



PERSEVERE
CHRISTMAS ISLAND
DISTRICT HIGH SCHOOL



CHRISTMAS ISLAND
DISTRICT HIGH SCHOOL
BUSINESS PLAN

2022
2024



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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



innovative approaches



the home languages of the Island



achievement and excellence



the inclusion of all individuals



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

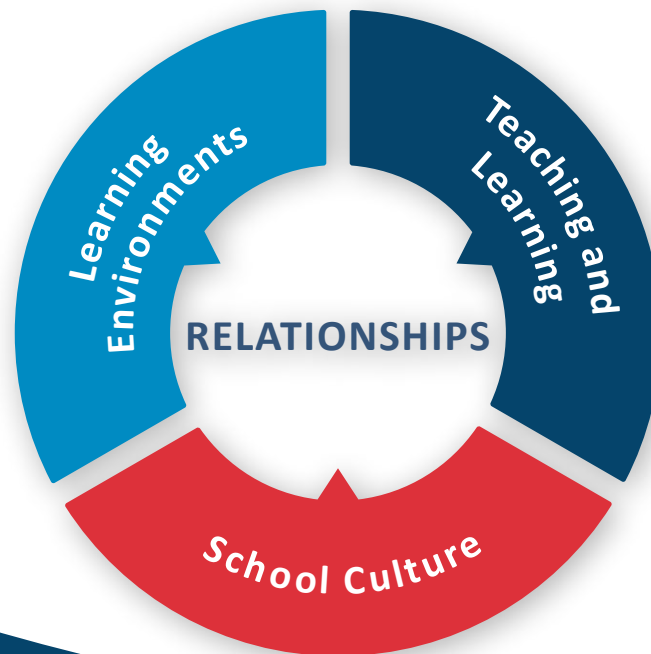
Christmas Island District High School is located on a ruggedly-beautiful tropical island 360 km southwest of Java and 2600 km northwest of Perth. Christmas Island has strong historical, cultural and geographical ties with Asia and, although the diverse socio-cultural background of students represents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



School Culture

We believe in promoting and maintaining a positive and engaging school culture where all staff and students feel valued, supported and are 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 student councillors who play a valuable role in contributing to our school culture through events, assemblies and performances.

We believe the wellbeing and safety of staff and students is paramount to the success of our school. We value the importance, where possible and appropriate, of engaging the wider community to contribute to our school.

Teaching

We believe in utilising contemporary, evidence-based teaching practices in order to maximise the success of our students. Our teaching practices are explicit, engaging, feedback-driven, and underpinned by the ongoing professional development of our staff. We promote critical and creative thinking through our teaching methodology and believe in employing technology purposefully to support learning. Our staff members are lifelong learners who lead by example by demonstrating honesty, accountability and respect. We believe in supporting the development of the whole child; that is, contributing to the growth, confidence and wellbeing of all students. We promote community engagement and support our students by providing them with opportunities to contribute to the betterment of the wider Christmas Island community.



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 success of our school. We expect all relationships to be underpinned by kindness, empathy, collaboration and integrity; this expectation extends to all members of our school community. 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. We believe all relationships should reflect our three core values to Be Responsible, Challenge Yourself and Show Respect. Key behaviours we value in our staff, students, and members of our wider school community are friendliness, approachability, empathy, honesty, professionalism and inclusivity; these are attributes we believe are integral to positive relationships and a strong school culture.



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



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 these 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 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. Each staff member belongs to a focus area committee and is involved in target-setting, operational planning and 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 validation by an external 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 District High School 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.

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:

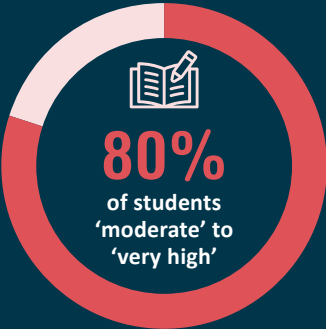
- of concern that require improvement;
- of desire and opportunity for improvement; and
- where sustained improvement needs to be consolidated.

Literacy

- At least 65% of students will demonstrate ‘moderate’ to ‘very high’ progress from Years 3-5, Years 5-7 and Years 7-9 in NAPLAN Reading.
- At least 80% of Primary students will meet the end of year DIBELS targets.
- At least 80% of students will demonstrate ‘moderate’ to ‘very high’ progress from Years 5-7 and Years 7-9 in NAPLAN Writing.
- At least 70 % of students will meet the end-of-year PLD spelling level target.
- At least 70% of students will meet the end-of-year Brightpath writing level target.

