Review of school education in Aurukun

School Improvement Unit
June 2016
The Department of Education and Training recognises the Traditional Owners of the Aurukun area, the Wik, Wik Way and Kugu people, respectfully acknowledging all Elders past, present and emerging.

This report has been prepared on the basis of information available at the date of publication. The information was provided by students, parents, staff and community members of Aurukun, in addition to the staff members of the Department of Education and Training and Cape York Aboriginal Australian Academy and other stakeholders.
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Executive summary

The Aurukun campus (the school) of the Cape York Aboriginal Australian Academy (CYAAA) is the hub of the Aurukun community. The teachers and staff of the school are dedicated and motivated by a collective desire to ensure the children of Aurukun become successful learners. Collectively, all stakeholders must work together to address the challenges facing the community and to support the school to move forward.

The school was temporarily closed in May 2016 in response to significant concerns raised by staff, including the school leaders, about the safety of school personnel. 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. The Queensland Government is working across agencies and with the community to address these issues.

In response to the temporary closure, a review of the school was undertaken in June 2016. The review was conducted to assist the Department of Education and Training (DET), CYAAA and the community to identify the school improvement strategies required to meet the unique needs of the Aurukun community, and to address concerns about declines in student attendance and staff morale. The review used the National School Improvement Tool (NSIT)\(^1\), which examines the school’s improvement agenda by considering its processes for data analysis, teaching and learning practices, curriculum, and community engagement in the specific context of the Aurukun community. This is similar to reviews undertaken across Queensland state schools.

The Aurukun community has had a dedicated school on site since 1974. Since 2010, the school has been operating as a campus of the CYAAA as part of the Good to Great Schools Australia (GGSA) network, under a memorandum of understanding (MOU) established in late 2009. Under this arrangement, CYAAA is responsible for the teaching and learning program within the school, specifically the Class program (Direct Instruction and associated behaviour management components) and the delivery of Club and Culture. DET maintains responsibility for the overall operation of the school, including staffing and facilities. This arrangement is supported through a funding agreement between the two parties. In 2015, DET requested Crown Law advice in drafting a new service agreement which was provided to CYAAA for consideration.

A key finding of the review is that the respective roles and responsibilities must be further clarified, with a revised service agreement that outlines clear accountabilities. This would

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\(^1\) The School Improvement Unit does not use the performance levels contained within the NSIT to rate schools.
include consideration of the most appropriate governance and operational arrangements to deliver the proposed school improvement action plan.

The review recommends that DET strengthens its support for the day-to-day operation and future development of the school in Aurukun. The DET partnership with CYAAA should continue, with CYAAA engaged to provide professional development, curriculum design and ongoing accreditation services for Direct Instruction (DI) in Aurukun. DET must work collaboratively with community and stakeholders to develop a school improvement action plan focused on lifting educational outcomes for every student in Aurukun.

The DET Far North Queensland (FNQ) region, through an assistant regional director, should provide support for the school leaders to deliver the school improvement action plan, including mentoring and coaching for the principal and teachers. This change would ensure that the school has the opportunity to engage with and benefit from the department’s infrastructure, resources and expertise in rural and remote education.

The debate about DI within the education community is acknowledged. A review of literacy and numeracy outcomes in Aurukun, as measured by the National Assessment Program – Literacy and Numeracy (NAPLAN), was inconclusive due to the small number of students participating in these assessments. 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 for students.

Like other remote communities, the school has experienced high staff turnover, which impacts on the implementation of teaching and learning strategies. 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 this review that the richness of schooling has been compromised by the pressure of delivering literacy and numeracy using only the DI approach. Going forward, a more balanced approach, contextualised for the Aurukun community, is required.

To deliver this effectively, teachers must be better supported in their professional development and professional growth beyond a sole focus on DI. 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, and an understanding of high-yield pedagogies to complement DI. This is important to ensure the diverse learning needs of all students can be supported in the classroom.

To attend secondary school, Aurukun students must transition to boarding facilities or other arrangements outside the community. It is clear that, for some students, the move from a small community to a residential educational program outside the community is challenging. The review found that consideration should be given to provision of a secondary program,
possibly for Years 7 and 8, in the community. This would provide an opportunity to enhance the preparation for those students needing more support prior to moving to boarding school or other arrangements. The aim of secondary schooling provision in Aurukun is to maximise the opportunities for success for every student.

The most consistent message the review team received from community members was a deep desire to reconnect with their school and be involved in the life of the school. As one community member said to the review team, ‘Wik problems need Wik solutions’. The Aurukun people view the school as a central pillar of their community — it is a place of learning, a place of safety and a place of calm. Community engagement is at the heart of lifting educational outcomes in Aurukun. The review recommends that community involvement be supported by formal arrangements such as a Parents and Citizens’ Association (P&C), and that the principal use the P&C and Elders as a platform for engagement with the broader community.

Overwhelmingly during consultations, stakeholders indicated significant goodwill and passion to deliver the best outcomes for every Aurukun student. It is clear from the review process that the complexity of issues and the uniqueness of the Aurukun community call for stakeholders to be clearer about their roles and accountable for outcomes, and to work together collaboratively to deliver high-quality education so that every child becomes a successful learner.
Key findings and recommendations

The review identified findings and recommendations under four central themes, and across the nine domains of the NSIT.

The four central themes identified during the review are:

- governance and operational arrangements
- engagement of the Aurukun community
- secondary education provisions
- Direct Instruction.

Governance and operational arrangements

Stakeholders and community members interviewed for the review advised that they want DET to provide greater support for governance and day-to-day operation of the school, and the future direction of the school. The review also found that the roles of DET and CYAAA should be further clarified through a new service agreement.

Recommendations

- DET to develop and oversee a school improvement action plan responding to the recommendations in this review.
- DET to strengthen its support for the governance and day-to-day operation of the school, with 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.

Engagement of the Aurukun community

Members of the community and stakeholders interviewed spoke of a strong desire to have a greater relationship with the school.

Many community members reported that they feel they have been excluded from the school, and are not consulted in relation to the school curriculum, teaching practices and the school’s overall direction.
We want the P&C started again to connect the school with the community.

*Parent*

Community members reported little understanding about the curriculum within the school, and were unsure if it meets community expectations. Parents expressed a desire to be better informed about what is taught at the school.

**Recommendation**

- Develop a coordinated approach to engagement through the development of a parent and community engagement strategy (as part of the school improvement action plan) that includes:
  - re-establishment of the Parents & Citizens’ Association (P&C) as the primary parent consultation body
  - strategies focused on student attendance and wellbeing
  - involvement of the community in supporting induction for new school staff
  - opportunities to engage parents and community leaders in the development of relevant and contextualised curriculum approaches.

**Secondary education provision**

Many parents, community members and local partners articulated significant concerns about the level of support provided for post-primary students within the community, including students who may not transition successfully to boarding school.

Staff, school leaders, parents and the community identified that these school-age students play a significant role in the disruptive behaviours within the community. Parents and the community expressed a strong desire to have a coordinated approach to the provision of services to this group of young people that will provide them with real opportunities.

The CYAAA leaders also indicated a desire to improve the transition approaches for students, and to have a greater role in supporting students into secondary schooling. It was also acknowledged that the services provided to students who disengage from boarding school require attention.

**Recommendation**

- Revise arrangements and supports for post-primary students, including:
  - considering resuming secondary provision in Aurukun for Years 7 and 8
- working with families and Transition Support Services (TSS) to identify the needs of students for junior secondary and transition to boarding school
- building a partnership between TSS, parents, community leaders and other stakeholders to monitor post-primary students who return to the community
- providing alternative education options, including distance education and vocational education and training, for disengaged youth.

Direct Instruction

The DI pedagogy adopted and implemented at Aurukun has provided a consistent language and focus for the teachers in a school where high turnover of staff exists.

Staff and community members believed that the school must take a balanced approach to the use of teaching practices within the school, and that DI should be one, but not the only, approach incorporated into the teaching practices at Aurukun school.

*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

It is clear that there are challenges associated with the implementation of the school's 5C — Class, Culture, Childhood, Club and Community — education model. These include poor student attendance; a narrow curriculum, focused on literacy and numeracy, delivered through DI during school hours; and the voluntary nature of the Club and Culture component. This has resulted in the Australian Curriculum not being taught consistently.

Recommendation

- 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.
School improvement recommendations

The following recommendations of the review are aligned to the NSIT.

1. **An explicit improvement agenda**

1.1 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.

2. **Analysis and discussion of data**

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.

2.2 Partner with FNQ regional office to audit technological infrastructure and prioritise identified upgrades.

3. **A culture that promotes learning**

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.

3.2 Develop a strategy to maximise parent, student and staff participation in the annual school opinion survey.

4. **Targeted use of school resources**

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.

5. An expert teaching team

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:

- 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.

6. Systematic curriculum delivery

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.

7. Differentiated teaching and learning

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.

8. Effective pedagogical practices

8.1 Ensure that all teaching and learning is supported by coaching and modelling in the classroom that incorporates a range of pedagogical strategies.

9. School–community partnerships

9.1 DET to partner with other relevant government agencies, taking the lead in the delivery of education services to the Aurukun community.
Background

On 31 May 2016, the Director-General, in consultation with the Minister for Education, commissioned a review of school education in Aurukun by the DET School Improvement Unit. This was in response to a decision to temporarily close the school in Aurukun following significant concerns raised by staff, including school leaders, regarding the safety of school personnel. The Terms of Reference for the review are at Appendix A. The review methodology is outlined in Appendix B.

The Director-General visited Aurukun on 7 June 2016. The visit comprised a tour of the Aurukun campus, including classroom observations and discussions with a range of stakeholders including the Mayor of Aurukun (via teleconference), campus principal and teachers, the regional police inspector and a representative of the Police-Citizens Youth Club (PCYC). The Director-General also conducted a teleconference with the Wik Women’s Group following this visit.

School education in Aurukun has undergone a number of governance and operating changes, as outlined below.

![Timeline of Aurukun State School Changes](image-url)
Current operating structure of school education in Aurukun

The formal relationship between DET and CYAAA is documented through an MOU and funding agreement (see Appendixes C & D). The current model identified during the review is outlined in the diagram below.

![Diagram of school education structure in Aurukun]
1. An explicit improvement agenda

1.1 School improvement agenda

The GGSA board provides overall strategic direction to the CYAAA schools in Aurukun, Coen and Hope Vale. The review did not locate a specific improvement plan for Aurukun school.

