



PERSEVERE
CHRISTMAS ISLAND
DISTRICT HIGH SCHOOL

CHRISTMAS ISLAND DISTRICT HIGH SCHOOL BUSINESS PLAN 2025 | 2029



Contents

Our Vision	3
Our Purpose	3
Our Values	4
Our Whole School Positive Behaviour Expectations	5
Our School	6
Our Whole School Beliefs	7
Overview of Self-Assessment	9
Key Focus Areas	10
Teaching for Impact	12
Innovation and Creative Thinking	14



Our Vision

Empowering innovative, community-minded students who are challenged to reach their full potential.

Our Purpose

Christmas Island District High School aims for a culturally inclusive education that enables students to develop a positive and healthy self-concept. Together, we strive for students who:

- are self-motivated learners;

- develop personal excellence whilst working with others; and

- are adaptive to a changing world.



Our Values

Personal Excellence

We empower our students to nurture their internal motivation, drive, and passion so they can achieve personal excellence. We aim to develop the whole child, having regard for each student's unique capabilities and assist students in setting and achieving their individual goals.

Respect and Social Safety

We foster a safe and respectful environment. Staff and students alike celebrate difference and diversity, and all within the school are expected to act with kindness and care. We strive to create environments where everyone feels safe to voice their opinion and has the confidence to be themselves.

Innovation and Sustainability

Innovation and sustainability are key, not only to our school, but also to the way of living on Christmas Island. We endeavour to bring innovative and sustainable approaches to teaching and learning so that staff and students are appropriately challenged to reach their potential.





Engagement and Wellbeing

We aim to ensure learning and teaching experiences are engaging. We want our students to look forward to coming to school, not only to enhance their achievements, but also for their own wellbeing. We believe being able to talk about emotions can assist in building confidence and resilience.

Equity

We recognise that students' capabilities and capacities are unique to the individual, and we adjust our teaching practices and learning environments to ensure everyone has the opportunity to reach their personal best.

Celebrating cultures

Harmonious diversity of culture is central to the Christmas Island identity and one of the most treasured aspects of living on the Island. Our school celebrates the cultures and home languages of Christmas Island, both within the school and with the wider community. In addition, we hold great respect for Australia's First Nations people, celebrate cultures around the world and aim to develop globally aware, community-minded students.

Our Whole School Positive Behaviour Expectations

- Be Responsible
- Challenge Yourself
- Show Respect





Our School

Christmas Island District High School is located on a ruggedly beautiful tropical island 360 km southwest of Java and 2600 km northwest of Perth. Christmas Island has strong historical, cultural and geographical ties with Asia and, although the diverse socio-cultural background of students represents many nationalities, the majority of the students have Malaysian, Chinese or Australian heritage.

The school caters for students from pre-Kindergarten to Year 12 with a range of effective and diverse educational programs designed to suit the needs of students in a rapidly changing world. Primary programs revolve around the core skills of literacy, numeracy and the development of critical and creative thinking skills. In Years 7-10 there is an increasing focus on creating opportunities for students to choose appropriate learning pathways that match their interests and talents.

We offer distance learning through the School of Isolated and Distance Education with a range of specialist subjects and extension activities aimed at creating well-rounded and balanced global citizens. Senior secondary offers a range of opportunities for students including university entrance, general and vocational pathways. To provide diverse opportunities, we offer a range of face-to-face courses, as well as support and mentoring to students who are accessing distance learning through the School of Isolated and Distance Education.

Our professional and caring staff are selected by merit. All staff contribute to a supportive school community and are responsive to the needs of their students. Educational delivery is focused and targeted towards the specific needs of the students and is balanced with empathetic and positive social interactions.



Our Whole School Beliefs

Leadership and School Culture

We believe in promoting and maintaining a positive, engaging school culture where staff and students feel safe, valued and encouraged to contribute. We believe school leadership should be shared, transparent, consistent, and driven by policies and procedures. Our shared leadership model is inclusive of our students through our student councillors and faction captains and, together with our teaching and administration staff, all play a valuable role in contributing to our school culture. We believe leadership opportunities should be engaging and positively challenge students and staff to reach their potential.

Teaching and Learning

We believe in utilising evidence-based teaching practices, in order to maximise the success of our students. Our staff members are lifelong learners who lead by example by demonstrating honesty, accountability and respect. We acknowledge students' differences, and utilise both collaborative and explicit, teaching practices that are underpinned by feedback and the ongoing professional development of our staff. We promote critical and creative thinking through our teaching methods and believe in employing technology purposefully to support learning. We believe in regularly reviewing student learning to inform our understanding of student success and areas of need.





Learning Environments

We believe learning environments should be safe, supportive, inclusive, stimulating and appropriately challenging for the needs of all students. All learning environments – both indoors and outdoors- should reflect our sustainability focus and be linked to our School Wide Positive Behaviour Support (SWPBS) system. We believe our diverse learning environments should be visual and information-rich to maximise the literacy development of our students. Our learning environments should be plentiful in the availability of equipment and resources. We encourage our students to share a feeling of ownership and responsibility for their learning environments and to ensure that school property is respected.