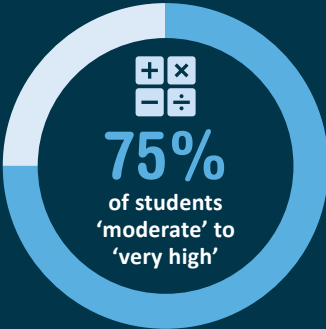
LITERACY

Years 5-7 and Years 7-9 progress in NAPLAN Writing

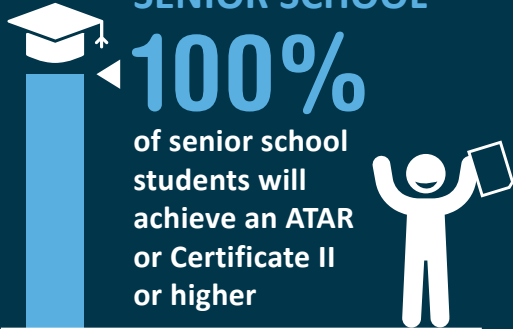


NUMERACY

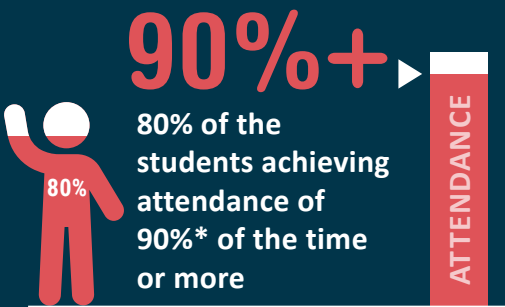
Years 3-5 and Years 5-7 progress in NAPLAN Numeracy



SENIOR SCHOOL



ATTENDANCE



*Above the WA Public School average.

Numeracy

- At least 75% of students will demonstrate 'moderate' to 'very high' progress from Years 3-5 and Years 5-7 in NAPLAN Numeracy.
- At least 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%.
- Attendance for all upper primary and secondary year groups will continue to be above the WA Public School average.

- The attendance rates across the junior primary will be equal to or above the WA Public School average.

Senior School

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

School Wide Positive Behaviour Support

- At least 85% of Primary students will reach Platinum Vivo status by Term 4.



Key Focus Areas

Health and Wellbeing

All staff and students are supported to engage in meaningful activities within the school environment and wider community that assist in achieving optimal mental, physical, social and emotional wellbeing. Safety is seen as an integral component of health and wellbeing and Christmas Island District High School is dedicated to ensuring that all environments – natural, physical and online – positively contribute to student and staff health and wellbeing.

High Quality Teaching and Learning

Utilising whole-school, inclusive, evidence-based teaching practices to maximise student achievement is seen as integral to high quality teaching and learning outcomes for students. Staff use a mix of contemporary and innovative teaching methods that challenge students to reach their full potential.

Critical and Creative Thinking

Our students' ability to think critically and creatively is a pre-requisite to the optimal expansion of knowledge and a bright, sustainable future. Our teaching practices support, enable and empower students to determine inspiring, sustainable pathways that best serve their evolving futures.



Health and Wellbeing

Desired Outcomes:

- 1.1 Students and staff feel safe, secure and valued.
- 1.2 Students and staff are culturally aware and connected.
- 1.3 Students and staff understand the benefits of a healthy, balanced lifestyle: emotionally, physically and mentally.
- 1.4 Students and staff can identify concerns and use strategies or access support to resolve concerns when needed.
- 1.5 Students and staff ensure that the natural, physical and online environments positively contribute to health and wellbeing.

Targets:

Students

- 100% of students agree or strongly agree 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 weekly canteen menu is associated with healthy options as defined by Department of Education Policy.
- 100% of students participate in the School's fitness and wellbeing activities.

Staff

- 95% of staff agree or strongly agree with the statement 'I feel safe, secure and valued at this school' in the Staff National Opinion Survey.
- 95% of staff agree or strongly agree with the statement 'I feel valued and respected by other staff members at this school' in the Staff National Opinion Survey.
- Staff have completed a cultural tour as part of their induction program.
- Staff know how to, and feel supported in, accessing assistance when needed.
- Staff access ongoing professional learning on cyber safety for staff, students and community.
- Staff facilitate at least one student wellbeing event each term.

