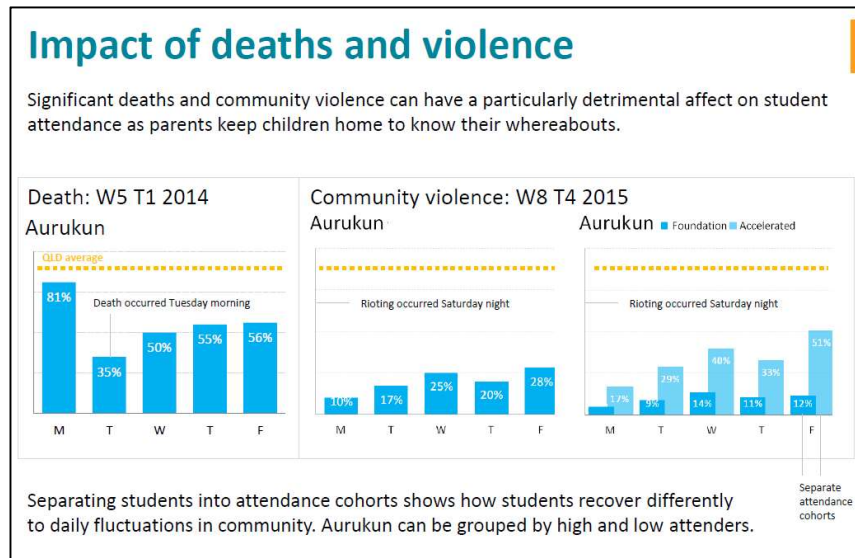

Figure 4: The impact of deaths and violence on school attendance in Aurukun

Figure 5 depicts the correlation between violence and school attendance in Aurukun.

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[39] Refer to Appendix 4.8.1 for more information on the prosecution process enacted in 2014

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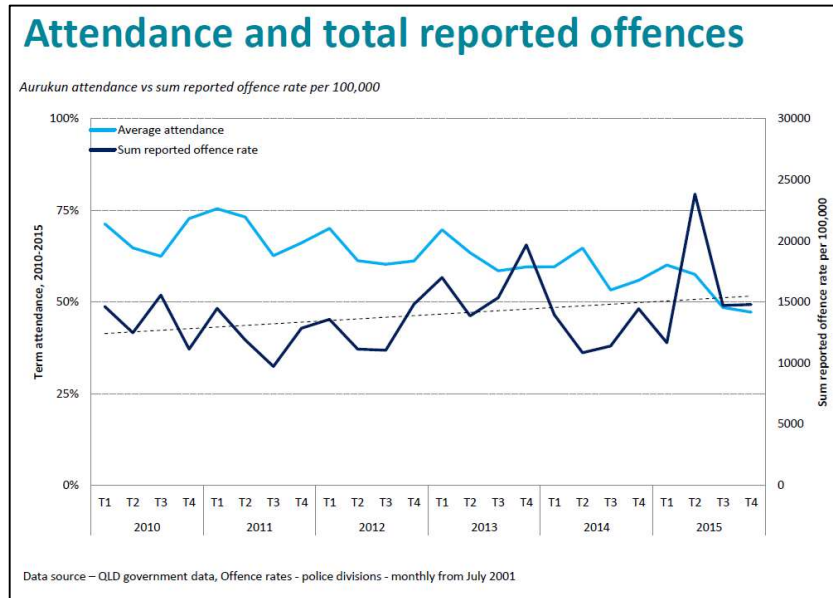

Figure 5: The correlation between violence and attendance in Aurukun

This information was presented to senior Queensland Government representatives on 11 April 2016 (before the Aurukun furore broke), in an attempt to garner support for addressing the law and order issues in Aurukun. DET Deputy Director General Ms Patrea Walton was present at this briefing and copies were provided to DET and other Queensland Government agencies.

The Academy's structured teacher professional development program was ignored

The Report suggests that the school's professional development program is narrow and incomplete. Aurukun teachers routinely participate in a full program of formal training based on international best practice and customised to the programs they teach. The amount of training, coaching and feedback about their teaching practice that teachers receive is much higher than most remote schools and higher than many metropolitan schools. This development includes formal core competencies including instructional expertise, curriculum, data analysis, collegiality and peer collaboration, parent and community engagement and positive behaviour management. The approach provides additional support on an as needs basis by experienced school leadership staff. This training is phased-in over the period of time the teachers remain with the Academy, the longer they remain the more comprehensive their training becomes. The Academy keeps records of all this, which the review did not request but which the Academy would have been more than happy to provide.

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The Academy's extensive use of data was not considered

The Academy has an extensive data strategy documented in the 8 Cycles of School Practice.[40] This strategy ensures all aspects of student outcomes, including academic, school attendance, and behaviour and wellbeing, are analysed to inform teaching and learning strategies. Depending on the experience of the teacher or school leader, they are either supported to analyse and use school data or they are coaching others in relation to this skill set. The reviewers were provided with weekly data sheets for all teachers including what they are teaching, how the lessons are going, how the students are progressing, participation of students, etc. This extensive use of this data by teachers and Academy leadership was not explained in the Report.

The Report insinuates there is an issue with the school enrolment count

At no time during the audit was the CYA Executive Principal advised that the reviewers were seeking information on the enrolment and attendance data and processes, nor did they seek to clarify any data gathered with the Executive Principal. At the beginning of the year, senior Regional Office staff supported the school staff, through the Executive Principal, to ensure the enrolment and attendance processes were in place across the CYAAA schools. The school enrolment data and processes were thoroughly audited by the Department earlier in the year and no discrepancies were found.

Statements are contradictory to the continuation of a partnership between DET and the Academy

The Report contradicts conversations between the Academy and Queensland Government representatives, and statements made in the media, that affirm the continuation of a partnership between the two organisations. The Report includes statements such as "DET to develop and oversee a school improvement action plan",[41] "DET to partner with other relevant government agencies, taking the lead in the delivery of education services to the Aurukun community,"[42] and relegates the Academy to the role of a contracted service provider.[43] This contradicts the Memorandum of Understanding between the Academy and DET that commits the State to working in partnership to implement the Academy model, and refers to an

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[40] Refer to Appendix 4.5.2 for a list of data review and coaching strategies from the 8 Cycles of School Practice. See also Appendix 4.2.2 for data discussed as part of family engagement strategies, Appendix 4.6.1 for data collected and reviewed during the CYAAA term review process and Appendix 4.3.6 for examples of data collected from Term 1, 2016 for Club and Culture

[41] DET (2016), Review of School Education in Aurukun, p.7

[42] DET (2016), Review of School Education in Aurukun, p.12

[43] DET (2016), Review of School Education in Aurukun, p.7

operational group consisting of Academy and DET representatives to oversee joint decision making in the school.

7 Response to the review recommendations

The Academy supports a number of the review recommendations in principle. A number of the recommendations are currently in place or are being developed by the Academy for the CYAAA schools. Some recommendations are ambiguous and it is unclear how the recommendations will be implemented.

Table 2 contains new initiatives recommended in the review that are endorsed by the Academy.

Recommendation	The Academy endorses the following new initiatives
Governance and operational arrangements	• DET improving support for its current responsibilities e.g. technological infrastructure, finance, teacher recruitment, special needs resources • DET and Good to Great Schools Australia (on behalf of the Academy) entering into a new partnership agreement to clarify roles and responsibilities
Secondary education provision	• Increasing support for transition and post-primary monitoring via Transition Support Services • Providing a Year 7 and 8 program in Aurukun as a transitional program only, with the aim of getting students ready for boarding school • Extending alternative education options outside the community such as the Aurukun Youth Orbiting Program
Analysis and discussion of data	• Recommendation 2.2: "Partner with FNQ regional office to audit technological infrastructure and prioritise identified upgrades"
A culture that promotes learning	• Recommendation 3.2: "Develop a strategy to maximise parent, student and staff participation in the annual school opinion survey"
Targeted use of school resources	• Recommendation 4.3: "Review the current administrative processes at the school to align with approved DET policies and procedures for Queensland state schools" • Recommendation 4.4: "The FNQ region to provide greater support to the principal for school administration and finances"
Differentiated teaching and learning	• Recommendation 7.1c: "working with FNQ region to facilitate access to, and effective engagement with, specialist supports as needed"

Table 2 List of new initiatives identified by the review and endorsed by the Academy

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Table 3 contains recommendations made by the review that are already in place in the Aurukun. These recommendations were based on inaccurate findings, that incorrectly identified these items as not already being in place.

Recommendation	The Academy endorses the following recommendations, as these things are already in place
Governance and operational arrangements	• The Academy has a cross-campus school improvement plan, as well as a term-by-term process for Aurukun to review data and set targets.[44]
Engagement of the Aurukun community	• Continue existing community induction strategies based on the Aurukun Community Handbook, and start-of-year and in-school induction sessions[45] • Continue existing strategies to engage local elders in development of the Culture program curriculum (including rescheduling of curriculum writer visits to Aurukun delayed due to the school closure)
An explicit improvement agenda	• Recommendation 1.1: The Academy has a cross-campus school improvement plan, as well as a term-by-term review process for Aurukun to review data and set targets[46]

Analysis and discussion of data	• Recommendation 2.1:
	  o The Academy has a data strategy documented in the 8 Cycles of School Practice. This strategy ensures all aspects of student outcomes, including academic, school attendance, and behaviour and wellbeing, are analysed to inform teaching and learning strategies[47]
	  o The Academy's Head of Instruction and teacher coaches support teachers to build capacity to use a full range of datasets to enhance teaching practice on an ongoing basis

A culture that promotes learning	• Recommendation 3.1: The Academy will continue to implement the Positive Behavioural Interventions and Supports (PBIS) program

An expert teaching team	• Recommendation 5.1: The Academy has a customised recruitment, development, and retention strategy for the schools[48]
	
	• Recommendation 5.2:
	  o The Academy involves community leaders in new staff induction[49]
	  o The Academy conducts annual teacher performance development planning
	  o The Academy's Great Teaching Pathway is aligned to the Australian Professional Standards for Teachers[50]
	  o The Academy's 8 Cycles of School Practice outlines an extensive coaching and feedback model[51]

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[44] Refer to Appendix 4.6.1 for an overview of the CYAAA term review process and improvement plans for Aurukun
[45] Refer to Appendix 4.4.1 for an overview of the Aurukun Community Handbook and induction training
[46] Refer to Appendix 4.6.1 for an overview of the CYAAA term review process and improvement plans for Aurukun
[47] Refer to Appendix 4.5.2 for data review and coaching examples from the 8 Cycles of School Practice
0[48] Refer to Appendix 4.7.1 for the Academy's Teacher Recruitment Strategy
[49] Refer to Appendix 4.4.1 for an overview of the Aurukun Community Handbook and induction training
[50] Refer to Appendix 4.4.2 for the Academy's Great Teaching Pathway
[51] Refer to Appendix 4.5.2 for coaching and feedback examples from the 8 Cycles of School Practice

Recommendation	The Academy endorses the following recommendations, as these things are already in place
Systematic curriculum delivery	• Recommendation 6.1: The Class, Club and Culture programs cover the Australian Curriculum[52] • Recommendation 6.1: Regular teacher curriculum planning and moderation sessions occur between the CYA Head of Instruction / Campus Head of Curriculum and the teachers[53] • Recommendation 6.4: Community leaders are engaged in the development of the Culture curriculum; Wik language resources were developed by a linguist that spent 6 months in the community in 2015[54]
Differentiated teaching and learning	• Recommendation 7.2: The Academy continuously reviews the effectiveness of student groupings in the context of the Australian Curriculum. CYAAA grouping of students is based on learning level (for DI Class) and age level (for EDI Club and Culture)
Effective pedagogical practices	• Recommendation 8.1: The Academy's learning programs include a range of pedagogical strategies (Direct Instruction, Explicit Direct Instruction, explicit instruction and inquiry). The Academy Head of Instruction, Aurukun Head of Curriculum and teacher coaches support coaching and modelling of these strategies as per the 8 Cycles of School Practice

Table 3 List of initiatives already in place in the Academy

Table 4 contains recommendations made by the review that are currently under development by the Academy for the Aurukun school.

Recommendation	The Academy endorses the following recommendations, already under development
Engagement of the Aurukun community	• Increase community engagement by implementing strategies focused on attendance and well-being including a Community School Improvement Partnership (as detailed in the Academy's 8 Cycles of School Practice)[55]
Differentiated teaching and learning	• Recommendation 7.1: Individual curriculum plans (ICPs) are in place in Aurukun, and were scheduled to be reviewed in Term 2 before the school was closed. The Academy supports the "timely assessment and reporting of students requiring additional support, particularly those potentially with disability and learning challenges". The Academy has engaged psychologists from Murdoch University to conduct thorough and unprecedented assessments of all the Aurukun students. The Academy expects DET to respond in a timely manner to the assessments and reports they have been provided • Recommendation 7.3: The Academy is researching a social-emotional learning program to implement in the Aurukun school

Table 4 List of initiatives already in place or under development by the Academy

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[52] Refer to Appendix 4.3.1 for the alignment between the Club and Culture programs and the Australian Curriculum
[53] Refer to Appendix 4.4.3 for an overview of the curriculum planning and moderation sessions that occur
[54] Refer to Appendix 4.3.5 for a description of the community involvement in the Culture program and Wik language resources
[55] Refer to Appendix 4.5.3 for an explanation of the Community School Improvement Partnership from the 8 Cycles of School Practice

Tabled 5 contains recommendations that the Academy does not endorse, as they are based on incorrect findings.

Recommendation	The Academy does not endorse the following recommendations	Academy response to the recommendation
Governance and operational arrangements	• "DET to develop and oversee a school improvement action plan responding to the recommendations in this review". • …"CYAAA contracted to provide professional development, curriculum and pedagogy licensing and design, and ongoing accreditation services for DI, and a new service agreement between DET and CYAAA be implemented that identifies clearly the roles and responsibilities of each party"	• DET and the Academy to jointly develop and oversee a school improvement action plan responding to the recommendations in the review • DET and Good to Great Schools Australia (on behalf of the Academy) enter into a partnership agreement, not a service arrangement
Engagement of the Aurukun community	• …"re-establishment of the Parents & Citizens' Association (P&C) as the primary parent consultation body"	• The Academy wishes to increase community engagement by implementing a Community School Improvement Partnership (as detailed in the Academy's 8 Cycles of School Practice)[56]
Direct Instruction	• "Broaden the teaching and learning approaches to include a range of high-yield strategies and contextualised curriculum to meet the diverse needs of students in Aurukun delivering all core requirements of the Australian Curriculum during the compulsory hours of schooling"	• The Academy model was designed to operate over an extended school day to ensure students had enough time to accelerate literacy and numeracy progress, as well as cover other areas of the curriculum. The Academy does not support any reduction in the number of hours of Direct Instruction delivered to the students, as this will interfere with their learning progress
Targeted use of school resources	• Recommendation 4.1 "Align the resourcing and operation of the school to the resourcing allocation methodologies for Queensland state schools, including targeted funding and support for specific areas of need"	• DET and the Academy to jointly review the use of school resources to meet the needs of the Aurukun children and the intent of the CYAAA business plan (approved by Queensland Cabinet in 2009)
An expert teaching team	• Recommendation 5.3 "Provide, through the FNQ region and assistant regional director, leadership, mentoring, coaching and ongoing support for the principal, aligned to the school improvement action plan"	• The CYAAA Executive Principal currently provides this function. The Academy welcomes additional support for the Aurukun principal, but not as a replacement for CYAAA Executive Principal oversight of Aurukun campus

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[56] Refer to Appendix 4.5.3 for an explanation of the Community School Improvement Partnership

Recommendation	The Academy does not endorse the following recommendations	Academy response to the recommendation
School–community partnerships	• Recommendation 9.1 "DET to partner with other relevant government agencies, taking the lead in the delivery of education services to the Aurukun community"	• The Academy has long history of dealing with many agencies in Aurukun, and across Cape York. The Academy should continue to lead school partnerships with support from DET where appropriate

Table 5 List of recommendations not endorsed by the Academy

The Academy does not have an opinion on Recommendation 4.2 "Commission an independent financial audit to undertake a comprehensive review of current financial arrangements, including assessing the progress in implementing the recommendations of the previous audits and possible inconsistencies in enrolments for 2016". The Academy does not have an opinion on why DET would want to call an independent review into DET processes and responsibilities – these are all the responsibilities of DET in the partnership. The Academy does not control the school finances or enrolment systems.