The principal at Aurukun is involved in a quarterly reporting and planning process with the executive principal, using a performance ‘dashboard’ that contains CYAAA indicators. These planning meetings provide an opportunity for the principal to share strategies and set priorities for the next quarter.

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.

There was evidence at the school of a focus on school attendance, DI as a pedagogical practice, and student literacy and numeracy outcomes. The decision to adopt DI as the preferred pedagogy was made after consultation with the then Mayor of Aurukun and community members.

The review found that Aurukun school staff are committed to improving the outcomes for students through a structured and consistent approach to teaching and learning. Teaching and non-teaching staff are clear that student attendance and improvements in literacy and numeracy are the focus of their work.

Community members reported that the local community has had limited input into the school improvement agenda in recent times.

1.2 Direct Instruction

CYAAA has developed an approach to school improvement based on research and successful practice. GGSA and CYAAA identified a model of education based on DI to address underachievement and disengagement, and to achieve better educational outcomes for students across Cape York. CYAAA has introduced a whole-school approach to improving literacy and numeracy using DI as the pedagogical model.

DI as adopted in Aurukun is developed by the National Institute for Direct Instruction (NIFDI) (USA). This is delivered in the context of the Class component of the school’s 5C education
model. The Class component is conducted in the school, with students focused on literacy and numeracy from 8.30 am to 2.30 pm each day (see Appendix E).

Parents and community identified school attendance as a focus for the campus, and recognised that the DI approach is the method of instruction.

*Maths lessons had to be straight from the script — no hands on material or work occurs.*

*Teacher*

The intention of the DI approach is for there to be a consistent pedagogical practice across the school. During the review, some teachers reported they were yet to gain confidence in the DI approach given their inexperience and inconsistent professional development in DI.

CYAAA has recently adopted the GGSA implementation model called *Direct Instruction – 8 Cycles of School Practice*. GGSA describes it as ‘a compendium of practices that provide the information and guidance a school needs to support their DI and Positive Behavioural Interventions and Supports (PBIS) implementation’. The review found that, at this stage, the teachers and community members were unable to articulate an understanding of this new approach.

### 1.3 Governance and leadership

The review identified concerns about the roles of DET and CYAAA in the operation of the school. Community members and key stakeholders expressed concern about this situation and indicated a preference for DET to lead the future directions of the school.

Prior to the review, DET had taken steps to negotiate a new service agreement, and a draft is with CYAAA for consideration. DET is currently reviewing the draft agreement to ensure greater clarity in future governance arrangements.

As with many remote schools, Aurukun has experienced significant turnover of school leaders and staff, with five principals and four executive principals in four years. This has impacted on the implementation of the improvement agenda for the school.

During the review, CYAAA leaders outlined their plans to develop and implement a new model for school improvement. This model was proposed to include community involvement in the development and monitoring of the school improvement action plan. The review found that the process for the development of this proposed plan has not commenced.
Recommendation

1.1 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.
2. Analysis and discussion of data

2.1 School data analysis and collection

During the review, CYAAA leaders confirmed that reliable data on student outcomes are crucial to the school’s improvement agenda. CYAAA has developed and is implementing a schedule for the collection, analysis and use of a narrow range of student data to inform teaching and learning, with strong emphasis on DI datasets, but this is not yet embedded into the practice of teachers at the school.

The plan for the school does not detail the types of assessment tools being used to monitor and assess student progress in areas of the curriculum beyond the literacy and numeracy currently delivered through DI. The CYAAA data plan details the use of PM Benchmarking and Progressive Achievement Testing in Reading and Mathematics (PAT-R and PAT-M) assessments, but teachers at Aurukun reported that they do not use these tools.

Teachers record and report student performance using a series of forms and protocols, including:

- Lesson Progress Chart
- Student Test Summary
- Mastery Test Summary
- Independent Work Summary
- Placement Test Protocol.

All five forms are used by the Implementation Manager (IM) to write a Conference Call Summary, which is discussed by the IM and CYAAA leaders each week.

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. The majority of data analysis is undertaken in Cairns by the data manager, not by school leaders and teachers. The scope of data analysis includes both overall school performance and the performance of students in identified groups.
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

There was evidence of school-wide attention being given to student progress over time in literacy and numeracy as supported by DI. The review found no evidence of this same level of attention in other areas of the school curriculum.

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. The review was unable to determine how clearly attendance data informs decision making in this area.

CYAAA leaders place considerable emphasis on understanding the broader factors affecting student engagement, and use a range of assessment mechanisms to inform the support required, including:

- Teacher Report Form (TRF)
- Diagnostic and Statistical Manual for Mental Disorders (DSM-V)
- General Conceptual Ability (GCA)
- Behaviour Rating Inventory of Effective Function (BRIEF).

2.2 National Assessment Program – Literacy and Numeracy

NAPLAN assesses the literacy and numeracy of students in Years 3, 5, 7 and 9 in all Australian schools.

NAPLAN measures how students are performing against national standards. It provides students, parents, teachers, schools and school systems with information about the literacy and numeracy achievements of students. NAPLAN performance is reported using three different measures:

- Mean Scale Score (MSS), which reflects the average score of all students for a test area in each year level

2 The NIFDI assessor is not part of the school-based staff.
• proportion of students in the Upper Two Bands (U2B). Results for any one year are reported using a six-band scale. This measure reports the proportion of students in the top two bands

• proportion of students at or above the National Minimum Standard (NMS). Students who meet or are above the NMS are considered to have demonstrated the basic elements of literacy and numeracy for their year level.

In Aurukun, NAPLAN results for Years 3 and 5 have been considered as part of the review, given the provision of a primary program at the school.

Reliability of the NAPLAN data

Two conditions impact on the reliability of the data and the ability to use this data to make judgments regarding the effectiveness of teaching and learning practices at Aurukun — the small numbers of participating students, and missing data.

In order to limit potential bias, ‘participation needs to be high and uniform across groups’.  

NAPLAN participation in Aurukun in 2015 was one of the lowest of any Queensland state school, ranging between 35.7 and 70.0 per cent for Years 3 and 5.

Such participation rates for Aurukun have meant low numbers of students being assessed in NAPLAN, as noted in Table 2.1.

Judging the performance of cohorts of fewer than 20 students is unlikely to be useful unless any change is sustained across many years. On this basis, Table 2.1 indicates that Year 5 literacy results are likely to be of greater value than Year 5 numeracy and Year 3 results.

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Table 2.1 Aurukun campus NAPLAN participation 2008–2015

In 2015, the school had more than 20 per cent missing values in all year levels for all NAPLAN strands. These missing datasets have an unknown effect on summary statistics that describe student progress in these schools. The Organisation for Economic Co-operation and Development PISA project requires that no more than 20 per cent of data is missing at a student level in high stakes assessment, as it represents a major loss of information. This loss is particularly acute, as is the case in Aurukun, when populations are small.

In its evaluation of the CYAAA Initiative (2013), the Australian Council for Education Research (ACER) concluded that the NAPLAN data could not be used to measure the impact of the CYAAA programs on literacy and numeracy achievement of students due to the amount of missing data and the unacceptable risk of bias.

An investigation of attrition from the Longitudinal Survey of Australian Youth (LSAY) by Rothman shows that there is a correlation between propensity to respond to a survey and achievement levels in literacy, that is, non-participants tend to come from the lower end of the distribution. While LSAY is not an in-school test, it seems plausible that the same effect might be shaping the probability of students taking a literacy or numeracy test. If this is so, then this

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suggests a conservative (relatively low) threshold for acceptable levels of missing data is needed.\(^6\)

In light of the above points, extreme caution should be taken in relation to the use of Aurukun campus’ NAPLAN data as a basis of judgments regarding the school.

*Year 3 NAPLAN results*

NAPLAN results at the school indicate that there is evidence of some improvement in average (NAPLAN) performance since 2008 in Year 3. In 2015, students achieved the school’s highest ever MSS in reading and writing for Year 3. However, the Year 3 numeracy MSS were the lowest since 2010, and below 2008.

**Table 2.2 NAPLAN Year 3 Mean Scale Score**

<table>
<thead>
<tr>
<th>Year 3 Mean Scale Score</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

In relation to the percentage of students in the U2B in Year 3, one child was performing in the U2B in all areas of literacy and numeracy.

**Table 2.3 NAPLAN Year 3 Upper Two Bands**

<table>
<thead>
<tr>
<th>Year 3 % Upper Two Bands</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

The percentage of students at or above the NMS in Year 3 has improved in all areas of literacy since 2008. The percentage of students at or above NMS in numeracy in Year 3 has declined from 2014 to 2015, and is below 2008 performance.

**Table 2.4 NAPLAN Year 3 National Minimum Standard**

<table>
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<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>14.3</td>
<td>33.3</td>
<td>72.7</td>
<td>69.2</td>
<td>27.3</td>
<td>65.6</td>
<td>47.6</td>
<td>84.6</td>
</tr>
<tr>
<td>Writing</td>
<td>15.4</td>
<td>11.1</td>
<td>0.0</td>
<td>20.0</td>
<td>27.3</td>
<td>21.2</td>
<td>30.4</td>
<td>71.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>10.0</td>
<td>11.1</td>
<td>0.0</td>
<td>57.7</td>
<td>18.2</td>
<td>32.4</td>
<td>43.5</td>
<td>50.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>0.0</td>
<td>32.3</td>
<td>0.1</td>
<td>50.0</td>
<td>84.4</td>
<td>50.0</td>
<td>60.0</td>
<td>42.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>25.0</td>
<td>13.3</td>
<td>0.0</td>
<td>60.9</td>
<td>15.4</td>
<td>22.6</td>
<td>63.2</td>
<td>20.0</td>
</tr>
</tbody>
</table>

**Year 5 NAPLAN results**

NAPLAN results at the school indicate that there is some evidence of improvement in average (NAPLAN) performance since 2008 in Year 5. In 2015, students achieved the school’s highest ever MSS in writing and grammar and punctuation for Year 5.

