Cocos Islands District High School

2025 Annual Report



Principal's Report

In 2025, our school community continued its commitment to helping students "find their joy," and this year's outcomes demonstrate clear, measurable progress across academic, cultural, community and environmental domains. The data presented here reflects the strength of our programs, the dedication of our staff and families, and the unique learning context of our dual-island school.

Our enrolment profile continued to reflect stability and strong community confidence. Across both campuses, we served 110 students (106 FTE) in 2025, comprising 65 primary and 29 secondary full-time students. [det.wa.edu.au]

A highlight of the year was the expansion of the Home Island 0–3 Early Learning Program, which reached an enrolment of 16 children—a significant milestone demonstrating sustained growth in early childhood participation and parental engagement.

Cocos Islands District High School operates across two campuses: Home Island (K–6) and West Island (K–6 primary and Years 7–10). Secondary students travel the 8 km lagoon crossing daily, a structure unique within Western Australia's education system and a defining feature of our school operations. Our programs continue to be guided by the vision of "high levels of learning for all students," supported by a staff committed to evidence-based practice, professional collaboration, and continuous improvement.

Student leadership has been a significant focus this year. Student captains across both Primary and Secondary levels actively led a variety of activities, including all major assemblies, which numbered approximately 20 throughout the year, as well as three whole-school sporting events. In addition, they played pivotal roles in many cultural and community initiatives, demonstrating their commitment to a well-rounded school experience. These leadership efforts exemplify and reinforce our school motto, Kerjasama dan Kejayaan, which emphasises Cooperation and Success.

Community Partnerships and Real-World Learning

Our students engaged in several curriculum-aligned, community-driven projects, including:

1. *Legal Aid Collaboration*

Students co-developed educational materials for the local community, strengthening applied literacy and civic understanding. This provided both authentic task-based learning and meaningful community contribution. (internal dataset provided by user)



2. *Environmental and Marine Science Programs*

Environmental stewardship was a major focus of the program, with students actively participating in various initiatives. They took part in regular beach clean-ups in partnership with the Tangaroa Blue Foundation and systematically recorded marine debris, contributing valuable data to regional sustainability datasets.



These activities align closely with the environmental priorities and pressures outlined in the Cocos (Keeling) Islands Marine Park Management Plan 2025, which highlights marine debris, coastal impacts and ecosystem resilience as key management concerns. [australian...rks.gov.au]

3. *Marine Research Participation*

Further embedding place-based science, 23 students from Years 2–8 participated in hands-on seagrass ecosystem research alongside academic partners. Students collected over 40 seagrass fruits, with several successfully germinating seeds—providing a measurable contribution to real scientific monitoring and restoration efforts. [ecu.edu.au]



Creative and Cultural Development



Creativity flourished in 2025 with the completion of two new student-designed murals, one on each island campus. These works not only enhanced the physical environment but also served as tangible indicators of student engagement, cultural identity and collaborative achievement.

Our students also participated in community arts events, including the Batik Revival Project, which was showcased through exhibitions featuring student work in 2025. [garlandmag.com]

Health, Physical Education and Sporting Achievement



Sporting participation remained high, supported by structured programs across both islands. Our athletics carnival produced a notable result: the Yellow Faction won for the first time in 10 years, breaking a long-standing performance trend.

Students further benefited from multiple incursions conducted by professional athletes across soccer, volleyball, rugby and gymnastics—broadening skill exposure and enhancing motivation.

The school's physical education delivery also continued to strengthen, guided by structured tools and assessment frameworks such as KIDDO, which supports fundamental movement skills and provides reliable progress tracking across K–6. [kiddo.edu.au]

In 2025, the student cohort reviewed the school's values. Through the facilitation of Gecko Sports, the student carried out a week-long activity that culminated in the fine-tuning of the previous 'Six Kinds of Best' to four values: Honesty, Achievement, Respect and Kindness (HARK).



The evidence from 2025 illustrates a year marked by strong participation, measurable progress, and expanding opportunities. Enrolment remained stable and healthy, while participation in early learning increased. Student leadership activities saw growth, and community partnerships contributed to tangible educational outcomes. Environmental and marine programs made significant scientific contributions, and engagement in sports, cultural activities, and digital initiatives strengthened across both campuses.

I extend my sincere thanks to our staff, families, School Council and community partners for creating the conditions that make these achievements possible. Most importantly, I recognise our students—your effort, engagement and measurable growth define the success of our year.

Warm regards,

Principal

School Context

Cocos Islands District High School (CIDHS) is a Level 5 K–10 public school operated by the Western Australian Department of Education through a Commonwealth–State agreement. Located nearly 2,700 kilometres northwest of Perth, CIDHS serves the remote Cocos (Keeling) Islands and stands as the territory's only school, making it central to both education and community life. The school operates on two campuses that are shaped by the islands' distinctive cultural and geographic characteristics.