8 Appendix 1: List of misleading statements

Misleading statement in the Report	Response
"On a number of occasions school staff were at risk of physical harm, which was reflective of broader law and order issues in the community" (Executive Summary, p. 4)	This statement infers the risk of harm was happening inside the school gate. Nowhere in the Report does it say the violence was occurring in the community where the teachers were living, not within the school gate.
"This is similar to reviews undertaken across Queensland state schools" (Executive Summary, p. 4)	The only similarity between this review and other reviews is that was broadly based on the National School Improvement Tool (NSIT). This review was not similar in that it was: • Conducted on a school that was closed (and it was possible for DET to have conducted the review when the school was reopened). • Engaged multiple reviewers[57] who did not adequately moderated their findings prior to the Report being finalised. The weeks it took for the review and the large number of reviewers means effective moderation would have been impossible because not all team members were involved in the review at all times. • The exit interview with the Executive Principal and CYA Leadership team did not occur so findings were not reliably triangulated and validated. Key artefacts and supporting evidence were missing from the Report. The reviewers did not gain a full understanding of the school history, context or education programs at CYA which resulted in a number of significant inaccuracies in the Report about the school program. • Recommendations indicate the school improvement action plan will be developed by DET. In a similar review the Executive Principal would lead the process to develop the school improvement action plan with community and stakeholders. • The review examined enrolment, attendance, financial, governance and operational processes which are not part of the National School Improvement Tool nor were they detailed as part of the terms of reference for the review. • The general tone of the Report is negative. This is completely different to the language and tone used in School Improvement Unit reports, even for Priority Reviews where previous concerns have been raised.
"In 2015, DET requested Crown Law advice in drafting a new service agreement which was provided to CYAAA for consideration" (Executive Summary, p. 4)	The Report omits to acknowledge that the Academy instigated meetings with the DET Director General to establish a new partnership contract a number of times since early 2014. It is also not reflective of the input regarding how to strengthen the partnership that CYA provided DET during 2014 and 2015. Following each meeting since 2014, the Director General instructed Senior Officers of DET to develop a contract or rework the draft contract. The current draft contract was sent to Crown Law late in 2015 and only provided to the Academy in March 2016.
"However, for some students, NAPLAN results indicate improvements are being made. It should be noted that, for the majority of these children, high levels of school attendance are also apparent – a strong predictor of success" (Executive Summary, p. 5)	This statement is either professionally naive or intentionally written to detract from the significant improvements that Aurukun students have made in NAPLAN since the school became part of CYAAA. The statement infers the improved results are a direct result of attendance. This statement fails to mention that students who were attending school prior to 2010 were not achieving at the same levels as Aurukun students now, as student learning growth analysis performed by Professor John Hattie confirms.[58] Attendance is not the only predictor of success. Students must also be engaged in learning and being taught the curriculum effectively in order to achieve success and improve.

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[57] Unlike other reports the number and names of reviewers are not disclosed

[58] Refer to Appendix 4.1.2 for Professor John Hattie's analysis of student learning growth in NAPLAN results since CYAAA commenced

Misleading statement in the Report	Response
"Teachers must be better supported in their professional development and professional growth beyond a sole focus on DI" (Executive Summary, p. 5 and p. 36)	This statement is misleading as it infers that the only training teachers have at Aurukun school is in Direct Instruction. The Aurukun teacher training program is based on the Great Teacher Pathway developed by the Academy and Good to Great Schools Australia.[59] The majority of teachers in Aurukun are in their first and second year of teaching. Teachers are provided both formal training, and coaching to develop the range of teaching skills needed to be successful in the context in which they work. This training is phased in over the period of time the teachers remain with the Academy; the longer they remain the more comprehensive their training becomes. Depending on which programs the teachers are delivering, the training includes but is not limited to Direct Instruction and Explicit Direct Instruction practices, inquiry learning in science, analysing classroom observational data to pace learning, classroom organisation, understanding trauma, positive behaviour management, moderating assessment, Individual Curriculum Plans, reporting, reviewing Australian Curriculum units, coaching, and analysing class and school data sets.
"The review found that a key focus of the school improvement action plan must be the analysis and use of school performance data by teachers and school leaders" (Executive Summary, p. 5)	This statement infers that teachers and school leaders are not involved in analysis and use of school performance data. This is statement is misleading. Depending on the experience of the teacher or school leader, they are either supported to analyse and use school data or they are coaching others in relation to this skill set.[60]
"To address the concerns identified through the audit reports... payments to GGSA were withheld by DET pending detailed financial and performance reporting from GGSA" (p. 34)	The unsatisfactory audit results relate to the school financial processes under the control of DET staff. The audits have been school audits not GGSA audits. To link the financial and performance reporting between GGSA and DET to the issues found in the unsatisfactory audit is misleading. The Academy and GGSA welcome the increased accountability in the reporting expected from DET. The Academy and GGSA consistently report against a range of government and philanthropic grants.
"While the review did not undertake a detailed analysis of student enrolments, and initial examination identified some inconsistencies and possible deficiencies in the enrolment and attendance processes" (p. 34)	This statement, in the section dealing with resources, infers there is an issue with the school enrolment count. Including these comments in the review is misrepresentative. At no time during the audit, was the Executive Principal advised that they were seeking information on the enrolment and attendance data and processes, nor did they seek to clarify any data gathered with the Executive Principal. At the beginning of the year, senior Regional Office staff supported the school, through the Executive Principal, to ensure the enrolment and attendance processes were in place across the Academy. The school enrolment data and processes were thoroughly audited by the Department earlier in the year and no discrepancies were found. The enrolment and attendance processes were not listed in either the review terms of reference or National School Improvement Tool.
"Cultural induction was brushed over, there was no emphasis on cultural understanding, sorry business, inter-clan relationships. There was certainly no cultural handbook available" (p. 37)	Whilst acknowledging practices on the ground can always be improved in this area, to highlight this statement from a teacher as a key quote within the Report is both incorrect and misleading. CYA has a community handbook developed for each school. This handbook is provided to each teacher during induction.[61] Cultural induction is built into the Student Free Day timetable at the beginning of the year. Elders play a role in this induction.[62] The teacher's comment does not appear to be triangulated with the Executive Principal nor does it take into account any of the documentation provided to the reviewers.

[59] Refer to Appendix 4.4.2 for an extract from the Great Teaching Pathway for the targeted training program
[60] Refer to Appendix 4.4.2 for an extract from the Great Teaching Pathway and Appendix 4.5.2 for how data is used in the Academy
[61] Refer to Appendix 4.4.1 for an outline of the Aurukun Community Handbook and CYA induction sessions where it was discussed
[62] Refer to Appendix 4.4.1 for the school-based induction session where local community induction was conducted

Misleading statement in the Report	Response
Comparison of staff turnover and retention (p. 38)	The Report compares the retention of staff at Aurukun to the turnover of staff at all Far North Queensland region and Queensland schools. It is not a useful comparison without looking at whole of Cape York and other remote area schools' retention. The Aurukun school has similar teacher retention rates to other Cape York and remote indigenous schools.[63] If teacher placements in remote indigenous schools are approximately 2-3 years, the best average retention rate the school can hope for is 66.66 per cent.
	There is an inference in this section that retention of staff is only linked to training and development. This is naive at best and intentionally misleading at worse.
"The focus [of DI separate to the delivery of Club and Culture] may not necessarily prepare students to be successful learners through secondary school" (p.41)	This is speculative. The data in the Report (p. 52) shows a 13 per cent increase in retention at boarding school from 2008-2015 yet this statement is querying if the education model is having a detrimental effect.
	We advised the reviewers, that students at Coen and Hopevale who had completed the Direct Instruction literacy and numeracy programs were successfully transitioning to the Distance Education methodology and assessment during their final year of primary school. These students successfully transitioned to boarding school, some on academic scholarships. There are currently 57 Aurukun students at boarding school, a marked increase from less than 20 in 2008.
	There is more to do around the special needs, including the social and emotional development of the children prior to going to boarding school. However, to say the Class, Club and Culture model is negatively impacting on transition to boarding school is without an evidence base and contradictory to the other data in the Report.
The non-mandatory Club and Culture components are scheduled from 2.30pm-4pm (p. 36 and p. 41)	The Academy timetable was made clear in the Cape York Academy Business Case (approved by Queensland Cabinet in 2009). DET provided funding for extra teachers, understanding that the post 2:30pm extended school day was for curriculum delivery.[64]
"There is lack of clarity (in assessment) for teachers in all other learning areas (apart from English and Maths)" (p. 42)	This statement is misleading. The other areas of the curriculum have a full suite of planning documents and teacher resources, including assessments and guides to making judgement.[65]
	As noted on page 40 of the Report, Club and Culture teachers meet with the Head of Curriculum and Academy instructional coaches every five weeks to review the units of work and to discuss how to deliver them. These discussions include the assessment for the unit and the guides to making judgement.
"The review found no evidence of classroom implementation of systemic approaches to ensure a rigorous coverage of ....the Australian Curriculum" (p. 40)	This statement is misrepresentative. The reviewers could not be expected to physically see the classroom implementation when they visited the school while the staff were evacuated and the regular programs were not being offered.
	However, the reviewers were provided with the programs and resources associated with the school delivery of the Australian Curriculum. Included in these documents were the weekly data sheets for all teachers and what they are teaching, how the lessons are going, how the students are progressing, participation of students, etc. These are collected each week by the teachers and provided to the campus Head of Curriculum.[66]
	The Club and Culture program covers the areas of the Australian curriculum not covered by Direct Instruction programs in literacy and numeracy. It is designed and developed by a team of very experienced teachers, one of whom lectures part-time within a university education faculty. This team of writers has worked alongside an indigenous researcher to ensure the cross-curricula priority of indigenous perspectives is authentic and reliable. Both the researcher and a linguist have spent extended time over the last 18 months in the Aurukun community working with elders to develop the Wik language resources[67] and local cultural context for the curriculum units.

[63] Refer to Appendix 4.1.3 for a comparison of teacher retention rates in remote indigenous schools
[64] See p.43 http://www.goodtogreatschools.org.au/GREAT-TEACHING-PORTAL/Good%20to%20Great%20Schools%20Australia%20Effective%20Instruction%2020140306.pdf for more information on the extended school day
[65] Refer to Appendix 4.3.2 for examples of the Club and Culture curriculum, teacher resources and photos of students engaging in lessons
[66] Refer to Appendix 4.3.6 for examples of data from Term 1, 2016 for Club and Culture submitted to the Head of Curriculum
[67] Refer to Appendix 4.3.4 for examples of the Wik language resources

Misleading statement in the Report	Response
	The technology upgrade suggested in the review is welcomed as some areas of the curriculum are restricted due to limitations with technology and bandwidth, for example: • Within the Technology learning area, the subject area of Digital Technologies isn't fully developed yet as we are awaiting the hardware, software and infrastructure to be updated. • Within the Arts learning area, the subject of Media Arts isn't fully developed yet as we are awaiting the hardware, software and infrastructure to be updated. • Within the Health and Physical Education area, the subject of Personal, Social and Community Health is being developed alongside the social and emotional framework for the CYAAA schools.

"The review could find no evidence of systemic moderation of teacher assessment against A-E standards of the Australian Curriculum" (p. 42)	This is misleading and infers no moderation is occurring. Moderation is occurring across the CYAAA campuses. The moderation processes are embedded into the practices of the teachers however as they are not referred to as moderation, the teachers may not have understood the terminology when the reviewers discussed it with them.
	
	Teachers have standards to which they are assessing the students. Moderation is carried out between the Head of Curriculum and individual teachers during coaching and support sessions in the following ways:
	
	• Direct Instruction (literacy and numeracy)
	    o Head of Curriculum moderates teacher assessment by routinely assessing students during each program and at the start of each program.
	    o Assessment data from groups of students is compared to assessment data of students studying similar programs at other campuses.
	• Club and Culture (remaining Australian Curriculum e.g. geography, history, science)
	    o Teachers assess students using guides to making judgements and work individually with Head of Curriculum to moderate their judgements.