**Table 2.5 NAPLAN Year 5 Mean Scale Score**

<table>
<thead>
<tr>
<th>Mean Scale Score (MSS)</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>338.4</td>
<td>321.4</td>
<td>330.7</td>
<td>352.8</td>
<td>328.9</td>
<td>356.8</td>
<td>322.3</td>
<td>352.0</td>
</tr>
<tr>
<td>Writing</td>
<td>187.7</td>
<td>248.0</td>
<td>186.6</td>
<td>308.7</td>
<td>197.5</td>
<td>282.4</td>
<td>306.6</td>
<td>323.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>301.6</td>
<td>311.8</td>
<td>316.7</td>
<td>371.2</td>
<td>312.3</td>
<td>380.1</td>
<td>406.8</td>
<td>392.8</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>206.5</td>
<td>246.3</td>
<td>320.5</td>
<td>347.3</td>
<td>261.3</td>
<td>333.2</td>
<td>330.1</td>
<td>348.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>305.8</td>
<td>333.7</td>
<td>282.1</td>
<td>374.3</td>
<td>327.3</td>
<td>354.0</td>
<td>336.9</td>
<td>341.1</td>
</tr>
</tbody>
</table>

In relation to the percentage of students in the U2B in Year 5, two children were performing in the U2B in spelling.
The percentage of students at or above the NMS in Year 5 has improved in all areas of literacy from 2008. The percentage of students at or above NMS in numeracy in Year 5 has declined from 2014 to 2015, but is above 2008 performance.

Table 2.7 NAPLAN Year 5 National Minimum Standards

Student relative gain

Based on an analysis of 21 students who sat Year 5 NAPLAN reading in 2015, 19 students achieved a positive gain from their Year 3 testing results. Of these 19 students, 16 had an individual attendance rate of over 70 per cent.

NAPLAN 2016

Students at the school did not sit NAPLAN in 2016 due to the instability within the school community at that time. This will affect the ability to monitor student performance over time.

To support the school community, Queensland Curriculum and Assessment Authority (QCAA) advised that it would be possible to develop a local solution in partnership with the school, DET and QCAA. This would involve providing the school with a test to administer with the students, and QCAA subsequently marking the papers and providing results to the school.
However, the data would not be included in the national analysis conducted by the Australian Curriculum and Reporting Authority (ACARA).

2.3 Data literacy of staff

The school has implemented weekly conference calls in which class data is analysed by the GGSA data analyst (this is not a school-based teacher), and feedback is provided to school leaders. This analysis appears to be focused only on the DI mastery testing, with teachers reporting to the reviewers that they do not participate in this data analysis.

It is intended that, through the coaching approach, the leadership team will assist teachers to use DI data effectively to plan and deliver quality learning in literacy and numeracy for students. The principal reported that, as a result of staffing difficulties, the school’s Head of Curriculum (HOC) and two teacher coaches were required to undertake classroom teaching duties, and were limited in their capacity to support teachers through coaching and professional development.

Teachers are at varying stages of development in terms of their data literacy, and some expressed a lack of confidence in using student achievement data to inform their teaching, although they indicated a willingness to build their capacity in this area. Some teachers indicated a preference to reduce the amount of DI data collected.

Teachers also reported that administrative duties were difficult to perform with the infrastructure provided, including the continuous entry of class datasets required for external analysis. Teachers and school leaders reported that the technological infrastructure is limited. Staff expressed frustration that teaching and learning was impeded because of slow bandwidth.

Several teachers expressed to the reviewers their concern that they had limited professional development in understanding the range of data tools and how to interpret the associated datasets. Less experienced teachers also expressed concern in terms of their capability when transferring to another state school.

The review found no evidence of engagement with parents and families regarding whole-school data, targets and timelines. There was also no clear evidence of school engagement with regional reading targets.
Recommendations

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.

2.2 Partner with FNQ regional office to audit technological infrastructure and prioritise identified upgrades.
3. A culture that promotes learning

3.1 High expectations for learning

The review found that the school is working to meet the challenge of providing a safe and respectful learning environment. Staff members indicated a strong commitment to the school, the students and the community. Many parents and community members indicated a similar commitment to the school, and a desire to see the school succeed in meeting the learning needs of students and ensuring they succeed by completing their education and going on to further education or work. The review found that some stakeholders are committed to the current model of schooling, while others, including teachers, question its efficacy in engaging students in learning and preparing students for secondary education, further education and work.

*I am going back next term, for the kids. I always tell other teachers to ‘never stop advocating for the children.’*

*Teacher*

The evidence from the review indicates that not all aspects of the 5C education model have been effectively implemented. Teachers consulted during the review suggested that the implementation has been impacted by low rates of student attendance and limited availability of staff. In the weeks before the school closure, staff began including Club and Culture components of the 5C education model into compulsory class time, with the aim of lifting student engagement with the school, and as a strategy to increase school attendance.

As part of the teaching and learning approach, an extended school day is in place (8.30 am to 4.00 pm). A full meal program is also available, including breakfast, morning tea, lunch and afternoon tea. The intention behind this is to ensure more time can be given to literacy and numeracy, as well as supporting students to participate effectively in other learning areas.

3.2 Management of student behaviour

The review found that the number of student disciplinary absences at the school has increased over the past five years. Two short-term suspensions were recorded during 2011–2013 at the school. In 2014 this increased significantly, with 35 short-term suspensions recorded. In 2015, 24 short-term and one long-term suspension were recorded. Student disciplinary absence data for 2016 is not yet available.
A key element of the school focus is the implementation of the PBIS program, which provides direction for the management of student behaviour in the school. Teachers described regular opportunities to share and reflect on the effectiveness of student management strategies, and indicated satisfaction with the way in which the school works to develop their skills in this area.

School leaders identified that approximately 80 students require an individual behaviour support plan. Teachers indicated, during consultation, some concern that behaviour issues at the school were connected to the nature of the DI approach. Concerns raised by teachers to reviewers included that, for some students, the intensity and specific approach of DI is not the answer, and that the Foundations and Honours system (see section 7) inadvertently disengages students who are failing to make learning gains.

In 2015, only five staff members out of 27 completed the staff opinion survey. Of these, 80 per cent agreed that student behaviour was well managed at the school. The satisfaction rate in 2014 with this measure was 35 per cent compared to the state-wide average of 92 per cent (2015). It should be noted that the 2015 staff response rate was very small and may not be representative.

The review found no strong evidence of parent engagement and involvement in the school’s approach to managing student behaviour.

3.3 Student attendance

Low levels of student attendance were described by school staff as a major factor in the inability of the teachers and school leaders to enact the intended curriculum. While rates of attendance rose during 2008 to 2011, there has been a decline from 2012 to 2016. The average rate of daily attendance for Term 1 2016 was 50.8 per cent.

The review identified that a range of strategies, including home visits and case management to support school readiness and engagement, have been implemented to address low attendance. A breakfast program is offered to encourage on-time student attendance, certificates are awarded at assemblies recognising students who have high attendance, and teachers acknowledge regular attendance in class.

While school staff and some parents believe these strategies have had some positive effects, these strategies by themselves appear to have been ineffective in lifting attendance.
### Table 3.1 Semester 1 attendance rates for Aurukun campus of CYAAA

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016 Term 1 only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>43.7%</td>
<td>60.0%</td>
<td>62.1%</td>
<td>73.5%</td>
<td>65.3%</td>
<td>66.4%</td>
<td>62.1%</td>
<td>59.7%</td>
<td>50.8%</td>
</tr>
</tbody>
</table>

**Notes:**

a. Prior to 2013, the attendance rate calculations included all full-time students, providing students were enrolled for at least some period during Semester 1 and were still enrolled as at August Census. This was consistent with the national student attendance rate measure agreed by all jurisdictions and sectors across Australia at that time.

b. From 2013, there has been a change in methodology used for calculating attendance rates, effectively counting attendance for every student for every day of attendance in Semester 1. This has caused a break in time series. Caution should be exercised when making comparisons between 2013 onwards and previous years.

c. The student attendance rate is generated by dividing the total of full days and part days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

d. The student attendance rate for 2008 to 2013 includes secondary as a P–10 campus.

e. Term 1 2016 attendance rate is subject to verification.

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### 3.4 Staff morale and wellbeing

Community members and partner agencies identified staff morale and wellbeing as an area for improvement in Aurukun during the review. Teacher anxiety about safety and wellbeing has resulted in some staff being cautious when engaging with the local community.

The percentage of staff agreeing that staff morale at the school is positive has declined over the 2013–2015 period. Staff morale in 2013 was 94.1 per cent, in 2014 it was 82.4 per cent, and in 2015 it was 40 per cent. Over the same period, the percentage of staff completing this annual survey fell from 17 participants in 2013 to only five participants in 2015. It should be noted that the 2015 staff response is very small and may not be representative.

An independent security assessment was undertaken to review the safety of school staff returning to the community. As a result, a number of measures have been implemented. DET is continuing to work with Queensland Police Service and local security contractors to strengthen security protocols within the community. The security assessment recognised that DET had taken all reasonable steps to strengthen security arrangements for staff.

While many staff members expressed a desire to return to school as quickly as possible, they also feel vulnerable. Staff shared concerns with reviewers about violence in the community, nights disturbed by noise, and anxiety about the recent personal attacks on the principal.
These factors impact on the development of a positive school community, with strong and respectful relationships between families, students, teachers and the local community.

3.5 Community engagement and satisfaction

Many community members reported that they feel disconnected from the school and are not consulted about the school curriculum, teaching practices or the school’s direction.

The review found evidence that the CYAAA undertook extensive consultation with the community about the implementation of DI and the school’s future in 2009–10. Community members stated that consultation and collaboration has not continued. CYAAA has concentrated on establishing DI as a pedagogical model, and acknowledged that more needs to be done to strengthen relationships with the community. Efforts to build trust between the school and its community have had limited success.

In 2014 and 2015, no parents participated in the annual parent opinion survey. In 2015, there was no student participation in the survey, and limited participation in 2014. Aurukun received 200 hard copies of the survey for families to complete in 2015.

The review found no evidence of any other school-based parental satisfaction survey.

Recommendations

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.

3.2 Develop a strategy to maximise parent, student and staff participation in the annual school opinion survey.
4. Targeted use of school resources

4.1 Deployment of staff

There was evidence that the school is attempting to be responsive to student learning needs through the allocation of human resources.

In Queensland state schools, staff are allocated based on current student enrolments and a staffing methodology. Based on its enrolments on Day 8 of the school year, the school has been allocated 14.12 full-time equivalent (FTE) teaching positions, including school leaders, for 2016. An additional four FTE positions, funded through the funding agreement with CYAAA, are allocated by CYAAA to support the school’s 5C education model.

Staff are allocated classes based on external consideration of data, and student groupings are determined as a result of this analysis. Interviews with staff conducted during the review indicated that there are up to 20 student groupings established for 2016. These groups range in size from 12 to 35 students. The review found that the principal and teachers have limited input into this decision-making process. These decisions are made externally by CYAAA in Cairns.