The Home Island Campus provides Kindergarten to Year 6 classes, mainly for the Cocos Malay population, in which English is spoken as a second language. The West Island Campus serves both West Island's primary students (K–6) and all secondary students from both islands in Years 7–10. Most secondary students travel by ferry from Home Island to West Island each day, illustrating the school's distinctive daily logistics.

Most teaching staff reside on West Island, while most support staff are based on Home Island. Coordinating daily operations requires staff to regularly commute between campuses, adding significant complexity to the school's administration and logistics. Despite these operational challenges, the islands' isolation, bilingual community, and strong social ties foster a spirit of collaboration, as reflected in the school motto, Kerjasama dan Kejayaan ("Cooperation and Success").



The Nature of our Community

The Cocos (Keeling) Islands are a unique and remote Australian territory, consisting of two inhabited islands—Home Island and West Island—located on opposite sides of a picturesque 8-kilometre lagoon within a coral atoll in the Indian Ocean. The islands' isolation has shaped a distinctive local culture and lifestyle.

Home Island, the cultural heart of the Cocos (Keeling) Islands, is where most residents live. The island is predominantly inhabited by the Cocos Malay people, who share ancestral ties to present-day Malaysia and Indonesia. With a population of about 450, the Cocos Malay community preserves rich traditions, speaks its own language, and practices the Islamic

faith. Life on Home Island is closely linked to family, faith, and the ocean, with cultural identity at the core of both daily routines and community unity.

West Island, with a smaller population of around 120, functions as the administrative and service centre for the Cocos (Keeling) Islands. It houses government offices, the school, and the airport, and is mainly inhabited by long-term residents and professionals working in essential services. Regular travel between Home Island and West Island—by ferry across the lagoon—facilitates connections and cooperation throughout the community.

Throughout both islands, residents share a strong sense of belonging, safety, and mutual support. Many families have multi-generational roots in the islands, while newcomers often arrive to provide essential services or support the community in temporary roles. The social fabric is marked by respect, cultural diversity, and a collective dedication to nurturing young people and their futures. Life on the Cocos (Keeling) Islands offers the rare opportunity to be immersed in vibrant cultural heritage while enjoying an extraordinary natural setting.



School Staff

The 2025 school year commenced with a staffing allocation of 18.0 FTE, comprising 19 staff members, according to the latest Schools Online staffing data for Cocos Islands District High School. This includes 3.0 FTE administration staff and 15.0 FTE teaching staff.

All teaching staff are appointed through the Department of Education (WA) merit selection process and meet the professional requirements to teach in Western Australian public schools. Their registrations are listed on the public register of the Teachers' Registration Board of Western Australia (TRBWA).

Our teaching workforce is supported by a dedicated team of local non-teaching staff who fulfil essential roles across the school. These positions include Manager of Corporate Services, School Officers, Ethnic Education Assistants, Special Needs Education Assistants, Library Officer, Gardener/Handyperson, and Cleaning Staff, all of whom play a vital role in ensuring the effective daily operation of our two campuses — Home Island and West Island. The school continues to function as a close-knit educational community, providing high-quality learning programs from Kindergarten to Year 10 across this unique dual-campus setting

School Services

Cocos Islands District High School collaborates closely with Commonwealth agencies and the Western Australian Department of Education (WADOE) under a longstanding Service Delivery Arrangement. This partnership coordinates education and support services throughout the Indian Ocean Territories, enabling the school to effectively address the unique challenges posed by the Cocos (Keeling) Islands' remote location and diverse community.

Health services on the islands are provided by the Indian Ocean Territories Health Service (IOTHS), which operates clinics on both Home Island and West Island. Each clinic is staffed by a general practitioner and nursing team, offering primary health care, emergency response, community health initiatives, and targeted child health services that directly support school-aged students.

Specialist allied health services—such as paediatrics, speech pathology, physiotherapy, and occupational therapy—are generally delivered via a visiting specialist program managed by IOTHS. However, ongoing staffing and contractual difficulties meant these services were unavailable for about nine months, which significantly delayed students' access to crucial specialist support.

School Psychology Services are overseen by WADOE and provided remotely from Christmas Island, currently at around 0.4 full-time equivalent (FTE) staffing. Although this support is valuable, the limited allocation creates challenges in fully meeting the diverse wellbeing and assessment needs of students across the Cocos (Keeling) Islands.

Professional Learning

Cocos Islands District High School is committed to enhancing the skills of its teachers and education assistants by providing high-quality professional development aligned with whole-school strategies. The school's curriculum-focused professional learning targets evidence-based teaching in literacy, numeracy, and English as an Additional Language or Dialect (EAL/D).

