



CYRIL JACKSON
SENIOR CAMPUS



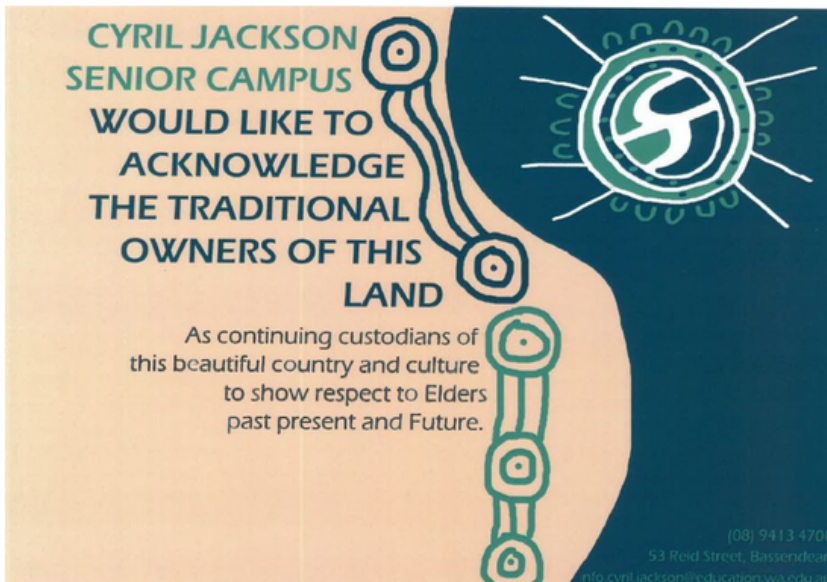
Business Plan
2022 - 2024

Your Course,
Your Place,
Your Path.

CJ changes lives

Acknowledgement of Country

Cyril Jackson Senior Campus acknowledges the Whadjuk people of the Noongar nation as the traditional custodians of the land where we work and study. We pay respects to the Whadjuk people and their Elders in seeking their wisdom and advice on the teaching and cultural knowledge undertaken on their Boodjar.



A long time ago the Whadjuk people would meet to dance, share and learn near the river. My Gija family (Kimberley) were also welcomed to this "good country" by Whadjuk people. This painting shows how Cyril Jackson Senior Campus, by welcoming all people living "off country", from many different homelands, is honouring the spirit of Aboriginal people and the ways of the Whadjuk people.

"Dance well in good country".

**Artist Dillon Chua,
2021 Year 12 CJSJ Graduate**



The logo of Cyril Jackson Senior Campus is a stylised C and J with a blue colour band to the right and a green, to the left.

The blue represents the Swan River, as the CJ site is within a kilometre of the river.

The green represents the land on which CJ sits.



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This business plan for Cyril Jackson Senior Campus has been generated through a self-assessment process, including considering the outcomes of the recent Public School Review. This plan has been developed through a consultative approach. It has been refined through a number of processes involving staff and community.

The intent of the plan is for teachers to take responsibility for improvement in their pedagogy, contribute to a positive learning environment and foster a whole-school approach to teaching and learning that drives the improvement strategy. Professional Learning Communities support teachers in their goal of improving student results.

The Context of Cyril Jackson Senior Campus

Cyril Jackson Senior Campus is one of two unique schools in Western Australia which cater for students who want to study a Year 11 and 12 program in a mature learning environment. Cyril Jackson SC is able to enrol compulsory age and adult students to complete Years 11 and 12.

Cyril Jackson SC offers a mature learning environment across the full range of senior secondary options. Students may undertake a Certificate, General courses or an ATAR program leading to potential university entrance. A combination of these pathways may also be completed where this meets the needs of the student. It is the needs of students that drive operations at Cyril Jackson SC.

There are three main enrolment streams. The first is compulsory age students who would prefer to learn away from a traditional secondary school; the second, mature-age people who decide to return to school to complete Year 11 and/or Year 12. The third stream of students are those who enrol in the specialist Intensive English Centre, a Department of Education endorsed program for English language development. These students are mainly migrants and refugees, adding a strong multicultural feel to the campus community.

There is a flexible timetable structure in place that enables students to work part-time whilst studying. Online learning through the iLearn Flexible Learning mode supports students who may work full-time or are unable to attend day-time classes. Cyril Jackson SC is focused on providing opportunities to students and to meet their study needs.