Due to staffing issues, including reported unfilled teacher vacancies, teachers responsible for delivering Club and Culture were redeployed to teach Class during the compulsory part of the school day. The school’s HOC and coaches were also redeployed in such a manner. This has resulted in limiting the school’s ability to offer the Australian Curriculum.

Teacher aides play a strong role in supporting classroom literacy and numeracy programs. Teachers view aide support as vital to student progress and appreciate this support.

In addition to these staffing arrangements, funding equivalent to six FTE teaching positions is also provided to CYAAA for the support of post-primary school students. This is a longstanding arrangement following the cessation of secondary school provision in Aurukun. The majority of this funding, equivalent to five FTE teaching positions, is used to support secondary-age students across a range of programs.

4.2 Financial management

CYAAA is treated as one school for the allocation of non-human resources and grants. There is only one single bank account across the three campuses because it is considered to be one school, where resources can be deployed for the benefit of students in the way that the
executive principal determines (this is the same for all other Queensland state schools that have campus arrangements).

At the time of the review, the balance of the CYAAA school bank account was $1,243,966.07 (cash at bank). There was no evidence found of an annual implementation plan or strategic documentation specific to Aurukun. It was reported by school leaders and staff that requests for resourcing were generally granted.

From 2011–12 to 2015–16 (as at 13 June 2016), the following funding allocations have been provided to CYAAA for the administration of the three campuses at Coen, Hope Vale and Aurukun.

**Base school operational grants**

All Queensland state schools receive school grants from DET for the operational costs of running the school. Grants are based on funding methodologies that take into account student enrolments at Day 8.

The following school grants were paid to CYAAA from 2011–12 to 2015–16. The increase from 2011–12 was due to devolvement of Closing the Gap funds to schools, additional funds relating to Great Results Guarantee and Investing for Success, and increases due to the Indigenous Education Grants.

<table>
<thead>
<tr>
<th>Financial year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011–12</td>
<td>$694,874.86</td>
</tr>
<tr>
<td>2012–13</td>
<td>$1,188,987.01</td>
</tr>
<tr>
<td>2013–14</td>
<td>$1,381,668.62</td>
</tr>
<tr>
<td>2014–15</td>
<td>$1,550,351.63</td>
</tr>
<tr>
<td>2015–16</td>
<td>$1,711,106.34</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$6,526,988.46</td>
</tr>
</tbody>
</table>
Delivery of Direct Instruction

DET made additional payments to support the implementation and delivery of Class (DI) and associated costs across the three campuses.

<table>
<thead>
<tr>
<th>Financial year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011–12</td>
<td>$1,285,834.67</td>
</tr>
<tr>
<td>2012–13</td>
<td>$1,941,621.01</td>
</tr>
<tr>
<td>2013–14</td>
<td>$917,200.69*</td>
</tr>
<tr>
<td>2014–15</td>
<td>$2,974,069.03*</td>
</tr>
<tr>
<td>2015–16</td>
<td>$721,036.16*</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$7,839,761.56</strong></td>
</tr>
</tbody>
</table>

*As a result of internal audit report outcomes, payments were withheld/delayed pending detailed financial and performance reporting from GGSA.

Delivery of Club and Culture

DET provided additional funding for up to 11 FTEs over the three campuses to implement Club and Culture.

<table>
<thead>
<tr>
<th>Financial year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011–12</td>
<td>$219,993.96</td>
</tr>
<tr>
<td>2012–13</td>
<td>$712,814.79</td>
</tr>
<tr>
<td>2013–14</td>
<td>$800,020.49</td>
</tr>
<tr>
<td>2014–15</td>
<td>$920,239.11</td>
</tr>
<tr>
<td>2015–16</td>
<td>$597,714.95</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$3,250,783.30</strong></td>
</tr>
</tbody>
</table>
The review team was able to sight financial reporting and acquittals from GGSA to DET in relation to how allocations of funding were expended. There is a system of reporting established between the two organisations in relation to financial management. This reporting process does not identify the link between expenditure and specific outcomes for students.

An audit was conducted across the three campuses of CYAAA by the Internal Audit Branch of DET in July 2014, with a report issued in October 2014. It indicated an overall rating of unsatisfactory. An action plan was developed and accepted by the principal, executive principal and regional director to address the recommendations. In response, a follow-up audit was conducted in August 2015, with a report issued in February 2016. The findings of the second audit report indicated that overall risk and level of internal controls remained unsatisfactory. A further action plan was developed and accepted to address the recommendations from the 2015 audit. The Internal Audit Branch is scheduled to return in Semester 2 2016 to assess progress against the action plan.

To address the concerns identified through the audit reports, the FNQ regional director took a number of actions. This included basing the newly appointed executive principal in the FNQ regional office and appointing a new business services manager, also based in the FNQ regional office.

In addition to the operational changes made by the FNQ region, payments to GGSA were withheld by DET pending detailed financial and performance reporting from GGSA.

### 4.3 Management of student enrolments

The review confirmed that 208 FTE student enrolments were recorded as at Day 8 in 2016 for the school (see Table 4.2). While the review did not undertake a detailed analysis of student enrolments, an initial examination identified some inconsistencies and possible deficiencies in the enrolment and attendance processes. These inconsistencies need to be investigated further.
Table 4.2: 2016 Day 8 FTE enrolment

<table>
<thead>
<tr>
<th>Year level</th>
<th>Student FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early childhood</td>
<td>6</td>
</tr>
<tr>
<td>Prep</td>
<td>14</td>
</tr>
<tr>
<td>Year 1</td>
<td>24</td>
</tr>
<tr>
<td>Year 2</td>
<td>40</td>
</tr>
<tr>
<td>Year 3</td>
<td>28</td>
</tr>
<tr>
<td>Year 4</td>
<td>28</td>
</tr>
<tr>
<td>Year 5</td>
<td>25</td>
</tr>
<tr>
<td>Year 6</td>
<td>43</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>208</strong></td>
</tr>
</tbody>
</table>

*Note: Total includes the 6.0 FTE of early childhood.*

**Recommendations**

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.
5. An expert teaching team

5.1 Staff capacity

The CYAAA leaders place significant emphasis on developing the capability of teaching staff to deliver the pedagogical model of DI. The typical school day for students at Aurukun school consists of DI lessons, focused on literacy and numeracy, between 8.30 am and 2.30 pm, with two 30-minute meal and play breaks during the day.

The non-mandatory Club and Culture components are scheduled from 2.30 pm to 4.00 pm, and focus on other learning areas of the curriculum. Most teachers outlined a range of barriers to the implementation of this program, which are detailed in other sections of this report.

Staff members are provided with professional development that introduces the specific skills required to deliver DI. New teachers to the school are supported through an induction program, which predominantly focuses on the implementation of DI and understanding student trauma. Beginning teachers described school-based induction after commencement as limited.

As a part of induction, staff and community reported that a greater focus on the Aurukun community through the use of local people would be beneficial. They would like this to include introductions to Elders within the community, as well as parents and other key school partners.

The review found there was evidence of significant investment in ongoing training and development to support teaching using the DI pedagogical approach. Teachers reported frustration about the lack of professional development opportunities beyond DI. Evidence suggested that opportunities for teachers to develop capability and enhance their skills sets in other areas, including curriculum development and data analysis, are limited.

The review found that the school-based professional learning for teachers was not aligned to the Australian Professional Standards for Teachers. Teachers expressed concern about the transferability of their teaching skills when relocating to other schools.
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

5.2 Feedback and observation of teaching

Staff members are provided with coaching and also receive feedback through lesson observations from the principal and the HOC.

The school staff includes two coaches whose role is to provide daily feedback and support for teachers in the use of DI. School leaders communicated during the review that staff morale has been affected in 2016 because coaches are required to work as classroom teachers on a regular basis. This means that the coaches have been limited to coaching teachers on average once per week, rather than on the planned daily basis.

In addition to the impact of these staffing limitations, the coaching model, while formally documented, has been affected by other issues in the school such as classroom behaviour and management of playground issues.

Teacher aides described satisfaction with Partner Practice — an opportunity for teachers to model, observe and provide feedback on their work in DI lessons.

The review found that staff members are very open to continued professional support and development, and are willing to engage in feedback and self-reflection strategies.

5.3 Staff professional development planning

The review found that teachers are expected to complete annual professional development plans that reflect the CYAAA priorities. Teaching staff reported that, in 2016, there has not been a focus on the completion of these plans as a result of the principal needing time to manage disruptive student behaviour and community issues impacting on the operation of the school.
5.4 Staff retention and turnover

The lack of experience and high turnover of staff at Aurukun, particularly at the school principal level, is problematic and limits long-term progress. During interviews with CYAAA leaders, frustration was raised about securing long-term leadership at the school, and reliance on new graduate beginning teachers for the majority of the teaching workforce. Most teaching staff are either in their first or second year of teaching.

Table 5.1 shows that the retention of teachers at the school during the 2015 school year was 66.2 per cent. The average for all FNQ region state schools in the same year was 90.3 per cent, and 93 per cent for all state schools.

Table 5.1 Teaching staff retention at Aurukun

<table>
<thead>
<tr>
<th>Year</th>
<th>Retention %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>66.2</td>
</tr>
<tr>
<td>2014</td>
<td>74.0</td>
</tr>
<tr>
<td>2013</td>
<td>68.8</td>
</tr>
<tr>
<td>2012</td>
<td>77.9</td>
</tr>
<tr>
<td>2011</td>
<td>46.7</td>
</tr>
<tr>
<td>2010</td>
<td>78.7</td>
</tr>
<tr>
<td>2009</td>
<td>67.3</td>
</tr>
<tr>
<td>2008</td>
<td>68.3</td>
</tr>
</tbody>
</table>

Source: School Data Profile

Members of the community expressed concern to reviewers about teaching staff retention given the level of need within the school and the complexity of issues facing the wider community. All stakeholders agreed that, given the context of Aurukun, exceptional leadership and teaching are required to lift educational outcomes.

CYAAA advised that there are plans to enhance the training and development of school staff and to improve the retention of staff at the campus. These plans are yet to be implemented.
Recommendations

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:

- 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.
6. Systematic curriculum delivery

6.1. Implementation of the Australian Curriculum

School leaders were aware of the requirement to enact systems to support the implementation of a whole-school curriculum, assessment and reporting plan aligned to the Australian Curriculum. All Queensland state schools are required to deliver the Australian Curriculum in accordance with DET expectations, and with the phased implementation of all elements of the subject areas within these learning areas (see Appendix F). The review found no evidence of classroom implementation of systematic approaches to ensure a rigorous coverage of all content descriptors, achievement standards, general capabilities or cross-curricular priorities of the Australian Curriculum.

