ANNUAL REPORT

COCOS ISLANDS DISTRICT HIGH SCHOOL



2023

School and Context

Cocos Islands District High School is a Level 5; K-10 school operated by the WA Department of Education (DoE) and is funded by the Federal Government. It is located approximately 2,700 kilometres northwest of Perth. The school consists of two campuses; Home Island Campus which caters almost exclusively for K-6 Cocos Malay students and the West Island campus which caters to both Home Island and West Island Years 7-10 students, and West Island K-6 students.

The Nature of our Community

Cocos Islands has two inhabited islands, Home and West Island, on opposite sides of an 8-kilometre lagoon. Home Island is the home of most of the Cocos Malay population (approx.450 people). Most of the Cocos Malay people have their origins in the present nations of Indonesia and Malaysia and came to the islands as copra workers for the Clunies Ross family, who once owned the islands. The Cocos Malay people have strong cultural traditions and are devout Muslims. They also have strong links to the surrounding atoll environment. West Island is the administrative centre and is home to mostly expatriate residents and workers. Approximately 120 people live on West Island and the airport is located there. Many residents on both islands have young families and a strong community spirit is present. The Cocos Islands are renowned as a safe and secure place to live and provide opportunities to experience a unique natural, and fascinating cultural environment.

School Staff

The 2023 school year commenced with a staffing allocation of 19 FTE (full-time equivalent). The allocation was shared across part-time and full-time positions. All staff are selected through the DoE (WA) merit selection process and are well-grounded in their practice and subject knowledge. All teaching staff hold the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teachers' Registration Board of WA. Our teaching staff is ably supported by a team of locally engaged support staff who fulfill roles including Manager Corporate Services, School Officers, Ethnic Education Assistants, Special Needs Education Assistants, Library Officer, Gardener/Handyperson, and Cleaners, without whom we could not function.

School Services

In conjunction with several government agencies and DoE (WA), the school is serviced by an on-island nurse and visiting allied health professionals. These include a school psychologist (shared with Christmas Island High School), occupational therapist, speech therapist, paediatric physiotherapist, paediatrician, and, when needed, consultants for our students with disabilities.

Professional Learning

The school invests in developing staff capacity (teachers and education assistants), through the provision of high-quality professional learning opportunities that link directly to the whole school approaches. From within our staff, individual teachers are identified by their peers as lead teachers in the school, tasked with providing coaching and mentoring in their specific area of expertise.

Student numbers (as at Semester 1, 2023)

Student Number	(FTE)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(7)	13	8	10	17	13	10	8	86
Part Time	13								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	10	7	6	7				30

School	Total	
Full Time	109	
Part Time	13	(7)
Total	122	(116)

Student numbers (as at Semester 2, 2023)

Student Number	(FTE)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(7)	13	8	10	18	12	10	7	85
Part Time	13								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total
Full Time	11	8	6	8				33

School	Total	
Full Time	111	
Part Time	13	(7)
Total	124	(118)

	Kin	PPR	Pri	Sec	Total
Male	3	7	32	20	62
Female	10	6	33	13	62
Total	13	13	65	33	124

Student Attendance: Primary

	Attendance Rate	
	School	WA Public Schools
2021	91.2%	91.0%
2022	87.9%	86.6%
2023	90.2%	88.9%

Student Attendance: Secondary

	Attendance Rate	
	School	WA Public Schools
2021	93.8%	84.4%
2022	91.4%	80.4%
2023	91.9%	82.5%

Attendance rates for primary and secondary students remain high, with consistent averages exceeding 90%.

Several factors contribute to this positive trend:

- **Parental Engagement**: Despite occasional instances of students missing school due to family events such as the birth of a child, family holidays, weddings, and medical issues, parents are actively encouraged to enrol their children in a mainland school if an extended absence is anticipated. This proactive approach helps minimise disruptions to learning.
- **Economic Considerations**: The high cost of return airfares from the islands influences family decisions regarding extending annual or term holidays to the mainland. Despite these financial constraints, families prioritise their children's education, resulting in sustained attendance rates.
- **COVID-19 Vigilance**: Since the onset of the COVID-19 pandemic, parents have been vigilant in keeping their children home when they exhibit flu-like symptoms. This collective effort has not only safeguarded the health of students and staff but also contributed to reducing the spread of colds and influenza within the school community.

We commend the dedication of parents, students, and staff in maintaining high attendance rates despite the various challenges faced. Their commitment to education is instrumental in fostering a conducive learning environment for all.

Student Performance

In 2023, 80% of students at CIDHS were English as an Additional Language or Dialect (EAL/D) learners, all of whom were from the Cocos Malay Community. These students undergo assessment based on the EAL/D Progress Map, focusing on Speaking and Listening, Reading, Viewing, and Writing. The Progress Map guides their learning journey through Early Childhood (K-2), Middle Childhood (3-6) and Early Adolescence (7-10) stages.

The teaching and learning context of our school is unique:

- Situated in an isolated and very remote environment with a split campus and a predominant cultural group.
- The community primarily speaks their home language, with the school providing one of the few opportunities where Standard Australian English (SAE) is spoken. However, the students' Basic Interpersonal Skills (BICS) are lower than what would be expected in a mainland EAL/D environment.
- Limited opportunities for independence and broader social engagement exist.

Since 2018, there has been significant improvement in students' proficiency in SAE across all year levels. Through community consultation and leveraging generational change, the school is now proudly regarded as bilingual by the community. Parents actively expose their children, from birth to both SAE and Cocos Malay, without fearing a loss of their home language. Both languages are respected and utilised within the school environment. This paradigm shift has positively impacted learning outcomes for all students.

