



CHRISTMAS ISLAND  
DISTRICT HIGH SCHOOL

BUSINESS PLAN 2019-2021





## Our Vision

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

## Our Ethos

Christmas Island District High School is a safe, secure and happy school that respects and values:

- community;
- environment;
- cultural diversity;
- the inclusion of all individuals;
- the home languages of the Island;
- achievement and excellence; and
- innovative approaches.



## 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 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 360km southwest of Java and 2600 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 student population are Chinese, Malay and Australian.

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

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

Christmas Island District High School's whole school beliefs were developed through a collaborative process undertaken by all staff. These beliefs underpin everything that we do at Christmas Island District High School.

### Teaching

At CIDHS we believe in utilising evidence-based teaching practices to maximise success for all students. Teaching should be student-centred, explicit, inclusive, differentiated, and engaging. We promote critical and creative thinking through our teaching methodology. We believe in supporting the development of the whole child; that is, contributing to growth in confidence and wellbeing of all students. We promote community engagement and provide opportunities for students to contribute to the betterment of the wider Christmas Island community.

### Relationships

At CIDHS we believe parental and community relationships are essential to the success of our school. We value the importance of fostering positive partnerships with all students, and believe these relationships impact learning. Our staff expect each other – and therefore themselves – to be friendly, approachable, supportive, caring, honest, trusting, professional, and inclusive; these are attributes we believe to be integral to positive relationships. We believe in being collaborative, and value open classrooms that are conducive to collegial learning.



### Learning Environments

At CIDHS we believe learning environments should be safe, inclusive, engaging, and appropriately challenging for all students. We value the importance of incorporating sustainability across all learning areas, and ensure our sustainability focus is visible throughout the school. We believe learning environments should be visual and information rich to maximise the literacy development of our diverse student body. All learning environments should be visibly linked to our School Wide Positive Behaviour Support (SWPBS) system.

### Leadership

At CIDHS we believe leadership should be shared, transparent, process-driven, and consistent. Our distributed leadership approach is evident in our focus area committees, where all teaching staff are supported and encouraged to contribute. We recognise the importance of ensuring that all staff feel valued and supported, and we consider the safety and wellbeing of our staff to be paramount. We value the importance of, where possible and appropriate, involving the wider community in our school.