The review found that there is a mismatch between the intended curriculum developed by CYAAA and how it is being implemented at the school.

The school has a documented curriculum framework and associated classroom-based scope and sequence documents. These documents provide some evidence of how the school’s intended curriculum aligns vertically (year on year) and horizontally (across the year level). However, there was insufficient evidence to demonstrate how this was translated to meet the standards required in the upper year levels of the Australian Curriculum.

The CYAAA executive HOC and coaches meet with teachers to plan how to deliver the intended curriculum twice per term. Most teachers interviewed indicated they would like more regular supported opportunities to collaboratively plan and build their knowledge of the Australian Curriculum.

6.2 5C education model

It is intended that the curriculum is delivered through the 5C education model — Class, Culture, Childhood, Club and Community.

Students are expected to progress through the DI program in the Class component of the 5C education model. Through this progression, students demonstrate achievement against the standards identified in the Australian Curriculum. During the review, a number of teachers reported that they were not aware of the alignment between the DI program and the Australian Curriculum. The review found that effective implementation of the 5C education model aligned to the Australian Curriculum across the whole school does not occur.
An extended school day is in place to provide an opportunity for students to participate in the Club and Culture elements. Instruction in the Club and Culture components is provided using the Explicit Direct Instruction (EDI) approach, and is timetabled to occur between 2.30 pm and 4.00 pm daily. Attendance at this program is voluntary for students, but parents are encouraged by the school to ensure their children attend.

The elements of the Australian Curriculum not covered during the Class timetable throughout the earlier part of the day are the intended focus of this period of instruction. Student engagement in this part of the program varies considerably. Staff reported that the Club and Culture program has not been consistently offered in 2016 due to an inability to staff the positions required to deliver this program to students.

The review found that challenges associated with some elements of the 5C education model, such as its voluntary nature (Club and Culture), low attendance and staffing issues, result in a very narrow curriculum focused solely on literacy and numeracy.

6.3 Alignment between the Australian Curriculum and DI

The review found that CYAAA documented evidence of how literacy and numeracy requirements in the Australian Curriculum are met in the early years of schooling through the use of DI.

Discussions with teachers during the review indicated concern that literacy and numeracy delivered through DI is implemented in isolation from the remaining elements of the Australian Curriculum, and that this focus may not necessarily prepare students to be successful learners through secondary school, further education and work. The curriculum delivery model at the school does not expose students in depth to the full range of general capabilities underpinning the Australian Curriculum.

Many teachers interviewed expressed concern that the sole use of DI at the exclusion of other pedagogical approaches limits their capability to teach to the full range of requirements of subject areas in the Australian Curriculum.

An examination of school planning documents and assessment materials provided did not illustrate how the teaching of inquiry skills, critical thinking and problem solving are embedded within the learning programs for students, or across subject areas.

Resources available to teachers focus generally on mastery materials, and associated worksheets, workbooks and readers that support the DI approach.
6.4 Assessment practices

Whole-school curriculum and assessment overviews and a diagnostic assessment schedule have been developed by CYAAA. These provide guidance for teachers on skills and content to be assessed in English and mathematics. There is a lack of clarity for teachers in all other learning areas of the Australian Curriculum.

At present, levels of achievement in English and mathematics do not appear on the school data profile provided by DET due to the terminology used for the learning areas. This has resulted in an inability to monitor student progress comparatively.

The review could find no evidence of systematic moderation of teacher assessment against the A–E standards of the Australian Curriculum.

6.5 Locally relevant curriculum

During the review, community members reported little understanding about the curriculum within the school. Parents wanted to be better informed about what is taught at the school.

Wik is the first language spoken by many members of the Aurukun community, but there was no evidence of a formal curriculum incorporating the Wik language and culture. The reviewers found that staff and parents were concerned that students’ first language was not more prominent in the school’s curriculum. For instance, one staff member said:

There is a lack of ‘Wik’ culture, they don’t learn it, speak it or write it as part of the learning day. At Hope Vale the students get 30 minutes a day learning to write in their first language. We need to do more with the Wik language or in 50 years it will be lost.

The resources used to support learning in Aurukun are developed in the United States. While worksheets were adapted for use in Australia, they are not specifically relevant to the local culture. One staff member interviewed for the review explained that:

... there is no context for the students, it’s completely Americanised. They learn about the 4th of July, Thanksgiving and the stories they listen to are about American states. The kids know more about American states than Australian. They then go to boarding school with no Australian culture or Wik culture.

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 culturally relevant content.
Recommendations

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.
7. Differentiated teaching and learning

7.1 Identification of disability and social-emotional factors impacting on achievement and attendance

CYAAA prioritises the use of teachers and teacher aides to support the teaching of students in class groupings which can range in size from 12 to 35 students.

An additional 2.04 FTEs are allocated to the school to support the provision of Special Education Program support and assistance for students with disability and learning challenges. School leaders and teachers indicated that these resources 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 disability or with learning challenges.

During the review, staff indicated that specialised education support would be helpful in supporting teachers to meet the needs of the diverse range of learners in the school, and in the development of staff capacity to differentiate teaching and to meet individual students’ learning needs. A guidance officer service is not currently accessed by the school, as this role was replaced by a teacher position.

The review found evidence that a demonstrated effort is made to track student progress in the learning sequence, and teachers and support staff provide individual support to students in every lesson. Teachers demonstrated commitment to supporting their individual students to the best of their ability.

Students with disability and learning challenges are identified by the school staff and leaders, and attempts are made through the writing of individual curriculum plans (ICPs) to provide appropriate support to these students.

OneSchool records indicate that there are currently 10 students (5 per cent) in the school verified with disability, and a further 24 students (12 per cent) awaiting verification.

The school has a special needs project plan that identifies a range of strategies for supporting students over time. The lack of special education staff deployed to directly support teachers and students impacts on the effective implementation of special education and interventions to meet individual student needs at the classroom level.
7.2 Individual curriculum plans

DET uses ICPs for students with disability. Student progress against the plan is monitored and support is provided as required. Students receive feedback on their work on a lesson-by-lesson basis.

The review found that teachers in the school are generally unclear about how ICPs are used to adjust the assessment and reporting arrangements for students against the Australian Curriculum. A lack of support to build teachers’ capability to collect and analyse student achievement data at the classroom level appears to impact on the effectiveness of curriculum adaptations within class. Parents consulted during the review appeared unsure about how these arrangements are undertaken.

7.3 Grouping of students for instruction

The review found a structured approach to differentiation based on student attendance has been employed in an attempt to improve student success and mastery within the DI approach. The Foundation and Honours (Accelerate) groupings are intended to assist teachers in focusing their teaching on the needs of the students.

Foundation students are taught individually or in small groups. They receive instruction in their personalised ‘next lesson’ in the lesson sequence.

The instructional model for Foundation groups adopts a three-tiered approach: Foundation classes, behavioural readiness support and remediation for individual students.

Teachers consulted indicated the streaming approach used to group students in Foundation or Honours groups provides motivation for those students making sound progress. However, for those students struggling with learning, teachers have found this approach may result in students disengaging.

School leaders identified that additional tuition is provided to students at the lower end of their learning group, and also to students near the top to allow them to move from Foundation to Honours.

Teachers and parents expressed concern that students who do not progress through the lesson sequence are missing out on the learning in later units, and may become further disengaged.

Teachers also identified concerns that some students are required to repeat lessons despite having already individually mastered the requirements expected. This is explained by many
teachers as a key driver for student disengagement. One teacher expressed this in the following terms:

If a student is in a group that hasn’t achieved mastery, then he has to go over it again and again until the group achieves mastery.

7.4 Disengagement from learning

Staff members reported that student concentration and behaviour are generally sound until about midday. Student behaviour and engagement deteriorates in the afternoon.

There are a number of disengaged school-age students in the community, many of whom have been unsuccessful at boarding school and have returned to the community. The PCYC offers some support to these students. During the review, the CYAAA leaders, DET, community members and community agencies acknowledged that further support for these young people is required.

CYAAA has identified levels of disability and social-emotional factors that impact on the capabilities of students to engage with the school and curriculum. The Club and Culture program is intended to include a social-emotional focus to address identified student need. Teachers indicated that the Club and Culture program is not consistently implemented.

Recommendations

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.
8. Effective pedagogical practices

8.1 Research basis for use of DI

Teaching practices across the school attempt to reflect the belief that, while there is a challenging range of abilities and backgrounds, all students are capable of learning successfully within a supportive environment.

CYAAA leaders have focused on research into DI and EDI with regard to expected teaching practices, and have established clear expectations concerning the use of these practices throughout the school.

The literature notes that, to be successful, DI requires adequate professional learning; however, it can be successfully implemented by novice teachers due to its prescriptive and step-by-step instruction, and student mastery at each step.\(^7\)

Hattie's meta-analysis\(^8\) has often been quoted as support for DI as adopted by CYAAA, in particular at Aurukun school. Hattie describes the elements of DI as: the teacher deciding the learning intentions and success criteria, making them transparent to the students, demonstrating them through modelling, evaluating for understanding through checking with students, and revisiting what they have been told by tying it all together with closure.\(^9\)

In most schools in Queensland that have adopted these elements of DI, they may use a range of pedagogical approaches, including DI, to deliver the school's curriculum. DI as adopted in Aurukun is a commercially produced version developed by NIFDI (USA), which provides a comprehensive set of teacher materials, student textbooks and workbooks.

There are some fundamental differences between the DI approach used at Aurukun and at other Queensland state schools. Schools such as 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. In addition, the school at Aurukun is providing components of the Australian Curriculum at a time during the day where student attendance is voluntary (Club and Culture).

DI is also used in a number of Northern Territory (NT) schools with the support of GGSA. Evidence provided by the NT Department of Education suggests that appropriate timetabling

occurs to ensure all elements of the Australian Curriculum are taught using a range of pedagogies. DI is only used for literacy instruction within these schools.