The impetus for change has been supported by evidence-based whole-school approaches, recognised as models of best practice, and have been introduced across both school campuses. Current staff, including Ethnic Education Assistants, are fully trained, with new staff receiving training prior to appointment. Lead teachers offer ongoing support school-wide, ensuring a seamless transition for students from year to year.

Our whole school approaches include:

- Walker Learning
- Sounds Write
- Talk for Writing
- Zones of Regulation
- Oxford Maths was trialled in 2023 and introduced in 2024 across the school.
- Kilpatrick Phonemic Awareness
- Spelling Mastery has been introduced in 2024

In 2023, the entire staff undertook professional learning in research-based high-impact teaching strategies spanning all phases of learning from K-10. This holistic approach bridges the science of learning with the art of teaching, promoting consistency in teaching practices. Instructional coaches will be trained in 2024 to ensure fidelity in implementing these strategies and to provide ongoing support to all staff.

Data Trends

Progressive Achievement Tests

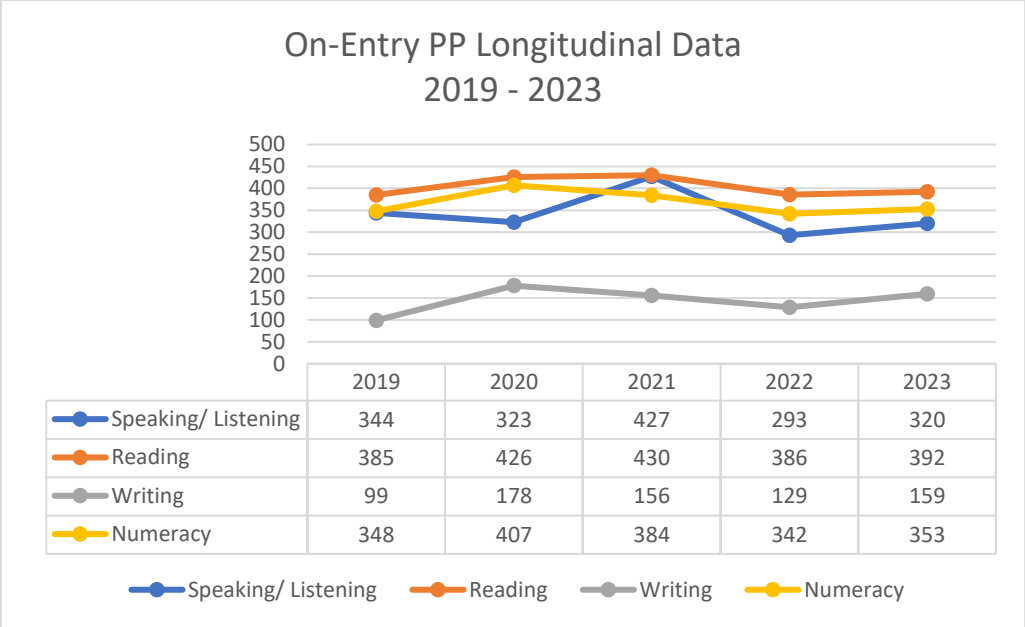
Progressive Achievement Testing has been used since 2018 to create a data set to inform teaching and learning and to provide a measure of progress over time against norms. Of the greatest importance is the measure of value-adding - the cohort scale score progression compared to the national progression.

- Average scaled scores show improvement across both campuses.
- Year 3 students, from both islands, have added the most value to their scaled scores.
- 45% of Year 4 and 5 students made +>5 scale score points in numeracy.
- In 2023, All Year 7 students continued to show improved scores in reading comprehension.
- In 2023, Year 10 students increased their scale score mark by an average of 14.

On Entry

During weeks 3-6, Term 1, students in PP to Year 2 are assessed in the areas of oral language, reading, writing, and numeracy.

- Since 2021, it has become evident from the data, that early intervention through whole-school approaches has had very positive outcomes for all students in each learning area.
- In 2023, all students have been able to achieve results in the middle band or above, in all aspects of the On-Entry testing by Year 2.



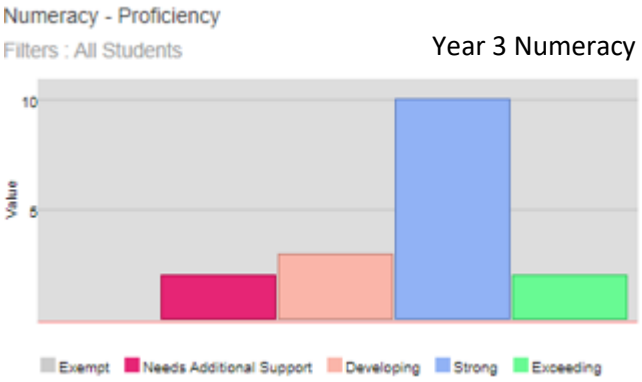
	2019	2020	2021	2022	2023
Speaking/ Listening	344	323	427	293	320
Reading	385	426	430	386	392
Writing	99	178	156	129	159
Numeracy	348	407	384	342	353

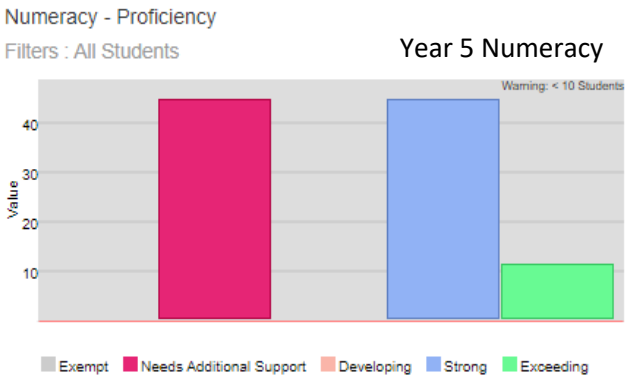
NAPLAN

Students in years 3, 5, 7 and 9 participate in national testing in the areas of Numeracy, Reading, Conventions of Language and Writing. The following observations have been made from the 2023 data.

