



Department of  
Education

**Shaping the future**

# Christmas Island District High School

## Public School Review

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## Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

## Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

## Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Christmas Island District High School is an offshore school located approximately 2600 kilometres northwest of Perth and 360 kilometres southwest of Java, Indonesia. The school is supported by the North Metropolitan Education Region under a joint Commonwealth and Western Australian Government agreement.

The school has an Index of Community Socio-Educational Advantage rating of 990 (decile 5).

The Kindergarten is located in the offsite Tom Patterson Kindergarten Centre, and the combined schools currently enrol 253 students from Kindergarten to Year 12.

The first Public School Review of Christmas Island District High School was conducted in Term 2, 2019. This 2023 Public School Review report provides a current point of reference for the next cycle of school improvement.

## School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- Thoughtfully planned and coordinated, a diverse array of opportunities enabled the review team to participate in local experiences and events on the island. This immersed the review team in the culture and environment, but also provided a deep understanding and appreciation of the unique context, celebrations and challenges faced by the community.
- The 2022-2024 Business Plan provided an overview of ongoing self-assessment processes.
- In preparation for the Public School Review, a collaborative process was facilitated with staff to enhance their understanding of current levels of school performance and areas for growth.
- School self-assessment practices aligned to the Standard foci and the selection of credible evidence supported staff to engage in the validation day visit.
- Engagement in the validation day visit was positive, with staff eager to contribute and share their work and areas of reflection.
- The validation aspect of the review was further enhanced by opportunities for the review team to engage in school and community activities on the island, including the staff cultural induction program.
- Meetings scheduled during the validation visit provided the review team with the opportunity to hear positive contributions from a wide cross-section of staff, students, and community members.

The following recommendations are made:

- Continue to refine and embed self-assessment practices that build a whole-school collective understanding of school performance and inform school planning and decision making.
- As part of future Electronic School Assessment Tool (ESAT) submissions, strengthen analysis of the selection of credible evidence sources by explicitly annotating evidence with a clear focus on impact.

## Relationships and partnerships

A notable feature and strength of the school is the vibrant and flourishing relationships and partnerships that have been cultivated both within the school and throughout the broader community. The genuine and respectful approaches taken by the school in all interactions have helped to build a strong, interconnected community that works together to provide the best possible environment for learning and growth.

### Commendations

The review team validate the following:

- Strengthened by open and transparent communication, high levels of trust and respect are evident. A range of key partnerships exist with service providers, community organisations, local government, and business, including Parks Australia, Christmas Island Phosphates, AFP<sup>1</sup> and the IOTHS<sup>2</sup>.
- Deeply rooted in mutual respect, trust and a shared commitment to the wellbeing and development of every student, staff are involved, and engaged in the community, ensuring that everyone comes together in the best interest of students.
- Established committees, including the school development committee, maintain a focus and alignment to school priorities. This is further strengthened through established cluster and secondary meetings.
- 'Off-island' relationships are valued and viewed as a significant experience that benefits students and teaching and learning programs. There is an overwhelming collective sense that students will not be disadvantaged educationally by living in a remote location.
- The views of parents, students and staff are sought through formal school surveys, with school responsiveness evident. Respectful relationships also allow for open and informal feedback processes to thrive.
- The school leaders and staff have a significant and valued presence in the community. School governance is facilitated through the operations of the School Council.

### Recommendation

The review team support the following:

- Continue to explore opportunities to increase the number of School Council members with representation external to the school and reflective of the culturally diverse community.

## Learning environment

Capitalising on living on a remote and environmentally unique island, the school embraces and seeks opportunities for students to learn and thrive within and beyond the classroom. Significant experiences and opportunities are prioritised and facilitated to provide engaging, relevant, and meaningful learning experiences.

### Commendations

The review team validate the following:

- Led through a workplace health and safety committee, high importance is placed on safety and wellbeing culture, providing a safe, caring and positive environment for staff and students.
- The learning support team has streamlined a process to identify and assist students who require additional supports. Tiered support plans for literacy and numeracy identify targets and multi-tiered strategies, whole-school approaches and assessments.
- In partnership with Parks Australia, students are immersed in real life, relevant and purposeful learning experiences and programs, including the Crab Cadets and Junior Student Rangers program, school-based traineeships, workplace learning, curriculum-based excursions and Sunset Science sessions.
- A commitment to sustainability is embedded through delivery of curriculum-based programs and initiatives, including engagement with Parks Australia, Tangaroa Blue Foundation Marine Debris Audit and NextGen Landcare.
- Supports for secondary students are enhanced through an agreement with Youth Focus in addition to the mentoring program which explicitly supports students to set, monitor and achieve targets.

### Recommendation

The review team support the following:

- Explore, with a view to deepen whole-school understanding, the Federal and Department supports available to the school and students who require additional learning and social-emotional support.

## Leadership

A shared vision to empower students to be innovative, community minded and challenged to reach their potential underpins a strong shared moral purpose and beliefs. Respectful and collaborative approaches to leadership are viewed as diffused, promoting a culture of shared decision-making and respectful collaboration.