Staff engage in structured training for literacy programs such as Sounds-Write, Read 3, Talk for Writing, Walker Learning, and Spelling Mastery, ensuring consistent and effective literacy instruction. For numeracy, teachers participate in professional learning using Back-to-Front Maths, Top Ten Maths, Paul Swan Maths, and Explicit Direct Instruction (EDI). Collaborative Professional Learning Teams further support this process, using assessment data—including NAPLAN, PAT, On-Entry, and Progress Maps—to inform planning and practice.

This ongoing, targeted professional learning ensures that staff deliver research-informed, consistent instruction tailored to students' needs across both campuses.



Data

Student Numbers *(Semester One 2025)*

Student enrolment figures for 2025 indicate a modest reduction in numbers compared to the previous year. This si primary due to several families leaving the islands.

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(4)	7	11	15	5	8	16	12	78
Part Time	8								

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	8	8	8	6				30

School	Total	
Full Time	104	
Part Time	8	(4)
Total	112	(108)

	Kin	PPR	Pri	Sec	Total
Male	6	4	28	16	54
Female	2	3	39	14	58
Total	8	7	67	30	112

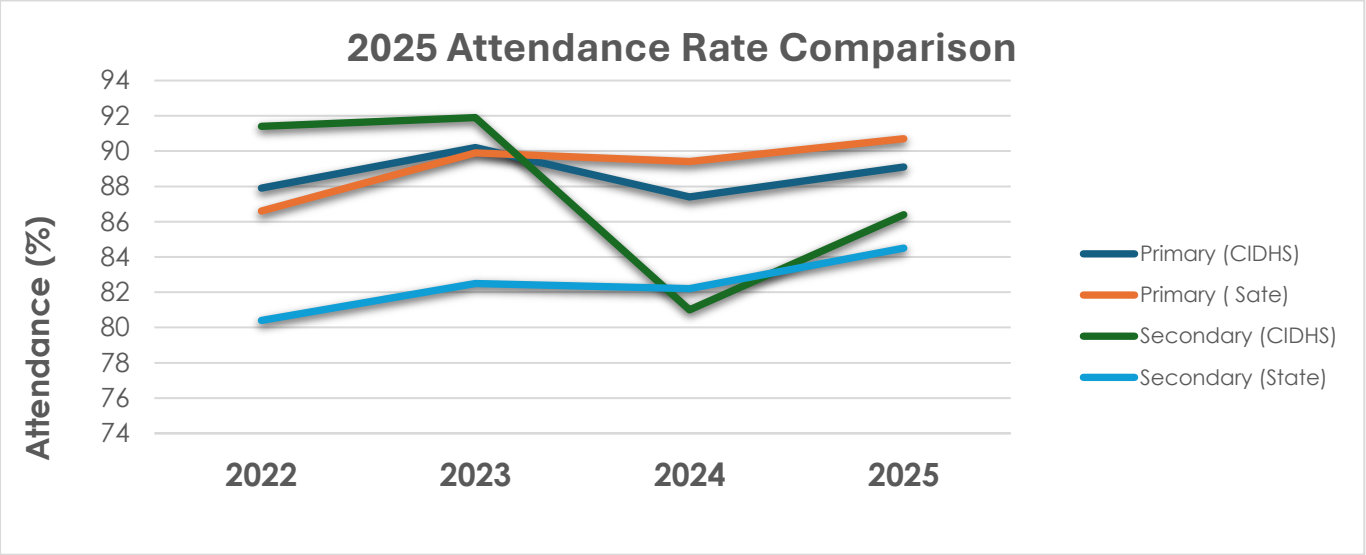
Student Attendance *(Semester One,2025)*

Student attendance decreased compared to the previous year. The reasons for this were families having to take unwell or pregnant members to the mainland for treatment.

