



Cape York Academy Report 2015

The Cape York Academy operates schools in Aurukun, Coen and Hope Vale through a unique partnership with the Queensland Department of Education and Training.

Our aim is to close the academic achievement gap between our students and mainstream children by ensuring that every child has their academic, emotional, material, and health and wellbeing needs addressed.

We achieve this with our 5C Education Program. The program incorporates four distinct learning domains of Childhood, Class, Club and Culture, which are integrated into the curriculum. These are complemented by the Community domain which focuses on engaging parents and families to support student attendance, school readiness and wellbeing.

We use a school improvement metric based on a landmark report by McKinsey and Company. It shows that when school systems are clustered by performance and adopt certain interventions, they achieve significant improvement.

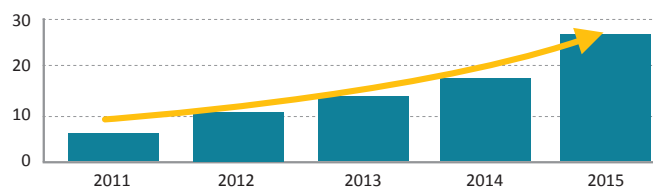
Our schools went from Poor to Fair in their first year. Now in our fifth year we are heading towards Good.

We are achieving improvements in literacy, numeracy and school attendance that demonstrate we are closing the gap.

Key results

- All campuses accelerated their Year 3 NAPLAN mean scale scores (MSS) at a faster rate than the rest of the nation and more students appeared in the upper two bands
- Students are making 1.5 times the gain against the national average rate of progress
- Coen's entire Year 3 cohort achieved a result above the National Minimum Standard in Numeracy and the Year 5 cohort exceeded the National Minimum Standard in Reading and Numeracy
- Schools reported an increase in the number of students with attendance over 90 per cent
- The number of students performing exceptionally well has increased consistently under the Academy using DI and EDI.

CYA total Upper Two Band results, '11-15



Cape York Academy
Get ready. Work hard. Be good.

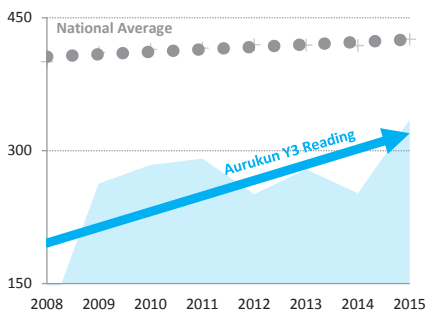
NAPLAN

This year's NAPLAN results demonstrate that every campus has accelerated their mean scale scores (MSS) at a faster rate than the rest of the nation.

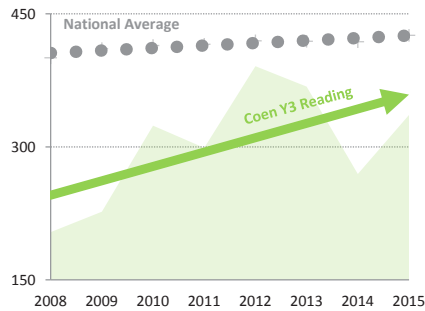
- Coen's entire Year 3 cohort is above the National Minimum Standard in Numeracy. Together they exceed the Mean Scale Score of students nationally

- 2015 is the second year that a Year 3 Hope Vale student achieved a greater than band six result which places them in the top tier of the nation's students
- In Aurukun a majority (85 per cent) of Year 3 students scored a result at or above the National Minimum Standard in Reading.

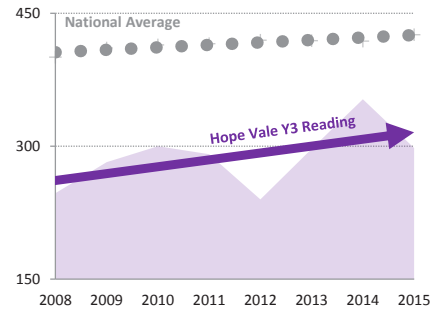
Aurukun Year 3 Reading MSS '08-15'



Coen Year 3 Reading MSS '08-15'



Hope Vale Year 3 Reading MSS '08-15'



Direct Instruction (DI)

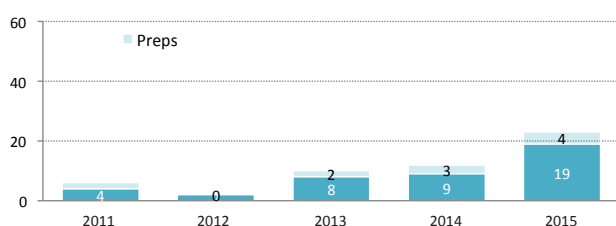
Direct Instruction combines explicit instruction pedagogy with a comprehensive curriculum, student assessment and scripted lessons. Students are taught carefully sequenced and highly structured lessons and are required to 'master' each lesson before advancing on to the next.