"The DI approach at Aurukun is different … schools like Broadbeach State School use DI for only a portion of the day, student performance data is analysed by teachers at the school, and materials are contextualised for the school" (p. 47)	This is statement is misleading and made by reviewers who have no knowledge of Direct Instruction. Aurukun and Broadbeach use the same Direct Instruction resources in the same manner, including programs such as Connecting Maths Concepts and Reading Mastery. Aurukun school-based coaches and the Head of Curriculum analyse the class and school-wide data with the support of the CYA school based Head of Implementation/Instruction (who is based at Coen and visits all three campuses.) The Academy has Australianised some of the Direct Instruction resources in similarity to Broadbeach State School. Teachers are encouraged to contextualise the material where appropriate. First year teachers don't always find contextualising the lessons easy, however, the more experienced teachers in Aurukun are able to contextualise the material just as the Broadbeach teachers do. In this section on Direct Instruction, the reviewers missed the fundamental reason why this specific Direct Instruction approach is used at Aurukun. With high turnover of staff and a majority of inexperienced teachers, the continuity of lessons for students would suffer if each year teachers developed their own lessons based on their nascent understanding of the Australian Curriculum and lesson design.
"Staff members suggested that if lessons had fallen behind, time was sacrificed from Club and Culture to continue the delivery of DI lessons in literacy and numeracy" (p. 50)	This statement is distorted. Teachers provide data each week to the Head of Curriculum and the Academy Head of Implementation/Instruction. The term 1 data sheets indicated that the Club and Culture classes were running. The reviewer did not fact check this statement with the Academy school leaders.[68]

Table 6 List of misleading statements in the Report

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[68] Refer to Appendix 4.3.6 for an example of the data collected from Club and Culture classes run in Aurukun in Semester 1, 2016

9 Appendix 2: List of incorrect statements

Incorrect statement in the Report	Response
The Report incorrectly refers to the Academy as CYAAA in the body of the Report and recommendations (various places)	CYAAA is the name of the state school entity. Good to Great Schools Australia, which is the aegis for the Cape York Academy, is the not-for profit entity that DET is in partnership with to oversee the education program of the school. The recommendation regarding the service contract indicates DET will form a partnership with itself (CYAAA) rather than with GGSA.
"The review found that the school is not providing the full Australian Curriculum to its students through the current approach. It is the conclusion of the review that the richness of schooling is being compromised by the pressure of delivering literacy and numeracy using the only the DI" (Executive Summary, p. 5 and p. 9.)	This statement is incorrect.[69] The Academy offers the full Australian Curriculum to its students. Throughout the body of the Report, the reviewers have documented that the Academy offers Direct Instruction for English and Maths and Explicit Direction Instruction for Club and Culture, which covers the remainder of the Australian Curriculum. CYA offers Primary Connections Science Program which is an inquiry-based learning program aligned to the Australian Curriculum. A large number of Australian Schools use this program. Physical Education is based on Explicit Instruction pedagogy. The classroom music program is based Music Express, an inquiry skills program.
"Teachers interviewed expressed concern that the sole use of DI at the exclusion of other pedagogical approaches limits their capability to teach the full range of requirements of subject areas in the Australian Curriculum" (p. 41)	This statement is incorrect. CYA uses a range of pedagogies as follows: • Direct Instruction is the pedagogy used in literacy and numeracy; • Explicit Direct Instruction is the pedagogy used in Culture (Humanities and Social Sciences, Arts, Technology, Science); • Inquiry is a pedagogy also used in Science and Music, and • Explicit instruction is the pedagogy used in Physical Education. Teachers are all formally trained in Direct Instruction and Explicit Direct Instruction.[70] Club and Culture teachers are coached in the use of inquiry-based learning and explicit instruction. Teachers can elect to take Club and Culture classes if they wish to expand their range of pedagogy. The Academy model, and use of Direct Instruction, was sanctioned by a Queensland Government working group in 2009 as an effective, evidence-based program.[71] Leading education researcher, Professor John Hattie, endorses the use of Direct Instruction.[72] All teachers recruited into CYA, including the Aurukun campus, know that Direct Instruction is how literacy and numeracy is taught in the school.
"An examination of the school planning documents and assessment materials provided did not illustrate how the teaching of inquiry skills, critical thinking skills, and problem solving are embedded within the learning programs" (p. 41)	This statement is incorrect. Primary Connections is an inquiry-based science program this is highly developed around critical thinking, inquiry and exploration skills. This is the program the Academy draws on to develop students' science skills.[73] Creative thinking, critical thinking and problem solving is built into various units of the Culture program. The reviewers did not raise any concerns with the Head of Curriculum or the Executive Principal that these materials were not able to be found. Had this occurred, as would have in a typical review, these areas could have been pointed out to the reviewers.

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[69] Refer to Appendix 4.3.2 for examples of the Club and Culture curriculum, teacher resources and photos of students engaging in lessons

[70] Refer to Appendix 4.4.1 for the 2016 training schedule for CYA teachers. See also Appendix 4.4.2 for the Great Teaching Pathway training and development program

[71] Refer to Appendix 4.1.4 for the endorsement from the Queensland Government working group on the Academy education model

[72] Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. London: Routledge.

[73] Refer to Appendix 4.3.2 for an extract of the Primary Connections science program

Incorrect statement in the Report	Response
"Resources available to teachers focus generally on master materials, and associated worksheets, and workbooks, and readers that support the DI approach" (p. 4)	This statement is incorrect. It is disappointing that the reviewers did not take the time to look at the extensive high quality documents and resources provided to the review team, which support the Club and Culture lessons.[74] These materials include curriculum unit outlines, lesson plans, assessment items, student worksheets and readers aligned to the Australian Curriculum. Appendix 4.3.1 outlines how the various Academy learning programs align to ACARA's Subject Area Achievement Standards.
"The review found that the principal and teachers have a limited input into the decision making process [around student grouping]. These decisions are made externally by CYAAA in Cairns" (p. 31)	The statement is incorrect. The decisions regarding which students are in which groups are based on a combination of student achievement data, attendance data, behaviour and social/emotional development. These decisions are not made in Cairns. These decisions are made by the campus Head of Curriculum, school coaches and the principal, in consultation with the Academy school-based Head of Instruction (based at Coen campus and travels between campuses). Experts from the National Institute of Direct Instruction (NIFDI) provide support to the Academy Head of Instruction on an occasional basis; they are no longer involved in weekly calls or decisions.
	The expertise provided by NIFDI has enabled the Academy to accelerate the development of beginning teachers to create a sustainable, and scalable, model. Three former Academy teachers, who started as first year teachers in Aurukun five years ago, are now expert coaches helping schools throughout northern Australia implement Direct Instruction.
"Funding equivalent to six FTE teaching positions is also provided to CYAAA for the support of post-primary students. This a longstanding arrangement following the cessation of secondary school provision in Aurukun" (p. 31)	This statement is incorrect. From 2013 to early 2015, Western Cape College was responsible for the secondary school age provision in Aurukun.
	When Western Cape College withdrew their program in early 2015, Cape York Partnerships took over support for the secondary school students as it was acknowledged that given the lack of success, a new approach was worth trying. This arrangement was established and monitored by DET.
	Information setting out these facts was provided to the review team.
"Challenges associated with the 5C education model, such as voluntary nature of club and culture, low attendance and staffing issues, result in a narrow curriculum focused solely on literacy and numeracy" (p.41)	This statement is inaccurate. The curriculum is not narrow and does not solely focus on literacy and numeracy. The reviewers have made no mention of the records and other documentation that was provided to them that shows students attending Club and Culture programs in Term 1, the units they undertook and the progress they made through their lessons.[75] The reviewers did not understand the Academy model, whereby DET provided Club and Culture teachers to deliver the curriculum as part of an extended school day. As the school was closed they were unable to get access to the assessment items these students worked on.
	As indicated in other parts of the review, when faced with the shortage of teachers that schools across Cape York were experiencing, the principal chose to sacrifice coaching of beginning teachers and placed the Head of Curriculum and teacher coaches onto Club and Culture classes to ensure that they still ran. This decision was a compromise decision in a difficult circumstance and compromised literacy and numeracy progress at Aurukun.

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[74] Refer to Appendix 4.3.2 for examples of the Club and Culture curriculum, teacher resources and photos of students engaging in lessons
[75] Refer to Appendix 4.3.2 for examples of the Club and Culture curriculum, teacher resources and photos of students engaging in lessons. Refer to Appendix 4.3.6 for examples of the data collected by Club and Culture teachers in Aurukun during Semester 1, 2016

Incorrect statement in the Report	Response
"Representatives of a local community group expressed concern that the Club and Culture elements of the curriculum appeared to be solely focused on sport, therefore missing opportunities to engage local elders in the development of the culturally relevant content" (p.42)	This statement is incorrect. The Club and Culture units are developed in consultation with local elders in the community. In 2014 and 2015, a linguist lived in Aurukun for months at a time, engaging with Wik elders and developing resources with them for use in the Aurukun classrooms[76]. These resources were being developed for two purposes: firstly, for the delivery of Wik language lessons in Aurukun and secondly for use in local culture lessons as part of the Culture program. In 2015 and 2016, an indigenous man, working as a researcher to support the Club and Culture writers lead the consultation with key elders in Aurukun to engage community representatives in the development of the local culture content. The reviewers did not take the time to fact check this comment or any comment about the Wik language program with CYA leaders or the writing team. Had the question been asked the reviewers would have been able to discuss the consultation work directly with the range of elders involved.
"The resources used to support learning in Aurukun are developed in the United States" (p.42)	This is incorrect. Only the Direct Instruction resources have been developed in the United States. The Music Program is from the United Kingdom, the Science program is from Australia, and the remainder of the resources to support the rest of the Australian Curriculum have been developed by the Academy in Queensland.[77]
"School leaders and teachers indicated that these resources (the special needs teachers) are deployed to maximise the number of class teachers and case managers in the school. These resources are not directly deployed to provide program support for students with disabilities or with learning challenges" (p. 44)	This statement is incorrect in the following ways: • The Case Managers are funded through a separate funding source. • The Direct Instruction program is a known program to benefit children with learning challenges and developmental delay. The Academy supports small group instruction to cater to the needs of students with learning challenges. • The foundation groups allow high needs children to be supported in a one on one learning environment. • The Aurukun student data is reviewed regularly to ensure the students are supported within the resources available at the school. More resourcing is needed to support the large numbers of students with learning needs that were made known to DET at the end of 2015.
"Teachers have found this approach [the foundation and honours grouping] may result in students disengaging" (p. 45)	This statement is incorrect. There is no evidence that this is the case. The progress of students is closely monitored and the 'Foundation' and 'Accelerated' grouping has improved the outcomes for both groups of students, as shown in *Figure 3: Student learning progress following the introduction of new student groupings*.
"DI should be one (but not the only approach) incorporated into the teaching practices of the school" (p. 49)	This statement is incorrect. As already stated, the pedagogies used in Aurukun include Direct Instruction, Explicit Direct Instruction, explicit instruction and inquiry-based learning, across different areas of the Australian Curriculum.
School Timetable (Appendix E)	This timetable is incorrect. The reviewers had a copy of the correct timetable in the materials supplied by the Academy leaders. In piecing together their version of the timetable from conversations with teachers, errors have been made. The reviewers' version of the timetable was not fact checked with Academy leaders.

Table 7 List of incorrect statements in the Report

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[76] Refer to Appendix 4.3.4 for examples of the Wik language resources
[77] Refer to Appendix 4.3.2 for examples of the curriculum and teacher resources developed in Australia

10 Appendix 3: Comparison to other school reviews

Table 8 contains a comparison between the 2016 Aurukun school review, and previous reviews conducted on CYAAA that used similar criteria.

Domain	2011 - CYAAA	2014 - CYAAA	2016 – CYAAA Aurukun
An explicit improvement agenda	Rating: High "The school leadership team has established and is driving a strong improvement agenda for the school, grounded in evidence from research and practice, and couched in terms of improvements in measurable student outcomes, especially in literacy, numeracy and science. Explicit and clear schoolwide targets for improvement have been set and communicated, with accompanying timelines".	Rating: High "The school has developed an agenda for improvement and school leaders can describe the improvements they wish to see in student behaviours and outcomes. This agenda is communicated in staff meetings, school newsletters, parent - teacher meetings and on the school website using a variety of formats to suit local. The principal and other school leaders have analysed school performance data over a number of years and are aware of trends in student achievement levels. Targets for improvement are clear and accompanied by timeline. The school leadership team is clearly committed to finding ways to improve on current student outcomes. This is reflected in an eagerness to learn from research evidence, international experience and from other schools that have achieved significant improvements. There is evidence of a schoolwide commitment to every student's success and staff of the school tells stories of significant student improvement."	Not rated Executive Summary: "Develop a school improvement action plan, in consultation with the local community and other key stakeholders, which aligns with DET's strategic objectives and the Queensland State Schools Strategy."
Analysis and discussion of data	Rating: Outstanding "A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with like schools; and, in the case of data from tests such as NAPLAN, measures of student growth across the years of school."	Rating: High "There is evidence that the principal and other school leaders view reliable, timely student data as essential to their effective leadership of the school. There is a documented school plan and timetable for the annual collection of student outcome data. Time is set aside (e.g., on Pupil Free Days and in staff meetings) for the discussion of data and the implications of data for school policies and classroom practices. These discussions occur at whole school and team levels. The school can illustrate through case studies, meeting minutes and project plans how data have been used to identify priorities, take action and monitor progress."	Not rated Executive Summary: "2.1 As part of the school improvement action plan, develop and implement a data strategy that: • ensures all aspects of student outcomes, including academic, school attendance, and behaviour and wellbeing, are analysed to inform teaching and learning strategies • supports participation by all students in key assessments such as NAPLAN • supports teachers to build capacity to use a full range of datasets to enhance teaching practice on an ongoing basis.
A culture that promotes learning	Rating: Medium "The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders. The school	Rating: Medium / High "The 'tone' of the school reflects a school-wide commitment to purposeful, successful learning. Classrooms are generally orderly, although some are more so than others. Nonattendance is an issue for a small minority of students. There is a strong focus on quality learning and on the creation	Not rated Executive Summary: "3.1 As part of the school improvement action plan, continue to implement the Positive Behavioural Interventions and Supports (PBIS) program, which ensures engagement with parents and the wider community.

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Response to the Review of School Education in Aurukun

Domain	2011 - CYAAA	2014 - CYAAA	2016 – CYAAA Aurukun
	works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour."	of a culture in which all students are expected to learn successfully, in their own ways and at their own pace. Individual talents are valued. Class 'busy work' is kept to a minimum, and an attempt is made to ensure that all students are engaged in challenging, meaningful learning. The school effectively implements its Responsible Behaviour Plan for Students, for example, by ensuring that disruptive behaviour, bullying and harassment are dealt with promptly. The school has clear expectations for how students should behave and interact with one another, and in the main, relationships are caring and respectful. Some staff time is taken up dealing with behaviour problems. Respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use in both formal and informal settings. Parents are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children's learning. Staff morale is generally high."	3.2 Develop a strategy to maximise parent, student and staff participation in the annual school opinion survey."
Targeted use of school resources	Rating: Medium "The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners"	Rating: High "The principal and other school leaders have introduced programs and strategies to identify and address the needs of students in the school and are sourcing and applying available resources to meet those needs. The school has developed processes (eg, systematic testing) for identifying student learning needs. Programs to meet individual learning needs (e. Indigenous students) are prioritised, where possible, in the school budget. Physical spaces and technology are used effectively to maximise student learning. Learning spaces are organised for whole group work, small group work and individual work."	Not rated Executive Summary: "4.1 Align the resourcing and operation of the school to the resourcing allocation methodologies for Queensland state schools, including targeted funding and support for specific areas of need. 4.2 Commission an independent financial audit to undertake a comprehensive review of current financial arrangements, including assessing the progress in implementing the recommendations of the previous audits and possible inconsistencies in enrolments for 2016. 4.3 Review the current administrative processes at the school to align with approved DET policies and procedures for Queensland state schools. 4.4 The FNQ region to provide greater support to the principal for school administration and finances."
An expert teaching team	Rating: High "The school has found ways to build a professional team of highly able teachers including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements."	Rating: Medium / High "There is evidence that the principal and other school leaders see the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students. There is a documented professional learning plan. The school is implementing the Department's Developing Performance Framework as the basis for professional discussions with staff. The school's professional learning agenda is made explicit to staff at induction, and in	Not rated Executive Summary: "5.1 The principal and regional director (FNQ region) to develop a workforce plan and support mechanisms to enable the school to attract, develop and retain the best possible staff. 5.2 Ensure teacher induction and professional development are aligned to the school improvement action plan and include:

Domain	2011 - CYAAA	2014 - CYAAA	2016 – CYAAA Aurukun
		staff handbooks. The school provides opportunities for teachers to take on leadership roles outside the classroom."	• involvement of community leaders in the induction of new staff to support their transition into the school and community • annual teacher performance development planning • opportunities to develop knowledge and skills across all areas of the Australian Professional Standards for Teachers • a coaching and feedback model implemented across the school year. 5.3 Provide, through the FNQ region and assistant regional director, leadership, mentoring, coaching and ongoing support for the principal, aligned to the school improvement action plan."
Systematic curriculum delivery	Rating: Outstanding "The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and caregivers."	Rating: Medium / High "The school has a documented plan for curriculum delivery that includes year level and term plans. School leaders talk about embedding the fundamental skills of literacy, numeracy. The school leadership team ensures that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers and that the curriculum plan is the reference against which flexible delivery (to meet the needs of the range of students within each year level) is designed, assessment tasks are developed and student learning is reported."	Not rated Executive Summary: "6.1 Ensure the Australian Curriculum is implemented, including reporting student progress against the learning areas, with regular and systematic teacher curriculum planning sessions that provide opportunities for instructional leaders to work with teachers to build knowledge and capability. 6.2 Review the alignment of the 5C education model against the Australian Curriculum. 6.3 Develop and implement assessment moderation practices to build consistency of teacher judgment against the standards of the Australian Curriculum, and support access to curriculum resources such as Curriculum into the Classroom. 6.4 Engage parents and community leaders in contextualising the curriculum to ensure learning that is relevant and accessible to all students, and that builds on existing knowledge and backgrounds. 6.5 Develop and implement a first language curriculum (oral and written) in the early years, through consultation with the school community, to support the transition of students into school."