# Overview of Self-Assessment

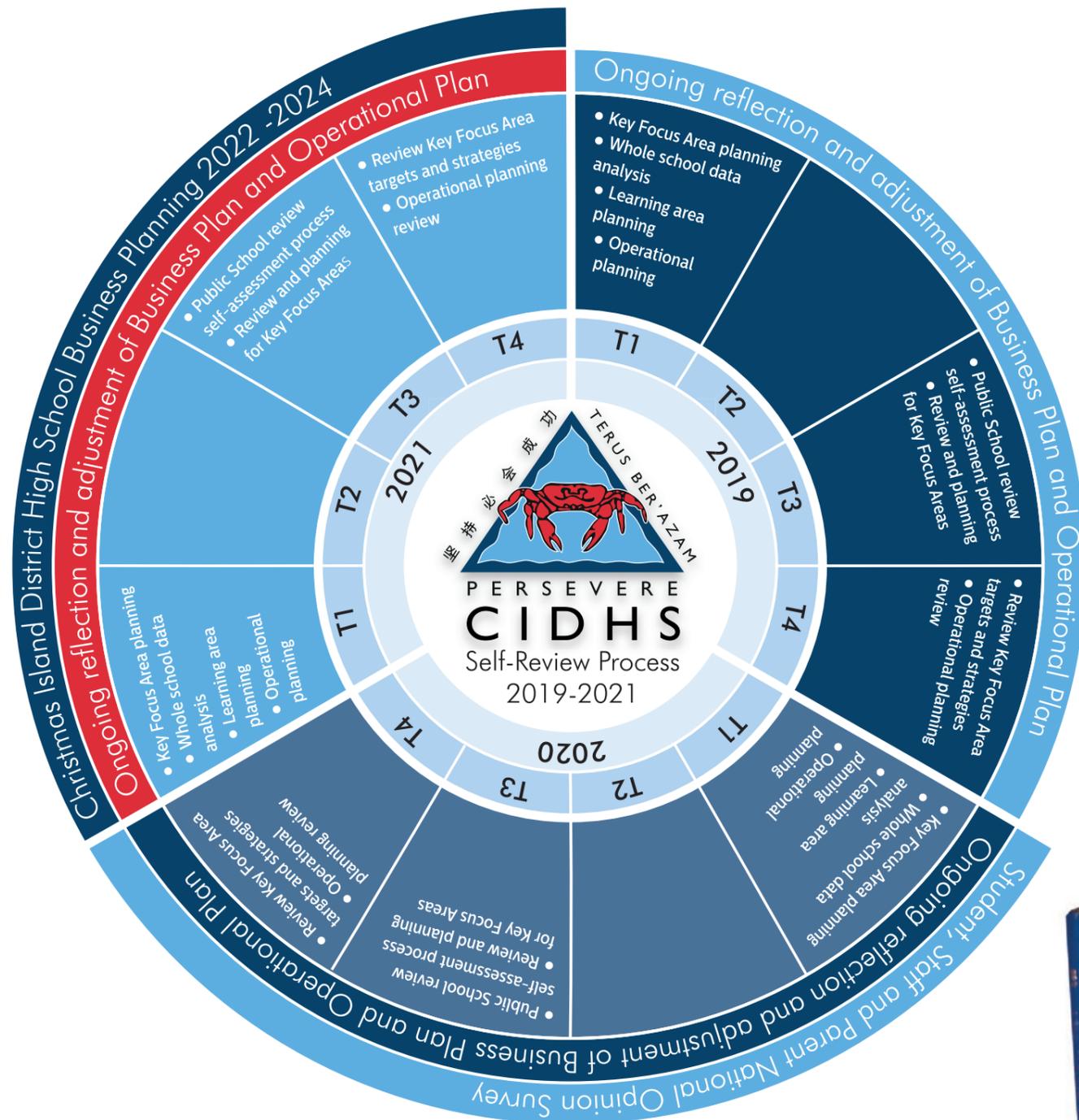
Empowering students to reach their full potential is central to everything we do at Christmas Island DHS.

The school's planning and self-review cycle is rigorous and responsive to the needs of 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 priority planning, teacher performance management, resource allocation and classroom teaching and learning practices.

At Christmas Island DHS we have a school-wide culture of self-reflection and strong self-assessment 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. Every three years, 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 focus area committee and is involved in target setting, operational planning and annual formative-review of our targets and plans. Our review process ensures that we respond to the evolving needs of our students in a planned and sustainable manner.

In addition to our internal self-review processes, the Public School Review process is undertaken every three years. The process involves school self-assessment and school-based validation by a review team. The review team provides a report which informs key directions for school improvement planning. This report is then published on our website.

Christmas Island DHS values the opinions of our parents, students and staff. Every two years, in conjunction with our school council, we develop and administer the National Staff, Student and Parent Opinion surveys. We then identify our strengths and areas for improvement and develop strategies to address these.



Christmas Island District High School  
Self-Review Process 2019-2021



## Student Improvement Targets

In addition to the range of improvement goals that are contained within each key focus area, the school has specific student achievement improvement targets which have been identified from student achievement data and other information.

They identify areas:

- of concern that require improvement;
- of desire and opportunity for improvement; and
- where sustained improvement needs to be consolidated.



### Literacy

- 65% of students will demonstrate 'moderate' to 'very high' progress from Years 3-5, Years 5-7 and Years 7-9 in NAPLAN Reading.
- 90% of primary students will meet the end of year PM Benchmark reading level target.
- 80% of students will demonstrate 'moderate' to 'very high' progress from Years 5-7 and Years 7-9 in NAPLAN Writing.
- 70% of primary students will meet the end of year PLD spelling level target.
- 70% of students will meet the end of year Brightpath writing level target.

