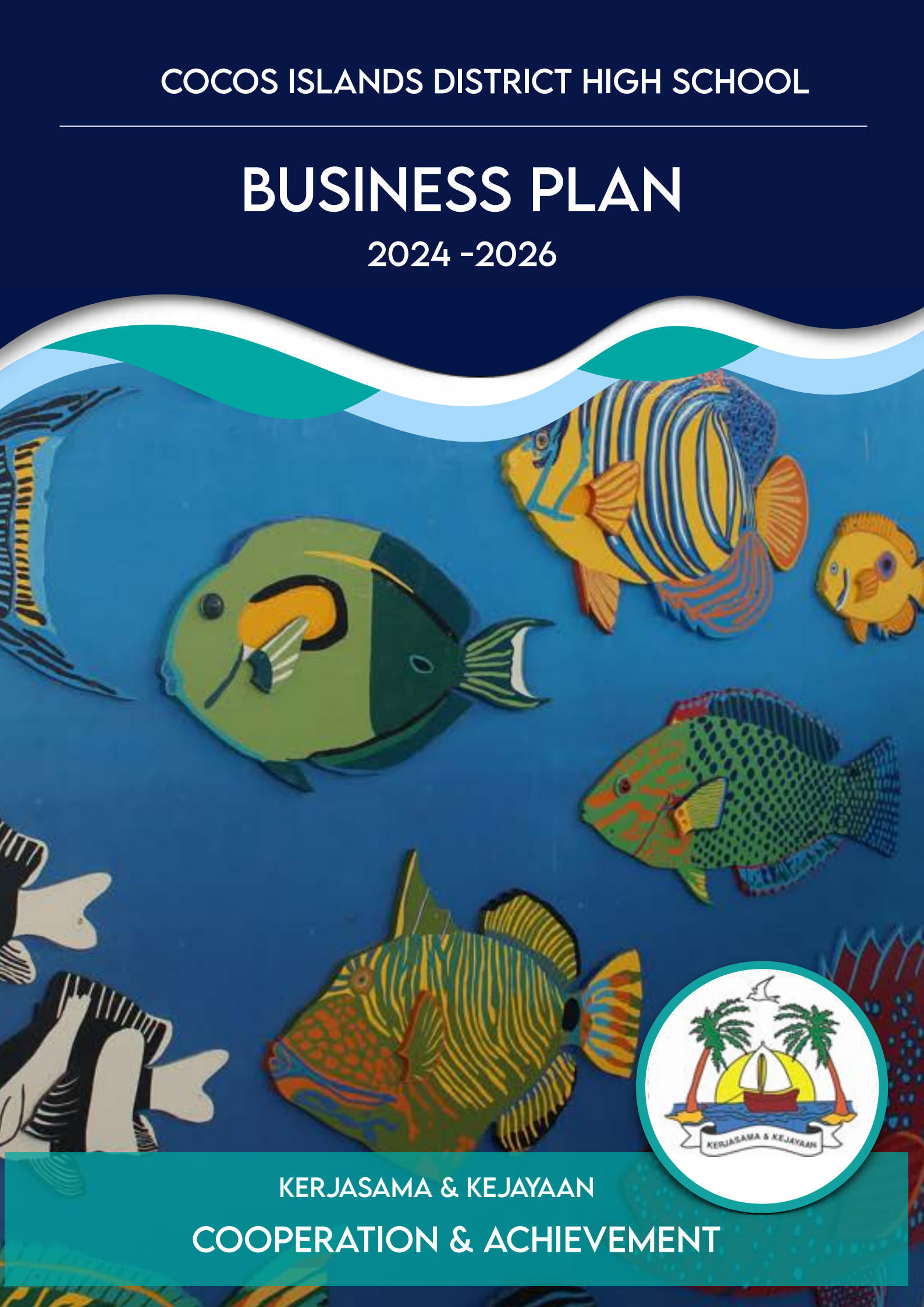
COCOS ISLANDS DISTRICT HIGH SCHOOL

BUSINESS PLAN

2024 -2026



KERJASAMA & KEJAYAAN

COOPERATION & ACHIEVEMENT



Selamat Datang

Welcome to Cocos Island District High School. Nestled within the Cocos Keeling Islands, our vibrant public school embraces multiculturalism and inclusivity, catering to approximately 130 children. At the heart of our decision-making processes lies our children.