Domain	2011 - CYAAA	2014 - CYAAA	2016 – CYAAA Aurukun
Differentiated teaching and learning	Rating: Medium "In their day-to-day teaching, classroom teachers place a high priority on identifying and addressing the learning needs of individual students. Teachers closely monitor the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need."	Rating: Medium / High "School leaders explicitly encourage teachers to tailor their teaching to student needs and readiness. Teachers also are encouraged to respond to differences in cultural knowledge and experiences and to cater for individual differences by offering multiple means of representation, engagement and expression. Planning shows how the different needs of students are addressed. Reports to parents generally do not show progress over time or provide guidance to parents on actions they might take."	Not rated Executive Summary: "7.1 Ensure appropriate resourcing and support for student learning by: • timely assessment and reporting of students requiring additional support, particularly those potentially with disability and learning challenges • developing individual curriculum plans (ICPs) to ensure compliance with all relevant DET guidelines identified in the P-12 Curriculum, Assessment and Reporting Framework • working with FNQ region to facilitate access to, and effective engagement with, specialist supports as needed. 7.2 Review the effectiveness of the grouping of students for effective learning in the context of the Australian Curriculum. 7.3 Implement a social-emotional learning program across the school which aligns with the Australian Curriculum."
Effective pedagogical practices	Rating: High "The school principal and other school leaders recognise that highly effective teaching practices are the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods - including explicit instruction - to maximise student learning."	Rating: High "School leaders are committed to continuous improvement in teaching practices throughout the school and expect team leaders and teachers to identify ways of doing this. There is a particular focus on improved teaching methods in reading, writing, mathematics and science, and professional learning activities are focused on building teachers' understandings of highly effective teaching strategies in these areas. Clarity about what students are expected to learn and be able to do, high expectations of every student's learning, explicit teaching of skills and content, individualised attention as required, and timely feedback to guide student action are key elements of the school's push for improved teaching and learning."	Not rated Executive Summary: "8.1 Ensure that all teaching and learning is supported by coaching and modelling in the classroom that incorporates a range of pedagogical strategies."
School and community partnerships	N/A	N/A	Not rated Executive Summary: "DET to partner with other relevant government agencies, taking the lead in the delivery of education services to the Aurukun community."

Table 8 Comparison of CYAAA school reviews

Table 9 contains examples of the issues found in other school review reports. The issues identified are similar to those identified by the Aurukun school review, but the recommendations provided are not nearly as prescriptive.

School	Curriculum and pedagogical framework	School leadership, staffing and training	Data literacy	Teaching and learning	Student Behaviour and Attendance	Community and service providers
Bwgcolman Community School 99.5% Indigenous Review from March 2015	Monitor and review the vertical and horizontal alignment of curriculum delivery to ensure it meets the needs of all students and the requirements as set out in the Australian Curriculum.	Further develop a systematic whole-school approach to the provision of feedback, coaching and mentoring for all teachers.	Noted that there are Differing levels of data literacy, reflective of the mix of graduate, early career and senior teachers.	Strengthen teacher capability to deliver evidence-based differentiated teaching and learning strategies for the full range of students, including high achieving students.	Noted that there are many students that have ongoing mental health and welfare needs – which cause a significant amount of challenging and disruptive behaviour. Continue focus on attendance, monitor progress and evaluate effectiveness.	
Kowanyama State School 98.4% Indigenous Review from March 2015	Renew the whole school curriculum framework and pedagogical framework. Significant issues in staffing key positions which impacts students noted.			Review the school rewards systems.		Establish a welfare committee which utilises the expertise of external health and welfare personnel - for case management.
Lockhart State School 97.6% Indigenous Review from March 2015	Establish curriculum leadership roles to oversee the curriculum documentation, planning and implementation to ensure an aligned vertical curriculum.	It was noted that the school leadership team and school support roles and responsibilities are not clear.		Alternative senior program provides limited rigor or alignment to junior secondary principles and senior schooling expectations - review to ensure sustainability, relevance and capacity to deliver outcomes.	Behaviour continues to be a significant problem across the school. Promote a culture of high expectations for all students in their learning, attendance and behaviour.	Continue to build a close, strong partnership with the Indigenous community to support the students and the school as a whole.
Mornington Island State School 98% Indigenous Review from May 2015	Collaboratively and routinely review the whole-school curriculum plan to accurately inform curriculum delivery with particular attention to multi-age and alternative classes, including the staged rollout of ICPs for all students who meet departmental guidelines.	Develop and align the Professional Learning Plan with teacher Annual Professional Development Plans and the schools explicit improvement agenda Implement a strategic and school-wide process for observation, feedback, coaching and mentoring that aligns with the pedagogical framework and is supported by targeted professional development.	Establish OneSchool as the primary location for all school data and develop teacher data literacy through regular data conversations.			

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School	Curriculum and pedagogical framework	School leadership, staffing and training	Data literacy	Teaching and learning	Student Behaviour and Attendance	Community and service providers
Pormpuraaw State School 98% Indigenous Review from May 2016	Develop and implement a locally relevant and sequenced whole-school curriculum plan, with clear alignment to the Australian Curriculum.	Provide regular opportunities for collaborative planning, coaching and feedback to establish a culture of teamwork, shared responsibility and continuous improvement in teaching practice.	Implement regular cycles of analysing student data, supported by collaborative planning and coaching to inform and implement evidence-based teaching and personalised learning across the school.			Develop a parent and community engagement framework as a basis for building cultural understanding and to engage parents and community members as partners in student learning.
Junction Park State School 2.4% Indigenous Review from February 2016	Implement processes to ensure that a whole-school curriculum plan is collaboratively developed incorporating an explicit, coherent and sequenced plan for curriculum delivery with links to the Australian Curriculum.	Embed authentic PDP processes with staff including teacher aides. Schedule regular meetings and improve monitoring processes to ensure all staff are developing their capacity in identified areas of professional practice.	Collaboratively develop a school data collection schedule that is linked to the school's explicit improvement agenda and outlines roles and responsibilities, data collection tools to be used, expected timelines and measurable achievement targets.			In consultation with staff, school community and regional ICT support staff developand implement an ICT infrastructure and resource plan to build staff and studentcapability in digital technologies.
Windsor Park State School 2.7% Indigenous Review from September 2015	Refine curriculum planning and delivery to ensure alignment with the Australian Curriculum, across all curriculum areas.	Enhance the coaching, observation and feedback process to build consistency in understanding and delivery of instructional practices across the school. Include a systematic approach to formal observations and feedback.	Review the school's data plan to ensure it includes elements of short, medium and long-term data cycles and incorporates defined timelines and targets.		Investigate other pedagogies to complement existing practices to cater for the learning needs and abilities of all students, particularly high performing students.	

Table 9 Examples of other school review findings

11 Appendix 4: Supporting evidence

Appendix 4.1 General supporting evidence

4.1.1 NAPLAN participation rate comparisons

NAPLAN Student Participation Rates (BT = Below Threshold)		CYA	Aurukun	Coen	Hopevale	Bloomfield	Bwgcolman	Camooweal	Cherbourg	Doomadgee	Cooktown
2015	Assessed	75%	55%	100%	95%	BT	79%	87%	63%	54%	53%
	Exempt	1%	0%	0%	4%	BT	2%	0%	35%	0%	0%
	Particpation	**76%**	**55%**	**100%**	**98%**	**BT**	**82%**	**87%**	**98%**	**54%**	**53%**
	Absent	20%	37%	0%	1%	BT	17%	17%	2%	46%	47%
	Withdrawn	4%	8%	0%	0%	BT	2%	0%	0%	0%	0%
2014	Assessed	85%	77%	100%	100%	100%	87%	100%	74%	69%	69%
	Exempt	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Particpation	**85%**	**77%**	**100%**	**100%**	**100%**	**87%**	**100%**	**74%**	**69%**	**69%**
	Absent	14%	22%	0%	0%	0%	13%	0%	19%	31%	31%
	Withdrawn	1%	1%	0%	0%	0%	0%	0%	7%	0%	0%

Source: *My School* website

4.1.2 Professor John Hattie's analysis of CYA student learning growth in NAPLAN
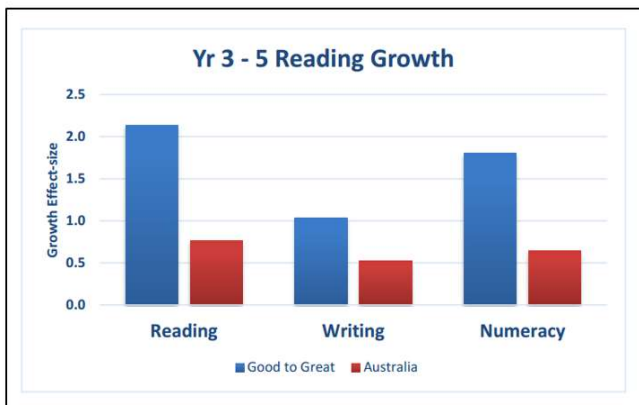
"*I analysed the data from 122 of [Noel's] students. Learning growth effect-sizes were calculated for all students where they completed a NAPLAN test over two occasions (Year 3 and 5, or Year 5 and 7). The average effect-sizes are all substantial. For Years 3-5, there has been greater than the Australian average growth: 181% greater in Reading, 98% greater in Writing, and 181% greater in Numeracy. This is the good news; the program is truly making a difference; but the sobering news is that the students have to make 3+ years growth in a year to catch up. There is more to do, but the nay-sayers want to destroy an evidence based program because it has not performed magic. The performance is a function of the dedication, the hard work, the evidence based cycle of evaluation by the school leaders and teachers in these schools*" – John Hattie on the Cape York Academy student growth rates (Aurukun, Coen, Hope Vale), 2016 Jack Keating Lecture at Melbourne Graduate School of Education

4.1.3 Teacher retention rate comparisons

Teacher retention rates		Aurukun	Doomadgee	Kowanyama	Lockhart	Northern Peninsula	Tagai State College
2014	Retention	74%	75%	69%	87%	80%	80%

Source: School annual reports

4.1.4 DET endorsement of the CYAAA model

4.1.5 Examples of media coverage with statements from Derek Walpo, David Kempton and Warren Entsch about the Cape York Academy

Cooktown Local News, 5 September 2013

Quote from Aurukun Mayor, Derek Walpo: "Pearson's Direct Instruction is an American methodology which sounds like military or police academy type education. What has happened to the good old-fashioned Australian education?"

Source: https://issuu.com/regionalandremote/docs/cooktown_local_news_2013-09-05

Newsport: Douglas Shire's Online Newspaper, 8 July 2014

"Member for Cook David Kempton has warned that Direct Instruction is not a 'panacea' for Indigenous education in the Cape York region and should not be imposed on communities without extensive, prior, on-the-ground consultation"..."Mr Kempton

questioned whether Direct Instruction could cater effectively for the individual needs of Indigenous students."

Source: http://www.newsport.com.au/Kempton-warns-against-Direct-Instruction.11611.0.html

The Guardian, 7 July 2014

"Warren Entsch says he nearly choked when told his own government was funding the direct instruction teaching model."…"Warren Entsch fears some Indigenous students could suffer under the highly-scripted teaching model, known as direct instruction."

Source: https://www.theguardian.com/world/2014/jul/07/mp-fears-indigenous-students-will-suffer-under-controversial-literacy-program

Appendix 4.2 Supporting evidence for family and community engagement

4.2.1 2009 Aurukun Community Consultation

4.2.2 Family engagement strategies from the 8 Cycles of School Practice

CSIP: Community School Improvement Partnership

Great schools have a strong sense of accountability to their parents and their community and are always looking for new ways to grow and improve parent and community engagement. Great schools have parents who are committed to their children's education and helping the school improve.

The transformative power of this supply and demand interface for excellence is recognised and respected by the community. The obvious dedication to doing the best by their children wins over parents and garners community support.

This cycle ensures that the school has a formal mechanism to be mutually accountable to the school community for school improvement progress.

The school principal partners with the community to form a panel to implement continuous improvement of school practices. The panel is made up of the principal and two other school leaders (e.g. curriculum leader, student services leader etc.) and an equal number of community representatives (e.g. committed parent, civic leader, head of the parents education group).

The panel fosters mutual responsibility for school improvement and keeps both partners focused on continuous improvement.

The panel meets monthly or once per term to review the data for the past period, and to highlight challenges and achievements that require the attention of the school or the community.

They collaborate on strategies to increase parent and community engagement and to improve the school to maximise education opportunities for the students.

Establishing this group shows that the school is open to scrutiny, and is transparent with information on how the students are progressing. The school then has a community engagement program which is deliberately planned and implemented as an important priority for the school.

This approach ensures that everyone in the school who is involved in instruction is continually developing their capacity and contributing to effective instruction.

Practices
In this cycle the practices are:
• School and Family Compact
• School Improvement Plan
• Monthly School Data Review and Report
• Case Review of Attendance and Behaviour

CFE: Classroom Family Engagement

Great teachers understand their accountability to the students and their parents, and engage parents in their child's learning which influences parental commitment to their child's education.

When teachers have positive relations with students, parent engagement is welcomed and parents see that their children are treated with respect, appreciated for their accomplishments and are encouraged to give their full effort. This reinforces the relationship between teachers and their students' families, and creates a culture of transparency and mutual accountability between the parents and the teacher on the children's learning.