In relation to DI as the whole-school curriculum, Luke stated\textsuperscript{10}:

\textit{While DI constitutes a specific instructional approach, it does not in itself constitute a considered, coherent and historically-located curriculum. Wherever we stand on the political spectrum debating the National Curriculum, Australians would agree that the ideas, values, beliefs, histories and cultures that are taught matter. The curriculum is far more than an agglomeration of generic skills and behaviours to be inculcated through packaged programs. This doesn’t just apply to DI. How any approach to early skill acquisition in literacy and numeracy developmentally, intellectually and culturally articulates into substantive cultural knowledge and field-specific expertise remains a key question facing schools.}

8.2 Implementation of DI at the school

The school uses the DI and EDI approaches as its framework for teaching and learning. DI uses scripted resources and lesson materials, and includes frequent assessment and monitoring for understanding. DI is used in English and mathematics. EDI uses partly scripted resources and lesson materials, and is underpinned by the TAPPLE approach (Teach first, Ask a question, Pause, pair-share and point, Pick a non-volunteer, Listen to the response, Effective feedback to the student). EDI is used within the Club and Culture domains of the 5C education model.

Consistency of expected practice across the whole school is intended to be maintained through the engagement of a school-based HOC and teacher coaches. At Aurukun this targeted, in-class support for teachers has been inconsistently provided, as these key personnel have been deployed as classroom teachers to address perceived staffing deficiencies.

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

Through the DI and EDI approaches, there is frequent assessment through mastery testing and check outs. Prescribed opportunities are scheduled to check for understanding through group responses, individual turns and independent work. Feedback is provided to students so they can understand what they need to do to make further learning progress.

Some staff reported that they believed the DI pedagogy adopted and implemented at Aurukun has provided a consistent language and focus for the teachers in a school where high turnover of staff is problematic. This mirrors a similar finding by ACER in 2013. 11

8.3 Community concerns about DI at Aurukun

While there is debate within the education community as to the value of DI, some staff and community members agreed that there is a role for DI within the school, and it has been credited with lifting student performance. However, staff and community members believe that the school must take a balanced approach to the use of teaching practices within the school, and that DI should be one (but not the only) approach incorporated into the teaching practices at the school.

Many teachers interviewed, both beginning and experienced, expressed significant concerns regarding the regimented nature of the teaching approach and its lack of flexibility.

A number of staff, both teachers and teacher aides, expressed concern about the materials used to support DI in the classroom, specifically that a number of the materials used American terms and concepts, and were inappropriate for the community context. As one staff member stated:

*The language program is totally out of context, it doesn’t relate to Aurukun. Pictures and stories are about America. The information doesn’t spark motivation.*

Another staff member said:

*The language of the scripts for DI lessons are not adjusted to standard Australian English terminology.*

While a significant number of community members and staff expressed concerns with DI, much of the concern expressed was not about the program, but rather the implementation and proportion of the school day that is committed to DI in the areas of literacy and numeracy, and how little of the school day is devoted to other learning areas, particularly Club and Culture.

The site visit to Broadbeach State School by members of the review team to observe DI in action highlighted the practice of devoting only a portion of the school day to the pedagogy of DI. This school uses a range of other pedagogies to respond to the instructional needs of students.

As identified earlier in this report, staff expressed concern that the delivery of Club and Culture had been compromised in 2016 due to staffing issues; however, staff also commented that at times the delivery of other key learning areas was also determined by completion of literacy and numeracy components. 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.

Luke expressed the view\textsuperscript{12}:

\emph{In my opinion, explicit instruction in its various forms is one necessary part of an effective teaching repertoire — direct instruction is not and by definition cannot be seen as a universal or total curriculum solution.}

\textbf{8.4 Extended student learning}

Some teachers interviewed believe that there is scope to implement other strategies and approaches to lift the performance of potentially higher achieving students in a way that promotes creativity and higher order thinking.

\textbf{Recommendation}

\textbf{8.1 Ensure that all teaching and learning is supported by coaching and modelling in the classroom that incorporates a range of pedagogical strategies.}

9. School–community partnerships

9.1 Existing partnerships and relationships

The school team recognised the value of effective partnerships with parents, the community and agencies to enhance student learning.

There are a number of partnerships, with varying levels of engagement, with organisations external to or within Aurukun including:

- NIFDI
- GGSA
- Apunipima Cape York Health Council
- Queensland Music Festival
- Australian Government
- Family Responsibilities Commission
- PCYC
- Western Cape College
- TSS
- a range of public sector service providers
- sporting associations and local community groups
- Aurukun Shire Council.

Members of the community and agencies interviewed spoke of a strong desire to have a greater relationship with the school.

The Aurukun Shire Council indicated it would like to build a closer relationship with direct connections between the school and community events. A range of facilities and Council-supported activities are currently available. The Council wants to be a community partner, supporting student attendance and wellbeing, and engagement with learning.

The FNQ regional director has commenced developing a strategy to improve DET’s interagency approach to services in the Aurukun community.
9.2 Transitions to post-primary destinations

There is a desire to have a stronger transitions approach that includes an earlier start to the process, with greater involvement from agencies such as TSS. School staff expressed frustration with their inability to better support the transition of students. One teacher interviewed suggested that the rigour and time required for DI prevented teachers from undertaking more targeted transition programs.

As one staff member said:

*There is a distinct lack of support for Year 6 children and their transition to boarding school. The kids don’t learn the required social skills to live in a dormitory. Hence they are teased and bullied and become disengaged.*

There was also strong concern around the level of support provided for post-primary students within the community, including students who return after an unsuccessful experience at boarding school or who may not engage with the boarding school destination.

Table 9.1 Aurukun student boarding retention at TSS partner schools and Western Cape College

<table>
<thead>
<tr>
<th>Year</th>
<th>Retention % at boarding school</th>
<th>Number of students retained/total number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>50.0%</td>
<td>20/40</td>
</tr>
<tr>
<td>2009</td>
<td>69.0%</td>
<td>38/55</td>
</tr>
<tr>
<td>2010</td>
<td>54.0%</td>
<td>35/65</td>
</tr>
<tr>
<td>2011</td>
<td>55.0%</td>
<td>33/61</td>
</tr>
<tr>
<td>2012</td>
<td>41.0%</td>
<td>27/66</td>
</tr>
<tr>
<td>2013</td>
<td>58.0%</td>
<td>33/57</td>
</tr>
<tr>
<td>2014</td>
<td>61.5%</td>
<td>32/52</td>
</tr>
<tr>
<td>2015</td>
<td>63.0%</td>
<td>43/68</td>
</tr>
</tbody>
</table>

*Note: The annual retention datasets are based on the information available to TSS workers who case manage and mentor students individually.*

Staff, school leaders, parents and the community identified that these school-age students play a significant role in the disruptive behaviours within the community. Parents and the community expressed a strong desire to have a coordinated approach to the services provided to this group of young people that will provide real opportunities for them.
CYAAA leaders indicated that they also wish to improve the transition approaches for students and provide greater support for students into their first year of secondary schooling. They also acknowledge that the services provided to students who disengage from boarding school require attention.

**Recommendation**

9.1 **DET to partner with other relevant government agencies, taking the lead in the delivery of education services to the Aurukun community.**
Appendix A: Review of school education in Aurukun, Terms of Reference

Purpose:
To complete a review of the Aurukun campus of Cape York Aboriginal Australian Academy (CYAAA) using the National School Improvement Tool (NSIT), developed by the Australian Council for Educational Research (ACER).

The NSIT consists of nine domains:
1. An explicit improvement agenda
2. Analysis and discussion of data
3. A culture that promotes learning
4. Targeted use of school resources
5. An expert teaching team
6. Systematic curriculum delivery
7. Differentiated teaching and learning
8. Effective pedagogical practices

The review involves an analysis of the school’s performance data, as well as interviews with the school community including staff, parents, students and relevant external stakeholders.

At the completion of the review, the review team will present its findings in the form of a written report, within two weeks (to the Director-General), to guide the school improvement activities into the future.

In Queensland, all state schools have a school review once every four years.

The School Improvement Unit (SIU) review will not consider matters outside the NSIT, unless they are directly related to the teaching and learning outcomes of students, as per existing SIU review protocols.

The intent of the review is to examine the performance of the Aurukun campus of CYAAA against the nine domains of the NSIT. It is to ensure the teaching and learning at the school is meeting the specific needs of its students and community.

Team:
The review team will consist of six highly experienced principals and an external reviewer from the Nous Group.

The team will liaise with Internal Audit of DET for matters relating to governance and financial accountabilities.

Timelines: The review will commence on Tuesday 31 May 2016.

\[13\] This number was expanded to 11 reviewers to maximise the data gathering requirements of the review.
Appendix B: Review methodology

The review was conducted by a team of accredited reviewers from DET’s School Improvement Unit (SIU). The SIU was established in late 2014 to monitor and support the performance of Queensland state schools. The unit is independent from the delivery arm of schools and reports to the Director-General.

Reviewers were carefully selected to provide depth and breadth of educational experience, as well as a proven track record in rigorous review of school performance. All are serving Queensland state school principals. Between them they have completed more than 180 school reviews across Queensland. The team was supplemented by an external consultant from the Nous Group.

The SIU conducts school reviews using the National School Improvement Tool (NSIT) as a framework for evaluation. The NSIT was developed by the Australian Council for Education Research (ACER)\(^\text{14}\), drawing on findings from international research into the practices of highly effective schools. Its nine domains are set out in Appendix A.

The review process explores each domain individually, and evaluates school practices overall. The reviews are a thorough examination of a school’s performance and operations, and identify where and how the school can improve.

The review of the Aurukun campus of CYAAA consisted of:

- pre-review audit of the school’s performance data and other school information
- desktop review of documents supplied by CYAAA leaders
- extensive field work to collect qualitative data, with more than 180 stakeholders interviewed, including staff, students, parents and community members (see table below)
- three site visits to the school and community by the members of the review team
- site visits to Hope Vale and Coen campuses of CYAAA, incorporating observation in classrooms and review of school resources and student work
- site visit to Broadbeach State School to observe DI in classrooms and review school resources and student work
- The Director-General visited Aurukun on 7 June 2016. The visit comprised a tour of the Aurukun campus, including classroom observations and discussions with a range of stakeholders including the Mayor of Aurukun (via teleconference), campus principal and teachers, the regional police inspector and a representative of the PCYC.
- The Director-General conducted a teleconference with the Wik Women’s Group following this visit.

Stakeholder consultation table

The following stakeholders contributed information and perspective to the review. The information was collected through face-to-face and telephone interviews, and verified through multiple points of follow-up contact.

