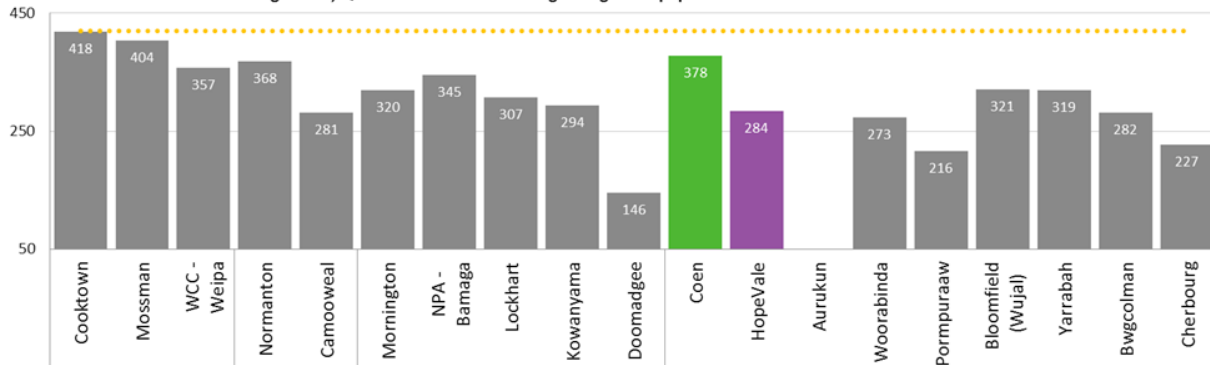


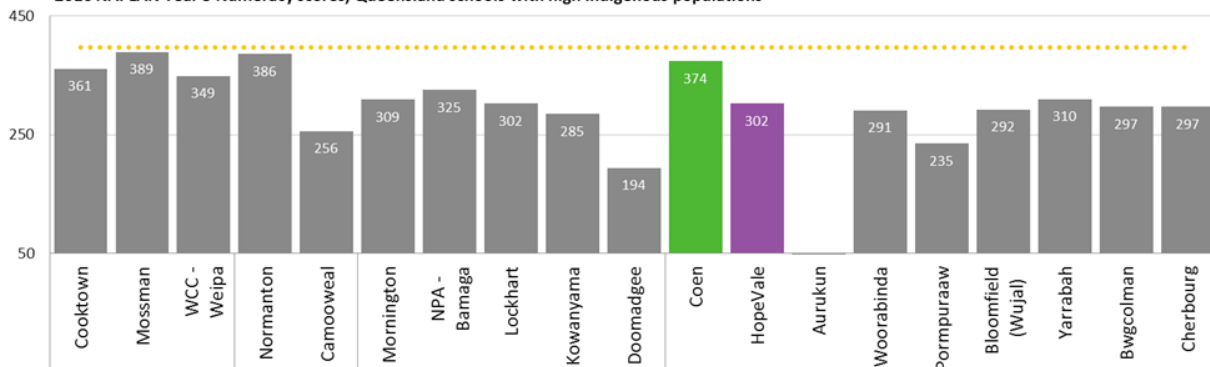
1st Place
Highest performing
majority Indigenous
Queensland School

2016 Report Card Coen School

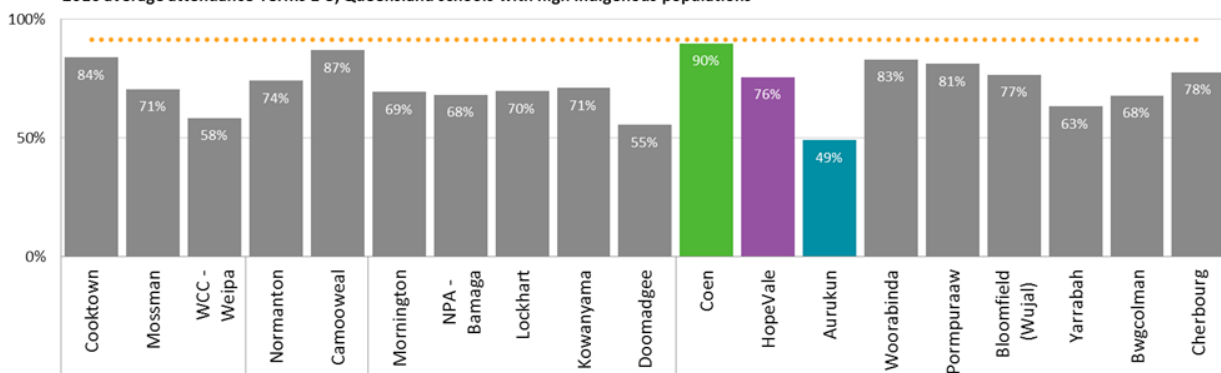
2016 NAPLAN Year 3 Reading scores, Queensland schools with high Indigenous populations



