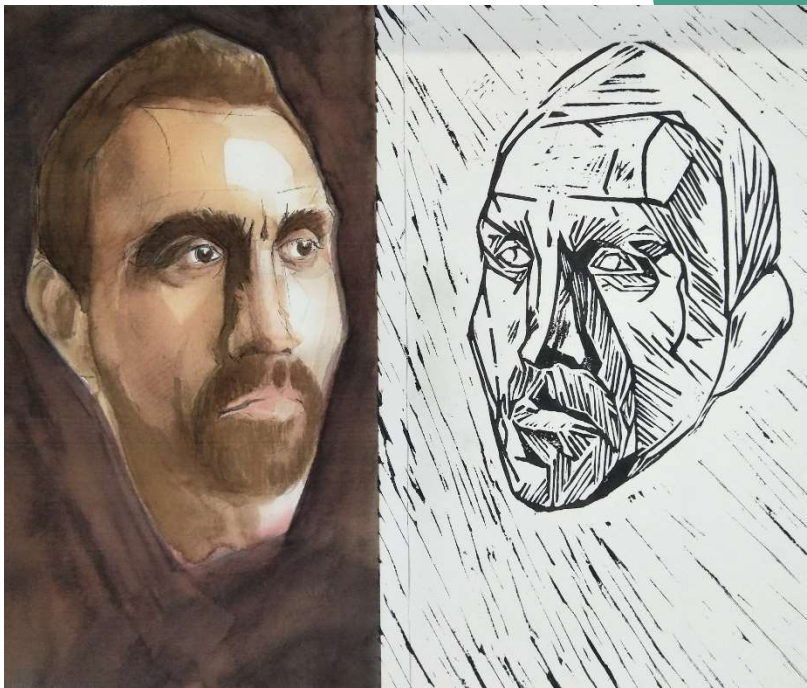


2020



CYRIL JACKSON
SENIOR CAMPUS

Annual Report

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Front Cover Image Credit | 'Adam Goodes' by Thomas Donavan, Certificate III Visual Art Student.

This artwork was created in response to the theme of *My Australian Dream*.

Welcome

As the Principal of Cyril Jackson Senior Campus I am pleased to present the Annual Report for 2020. Much of the work in preparing the document was undertaken by the 2020 principal, Dr Karen Read. Photographs, student performance data and some other school information has been updated in 2021 as it became available and this also saw some refinements of the associated commentary. Several other pieces of information were also added to the report, including some financial graphics and information on student destination data.

I would acknowledge the excellent work of Ms Stephanie Jeffers and Ms Jacqueline Bunce in completing the Annual Report for publication.

Milton Butcher

PRINCIPAL

30 March 2021



2020 Principal – Dr Karen Read

Being - Belonging - Becoming epitomises our commitment to ensure that all of our students can be who they are and express their individuality, belong as a member of our community, and become the person they want to be as they transition from us to the broader community.

This was no more critical in 2020 when COVID-19 hit. Cyril Jackson progressed its intentions due to the community that it has become, where every student is valued as an individual irrespective of their personal set of circumstances. Mutual respect is evident across the Campus between staff and students, every day. This respect enables students to achieve their goals and enables them to transition with confidence to the next phase of their career pathway.

Thank-you to everyone who made 2020 a success despite the challenges we were confronted with, we worked together as a community to ensure everyone belonged.



2020 Board Chair – Amanda Reid

On behalf of the Board I would like to thank the Cyril Jackson teachers and support staff for their fantastic work and dedication in providing our diverse student body with a welcoming, challenging and responsive education and training environment focussed on achieving their best personal outcomes.

To Principal Karen Read, staff and board members thank you for believing in and delivering a diverse range of education and training courses. Our students and their families should be very pleased with their achievements and our graduating students, their success in moving into the next stage of their lives and, ongoing education and training.

Preface

The 2020 school year has been like no other which is an understatement of major proportions. This report provides a summary of the year and the progress which was made despite extenuating circumstances. It is important to reflect on 2020 to appreciate the work which was done to support our students achieve the success that they did.

As the year commenced we were mindful of an impending threat to our community of a virus which had its origins in China. Given the nature of our context and student demographic we were on the alert from early January as our international students were returning or at least trying to return to Australia to commence or complete their studies. With an emerging biosecurity threat, our international fee paying students were left overseas whilst the impact was soon to be felt with our Intensive English Centre, humanitarian visa holders.