### Numeracy

- 75% of students will demonstrate 'moderate' to 'very high' progress from Years 3-5 and Years 5-7 in NAPLAN Numeracy.
- 70% of students will demonstrate 'moderate' to 'very high' progress from Years 7-9 in NAPLAN Numeracy.

### Attendance

- The percentage of students achieving regular attendance (attending 90% of the time or more) will be at least 80%.
- We will continue to have attendance for all upper primary and secondary year groups above the WA Public School average.
- The attendance rates across the junior primary will be equal to or above the WA Public School average.

### Developing the Whole Child

- 95% of secondary students will participate in extra-curricular activities.

### Senior School

- 100% of senior school students will achieve an ATAR or Certificate II or higher.
- 86% of students will achieve Category 3 across all categories of OLN by the end of Year 12.

### School Wide Positive Behaviour Support

- 90% of students will achieve a bronze SWPBS award, 50% of students will achieve a silver SWPBS award and 5% of students will achieve a gold SWPBS award.

## Key Focus Area 1

### Health and Wellbeing

Incorporating the creation and maintenance of an inclusive environment, where students and staff are engaged in meaningful activities within the school environment and wider community, and achieving optimal mental, physical, social and emotional wellbeing.

## Key Focus Area 2

### High Quality Teaching and Learning

Utilising whole school, evidence-based teaching practice to maximise student achievement. Teachers understand what we teach, and how and why we teach it.

## Key Focus Area 3

### Critical and Creative Thinking

Preparing students to create elegant solutions for our evolving future.



## Focus 1: Health and Wellbeing

### Desired Outcomes:

- 1.1 Students and staff feel safe, secure and valued.
- 1.2 Students and staff are resilient and motivated.
- 1.3 Students and staff understand the benefits of a healthy and balanced lifestyle.
- 1.4 Students and staff are culturally active.
- 1.5 Students and staff value the natural and physical environment in contributing to health and wellbeing.
- 1.6 The community is well informed and engaged in the school's health and wellbeing initiatives.

### Targets:

#### Students

- Less than 10% of students disagree or strongly disagree with the statement "I feel safe, secure and valued at this school" in the Student National Opinion Survey.
- 100% of students have participated in the Protective Behaviours program.
- 80% of the canteen menu is associated with healthy options
- 95% of students participate in fitness or wellbeing activities.
- 100% of secondary students participate in environmental and sustainability programs (eg. Greta beach clean-ups, Adopt-a-spot).

#### Staff

- At least 90% of staff agree or strongly agree with the statement "I feel safe, secure and valued at this school" in the Staff National Opinion Survey.
- At least 88% of staff agree or strongly agree with the statement "I feel valued and respected by other staff members at this school" in the National Opinion Survey.
- All staff are offered a cultural tour as part of their induction program.

#### Community

- Protective Behaviours parent information sessions are to be offered every year.

### Key Strategies:

#### Students

- Implement the National Education Initiative (KidsMatter and Mindmatters).
- Develop and implement a strategy for extra-curricular activities for students, (potentially inviting community involvement too), eg. Kayou Club.
- Continue to implement the following programs:
  - Protective Behaviours
  - Rock and Water
  - School Wide Positive Behaviour Support
  - Jump Rope for Heart
  - Positive Parenting Program
  - Sun Safety
  - Dental Hygiene Program
- Review the existing playground areas to maximise environmental spaces and opportunities for nature based play.
- Promote growth mindset.
- Host inspiring guest speakers.

#### Staff

- Selected staff to undertake Gatekeeper training.
- Plan and implement a "Health and Wellbeing" week. Ensure that innovative and fun initiatives are included.
- Continue to offer the cultural tour as part of the induction program.
- Continue to induct new staff into island life through the buddy program.

#### Community

- Continue to value and celebrate Cultural Diversity through Harmony Day and LOTE nights.
- Continue to work with Island Care and Parks Australia to gain a better understand and appreciate the environment, sustainability and nature.



## Focus 2: High Quality Teaching and Learning

### Desired Outcomes:

- 2.1 Feedback is highly effective and has positive outcomes for students, staff and parents.
- 2.2 All teachers and education assistants ensure that evidence-based teaching, learning and assessment strategies are known, understood and implemented.
- 2.3 The community is provided with information about the rationale and benefits associated with teaching strategies utilised at Christmas Island District High School.