2016 NAPLAN Year 3 Numeracy scores, Queensland schools with high Indigenous populations



2016 average attendance Terms 1-3, Queensland schools with high Indigenous populations



Percentage of Indigenous students:

40-54%

89-92%

95-98%

99-100%

Welcome



Cape York Academy's vision is for our schools to shift from being Fair to Good schools, and then to become Great schools. We started our improvement journey in 2010 with Direct Instruction.

We have been making steady progress in literacy and numeracy, with more

students each year reaching their grade level. Excitingly, more of our students are reaching the top national level of NAPLAN, competing with children in the mainstream at the highest levels.

Coen is our leading Academy school with the best results in literacy, numeracy and attendance of all Queensland schools with 60 percent or more Indigenous students. Coen is also doing as well as many Queensland schools that have only a few Indigenous students.

Coen is a proud learning community and a shining example to our people of the incredible potential of our children. Coen leaders, many of whom have passed, laid the foundations for this success a decade ago. Today, it is the love and dedication of our families, combined with the strong commitment of our school team, that has brought it all together to support our children's education.

I am very proud of our people, the mothers and fathers and other relations who love and nurture these children and send them off to school each day, happy and ready to take on a full day's learning.

I thank Principal Glenn and his great teaching team. They have shown how dedicated they are to our children by practising their craft and teaching every day with full belief in the potential of our children. The people that come and teach for us can't stay forever, as their families are down south, but if they stay for three years, they can make a big difference for our children. If they stay long then that is a blessing. I wholeheartedly appreciate their commitment.

We need to find training and employment opportunities targeted at growing talented local teachers and teacher aides. This needs much more investment if we are to truly get to Great.

I thank the organisations that directly support our schools, like the National Institute for Direct Instruction, Queensland Music Festival and the Vincent Fairfax Family Foundation.

I spend a lot of time travelling around the country, and there are many people down south cheering for our students. As our children successfully complete secondary school, these people can be there to welcome them into their workplaces and lives.

We can also be there to welcome them back home and support them to contribute to the betterment of our people.

We can't rest on our achievements as there is still much to do. We have to keep striving. We can't say we are a Good school until every single child is at grade level in literacy and numeracy. Every child who wants to play music should be able to do so from Kindergarten on into secondary school. We want every child to be able to formally learn their languages and cultures. And every child needs to be succeeding in a high expectation, high quality boarding school.

That is when I believe we will have truly succeeded. That is when we will be a Great school — when our children have the 'best of both worlds' and can choose lives that have meaning to them.

Noel Pearson
Academy Chairman



Dear parents,

I am pleased to present our 2016 report card to parents, families and the community. It showcases our wonderful achievements this year. I am delighted to see that, through the hard work of my team, and the students and parents, results continue to improve.

Let's celebrate the successes and the role we all played in the learning journey of our students. I am particularly proud of the great school attendance we have in Coen. This shows how committed parents are to giving their children every learning opportunity available to them.

This report lays out the end of year summative results and how far our students have come since the Academy started. We then talk about what we are going to do to improve — what we call our 'improvement actions'. Please take the time to read these and come and see me so we can talk about how you can help support this for your child.

I encourage you to continue to get involved in your children's education. Keep preparing them for school, making sure they get a good night's sleep, have breakfast, and get to school on time. Our team will be there to welcome them and tap into their potential and talents.

