



Department of
Education

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Public education
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Christmas Island District High School

Public School Review

June 2019



PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Christmas Island District High School is an offshore school located on a ruggedly beautiful tropical island 2600 kilometres northwest of Perth and 360 kilometres southwest of Java, Indonesia. The school is supported by the North Metropolitan Education Region under a joint Commonwealth and Western Australian State Government agreement.

Christmas Island is a 3.5 hour flight from Perth and has strong historical, cultural and geographical ties with Asia. Several languages are spoken on the island, including English, Malay and various Chinese dialects. Approximately 67 per cent of students have a language background other than English.

Students represent many nationalities, with the majority being Chinese, Malay and Australian. They are given the opportunity to learn either Mandarin or Bahasa Malay languages.

School facilities include a library, art and trades centres and 'The Jungle Café' as part of the home economics room. The Kindergarten is located in the off-site Tom Patterson Kindergarten Centre.

The school has an Index of Community Socio-Educational Advantage rating of 1017, and currently enrolls 169 students from Kindergarten to Year 6, and 79 students from Year 7 to Year 12.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- The Electronic School Assessment Tool submission and feedback provided during the lead-up to and during the validation visit, delivered a detailed account of the school context and operations in addressing its improvement agenda within the island community.
- A broad scope of performance evidence was selected for the review, with planned actions aligned to judgements made.
- A considered assessment of factors affecting school operations was provided as the foundation for validation day discussions.
- The school's self-assessment was enhanced significantly by conversations held with members of the school community prior to, and during, the validation visit.
- Staff engagement in, and commitment to, the school assessment process is evidence of an organised and embedded culture of reflection and improvement.
- Staff demonstrate ownership for student success with professional and personal responsibilities and expectations accepted, understood and modelled.

The following recommendation is made:

- Continue to seek new and innovative ways to ensure the school vision and whole-school beliefs are optimised in school operations.

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Relationships and partnerships	
<p>Mutually respectful relationships and partnerships, founded on a high level of trust, underpin staff, parent and community engagement and commitment. Parents, staff and School Council members articulated high levels of advocacy for school leadership, operations and direction.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• NSOS¹ data, parent attendance at school events and the promotion of school programs and incentives at home, demonstrate high levels of parent satisfaction with Christmas Island District High School.• Quality professional relationships underpin high levels of staff morale resulting in a culture of positivity and engagement.• School Council representatives engage actively in consultation about school direction. They are committed to their role and add value to the school improvement process.• Student, staff, parent and community feedback is sought routinely to shape the continuous school improvement process.• Quality relationships are evident between staff and students with the student voice acknowledged through the Student Council. The 'Kayou Club' initiative exemplifies the strong alignment between community and school beliefs.• A range of off-island opportunities provide students with diverse, immersive, cultural and social educational experiences.• The innovative 'digital wall' project provides a visual recognition of the school ethos foci of community, environment, history, heritage and cultural diversity.

Learning environment	
<p>A safe, secure, inclusive and welcoming environment provides the foundation for high quality 'education for life'. Staff and students model a commitment to the school ethos to respect and value community, environment and cultural diversity in pursuit of achievement and excellence.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• The learning environment is not confined to the school site. The natural and physical resources both 'on' and 'beyond' the island are utilised to offer quality educational opportunities.• Parameters for student behaviour have been articulated clearly through PBS² in the primary school to ensure a positive learning environment.• There is an authentic commitment from staff to ensure the physical environment adheres to Commonwealth and State OSH³ requirements to optimise student safety and equip them for the workplace.• Positive student engagement ensures high levels of student attendance when 'on-island'. Secondary attendance is particularly strong.• There is a robust commitment to ensuring comprehensive pastoral care for students through an inclusive partnership between the school, parents and community. Specialist support is targeted to student needs.