The work of all staff is to enable student achievement of personal goals, whether this be teaching concepts in a classroom, encouraging wellbeing or providing guidance and individual assistance. This individual support, at the heart of a mature learning environment, is aimed at every student achieving success at Cyril Jackson SC and to establish the conditions for a successful pathway in the future.

All members of the school community acknowledge diversity and treat others with respect, leading to an inclusive campus life. In order to meet the needs of students, opportunity can be found through the range of programs available and there is an expectation of personal achievement. Every student is seen as an individual and each one matters at Cyril Jackson SC.

The health and welfare of all students is a priority: all staff acknowledge that within a hierarchy of personal needs, wellbeing and social and emotional health contribute to success in studies as significantly as hard work. Whilst all staff have an interest in the wellbeing of students, where there are high-end needs, specialist advice and support is available from the Student Services Team and referrals to outside agencies can be made.

Cyril Jackson SC aims to make a difference for its students. On leaving the school they will be able to reflect on their learning journey with pride and agree that attending CJ changed their life. This plan charts that journey.

Strategic Drivers of the Business Plan

In December 2019, Australia's education ministers agreed on a new national declaration on education goals for all Australians. Known as the Alice Springs (Mparntwe) Education Declaration (the Declaration), it sets out the national vision for education and the commitment of Australian Governments to improving educational outcomes. (Mparntwe pronounced M-ban tua, is the Arrernte name for Alice Springs.) The Arrernte people are the traditional custodians of Alice Springs and the surrounding region.

The national directions agreed are:

- Goal 1: The Australian education system promotes excellence and equity.
- Goal 2: All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community.

The Declaration has influenced the Department of Education in Western Australia as to its strategic position, and therefore, the Declaration impacts on schools.

The Cyril Jackson SC Business Plan is underpinned by the Department of Education's strategic directions "Every student, every classroom, every day" and the annual Focus series.

Summarised, the Department's drivers are:

- Student pathways to a successful future.
- Strengthen support for teaching and learning.
- Build capacity of staff.
- Support increased school autonomy within a public system.
- Partner with families, communities and agencies to support students.
- Use evidence to drive decisions.



The Plan in a Second

Mantra

Your Course, Your Place, Your Path

Vision

To be a community that delivers relevant and applicable learning experiences that foster hope and meet the individual needs and goals of our students.

Mission

Cyril Jackson Senior Campus's mission is to provide a range of educational opportunities for students aged 16 and over in a unique learning environment. We are committed to meeting the needs of a diverse student cohort through a mature ethos that empowers students to engage or re-engage with their education. We endeavour to provide a caring and compassionate place in which students can develop their independence, resilience, optimism and lifelong commitment to learning.

Values

Inclusivity
Respect
Opportunity
Achievement
Resilience



The Priorities

Students
Teaching
Partnerships

CJ changes lives

Values

Inclusivity

Cyril Jackson SC seeks to support all members of the community to participate in programs of their choice and to not exclude or marginalise individuals based on personal traits and characteristics.

Respect

All members of the Cyril Jackson SC community treat each other with dignity and individual differences are appreciated. Communal and individual rights, ideas and belongings are valued, as are the campus facilities.

Opportunity

Cyril Jackson SC provides the chance for students to compete a range of programs leading to a valued pathway. Students are supported to strive to make progress and to achieve success.

Achievement

All members of the Cyril Jackson SC community are encouraged to complete their program successfully and for students to gain skills and credentials beneficial to their future.

Resilience

All members of the Cyril Jackson SC community are supported to face difficulties with confidence, maintain their program and consider new ways to solve the challenges of schooling that may be faced.



Priorities of the Business Plan

Students *Every student matters*

Cyril Jackson Senior Campus prepares students for life beyond the campus. Meaningful, realistic pathways and relevant learning experiences develop resourceful, engaged, independent and resilient students. Our learning programs support students' progress, achievement, motivation and confidence, encouraging them to reach their personal and academic goals. We value a holistic approach, meeting students' educational, social and emotional needs in a mature learning environment.

Teaching *Life-long learning for all*

All staff at Cyril Jackson Senior Campus share a growth mindset supported by mentorship and targeted high quality professional development opportunities. Teachers reflect on their skills in pedagogy, curriculum and assessment through data analysis, feedback and a continuous and comprehensive review-reflect-plan-do cycle. Our staff are committed to maximising outcomes for all students in our care, consistently nurturing individual opportunity, wellbeing and progress.