Glenn White, Principal,
Coen Academy

Front cover - Good to Great Schools Australia receives attendance data from the Family Responsibilities Commission for the listed Queensland Indigenous schools. The graphs shows attendance figures for Term 1-3 along with the ACARA commissioned NAPLAN Mean Scale Score Reading and Numeracy results. The dotted line shows the Queensland average. The schools are grouped by their Indigenous student percentage; those with the highest percentage are displayed furthest to the right. Coen beats every school with a similar Indigenous student percentage across the board and are competitive with Mossman and Cooktown, schools with around half the Indigenous student percentage when compared to Coen.

Childhood

Results

There has been a renewed effort by local leaders on the Coen Kindergarten Committee to collaborate on opportunities for their Kindergarten children. The Kindergarten and school are run separately, but the local teams work well together.

When Coen students start school without the literacy basics, they have to work much harder to catch up to the other students. Direct Instruction makes it much easier to catch up, but those students will always be behind the others. It is much better if the children learn the basics in Kindergarten so they can start school ready to go.

To address this, our Head of Curriculum, Kristy Cowley, started teaching the pre-Prep students Direct Instruction. The students completed the forty lessons of the Language K program, which gives them a great head start in ensuring they are reading from the first day of school.

- The Kindergarten students also visited the school to become familiar with the environment, rules and routines. Students

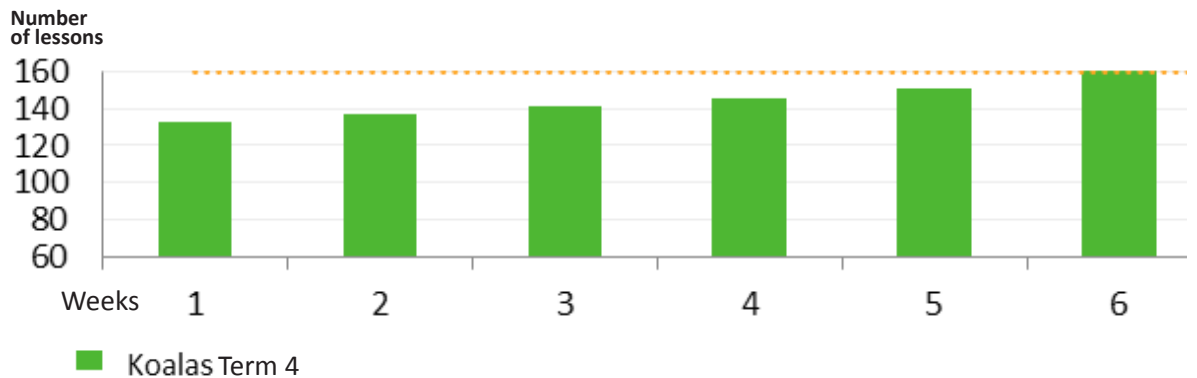
participated in healthy cooking lessons and started a Coen Academy cookbook.

- Carol Fyfe from the parenting program Strong Families conducted workshops with staff and encouraged parents to be actively involved in the school and to support their child. We worked with Child and Family support to help parents and students become school ready.

Improvement actions for 2017

- Offer Direct Instruction to four year olds throughout the year to ensure they are ready for school.
- Provide the Kindergarten with a school readiness assessment so the teachers and parents of three and four year olds can identify where their children are at, and how to best support them to get ready.
- Offer a music program to Kindergarten students so they are participating in music from the early years.

Prep progress to Reading target



Class

Results

We have been making steady progress in literacy and numeracy, with more students again this year reaching their grade level. More of our students also reached the top national level of NAPLAN, so are competing with children in the mainstream at the highest levels.

Coen is our leading Academy school with the best results in literacy, numeracy and attendance of all Queensland schools with sixty percent or more Indigenous students. Coen is doing as well as many Queensland schools that only have a few Indigenous students.

Highlights from our 57 students

- Prep students finished their literacy program by Term 3, which is the fastest this has happened in the Academy. In Term 4 they commenced the Year 1 program.
- In literacy, twenty three students are working at their grade level and sixteen are above grade level.
- In Maths, twenty two students are at grade level and 19 are above grade level.
- Students are completing one reading program and almost a full numeracy program each year.
- Year 5 students more than doubled the Australian average growth in reading, writing and numeracy and have made strong improvements since Year 3.
- Nine results were achieved in the Upper 2 Band.