<table>
<thead>
<tr>
<th>Stakeholder group</th>
<th>Individuals</th>
</tr>
</thead>
</table>
| CYAAA leaders                                          | Executive Principal, CYAAA  
Business Services Manager, CYAAA  
Director, CYAAA  
Implementation Manager, CYAAA  
Head of Curriculum, CYAAA |
| GGSA                                                   | Founder and co-chair, GGSA  
Data analyst, GGSA |
| Cape York Partnerships (CYP)                           | Manager, CYP  
Manager, O-Hub  
Executive Policy Officer, Cape York Institute |
| Aurukun campus                                         | Principal (substantive), Aurukun campus  
Principal (acting), Aurukun campus  
53 parents and carers  
25 students, three former students  
20 teachers  
Six teachers engaged at Aurukun campus following the temporary closure  
Community teacher  
13 teacher aides  
Two school cleaners  
Administration officer  
Groundsperson  
Two former principals, Aurukun campus  
Two former teachers |
| Aurukun community leaders, Elders and groups           | Mayor, Aurukun Shire Council  
CEO, Aurukun Shire Council  
Director, Community Services, Aurukun Shire Council  
Four elected council members, Aurukun Shire Council  
Community worker, Aurukun Shire Council  
Wik Women’s Group  
Family Responsibilities Commissioner  
Justice Group chair  
Justice Group mediator  
Mens’ Group chair  
Executive Director, RD CORP  
Waste Water Sewerage Management Supervisor |
| Partner schools                                         | Principal, Hope Vale campus  
Head of Curriculum, Hope Vale campus  
Teacher, Hope Vale campus  
Instrumental music teacher, Hope Vale campus  
Languages teacher, Hope Vale campus  
Principal, Coen campus  
Principal, Western Cape College  
Two former principals, Western Cape College |
| DET                                                    | Director-General  
Deputy Director-General, State Schools  
Deputy Director-General, Corporate Services  
Assistant Director-General, State Schools – Indigenous Education  
Regional Director, Far North Queensland region |
<table>
<thead>
<tr>
<th>DET (cont’d)</th>
<th>Assistant Regional Director, Far North Queensland region</th>
<th>Director, Regional Services, Far North Queensland region</th>
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<tbody>
<tr>
<td></td>
<td>Director, Human Resources, Far North Queensland region</td>
<td>Transition Support Services Officer, Far North Queensland region</td>
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<tr>
<td></td>
<td>Remote Area Teacher Education Program teacher coordinator</td>
<td>Principal, Broadbeach State School</td>
</tr>
<tr>
<td></td>
<td>Two teachers, Broadbeach State School</td>
<td></td>
</tr>
<tr>
<td>Partner agencies</td>
<td>Sergeant, PCYC</td>
<td>10 members, PCYC</td>
</tr>
<tr>
<td></td>
<td>Two police liaison officers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Regional police inspector, Cape Patrol Group FN District</td>
<td>Executive director, Queensland Music Festival</td>
</tr>
<tr>
<td></td>
<td>Executive director, Regional Development Corporation</td>
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</tr>
</tbody>
</table>
Appendix C: Memorandum of understanding

Memorandum of Understanding

Cape York Partnerships for Welfare Reform Pty Ltd (ABN 72 070 475 311) and the State of Queensland (through the Department of Education and Training) agree 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 as follows:

1. An education reform committee will be established as a sub-committee of the Cape York Welfare Reform (CYWR) Project Board to oversee the following:

   - the delivery of the Class program (Direct Instruction and associated behaviour management components) as proposed in the business case
   - the full commitment of the Department of Education and Training staff to deliver the Class program and undertake professional development as guided by the preferred Direct Instruction implementation partner to ensure the program is implemented to the fullest extent and highest fidelity to facilitate maximum outcomes
   - the Academy to contract and facilitate the provision of professional development, ongoing support and educational textbooks and materials for the delivery of the Direct Instruction and associated behaviour management components of the Class program
   - implementation of the contractual arrangement between the Cape York Aboriginal Australian Academy (the Academy) and the Department of Education and Training (DET) for the delivery of the Club and Culture programs by the Academy in the Aurukun and Coen Academy schools
   - Implementation of Demand initiative programs by the Academy under the Cape York Welfare Reform model.

The sub-committee will report on progress to the CYWR Project Board.

The sub-committee will be chaired by Noel Pearson with:

- 1-2 Department of Education and Training (DET)/Department of Communities representatives
- 1-2 Commonwealth Government (DEEWR, FACHSIA) representatives
- 3-4 Cape York Aboriginal Australian Academy (CYAAA) representatives.

Don Anderson as Executive Principal (Western Cape College) will sit on the sub-committee as an ex officio member.

The government representatives on the sub-committee will be officers that have maximum seniority and objectivity to support the partnership between DET and the Academy to ensure recommendations are supported within the state and Commonwealth governments and efforts in achieving the core objectives of the initiative are maximised. These representatives will be approved by the CYWR Project Board. The intention of the parties is that the sub-committee members be in alignment with the educational philosophy of the Academy as proposed in the business case in order to give the Academy the best chance of success.
A binding agreement between the Cape York Welfare Reform stakeholders will be developed to support the implementation of this reform initiative. Specifically, the agreement will be designed to ensure that there is a clear understanding about the relationship between the sub-committee and Executive Principal (Western Cape College) of the Academy schools and the roles and responsibilities of the parties within that relationship. Additionally, the agreement will ensure that the Executive Principal (Western Cape College), in making decisions about the operations of the Academy schools, will as much as possible, align their decision making to the advice received from the sub-committee. The parties will use their best endeavours to execute this binding agreement as soon as possible but no later than 22 January 2010.

2. A Cape York Aboriginal Australian Academy will be incorporated under corporations law as a 'Not For Profit' incorporated body:
   a. Noel Pearson will chair the Board and the directors will be as per the business case with the addition of Ross Clark as an experienced former regional director of DET
   b. A director appointed by DET and the Commonwealth Government may also be on the Board
   c. The intention of the parties is that the Board members be in alignment with the educational philosophy of the Academy as proposed in the business case in order to give the Academy the best chance of success
   d. The Academy will be provided the funding allocated by DET under the National Partnerships allocation over three years through a contract, in order to:
      i. contract and facilitate the Direct Instruction implementation partner to provide professional development, ongoing support and educational textbooks and materials for the delivery of the Direct Instruction and associated behaviour management components of the Class program
      ii. deliver the Club and Culture program to the Academy schools.
   The Academy will have necessary flexibility over the administration of this funding to deliver these services as specified in the funding agreement.

3. Education Queensland (EQ) will administer existing school resources in accordance with the allocative model through Western Cape College (WCC).

4. Don Anderson will be the Executive Principal (Western Cape College) including the two state primary schools that are the subject of this proposal:
   a. Western Cape College Weipa would have the function of providing the corporate and operational services of the two Academy schools
   b. Coen, for the purposes of school identity and branding, will be a campus of the Academy, but in terms of governance and administration it will come under WCC
   c. Aurukun, for the purposes of school identity and branding, will be a campus of the Academy, but in terms of governance and administration it will come under WCC
   d. The budgets for Aurukun and Coen Academy schools will be administered separately and transparently from the Weipa and Mapoon campus budgets
   e. The Executive Principal (Western Cape College) will have program reporting responsibility in relation to the Class, Club, Culture and Demand programs to the Assistant Director-General, Teaching and Learning, Education Queensland
Dot points b and c will need to be consulted with QTU if asking teachers to wear uniforms.

DET will facilitate this meeting

5. A binding agreement between the Academy and DET will make provision for:

a. the participation of the Academy in the recruitment and selection of teachers and school leaders. This process could be modelled on the recruitment and selection processes used for National Partnerships, Partners for Success and for the Queensland Academies

b. facilities

c. respective obligations to deliver the Class (Direct Instruction and behaviour management), Club, Culture program and Demand initiatives

d. an operational co-ordination group that will meet regularly as required to co-ordinate and ensure smooth delivery of the day to day operations of the Class (Direct Instruction and behaviour management), Club, Culture and Demand programs between DET and the Academy. This group will consist of the Executive Principal (Western Cape College), the Head of the Academy and the Chair of the sub-committee.

e. all other management arrangements including the contractual arrangement between DET and the Academy.

Dot point (a) will need to be consulted with QTU – DET will facilitate this meeting

6. Specific commitments:

a. that the appointment of the Head of Campus of Aurukun be subject to the Executive Principal (Western Cape College) and the Academy being confident that there is alignment with the proposed program and if not, then preparedness to find an alternative appointment. The process to determine alignment will involve an introduction to the Direct Instruction methodology and then a commitment through interview with the Executive Principal (Western Cape College) and Academy representatives to implement the proposed program.

b. that Maureen Liddy be approached for recruitment into an acting Coen Head of Campus role during the introductory phase before taking up the role of Head of Culture and Club (to be funded by the Academy) when a full-time Head is recruited for the Coen campus.

c. the Executive Principal (Western Cape College) will sign a contract of employment with the CEO of DET pending the agreement of this proposal.

d. The parties acknowledge that operational funding for the Academy itself is not provided for in this Memorandum of Understanding and acknowledge that Cape York Partnerships will be pursuing a resolution for this funding with the Australian Government.

e. the Class program will commence in January 2010 and the Club and Culture program will start following Term 3, 2010 (This will be the Executive Principal (Western Cape College)’s decision in consultation with the sub-committee).

f. the staff induction and training program will be implemented as proposed in the business case using the Direct Instruction implementation partner. The program will be delivered from the 22nd January over ten working days. The Executive Principal (Western Cape College) will determine, in consultation with the sub-committee, how to ensure the professional development occurs.
g. the Executive Principal (Western Cape College), in consultation with the sub-committee, has the capacity to tailor the induction program for teachers going into Aurukun and Coen to suit the specific needs of the Academy.

h. Education Queensland integrates existing pre-prep program into the Academy as proposed in the business case during 2010, in consultation with and approval by the Aurukun Shire Council (Aurukun) and Creche & Kindergarten (Coen). It is noted that the C&K program at Coen is not a pre-prep program.

i. the existing Cape York Welfare Reform Demand programs are transitioned to the Academy as proposed in the business case during 2010, if approved by the CYWR Project Board.

j. the implementation of a transition plan for all 2009 Aurukun secondary school students, to ensure they are placed in local secondary preparatory, alternative secondary or vocational education during 2010.

k. the parties agree to use their best endeavours to resolve any emergent problems. The first point of advice for the Executive Principal (Western Cape College) is through the sub-committee. If subsequent directives from the state or federal government are in conflict with this advice, the following dispute resolution process will be initiated:

i. The sub-committee, the relevant government authority and the Executive Principal (Western Cape College) will meet to find agreement;

ii. If agreement cannot be reached, the dispute will be elevated to the CYWR Project Board for advice and to the Director General of DET for decision.

l. the parties agree to provide for succession planning that will ensure the ongoing sustainability of the model.

m. it is proposed that the model be reviewed before the end of the first twelve months of operation and, that where, if in the reasonable opinion of the evaluating body amendments to the agreement should be made to facilitate the more effective operation of the proposal, the parties are committed to objectively assessing that recommendation and implementing all necessary adjustments (including a stronger governance model). The CYWR Project Board will be the body to evaluate the model and recommend required changes (including governance arrangements and funding where possible).