Given its unique context, Cocos Islands District High School (CIDHS) has no ‘Like Schools’ for direct comparison. For the purposes of this analysis, we have compared longitudinal progress for students achieving in the Top 20%, Middle 60% and Bottom 20% in comparisons to WA Public Schools.

- Across all subjects, the number of Year 3 students achieving in the Top 20% has continued to increase across the testing period (2022 – 2023)
- In Reading and Writing this year, the number of students in Year 3 in the Bottom 20% has the lowest number of students in 3 years.
- In 2023, CIDHS Year 3, 5 and 7 students are achieving at or above WA Public Schools in all areas, except Numeracy.
- On average, 97% of 2023 Year 7 achieve at, or above, the Middle 60% of achievement in NAPLAN assessments.
- The 2023 Year 9 students have the lowest number of students represented in the Bottom 20% from the testing period (2021-2023) in Numeracy.





OLNA

OLNA is designed for secondary students to meet the minimum standard of literacy and numeracy.

- In 2023, 42.8% of Year 10 students fulfilled the necessary requirements for OLNA.
- The number of students satisfying the OLNA requirements was on trend with the previous year, however, more students achieved the required scores through Yr. 9 NAPLAN than the previous year.

	Year 10 Students - Qualified in		
	Year 9	Year 10	Not Qualified
	1	2	3
2022	16.7 %	33.3%	50%
2023	38 %	4.8%	57.2%

Forward Planning – 2024

As we look ahead to 2024, our commitment to data-driven decision-making remains steadfast, with a continued emphasis on leveraging insights to inform our teaching and learning strategies. This includes a comprehensive analysis of all data collected throughout the year, guiding our efforts to adapt our human, physical, and financial resources in pursuit of improved student outcomes.

Our forward plan for 2024 encompasses the following key initiatives:

- **Embedding High-Impact Teaching Strategies**: We will maintain our focus on embedding high-impact teaching strategies across all levels of our staff. To ensure consistency and

efficacy, all new staff members will engage in professional learning sessions facilitated by Shaping Minds, specifically tailored to high-impact teaching strategies and lesson design.

- **Professional Learning Community (PLC)**: Using the Grift PLC model as an approach to school improvement with teachers working in high-performing teams to improve outcomes for all students.
- **Staff Recruitment**: High-performing staff will be strategically engaged to fill any vacancies, ensuring continuity and excellence in our teaching team.
- **Resource Allocation Based on Data**: We will allocate resources, both human and financial, according to identified areas of need as revealed by our data analysis. This targeted approach will enable us to address specific challenges and opportunities effectively.
- **Continuation of the Abecedarian Approach**: The Abecedarian Approach, implemented in the pre-kindergarten years, will continue to be the cornerstone of our efforts to enhance students' readiness for school entry. We will closely monitor the impact of this approach over time, refining our practices as needed to optimise outcomes.
- **Professional Learning for Staff Development**: Quality professional learning opportunities will be prioritised to further build staff capacity in teaching and learning. By investing in ongoing professional development, we aim to empower our educators with the knowledge and skills needed to meet the diverse needs of our student body effectively.

As we embark on our journey ahead, our commitment to excellence and continuous improvement remains unwavering. Through strategic planning and collaborative efforts, we are confident in our ability to create a positive and enriching learning environment for all students.

Special Events and Initiatives

Workplace Learning

Year 10 students completed an on-island work placement to gain insight into the world of work. Some students completed a work journal that reflected the tasks they were engaged in and the skills they had learned. Each of these students used a 55-hour block of WPL as a unit equivalent credited towards the 20 units required during Years 11 and 12. As always, we were supported by the local business community and other government agencies.

Careers / Post School Pathways

Preparations for post-school pathways were evident not only in Year 10, but throughout Secondary School with multiple opportunities to engage in career education programs. SIDE was utilised by bringing up their Careers Mini Road Show to Cocos Island which engaged with not only the Year 10's but also the whole of the West Island campus. A partnership was struck up between Australian Border Force and CIDHS which resulted in two tours of their patrol boat Ocean Protector for Years 9 and 10 students and staff to investigate the varying industries that maritime operations require. Significant resources were also provided for students in the way of teacher FTE in the role of career guidance and work placement to support not only CIDHS schooling but also subject selection and transition to post-island schooling.









Canteen Home Economics

In semester one, Home Economics continued to be an option subject. Using the skills gained in their cooking classes, the Year 7-10 students had the opportunity to prepare food for sale through a school canteen. The canteen proved to very popular with students, parents and staff, with high-quality nutritious offerings available.

Abecedarian Programme

The Abecedarian program is an innovative early childhood intervention that we have implemented at our school to provide comprehensive support for our youngest learners. This program is designed to give children from all backgrounds the best possible start in life by focusing on their cognitive, social, emotional, and physical development from an early age.

We have adopted this program based on research. Research has shown that children who take part in Abecedarian programs demonstrate significant gains in school readiness skills, academic achievement, and social-emotional development. By investing in this evidence-based program, we are committed to ensuring that every child at our school has the opportunity to thrive.