As term one progressed, the stark reality of the virus became apparent as COVID 19 reached our shores creating disruptions to student learning and challenges for all staff in managing their professional lives in step with their family commitments. As an essential service, schools remained open and the expectation was that teachers and support staff continue to work unless they were classified as vulnerable. Of our staff, 20 applied for COVID leave and were approved to work from home.

The impact of COVID 19 on student attendance was evident from the 11th March (Term 1 Week 6) as students started to 'vote with their feet' and not attend, despite assurances from the government that schools were safe. As numbers declined the government announced that from 30th March (Term 1 Week 9) students should stay home and schools would provide on-line or paper work for them. In week ten, 6th to 9th April, the Director General announced that all classes would cease to enable teachers to prepare for the highly probable likelihood that all learning would be off-campus for term two. Our planning during this week involved upskilling staff in on-line delivery platforms, preparing online work whilst also preparing work packages for students and supporting them to access the technology capable of supporting their learning.

As you are aware, schools were then re-opened for classes at the commencement of term two due to the success of the government's strategy in managing the virus. School administrators worked over the April holidays to enable the smooth transition back to normal classroom practice, albeit that some staff and students were still not in attendance owing to their personal/family vulnerabilities. Our tracking of student attendance continued and it was not until mid-term three that we were able to see our student attendance back to where it was in mid-term one.

The impact of COVID 19 may never be fully known in the terms of student outcomes. What was very apparent was the lack of access to technology for the majority of our students for many did not have computers at home and if they did, access to the internet was either non-existent or limited by funds. Whilst paper work was being sent through the mail, this laborious slow process in delivery to student homes proved highly problematic. However, we can say that our staff worked tirelessly to re-engage our students with their learning to ensure that they maximised opportunities for their success. We are also aware of how grateful the students have been for the commitment of our staff in guiding them through this most challenging year.

Our Campus

Our Vision

To be a flexible, sustainable and mature learning environment, which empowers our students and inspires life-long learning through authentic experiences. We value diversity and individuality, building independent and resilient students as they progress towards their goals.

Our Values

Respect | Achievement | Diversity | Inclusivity | Opportunity



We are a Campus providing opportunities for students from a diverse range of backgrounds. We are inclusive of differences including cultural background, socio-economic status, disability, age, gender and sexual orientation.

Our Community

We value the process of **Being – Belonging – Becoming** as it resonates with our intentions to enable all students to become valuable citizens of our community and the broader community.



Our Students | Our students are the foundation of our Campus community.

We are a community representing high levels of cultural and social diversity. Annually we enrol 563 students of whom 58% have a non-English speaking background (NESB) and 2.8 percent are Aboriginal. We have students who were born in 55 countries with 55 languages spoken.

Our intake of students is wide and varied. An Intensive English Centre (IEC) forms the foundations of our enrolments with students also enrolling as international fee paying and local metropolitan students who enrol at Cyril Jackson as a place of opportunity for education.

The background of our students provides a range of schooling history in which it is rare to find someone who has had a seamless education from K-12.

For many of our students, education has not been a stable part of their lives. For some, our Campus provides the first opportunity for students to access education. For others, it is a second opportunity to engage in education, including students who are:

- Compulsory age and who choose to complete their education in an adult learning environment;
- Returning to complete their secondary education after a period of disengagement from schooling;
- Mature age and returning to education to achieve personalised goals; and
- Enrolling from overseas as full fee paying.

Our students come to us from 80 local postcodes with a dominance from north of the river suburbs: east of Bassendean including Middle Swan and the Hills; and further north of Perth including Balga, Mirrabooka, Girrawheen, Ellenbrook and Ballajura. Students also travel from the south of the river, predominately from the south-east corridor areas of Cloverdale, Cannington, Maddington and Gosnells.

Our IEC students arrived from 25 countries, with 25 different languages spoken.

For the most part, 54% of our IEC students arrive on humanitarian visas with a total of 19 different visa sub-classes. Myanmar, Afghanistan, Thailand, Congo (DR), Iraq, Ethiopia, Vietnam, China, Pakistan and Syria represent the majority of students.



Our Staff | Our staff are committed to each and every student.