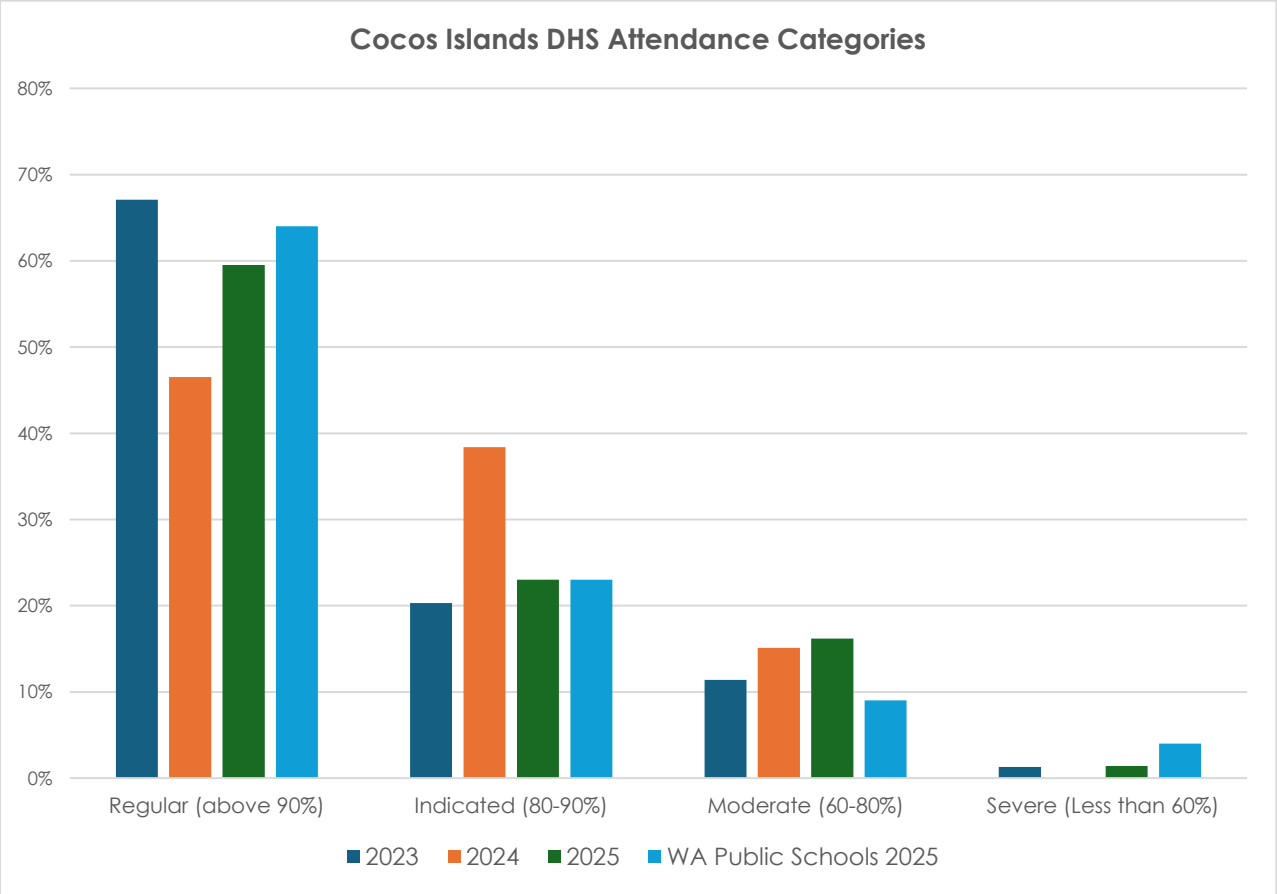
Longitudinal Student Attendance Data for Cocos Islands District High School

	2022	2023	2024	2025
Primary (CIDHS)	87.9	90.2	87.4	89.1
Primary (State)	86.6	89.9	89.4	90.7
Secondary (CIDHS)	91.4	91.9	81	86.4
Secondary (State)	80.4	82.5	82.2	84.5

In 2025, attendance at Cocos Islands District High School showed clear improvement across both primary and secondary levels. Primary attendance rose to 89.1%, recovering from the slight dip in 2024 and sitting 1.7 percentage points higher than the previous year, while also maintaining a net gain compared with 2022. Secondary attendance demonstrated an even stronger rebound, lifting to 86.4%, an increase of 5.4 percentage points from 2024, partially restoring the higher levels seen earlier in the period. These improvements aligned with the overall statewide upward trend in attendance for 2025, which saw Western Australian schools continue to strengthen student engagement.



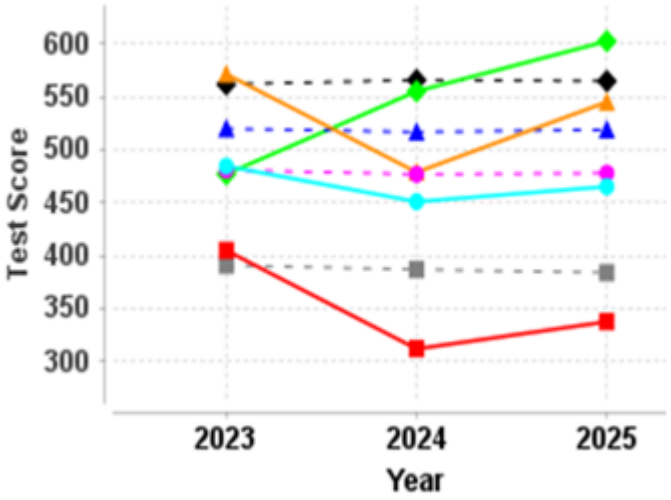
Cocos Islands District High School's attendance data shows four key categories used to monitor student engagement. Regular attendance (above 90%) represents the majority of students in most years, though it fluctuates from 47% in 2024 to 60% in 2025. Indicated attendance (80–90%) captures students just below the regular benchmark and varies more widely, peaking at 38% in 2024. Moderate attendance (60–80%) remains a smaller but notable group, ranging from 11–16% over the years. Severe attendance (below 60%) is consistently very low, at 0–1%, indicating very few students fall into chronic non-attendance. Compared with statewide WA Public Schools 2025 figures, Cocos Islands DHS trends are broadly similar, with slightly stronger results in the lowest (severe) category due to students being off-Island for Family and medical reasons.