Community

- Information sessions on relevant health and wellbeing topics are offered to parents every year.
- Cultural tours are provided for new families and interested community members within the first 12 months of their arrival.
- Parents and the community are invited to health and wellbeing events throughout the year.
- 90% of parents agree with the statement 'I know how to access wellbeing support for my child if needed' in the Parent National Opinion Survey.



Key Strategies:

Students

- Continue to implement the following programs and initiatives to support the health and wellbeing of students:
 - Be You program;
 - Health and Wellbeing Week;
 - mentor program for Senior School students and students at educational risk (needs-based);
 - School Wide Positive Behaviour Support program;
 - Rock and Water program;
 - Zones of Regulation program (appropriate year levels);
 - Kayou Club;
 - Country Week;
 - swimming lessons at both the pool and Flying Fish Cove;
 - Year 4-6 multi-age sports;
 - Jump Rope for Heart;
 - Sports Carnival;
 - Secondary Rewards Day;
 - Mud Day;
 - picnic at Territory Day Park; and
 - support for two Year 10 students per year to apply for Camp Hero Scholarships.
- Engage in:
 - Student Council initiatives; and
 - staff-led health and wellbeing programs (e.g. Kayou Club, carnivals, Country Week).
- Development of an outdoor classroom space.
- Cybersafety is actively taught and promoted across all year levels.

Staff

- Continue to implement the following initiatives to support the health and wellbeing of staff:
 - random acts of kindness initiative;
 - Choccies for Champs initiative;
 - buddies for new staff;
 - regular reminders about the Employee Assistance Program;
 - influenza vaccine provided to staff on site; and
 - the Cultural Tour.
- Encourage and support staff to access professional learning that supports the health and wellbeing of our students, including:
 - Gatekeeper training;
 - Youth Mental Health First Aid;
 - first aid;
 - asthma training; and
 - anaphylaxis training.
- Collaborate with canteen staff to ensure healthy menu items.

Community

- Offer Positive Parenting Program (Triple P) for both children and teenagers, annually.
- Provide Crunch and Sip resources to parents/carers.
- Continue to collaborate with the health service to provide information to parents on dental hygiene.
- Provide workshops and information to parents on cyber safety, road safety and the 'Be You' program.



High Quality Teaching and Learning

Desired Outcomes:

- All staff ensure that evidence-based learning, teaching and assessment strategies that meet the needs of all learners are known, understood and implemented.
- High quality teaching and learning practices are visible and celebrated in the school, within the students' families and in the wider community.
- All staff and students are encouraged to be committed to lifelong learning.
- Students are engaged in inclusive learning environments that result in students fulfilling their learning potential.
- Feedback provided is effective, informative and has positive outcomes for students, staff and parents.

Targets:

Students

- At least 90% of students agree or strongly agree with the statement 'My teachers provide me with useful feedback about my school work'.
- At least 95% of students agree or strongly agree with the statement 'My learning needs are being met at this school.'
- At least 90% of students agree or strongly agree with the statement 'My teachers are good teachers.'
- Students have adequate access to study tools prior to exams.
- 100% of students participate in extra-curricular learning opportunities.

Staff

- 100% of staff agree or strongly agree with the statement 'Students' learning needs are being met at this school'.
- At least 95% of staff agree or strongly agree with the statement 'I receive useful feedback about my work at this school.'
- All staff complete appropriate professional learning, implement outcomes in their classrooms, and share with other staff.
- Staff identify and cater to diverse learning needs.
- Staff regularly model and share best practice.
- Staff reflect on and use feedback to improve.



Community

- At least 95% of parents agree or strongly agree with the statement 'My child's learning needs are being met at this school.'
- Teaching, learning and student achievements are celebrated with the community through a variety of media.
- Families feel informed and feel that the frequency and detail of communication from the school is appropriate.
- All primary parents are provided with information each term about the programs and activities that will feature in classrooms.
- All secondary parents are provided with information each semester about the programs and activities that will feature in classrooms.

Key Strategies:

Students

- Students reflect on learning intentions and success criteria using exit strategies.
- Students reflect on their learning experiences using end of unit or class surveys.
- Senior school students complete post-exam reflection proforma.
- Staff conference with students to discuss achievement and progress.
- Secondary students use Connect and email to engage with their learning and teachers.
- Students showcase high quality work in relevant forums.