Our staff are well qualified and experienced in the delivery of a range of courses. Our staffing demographic reflects stability with many long-term staff members, however we are mindful of the need to plan for potential teacher retirements. The following trends are noted:

- Teaching Staff, full-time equivalent: 44 (2017), 42 (2018), 41.28 (2019), 40.1 (2020)
- Support Staff: 27 (2017), 29 (2018), 27 (2019), 22.2 (2020)
- School Administrators: Nine including Principal, Deputy Principals (two), four Heads of Learning Area and two Program Coordinators

Our students are supported by education assistants who play a vital part in the learning program for students. We employ nine Education Ethnic Assistants (5.45 FTE) for our IEC students and three (2.4 FTE) Education Assistants for our mainstream classes. Our education ethnic assistants reflect the cultural backgrounds of our student population enabling students to be supported with English translation during their learning programs.

Our support staff are vital members of our community with 27 staff comprising 22.2 FTE. A range of positions support administration and teachers in fulfilling their roles. A marketing officer supports the marketing of the Campus to the broader community.

Student service staff support our students' health, social and emotional wellbeing including three psychologists (1.6 FTE), one nurse (0.6 FTE) and a doctor one afternoon a week.



Our Pathways | Our pathways connect students to their future.

Cyril Jackson is a Campus which offers students an alternative opportunity to education. The pathways we offer present opportunities for a range of students for a range of purposes.



Our pathways are multi-layered. Flexibility is the key to our program delivery with students able to access a range of study modes either full-time, part-time or via online learning.

We offer pathways to university, vocational training and the workforce through ATAR, General and Foundation courses, and Certificate level courses.

Vocational education courses provide authentic learning experiences for our students enabling them to adapt to other workplace and social environments as a part of their training.

We also have several unique pathways which are developed with the knowledge that students will have numerous transition points during their enrolment and include our:

- Intensive English Centre which gives students one or two years of English language development prior to transitioning into mainstream courses.
- Engagement pathways which enable students to transition back into schooling in a supportive environment before transitioning to mainstream courses.

Both these programs are scaffolded to enable foundation study skills to be developed whilst supporting students in adapting to their learning environment and engagement in schooling.



Our Progress | Measuring Success

Our overarching measure of success is that we provide a high-quality teaching environment conducive to supporting student success which is supported by an effective organisational climate. We measure this through the *National School Improvement Program* research.

Our priority measure of success is that we have engaged students in their education and students have achieved their personalised education goals. Our secondary measure of success is that we have value-added to individual student achievement from enrolment to exit through monitoring individual student performance data for incremental improvement across their courses.

National School Improvement Program

Our school improvement research provides evidence as to our Campus progress across three areas:

- School Organisational Climate Survey (SOCS): Teacher Voice Survey - annual
- Classroom Climate Questionnaire (CCQ): Student Feedback Survey - twice per year
- What's Happening in This School (WHITS): Student Voice Survey – annual

School Organisational Climate Survey

The SOCS survey enables us to hear from teachers and support staff about the organisational climate of our Campus. We receive feedback on a range of factors which contribute to an effective school which include aspects of how we support staff in their professional capacity and how we engage our staff as valued members of the Campus.

A subset of this survey also provides a measure of monitoring *staff wellbeing* which includes overall wellbeing, job satisfaction and self-efficacy.

Classroom Climate Questionnaire

The CCQ surveys provides an opportunity for students to provide feedback to the teacher on the classroom learning environment. Teachers receive feedback on support offered to students in the classroom, assessment processes and the delivery of the learning program.

A sub-set of the Classroom Climate Questionnaire is the *Student Motivation and Engagement Survey* which is also monitored and reported in this report.

What's Happening in this School Survey

The WHITS survey enables us to gather student perceptions of the school climate including relationship support, academic expectations, protective factors and risk factors. Student feedback through this survey will enable us to implement strategies which enhance the school climate for all students and support them in developing a sense of **belonging** to our community.

For each of the above surveys, our target is to establish base-line data and aim for an average minimum scale of 3.5, with less than 0.5 difference between preferred and actual for each scale.

The evidence from the school improvement surveys will now form baseline data from which we can aim to value add across the scope of the three surveys.

National School Opinion Survey (NSOS)

The National School Opinion Survey was developed by Education Services Australia following agreement by the Commonwealth, state and territory Ministers for Education ministers for a comprehensive set of tools, including a survey instrument capable of gaining information from stakeholder groups in schools. The NSOS instrument is available for use with staff, students and parents. The questions may be structured differently for the different groups, however, similar themes are followed in the three surveys.

In 2020, the parents of compulsory aged students were surveyed through the NSOS. This provides a view of Cyril Jackson Senior Campus seen through the eyes of these school stakeholders across a range of themes. These include the expectations, qualities and skills of teachers, school systems and processes such as behaviour management, administrative matters such as maintenance and school leadership. Analysis of the data provides factors to consider in improvement planning.