Our literacy and numeracy champions

El'leija Creek, Year 3

Achieved Band 6 for reading, spelling and grammar and punctuation. This places him in the top twenty percent of the nation.

Shakarnie Creek, in Year 3

Achieved Band 5 for grammar and punctuation and Band 6 for spelling and numeracy. This places her in the top twenty percent of the nation.

Carmel Pratt, Year 3

Achieved Band 5 for reading which places her in the Upper 2 Band.

Hoby Kulla Kulla, Year 5

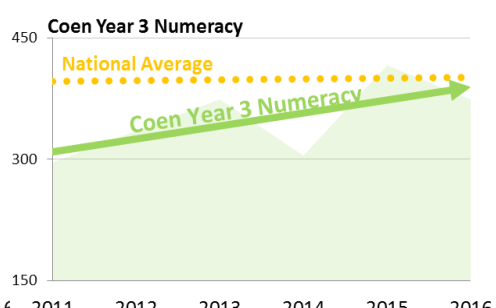
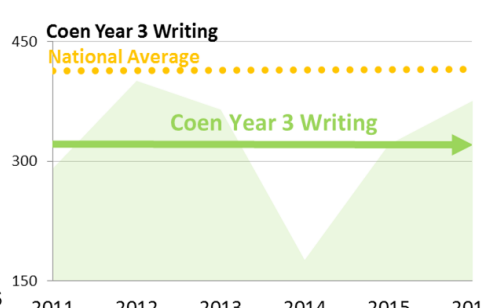
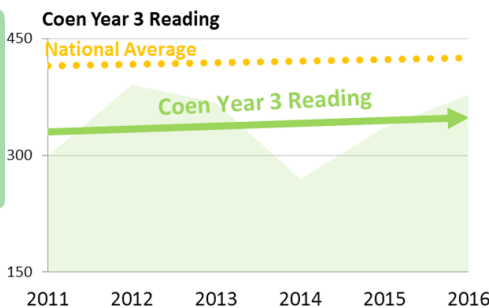
Achieved Band 8 for spelling, which is also in the top 20 percent, and Band 7 for grammar and punctuation, which is an Upper 2 Band.

Reading

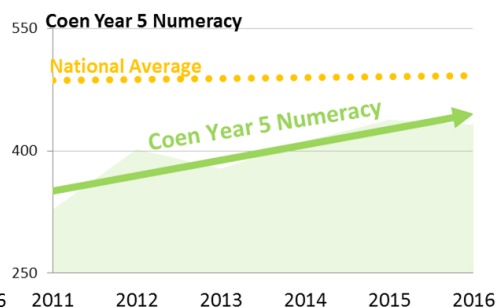
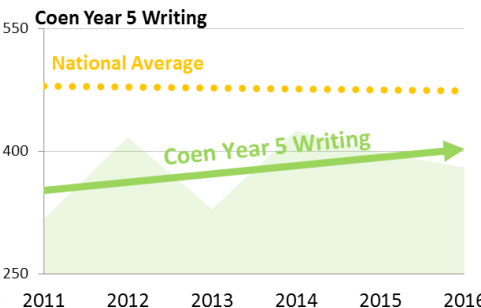
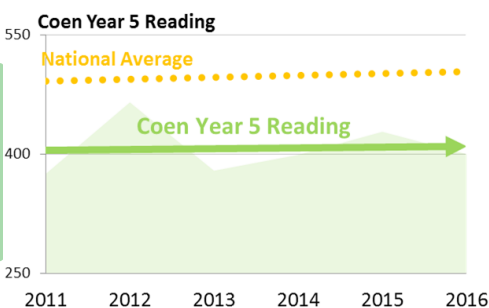
Writing

Maths

Year
3



Year
5



Improvement actions for 2017

- Introduce the Upper Years Program, which includes secondary school readiness and a program for our advancing scholars so they can soar further.
- Resources targeted to support the twenty students who are not yet at grade level in literacy, and the twelve below grade level in Maths.