AGREED AND SIGNED BY ON BEHALF OF:

[Signatures]

Authorised representative of Cape York Partnerships
24 December 2007 (Date)

Authorised representative of Department of Education and Training
24 December 2007 (Date)
Appendix D: Funding agreement

11 November 2011

THE DEPARTMENT OF EDUCATION AND TRAINING
FUNDING AGREEMENT WITH
CAPE YORK ABORIGINAL AUSTRALIAN ACADEMY

DATE: 2011-12 to 2012-13

PARTIES
STATE OF QUEENSLAND ACTING THROUGH THE DEPARTMENT OF EDUCATION AND TRAINING ABN 76 337 613 647
30 Mary Street, Brisbane, Queensland, 4000

Contact: Marg Pethiyagoda
Position: Executive Director
Telephone: 3237 0157
Facsimile: 3237 0577
Email: margaret.pethiyagoda@deet.qld.gov.au

CAPE YORK ABORIGINAL AUSTRALIAN ACADEMY ACTING THROUGH THE CAPE YORK PARTNERSHIPS FOR WELFARE REFORM PTY LTD ABN 72070435311
Level 3, 139 Grafton Street, Cairns, Queensland, 4870

Contact: Danielle Toon
Position: Chief Executive Officer
Telephone: (07) 4052 7200
Facsimile: (07) 4051 3556
Email: DToon@cyapa.com.au

STATE'S DELEGATE
Marg Pethiyagoda, Executive Director

ORGANISATION'S DELEGATE
Danielle Toon, Chief Executive Officer

DESCRIPTION
Under the Memorandum of Understanding (MOU), the Department Of Education and Training (DEST) and Cape York Partnership (CYP) commit 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 Academy (CYAAA) proposed in the business case is delivered to Aurukun and Cook state schools.

SCOPE
- The CYAAA business case provides a project plan for the implementation of the program which informs this funding agreement. Attached
- The parties agree to a variation to the business case to include 1 Class Training, Monitoring and Evaluation Manager, 1 part-time Club Program Coordinator, 7 Casual Culture Tutors, 1 Direct Instruction Monitoring and Evaluation Officer, 1 Direct Instruction Research Data Specialist and additional non-labour investment for Class, Club and Culture initiatives not part of original budget. This variation is dependent upon the available funds.
- If CYAAA wishes to expand on other activities not specified in the business case then this can be agreed to through an exchange of letters.

Queensland Government
11 November 2011

<table>
<thead>
<tr>
<th>FUNDING AGREEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The Department of Education and Training (DET) agrees to invest up to $7.72 million to support delivery of the Cape York Aboriginal Australian Academy (CYAAA) over the three school years 2010, 2011 and 2012.</td>
</tr>
<tr>
<td>- If funds are available within the $7.72m then the program can be extended beyond 2012.</td>
</tr>
<tr>
<td>- Due to the nature of the partnership, costs will be incurred by both the CYAAA (Cairns) and CYAAA (school).</td>
</tr>
<tr>
<td>- The planned budget and expenditure will be categorised into the three areas of Class, Club and Culture by school/campus and by the costs incurred by CYAAA (school) and those incurred by CYAAA (Cairns) and the evaluation of the program. Budget Attached</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CYAAA (Cairns)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- DET will pay CYAAA (Cairns) 80% of the planned semester budget in January (1 January to 30 June) and July (1 July to 31 December) of each year.</td>
</tr>
<tr>
<td>- CYAAA will submit an acquisitive report detailing expenditure on the program at the end of each semester. DET will pay the balance of the funds up to the agreed semester budget within one month of receiving the acquisitive.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CYAAA (School)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Costs associated with CYAAA staff employed by the school will be debited to the program’s cost centre code.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Reconciliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- DET and CYAAA will reconcile all semester expenditure from both organisations and will revisit the planned budget to determine if revisions are required.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRANSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Both parties will agree on the total actual expenditure until 30/6/2011. This will be used as the basis for determining the semester expenditure for the remainder of the program.</td>
</tr>
<tr>
<td>- DET agrees to continue to pay CYAAA on a monthly basis per the current funding model until CYAAA provides a projected expenditure in accordance with this agreement.</td>
</tr>
<tr>
<td>- The processes for the funding agreement will begin from 1/1/2012.</td>
</tr>
<tr>
<td>- Western Cape College will be paid on invoice for all expenditure up until the end of the school year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The CYAAA Class, Club and Culture Program will be evaluated through an evaluation and monitoring framework that both parties agree to.</td>
</tr>
</tbody>
</table>
11 November 2011

<table>
<thead>
<tr>
<th>SIGNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signed for and on behalf of State of Queensland acting through the Department of Education and Training by a person duly authorised to act on its behalf in the presence of:</td>
</tr>
<tr>
<td>Signature</td>
</tr>
<tr>
<td>Signature of Witness</td>
</tr>
<tr>
<td>@</td>
</tr>
<tr>
<td>Name of Witness in full</td>
</tr>
<tr>
<td>13 Dec 2011</td>
</tr>
<tr>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SIGNING</th>
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</thead>
<tbody>
<tr>
<td>Signed for and on behalf of Organisation acting by a person duly authorised to act on its behalf in the presence of:</td>
</tr>
<tr>
<td>Signature</td>
</tr>
<tr>
<td>Signature of Witness</td>
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<tr>
<td>@</td>
</tr>
<tr>
<td>Name of Witness in full</td>
</tr>
<tr>
<td>Claudine Lene</td>
</tr>
<tr>
<td>Date 31/12/2011</td>
</tr>
</tbody>
</table>
Appendix E: School timetable

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30am-11.00am</td>
<td>Reading and Language (spelling,writing) 90mins</td>
<td>Reading and Language (spelling,writing) 90mins</td>
<td>Reading and Language (spelling,writing) 90mins</td>
<td>Reading and Language (spelling,writing) 90mins</td>
<td>Reading and Language (spelling,writing) 90mins</td>
</tr>
<tr>
<td>11.00am-11.30am</td>
<td>Numeracy (maths) 90mins</td>
<td>Numeracy (maths) 90mins</td>
<td>Numeracy (maths) 90mins</td>
<td>Numeracy (maths) 90mins</td>
<td>Numeracy (maths) 90mins</td>
</tr>
<tr>
<td>11.30am-1.00pm</td>
<td>First break - 15mins eating, 15 mins play</td>
<td>First break - 15mins eating, 15 mins play</td>
<td>First break - 15mins eating, 15 mins play</td>
<td>First break - 15mins eating, 15 mins play</td>
<td>First break - 15mins eating, 15 mins play</td>
</tr>
<tr>
<td>1.30pm-2.30pm</td>
<td>Reading lesson in Literacy groups 60mins</td>
<td>Reading lesson in Literacy groups 60mins</td>
<td>Reading lesson in Literacy groups 60mins</td>
<td>Reading lesson in Literacy groups 60mins</td>
<td>Reading lesson in Literacy groups 60mins</td>
</tr>
<tr>
<td>2.30pm-4.00pm</td>
<td>Club and Culture (Optional but highly encouraged) 90mins</td>
<td>Club and Culture (Optional but highly encouraged) 90mins</td>
<td>Club and Culture (Optional but highly encouraged) 90mins</td>
<td>Club and Culture (Optional but highly encouraged) 90mins</td>
<td>Club and Culture (Optional but highly encouraged) 90mins</td>
</tr>
</tbody>
</table>

Source: Interviews by review team with current teachers, 2016
Appendix F: Implementation of Phases 2 & 3 of the Australian Curriculum

Schools have commenced implementation of all Phase 1 Australian Curriculum learning areas/subjects in Prep to Year 10.

For the remaining Australian Curriculum, the State Schools implementation schedule provides time for teachers to become familiar with each new curriculum area for schools to plan staffing and curriculum delivery.

It is recommended that in 2015 no more than two new F–10 learning areas are implemented simultaneously by any one teacher. (This may involve more than two new subjects within a learning area.)

Principals should be mindful of school capacity and teacher workload when deciding on familiarisation time for Health and Physical Education, The Arts and Technologies.

State-wide support for implementation will be available according to this implementation schedule. Schools wanting to commence earlier should seek regional advice.

<table>
<thead>
<tr>
<th>State Schools implementation schedule for F–10 Australian Curriculum Phase 2 and 3</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>Implement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities learning area</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Familiarise</td>
<td>Familiarise or Implement</td>
<td>Implement</td>
<td></td>
</tr>
<tr>
<td>Civics and Citizenship (from Year 3)</td>
<td>Familiarise</td>
<td>Implement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities and Social Sciences learning area</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics and Business (from Year 5)</td>
<td>Familiarise</td>
<td>Implement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities and Social Sciences learning area</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Languages</td>
<td>Familiarise</td>
<td>Familiarise or Implement</td>
<td>Implement</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Arts (subjects: Dance, Drama, Media Arts, Music, Visual Arts)</td>
<td>Familiarise</td>
<td>Familiarise or Implement</td>
<td>Implement</td>
<td></td>
</tr>
<tr>
<td>Technologies (subjects: Design and Technologies, Digital Technologies)</td>
<td>Familiarise</td>
<td>Familiarise or Implement</td>
<td>Implement</td>
<td></td>
</tr>
</tbody>
</table>

* The year of school implementation will depend on school staffing capacity and teacher workload.

Refer also to the *Recommended curriculum time allocations for Queensland state schools 2014 – 2016.*

**Years 11–12**

A schedule for Queensland implementation of the senior secondary Australian Curriculum will be developed by the Queensland Curriculum and Assessment Authority (QCAA) in consultation with the schooling sectors. QCAA will develop senior syllabuses for Queensland courses that integrate the Australian Curriculum content and achievement standards.