

Christmas Island District High School - Report 2013/14



Principal's Comment

Our Annual Report outlines the school's academic performance and highlights over the past twelve months.

We use our NAPLAN results to show our progress as this is quite clear in graph form. This is not of course the only measure we use. Teachers use a suite of evidence based tools and moderation with other schools to give as a clear picture of our progress.

Our school staff continue to take part in rigorous performance management and quality professional learning. This ensures that we are across the latest developments in Education and our students have access to best practice teaching.

It has been a busy twelve months with all staff being involved in

- A complete re-write of our school plan
- Looking at reporting and moderating using the West Australian Curriculum
- Incorporating classroom observations of teaching staff into Performance Management.

I acknowledge the work of all staff who continue to collaborate with one another and provide an excellent learning environment for our students.

We have a strong affiliation with our community and we strive to reflect the cultural and social values of all the different groups within the community of Christmas Island.

The highlights continue to be many and we pride ourselves on providing a quality happy learning environment, committed to giving our students the best opportunities to attain excellent outcomes. Christmas Island District High School is a good school

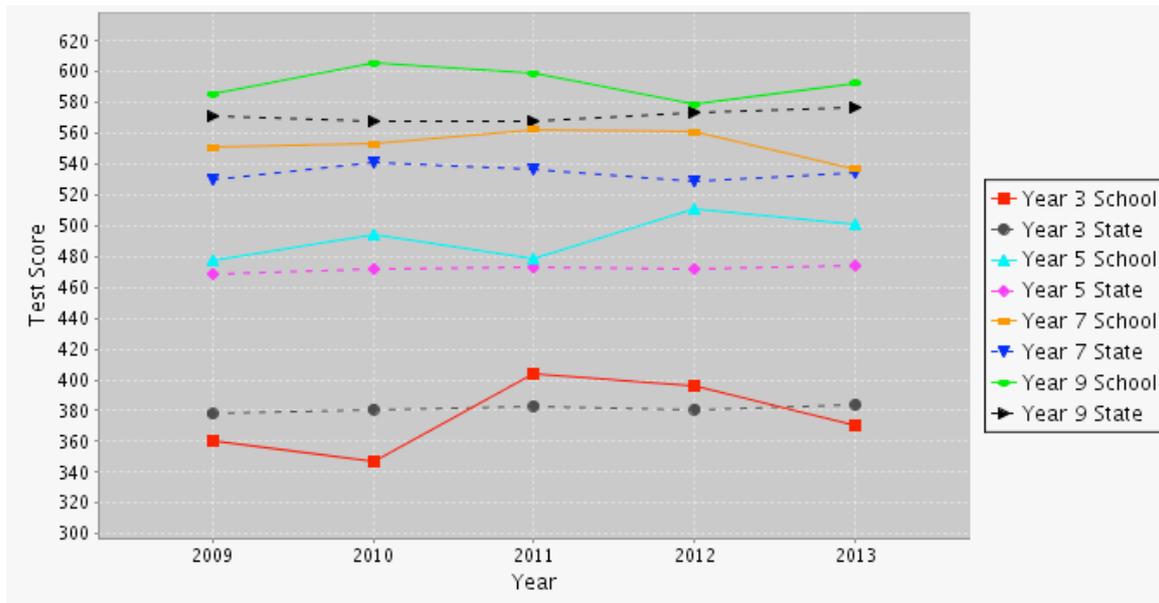
Ian Francis
Principal

NAPLAN School vs State (WA) 2009-2013

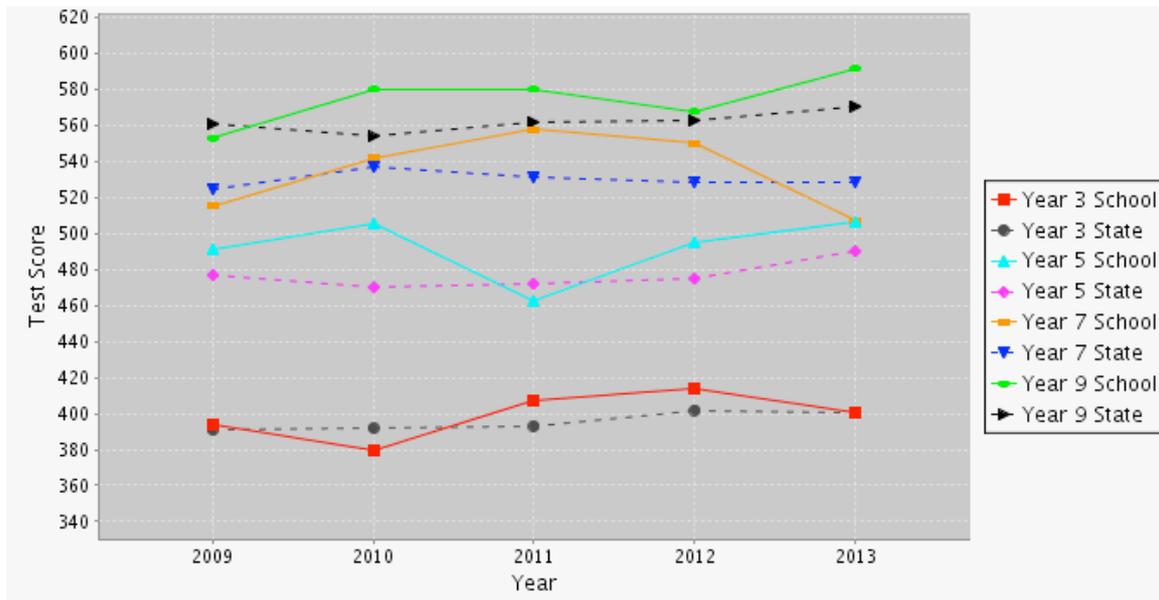
The following graphs show the CIDHS Year 3, 5, 7 and 9 class averages in each area tested compared to the WA class averages over the past five years. The small cohort of CIDHS students in each year level (average around 18) can often result in distorted results but the consistent achievement at or above the State average is pleasing.