Students at grade level is determined by where they are at within the DI program at any given point in the year. Coen has reported a third of its reading and half of its math students are now at grade level.

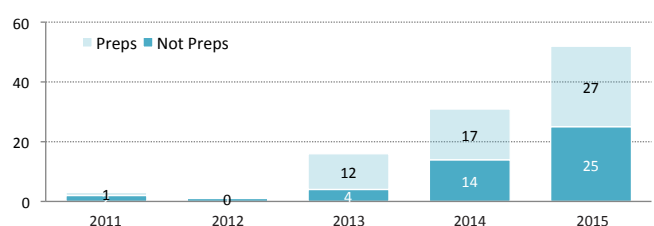
Each school employs different strategies to continually increase the number of students who are reaching grade level such as:

- Introducing out of school hours tutoring for students slow to progress
- Grouping students according to attendance so instruction can be tailored to student availability to attend.

Reading students at grade level, '11-15



Math students at grade level, '11-15





Attendance

Coen recorded the highest attendance rates of remote Indigenous schools in Far North Queensland at the beginning of the year, according to data from the Queensland Department of Education and Training.

All CYA schools reported an increase in students with attendance over 90 per cent in 2015. Almost a quarter of students in Hope Vale and Aurukun recorded over 90 per cent attendance and in Coen this figure sits at almost three quarters.

The troughs for all schools are also lifting, with more students attending over 90 percent of the school year and not just during the wet season when attendance rates usually peak.

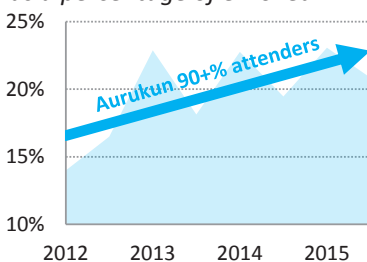
The Academy works within the Attendance Case Management Framework (ACMF) which uses

a behavioural management approach to set a community wide expectation of 100 per cent attendance by all students. Attendance Case Managers work with students and their families to tackle attendance problems and help to meet the expectation of 100 per cent attendance.

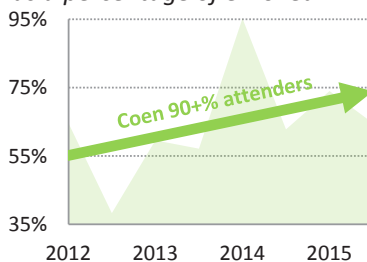
Each principal employs a range of individual strategies to improve attendance at their school, such as:

- Weekly assemblies to recognise and reward students with 100 per cent attendance
- A 'walking bus' system to chaperone students safely to and from school with teachers each day
- Case management systems to identify any potential non-attending children and help provide a resolution to any issues preventing attendance.

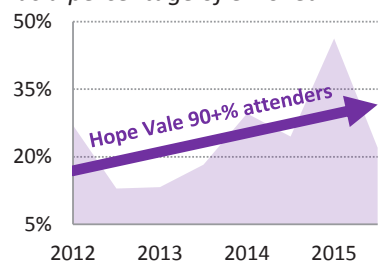
Aurukun 90%+ attenders as a percentage of enrolled



Coen 90%+ attenders as a percentage of enrolled



Hope Vale 90%+ attenders as a percentage of enrolled





For more information on GGSA and the Cape York Academy, or to arrange a visit to our schools, please email our Events Coordinator at info@goodtogreatschools.org.au



Cape York Academy

Get ready. Work hard. Be good.

Good to Great Schools Australia (GGSA) is a not for profit organisation that supports schools to have great teachers delivering effective instruction and every child reaching their full potential. GGSA also operates the Cape York Academy.