3-Year-Old Pre-Kindy Programme

This programme for Home and West Island students in their pre-kindergarten year operates on both campuses. The aim is to prepare the children for school by teaching them school-readiness skills. Running concurrently is a series of parent workshops providing families with key information to help them with supporting their child's transition to school. Conducted by ECE staff, the School Psychologist, and IOTA Health staff, caregivers, and parents learn how to manage separation anxiety and build independence in children. They also learn ideas to aid with early literacy and numeracy and some behaviour management tips. This initiative has been running successfully for 5 years and continues to be attended by all pre-kindy children and their parents from both islands.







Year 7-10 Enterprise

The school invested in a laser cutter and engraving machine in late 2019. Using this technology, the students provide a service to the islands aptly named, ‘Cocos Etch and Burn’. The secondary students in the Project-Based Learning (PLB) team hone their skills on sophisticated software programmes to create designs for engraving signs, water bottles, glass and paper. Being an enterprise, they are responsible for the financial management of the business. The students also learn customer service, budgeting, resource management, and advertising. This enterprise supplies a service to the islands that was previously outsourced to businesses on the mainland. The PBL team assisted in the construction of a chicken coop and assisted with the maintenance of the bikes for the school bike hire venture.







Community and Student Music

Students have access to a fully equipped music room on West Island, complete with acoustic and electric guitars, drums, keyboards, and sound and mixing systems.

Athletics Carnival/ Sport

The Athletics Carnival is a highly anticipated event and a feature of the school year. The carnival is held over two days, with the track events run on a Saturday so that all community members can attend. Even the Home Island shops close for the day! Parents are keen supporters of all the children and really enjoy the opportunity to be involved in parent/teacher/student events. Both teams put in a huge effort and the competition is always close. Various sporting groups visited the islands in 2023, conducting workshops with students from Years PP-10.

Kent Street & Rotary College Year 9 Immersion Programme

In Term 1 each year our Year 9 students board at the Rotary Residential College and attend Kent Street Senior High School. The aim is to expose students to a larger learning environment in preparation for senior secondary school, and to enable them to live independently and develop self-management skills. This highly successful initiative has the full support of students and parents.

Swimming Lessons

Lessons take place over two weeks at the end of Term 4. Students attend lessons on Direction Island, Sandy Point or Trannies Beach, depending upon their year level. Qualified swimming instructors come from Perth. Over the years there has been a significant improvement in swimming skills and more students making use of the water for recreational purposes.

Book Week

The Annual Book Week festivities culminate with a whole school assembly on Home Island. Students K-10, dress up as their favourite book character and parade for the audience. Shared reading sessions, led by the senior students, follow the assembly.

Harmony Day

Celebrating Harmony Day not only acknowledges the rich cultural tapestry of Australia but also fosters a sense of inclusivity and belonging within the school community. It's especially meaningful to recognise the unique cultural heritage of Cocos Malays and other diverse groups without our school. Our students and staff engage with different cultures, traditions, and perspectives, promoting understanding and appreciation for diversity.





School Concert

The School Concert and Awards Night is the biggest and brightest event of Term 4. Each class from K-10 performs for parents, family and peers. The classes showcase dance, singing, instrumental music, visual arts and drama. The venue is always packed to capacity, making the School Concert a celebration of the arts.

Anzac Day Service

Celebrating Anzac Day and conducting an Anzac Day Service is a deeply meaningful tradition in our school community. It's a time when we come together to honour the courage, sacrifice, and resilience of the ANZAC who served and continued our nations. By involving both our school and community in this solemn commemoration, we strive to instil a sense of reverence and gratitude for the sacrifices made by those who served, ensuring that their legacy lives in our hearts and minds.

Community Engagement

The school enjoys the support of many agencies on island and the mutually strong relationships are highly valued.

- The Shire of Cocos Keeling Islands works in conjunction with the school to run programmes with visiting musicians, artists and sporting organisations. The community mural artworks on Home Island are one example of this collaboration. Every year the Shire set up marquees for the annual sport carnival and makes the Home Island Cyclone Shelter available for our annual concert night. Our staff also assist in running the holiday activity programs by providing supervision and equipment.

- The IOTA Health Service manages vaccinations, and student health screening and provisions a school nurse. They also help with scheduling appointments with visiting allied health professionals.
- The Australian Federal Police are involved with the school in the area of bike education, and cyber safety.
- Parks Australia organises an annual trip to Pulu Keeling National Park with secondary students and has been active in liaising with the school in running the Junior Ranger's programme.
- The school is involved with the Marine Parks Project in a variety of conservation activities.

Conclusion

The feedback from our school community remains overwhelmingly positive, reflecting high levels of satisfaction with our school's operations, culture and dedicated staff. Our recent school survey conducted in late 2023 further confirms this sentiment.

Our School Council are equipped with necessary training and understanding of their pivotal roles, contributing to the school's reputation as an equal opportunity employer. Transparent processes are in place to support staff recruitment, ensuring fairness and inclusivity. All support staff positions are advertised every two years and a selection process applies.

All parent concerns are managed promptly, with follow-up and review sessions providing additional support. They are confident a resolution can be found. The staff are viewed as professional, confidential, and caring. The parents have trust in the decisions made by the school concerning teaching and learning and in all operational circumstances.

Our students feel supported, respected, and valued within our community. They appreciate the caring attitude of their teachers, as well as the diverse opportunities available to them. We take pride in offering them units of work and courses that meet their specific needs. Staff maintain consistent contact with parents through parent interviews, email, and the Seesaw platform.