A significant number of EAL/D students begin their schooling at CIDHS with little or no English language competency, therefore On Entry Assessment and school based monitoring provides essential information in regard to student development in Literacy and Numeracy. Results and analysis of Year 3 NAPLAN provides us with clear directions and goals in relation to our teaching and learning programs. Trends indicate that the student progression in all assessed areas of NAPLAN shows significant improvement between Years 3 & 5.

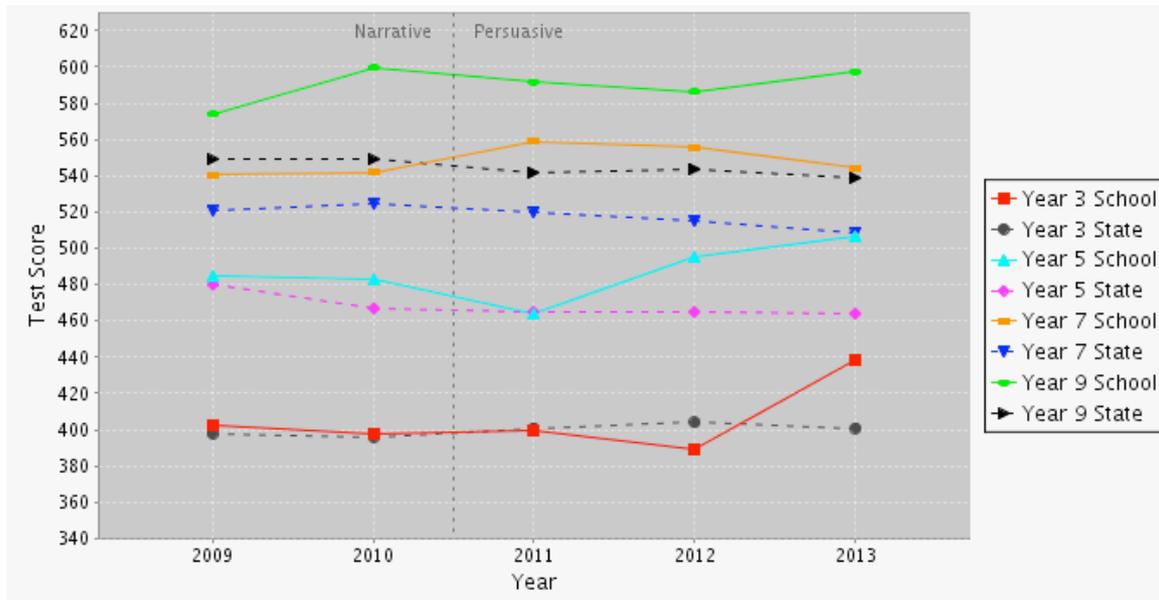
Average Numeracy Score



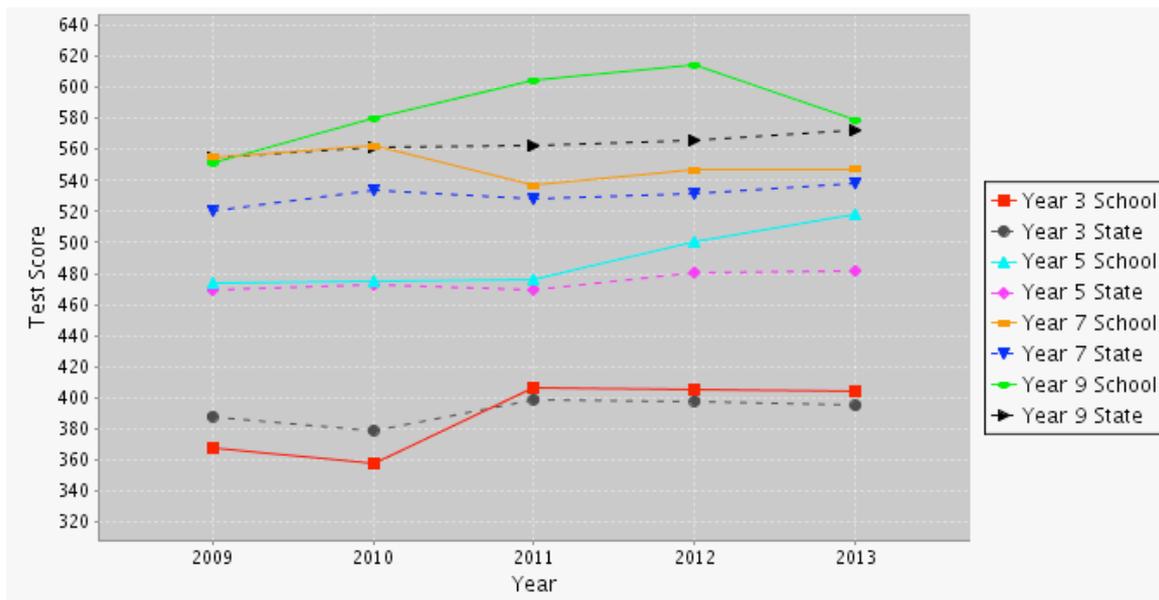
Average Reading Score



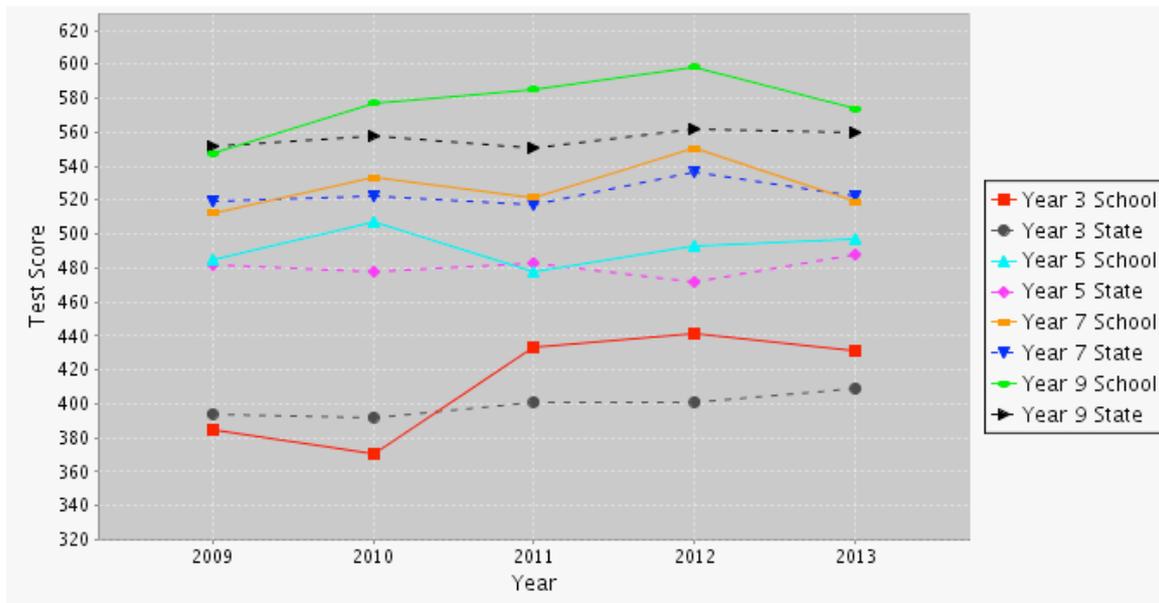
Average Writing Score



Average Spelling Score



Average Grammar & Punctuation Score



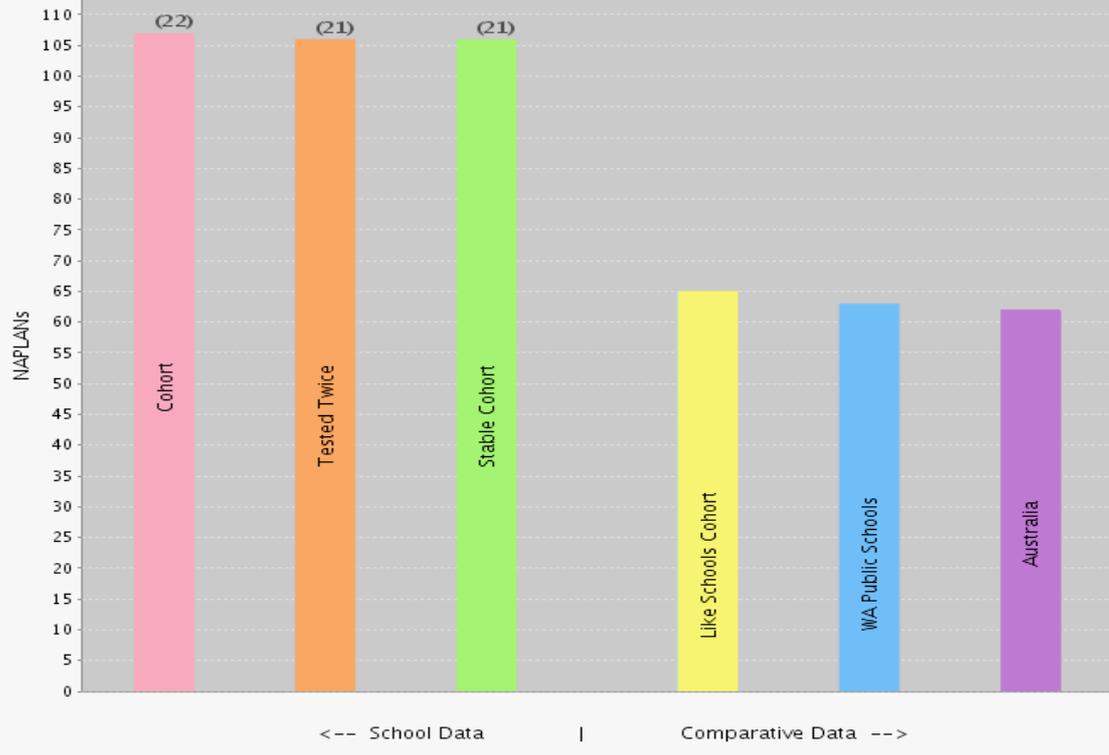
Future Directions

Results from 2013 NAPLAN indicate that a focus is needed for the school in the area of Reading Comprehension. This is currently a Priority Area for CIDHS for 2013-2015.