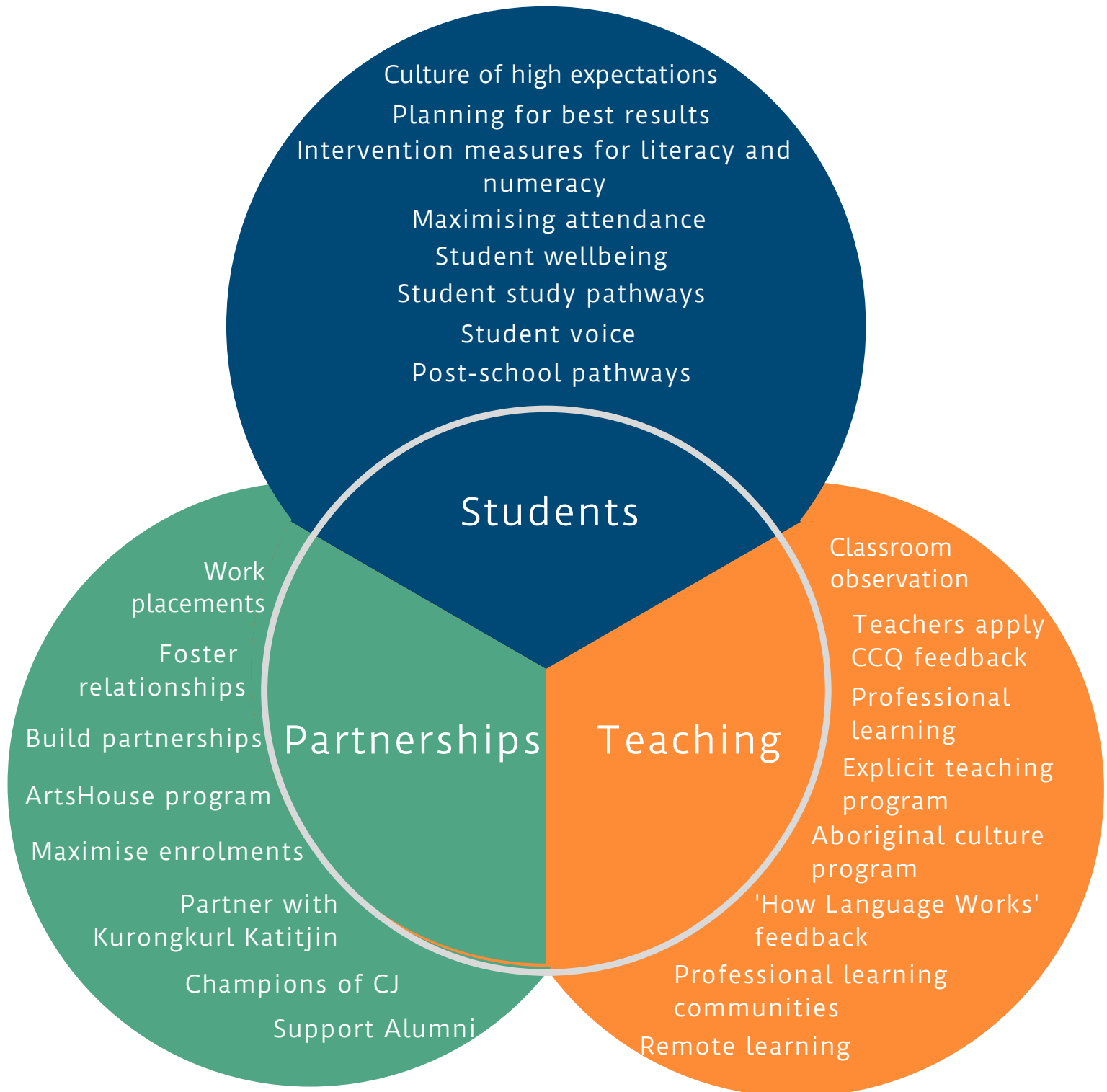
Partnerships *Connections provide opportunities*

At Cyril Jackson Senior Campus, we are committed to developing relationships with a range of organisations, businesses and agencies to provide the best opportunities and outcomes for students. We explore mutually beneficial new partnerships while maintaining and improving current links. This allows us to focus on creating meaningful and achievable student pathways by delivering authentic learning experiences.