The seamless integration of new staff into our unique island environment is facilitated by the unwavering support of our entire team. We prioritise professional growth, providing all staff with access to enriching learning opportunities. Leadership roles are distributed among those eager to take on such responsibilities, fostering a collaborative environment.

In closing, I am delighted to present the 2023 Annual Report and extend my thanks to our dedicated staff, students, supportive parents, business partners, and the wider community for their invaluable contributions. It is through our collective efforts that our school continues to thrive and excel.

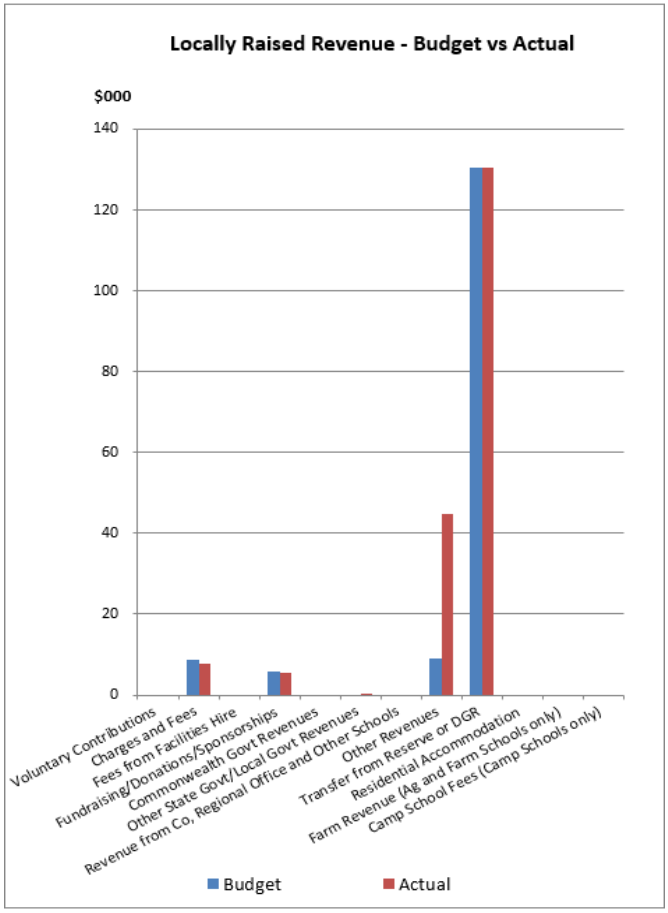
Sharon Spring

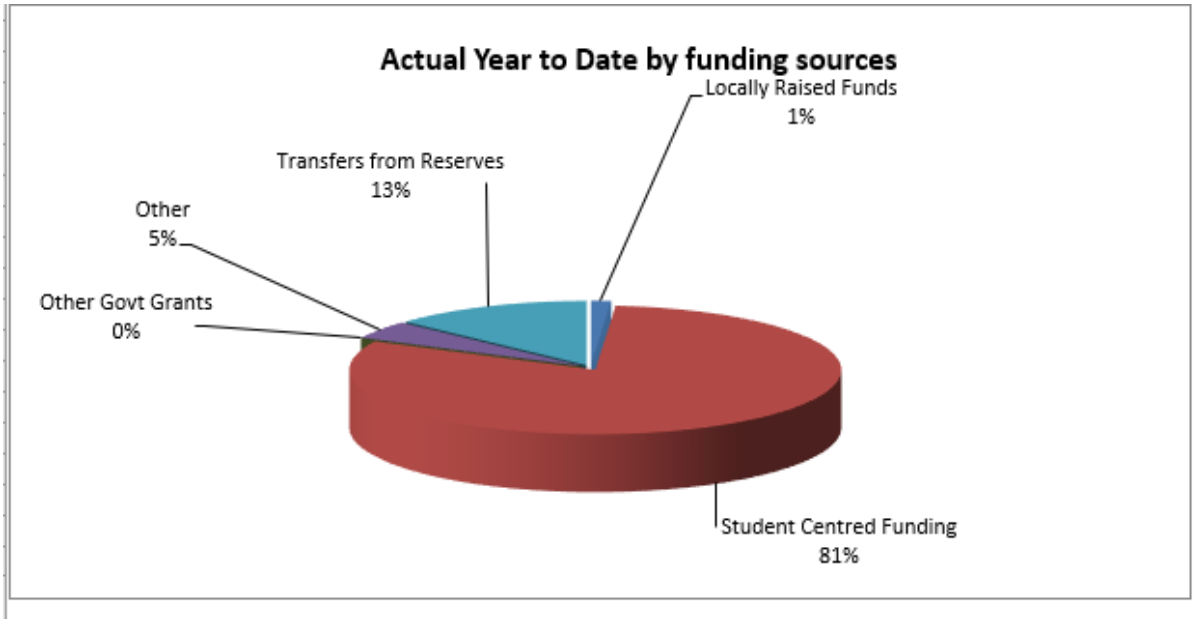
Principal

FINANCIAL SUMMARY

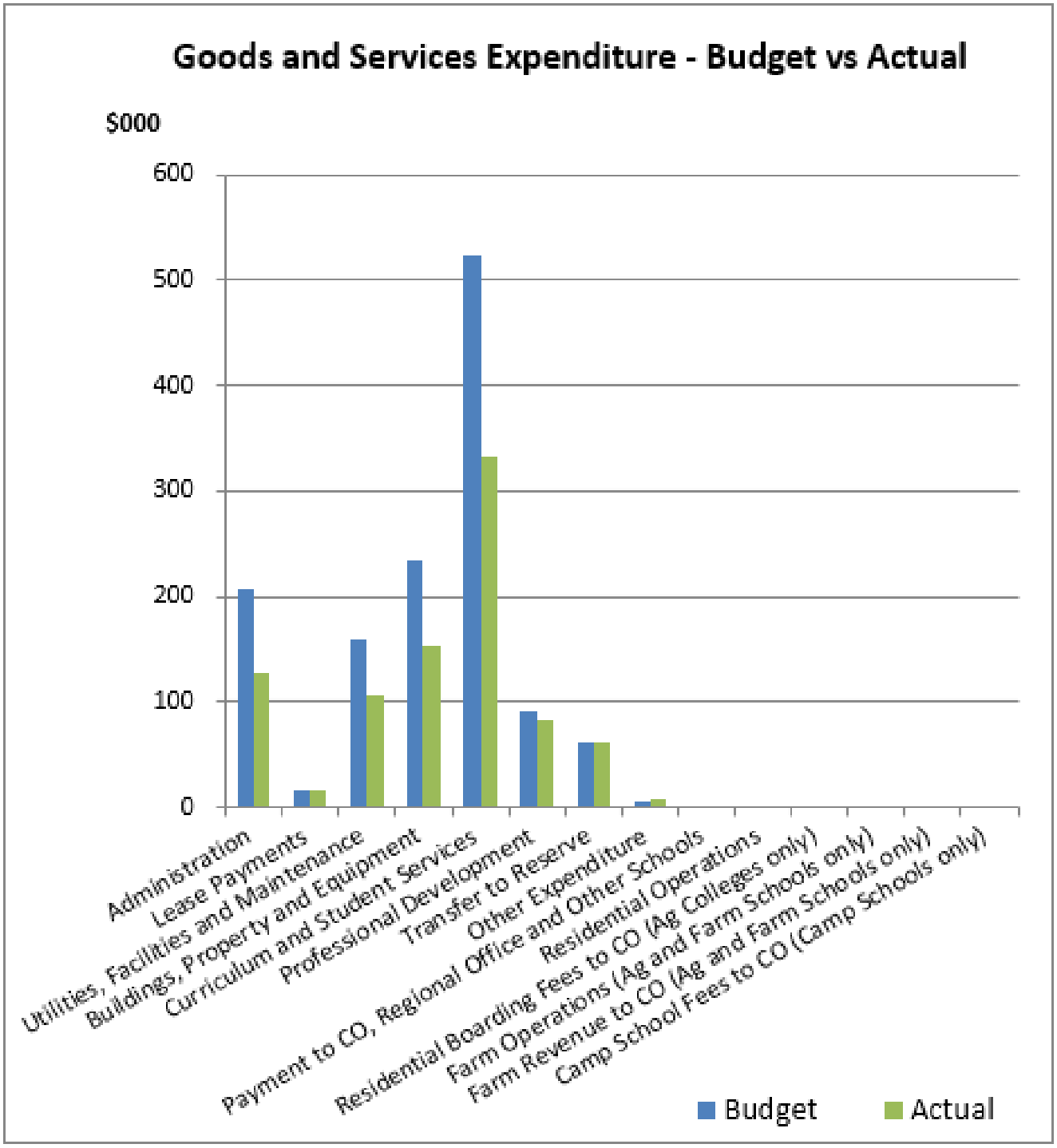
Revenue and expenditure