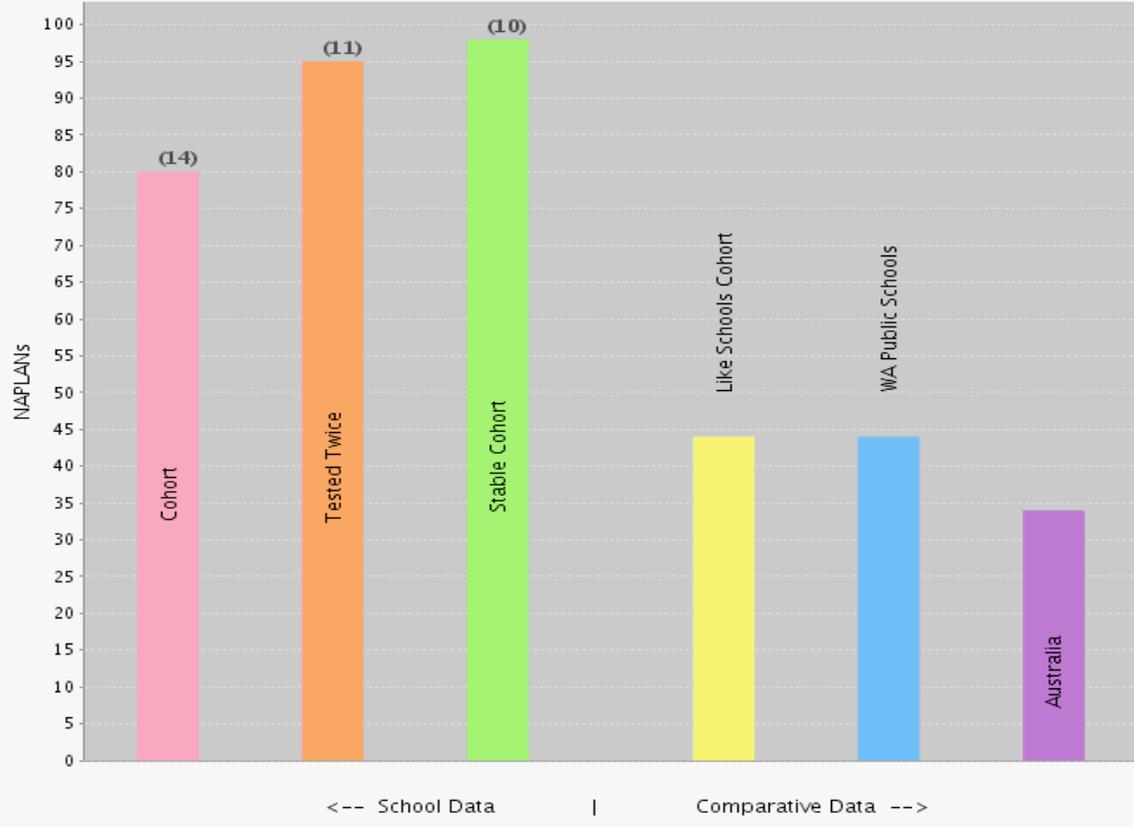
Progress 2011-2013 in Writing

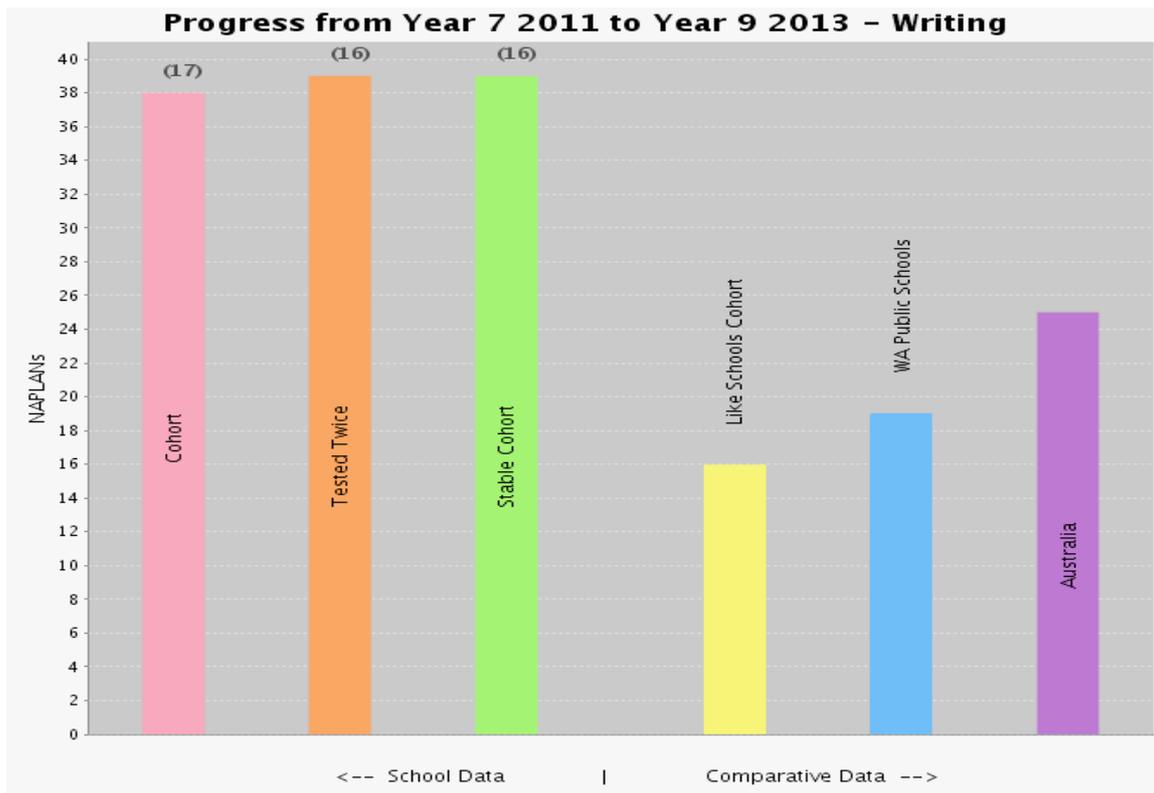
The following three graphs demonstrate the progress of our Year 5, 7 and 9 classes from the 2011 NAPLAN test until the 2013 test. Writing was identified as an area needing development and a school focus on this over the past three years has resulted in very good progress. Progress shows as being on average about 50% more than both WA and Australian schools results.

Progress from Year 3 2011 to Year 5 2013 - Writing



Progress from Year 5 2011 to Year 7 2013 - Writing





Australian Mathematics Competition

Fifty-four Primary and thirty-nine Secondary students took part in the Australian Mathematics Competition in early 2013. This competition is open to all Australian schools and schools in a number in south-east Asian countries.

This was the third year that Primary students have taken part in this competition with students from years 5, 6 and 7 and selected students from Year 4 participating.

This year we had fewer Distinction awards (Prize, High Distinction and Distinction), but we had many more Credit awards, compared to 2012.

CIDHS students achieved great results with:

1 High Distinction

4 Distinctions

31 Credit

Even though the questions in this competition are quite difficult and challenging, it is great to see that so many students are developing and using their problem solving skills.

3 + Programme

The 3+ Programme is a family friendly early childhood education programme that aims to prepare children and their families for formal schooling. The programme runs for three terms and requires parents to attend with their child. At the end of the year, four 'parent-free' sessions allow children to attend independently but with the support of parents. (This programme is not centrally funded but rather is reliant on the school having sufficient staffing to run it.)