A Summary of the Strategies

This graphic seeks to capture in summary the three priorities of the Business Plan and the key strategies used to deliver the priorities.



A Summary of the Targets

Students

Student Achievement Factor	Full-Time WACE Eligible Students	Mainstream Students
WACE achievement	64%	
Attainment achievement	80%	
OLNA achievement	73%	60%
OLNA Numeracy achievement	79%	61%
OLNA Writing achievement	77%	59%
OLNA Reading achievement	76%	58%
Median ATAR	66	66
Certificate II or higher completion	55%	65%
'A' Grades in Year 12 courses	25%	
'C' Grades or higher in Year 12 courses	80%	
'A' grades in Year 11 Foundation courses		18%
'A' grades in Year 12 Foundation courses		11%
'A' grades in Year 11 General courses		15%
'A' grades in Year 12 General courses		12%
'A' grades in Year 11 ATAR courses		12%
'A' grades in Year 12 ATAR courses		10%
'C' grades or higher in Year 11 Foundation courses		70%
'C' grades or higher in Year 12 Foundation courses		70%
'C' grade or higher in Year 11 General courses		75%
'C' grade or higher in Year 12 General courses		77%
'C' grades or higher in Year 11 ATAR courses		70%
'C' grades or higher in Year 12 ATAR courses		78%

IEC students

- Exiting IEC students achieve Level 4 in all four domains of the EALD Progress Map of 12% or better.
- Exiting IEC students improve in the four domains of the EALD Progress Map of 1 level or better from on-entry assessment.

Attendance

- Campus attendance rate of 78% or higher.
- Year 11 attendance rate of 78% or higher.
- Year 12 attendance of 74% or higher.
- IEC attendance of 80% or higher.
- Regular attendance rate of 33% or higher.
- Year 11 Regular attendance rate of 33% or higher.
- Year 12 Regular attendance rate of 29% or higher.
- IEC Regular attendance rate of 40% or higher.

Survey Data

A minimum score of 3.5 is attained for all survey questions relating to student wellbeing, safety and engagement.

Teaching

90% of staff are recorded as having completed a form of classroom observation.

A minimum of five teachers complete the Explicit Teaching activity annually over the period of the plan.

A minimum of ten staff members complete the Aboriginal cultural responsiveness activity annually over the period of the plan.

A minimum score of 3.5 is attained for all survey questions relating to staff interaction with students.

Partnerships

All students electing to complete a work placement are able to be accommodated from the supply of available employers.

At least ten partnerships of mutual support and commitment are maintained annually over the life of the plan.

Five Champions of CJ are named annually for each year of the plan.

At least ten students enter Cyril Jackson Senior Campus from the Kurongkurl Katitjin centre annually during the life of an agreed MOU.