Successful Students | Pathways to Success

Our plan for *Successful Students* aims to support our students in achieving their goals for education.

All students are provided with a curriculum pathway to further education and employment enabling them to achieve their goals.

One of the highlights of the year is the annual presentation ceremony in which we reflect on the year and acknowledge individual student achievement. 39 students were recipients of the 51 course awards presented.

The major awards and recipients are listed below.

Congratulations to these students.

Award	Recipient
Cyril Jackson Integrity Award	Ebony Beckmand
Long Tan Leadership and Teamwork Award	Nash Haskell
Commitment to Excellence Award, Department of Education	Noga Pisk
Leadership – Service Award	Jenny Jaygaw Lee
Principal's Award	Nathan Stobie
DUX ATAR	Gent Kondo
DUX VET	Elouise Monck

Table 1: 2020 Award Recipients

Campus community is central to the development of each student's social and cultural capabilities through activities which enable them to participate as members of our community.

Campus community activities were limited due to COVID. A range of smaller classroom based activities were presented by students as a part of their courses. These and some excursions which eventuated are presented later in this report.



What's Happening in this School (WHITS)

A key measure to determine the success of student engagement with our Campus is the 'What's Happening in this School' (WHITS) student voice survey which provides feedback on the socio-cultural experiences of students. Another critical aspect is student agency which is also reported here. A five-point scale is used, five being the highest.



Image: *Left* Ms Joanne Harris Assistant Regional Executive Director. *Right* Noga Pisk Year 12 mature age student, receiving the North Metro Education Region Commitment to Excellence Award.

Student Voice

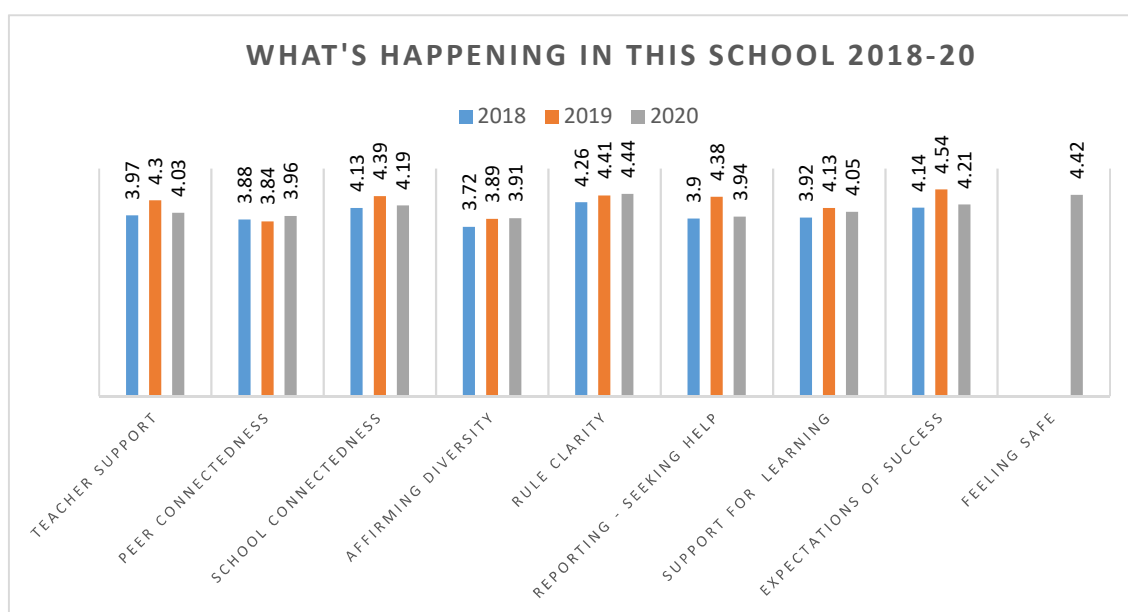


Figure 1: What's Happening in this School 2018-2020

Developing a sense of belonging and connectedness to the Campus are two key goals for all students. From figure one above, the scales of *school connectedness* (4.19) and *peer connectedness* (3.96) reflect students as having a high sense of belonging to our community. Given the nature of our students, it provides encouragement for our **being – belonging – becoming** focus.

Also, the *expectations of success* (4.21) is a very strong indicator that our students do have high expectations for themselves. For most scales there was a dip in scores from 2019 which could be attributed to COVID, given the impact that was experienced across semester one.

