COCOS ISLANDS DISTRICT HIGH SCHOOL

BUSINESS PLAN

2024 -2026

KERJASAMA & KEJAYAAN

COOPERATION & ACHIEVEMENT

Selamat Datang

Welcome to Cocos Islands 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 DHS 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, STEAM, 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, operational plans are 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 Islands 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 ...

- DATA INFORMED DECISION MAKING
- SAFE AND INCLUSIVE LEARNING ENVIRONMENT
- HIGH IMPACT TEACHING
- HIGH EXPECTATIONS
- COLLABORATION WITH COMMUNITY
- RESPECTFUL RELATIONSHIPS
- EVIDENCE BASED PRACTICES

Our Values

WELL-BEING & EMOTIONAL INTELLIGENCE

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

As such, in order to achieve our school vision of **High Levels of Learning For All Students**, we ensure that our learning environment promote the conditions students need to engage with their learning, take risks and thrive. Creating this learning environment allows us to develop the whole child as well as meet our school improvement targets.

The school utilises the 'Six Kinds of Best' framework to assist in defining its values education program. This framework allows us to co-construct and communicate our school values to students, staff and the wider community. By creating a common language and common expectations around school values, teachers are able to explicitly teach social skills and foster positive attitudes towards learning.
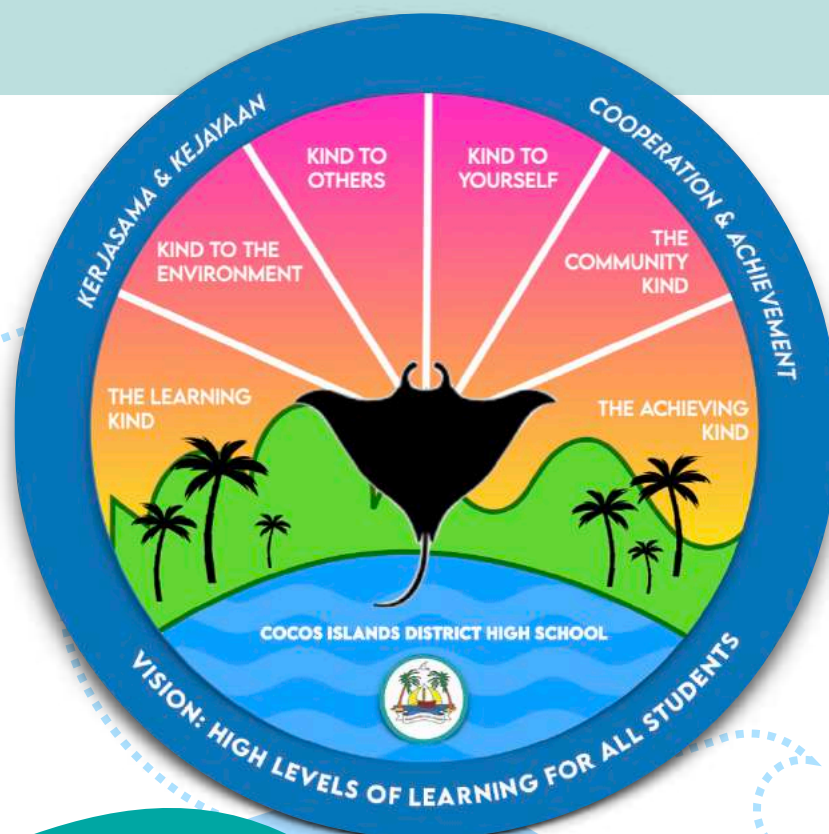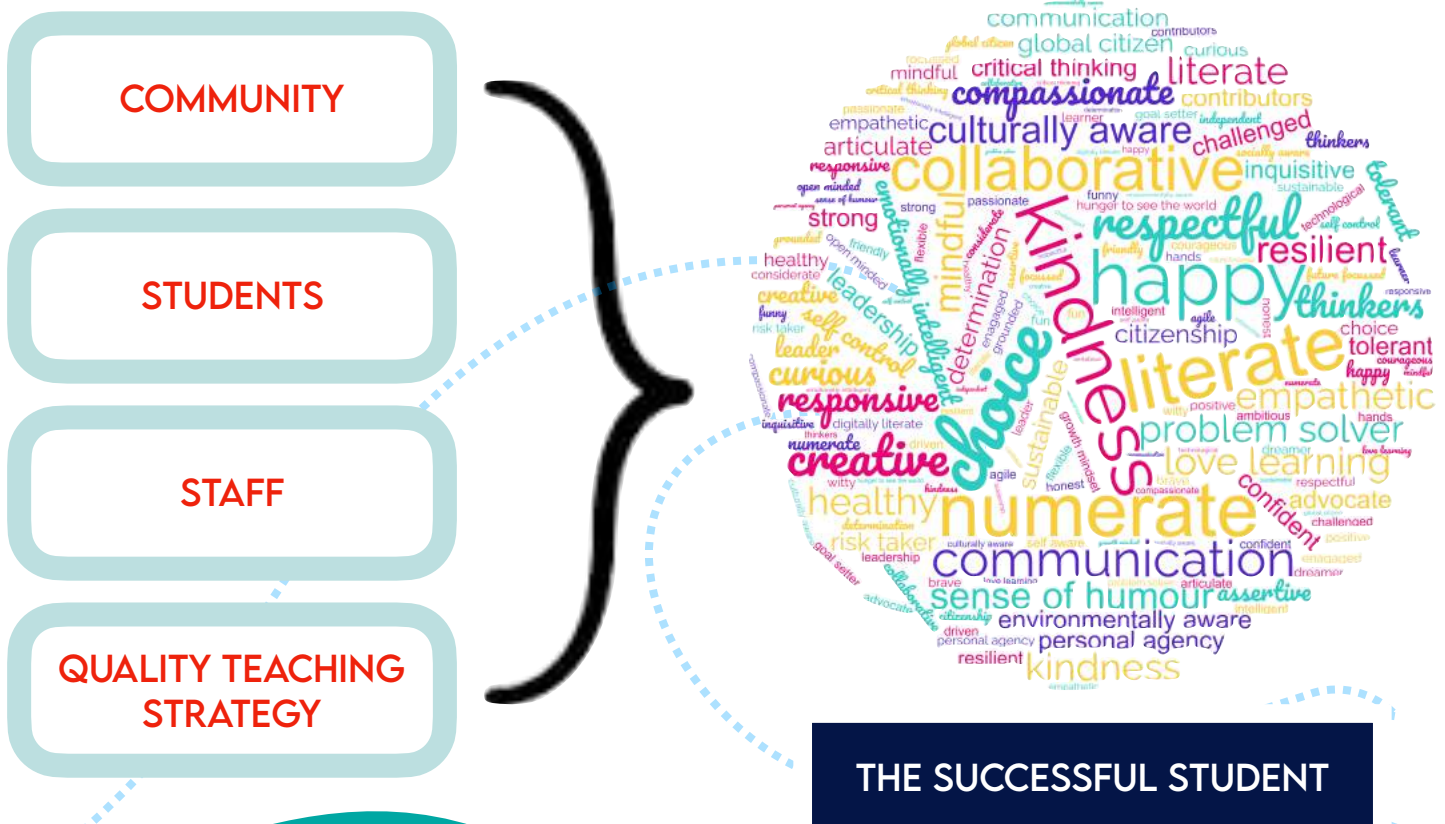
Our Why

At Cocos Islands 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 aligns with the needs of the students, the community and utilises 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 Islands 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,** guided by our '**why**' of developing the whole child and using the information gathered from community input, Cocos Islands DHS has identified priority focus areas. These priority areas provide us with the '**how**' and allow us to strategically achieve our vision by aligning it with whole school planning, professional learning and resourcing.