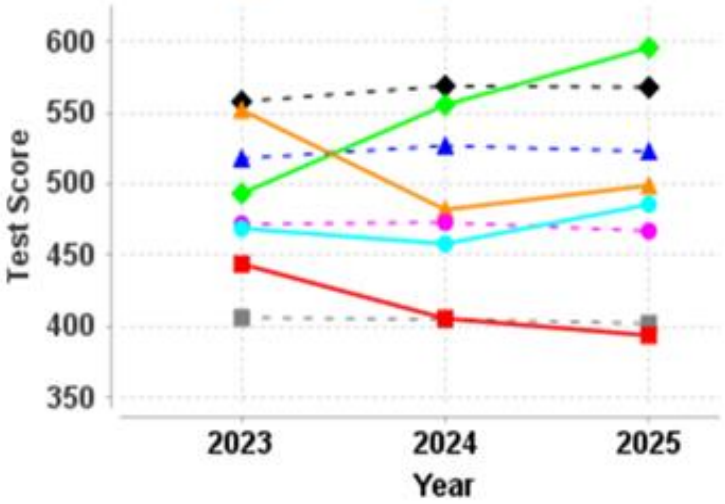
Cocos Island DHS – NAPLAN School Vs State Comparisons

NAPLAN results with small groups of students can be quite volatile. It is also crucial to understand that significant student movements to and from the Cocos (Keeling) Islands can cause large fluctuations in results. The year comparisons reflect different student cohorts; when reviewing the NAPLAN data, it is important to identify only general trends.