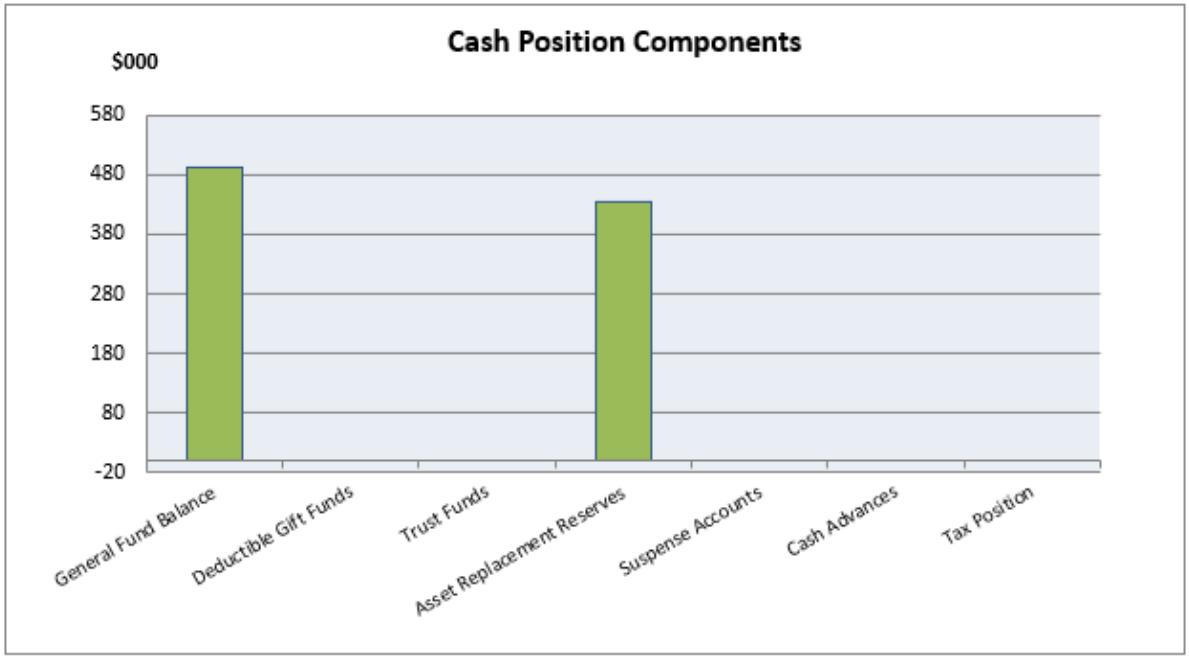
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ -	$ -
2	Charges and Fees	$ 8,750.00	$ 7,700.00
3	Fees from Facilities Hire	$ -	$ -
4	Fundraising/Donations/Sponsorships	$ 5,850.00	$ 5,400.00
5	Commonwealth Govt Revenues	$ -	$ -
6	Other State Govt/Local Govt Revenues	$ -	$ 240.00
7	Revenue from Co, Regional Office and Other Schools	$ -	$ -
8	Other Revenues	$ 8,896.00	$ 44,817.56
9	Transfer from Reserve or DGR	$ 130,598.00	$ 130,598.00
10	Residential Accommodation	$ -	$ -
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 154,094.00	$ 188,755.56
	Opening Balance	$ 388,472.00	$ 388,472.20
	Student Centred Funding	$ 794,716.00	$ 801,461.76
	Total Cash Funds Available	**$ 1,337,282.00**	**$ 1,378,689.52**
	Total Salary Allocation	$ -	$ -
	Total Funds Available	**$ 1,337,282.00**	**$ 1,378,689.52**