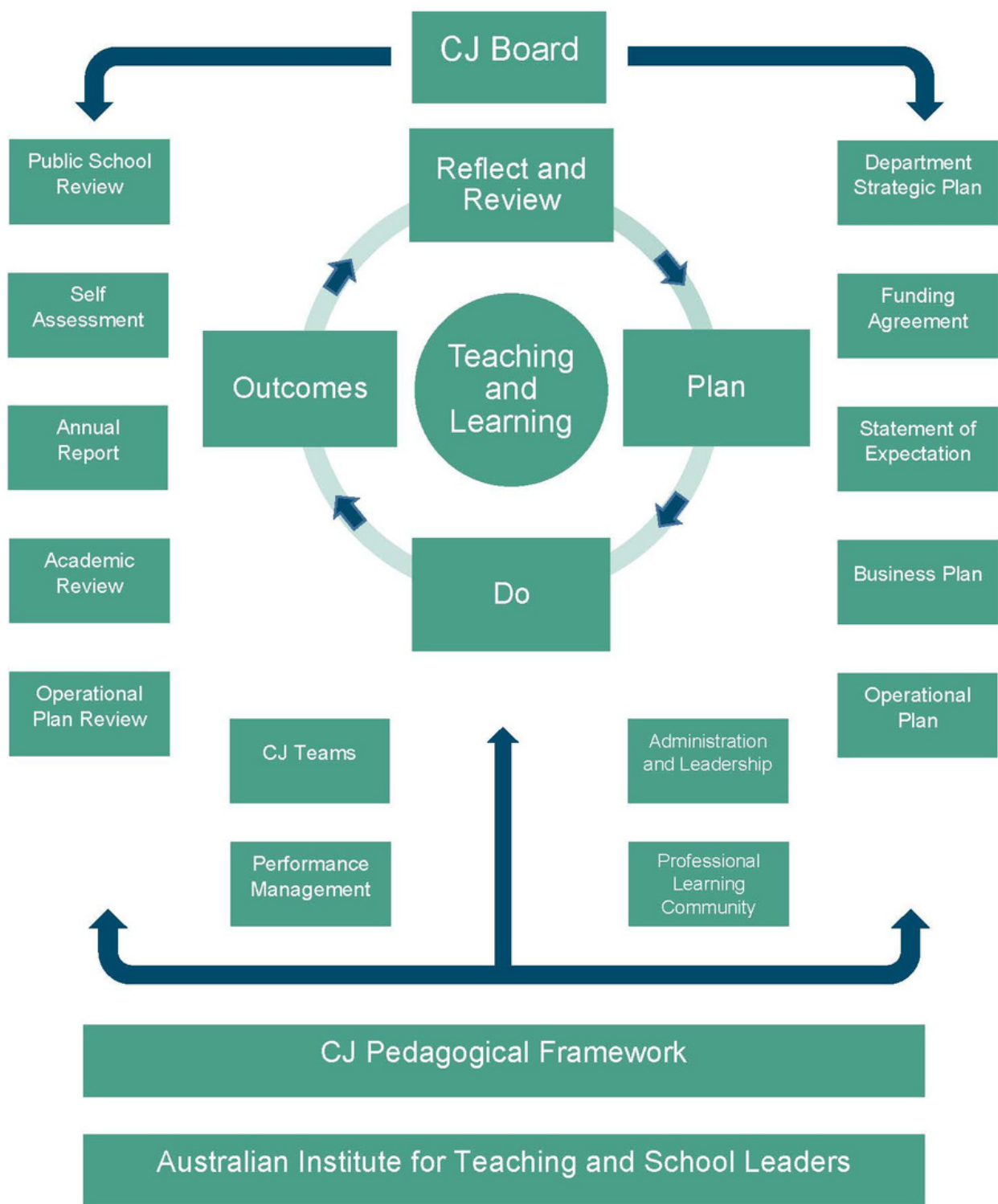
A minimum score of 3.5 is attained for NSOS survey questions relating to external relationships.