Collaborating closely with families and the community, Cocos Islands DHSl fosters a nurturing environment where students feel a sense of belonging and connection, laying the groundwork for their educational journey.

Dedicated, highly skilled, and passionate staff work collaboratively to build the capacity of every child. A culture of developing the whole child is present amongst staff and there is a strong commitment to professional learning with a focus on evidence-based teaching practices. Children are engaged in learning programs that are challenging, interesting, and differentiated to improve outcomes for all. CIDHS takes pride in its array of specialist programs, encompassing The Arts, STEM, Physical Education, and LOTE Indonesian.

An engaged School Council sets the strategic direction and monitors the school's progress. Our School Fete, established by the P & C, makes a significant financial contribution to the school. The fete provides an ongoing connection between our school and the surrounding community.

The Business Plan is continually reviewed to ensure the prime objective of high academic standards is being achieved. To support the Business Plan, an operational plan is developed annually in the core priority areas of English, Mathematics, Wellbeing, Future Focused Learning and Connected Communities.



Sharon Spring

Sharon Spring

Our Vision

‘HIGH LEVELS OF LEARNING FOR ALL STUDENTS’

Our vision for Cocos Island District High School is:

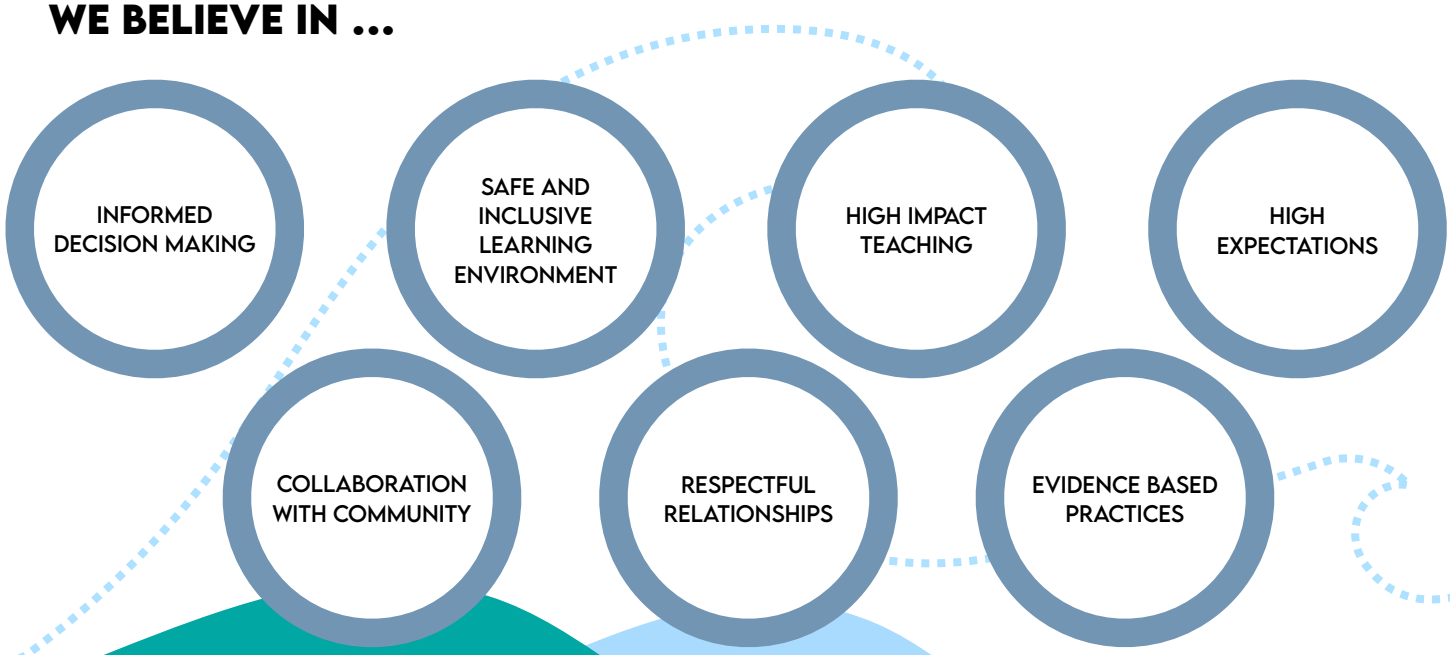
‘High Levels of Learning For All Students’

This vision was created in consultation with staff and the community. It reflects our commitment to the academic, physical and social/emotional development of the whole child.