When teachers connect with parents in the classroom it shows that the classroom is open to scrutiny and is transparent with information on how the students are progressing. After experiencing success with more than one teacher, the parents become increasingly supportive of the school.

Many parents, especially in disadvantaged families, have never experienced the excitement and promise of their child starting to achieve academically. Harnessing this engagement is a powerful force that can mobilise families to understand what they need to do to support their children in their schooling.

This cycle ensures that teachers facilitate engagement with parents. The principal works with the Teaching Faculty to set a Parent Classroom Visit Schedule. Parents are welcome to visit during any times suggested in the Parent Classroom Visit Schedule.

The Teaching Faculty work pro-actively to increase parent engagement in the classrooms through promotion and parent conversations.

Teachers are provided training and support in how to engage with parents and workshop strategies to build rapport with parents. They also learn how to communicate with parents in a way that leads to increased parental support for their child's education.

When a parent arrives at the classroom they are warmly greeted by the teacher and the students. Classroom visits increase a parents' understanding of their child's development, what the school is doing to support them, and how they can support their child.

The teacher has specific procedures for when visitors are in the classroom which they share with parents.

This approach enables parents to also be involved in ensuring instruction is continually improving.

Practices
In this cycle the practices are:
• Parent Conversations
• Parent Conversations on DI

Appendix 4.3 Supporting evidence for Club and Culture learning programs

4.3.1 Club and Culture scope and sequence as mapped to the Australian Curriculum standards

Overview

The curriculum of the Cape York Academy (CYA) Schools is segmented into three areas: Class, Culture and Club. These three areas incorporate the learning areas of the Australian Curriculum as outlined below:

- **Class**: English and Mathematics
- **Culture**: Language, Geography, History, Civics and Citizenship, Business and Economics, Arts (visual arts, drama, dance, media arts), and Technology (digital and design technologies)
- **Club**: Health and Physical Education, Science (biological, physical, chemical and earth sciences), and The Arts (music)

The Culture Curriculum is titled '*Big Bang to Big Future'.* The curriculum integrates the above listed ACARA subjects, along with the incorporation of local culture delivered by local members, through reference to the timeline of world history (incorporating the Epic Stories of the Universe, the People and of the individual) and to the world globe. It inculcates a sense of the wider world, of individual possibility and of the value of good life choices and lifelong learning.

The curriculum is organised into four themes (History & Identity; Homelands; Materials, Art and Technology; and Performance) delivered over the four school terms.

When enacted in its full scope, the intent of the Culture Curriculum is to meet CYA's vision to realise the right of every child to speak and to be literate in their ancestral languages, and to enable every child to be successfully bicultural and fully bilingual so they may walk with confidence in two worlds. While the curriculum draws on the standards identified in each of the included Learning Areas of the Australian Curriculum, of equal focus is that the learning episodes deliver content that reflects an Indigenous Perspective. Links to connect the curriculum to the community will be intentionally made throughout the program.

Club and Culture programs at-a-glance

Club	Pedagogical Approach	Program
Music	Inquiry	CYA scope and sequence developed from the ACARA standards and descriptors. (Still in development) Use the program Music Express 2nd Edition to support the lessons while a school based curriculum is developed in more detail. Music Express has been mapped against the Australian Curriculum to show alignment. Advice was initially sourced from QMF on the appropriateness of the program.
Physical Education	EI	CYA developed units and assessment based on the ACARA standards.
Science	Inquiry	Primary Connections units following ACARA standards. Unit pacings and assessment tracking have been developed in a format to be followed and completed by the schools.
Health	EI	To be developed in 2017. (CYA developed units and assessment based around ACARA standards).
Culture		
History & Identity: (History and Civics and Citizenship)	EDI	CYA developed units and assessment based around ACARA standards.
Homelands: (Geography and Business and Economics)	EDI	CYA developed units and assessment based around ACARA standards.
Arts, Materials & Technology (Visual Arts and Design Technology)	EDI	CYA developed units and assessment based around ACARA standards.
Performance (Visual Arts, Dance and Drama)	EDI	Schools are currently using the previous version of the curriculum. A revised curriculum will be developed in 2017. CYA developed units and assessment based around ACARA standards.

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Australian Curriculum Mapping Extract for Health and Physical Education

This document shows the alignment of the **CYA Club and Culture Curriculum to ACARA's Subject Area Achievement Standards**. This has been developed to provide a high level overview of how the standards inform the content delivered in CYA schools and to demonstrate the phase of development each area of the curriculum is currently in.

The Curriculum is delivered using a multi-age approach whereby students are clustered into four groups (Appendix 1). The curriculum has been developed taking into account the recommended curriculum time allocations (Appendix 2).

Key	Ready for Implementation	Currently in development	To be developed

Health and Physical Education:

	Personal, Social and Community Health	Movement and Physical Activity
Foundation	By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement. This standard is assessed in: To be developed (see note below)	Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges. This standard is assessed in: Foundation Learning in Motion Foundation I Can Bounce Foundation The Cape York Olympics Foundation The Cape York Challenge
Year 1 & 2	By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities This standard is assessed in: To be developed (see note below)	Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement. This standard is assessed in: Year 1 Movement and Play Year 2 Jump Like A Kangaroo, Run Like an Emu Year 1 The Cape York Olympics Year 1 Run Kids Run Year 2 The Cape York Olympics Year 1 Big Kid Sports Year 2 Game Around the State Year 2 Striking and Fielding
Year 3 & 4	By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity. This standard is assessed in: To be developed (see note below)	Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement. This standard is assessed in: Year 3 Movement and Play II Year 4 Catch Me If You Can Year 3 The Cape York Olympics Year 4 The Cape York Olympics Year 3 Cultural Games Year 4 Oztag Year 3 Korfball Year 4 Team Building Activities
Year 5 & 6	By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding. This standard is assessed in: To be developed (see note below)	Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences. This standard is assessed in: Year 5 Football (Soccer) Year 6 Netball Year 5 The Cape York Olympics Year 6 The Cape York Olympics Year 5 Basketball Year 6 North Queensland Superstars Year 5 Touch Football Year 6 Indigenous Games
	Personal, social and community health standards will be developed as part of CYA's Health and Wellbeing program. This is scheduled to be developed from Term 4 2016.	All Movement and Physical Activity units will be completed by Week 10 Term 4 2016

Australian Curriculum Mapping Extract for Science

| Science	
Foundation	By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things. Students share and reflect on observations, and ask and respond to questions about familiar objects and events. This standard is assessed in: Primary connections: Staying Alive (Biological sciences) — Primary connections: Weather in my world (Earth and space sciences) Primary connections: What's it made of? (Chemical sciences) — Foundation Homelands Primary connections: On the move (Physical sciences)
Year 1	By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They describe changes in their local environment and how different places meet the needs of living things. Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others. This standard is assessed in: Primary connections: Schoolyard Safari (Biological Sciences) — Primary connections: Bend it! Stretch it! (Chemical sciences) Primary connections: Push-Pull (Physical sciences) — Primary connections: Look! Listen! (Physical sciences)
Year 2	By the end of Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives. Students pose and respond to questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They record and represent observations and communicate ideas in a variety of ways. This standard is assessed in: Primary connections: Watch it grow (Biological Sciences) — Primary connections: All mixed up (Chemical sciences) Primary connections: Spot the difference (Chemical sciences) — Primary connections: Water works (Earth and space sciences)
Year 3	By the end of Year 3, students use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They group living things based on observable features and distinguish them from non-living things. They describe how they can use science investigations to respond to questions. Students use their experiences to identify questions and make predictions about scientific investigations. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data. They describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas. This standard is assessed in: Primary connections: Feathers, fur or leaves (Biological sciences) — Primary connections: Heating up (Physical sciences) Primary connections: Melting moments (Chemical sciences) — Primary connections: Night and day (Earth and space sciences)
Year 4	By the end of Year 4, students apply the observable properties of materials to explain how objects and materials can be used. They describe how contact and non-contact forces affect interactions between objects. They discuss how natural processes and human activity cause changes to Earth's surface. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to understand the effect of their actions. Students follow instructions to identify investigable questions about familiar contexts and make predictions based on prior knowledge. They describe ways to conduct investigations and safely use equipment to make and record observations with accuracy. They use provided tables and column graphs to organise data and identify patterns. Students suggest explanations for observations and compare their findings with their predictions. They suggest reasons why a test was fair or not. They use formal and informal ways to communicate their observations and findings. This standard is assessed in: Primary connections: Friends or foes? (Biological sciences) — Primary connections: Smooth moves (Physical sciences) Primary connections: Beneath our feet (Earth & space sciences) — Primary connections: Package it better (Chemical sciences)
Year 5	By the end of Year 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions. Students follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns in the data. They compare patterns in their data with predictions when suggesting explanations. They describe ways to improve the fairness of their investigations, and communicate their ideas and findings using multimodal texts. This standard is assessed in: Primary connections: Desert survivors (Biological sciences) — Primary connections: Earth's place in space (Earth and space sciences) Primary connections: What's the matter (Chemical sciences) — Primary connections: Light shows (Physical sciences)
Year 6	By the end of Year 6, students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another when generating electricity. They explain how natural events cause rapid change to Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions. Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using appropriate representations and construct multimodal texts to communicate ideas, methods and findings. This standard is assessed in: Primary connections: Marvellous micro-organisms (Biological sciences) — Primary connections: Earthquake Explorers (Earth and space sciences) Primary connections: Change detectives (Chemical sciences) — Primary connections: It's Electrifying (Physical sciences)

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Australian Curriculum Mapping Extract for Humanities and Social Sciences

Humanities and Social Sciences

Foundation

History
By the end of the Foundation year, students identify important events in their own lives. They identify how they, their families and friends know about their past and commemorate events that are important to them.

Students sequence familiar events in order. They respond to questions about their own past. Students relate a story about their past using a range of texts.

This standard is assessed in:
Foundation History and Identity: Me and My People

Geography
By the end of Foundation Year, students describe the features of familiar places and recognise why some places are special to people. They recognise that places can be represented on maps and a globe and why places are important to people.

Students observe the familiar features of places and represent these features and their location on pictorial maps and models. They share and compare observations in a range of texts and use everyday language to describe direction and location. Students reflect on their learning to suggest ways they can care for a familiar place.

This standard is assessed in:
Foundation Homelands: My Place, Our Place

Year 1

History
By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same.

Students sequence personal and family events in order, using everyday terms about the passing of time. They respond to questions about the past using sources provided. Students relate stories about life in the past, using a range of texts.

This standard is assessed in:
Year 1 History & Identity: What happened, long ago?

Geography
By the end of Year 1, students identify and describe the natural, managed and constructed features of places at a local scale and identify where features of places are located. They recognise that people describe the features of places differently. Students identify changes in features and describe how to care for places.

Students respond to questions about familiar and unfamiliar places by locating and interpreting information from sources provided. They represent the location of different places and their features on labelled maps and present findings in a range of texts and use everyday language to describe direction and location. They reflect on their learning to suggest ways that places can be cared for.

This standard is assessed in:
Year 1 Homelands (dev. T4 2017)

Year 2

History
By the end of Year 2, students describe a person, site and/or event of significance in the local community. They identify how and why the lives of people have changed over time while others have remained the same.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided to answer these questions and to identify a point of view. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

This standard is assessed in:
Year 1 History & Identity: What happened long ago?
Year 3 History & Identity (dev. T2 2017)

Geography
By the end of Year 2, students identify the features that define places and recognise that places can be described at different scales. Students recognise that the world can be divided into major geographical divisions. They describe how people in different places are connected to each other and identify factors that influence these connections. They explain why places are important to people, recognising that places have meaning.

Students pose questions about familiar and unfamiliar places and answer them by locating information from observations and from sources provided. They represent data and the location of places and their features in tables, plans and on labelled maps. They interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms to describe the direction and location of places. They suggest action in response to the findings of their inquiry.

This standard is assessed in:
Year 2 Homelands (dev. T1 2017)

Year 3

History
By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They identify the importance of different celebrations and commemorations for different groups.
Students sequence information about events and the lives of individuals in chronological order. They pose questions about the past and collect information from sources (written, physical, visual, oral) to answer these questions. They analyse information to identify a point of view. Students develop texts, including narrative accounts, using terms denoting time.

This standard is assessed in:
Year 2 History & Identity (dev. T2 2017)
Year 3 History & Identity (dev. T2 2017)

Geography
By the end of Year 3, students describe the location of the states and territories of Australia, the location of selected Aboriginal and Torres Strait Islander Countries/Places and selected countries neighbouring Australia. They describe the characteristics of different places at local scales and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places and recognise that people have different perceptions of places.
Students pose geographical questions and locate and collect information from different sources to answer these questions. They record and represent data in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title and north point. They describe the location of places and their features using simple grid references and cardinal compass points. Students interpret geographical data to identify and describe distributions and draw conclusions. They present findings using simple geographical terminology in a range of texts. They reflect on their learning to suggest individual action in response to a geographical challenge.

This standard is assessed in:
Year 3 Homelands (dev. T1 2017)

Civics and Citizenship:
By the end of Year 3, students explain the role of rules in their community and the importance of making decisions democratically. They describe how people participate in their community as active citizens.

Students pose simple questions about the society in which they live. They collect information from sources to answer these questions. They examine information to identify a point of view and draw simple conclusions. Students share their views on an issue and describe how they participate in a group. They present their ideas and conclusions in oral, visual and written forms using civics and citizenship terms.

This standard is assessed in:
Year 3 History & Identity (dev. T2 2017)

Year 4

History
By the end of Year 4, students recognise the significance of events in bringing about change. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past.

Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They develop questions about the past and locate, collect and sort information from different sources to answer these questions. They analyse sources to detect points of view. Students develop and present texts, including narrative recounts, using historical terms.

This standard is assessed in:
Year 4 History & Identity
Year 5 History & Identity (dev. T3 2017)

Geography
By the end of Year 4, students describe the location of selected countries using compass direction. They describe and compare the characteristics of places in different locations at local to national scales. They identify the interconnections between components of the environment and between people and the environment. Students recognise the importance of the environment and identify different possible responses to a geographical challenge.

Students develop geographical questions to investigate and locate, collect and sort information and data from different sources to answer these questions. They record and represent data and the location of places and their characteristics in simple graphic forms, including large-scale maps that use the cartographic conventions of scale, legend, title and north point. They describe the location of places and their features using grid references and compass direction. Students interpret geographical data to identify spatial distributions and simple patterns and draw conclusions. They present findings using geographical terminology in a range of texts. They propose individual action in response to a local geographical challenge and identify some possible effects of their proposed action.

This standard is assessed in:
Year 4 Homelands

Civics and Citizenship:
By the end of Year 4, students identify structures and decisions that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging.

Students develop questions about the society in which they live and locate and collect information from different sources to answer these questions. They examine information to distinguish between facts and opinions, identify points of view and to draw conclusions. They share their points of view, respecting the views of others, and identify the groups they belong to. Students present ideas and conclusions using discipline-specific terms in a range of communication forms.