Planning, Review and Accountability Cycle

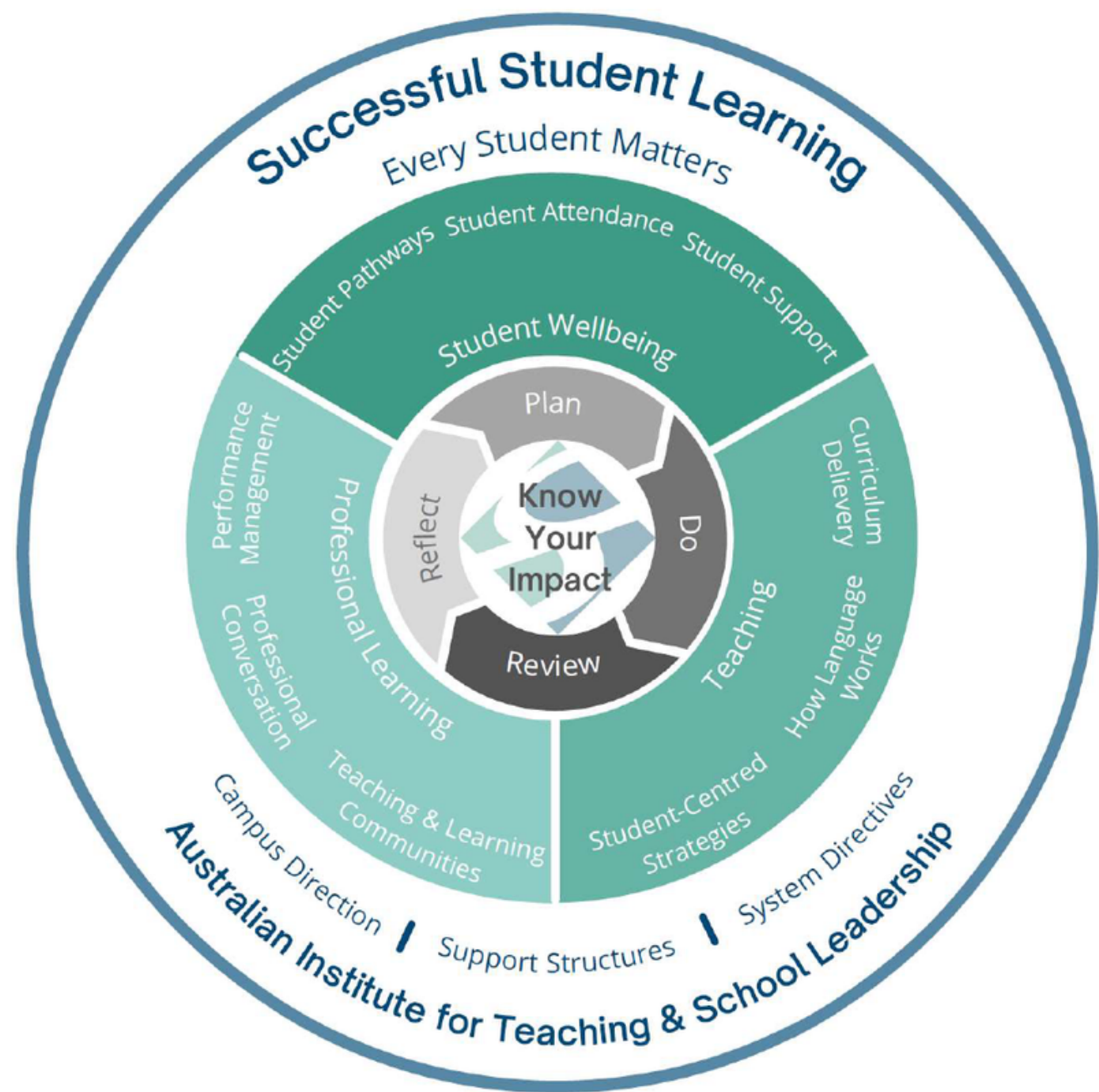
As a public school, even an Independent Public School, Cyril Jackson SC has a range of measures to demonstrate accountability. The effectiveness of the school, likely to be the peak measure, is determined by the Public School Review. Other accountability measures include finance, staffing and alignment with the directions of the Department. The instruments to demonstrate accountability are shown below.

Additionally, as a strategy for improvement, Cyril Jackson SC has a robust set of review, reflect and plan tools in place to set the conditions for effective teaching and learning programs. These are portrayed in the model below.



Pedagogical Framework

The Cyril Jackson Senior Campus pedagogical framework is an organising concept that promotes a whole-school approach to teaching and learning. It is underpinned by a firm conviction that “Every Student Matters”. It is an approach to support teachers with a blueprint to improve practice, enabling better student outcomes and seeks to portray “how we do business here”.



Priority Development - Students

Strategies

Promote a culture of high expectations for student success and a positive mature learning environment in all classrooms.

Utilising data analysis, evidence-based planning, teaching and learning communities and teacher reflection, leaders will develop local plans to maximise student results.

Target through intervention measures relevant students to assist in improving individual literacy and numeracy outcomes.

Develop whole-school and classroom intervention strategies to encourage students to attend the campus on a regular basis.

Foster the social, emotional and physical wellbeing of all students through whole-school programs, class relationships and targeted interventions through Student Services staff.

Counsel students to establish individual study pathways for students that are relevant, achievable and open post-school options.

Promote student voice within operations.

Foster career education and individual counselling as to employment pathways.

Measurements, Tools and Targets

For Full-Time WACE Eligible students:

- WACE Achievement rate of 64% or better.
- Attainment rate of 80% or better.
- OLN achievement of 73% or better.
- OLN Numeracy achievement of 79% or better.
- OLN Writing achievement of 77% or better.
- OLN Reading achievement of 76% or better.
- Median ATAR of 66 or better.
- Certificate II or higher completion rate of 55% or better.
- 'A' Grades in Year 12 courses of 25% or better.
- 'C' Grades or higher in Year 12 courses of 80% or better.