	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$ 206,204.30	$ 128,144.53
2	Lease Payments	$ 16,475.00	$ 16,923.71
3	Utilities, Facilities and Maintenance	$ 159,142.00	$ 105,969.23
4	Buildings, Property and Equipment	$ 234,670.00	$ 152,181.21
5	Curriculum and Student Services	$ 522,555.00	$ 333,522.84
6	Professional Development	$ 91,000.00	$ 82,245.47
7	Transfer to Reserve	$ 61,372.00	$ 61,372.00
8	Other Expenditure	$ 5,396.00	$ 6,960.37
9	Payment to CO, Regional Office and Other Schools	$ -	$ -
10	Residential Operations	$ -	$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	$ -	$ -
12	Farm Operations (Ag and Farm Schools only)	$ -	$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	$ -	$ -
14	Camp School Fees to CO (Camp Schools only)	$ -	$ -
	Total Goods and Services Expenditure	**$ 1,296,814.30**	**$ 887,319.36**
	Total Forecast Salary Expenditure	$ -	$ -
	Total Expenditure	**$ 1,296,814.30**	**$ 887,319.36**
	Cash Budget Variance	**$ 40,467.70**	


Goods and Services Expenditure - Budget vs Actual
$000
600
500
400
300
200
100
0
Administration
Lease Payments
Utilities, Facilities and Maintenance
Buildings, Property and Equipment
Curriculum and Student Services
Professional Development
Transfer to Reserve
Other Expenditure
Payment to CO, Regional Office and Other Schools
Residential Operations
Residential Boarding Fees to CO (Ag Colleges only)
Farm Operations (Ag and Farm Schools only)
Farm Revenue to CO (Ag and Farm Schools only)
Camp School Fees to CO (Camp Schools only)
Budget
Actual



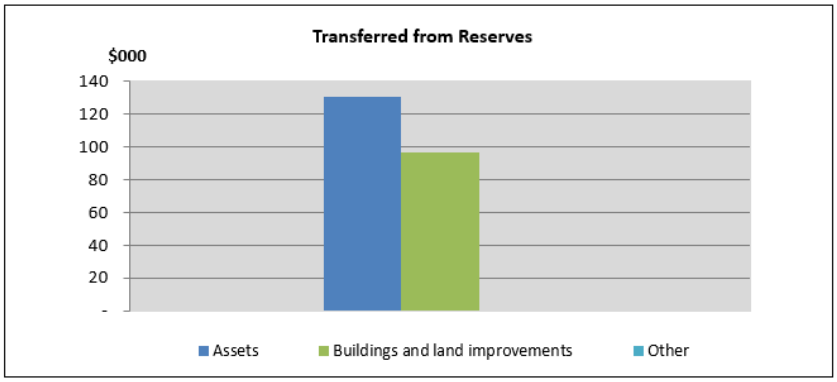
	Cash Position Components		
	Bank Balance	**$**	**925,128.55**
	Made up of:		
1	General Fund Balance	$	491,370.16
2	Deductible Gift Funds	$	-
3	Trust Funds	$	-
4	Asset Replacement Reserves	$	433,758.39
5	Suspense Accounts	$	-
6	Cash Advances	$	-
7	Tax Position	$	-
	Total Bank Balance	**$**	**925,128.55**

Assets and Resources

Reserve Transfers

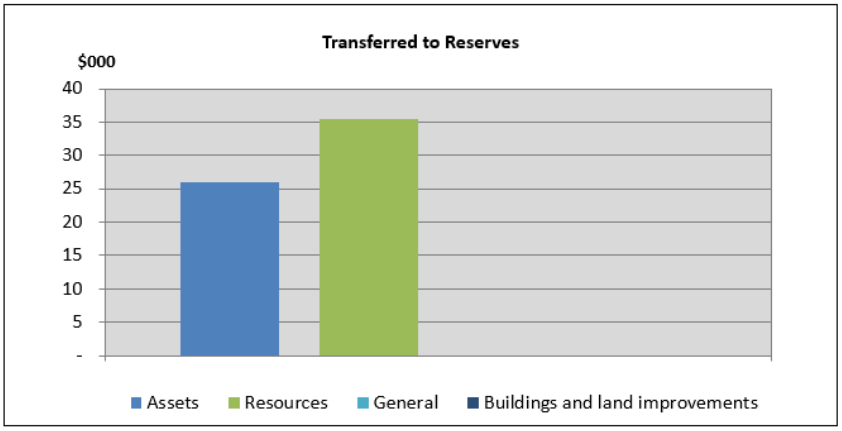
Transferred from Reserves:

