Department of Education

GOVERNMENT OF WESTERN AUSTRALIA

Shaping the future

Cocos Islands District High School

Public School Review

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Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Cocos Islands District High School is situated on Cocos (Keeling) Islands, approximately 2,900 kilometres northwest of Perth administered within the North Metropolitan Education Region.

The school operates as one school across two campuses. The Home Island campus enrols students from Kindergarten to Year 6, predominantly of Cocos Malay descent, and the West Island campus caters for Cocos Malay and mainland students from Kindergarten to Year 10.

The school has an Index of Community Socio-Educational Advantage rating of 1013 (decile 4).

It currently enrols 124 students from Kindergarten to Year 10 and is supported by an active School Council and a committed Parents and Citizens' Association (P&C).

The first Public School Review of Cocos Islands District High School was conducted in Term 2, 2019. This 2023 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- In preparation for the Public School Review, the leadership team guided a self-assessment process that engaged and incorporated the perspectives of a range of staff and school community representatives.
- All staff were given the opportunity to reflect on the school's performance against the domains of the Standard.
- A cross-section of staff contributed a variety of evidence relating to school practices and performance in each of the domains through the Electronic School Assessment Tool (ESAT).
- The school's ESAT submission provided a clear and broad account of school operations.
- A significant representation of staff, students and parents engaged in discussions with the review team, contributing authentic reflections in support of the school.
- Staff demonstrated ownership for student performance, with professional and personal responsibilities accepted and understood.
- A tour of the Home Island, with opportunities to speak with students and Cocos Malay education assistants (EAs) enriched the validation process by providing contextual understanding of the community and school.

The following recommendations are made:

- In future ESAT submissions incorporate a final review of the submission. Aim to avoid repetition, ensure evidence closely represents the domain under which it is entered, and demonstrates a strong impact on student learning, thereby demonstrating that the Standard has been met.
- Continue to build a school-wide culture of self-assessment through the collection and use of credible evidence to determine current levels of performance and areas for targeted improvement.
- For subsequent reviews select data sets to support the evidence provided and demonstrates an impact on student outcomes.

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Relationships and partnerships

Building authentic relationships across the school's diverse community is a central priority, established through effective school, family and community collaboration. Extensive partnerships provide wholistic support for students' physical, social and academic development and mental wellbeing.

Commendations

The review team validate the following:

- Professional and respectful relationships between staff are enabled through collaboration practices, structures and the provision of supports. Professional learning communities have established clear norms for engagement. Roles and responsibilities are shared amongst all team members.
- Partnerships have been established with a variety of external agencies and businesses that enhance the learning program for students. These include Rotary, Therapy Focus, Shire of Cocos (Keeling) Islands, Kent Street Senior High School, Australian Federal Police, Cocos (K) Islands Community Resource Centre, Royal Australian Air Force and local businesses.
- The School Council and P&C are effective in connecting the school to its community. The Council provides good governance and valued feedback to drive the strategic direction of the school. The P&C has supported the creation of a genuinely inclusive culture through community building and fundraising.
- Surveys are conducted to determine levels of satisfaction and gather the opinions of parents, students and staff. The school seeks, reviews and responds to feedback.

Recommendations

The review team support the following:

- To further enhance understanding and accountability, consider developing and sharing, a communication policy that identifies the expected type and frequency of two-way teacher and parent communication.
- Strategically and collaboratively plan engagement with school partners, ensuring clear timelines and the purpose of interactions are determined to minimise disruption to the learning program.

Learning environment

The school has a clear intention to unite the 2 campuses, each with a different context and separated by a lagoon, as one school where opportunities for cross-campus integration are fostered and cultures are embraced and celebrated.

Commendations

The review team validate the following:

- Staff collaboratively developed a Positive Behaviour Support policy where agreed values are understood and a behaviour matrix outlines expectations. Zones of Regulation provides a whole-school approach to the emotional regulation and wellbeing of students.
- Processes are established to ensure that students at educational risk (SAER) are identified and supported in their learning in consultation with parents. Links with allied services ensure a high level of wholistic intervention for students with additional needs.
- The physical environment, adds value to the student learning experiences.
  Well-maintained grounds and engaging classrooms support the academic, social and emotional learning of students.
- A strong focus on mental health is prioritised. Internal supports and partnerships within the community provide opportunities and programs to improve mental health outcomes for students.

Recommendations

The review team support the following:

- Seek opportunities to extend culturally responsive approaches to the Cocos Malay culture across both campuses.
- Increase cross-campus integration through seeking innovative approaches and formalised processes.

Leadership

The Principal has an extensive understanding of the community and school context. Taking a high-care approach, the leadership team foster a culture of collaborative and collective responsibility for every student's success.