This standard is assessed in:
Year 4 History & Identity

Year 5

History
By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past.
Students sequence information about events and the lives of individuals in chronological order using timelines. When researching, students develop questions for a historical inquiry. They identify a range of sources and locate, collect and organise information related to this inquiry. They analyse sources to determine their origin and purpose and to identify different viewpoints. Students develop, organise and present their texts, particularly narrative recounts and descriptions, using historical terms and concepts.

This standard is assessed in:
Year 4 History & Identity
Year 5 History & Identity (dev. T3 2017)

Geography
By the end of Year 5, students describe the location of selected countries in relative terms. They explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. They identify and describe different possible responses to a geographical challenge.
Students develop appropriate geographical questions for an investigation. They locate, collect and organise data and information from a range of sources to answer inquiry questions. They represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title and north point. They describe the location of places and their characteristics using compass direction and distance. Students interpret maps, geographical data and other information to identify and describe spatial distributions, simple patterns and trends, and suggest conclusions. They present findings and ideas using geographical terminology in a range of communication forms. They propose action in response to a geographical challenge and identify the possible effects of their proposed action.

This standard is assessed in:
Year 5 Homelands (dev. T4 2017)

Civics & Citizenship
By the end of Year 5, students identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. They identify various ways people can participate effectively in groups to achieve shared goals and describe different views on how to respond to a current issue or challenge.
Students develop questions for an investigation about the society in which they live. They locate and collect information from different sources to answer these questions. They examine sources to determine their purpose and identify different viewpoints. They interpret information to suggest conclusions based on evidence. Students identify possible solutions to an issue as part of a plan for action and reflect on how they work together. They present their ideas, conclusions and viewpoints in a range of communication forms using civics and citizenship terms and concepts.

This standard is assessed in:
Year 5 History & Identity (dev. T3 2017)

Economics & Business
By the end of Year 5, students distinguish between needs and wants and recognise that choices need to be made when allocating resources. They describe the factors that influence their choices as consumers. Students identify individual strategies that can be used to make informed consumer and financial choices.
Students develop questions for an investigation about an economics or business issue or event. They locate and collect data and information from a range of sources to answer these questions. They examine sources to determine their purpose and suggest conclusions based on evidence. They interpret, sort and represent data in different formats. They generate alternative responses to an issue or challenge and reflect on their learning to propose action, describing the possible effects of their decision. Students apply economics and business skills to everyday problems. They present their ideas, findings and conclusions in a range of communication forms using economics and business terms.

This standard is assessed in:
Year 5 Homelands (dev. T4 2017)

Australian Curriculum Mapping Extract for The Arts

The Arts				
Dance	Drama	Media Arts	Music	Visual Arts
Foundation – Year 2				
Dance By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance. Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.	By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama. Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.	By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made. Students make and share media artworks using story principles, composition, sound and technologies.	By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music. Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play.	By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.
These standards are addressed in: Group 1 performance unit – Term 4 **This curriculum needs to be redeveloped to align it with the new ACARA curriculum and assessment prior to delivery Term 4 2017		This standard is assessed in: To be developed from 2017 in line with the upgrading of the infrastructure.	This standard is assessed in: Foundation Music terms 1-4 Year 1 Music terms 1-4 Year 2 Music terms 1-4	This standard is assessed in: Foundation Art, materials and Technology Year 2 Art, materials and Technology
Year 3–4				
By the end of Year 4, students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance in dances depending on the purpose. Students structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood. They collaborate to make dances and perform with control, accuracy, projection and focus.	By the end of Year 4, students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama in their drama. Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They collaborate to plan, make and perform drama that communicates ideas.	By the end of Year 4, students describe and discuss similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks. Students collaborate to use story principles, time, space and technologies to make and share media artworks that communicates ideas to an audience.	By the end of Year 4, students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition. Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.	By the end of Year 4, students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks. Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas.
These standards are addressed in: Group 2 performance unit – Term 4 **This curriculum needs to be redeveloped to align it with the new ACARA curriculum and assessment prior to delivery Term 4 2017		This standard is assessed in: To be developed from 2017 in line with the upgrading of the infrastructure.	This standard is assessed in: Year 3 Music terms 1-4 Year 4 Music terms 1-4	This standard is assessed in: Year 4 Art, materials and Technology
Year 5–6				
By the end of Year 6, students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts that influence their dance making. Students structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning. They work collaboratively to perform dances for audiences, demonstrating technical and expressive skills.	By the end of Year 6, students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making. Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised and scripted drama for audiences.	By the end of Year 6, students explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view. They explain the purposes and audiences for media artworks made in different cultures, times and places. Students work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.	By the end of Year 6, students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places. Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.	By the end of Year 6, students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making. Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience.
These standards are addressed in: Group 3 performance unit – Term 4 **This curriculum needs to be redeveloped to align it with the new ACARA curriculum and assessment prior to delivery Term 4 2017		This standard is assessed in: To be developed from 2017 in line with the upgrading of the infrastructure.	This standard is assessed in: Year 5 Music terms 1-4 Year 6 Music terms 1-4	This standard is assessed in: Year 6 Art, materials and Technology (dev. T4 2016)

4.3.2 Examples of Club and Culture curriculum materials, resources and photos
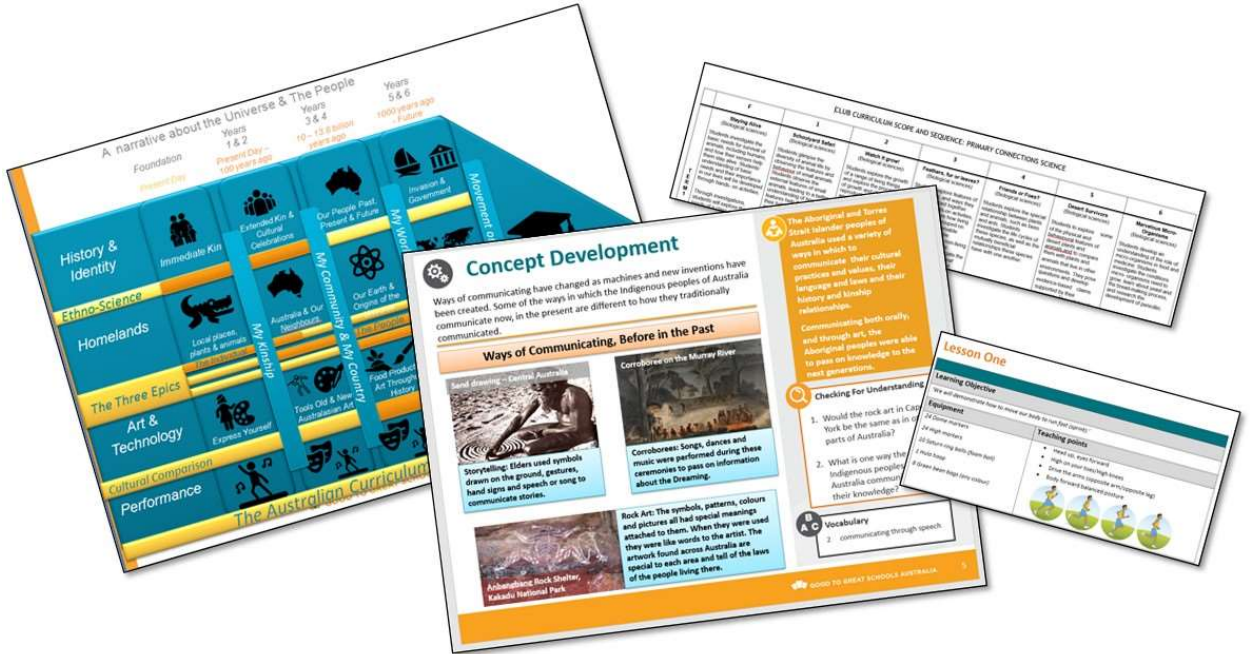
4.3.3 2013 Premiers' Reconciliation Award

4.3.4 Examples of the Wik language resources

4.3.5 Community input to the Club and Culture curriculum and language resources

The team of curriculum writers for Club and Culture worked alongside a researcher to ensure the cross-curricula priority of indigenous perspectives is authentic and reliable. Both a researcher and a linguist have spent extended time over the last 18 months in the Aurukun community working with elders to develop the Wik language resources and local cultural context for the curriculum units.

Examples of community input to the Culture program:

4.3.6 Data from Term 1, 2016 for Club and Culture in Aurukun

Example Lessons Progress Chart on Club and Culture subjects from week starting 3 March 2016 (teacher names removed for privacy)

Lesson Progress Chart (LPC)

| Teacher | A | | | Start Date | 3/03/2016 |
| School | Aurukun | | | Coach's Name | T |

Group	Grade	# in Group	Subject/ Level	Performance Level (H, M, L)		T	F	M	T	W	# lessons taught / # of school days	Test or √ out	# of students passing (A)	List names of students absent (B)
Science	1 2 3	1 1 8 3 /22	Group 3	/	a.m.	—	—	—	—	—	1 / 5			
					p.m.	—	—	—	5	—				
Health/PE	1 2 3	1 1 8 3 /22	Group 3	/	a.m.	—	—	—	—	—	2 / 5			
					p.m.	7, 8	—	—	—	—				
Music	1 2 3	1 1 8 3 /22	Group 3	/	a.m.	—	—	—	—	—	1 / 5			
					p.m.	—	—	—	—	6				
Culture	1 2 3	1 1 8 3 /22	Group 3	/	a.m.	—	—	—	—	—	1 / 5			
					p.m.	—	—	14	14	—				

Example Science assessment data collected from week starting 3 March 2016 (student names removed for privacy)

YEAR ONE Achievement Class Checklist   Term One: *Schoolyard Safari*   CLASS Group 3

(Designed to be used in conjunction with the Assessment Rubric for the *Schoolyard Safari* unit)

Student Names	Science Understanding		Science as a Human Endeavour			Science Inquiry Skills				
	Describes objects that they encounter in their everyday lives	Identifies a range of habitats	Describes changes to things in their local environment	Suggests how science helps people care for environments	Makes predictions	Investigates everyday phenomena	Follows instructions to record their observations	Follows instructions to sort their observations	Shares their observations with others	
1 A K	MC	WW	WW	MC						
2 A Y	MC	WW	WW	MC						
3 A W	AP		WW	MC						
4 D K		WW	EX	EX						
5 H W	WW	EX								
6 H B			EX							
7 I W	MC	MC	WW	MC						
8 K B	MC	WW	WW	MC						
9 K W	WW	WW	EX							
10 M K	MC	MC	WW	WW						
11 M P	AP	AP	MC	AP						
12 R O		EX	EX							
13 S U	MC	WW	WW	MC						
14 S K		MC	EX	WW						
15 T P	MC	MC	WW	MC						

(AP) Applying   – This indicates that the student has a detailed understanding of the concept and/or skill
(MC) Making connections – This indicates that the student has a solid understanding of the concept and/or skill
(WW) Working with   – This indicates that the student has a good understanding of the concept and/or skill
(EX) Exploring   – This indicates that the student has a limited understanding of the concept and/or skill
(BA) Becoming aware   – This indicates that the student has very limited understanding of the concept and/or skill or failed to complete or engage with set tasks

Example behaviour management data collected from week starting 3 March 2016 (student and teacher names removed for privacy)

PBP Level 2 and 3 Recording Form					Week: 6	Term: 1	Year: 2016	Cape York Aboriginal Australian Academy

Teacher Name: T.

DI session 1 2 3 or 4 AM PM	Setting Whole class Small group Independent work Transition	Behaviour level 2 (3) (circle)	Consequences		Truancy
Date 7/3	Priority for assistance	Behaviour *Starting fights with ... whistling + distracting class*	☑ Rule Reminder ☐ Internal Timeout ☐ Detention Total time out of class/off task:___	☑ Verbal Warning ☐ Buddy Class ☐ Principal/Carer	☐ Left Class without Permission ☐ Left Class with no return ☐ Left school grounds **One School** ☐ Incident recorded on One School ☐ Parent Contact made and recorded
		Green (Yellow) Red			

DI session 1 2 3 or 4 AM PM	Setting Whole class Small group Independent work Transition	Behaviour level 2 3 (circle)	Consequences		Truancy
Date 7/3	Priority for assistance	Behaviour *Teasing, fighting, not listening to instructions or following them.*	☐ Rule Reminder ☑ Internal Timeout ☑ Detention Total time out of class/off task: 20	☐ Verbal Warning ☐ Buddy Class ☐ Principal/Carer	☐ Left Class without Permission ☐ Left Class with no return ☐ Left school grounds **One School** ☐ Incident recorded on One School ☐ Parent Contact made and recorded
		Green / Yellow / Red			

Appendix 4.4 Supporting evidence for teacher professional development

4.4.1 Aurukun Community Cultural Handbook and 2016 training agendas

4.4.2 Great Teaching Pathway

Extracts from the Great Teaching Pathway for teacher development

GOOD TO GREAT SCHOOLS
AUSTRALIA

1 About the Great Teaching Pathway

GGSA's Great Teaching Pathway (the pathway) is built on two fundamental principles:

- that the systematic and tailored development of the whole school team can ensure all students achieve full education success no matter the student, school and community context

- that effective instruction is built on the Direct Instruction (DI) and Explicit Direct Instruction (EDI) methodologies and will be embedded in all classroom practice.

The pathway is designed to develop individuals within the whole school team – the tutors, teachers, school leaders and the specialised support staff – to become great in their roles. A detailed description of the pathway is provided in slide format in Appendix 1.

The pathway extends over three to five years, depending on role and is designed to:

- engender a culture of high performance 'great teaching'

- improve teacher capabilities to achieve student outcomes and develop professional capacity

- develop the whole school team; the tutors, teachers, school leaders and specialised support staff including coaches, trainers and student case managers

- enable in school training, coaching and other development

There are three to five levels, each of which runs for approximately a year, each having its own set of performance standards and competencies. Individuals can be fast tracked through the levels by volunteering to take on additional classes or duties. The fast track guidelines are included as Appendix 2.

This document, the Framework for Great Teaching (the framework), is designed to enable school and program leaders to oversee the development of their team on the pathway. This framework covers each level of each role on the pathway on:

- career opportunities

- position description

- instruction expectations

- collegiality

- parent and community engagement

- competency standards

- program scope and sequence including;

  - the trainer's qualifications required to train, the content of the training and when e.g. pre-service, in-service and classroom observations, the standards expected, the assessment required and tools used and the recognition and certification they will receive

  - monitoring and feedback expectations.

All mandated professional development is included in the pathway and is included in Appendix 3.

Competencies:
Teacher

	Level 1	Level 2	Level 3	Level 4	Level 5
	All teachers must be registered with the Queensland College of Teachers and complete all mandated DETE training: Code of Conduct, Student Protection, Preventing Workplace Bullying, Disability training Educational (Early childhood or primary school), Health and Safety and Wellbeing and in school training of One School (reporting to parents, record management, risk assessments etc.)				