On 2013, 21 children were enrolled in the 3+ Programme. These children came from varied cultural and language backgrounds with 11 English as a Second Language (ESL) learners. As in the previous year, 3+ began in Term 2. This starting time is ideal to allow the programme enough time to become an integral activity for 3+ families. This is especially the case on Christmas Island where families take extended leave off island and may miss a significant amount of the programme.

The programme was run at the Tom Paterson kindergarten, an ideal location to prepare the children for kindergarten. This venue allowed parents and children to explore the kindergarten environment together, learning about the routines, how to pack away toys, how to access toilets, and playing in the outdoor playground. This familiarity with the centre prepares parents and children in feeling confident about attending kindergarten the following year.

The 3+ curriculum focussed on the specific pre-literacy skills needed to support children for a smooth transition. Every session included a story read for enjoyment whilst teaching children how to sit, listen and think critically about the content. Parents were encouraged to support their child's comprehension during reading, especially ESL children.. The exercise also modelled strategies that parents could use when reading at home.

Circle time activities were designed to optimise parent and child interactions, with a focus on speaking and listening. Activities such as 'finding a partner' games also encouraged children to interact and get to know each other.

As well as a strong language focus, there was also a focus on developing fine motor skills and finger strength. This has traditionally been an area of weakness for a number of kindergarten students and the 3+ programme aimed to target this need through craft activities that required finger strength and control, such as picking up small sequins, colouring, gluing, finger painting, using tools that require a pincer grip, such as tweezers and play-dough. Much information was provided to parents about fine motor skills throughout the programme, including how specific activities could support fine motor skills, as well as expert developmental advice from the visiting Occupational Therapist.

Parent Education

Guest speakers were invited to the sessions and these included: Speech Pathologist, Occupational Therapist, Psychologist, GIR Literacy Specialist, Child Health Nurse and the Dentist. Parents valued the guest speakers and took the opportunity to address individual issues when necessary.

Incursions and Excursions

In 2013 the 3+ programme was enhanced by visitors to the island and special events. A maths specialist worked with children and parents and provided families with valuable information on Ipad resources. The class visited CIDHS on two occasions, for the Book Fair in the library and for a touch-pool excursion with the Fisheries officer. Visiting artists from the Art Afloat project conducted a floating art workshop with the group and we also had visits from ambulance service and police. As a group we also celebrated the end of Term 3 with a picnic at Territory Day Park. This year we also had a special pool swimming lesson with parents and children in the water followed by milkshakes and hot chips at the café as a special treat.

Parent Feedback

Parents were asked for formal feedback at the end of Term 2 and Term 4. In Term 2 parents were pleased with the inclusion of structured activities and noted the improvements in their children's concentration. The other main benefit was social interaction with children learning to mix and gaining confidence to play with other children. Parents also noted an improvement in fine motor skills.

At the end of the year parents were asked for feedback on the whole year and the responses focused on improved speaking and listening and greater independence and confidence.

Parents noted improved speaking in English as well as confidence to speak in front of a group and with their peers. Parents felt that their children were able to pay attention and sit and listen to stories and follow instructions.

The parent-free sessions helped to build independence and confidence and by the end of the year parents felt that these skills were well developed in preparation for the beginning of kindergarten.

Recommendations and Future Directions

It is recommended that in the future the 3+ programme continues to be an important introduction to the CIDHS community. Developing social interaction, parent education, class cohesiveness (including families getting to know each other) and simple classroom routines, helps the children and families become confident about starting kindergarten.

Four parent-free sessions were very beneficial this year and provided a good amount of time for children to gain independence. This year however, children who had not attended regularly during the programme were dropped off for the 'parent-free' sessions. Although it is a great opportunity for these children to be part of the group the lack of parent involvement suggested that these families were taking advantage of the 'parent-free' sessions. In future it will be made clear that it is recommended that families participate in all areas of the programme not just 'parent-free' sessions.

As 3+ is a family friendly programme, parents are encouraged to bring younger siblings. This was well used with many parents bringing toddlers along. At times parental supervision of toddlers was inadequate and activities were disrupted. Once again it needs to be very clear to parents that they are responsible for supervising their children at all times.

Conclusion

Overall the 3+ programme in 2013 was successful in introducing children and families to the school community and preparing children for kindergarten. The programme was well rounded and took advantage of many outside opportunities to extend the programme. The benefits of family involvement were crucial to its success and set a strong foundation for developing a supportive and involved school community. It is hoped that the 3+ programme has made families and children confident about starting kindergarten in 2014

CIDHS School Satisfaction Survey

A survey of the Community Satisfaction with CIDHS was completed in 2013. A total of 36 parents responded with 22 being female and 14 male. 16 spoke English as the main language, 10 Chinese, 9 Malay and 1 other. The results are as follows:

About the School

97.3% of respondents believed that CIDHS provides a safe and comfortable environment.

81.6% believe they are well informed about what happens at CIDHS.
 83.8% believe that CIDHS meets the educational needs of their child.
 77.8% believe that CIDHS meets the social and emotional needs of their child.

About the Teachers

83.8% of respondents believed that CIDHS teachers are good at their job.
 83.8% believed that the teachers are approachable.

About the Students

94.9% of respondents believe their child is happy to go to school.
 74.4% believe their child is reaching their potential.