Overall, the target of 3.5 was met for all indicators indicating a positive environment for our students with all indicators remaining reasonably consistent over the three-year period.

Student Agency

The student agency factors listed below contribute to a student's success in life which in the context of this survey, also include life on Campus. The factors also contribute to and can enhance student outcomes. The evidence presents a positive position of our students all being about 3.5 albeit that life satisfaction is lowest is maybe indicative of the challenges our students face daily with their individual circumstances.

Student Agency	2018	2019	2020
Moral Identity promote and protect welfare of others	3.78	4.05	4.02
Self-Identity being oneself at school	3.96	4.21	4.09
Resilience cope with adversity and achieve goals	3.92	4.15	4.06
Wellbeing experience life in a positive way	3.76	3.91	3.7
Life satisfaction happy with life	3.47	3.72	3.53

Table 2: Student Agency 2018-2020

This evidence is powerful as it reflects the deeper internal reflections of students about themselves and ultimately, the essence of their being. It is also powerful as reflects their moral compass and how students can and do belong as a part of a community.

The risk factors indicated below are those which may exist in the Campus environment and may potentially impact student outcomes. The scales for each risk factor are exceptional, indicating an environment where students can feel safe (also reflected in WHITS, feeling safe – 4.42) which will enhance student engagement and success.

Risk Factors	2018	2019	2020
Bullying	1.72	1.74	1.78
Disruptive Behaviours at School	2.43	2.27	2.27
Risky Behaviours	1.48	1.27	1.39

Table 3: Risk factors 2018-2020

As is evidence in the following pages, are student stories and examples of students participating as a part of our community engaging in a range of activities which promote harmony and connectedness to community.



Being – Belonging – Becoming

Our Campus provides a range of activities and events which support our students to engage as a member of our diverse socially and multi-cultural community.

Authentic Learning Opportunities

Our students have had the opportunity to participate in a range of authentic learning experiences which support the curriculum in the classroom.

Student Activities

Impact of COVID

The onset of COVID meant that various annual wellbeing activities and events were not able to go ahead as usual. This included the Harmony Day celebrations which allows the campus to celebrate belonging, diversity, respect, acceptance and harmony. The day is filled with colour, sport, crafts, communication and wellbeing for all. The Health Festival usually runs in May. Over 50 agencies run interactive educational health and wellbeing activities. Health Studies Students from 4-5 local high schools attend and like our students, embrace all that the day offers. Leadership skills are practised and demonstrated by various CJ Students and find the responsibility particularly rewarding. Connections with these agencies was still maintained this year.

Campus Events

The annual Campus Ball was a great success and a real celebration after the limited social wellbeing opportunities available to them. A range of interactive health promotion activities were also run this year including promotions for World's Greatest Shave and RUOK? Day.

A new focus this year was the close connection with Young Carers WA, ISHAR and MMSC. CJ have a number of students that can and will benefit greatly from these services and their outreach programs. The CJLDAG consisting of mostly Year 11 & 12 Health Studies Students assisted in the planning of many of these meetings and gatherings. This provides them with an opportunity to further improve their interpersonal and self-management skills. They were also responsible for resurrecting the Student Room.



Image: 2020 Campus Ball attendees

Overall, considering the restrictions faced in 2020, the campus was able to make the most of the opportunities to embrace community connection, in particular our partnerships with SecondBite, Foodbank and Coles who are able to provide excess vegetables, fruit, dried goods and bread all year for those in need.

Participation and engagement is about engaging students with their education and the Campus community. Our intent is that students are supported through the range of transitions which they will experience, in order that they maintain active participation and engagement in their education.

2020 was a difficult year for attendance due to the impact of the global pandemic. It is difficult to separate COVID from other factors that may have impacted attendance, hence attendance data is not published in this report.

Attendance is always a persistent challenge in schools. Improving attendance is critical, as attending class has an impact on student learning. There is clear research that shows the linkages between high attendance and positive student outcomes. In 2020 we reviewed the attendance and engagement processes to streamline these practices. The resultant changes will come into effect in 2021.

Action for 2021

- Implement revised attendance and engagement processes.

Progress and achievement is about developing student's capacity as self-motivated learners who are accountable for their personal progress and achievement.

Mentoring continued to be a successful strategy in supporting our students and helping them plan their education and future. Anecdotal evidence at this stage presents a positive picture of this strategy with students responding with enthusiasm.