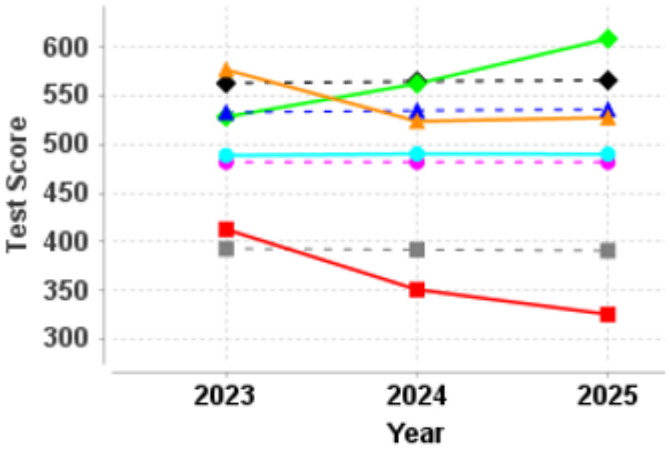
Average Reading Score



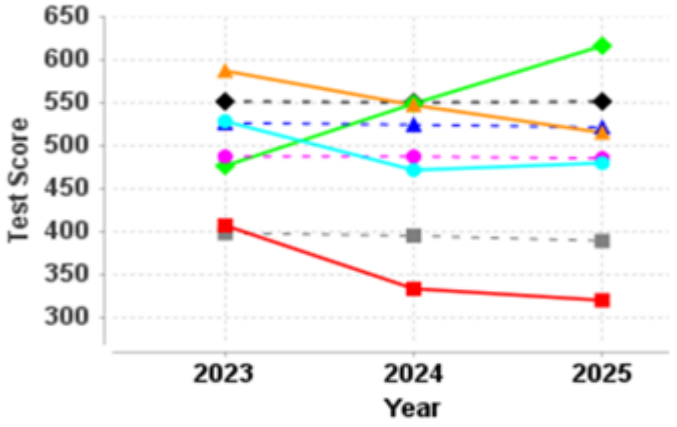
Average Writing Score



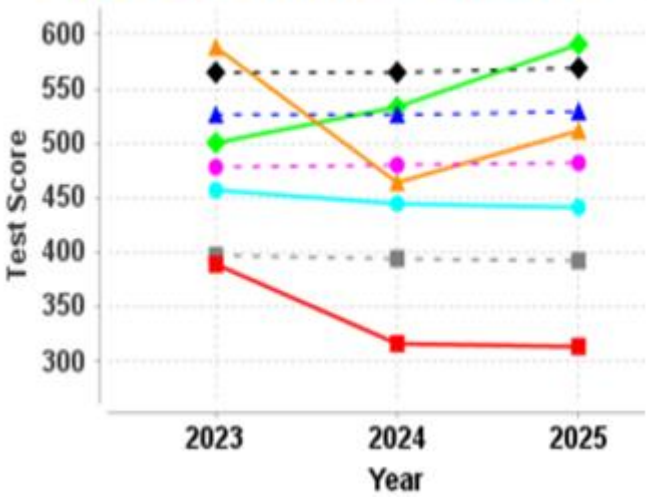
Average Spelling Score

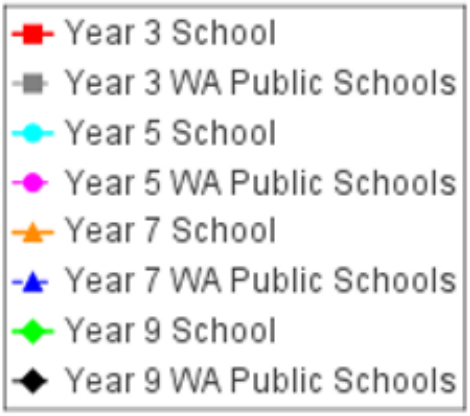


Average Grammar and Punctuation



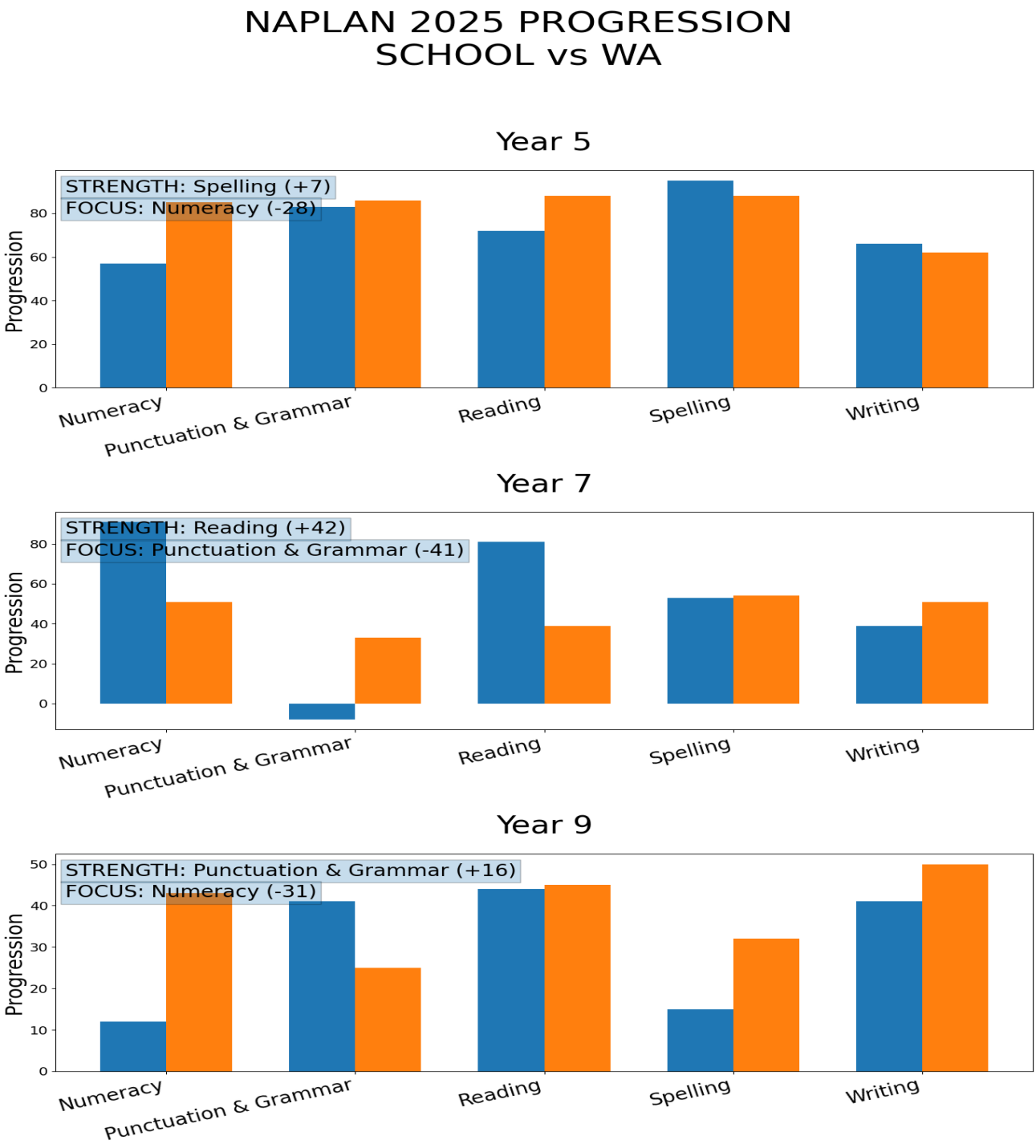
Average Numeracy Score





NAPLAN Progression Analysis

The 2025 NAPLAN progression, the increase in numerical score between tests, data shows several clear strengths alongside targeted areas for improvement heading into 2026. In Year 5, the school performed strongly in Spelling and Writing, exceeding WA averages, while Numeracy remains a key focus. Year 7 results highlight exceptional growth in Reading and strong performance in Numeracy, although Punctuation and Grammar require significant attention. In Year 9, the school demonstrated strength in Punctuation and Grammar, with solid results in Reading, but Numeracy and Spelling remain priority areas for improvement. Overall, the data indicate strong literacy growth across multiple year levels, with a strategic focus on improving numeracy and specific writing conventions in 2026.



Cocos Island DHS – Business Plan Targets 2025

	2024 Targets	Achievement
Literacy	**DIBELS:** 70% of students will be above benchmarks by the 3rd year of the 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 the number of stable cohort students from developing into strong	
	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	
Numeracy	**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.	
Future Focused Learning	**Design:** Develop a whole school approach to the teaching of STEAM and Future Focused Learning	
	Community: Create partnerships with the community and professional organisations to promote STEAM	
	Early Childhood: Walker Learning – Integrate STEAM into intentional play and include STEAM in the setup of the learning environment	
	High School: Project-based Learning electives provided to High School students	
Wellbeing	**NQS:** The school achieves all elements of the NQS Area 3: Physical Environment	
	Student National Opinion Survey: The school administers it biannually.	
	Induction: Staff have completed a cultural tour as part of their induction	
	Professional Learning: Staff have access to ongoing professional learning	
	Protective Behaviours: All students are to participate in a Protective Behaviours Program	
Connected Community	**Community Engagement:** Topsy Turvy Day, Parent / Teacher Interviews, Harmony Day	
	Student National Opinion Survey: Community feels positive 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 offer programs that cater for Pre-K students	