Overall Rating

94.1% of respondents are satisfied with CIDHS

About the School				
1. CIDHS provides a safe and comfortable learning environment				
		1	20	17
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
2. I am well informed about what happens at CIDHS				
	1	6	26	5
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
3. CIDHS meets the educational needs of my child				
	1	5	20	11
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
4. CIDHS meets the social and emotional needs of my child				
	2	6	17	11
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

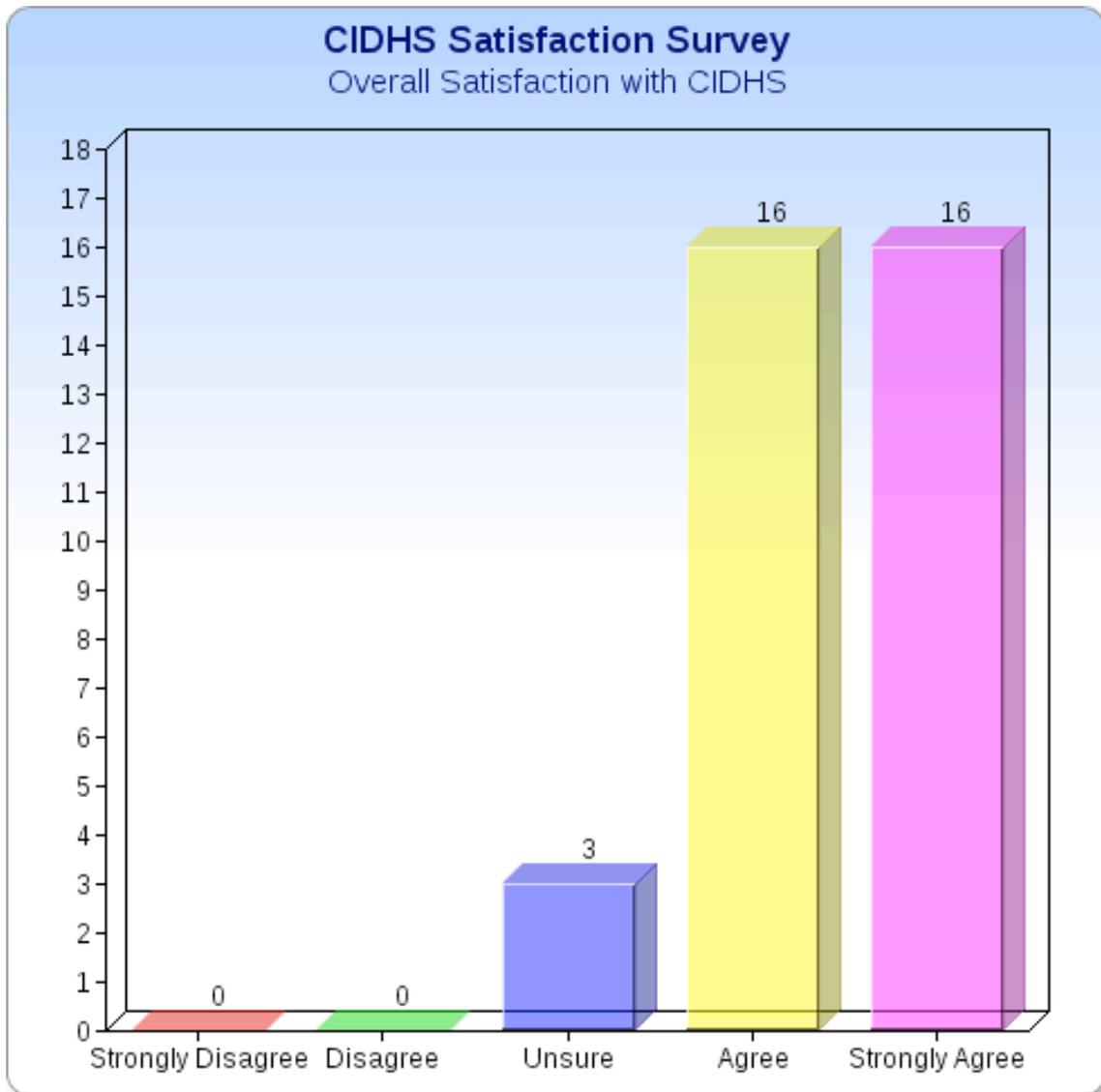
About the Teachers				
5. Teachers at CIDHS are good at their job				
		6	19	12
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
6. CIDHS teachers are approachable				
		6	16	15
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

About the Students				
7. My child is happy to go to school everyday				
	1	1	21	10
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
8. My child is reaching their potential at CIDHS				
	2	6	22	7
Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

9. Overall how satisfied are you with CIDHS				
		3	16	16
Very Unsatisfied	Unsatisfied	Unsure	Satisfied	Very Satisfied

About You				
Gender: Male 14 Female 22				
Home Language: English 16 Chinese 10 Malay 9 Other 1				

Number of children at school: 1- 14 2- 15 3- 2 more than 3- 1



Attendance Rates 2011-2013 School V State (WA)