“My favourite thing about reading is that every time I read a story, it takes me on an adventure in my mind. In Maths, I like it because of how the equation sums make sense — it can be really easy.” **Chastyn, Coen student.**

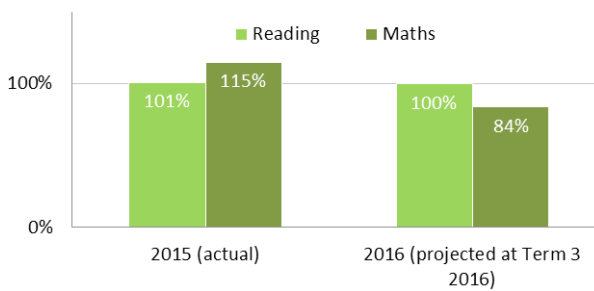
“My favourite thing about maths is that we get to work on fractions and adding things together. I love finding out how to count money if you work as a shop keeper. Also I can do angles like 90 degrees and 180 degrees.”

Verona, Coen student.



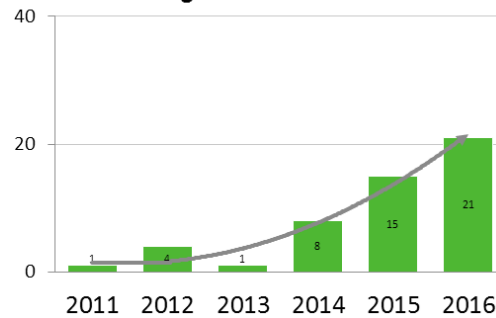
Lesson progress

Coen average DI progress per year

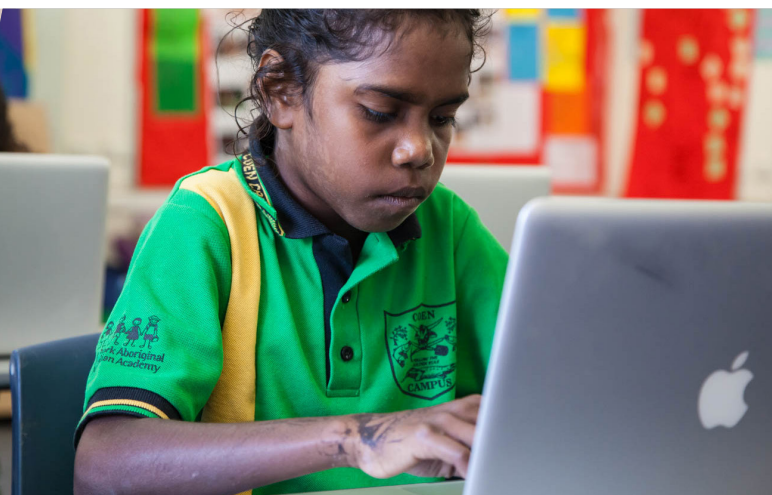
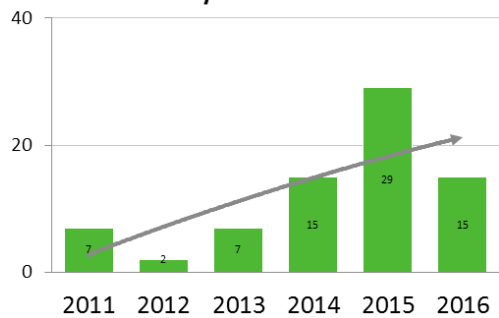


Number of students at grade level

Coen Reading



Coen Numeracy



Club

Results

This year we completed lessons in Music, Science and Physical Education.

Music highlights

We now have an exceptional number of sixty-one students across our Academy doing instrumental music which is roughly a third of all our students. They all participated in the annual Academy Band Camp with the Queensland Music Festival (QMF). All travelled from across our schools, along with teachers and some parents, to the Wilderness Centre in Gordonvale for two weeks.

Direct Instruction sessions were held each morning and band rehearsals were led by QMF each afternoon. QMF mentors and musicians from the Aboriginal Centre for Performing Arts held daily music sessions so students could practise as a group, and also learn to play two new songs.

- Two instrumental performances at Cairns Indigenous Art Fair (CIAF) and the Cairns Show. Students played an encore as part of the CIAF closing ceremony.
- Sixty-nine percent of our students achieved a B or better in instrumental music.

- Eighty-eight percent of students completed more than forty exercises on their instrument.
- Four students completed more than 132 exercises on their instrument.