For all mainstream students:

- OLN achievement of 60% or better.
- OLN Numeracy achievement of 61% or better.
- OLN Writing achievement of 59% or better.
- OLN Reading achievement of 58% or better.
- Medium ATAR of 66 or better.
- Certificate II or higher completion rate of 65% or better.
- 'A' grades in Year 11 Foundation courses of 18% or better.
- 'A' grades in Year 12 Foundation courses of 11% or better.
- 'A' grades in Year 11 General courses of 15% or better.
- 'A' grades in Year 12 General courses of 12% or better.
- 'A' grades in Year 11 ATAR courses of 12% or better.
- 'A' grades in Year 12 ATAR courses of 10% or better.
- 'C' grades or higher in Year 11 Foundation courses of 70% or better.
- 'C' grades or higher in Year 12 Foundation courses of 70% or better.

Priority Development - Students

Strategies

Measurements, Tools and Targets

- 'C' grade or higher in Year 11 General courses of 75% or better.
- 'C' grade or higher in Year 12 General courses of 77% or better.
- 'C' grades or higher in Year 11 ATAR courses of 70% or better.
- 'C' grades or higher in Year 12 ATAR courses of 78% or better.

For IEC students:

- Exiting IEC students achieve Level 4 in all four domains of the EALD Progress Map of 12% or better.
- Exiting IEC students improve in the four domains of the EALD Progress Map of 1 level or better from on-entry assessment.

Attendance

- All students attendance rate of 78% or higher.
- Year 11 attendance rate of 78% or higher.
- Year 12 attendance of 74% or higher.
- IEC attendance of 80% or higher.
- Regular attendance rate of 33% or higher.
- Year 11 Regular attendance rate of 33% or higher.
- Year 12 Regular attendance rate of 29% or higher.
- IEC Regular attendance rate of 40% or higher.

Survey Data

A minimum score of 3.5 is attained for all questions relating to student wellbeing, safety and engagement.

NSOS

- Parents
- Students
- Staff

NSI

- Classroom Climate Questionnaire (CCQ)
- School Organisational Climate Survey (SOC)
- What's Happening In This School (WHITS)

Priority Development - Teaching

Strategies

Undertake, as part of teachers' performance management agreements, a form of classroom observation.

Apply the individual feedback from students to teachers through the Classroom Climate Questionnaire (CCQ) to enhance the learning environment, instructional techniques and feedback to students.

Offer teachers a range of subject/learning area based professional learning to assist with performance management goals.

Offer teachers an explicit teaching professional learning program, based on senior schooling principles.

Offer all staff a program to improve understanding of Aboriginal and Torres Strait Islander people and an appreciation of their language and cultural heritage.

Build on the "How Language Works" framework to provide a consistent approach to textual comprehension, analysis and production.

Provide regular and meaningful feedback about engagement, progress and achievement through teachers to students in their classes and where necessary, reinforced through whole-school processes, including the mentoring program.

Nurture a professional learning community approach in staff collegial meetings and activities.

Ascertain teachers' capacity to implement remote learning strategies and provide assistance as required.

Measurements, Tools and Targets

90% of staff are recorded as having completed a form of classroom observation. (This accounts for teacher leave and other workforce supply matters.)

A minimum of five teachers complete the Explicit Teaching activity annually over the period of the plan.

A minimum of ten staff members complete the Aboriginal cultural responsiveness activity annually over the period of the plan.

A minimum score of 3.5 is attained for all questions relating to staff interaction with students.

NSOS

- Parents
- Student
- Staff

NSI

- Classroom Climate Questionnaire (CCQ)
- School Organisational Climate Survey (SOC)
- What's Happening In This School (WHITS)

Priority Development - Partnerships

Strategies

Strengthen the relationships with employers offering structured work placements to assist students with course requirements and post-school options.

Foster relationships with agencies and organisations that support student education and wellbeing.

Explore opportunities to build new partnerships, and sustain existing arrangements, where benefits will accrue to students and boosting the income from community usage of facilities.

Strengthen the ArtsHouse program with a partnership with the Town of Bassendean and art groups.

Utilise the campus marketing strategy to maximise enrolments, inclusive of international fee paying students (IFPS).

Develop a partnership with Kurongkurl Katitjin at Edith Cowan University to assist university aspirants prepare for the ECU UniPrep program.

Develop a Champions of Cyril Jackson program to acknowledge successful former students, staff and community members.

Support activities of Alumni/groups where areas of continued support and co-operation can be identified that bring benefits to Cyril Jackson Senior Campus.

Measurements, Tools and Targets

All students electing to complete a work placement are able to be accommodated from the supply of available employers.

At least ten partnerships of mutual support and commitment are maintained annually over the life of the plan.