### Commendations

The review team validate the following:

- Cultural diversity is respected, valued, and celebrated. In strengthening their cultural responsiveness, staff have deepened their understandings about Aboriginal histories, peoples, cultures, and languages, including local and national contexts.
- The current business plan has established the key focus areas of health and wellbeing, high quality teaching and learning, and critical and creative thinking. Aligned to key focus areas, the development and review of strategies and targets are supported by committees.
- Leadership structures are established across the school, providing guidance and instructional support to staff through staff meetings, cluster meetings and secondary meetings.
- There is a commitment and dedication to the development of aspirant leadership. Targeted approaches encourage and promote staff to build leadership capabilities through professional learning and coaching.
- Policies, templates, and structures support whole-school performance management and development processes for all staff, with a focus on establishing and monitoring goals.
- Student leadership is highly regarded and valued in promoting student voice. Leading leaders is evidenced through a highly active, visible, and effective Student Council, inclusive of Shiau Wei Chu's membership on the Western Australian Student Council.

### Recommendation

The review team support the following:

- Aligned to the future business plan, strengthen the diffused leadership model allowing for accountability processes that privilege the transference of data and information across all phases and layers of leadership.

## Use of resources

Located in the Indian Ocean Territory, the management of resources, functions and operations are unique with both Commonwealth and State funding agreements governing the school's financial management. Leadership advocates for the school and operates within some constraints but have sound governance structures in place, minimising any negative impact on student outcomes.

### Commendations

The review team validate the following:

- Workforce planning is comprehensive, providing a clear sense of the complex operating context of the school. With strategic decision making processes in place, staffing requirements and strategies are well managed.
- Sound financial processes and procedures ensure key priorities are resourced and any changes are considered within established budgeting processes.
- Funding decisions are made in the best interests of students with opportunities and experiences that enhance their teaching and learning programs considered.
- The school is visually appealing and well maintained, with a clear focus on ensuring the learning environment is well resourced, safe, organised, and clean.
- Resourcing is implicitly linked to the curriculum and there is an unwavering focus on making sure the right people are delivering the right learning experiences.
- Financial governance is supported through the Finance Committee and cost centre managers.

### Recommendation

The review team support the following:

- Within the development of operational plans informed by the new business plan priorities, ensure resourcing links are overt and aligned.

## Teaching quality

Driven by the best interests of all students, staff demonstrate high levels of personal responsibility and professional accountability. Passionate and committed, staff know their students and work collaboratively to deliver differentiated learning experiences to ensure students are not disadvantaged by studying remotely.

### Commendations

The review team validate the following:

- Approaches to the delivery of Bond Blocks, MacqLit and MiniLit literacy intervention in the primary school are embedded with a clear and unwavering focus on ensuring the individual needs of students are identified, addressed and monitored for improvement.
- Pathways for senior secondary students are significantly enhanced by the collaborative relationship with SIDE<sup>3</sup>. Access to courses includes the provision of ATAR<sup>4</sup> subjects, differentiation and EAL/D<sup>5</sup> supports.
- A literacy booklet outlines whole-school expectations and processes for tiered supports, interventions, the EAL/D progress map and guidelines to support consistency in curriculum delivery.
- A culture of peer observation is evident through established guidelines and observation processes and templates. Staff are engaged and feel supported in the focused delivery of agreed reading comprehension, behaviour management, cooperative learning, critical and creative thinking and questioning approaches.
- Processes to support staff engagement in 'off-island' professional learning opportunities, school visits and moderation processes exist, highlighting a commitment in seeking expertise from schools across the State.
- Teach Well professional learning has been undertaken by some staff, and there is a commitment to embedding daily reviews, explicit lesson design and full participation tactics across the school.

### Recommendations

The review team support the following:

- Embed robust disciplined dialogue approaches and build and embed data literacy of staff across all phases.
- Consolidate and align whole-school processes for Teach Well, classroom observations and CoRE<sup>6</sup> knowledge pedagogical approaches with a view to document the whole-school pedagogical approach.

## Student achievement and progress

In meeting the high expectations for student success, there is an unwavering commitment to providing educational experiences that lead to meaningful future pathways for all students. Striving for excellence in all they do, the school has excelled, receiving recognition in a range of awards, scholarships, and competitions.

### Commendations

The review team validate the following:

- A range of standardised and school-based assessments in literacy and numeracy are undertaken from Kindergarten to Year 7, supporting teachers to understand areas for targeted intervention and levels of whole-school achievement and progress.
- Whole-school assessment and reporting guidelines and processes are in place ensuring the provision of relevant and purposeful information to students and families.
- Secondary meetings and small group ATAR moderation partnerships are underpinned by data review processes, with a clear focus on building collective understanding of, and alignment of teaching practices to, the impact on student outcomes.
- DIBELS<sup>7</sup> assessment is supporting understanding of students' oral reading fluency, reading accuracy, phonic and word knowledge and comprehension in the primary school.
- Using Elastik, school-developed spreadsheets and collection tools, the review of data supports teachers to understand levels of student progress and achievement. There is school-wide ownership for students learning to their potential.

### Recommendation

The review team support the following:

- Continue to embed data-driven conversations and a collective whole-school understanding of achievement and progress aligned to the established targets.

## Reviewers

Rebecca Bope  
**Director, Public School Review**

Cindy Kerr  
**Director, Principal Professional Review  
Peer Reviewer**

## Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2027.



Steven Watson  
**Deputy Director General, Schools**

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## References

- 1 Australian Federal Police
- 2 Indian Ocean Territories Health Service
- 3 School of Isolated and Distance Education
- 4 Australian Tertiary Admission Rank
- 5 English as an additional language or dialect
- 6 Centre of Resource Excellence
- 7 Dynamic Indicators of Basic Early Literacy Skills