### Targets:

#### Students

- Students reflect on and use feedback to improve.

#### Staff

- All staff have completed professional learning in effective feedback and implemented this in their classrooms.
- A whole-school numeracy plan is developed and implemented.

#### Community

- Parents are informed of the importance of feedback as a teaching strategy through regular communication.
- All parents are provided with an information package each term (primary) or semester (secondary) about the programs, teaching and learning strategies and activities that will feature in classrooms.

### Key Strategies:

#### Students

- Students provide effective feedback to their peers.
- Students provide effective feedback to their teachers.

#### Staff

- Develop a whole of school best practice feedback strategy.
- Develop a schedule of professional learning regarding feedback.
- Monitor the implementation of effective feedback using the Tuning-In-Triads co-operative learning strategy.
- Establish a professional reading group by the end of Semester 1, 2019.
- Develop and implement a whole school numeracy plan, incorporating the latest findings on best practice teaching methods.
- Continue to implement the whole school literacy plan, incorporating the latest findings on best practice teaching methods.
- Use a range of data sources to identify students with limited growth and implement appropriate interventions/strategies.
- Implement or continue with existing whole of school strategies such as:
  - Talk 4 Writing, Diana Rigg;
  - Letters and Sounds
  - Let's Decode

#### Community

- Information about effective feedback is regularly communicated to parents via the newsletter, Facebook, Skoolbag and class newsletters.





## Focus 3: Critical and Creative Thinking

### Desired Outcomes:

- 3.1 Students take calculated, healthy risks in high quality learning environments.
- 3.2 Students are encouraged to explore innovative ways to problem solve and demonstrate their learnings and interests.
- 3.3 Students and staff question and respectfully voice their opinions.
- 3.4 Interdisciplinary teaching practices are employed where they will deliver high quality outcomes for students.
- 3.5 Students, staff and the community are provided with opportunities to engage in the Arts.
- 3.6 The community is well informed and involved in the school's critical and creative thinking initiatives.

### Targets:

#### Students

- 100% of Year 4 - 6 students will be engaged in Optiminds.
- All students will confidently demonstrate critical and creative thinking skills when provided with opportunities in high quality teaching and learning environments.
- All students to utilise STEM.
- All students involved in the Arts (either visual or performing).

#### Staff

- All staff to access and engage in relevant professional learning.

#### Community

- Community participation in Arts events.

### Key Strategies:

#### Students

- Demonstrate confidence in critical and creative self-expression through continuing involvement in:
  - Optiminds
  - Book in a day
  - Assemblies
  - Country Week
  - Tours (such as the ANZAC tour)
  - West Australian Debating League
- Continue to facilitate the Christmas Island Model United Nations Conference
- Provide a program of interdisciplinary challenges that require critical and creative thinking.
- Offer adult and student extra-curricular opportunities (e.g. woodwork projects).

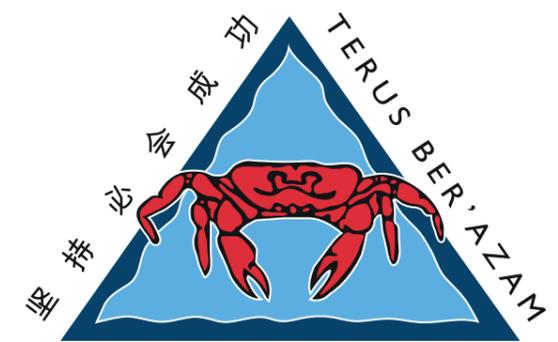
#### Staff

- Research and share learnings regarding best practice critical and creative thinking strategies.
- Purchase a range of new toys that encourage innovation and exploration during recess and lunch times.
- Implement whole school reflective tools (e.g. TAGS).
- Organise and run a STEM project day – students teaching students.
- Continue to run the Harmony Day performance

#### Community

- Workshop performances involving the school and community to understand the relevance of critical and creative thinking.





P E R S E V E R E

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