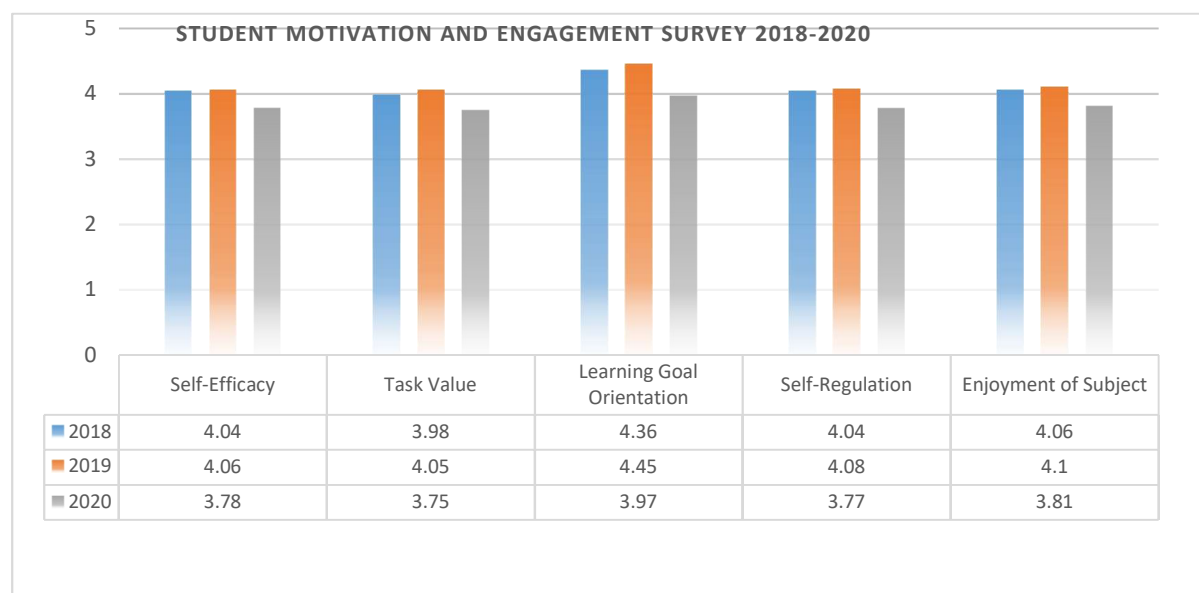


Figure 2: Motivation and Engagement Survey 2018-2020

The *student motivation and engagement survey* results are positive and reflect students who are generally motivated and engaged with their courses. For the second consecutive year, each indicator is above the 3.5 target with all now above the scale of four. The *learning goal orientation* has been the highest over the three-year period indicating students are wanting to be the best they can be.

Pathways to success will ensure each student has an Individualised Pathway Plan (IPP). Individualised pre-course and pathway counselling will ensure that program delivery meets students' needs through effective goal setting and feedback.

Several of our programs are highlighted here as an indication of the range of pathways on offer.

11PLUS is a program offering students re-entry into education after a period of engagement. There was much focus on transition processes for our students in this program. Students from 2019 participated in an inaugural 12PLUS program to continue to support and offer these students guidance as they moved into mainstream classes. There were successes.

Graduates of the 11PLUS program in 2019 were also recipients of significant awards at the Year 12 Presentation Ceremony:

- Long Tan Leadership Award
Nash Haskell
- Principal's Award
Natasha Stobie
- DUX VET
Elouise Monck

Two students achieved employment as a direct result of the program with Aegis Care and Ashfield Primary School. **Liam Laidler**, Foundation Mathematics Award **Shenae Murphy**, Year 12 Zonta Scholarship.



Image: Left Mr Patrick Gorman MP, Federal Member for Perth. Right Nash Haskell, Year 12 student, receiving the Long Tan Leadership Award.

A unique opportunity this year was the Certificate II Health Support students who have been supported in transitioning to a Certificate III in Aged Care. These students are primarily from EAL/D backgrounds and have been scaffolded and transitioned into training with great effect with a pathway now established for them.

For all students, we continued to provide further opportunities for students in their transition from school to work/training/further education. All Year 12 students have had an exit interview where they were provided with counselling and support to plan the next phase of their career. We believe that we have set our students up to confidently transition to their future pathway.



All students received counselling to ensure that they are enrolled in a pathway that supports their future career direction. The process commenced at enrolment, was reviewed at the end of Year 11, was revisited at the beginning of Year 12 before an exit interview at the end of Year 12.