Commendations

The review team validate the following:

- Staff are actively encouraged to have high aspirations and take leadership roles beyond their classrooms. A distributed leadership model empowers staff, providing opportunities to build their leadership capabilities.
- Learning area plans are frequently reviewed and there is an intent to establish school-wide practices through the implementation of a range of evidence-based programs.
- Training of instructional coaches is focused on further supporting and embedding whole-school, quality, evidence-based practices.
- Highly valued EAs, with connections to the local community, are encouraged and supported to have a voice in school planning and processes.

Recommendations

The review team support the following:

- In the next business plan, work with staff and the community to develop a shared vision and set of priorities that provide a clear direction as to how the school invests its time and resources.
- As a whole-staff, review literacy and numeracy operational plans, ensuring they contain aspirational targets based on valid student achievement data and strategies that guide classroom practice.
- Lead pedagogical practice aligned to the Department's Teaching for Impact, ensuring consistency and connectedness of teaching approaches through the development and documentation of a whole-school instructional model.
- Enhance instructional support for teachers through the implementation of an agreed process for observation and feedback as a driver of quality teaching with the use of high impact teaching strategies.

Use of resources

Operating within a unique Commonwealth funding model, a trusting and productive relationship between the Principal and manager of corporate services (MCS) ensures planning, management and monitoring processes for the use of resources are aligned to school operations and student needs.

Commendations

The review team validate the following:

- Sound processes and practices are established for managing financial and human resources. An effective Finance Committee assists with financial oversight. The School Council is kept informed of the school's financial management processes and spending priorities.
- Staff are supported to understand school financial management through a handbook, professional learning and support from the MCS.
- Workforce planning reflects thoughtful consideration to the existing staff profile and the future needs of students. It recognises the experience of present staff and informs planning for the skill sets required to meet future school priorities and staff changes.
- An effective partnership between the school and the P&C adds value to the school's programs and opportunities for students.

Recommendation

The review team support the following:

- Consider the appointment of a career practitioner to support students with their senior school course selections, transition and considerations of future study and employment.

Teaching quality

On an informed practice journey, the school places a high priority on teaching quality, with professional learning and collaborative practice as key drivers in engaging all staff within a learning culture.

Commendations

The review team validate the following:

- Professional learning is appropriately targeted towards the implementation of agreed school-wide programs designed to achieve continuity of curriculum content, cohesive teaching practice and data informed classroom planning. Induction of new staff includes professional learning of whole-school programs prior to commencement.
- Staff support to deliver curriculum effectively is prioritised through the establishment of literacy and numeracy teams with leaders who are allocated time to work with teaching staff across all years.
- Students are individually tracked and SAER are identified and placed on individualised education plans recorded in the Special Educational Needs planning tool of Reporting to Parents. Instruction is differentiated and EAs are utilised to support the engagement of all students.
- Established, collaborative planning structures support the intent to have consistency of curriculum delivery, instruction, assessment practices, moderation and differentiation of learning for students.

Recommendations

The review team support the following:

- Embed response to intervention processes to ensure a consistent structure and program for intervention, including the collection of data to identify and monitor student achievement and progress.
- Provide parents with accurate comparative information about their child's achievement and progress, utilising valid, norm referenced student assessments.

Student achievement and progress

Systemic and some school-based data are used to monitor general and cohort trends in student achievement and progress. Student achievement continues to be an area the school is seeking to improve.

Commendations

The review team validate the following:

- Evidence of higher achievement in Year 3 NAPLAN in 2023 indicates that school-wide literacy strategies are supporting improved student outcomes.
- Reading and mathematics Progressive Achievement Tests along with the Kindergarten Assessment Tool and On-entry Assessment data is reviewed and analysed at the classroom level using the Elastik tool, to identify areas of achievement and planning for improvement.
- English as an Additional Language or Dialect (EAL/D) Progress Maps are implemented to support English language acquisition. Staff moderate to ensure consistency of assessment and individual student progress is tracked.
- An assessment schedule informs staff of the type and timing of assessments conducted and reporting on student achievement.

Recommendations

The review team support the following:

- Develop longitudinal data sets to measure and evaluate the impact of teaching and learning programs and initiatives on student achievement and progress.
- Build staff data literacy to analyse a range of data and to understand expected year level achievement. Use this knowledge to inform plans for improvement in student achievement and progress with the intent to close the gap between individual student achievement and the national mean.

Reviewers	
Craig Skinner **Director, Public School Review**	Stacie Skehan **Principal, North Morley Primary School** **Peer Reviewer**

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

The next review process focusing on the leadership domain only, is scheduled for Term 4, 2024. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2026.



Melesha Sands
Deputy Director General, Schools

References

1 National Assessment Program – Literacy and Numeracy