Sports highlights

- Chastyn Creek was selected to compete at regional athletics in Cairns.
- Six students competed in the AFL Cluster Cape in Weipa: Chastyn Creek, Bianca Clarmont, Micky Thompson, Kiara Thompson, Verona Platt and Sharlee Clarmont.
- Four students were selected for the Under 14 Cape York Crusaders team: Chastyn Creek, Micky Thompson, Bianca Clarmont and Verona Platt.
- All students participated in the Water Safety Program.
- Year 4–6 students participated in the swimming camp in Hope Vale.

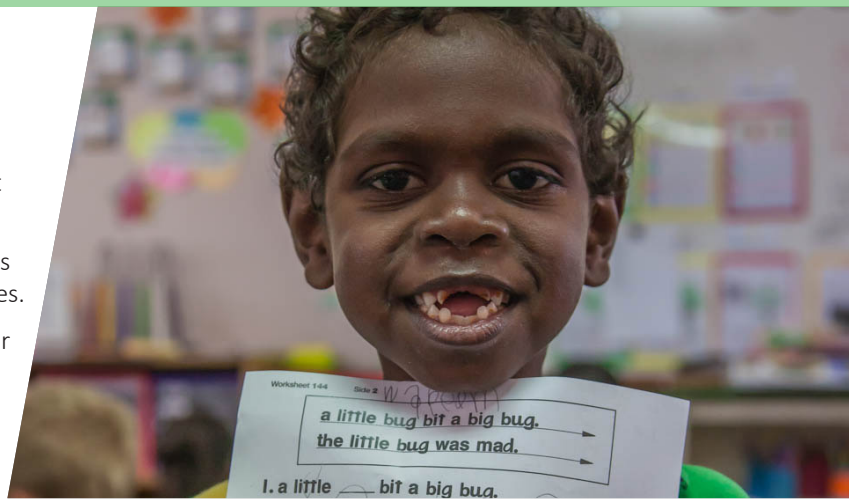
“I am very inspired by the Cape York Academy system. It benefits our kids.” **Majella Peter, Teaching assistant and parent, Coen.**

“My favourite moment in the band this year was performing at Cairns Show, I especially liked getting to play ‘Let it Go’ in front of the big audience because this is my favourite song. My favourite thing about class is that I get to learn a lot which is making me smarter and this means when I go to high school the work will be easier for me. My favourite thing I learnt in culture was the Art Unit, it taught me what I need to do when I grow up to become an artist and also learning about whether things are a person, place or thing.” **Shakarnie, Coen student.**



Improvement actions for 2017

- Introduce Choir for group singing and performance.
- Hold many more opportunities for the band to perform at all school and community events.
- Establish a music 'master class' for upper primary students to travel to Brisbane for musical learning and performances.
- Ensure every Year 6 student in the band can continue their music in a supportive secondary school.
- Ensure that secondary students can practise and perform with the band when they are home from school.



Results	A	B	C	D	E	
Health and Physical Education						
Prep to Year 2	21%	33%	29%	17%	0%	
	Science	4%	21%	58%	17%	0%
	Music	4%	58%	38%	0%	0%
Health and Physical Education						
Year 3 to 6	16%	40%	40%	4%	0%	
	Science	28%	48%	8%	16%	0%
	Music	20%	28%	52%	0%	0%



Culture

Results

Teachers focused on higher order skills and project activities following our four themes throughout the year of History and Identity, Homelands, Art, Materials and Technology and Performance.

Highlights

We held the Culture Camp at Marina Plains on Lama Lama Country in Term 3. The Lama Lama rangers were actively involved with the camp and participated with students in cultural activities, including turtle preservation and conservation and land sustainability.

We have now had a full cycle of homeland camps that the four ranger groups have hosted.

We held our annual Art Exhibition of students' work, with over 100 parents and families visiting, which is an impressive turn out and shows how committed Coen families are to their children's education.

Improvement actions for 2017

- Local co-teaching will commence in culture and language classes.
- We will start teaching language after working with parents on what languages can be taught.
- Our school team will become more immersed in local language and cultures and ensure a greater presence of local culture in the school.