Relationships

We believe positive relationships are essential to the happiness of our students and staff and are therefore an important success indicator for our school. Key behaviours we value in our staff, students, and our wider school community include friendliness, approachability, positivity, empathy, honesty, professionalism and inclusivity. We believe these behaviours are integral to maintaining a strong school culture. We promote open classrooms and encourage our staff to engage in collegial learning. We strongly value the development and maintenance of parental and wider community relationships.

Overview of Self-Assessment

Empowering students to reach their full potential is central to everything we do at Christmas Island District High School. The school's planning and self-review cycle is rigorous and responsive to the needs of our students. We gather and analyse data from a wide range of sources, make judgements about our performance and plan accordingly. The discussion of data, including academic and non-academic data, occurs at every level and informs a range of processes including whole-school key focus area planning, teacher performance management, resource allocation and classroom teaching and learning practices.

At Christmas Island District High School we have a school-wide culture of self-reflection and strong self-assessment that is embedded in everything we do. In addition to this, we have a formal self-assessment cycle which is explicitly documented in our business plan. All staff are involved in a collaborative process to determine our key focus areas.

These key focus areas are ratified by the School Council. Each staff member belongs to a key focus area committee and is involved in the ongoing operational planning of each area to ensure that the committee is on-track to achieve the desired outcomes. Our 12-month operational plans are implemented and reviewed each year to ensure that we respond to the specific needs of our students.

In addition to our internal self-review processes, the Public School Review adds to existing quality assurance measures by providing external feedback to help improve school performance. The process involves school self-assessment and validation by an external review team. The review team provides a report which informs key directions for school improvement planning. This report is published on our website.





Key Focus Areas

Developing the Whole Child

A diversity of teaching practices and learning environments are provided to develop the whole child. Staff and students engage in activities that develop positive relationships, resolve conflict, understand and respond to different executive functioning skills, encourage acceptance of difference and build physical and mental resilience.

Desired Outcomes:

- Students' needs are catered for through purposeful teaching practices and engaging learning environments.
- Students develop resilience and intelligence through exposure to a range of targeted skills and programs.
- Students develop social, physical and emotional skills through positive interactions in their learning environments.
- Students and staff are safe, secure, heard, respected, valued and empowered.

- Students and staff live a healthy, balanced lifestyle.
- Students and staff respect, include and celebrate diversity.

Key Strategies

Students

- Continue to implement the following programs and initiatives to support the health and wellbeing of our students:
 - the mentor program for senior school students and students at risk;
 - Kayou Club;
 - Country Week;
 - 'R U Legal?' presentations by Legal Aid;
 - 'Think U Know' presentations by AFP;
 - continue to support two Year 10 students each year to attend Camp Hero;
 - Zones of Regulation;
 - sports carnival; and
 - swimming lessons at both the pool and Cove.
- Cybersafety is actively taught and promoted across all year levels.



Staff

- Encourage and support staff to access professional learning that supports the health and wellbeing of our students, including:
 - Gatekeeper - Suicide Prevention training;
 - Youth Mental Health First Aid;
 - First Aid;
 - Bronze Medallion training;
 - Asthma training; and
 - Anaphylaxis training.
- Continue to implement the following initiatives to support the health and wellbeing of staff:

- Chockies-for-Champs initiative;
- regular reminders about the Employee Assistance Program;
- influenza vaccine provided to staff on site;
- the cultural tour provided to new staff as part of island induction;
- MYO sandwich;
- random acts of kindness initiative;
- Wednesday morning tea roster;
- birthday cake roster;
- new staff morning tea; and
- off-island professional learning.
- Continue liaison between teachers and allied health professionals, through school nurse where appropriate.

Community

- Offer face-to-face Positive Parenting workshops for both children and teenagers annually.
- Provide Crunch and Sip resources to parents.
- Continue to collaborate with the health service to provide information to parents on dental hygiene.
- Provide workshops and information to parents on cyber safety and road safety.



Teaching for Impact

Utilising inclusive, evidence-based teaching practices that acknowledge individual students' capabilities. Informed by feedback and reflection, staff use a mix of purposeful, engaging, innovative teaching methods, that challenge students to reach their full potential.

Desired Outcomes:

- All staff utilise differentiated, purposeful, engaging and explicit teaching and assessment strategies, grounded in evidence-based practices, that meet the needs of learners.
- High quality teaching and learning practices are visible and celebrated in the school as well as with students' families and the wider community.
- Inclusive natural, physical and digital learning environments that encourage students to succeed.
- Data and effective feedback are used in a timely manner to track student progression and inform teaching practices to drive student improvement and academic growth.