Our highly skilled and motivated staff use evidence based practices to ensure that each child is valued and catered for and that they are provided with learning opportunities that will allow them to reach and exceed their potential.

Our school motto ‘Kerjasama & Kejayaan’ (Cooperation & Achievement) refers to our belief that the school and community work together as a connected community to deliver impactful outcomes for our students. These partnerships between students, teachers and community are a vital part of our school culture.

WE BELIEVE IN ...



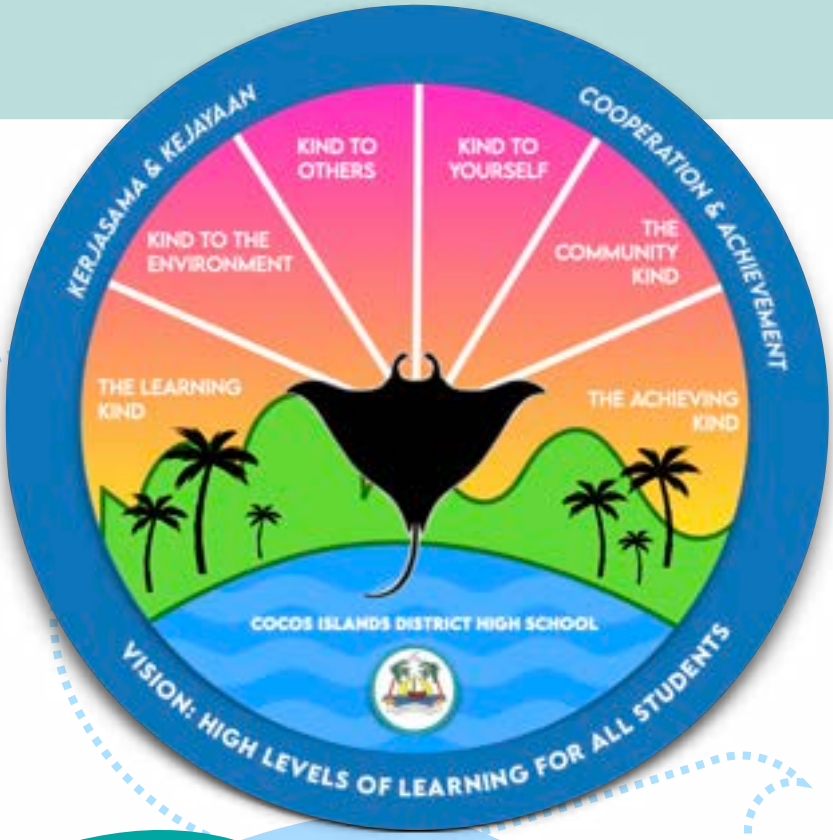
Our Values

WELL-BEING & EMOTIONAL INTELLIGENCE

We believe that student wellbeing and creating safe learning environments are essential to student achievement.

As such, in order to achieve our school vision, we ensure that a safe learning environment exists that promotes the conditions students need to learn, take risks and thrive. Creating this learning environment allows us to develop the whole child as well as meet our school improvement targets.

When developing this learning environment, the school utilises the 'Six Kinds of Best' framework to define our values education program. This framework is used to define and communicate our school values. This framework also allows teachers to develop and utilise a common language, explicitly teach social skills and foster positive attitude towards learning.



Our Why

At Cocos Island DHS we place students at the centre of everything we do. Our focus is to develop the whole child: socially, emotionally and academically. We believe that every child should have the opportunity to reach and exceed their potential.

When developing the current business plan, we sought input from staff and the wider school community to create a values driven document that aligned with the needs of the students, the community and the Quality Teaching Strategy. Working with the community, we collaboratively identified characteristics and attributes of a well rounded, successful student. We focused on those attributes that our students would need at the end of their educational journey to access career opportunities and become impactful citizens of their community.