Action for 2021

- Implement the pathways and partnership strategy for tertiary, training and employment pathways through the work integrated learning model.
- Continue to monitor the progress of students enrolled in ATAR courses to ascertain their ongoing capability to meet the academic standards.
- Continue to monitor progress of individual students to ensure that Year 12 students, who are WACE eligible, progress towards the achievement of the WACE Certificate.
- Continue to monitor and provide intervention support for students whose attendance falls below 90% through the new policy framework.



Image: Our 2020 graduating class

High Quality Teaching | Your education, our commitment.

Our plan for high quality teaching aims to ensure a process of continuous improvement of our professional practice in meeting the needs of our diverse student population.

Our **quality learning environment** promotes student engagement through a range of instructional strategies to cater for student diversity within the classroom. In addition, our teachers monitor and track individual student progress and achievement through formative assessments and structured feedback.

In 2018, we initiated the Classroom Climate Questionnaire to seek feedback from students on the teaching and learning environment. All teachers now select one class to receive feedback from students which involved a pre and post-test questionnaire. Teachers implemented an action research plan in one area of their teaching which was informed by this student feedback.

The main focus areas for teachers across the Campus during 2020 continue to be involvement and clarity of assessment. Consistent trends have emerged over the past three years despite challenges of 2020.

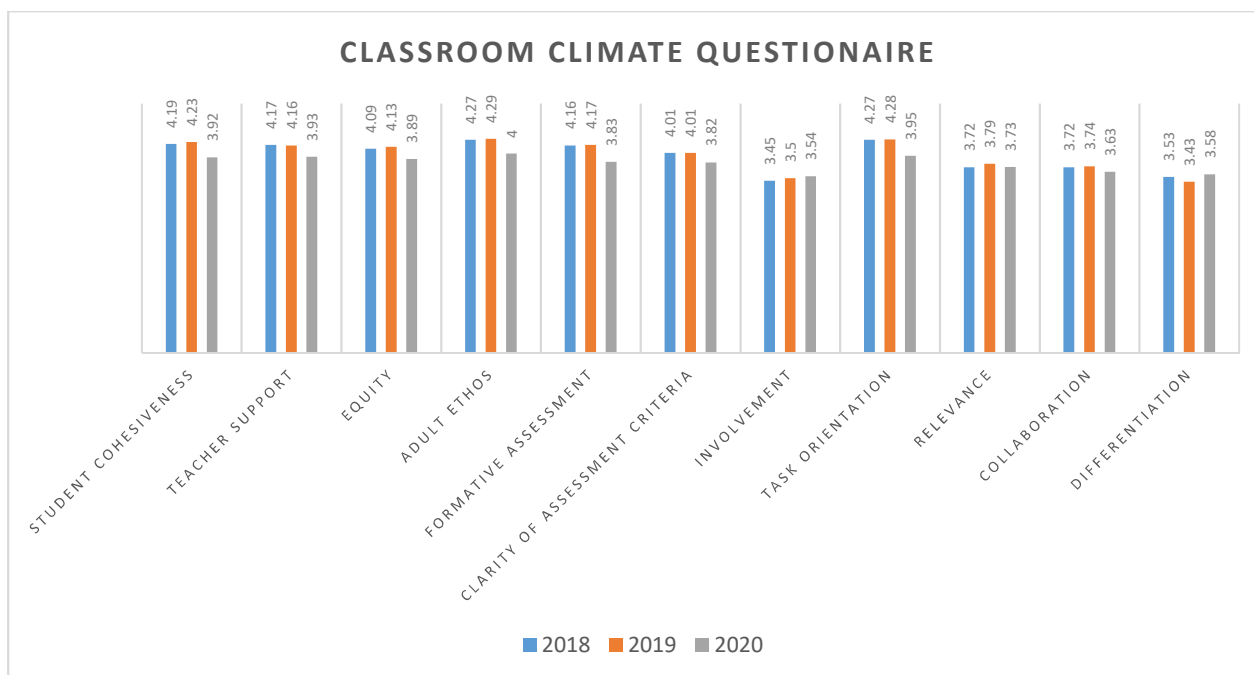


Figure 3: Classroom Climate Questionnaire 2018-2020

Our research into the classroom learning environment has provided a focus for individual teacher action which has also prompted collaborative action at a learning area to improve upon practice. It provides for a powerful model of reflection around improvement of teaching practice in response to student needs.