Assets	$	130,598.00
Buildings and land improvements	$	96,655.00
Other	$	-
Total	$	227,253.00



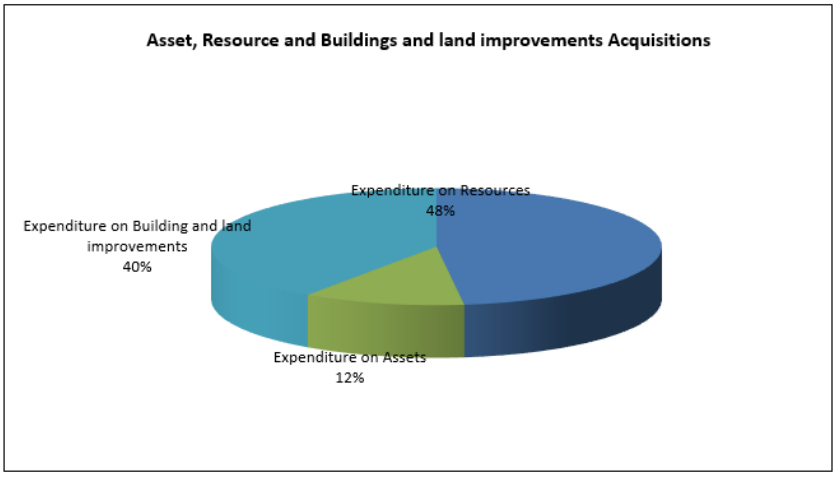
Transferred to Reserves:

Assets	$	26,000.00
Resources	$	35,372.00
General	$	-
Buildings and land improvements	$	-
Total	$	61,372.00



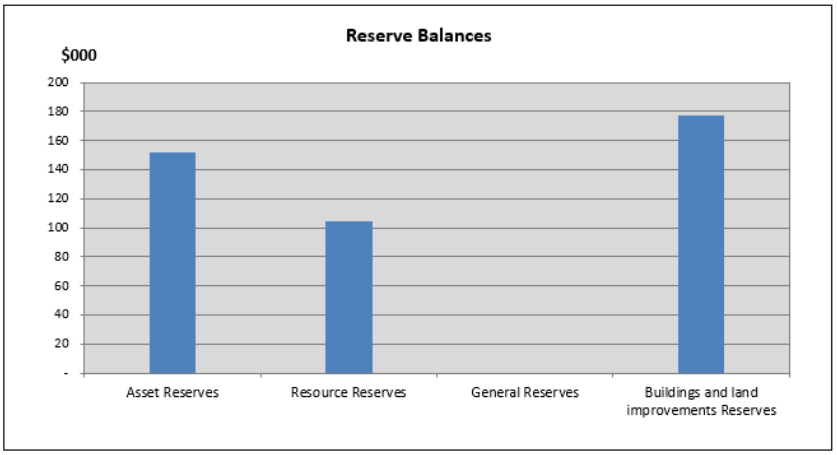
Asset and Resource Acquisitions

Expenditure on Resources	$	73,103.68
Expenditure on Assets	$	17,658.00
Expenditure on Building and land improvements	$	61,419.53
Total Resource/Asset Exp	$	152,181.21



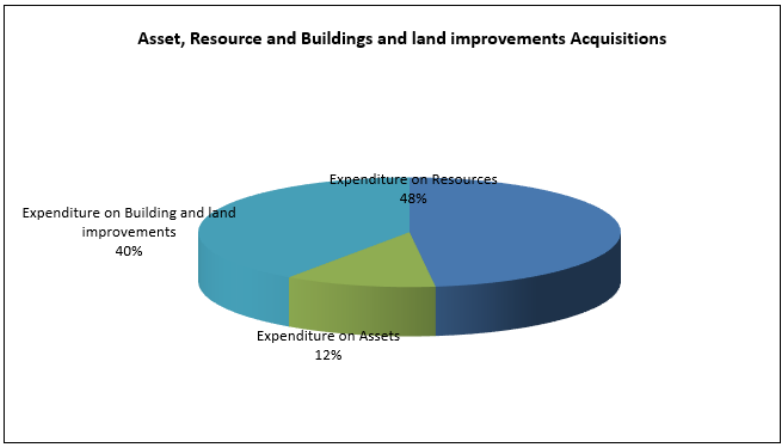
Reserve Balances

Asset Reserves	$	152,058.50
Resource Reserves	$	104,159.89
General Reserves	$	-
Buildings and land improvements Reserves	$	177,540.00
Total Reserves	$	433,758.39



Asset and Resource Acquisitions

Expenditure on Resources	$	73,103.68
Expenditure on Assets	$	17,658.00
Expenditure on Building and land improvements	$	61,419.53
Total Resource/Asset Exp	$	152,181.21



Reserve Balances

Asset Reserves	$	152,058.50
Resource Reserves	$	104,159.89
General Reserves	$	-
Buildings and land improvements Reserves	$	177,540.00
Total Reserves	$	433,758.39