Instruction	• delivery of the full program within the year
	OR
	• 75% of lessons were delivered to performance standards:
	  • 90% First time correct
	  • 70% overall correct responses per minute
	• 85% independent work, positives against negatives
		• delivery of the full program (similar program to level 1) within a shorter time frame
		OR
		• 75% of lessons were delivered to performance standards within a shorter timeframe:
		  • 90% First time correct,
		  • 70% overall correct, responses per minute
		  • 85% independent work, positives against negatives
		• creates independent seat work and fast finisher exercises
			• delivery of the full program (different program to level 2) within a year
			OR
			• 75% of lessons were delivered to performance standards:
			  • 90% First time correct,
			  • 70% overall correct, responses per minute
			  • 85% independent work, positives against negatives
			• creates independent seat work and fast finisher exercises
				• delivery of the full program (similar program to level 3) within a shorter timeframe
				OR
				• 75% of lessons were delivered to performance standards within a shorter timeframe:
				  • 90% First time correct,
				  • 70% overall correct, responses per minute
				  • 85% independent work, positives against negatives
				• creates independent seat work and fast finisher exercises
				• identifies additional activities that would assist with student understanding of content and discuss with coach
					• delivery of any DI program within a year
					OR
					• 75% of lessons were delivered to performance standards:
					  • 90% First time correct,
					  • 70% overall correct, responses per minute
					  • 85% independent work, positives against negatives
					• creates independent seat work and fast finisher exercises
					• identifies and designs additional activities/ supplementary materials that would assist with student understanding of content and implement

Instruction general	• successful completion of data analysis training • completes accurately and submits data every week and implements feedback • administers tests with support (NAPLAN, PATR/ PAT M/ Dibels) • identifies students with potential disabilities and refer to appropriate staff • demonstrates knowledge and understanding of requirements and teaching strategies for students with a disability • completes student reports and reports to parents according to school timelines and Departmental requirements	As per level 1 PLUS • completes accurately and submits data every week and implements feedback • interprets and shares data with colleagues and leadership • administers tests independently (NAPLAN, PATR/ PAT M/ Dibels) • demonstrates knowledge and understanding of requirements and teaching strategies for students with a disability, teaches to support their needs through the shared development	As per level 2 PLUS • analyses and shares data with colleagues and leadership and makes recommendations to improve student out comes and teaching practice • completes and distributes student reports as school process	As per level 3 PLUS • designs NAPLAN preparation materials using DI or EDI strategies • supports colleagues using comprehensive knowledge of DI and EDI to develop and implement engaging teaching programs	As per level 4
Classroom management/Organisation	• develops classroom management strategies with support of experienced staff to ensure the learning of every child • implements Education Adjustment Plans (EAP) for students with disabilities and ensures appropriate resources are available, including assistive technology • implements individual behaviour plans for high risk students • uses PBIS classroom strategies consistently • establish routines and transitions to ensure maximum learning term • ensures classroom is set up and packed down appropriately for each lesson and all necessary resources are easily accessible	As per level 1 PLUS • develops classroom management strategies to ensure the learning of every child • develops and implement individual behaviour plans for high risk students (in consultation with specialist teachers) • mentors new teachers in PBIS strategies	As per level 2 PLUS • displays effective classroom management strategies and is able to use data and observations to students with high level needs • uses PBIS classroom strategies consistently • participates in the Positive Behaviour Plan team • reviews and designs PBIS lessons	As per level 3 PLUS • displays effective classroom management strategies and is able to use data and observations to identify and support students with high level needs and has the capacity to model and share a repertoire of strategies for classroom management • takes a lead role in the Positive Behaviour Plan team • develops data reports, uses data to monitor the effective implementation of PBIS • reviews and designs PBIS lessons	As per level 4 PLUS • uses team implementation checklist and SET data to track PBIS implementation • reviews and designs PBIS lessons • prepares reports on student behaviour to be presented to a variety of stakeholders including teachers, the Head of Campus and the Head of Instruction
Collegiality	• attends all required staff meetings and professional development • attends weekly feedback meetings with Leadership and applies constructive feedback from supervisors to improve teaching practice • discusses teaching practices with colleagues to continuously improve teaching practice and outcomes for students • participates in weekly partner practice • shares resources with colleagues • discusses and uses program resources on school database • supervises tutors	As per level 1 PLUS • shares program resources on school database • contributes to collegial discussions and applies constructive feedback from colleagues to improve professional knowledge and practice • supervises and develops tutors	As per level 2 PLUS • recommend improvements and assist in the design of shared resources on school database • contributes to collegial discussions and applies constructive feedback from colleagues to improve professional knowledge and practice • mentors less experienced teachers and supervises and develops tutors • engages in data conversations with colleagues • participates in curriculum design activities between terms to collaborate in the design of unit and lesson plans	As per level 3 PLUS • recommend improvements and design shared resources on school database • contributes to collegial discussions and applies constructive feedback from colleagues to improve professional knowledge and practice • participates in curriculum and extra curricula design activities between terms to collaborate in the design of unit and lesson activities • runs data meetings in school groups e.g. identify areas for discussion and school improvements	As per level 4 PLUS • design and review shared resources on school database • leads collegial discussions and applies constructive feedback from colleagues to improve professional knowledge and practice • mentors teachers in all areas of teaching and supervises and develops tutors • leads curriculum design activities between terms to collaborate in the design of unit and lesson plans

Scope and sequence:
Teachers

Name	Time	Trainer qualifications	Training content	Assessment	Assessment tools	Recognition and certification

Introduction to Effective Instruction (pre-service)	twelve hours per subject	Teacher Level 3 or higher recognised by NIFDI as a trainer after completing 'DI Trainer' training	• lesson 1, 2 and a selection from the first thirty lessons of content and delivery in the subject. These are aligned to the program level.
			• teachers training in RMSE K and 1 will be assessed on phonetics on the first day with the principal present so that candidates may be reassigned on the second day for placement into an easier grade of DI to teach (RMSE 2 or above).
			• PBIS foundation training
				• attendance
				• practice
				• check-out:
				  • "Checked Out"
				  • "Needs Practice"
				  • "NP - Repeat"
					• attendance data
					• trainer observation sheet
					• check-out form.
						• Training Teacher Level 1: Introduction to Effective Instruction performance report
						• performance report needs to state the subject / level trained in and summarise trainee's attendance, check-out result and trainer's comments
						• shared with training teacher, training coordinator and school principal
						• trained in Effective Instruction (Level 1) certificate issued by GGSA once "checked out".

Level 1: Needs Practice (in-service)	maximum of ten hours total	DI Trainer	• supervised support/training in the classroom and partner practice with a Teacher Level 3 or higher recognised by NIFDI as a DI trainer.	• repeat check-out on items that required practice to verify if training teacher now checks out.	• performance report • trainer observation sheet • check-out form.	• second check-out attached to performance report • Introduction to Effective Instruction Level 1 certificate issued by GGSA once "checked out" • if still unable to check out, unsuitable for the role.
Level 1: NP - Repeat	Required to repeat a maximum of thirty hours training during Level 1: Introduction to Effective Instruction pre-service next year before eligible to teach in classroom as a teacher. Unsuitable for role.					
Teacher Level 1 (in-service)	1 year full time teaching of the program and a minimum of two 30 minute partner practice training sessions per week	DI Coach to supervise	**Supervising Coach (weekly)** • data analysis training form Coaches A training to be completed in term two – one day training • extended observation of teacher delivery providing feedback and recommending strategies for improvement (within 2 days) • reviews class progress/ mastery data from past week for completion of a lesson per day to mastery • designs partner practice to respond to data and observations • extended observation of classroom organisational skills providing weekly feedback and recommending strategies for improvement(within 2 days) • session 2 PBIS - Effective Classroom Management to assess classroom management skills. **Principal (weekly)** • 5 minute classroom observation with feedback provided within 2 days e.g. thermometer charts, workbook fix-ups, students attentive, workbooks marked. **Monthly** • review of teachers' professional learning log to determine areas of support/training required: • data conversations • resource sharing • peer coaching training– Developing Performance **Mentoring Handbook (online DETE training)** • administration of tests: PATR, TORICH, NAPLAN	• completion of data analysis training • completion of the program within the year or 75% of lessons were delivered to performance standards: 90% First time correct, 70% overall correct, responses per minute and 85% independent work, positives against negatives • review of teacher readiness per principal's 5 minute observations (to be added to weekly data scans) • review of professional learning log • principal to review database to identify staff uploading resources for common use • average student attendance each term meets campus target as a result of parent engagement strategy • in-class observations using the PBIS checklist • uses the school parent and community engagement plan to build parent capacity to engage in student learning.	**Weekly** • class data • trainer observations and notes • principal's 5 minute observations. **Monthly** • review of parent meetings, conversations, involvement in student learning • planning reflects parent and community engagement opportunities. **Term** • professional learning log • database scan by principal or delegate.	• Training Teacher Level 1: first year performance report (assessing lesson progress and mastery) • performance report shared with training teacher, training coordinator and school principal • Teacher Level 1 certificate issued by GGSA if performance satisfactory • term professional learning log (shared with project director) evaluating term by term performance development to determine teacher suitability for the placement • if performance does not meet the standard, teacher is not suitable for DI classroom.
Teacher Level 2 (in-service)	The same training and assessment process as Teacher Level 1 is followed from start to finish for Teacher 2 in a similar level of program (RMSE K and 1 or RMSE 2 through 5) e.g. Introduction to DI training and check-out. Teacher may choose to follow a leadership role through further coaching training, trainer training etc or choose to expand expertise by training in more programs. However, as teachers are more competent by this point, it is expected they will be teaching students to mastery more quickly (e.g. in fewer than 2 weeks) compared to the previous year's class data, using spreadsheets that capture individual student data to enable teachers to monitor progress and mastery on a weekly level. Monitoring continues throughout all levels of accreditation. Teachers recommended as peer coaches to complete Coaches B training. Teachers are required to undertake: • PBIS Session 3: Strategies for "Yellow Z1" students: explicit re-teaching of behaviours, targeted social skills teaching, check in/check out • PBIS Session 4: Individual student support systems – uses data and observations to determine triggers for behaviour, develops support plans based on data analysis and observations, refers to support services when appropriate.					

4.4.3 Curriculum planning and moderation sessions

Moderation is carried out between the Head of Curriculum and individual teachers during coaching and support sessions in the following ways:

- Direct Instruction (literacy and numeracy)
  - Head of Curriculum moderates teacher assessment by routinely assessing students during each program and at the start of each program

- o Assessment data from groups of students is compared to assessment data of students studying similar programs at other campuses
- Club and Culture (remaining curriculum e.g. geography, history, science)
  - o Teachers assess students using guides to making judgements and work individually with Head of Curriculum to moderate their judgements

Example of a guide for making judgements (Culture - Homelands history unit)

Australian Curriculum - History | Task-specific standards — matrix
FOUNDATION: MY PLACE, OUR PLACE PORTFOLIO   Name ....

This matrix is for use to mark student's knowledge and understanding as demonstrated through the content test, and their knowledge, understanding, as demonstrated through the completion of their portfolio.

Historical Knowledge & Understanding		Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
	Content Test	Demonstrates a very high level of knowledge about concepts taught throughout the unit.	Demonstrates a high level of knowledge about concepts taught throughout the unit.	Demonstrates sound knowledge of concepts taught throughout the unit.	Demonstrates limited knowledge of concepts taught throughout the unit.	Demonstrates very limited knowledge of concepts taught throughout the unit
Understanding and skills / Portfolio Items	Where plants live (1) Where animals live (2)	Confidently identifies and discusses places and spaces in the environment where plants and animals live and survive.	Identifies and discusses places and spaces in the environment where plants and animal live and survive.	With minimal support, can identify and discuss places and spaces in the environment where plants and animals live and survive.	Requires significant support to identify and discuss places and spaces in the environment where plants and animals live and survive.	Unable to identify places and spaces in the environment where plants and animals live and survive.
	Living off the land (7) Ready to eat (9) Traditional medicine (11)	Confidently identifies that plants and animals provide people with good food choices as well as medicine.	Identifies that plants and animals provide people with good food choices as well as medicine.	With minimal support, can identify that plants and animals provide people with good food choices as well as medicine.	Requires significant support to identify that plants and animals provide people with good food choices as well as medicine.	Unable to identify that plants and animals provide people with good food choices as well as medicine
	Take care of me (12)	Confidently identifies and explains what people can do to look after the land that they live on.	Identifies and explains what people can do to look after the land that they live on.	With minimal support, can identify what people can do to look after the land that they live on.	Requires significant support to identify and explain what people can do to look after the land that they live on.	Unable to identify and/or explain what people can do to look after the land that they live on.
	Animal tracks (16) Travelling stories (18) Rosie's Walk (20)	Confidently identifies and explains how paths can be created and followed and what they can lead to.	Identifies and explains how paths can be created and followed and what they can lead to.	With minimal support, can identify and explain how paths can be created and followed and what they can lead to.	Requires significant support to identify and explain how paths can be created and followed and what they can lead to.	Unable to identify and/or explain how paths can be created and followed and what they can lead to.
	What is a map (19) Where in the world (21) Our small place (23) What do maps do (25) Our map (28)	Confidently identifies what a map is and what it can show.	Identifies what a map is and what it can show.	With minimal support, identifies what a map is and what it can show.	Requires significant support to identify what a map is and what it can show.	Unable to identify what a map is and what it can show.
Attendance, Engagement & Effort		Always attends class. Motivated to complete tasks to a very high standard and contribute to discussions.	Usually attends class. Motivated to complete tasks to a high standard and contribute to discussions.	Regularly attends class. Requires some encouragement to complete tasks to a satisfactory standard and contribute to discussions.	Sporadically attends class. Requires considerable encouragement to complete tasks to satisfactory standard or contribute to discussions.	Rarely attends class. Lacks the motivation to complete tasks and/or contribute to discussions.

GOOD TO GREAT SCHOOLS AUSTRALIA   Foundation   Homelands   Unit Overview

Example of judgement data submitted to Head of Curriculum for moderation (names removed for student privacy)

Group 1

Foundation – Formative assessment tracker
Each lesson that has a portfolio tasks attached is listed, teachers are to assess each item using the codes below. This tracker links directly to the matrix for the students overall grade.
(AP) Applying   – This indicates that the student has a detailed understanding of the concept and/or skill
(MC) Making connections – This indicates that the student has a solid understanding of the concept and/or skill
(WW) Working with   – This indicates that the student has a good understanding of the concept and/or skill
(EX) Exploring   – This indicates that the student has a limited understanding of the concept and/or skill
(BA) Becoming aware   – This indicates that the student has very limited understanding of the concept and/or skill or failed to complete or engage with set tasks

Students names: Prep	Lesson 2 photo	Lesson 8 photo	Lesson 9	Lesson 11	Lesson 14	Lesson 15	Lesson 20	Lesson 21	Lesson 23	Lesson 25	Lesson 27	Lesson 29
1. A_ _ _ _ . P.	WW	Ex										
2. A_ _ _ .K.	Ex											
3. A_ _ _ .W.	MC	BA										
4. A_ _ _ .K.	WW	WW										
5. G_ _ _ .W.	Ex	Ex										
6. Je_ _ _ .W.	WW											
7. Mi_ _ _ .L.	WW	BA										
8. T_ _ _ .P.	Ex											
9. T_ _ Jx.	MC	WW										
10. Te_ _ .W.	Ex	BA										
11. Q_ _ _ .T	WW											
12. X_ _ _ .K.	MC	MC										
13. Zi_ _ _ .K.	Ex											
14. G_ _ .P.	—											
15.												
16.												
17.												
18.												
19.												
20.												