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

WELLBEING

FUTURE FOCUSED

CONNECTED COMMUNITY

NUMERACY

LITERACY

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 • Build the capacity of staff by providing professional learning opportunities relating to High Impact Teaching • Continue to implement Literacy Daily Reviews (K-10) • Develop and implement a whole school instructional model for lesson design
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) and provide 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 implementation 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 also digitally

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 using the instructional model
- Use daily reviews and mathematics warmups 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

Future Focused Learning

TARGETS

- **STEAM:** Research, develop and embed a whole school approach to the teaching of STEAM and Future Focused Learning

- **Community / Partnerships:** Create partnerships with community and professional organisations to promote STEAM and build teacher capacity

- **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:** Investigate and provide high school students with Certificate Two pathway options

WHAT WILL WE DO

HOW WILL WE DO IT?

Define Future Focused Learning

Investigate, research and develop a whole school approach to Future Focused Learning

- Create a tool to collect data relating to engagement and impact of FFL programs
- Analyse the data to develop a context for STEAM at Cocos Islands DHS
- 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 planning time for classroom and specialist teachers to collaboratively 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 that allow for the exchanging of ideas and resources.

Instructional Model

Building an instructional model to facilitate Future Focused Learning

- 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 Staff Capacity

Build teacher capacity to deliver STEAM across K-10

- Access targeted professional learning to build teacher capacity and confidence
- Investigate partnerships with outside agencies to enhance STEAM programs
- Initiate Lighthouse classes to up skill 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 build on the contextual knowledge of EALD students

Partnerships

Develop Partnerships to enhance learning and enagagement

- Work with the community to develop two-way partnerships which are culturally appropriate. (Eg. Parks and Recreation, Rangers, CSIRO)

Creative & Critical Thinking

Create opportunities for students to engage in Higher Order Thinking

- Develop a scope and sequence of higher order thinking skills across K-10 so students can use appropriate scaffolds to engage in creative and critical thinking

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 relevant ongoing professional learning

- **Protective Behaviours:** All students, K-10, to participate in Protective Behaviours programs

WHAT WILL WE DO	HOW WILL WE DO IT?
Whole School Values Create a Cocos Islands DHS approach to whole school values	• Introduce and embed the 6 Kinds of Best (6KOB) values framework across the school • Embed the 6KOB values 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	• Continue the Year 9 Immersion Program – Kent Street • Investigate workplace learning and career education
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 • Consolidate Crunch n Sip program, School Behaviour Policy and Good Standing Policy • Implement a whole school health and well being week
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 across the school	• Develop a school leaders program • Increase the representation of student voice on the school council • Student leaders to organise and run R&R and whole school assemblies on both campuses
Protective Behaviours Provide students with a comprehensive protective behaviours education	• 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 Promote staff well being and balance	• Develop rigorous induction processes for new staff relating to whole school practices, high impact teaching and Cocos Malay culture. • Email curfews to improve staff professional balance

Connected Community

TARGETS

- **Community Engagement:** Promote community engagement and participation with the school through whole school community events such as Topsy Turvy Day, Parent / Teacher Interviews and Harmony Day

- **Student National Opinion Survey:** Achieve positive feedback relating to 'Community feels positively and acknowledges being included in school processes'

- **Induction:** All staff to participate in a cultural induction relating to Cocos Malay culture and the Cocos Islands

- **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 the P & 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 are informed and engaged at school through class walk-throughs, information sessions and school based events • Create a culturally safe environment where students and parents are invited to provide feedback in school decision making
Community Engagement Provide opportunities for families to engage with the 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 the DOE Code of Conduct
Allied Services Establish and maintain connections with external organisations	• 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 respectful relationships	• Continue to develop and maintain culturally responsive practices • Develop a Cocos Cultural Calendar • Continue to implement integration days across Home Island and West Island 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
Disciplined Dialogue	Stuctured professional conversation focused on the analysis of data
Future Focused Learning	Empowering and engaging students by providing learning opportunities that are flexible, innovative and challenging
NAPLAN	National Assessment Program - Literacy and Numeracy
OLNA	Online Literacy and Numeracy Assessment
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 measure 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
STEAM	Science, Technology, Engineering, Arts and Maths
Scarborough's Reading Rope	A researched approach to teaching students to become skilled readers
The Big Five of Reading	Phonemic Awareness, Phonics, Vocabulary, Comprehension and Fluency
6KOB	Six Kinds of Best Values Program

COCOS ISLANDS DISTRICT HIGH SCHOOL

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