The diagram below represents the results of our collaboration with the community. It identifies what the community and staff believe are the attributes of a successful student at Cocos Island DHS.

COMMUNITY

STUDENTS

STAFF

QUALITY TEACHING STRATEGY



THE SUCCESSFUL STUDENT

How: Priority Areas

To pursue our vision of **High Levels of Learning For All Students** and guided by our 'why' of developing the whole child, Cocos Island DHS has identified priority curriculum focus areas to align our planning, professional learning and resourcing. These focus areas will allow us to strategically achieve our vision.

Each focus area is supported by robust operational plans developed through staff collaboration, consultation and disciplined dialogue of school data. The operational plans strategically embed evidence-based teaching practices that connect to the Quality Teaching Strategy to ensure high impact learning takes place in our classrooms.





PRIORITY AREA

Literacy

TARGETS

- **DIBELS**: 70% of students will be above benchmarks by the 3rd year of Business Plan: 30% in 2024, 50% in 2025, 70% in 2026
- **EAL/D Progress Map**: Students will move up 1 level per year
- **NAPLAN**: By 2026, increase number of stable cohort students from developing into strong
- **Brightpath Writing**: student scores will show progress over two narratives (one per term in semester 1), & two persuasive texts (one per term in semester 2)
- **PAT** Reading, Grammar & Punctuation, Vocabulary & Spelling: Students to meet predicted progressive PAT-R growth targets
- **OLNA:** By the end of Year 10, students who are Category 2, will achieve OLNA by the end of the year. No Category 1 students by the end of Year 10



WHAT WILL WE DO	HOW WILL WE DO IT?
High Impact Teaching We will embed high impact teaching strategies across all areas of literacy	• On-going instructional coaching across K-10 to ensure engagement norms and High Impact teaching strategies are being embedded into classroom practice • Provide Professional learning opportunities for staff through school partnerships • Continue to implement Literacy Daily Reviews (K-10) • Develop and implement an instructional model for lesson design • Explicitly teach relevant vocabulary in all learning areas
EAL/D Teaching & Learning We will use evidence-based explicit teaching to inform our EAL/D teaching and learning practice	• Follow teaching strategies such as vocabulary building and 'building the field', as well as others listed in EAL/D Progress Map documents to ensure best practice teaching. • Instructional coaching in EAL/D best practice. • Assess against Progress Map for students who are not yet demonstrating high level attainment against Progress Map Observation Guides.
Oral to Literate We will move students on a continuum from oral to written language	• Continue to implement Talk for Writing (K-6) and develop a three-year scope and sequence plan, linking text types to reading genres. • Continue to implement Walker Learning (K-2), providing opportunities for oral language to be developed through play. • Talk to text for publishing work using microphones and Microsoft Word's dictation functionality, for secondary students.
The Big 5 of Reading We will implement whole school approaches to teaching the Big 5	• Build teachers capabilities in their understanding of the Big 5 of reading through targeted Professional Learning • Develop clear and concise operational planning documents around our implementations of the Big 5 in Reading. • Develop and model a core text selection from the Talk for Writing reading spine, used as modelling for reading for pleasure; incorporating culturally responsive texts.
The Science of Reading We will build the capacity of our teachers	• Align Professional Learning opportunities to Science of Reading research. • Develop action research cycles linked to the Science of Reading and whole school data. • Develop a Science of Reading library on each campus and digitally.



PRIORITY AREA

Numeracy

TARGETS

- **PAT** Maths: Students to meet predicted progressive PAT-M growth targets
- **NAPLAN:** By 2026, increase the number of stable cohort students from 'needs assistance' into 'Developing'. By 2026, increase the number of stable cohort students from 'Developing' into 'Strong'
- **OLNA:** By the end of Year 10, students who are Category 2, will achieve OLNA by the end of the year. No Category 1 students by the end of Year 10.