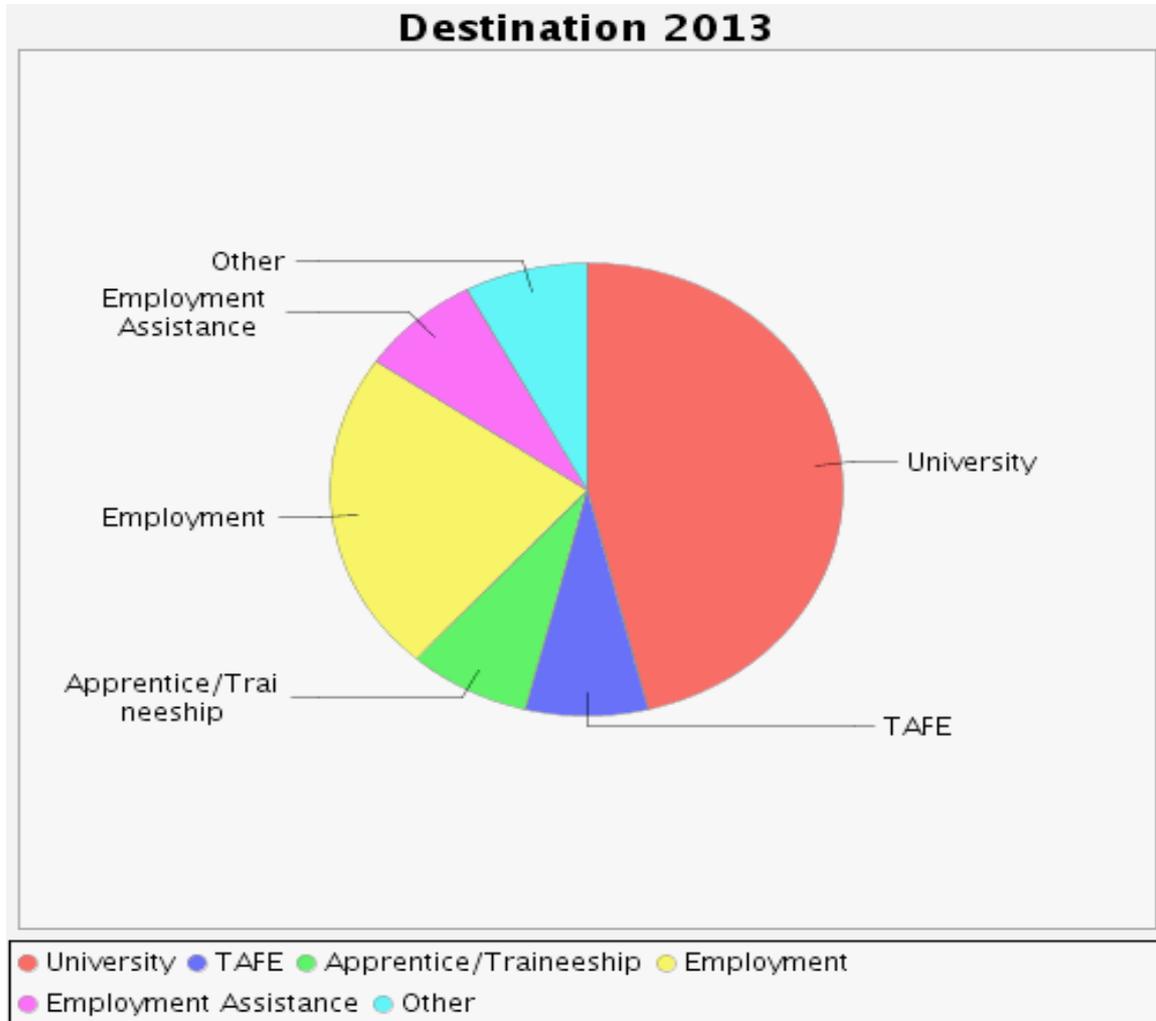
	Primary		Secondary	
	State	School	State	School
2011	92.7%	93.6%	87.5%	93.4%
2012	92.3%	94.2%	87.7%	94.0%
2013	92.6%	91.9%	87.4%	92.7%

WACE- Median Australian Tertiary Rank

	State	School
2011	75.6	79.6

2012	75.9	75.0
2013	75.3	86.6

Year 12 Student Destinations in 2013



Leaving Class of 2013

As a group, the Year 12 class of 2013 have proven to be the highest achieving group that has finished at Christmas Island District High School in recent memory. Not only did the students gain fantastic results for entry into university but many students have also been successful in gaining places at TAFE in Perth, employment on Christmas Island and winning positions in training opportunities on Christmas Island.

After a massive two years of targeted study by last years leaving class their efforts have been rewarded. 94% of the students attained their WACE. From the cohort of 16 students 10 of them were seeking an ATAR score to get them into University. All 10 gained an ATAR score high enough to gain them a place at a university in Perth.

We also compared very favourably with other mainland schools in regard to our performance with our ATAR scores. Our schools median ATAR was 86.6, which

placed us in the category similar to schools such as Churchlands Senior High School, Mercedes College, Willetton Senior High School and Trinity College.

Some of the individual performances of our students with their ATAR scores and university entrance were:

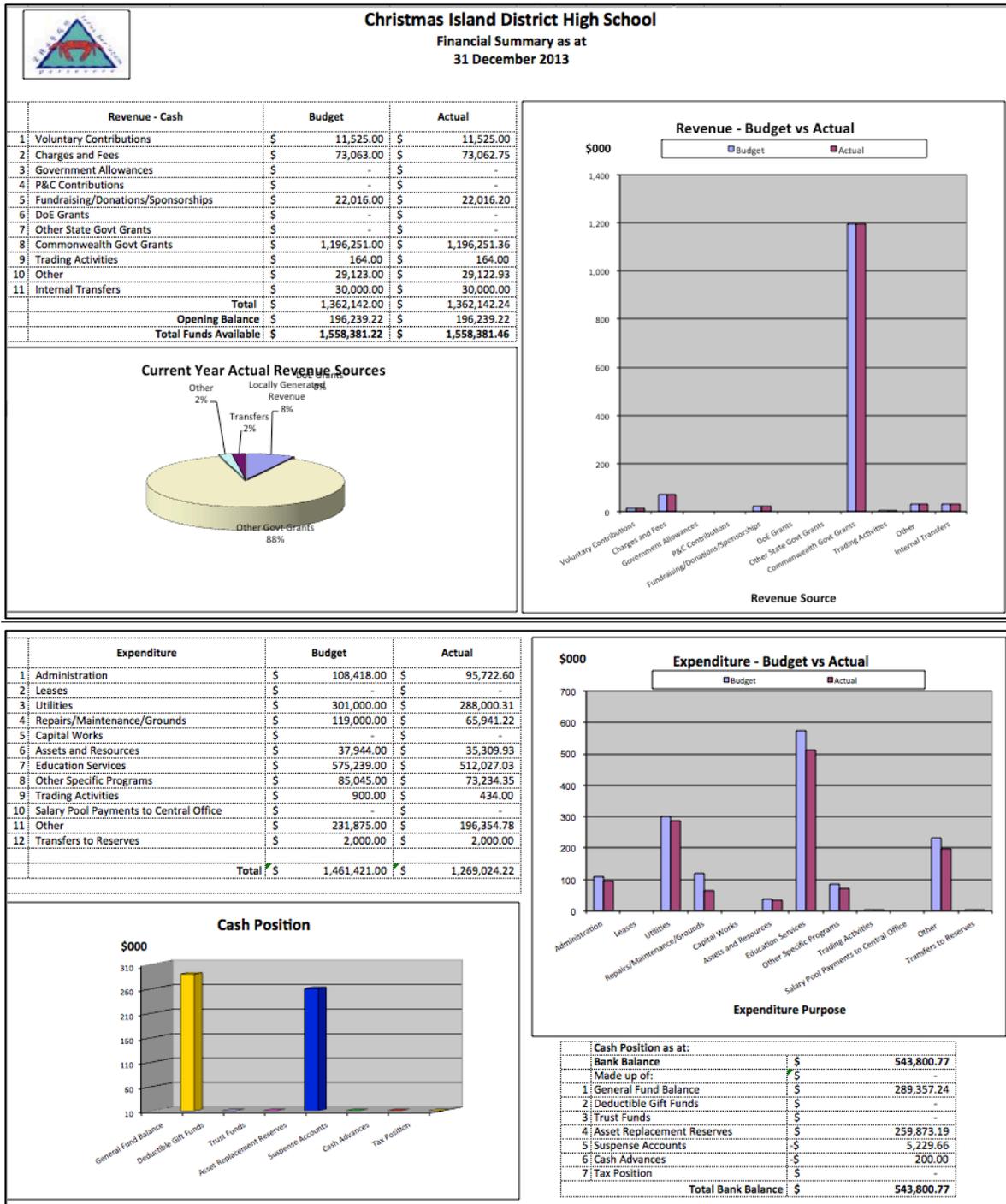
Name	ATAR score	2014
Wafiq Azmi	64.45	Sports Science degree at ECU
Isabelle Bolland	71.70	Deferred for 6 months then Murdoch uni. degree in politics and international relations.
Fiona Chen	93.45	Medical sciences degree at Curtin uni.
Bryan Choong	57.30	Pursuing a career in the music industry.
Ashley Ellis	89.55	Volunteering for 12 months then UWA Biomedical science degree.
Liam Gunnell	73.25	Forensic science degree at Curtin.
Philip Guan	91.35	Bachelor of Social Sciences (Actuarial studies) Curtin uni.
Alvin Lai	85.45	Biomedical science degree at UWA.
Jesse Lines	87.85	Law degree at Curtin.
Berwyn Wong	99.75	Economics degree at ANU. (Canberra)