Appendix 4.5 Supporting evidence for the 8 Cycles of School Practice

4.5.1 Overview of the 8 Cycles of School Practice
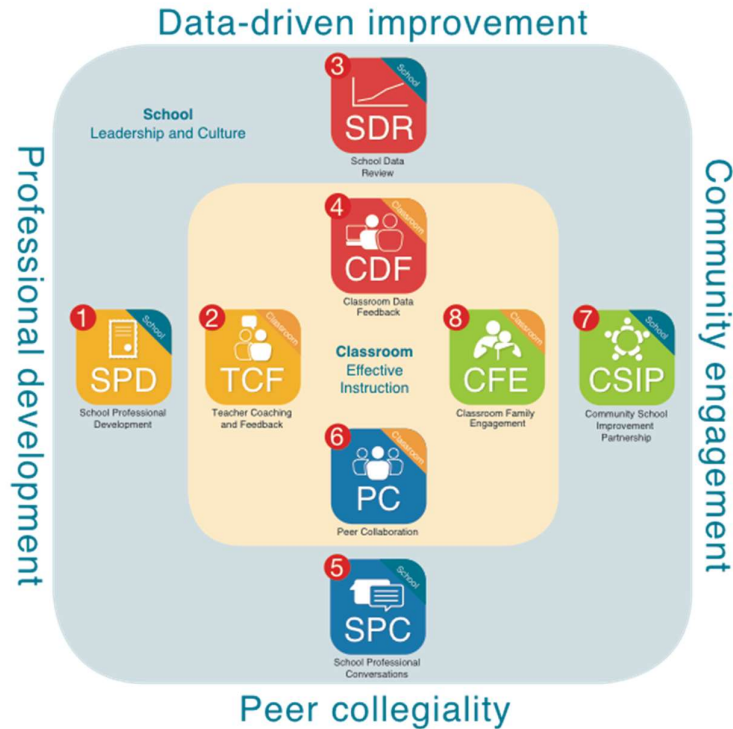
4.5.2 Data review and coaching strategies

TCF: Teacher Coaching and Feedback

Great teachers consistently display behaviours and follow routines and practices that ensure effective instruction. Great teaching is about continuously improving practice. It starts when the teacher acquires new knowledge, techniques and practices. They then apply, practise and perfect. Then they embed the practice into their instructional repertoire and regularly review student results to ensure effectiveness.

Great instructional leaders support all their teaching team with coaching and feedback to enable them to continuously develop. They keep competing priorities at bay and maintain a regular schedule of observation and coaching. They view classrooms as professional spaces for teachers to undertake their profession and collaborate with their colleagues and mentors.

Great teachers are collegial and welcome visiting support staff to do observations and demonstrations. They appreciate systematic and respectful feedback and apply it to their teaching practice. They understand that their growth then contributes to their students improving.

This cycle ensures that classroom visits and teacher coaching and feedback are a regular part of every school day and every instructional leader's day.

Practices
In this cycle the practices are:
•Student Placement Testing
•Weekly Data Review
•Instructional Leadership Action Review
•Behaviour Management Team Review

SDR: School Data Review

In a great school, the principal and other instruction leaders and teachers regularly review student progress and achievement data to monitor the success of the instructional efforts. Teachers know that student success is paramount, and school resources are aligned to ensure that students are succeeding and efforts are prioritised on students.

This cycle ensures that the school holds a data review every week so the whole school has regular visibility over the teaching and learning taking place in all of the classrooms.

Initially the weekly review has the IM and the ND taking the lead via phone conference. Over time, as the experience and expertise of the school leadership develops, they begin to take the lead on the review.

Data from in-program mastery tests, independent work and lesson progress are shared in the review. The performance of each child and each member of the Teaching Faculty is visible through this review.

The experts and instructional leaders analyse and review data to make instructional decisions. The data also indicates where they need to provide additional help or resources.

School leaders then follow up with individual teachers on issues revealed by the data and they collaborate on ensuring the appropriate actions are taken.

A School Data Wall that is updated by the IC reinforces visibility of the school progress across the Teaching Faculty. This approach ensures that everyone in the school who is involved in instruction is continually developing their capacity and contributing to effective instruction.

Practices
In this cycle the practices are:
•Student Placement Testing
•Weekly Data Review
•Instructional Leadership Action Review

CDF: Classroom Data Feedback

Great teachers use student achievement data to inform and improve their teaching and learning. This cycle ensures that the Teaching Faculty provides and receives weekly feedback on classroom data on progress and mastery of the students.

Experts assist teachers in how and where to collect information.

Teachers test students and then upload data which is reviewed weekly in the School Data Review where the leadership team analyse the data, agree solutions and set actions.

Following the School Data Review, the IC, principal or IM provide feedback to teachers. The feedback highlights successes, encourages good practice and advises where remediation of specific content for the whole group or for individual students is needed.

The feedback also informs the teacher of any practice or development they need to undergo in order for instruction and student results to improve.

The Lesson Progress Chart (available through the Great Teaching Portal) enables students and teachers to track their progress through the DI programs, and be aware of challenges they face and the gains they are making as they progress through the programs.

Teachers make progress visible to students through the Classroom Data Walls.

This approach ensures that everyone in the school who is involved in instruction is continually developing their capacity and contributing to effective instruction.

Practices
In this cycle the practices are:
•Compiling Student Performance Data
•Data Conversation
•Self Check-out
•Classroom Data Wall

4.5.3 Community School Improvement Partnership

See 4.2.2 Family engagement strategies from the 8 Cycles of School Practice

Appendix 4.6 School improvement plans and term reviews
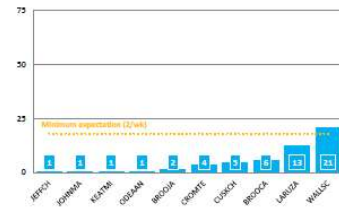
4.6.1 CYAAA term review process and improvement plans for Aurukun

Example of the data collected and reviewed as part of the campus term review process, including projected targets for improvement
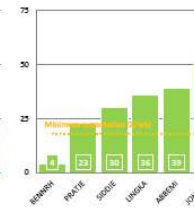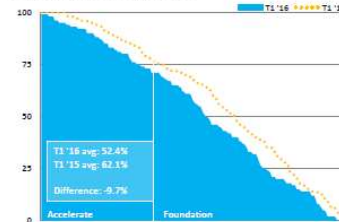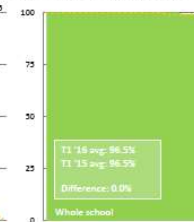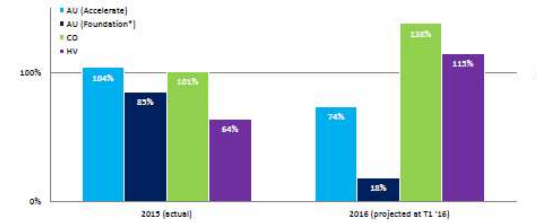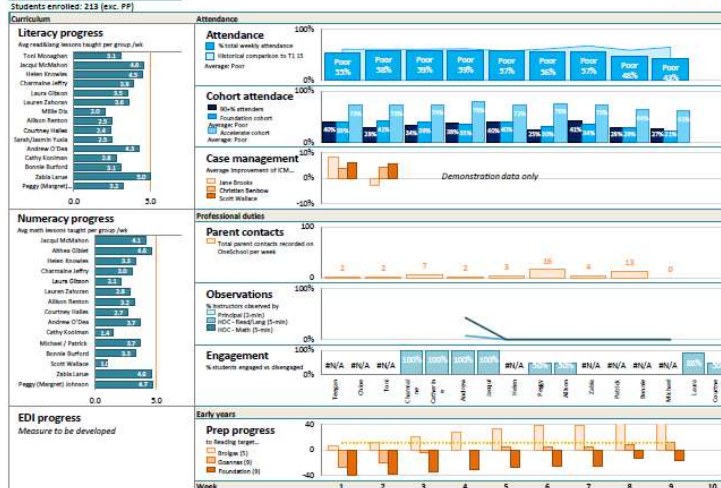
Appendix 4.7 Supporting evidence for teacher recruitment and selection

4.7.1 Teacher recruitment strategy

Extract from the teaching workforce strategy

Appendix 4.8 Supporting evidence for attendance processes

4.8.1 Prosecution process enacted in 2014

Attendance prosecution process

The Academy sought to re-engage consistent non-attenders in 2014 using the attendance prosecution process.

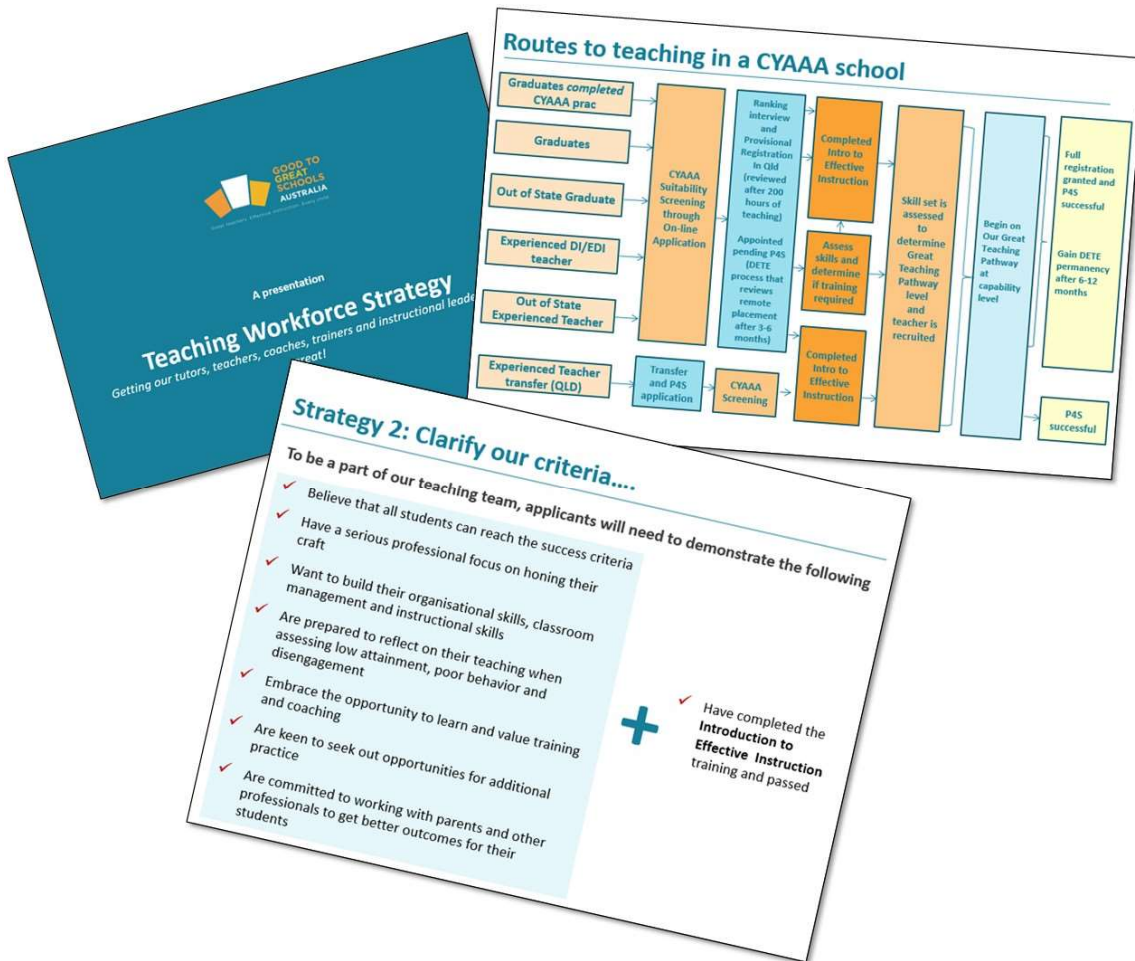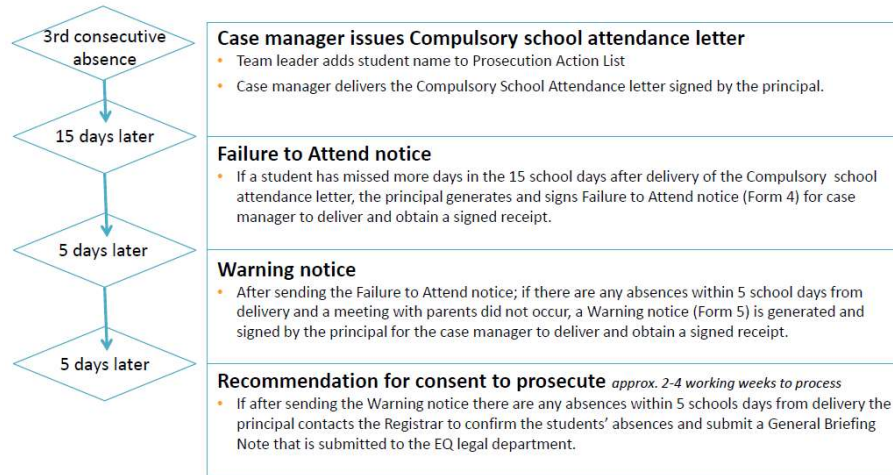|	
3rd consecutive absence	**Case manager issues Compulsory school attendance letter** • Team leader adds student name to Prosecution Action List • Case manager delivers the Compulsory School Attendance letter signed by the principal.
15 days later	**Failure to Attend notice** • If a student has missed more days in the 15 school days after delivery of the Compulsory school attendance letter, the principal generates and signs Failure to Attend notice (Form 4) for case manager to deliver and obtain a signed receipt.
5 days later	**Warning notice** • After sending the Failure to Attend notice; if there are any absences within 5 school days from delivery and a meeting with parents did not occur, a Warning notice (Form 5) is generated and signed by the principal for the case manager to deliver and obtain a signed receipt.
5 days later	**Recommendation for consent to prosecute** *approx. 2-4 working weeks to process* • If after sending the Warning notice there are any absences within 5 schools days from delivery the principal contacts the Registrar to confirm the students' absences and submit a General Briefing Note that is submitted to the EQ legal department.

By community

The attendance prosecution process was difficult to implement effectively in Aurukun due to the number of notices and follow-up meetings required to enact it.

Data	Coen	Hope Vale	Aurukun
Case managers	0.5	3	4
Parent/carers engaged through attendance prosecution process	N/A	92	100
Compulsory School Attendance letters delivered	0	154	216
Failure to Attend notices (Form 4) delivered	0	27	91
Students requiring a Warning notice (Form 5)	0	12	45
Students requiring recommendation for consent to prosecute	0	10	33
Students submitted to the Department for prosecution	0	0	16
Prosecutions enacted as of 2016	0	0	0