Leadership

The leaders have created and embedded a highly united, respectful, collaborative and supportive work environment where staff engage willingly in support of school goals. This is complemented by consistent modelling of expectations with support for implementation.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school vision and values, modelled by leaders, are embedded authentically in everyday practice. • The efficacy of leadership practices is enhanced significantly by the unity, trust and openness evident in actions of members of the executive team. • Staff actively share various leadership opportunities, roles and responsibilities as part of a 'diffused' leadership model. • The 'teacher representative' School Development Committee provides a pathway for leadership development through oversight of planning, operations and professional learning. • Quality performance management systems are differentiated to ensure staff development is aligned effectively to individual and school needs.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to encourage and consider new approaches to innovation and leadership, including the 'aspirant group' and L3CT⁴ program.

Use of resources

Strategic and operational use of resources is appropriate to address the priority needs of current students and future directions. Judicious oversight of both Commonwealth and State funding is required, and provided, to ensure financial management practices are compliant.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Workforce planning is strategic, providing a high quality workforce committed to sustainable programs and practice. Key workforce gaps have been identified and planned actions developed. • Evidence-based decision making underpins resource management and deployment. Clear and defensible links exist between school budgeting and Business Plan focus areas. • The manager corporate services plays a key role in effecting strategic resource management and deployment practices and is recognised as an integral part of the leadership team. • Whole-of-staff education in financial practices during induction is complemented by cost centre manager training to optimise staff understanding of accountable resourcing practices. • Innovative Finance Committee processes ensure short-term and longer-term needs are planned for effectively. • The strong working relationship developed with the Commonwealth building maintenance group has resulted in improved school facilities.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to monitor resource priorities in accordance with the changing demands resulting from the potential fluctuation in student numbers.

Teaching quality

Targeted selection and induction practices have ensured staff capacity in pursuit of a common understanding of, and commitment to, what constitutes 'high quality teaching and learning' in this context. Passionate staff engage wholeheartedly in whole-school approaches.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The significance of the effectiveness of feedback in improving student achievement is acknowledged. This forms part of the school's focus on high quality teaching and learning. • Staff use data to make effective decisions about support for students and to monitor the impact of intervention at whole-school, class and individual levels. • 'Honouring community values and beliefs' is acknowledged as a critical element of the role of teachers at Christmas Island District High School. • Staff capacity building is aligned to the Business Plan within a culture of continuous self-improvement. The professional reading and viewing group provides a reflective forum for staff discussion on teaching and learning. • A strong foundation for a school-wide instructional framework has been established through staff research and shared learnings of best practice. • The implementation of classroom observations within the performance management and development processes has enhanced feedback mechanisms for staff.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Develop detailed plans regarding agreed approaches as to how feedback will be sought and delivered in a consistent, school-wide manner.

Student achievement and progress

High levels of data literacy ensure staff understand and appreciate the value of evidence-based decision making. Performance against school targets and longitudinal progress data is shared and analysed by staff to inform individual and classroom planning for improvement.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Targeted strategies including PLD⁵, Letters and Sounds, Let's Decode, Talk for Writing, Brightpath, PM Benchmarks, the EAL/D⁶ Progress Map and Maths Pathways support curriculum and assessment. • High levels of progress are evident for EAL/D students between the OEAP⁷ and Year 3 NAPLAN⁸ data. • Compared to Western Australian Public Schools and All Australian Schools, high progress and achievement in numeracy was evident from 2016 to 2018 in Year 3 to Year 5 and Year 7 to Year 9. • Progress in writing exceeded Western Australian Public Schools and All Australian School means in all years from 2016 to 2018. • The median ATAR⁹ (81.5) for 2018 was above the Western Australian Public School mean. Twenty per cent of the cohort achieved an ATAR above 90.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to develop staff understanding of, and commitment to, school-wide EAL/D teaching and assessment strategies.

Reviewers

Brett Hunt
Director, Public School Review

Len Christie
Principal, Beechboro Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2022.



Stephen Baxter
A/Deputy Director General, Schools

References

- 1 National School Opinion Survey
- 2 Positive Behaviour Support
- 3 Occupational safety and health
- 4 Level 3 classroom teacher
- 5 Promoting Literacy Development
- 6 English as an additional language/dialect
- 7 On-entry Assessment Program
- 8 National Assessment Program – Literacy and Numeracy
- 9 Australian Tertiary Admission Rank