Achievement Key

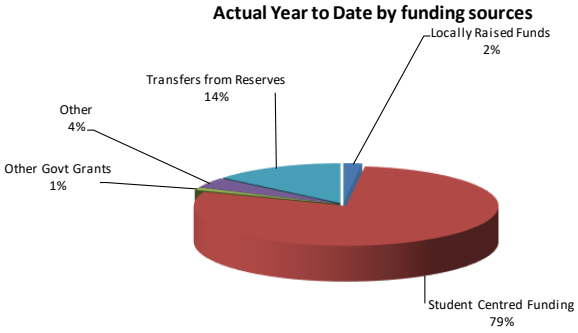
Achieved	
Working Towards	
Not Achieved	

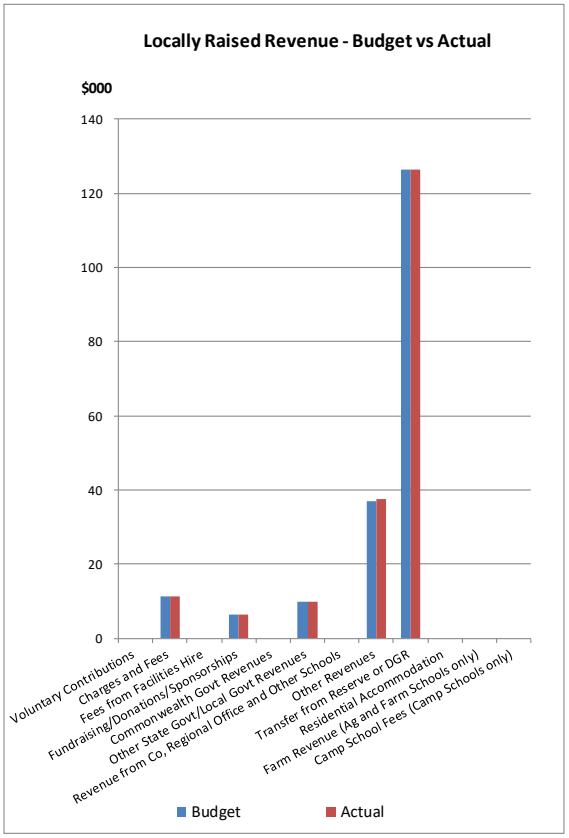
Cocos Island DHS

Financial Summary as at

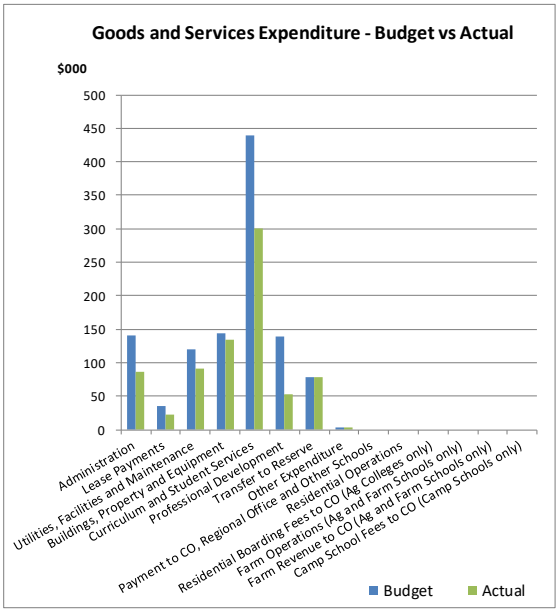
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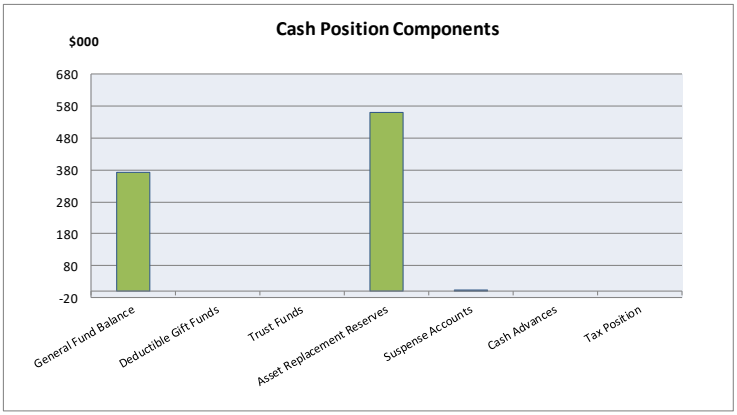
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	$ -	$ -
2	Charges and Fees	$ 11,200.00	$ 11,200.00
3	Fees from Facilities Hire	$ -	$ -
4	Fundraising/Donations/Sponsorships	$ 6,550.00	$ 6,550.00
5	Commonwealth Govt Revenues	$ -	$ -
6	Other State Govt/Local Govt Revenues	$ 10,000.00	$ 10,000.00
7	Revenue from Co, Regional Office and Other Schools	$ -	$ -
8	Other Revenues	$ 36,930.00	$ 37,429.25
9	Transfer from Reserve or DGR	$ 126,256.00	$ 126,255.78
10	Residential Accommodation	$ -	$ -
11	Farm Revenue (Ag and Farm Schools only)	$ -	$ -
12	Camp School Fees (Camp Schools only)	$ -	$ -
	Total Locally Raised Funds	$ 190,936.00	$ 191,435.03
	Opening Balance	$ 244,007.00	$ 244,007.28
	Student Centred Funding	$ 709,102.00	$ 709,102.20
	Total Cash Funds Available	**$ 1,144,045.00**	**$ 1,144,544.51**
	Total Salary Allocation	$ -	$ -
	Total Funds Available	**$ 1,144,045.00**	**$ 1,144,544.51**





	Expenditure - Cash and Salary	Budget	Actual
1	Administration	$ 140,200.00	$ 86,015.01
2	Lease Payments	$ 35,000.00	$ 22,933.20
3	Utilities, Facilities and Maintenance	$ 119,800.00	$ 90,954.42
4	Buildings, Property and Equipment	$ 143,779.00	$ 134,694.55
5	Curriculum and Student Services	$ 439,820.00	$ 301,078.71
6	Professional Development	$ 138,741.00	$ 52,784.37
7	Transfer to Reserve	$ 79,000.00	$ 79,000.00
8	Other Expenditure	$ 4,000.00	$ 3,260.89
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	**$ 1,100,340.00**	**$ 770,721.15**
	Total Forecast Salary Expenditure	$ -	$ -
	Total Expenditure	**$ 1,100,340.00**	**$ 770,721.15**
	Cash Budget Variance	**$ 43,705.00**	





	Cash Position Components	
	Bank Balance	**$ 934,349.97**
	Made up of:	
1	General Fund Balance	$ 373,823.36
2	Deductible Gift Funds	$ -
3	Trust Funds	$ -
4	Asset Replacement Reserves	$ 560,327.61
5	Suspense Accounts	$ 199.00
6	Cash Advances	$ -
7	Tax Position	$ -
	Total Bank Balance	**$ 934,349.97**