"I enjoy being in the band because we get to learn how to make different sounds with our instruments and learn lots of new and old songs. In Culture, we get to find out about different plants and animals and learn about where they come from and what they can do." **Reyonce, Coen student.**

Results	A	B	C	D	E
Prep to Year 2	The Arts - Visual Art, Dance and Drama				
	21%	38%	33%	8%	0%
Year 3 to 6	History and Geography				
	14%	25%	57%	4%	0%
Year 3 to 6	The Arts - Visual Art, Dance and Drama				
	40%	44%	16%	0%	0%
Year 3 to 6	History and Geography				
	16%	40%	28%	16%	0%



Community

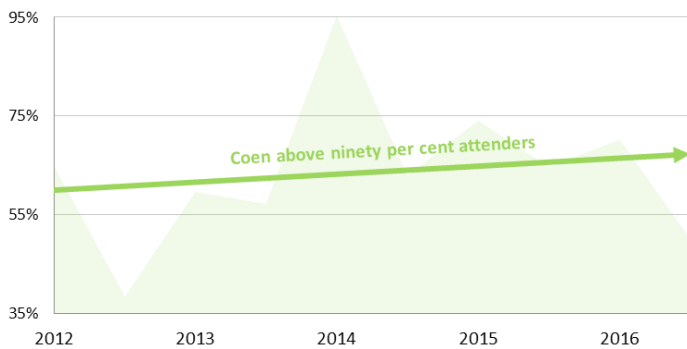
Results

Our school has strong engagement with families, including daily contact with parents of our students.

Attendance

Coen has the highest attendance of any Indigenous school in the state and is at levels comparable to mainstream schools. Students who regularly attend school are less likely to fall behind.

Percentage of students achieving above ninety percent attendance



Family engagement

The "Adopt a Class" program saw different agencies support individual classes by helping with reading, health programs and Culture Camp. It helped bridge the relationship between the school and community allowing all stakeholders to feel involved in helping support the education and wellbeing of all students of Coen Campus.

We also started a home reading program which was set up to help parents to take the next step in their child's education and encourage reading at home. Students and parents would collect a book from their teacher and once completed at home, return and collect a new book. The students and parents gained a new book to read together each week.

We held open classrooms each term so every parent can meet the teachers. The result was that parents felt comfortable to come into the classroom and engage in their child's learning. It also helped teacher/parent conversations regarding the learning and wellbeing of the child.

We worked with the Queensland Police so their newly installed school safety traffic signs — with flashing lights to slow motorists down — also show school times.

Highlights

- Attendance awards – Keeps attendance on track and rewards good attenders and acknowledges the efforts of families.
- Easter Hat Parade – Community engagement activity.
- Under 8s Week – To promote the importance of early childhood learning.

- Superhero Day – Attendance and behaviour strategy.
- Colour Run – Tied in with our cross country and was a big community engagement activity.
- Athletics Carnival – Part of the Health and Physical Education curriculum.
- Rural Fire Week – Promote the importance of being fire safe and minimising fire hazards.
- School Carnival – Celebrate attendance and behaviour.
- Wet 'n' Wild Carnival – Celebrate attendance and behaviour.
- Disco Movie Night – Celebrate attendance and behaviour.

Transition to secondary school

We have six students who will be transitioning off to boarding school. We introduced the resilience project to help students become more emotionally ready for boarding school. We have four of the six students doing distance education this year which will help the transition to boarding school be more successful.

Improvement actions for 2017

- Set up the Community School Improvement Partnership to empower families to work with the school to improve education outcomes.
- Develop a targeted strategy for those students who continue to have patchy attendance.
- Ensure every child has their Student Education Trust and that it's being used to purchase a musical instrument for children who are in the band.
- Ensure every Year 6 student transitions into a high quality, high expectation secondary school — with a scholarship.

How you can continue to support your children's education

Parents in Coen have done great work this year to support their children, but we can do more. This is a short checklist of things you can do with your child to help them succeed at school.

- Have conversations with your children about the value of a good education.
- Ensure your children attend the full school day, every school day.
- Have regular meetings with your child's teacher and talk to them about your child's progress.
- Encourage reading and maths at home, like adding up with them on the price of groceries at the shops or reading signs with them.
- Purchase learning materials with their Student Education Trust.
- Regularly visit your child's classroom, sit with your child and observe their work.



Cape York Aboriginal Australian Academy

Get ready. Work hard. Be good.

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