WHAT WILL WE DO	HOW WILL WE DO IT?
High Impact Teaching Strategies We will embed high impact teaching strategies across all areas of numeracy	• On-going instructional coaching across K-10 to ensure engagement norms are being embedded, implementing a High Impact Coaching Plan as part of feedback processes • Create whole school consistency through numeracy guidelines • Implement Oxford mathematics successfully from Year One to Year 10 • Develop consistent and predictable daily routines through instructional model • Use daily reviews and mathematics warm ups at the beginning of each lesson • Develop and implement a whole school approach to problem solving
EAL/D Teaching Learning and Practice We will use evidence-based explicit teaching to inform our EAL/D teaching and learning practice	• Develop and implement a progression of mathematical vocabulary • Explicitly teach mathematical vocabulary to EAL/D students • Instructional coaching in EAL/D best practice • Classrooms to display continually evolving environmental print to meet student needs
Building Staff Capacity Build capacity of staff in the teaching of Mathematics	• Align Professional Learning opportunities to Science of Maths research • Build teacher capacity in problem solving strategies through targeted professional learning • Develop action research cycles linked to whole school data • Increase staff accountability and ownership of student data to effectively assess, plan and teach to improve student outcomes
Differentiation We will use and see effective differentiation in classroom	• Create and use Individual and Group Education Plans where and when required • Utilise data analysis to guide teaching and learning cycle • Individual, small group and whole class learning to take place during mathematics lessons



PRIORITY AREA

Future Focused Learning

TARGETS

- **Design:** Develop a whole school approach to the teaching of STEAM and Future Focused Learning
- **Community:** Create partnerships with community and professional organisations to promote STEAM
- **Early Childhood:** Walker Learning – Integrate STEAM into intentional play and include STEAM in the set up of the learning environment
- **High School:** Project Based Learning electives provided to High School students
- **Pathways:** Provide high school students with Certificate Two pathway options



WHAT WILL WE DO	HOW WILL WE DO IT?
Research and Define STEAM Investigate, Research and develop a whole school approach to STEAM	• Create a tool to collect baseline data • Analyse the data to develop a 'picture' of what STEAM may look like. • Research models such as Problem Based Learning, Solutions Fluency and existing models of inquiry with the aim of creating a contextually appropriate model for Cocos Island DHS
Integrated Planning Promote integration between classroom teachers and specialist teachers.	• Create planing time for the classroom teachers and specialist to program units of work • Create a planning template for teachers to consolidate integrated planning • Promote collaboration between primary school teachers and high school specialist teachers exchanging ideas and resources.
Instructional Model Building an instructional model around STEAM	• Design an instructional model that can be used to plan Project Based Learning units of work • Create resources and planning templates to assist current and new teachers to plan rigorous and engaging units of work.
Building Teacher Capacity Build teacher capacity to deliver STEAM across K-10	• Access professional learning to build teacher capacity • Investigate building partnerships with outside agencies to leverage STEAM • Lighthouse classes to upskill teachers and provide coaching • Create a bank of physical and digital resources for teachers to access
EAL/D Integrate EALD practices into STEAM practices	• Teach explicit vocabulary pertinent to the unit of work being covered • Create STEAM units of work that are contextual to the EALD students
Partnerships Develop Partnerships to enhance STEAM Learning	• Work with the community to develop two way partnerships which are culturally appropriate. (Eg. Parks and Recreation, Rangers)
Creative & Critical Thinking Create opportunities for student to engage with Higher Order Thinking	• Develop a scope and sequence of higher order thinking skills across K-10 so they may engage in creative and critical thinking using appropriate scaffolds.



PRIORITY AREA

Wellbeing

TARGETS

- **NQS**: The school achieves all elements of the NQS Area 3: Physical Environment
- **Student National Opinion Survey**: The school administers the Student National opinion Survey bi annually.
- **Induction:** Staff have completed a cultural tour as a part of their induction
- **Professional Learning:** Staff access ongoing professional learning
- **Protective Behaviours:** All students, K-10, to participate in a Protective Behaviours Program