ATAR scores are percentile rankings, meaning that a score like Fiona's of 93.45 puts her in the top 7% of students in WA. Therefore, our 2013 CIP High Achiever Berwyn Wong's ATAR of 99.75 puts him inside the top 0.5% of students in the state. Berwyn is the first student from CIDHS to receive a General Exhibition. These are awarded to the top 40 students in the state, with Berwyn being the 33rd best student in all of WA in 2013. Berwyn also received a Certificate of Distinction for English, which is awarded to students in the top 0.5% in the course and a Certificate of Commendation for achieving 20 or more A grades over Year 11 and 12.

Emma Dzuljaidi, our first student from Cocos Island to complete year 12 at Christmas Island DHS was successful in gaining a place at a preparation course in Perth for entry into university. Shahril Kamsah, Olivia King and Lot Nontapa are employed on Christmas Island. Michael Weyman and Shahkila Ismail have taken up training opportunities and Ben Robertson is having a gap year and travelling.

In whatever way you measure success, all of these students have been successful, and have taken the first steps on the way to achieving their dreams. We wish them all the best for 2014.

Financial Summary 2013



Highlights 2013/14

Secondary Student Laptop Trial

During 2013 a trial was undertaken with all Year 8 students being issued a laptop. These were to be taken home each afternoon and brought to class the next day. This trial was very successful and so the program will be extended into the rest of the secondary classes for 2014.

CIMUN

CIDHS held its very own Model United Nations Conference this year. Selected students researched and debated topics as if they were representatives of a particular country. This was modelled on the very successful Singapore SMUN, which our students have attended for several years.

Athletics Carnival

The Twilight Athletics Carnival was held on the last day of Term 3; an amazing evening of colour skill and teamwork from all of the students supported by the whole community.

Young Australian of the Year

The Young Australian of the Year, Akram Azimi, and the Young Western Australian of the Year, Michael Sheldrick, visited the school in October. They gave a number of motivational talks to our students and helped with the “Can You Beat the Year 12 Graduates Quiz Night”

Opti-Minds

Two CIDHS teams travelled to Perth to compete in the State-wide Opti-Minds Tournament in August. The teams were very successful finishing in the top four teams and gaining an “honours” for their presentation.

John Sanders Visit

In September, John Sanders sailed into Flying Fish Cove. We took advantage of his arriving and invited him to talk to different student groups at the school. He talked about his life sailing around the world and about the many places he has visited and places he still wants to see. We still follow his journey online.

Country Week

Our Volleyball and Speech and Debate teams competed in Senior Country Week again this year. Both of our Speech and Debate teams finished 3rd in their divisions and the Girls Volleyball fought a close finishing game to gain a fifth place. The boys played a very close final game and ended 2nd with a 2 sets to 1 loss to Great Southern Grammar.

Hospitality Camp

Every two years the students studying Certificate II in Hospitality attend a camp in Perth where they work in a fully equipped commercial kitchen and visit food service venues. This year they visited the Fine Food Fair, the Canningvale Markets, several high level restaurants and then studied and cooked at the Australian College of Applied Education.

The Sir Charles Court Young Leaders Program

Gerald De Cruz was one of the Year 10 students from across WA who was selected to participate in this fabulous program.

Harmony Day

In March our school community came together to celebrate the lasting multi-cultural fact of our school and communal co-existence and harmony.

Drug Education Forum

CIDHS was alive with activity as around 400 people including students, parents, staff members and community members converge on the school to find out about the effects drugs and alcohol can have on our bodies and how to live a healthier life.

SCMUN

We again sent a team of students at the invitation of the Singapore Chinese Girls School to participate in the Singapore Model United Nations. This international conference provides a powerful platform for local and overseas participants to engage in global issues that will heighten their sense of political awareness. A student wrote, "We'll look back on this unforgettable experience with pride and having a deeper understanding of the current issues affecting the world and how the United Nations works."