Five Champions of CJ are named annually for each year of the plan.

At least 10 students enter Cyril Jackson Senior Campus from the Kurongkurl Katitjin annually during the life of an agreed MOU.

A minimum score of 3.5 is attained for NSOS questions relating to external relationships.

- Parents
- Students
- Staff

Glossary

The following glossary is presented in order to assist stake holders understand the meaning of terms used in the Business Plan or in educational literature.

Acronym	Meaning
ATAR	Australian Tertiary Admission Rank
BMiS	Behaviour Management in Schools
BP	Business Plan
CCI	Chamber of Commerce and Industry
CCQ	Classroom Climate Questionnaire (NIS survey instrument)
DoE	Department of Education
DLP	Documented Learning Plan
EALD	English as an Additional Language/Dialect
ECU	Edith Cowan University
ESL	English as a Second Language
IBP	Individual Behaviour Plan
IEP	Individual Education Plan
ILP	Individual Learning Plan
IT	Information Technology
ITC	Information Technology and Communication
MIS	Management Information System
NSOS	National School Opinion Survey
NSI	National School Improvement (survey instruments)
PLC	Professional Learning Community
RTO	Registered Training Organisation
SAIS	Student Achievement Information System
SCSA	School Curriculum and Standards Authority
SIS	School Information System
SOC	School Organisational Climate (NSI survey instrument)
TAFE	Technical and Further Education
TISC	Tertiary Institutions Service Centre
VET	Vocational Education and Training
VETiS	Vocational Education and Training in Schools
WACE	Western Australian Certificate of Education
WHITS	What's Happening in This School (NSI survey instrument)
WPL	Workplace Learning

Sir Cyril Jackson, KBE



Sir Cyril Jackson was born on 6 February 1863 in London to an upper middle class family. He completed university studies at Oxford where following legal studies, he studied post-primary education and was especially interested in improving education opportunities for the children of disadvantaged families. He was influenced by the Liberal reform movement of the 1890s and accepted the research of then leading innovative educators that children learnt best by understanding rather than memorising information.

In 1896 Jackson accepted appointment as the Inspector-General of Schools in Western Australia. This gave him the opportunity to build a school system where he could introduce innovation, rather than having to challenge a system already in place.

Jackson commenced his work in WA at the height of the gold rush with an increasing population and many children needing schooling. This meant there was a need to recruit teachers due to the demand and given the geographic spread of WA, schools were needed not only in Perth but also regional locations. As he settled into his position Jackson noted that a number of existing schools were inadequate, the standard of teaching was uneven and many teachers were poorly prepared. There was no public school system of secondary, technical or even tertiary education. His ideas brought him into conflict with the permanent secretary of the Department of Education, and the minister, so he resigned. Following the intervention of the Premier, he remained.

Following changes to the administration of the Department, he became the head of education, with a new minister. Jackson commenced a program of reform with a new curriculum that focused on the method of teaching rather than the subject material. Some of his measures were attacked by the Teachers' Union. He also reorganised infant and primary schooling, established secondary education and the Perth Technical School.

He was instrumental in improving the salaries of teachers and he recruited teachers from England and the eastern states, including specialist secondary staff. His efforts to establish agricultural and mining schools were thwarted by vested interest, however, he did establish a system of teacher training through Claremont Teachers College.

Jackson lived in Bassendean at "Daylesford", close to the Swan River. He was elected to the West Guildford Road Board and served as the inaugural Chairman.

Jackson completed his contract in early 1903 and refused several other offers and returned to England. He left WA after being presented with a gold watch by the Teachers' Union in recognition of his work to improve the quality and status of teachers in the state.

In England he worked in education, wrote extensively and later worked with the royal commission into the Poor Law. He retained his interest in local government and was elected to the London County Council several times and served as the Chair in 1915. Jackson was knighted for his work during World War I. Jackson continued his association with WA and in 1910-11 he acted as Agent General.

He died from a cerebral haemorrhage on 3 September 1924. He made an inestimable contribution to education in WA and in fact, he said the reforms he made in WA were the proudest achievement of his life. He is honoured in Western Australia in that the secondary school in Bassendean, his home in WA, was named after him in 1964 and is now known as Cyril Jackson Senior Campus.

This entry is based on an entry by Wendy Birman in the Australian Dictionary of Biography, 1983, online in 2006.



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