Staff

- Continue to action our whole school literacy and numeracy plans incorporating best-practice teaching and learning.
- Implement or continue with existing whole of school strategies such as:
 - Talk 4 Writing;
 - PLD Spelling;
 - Letters and Sounds;
 - Let's Decode; and
 - MultiLit.
- Access professional learning in Cognitive Load theory.
- Teachers focus student learning by using WALT (what are we learning today)/WILF (what I am looking for) in primary classes, and learning intentions and success criteria in secondary classes.
- Develop and use end-of-unit surveys for feedback on teaching and materials.
- Staff complete the AITSL teacher/principal reflection tool annually and performance management goals are constructed subsequently.

Community

- Continue to administer the National Opinion Survey to parents biennially.
- Continue to invite parents into the school for parent information sessions and meetings such as:
 - parent-teacher-student meetings in Term 3 to discuss Semester 1 reports and student progress;
 - primary parent information sessions;
 - Year 7 – How to support your child in secondary school;
 - Year 7 – Transition; and
 - Year 10 – Subject Selection.
- Access regular updates about students and school events on or through:
 - Connect;
 - Seesaw;
 - Communication books;
 - Facebook; and
 - notices on the Christmas Island Roundabout Blackboard.

Critical and Creative Thinking

Desired Outcomes:

- Students and staff are encouraged to explore innovative ways to problem solve.
- Students and staff are supported to challenge themselves and take calculated, healthy risks in suitably stimulating environments.
- Students and staff respectfully question and voice their opinions.
- Interdisciplinary teaching practices are employed where they will deliver excellent outcomes for students.
- Students, staff and the community are provided with opportunities to engage in the Arts.
- Students, staff and the community are provided with opportunities to engage in STEM.
- Students and staff are committed to and involved in, creating and maintaining sustainable environments.

Targets:

Students

- All students will have extra-curricular arts and STEM experiences at least 3 times a year.
- 100% of Year 4-6 students participate in Creative Edge.
- Students are provided opportunities to challenge, problem solve, and evolve their thinking through competitions, excursions and other experiences.
- Students use different models and approaches to problem solving in the classroom.
- 100% of students participate in environmental and sustainability programs.

Staff

- All staff to access and engage in relevant professional learning and implement this in learning environments. Where relevant, these learnings will be shared across staff.
- Staff embed critical and creative thinking strategies in their teaching and learning practices each term.
- Interdisciplinary teaching practices are employed, particularly at primary school level.
- Interdisciplinary planning across specialist and primary school staff occurs at least once a term.

Community

- The community is invited and encouraged to participate in Arts and STEM events.
- The community is provided with opportunities to be involved in critical and creative thinking activities.

Key Strategies:

Students

- Students are provided with opportunities to participate in critical and creative thinking through involvement in activities such as:
 - Creative Edge;
 - Write a Book in a Day;
 - assemblies;
 - Country Week;
 - tours (eg ANZAC tour);
 - visiting specialists;
 - SeaWeek;
 - STEAM week;
 - UPC (understand, problem solve, check); and
 - the Christmas Island Model United Nations Conference.
- Develop resilience and assertiveness through programs such as:
 - Rock and Water;
 - Protective Behaviours;
 - SDERA drug education;
 - Zones of Regulation; and
 - the Student Council.
- Participation in targeted sustainability activities, such as:
 - the Marine Debris Audit;
 - sustainability rotations;
 - SeaWeek;
 - Nude Food day; and
 - multi-aged group rotations include sustainability programs such as composting, paper shredding and waste audits.

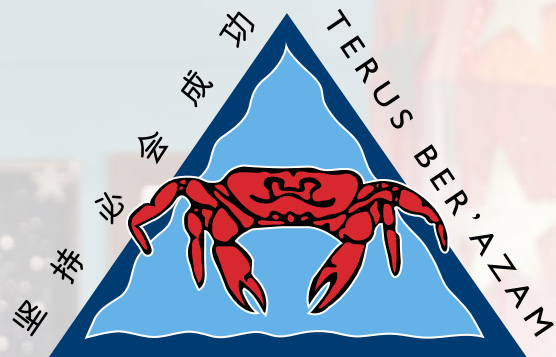
Staff

- Co-operative learning and critical and creative thinking are promoted.
- Growth mindset is modelled and promoted in learning activities.
- Professional Learning Committee to advertise professional learning that promotes critical and creative thinking.
- Develop classroom observation proforma on inter-disciplinary teaching and learning.

Community

- Offer/provide adult and student extra-curricular activities (community woodwork, music and art, marine debris audit).
- Showcase critical and creative products around the school and in the community.
- Encourage community to attend school events.
- Promote sustainable community events.





P E R S E V E R E

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