WHAT WILL WE DO	HOW WILL WE DO IT?
Whole School Values Create a Cocos DHS approach to Whole School Values	• Introduce the 6 Kinds of Best (6KOB) values areas in Term 2, 2024. • Embed the 6KOB values in Term 3 and Term 4 2024 through class activities and whole school initiatives • Maintain the common language of the 6KOB values
Career Pathways Creating Future Focussed Opportunities for Year 9-10 students	• Year 9 Immersion Program – Kent Street • Workplace Learning and Careers
Student Wellbeing Developing Student Wellbeing for all students K-10	• Increase student physical activity through fitness, games at break times and sport initiatives • Develop visible wellbeing by utilising whole school programs such as iYarn and Open Parachute for well-being check-ins • Crunch n Sip, School Behaviour Policy, Good Standing Policy • Whole school health and well being weeks
SAER Students at Educational Risk are catered for	• All SAER students will have an individual IEP or SEN Plan • Allied health professionals, including the School Psychologist, visiting therapists and external agencies to support student health and well being. • Design and Implement an RTI model for SAER students (3 Year Process) • Provide Professional Learning for staff to cater for students with additional needs
Student Voice Promote Student Voice	• Develop a school leaders program • Increasing representation of student voice on the school council • Leaders to organise and run R&R and whole school assemblies on both campuses
Protective Behaviours	• Continue to implement Safe4Kids Protective Behaviours program in all primary classes • Implement Protective Behaviours program in all phases of learning across the school
Staff Wellbeing	• Rigorous induction processes - including cultural induction • Email curfews to improve staff professional balance • Build capacity of staff to deliver whole school programs through current professional learning



PRIORITY AREA

Connected Community

TARGETS

- **Community Engagement:** Topsy Turvy Day, Parent / Teacher Interviews, Harmony Day
- **Student National Opinion Survey**: Community feels positively and acknowledges being included in school processes
- **Induction:** All staff to participate in a cultural induction to the island
- **Allied Services:** Maintain relationships with external organisations
- **Early Years Engagement:** School to continue to offer programs that cater for Pre-K students



WHAT WILL WE DO	HOW WILL WE DO IT?
School Board and P&C Consolidate strong working relationships with the School Board and P and C	• Engage the School Council, community and staff to work together with a high level of respect to provide governance for the school. • Strong governance procedures are consolidated
Building Relationships Build and maintain mutually respectful relationships	• Create an agreed upon environment where staff are friendly, approachable and supportive of students, parents, and each other. • Parents and caregivers informed and engaged at school through class walk-throughs, information sessions and school based event. • Create a culturally safe environment where students and parents give feedback to inform school decision making.
Community Engagement Provide a variety of opportunities for families to engage with our school community	• Parents are invited and encouraged to attend school-based events. • Organise Harmony Day annually to recognise and celebrate our cultural context • Coordinate one community engagement event per term • Staff engage and communicate professionally with our community to ensure all stakeholders adhere to CIDHS Communication Guidelines and DOE Code of Conduct
Allied Services Establish and maintain connections with external organisations to support children and their families	• Establish and maintain partnerships with external organisations to support children and their families
Culture **Draw on the diversity of our multicultural community to build culturally respective relationships**	• Continue to develop and maintain culturally responsive practices • Develop a Cocos Cultural Calendar • Conduct a NSOS on a biannual basis • Continue to implement integration days across the campuses • All staff participate in a cultural induction process • Continue to employ and build capacity of our Ethnic EA's
Early Years Engagement Pre-Kindy students and community	• The school will continue to promote Pre-K school readiness programs

Glossary

ACER	Australian Council for Educational Research
AITSL	Australian Institute for Teaching and School Leadership
NAPLAN	National Assessment Program - Literacy and Numeracy
On Entry Assessment	An assessment at the beginning of Pre-Primary that provides teachers with information about the skills and understandings of their students
Progressive Achievement Tests (PAT)	Assessments created by ACER that measures a students knowledge, skills and understanding in a subject and helps pinpoint where they are in their learning journey and what they need to continue to make progress
Professional Learning Community	Staff meet and focus on the continuous improvement of student learning outcomes and develop their professional capacity
Disciplined Dialogue	Stuctured professional conversation focused on the analysis of data
STEAM	Science, Technology, Engineering, Arts and Maths
Scarborough's Reading Rope	A researched approach to teaching students to become skilled readers
OLNA	Online Literacy and Numeracy Assessment
6KOB	Six Kinds of Best Values Program
The Big Five of Reading	Phonemic Awareness, Phonics, Vocabulary, Comprehension, Fluency





COCOS ISLAND DISTRICT HIGH SCHOOL

www.cdhs.wa.edu.au
CocosIslands.DHS@education.wa.edu.au
Cocos Island WA
08 9162 6650



KERJASAMA & KEJAYAAN