Key Strategies

Students

- Students reflect on learning intentions and success criteria using exit strategies.
- Develop a bank of surveys that teachers from multiple year levels and learning areas could use.
- Senior school students complete post-exam reflection proforma.
- Staff conference with students to discuss achievement and progress.
- Secondary students use Compass to engage with their learning and teachers.
- Students showcase high quality work in relevant forums.
- Students reflect on learning through a visible approach utilising consistent feedback, reflection and assessment.
- Students reflect on their progress and achievement via task mark reports and goal setting.

Staff

- Continue to action our whole school literacy and numeracy plans incorporating best-practice teaching and learning.
- Develop whole school documented plan for data analysis and target setting to plan and deliver high impact learning.
- Develop and use end-of-unit surveys for feedback on teaching and materials.
- Use data and teacher handover to identify specific student needs and inform teaching.
- Teachers use daily reviews regularly.

Community

- Continue to invite parents into the school for parent information sessions and meetings such as:
 - parent-teacher-student meetings to discuss reports and student progress;
 - primary 'Meet the Teacher' parent information sessions;
 - Year 6 – Transition to High School;
 - Year 7 – How to support your child in secondary school; and
 - Year 10 – Subject Selection.
- Access regular updates about students and school events on or through:
 - Compass;
 - Seesaw;
 - Facebook; and/or
 - notices on the Christmas Island Roundabout Blackboard.





Innovation and Creative Thinking

Our students' ability to think creatively is key to supporting knowledge and innovation. Students are presented with authentic learning experiences and select appropriate tools and strategies to work towards innovative solutions, creating future world thinkers.

Desired Outcomes:

- Students and staff are supported to explore innovative ways to problem solve.
- Students and staff are supported to take considered risks, reflect on outcomes and adapt to our changing world.
- Students and staff respectfully question and voice their ideas.
- Students and staff are committed to sustainable practices.
- Students continue to explore and develop an informed world view.

Key Strategies:

Students

- Students are provided with opportunities to participate in innovative, critical and creative thinking through involvement in activities such as:
 - Creative Edge;
 - Write a Book in a Day;
 - Country Week;
 - cultural tours and the ANZAC tour;
 - visiting specialists and authors;
 - STEAM week;
 - National Simultaneous Story Time pantomime; and
 - Kayou Club.
- Participation in targeted sustainability activities, such as:
 - the Enterprise program (Year 7 & 8) and Junior Ranger Camp (Year 8);
 - the Marine Debris Audit;
 - Sustainability rotations (primary);
 - Crab Cadets and Junior Rangers after school programs;
 - Junior Ranger endorsed programs – Level 1 & 2;
 - Terrific Tuesday; and
 - recycling programs.

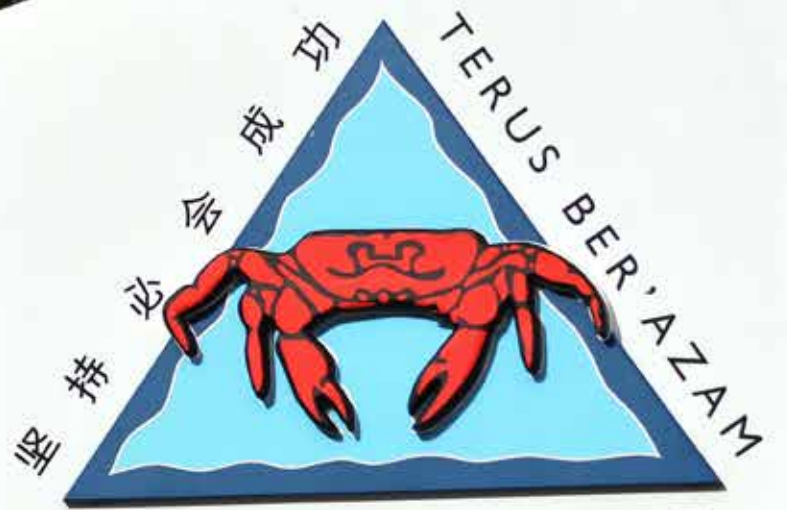
Staff

- Co-operative learning and innovative and creative thinking are promoted and used within classroom activities.
- Share learnings of best practice innovative and creative thinking at staff meetings, school development days, secondary meetings and cluster meetings.
- Professional Learning Committee to advertise professional learning that promotes innovative and creative thinking.
- Maintain partnerships with:
 - Parks Australia;
 - Australian Federal Police;
 - Legal Aid;
 - Indian Ocean Territories Health Service;
 - Phosphate Resources Limited and Green Space;
 - community leaders;
 - Christmas Island Kung Fu club;
 - Indian Ocean Group Training Association; and
 - the Islamic Council.

Community

- Showcase innovative and creative products around the school and in the community.
- Encourage the community to attend school events and have school representation and involvements in community events.
- Wherever possible, encourage all school events to be sustainable, utilising re-usable cups and plates. If this is not practicable, then an alternative is to use environmentally friendly products.
- Provide recycling bins for parents, students and the community at the school.





P E R S E V E R E

Christmas Island
District High School

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