Safe and accountable classrooms ensure teachers create a safe, positive learning environment to ensure students reach their potential. There are several ongoing strategies which we employ which are supported through our professional practice.

Professional practice is guided by the development of teacher capability in meeting the standards of the Australian Institute of Teaching and School Leadership (AITSL) standards. Our professional practice was informed through the performance management process which included classroom observation, teacher feedback and student feedback.



Classroom teachers have also provided professional learning to all staff on the practices of 'flipped classrooms' and 'explicit teaching'. Teachers will continue to have the opportunity to develop these skills and apply these to the classroom to meet the needs of students.

How Language Works, explicit teaching and flipped classrooms will enable a common framework for core practices across the Campus which will be supported by our classroom research (Classroom Climate Questionnaire - student feedback to teachers) and classroom observation. We will continue to bring these practices together to ensure high quality teaching is at the forefront in every classroom.

Language acquisition, literacy and numeracy is everyone's responsibility. Our aim is to develop students' capability in each of these areas in order that they can meet the demands of everyday life as they transition to further education, training or employment.



During 2020 our major focus has been on *How Language Works*, a whole of Campus strategy to develop a common framework for the development of all students' language with common practices and processes to be applied by staff. The program has involved 30 hours (10 three hour modules of training) which began in 2019 and culminated in 2020 with implementation in 2021. Four teaching staff have delivered the training to all teachers in sub-groups.

Action for 2021

- Provide professional support for the implementation of *How Language Works* to support all teachers and learning areas to implement key strategies into the teaching and learning program.
- Provide professional learning on classroom observation to build teacher capacity within the classroom.
- Provide professional learning on the Classroom Climate action research practice through Curtin University.

Effective Organisational Climate | Inclusive cohesive community.

Our plan for an effective organisational climate is that we have an inclusive and cohesive Campus community, focussed on achieving success for our students and support for our staff. Our progress is monitored through the *School Organisational Climate* (SOC) survey and operates through a **professional learning community** which provides the structures and processes to enable staff to work collaboratively with a shared purpose to achieve Campus goals.

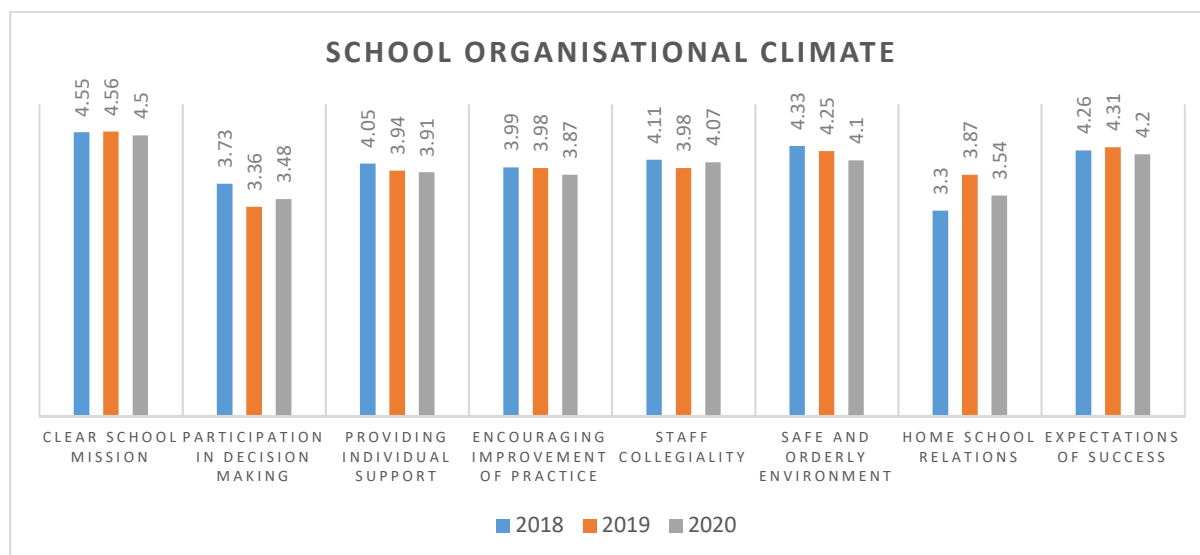


Figure 4: School Organisational Climate 2018-2020

The research gives us an overview of how we are developing as an organisation. There is a pattern over the three years of consistently high scores, particularly *clear school mission* and *expectations of success*. Whilst *participation in decision making* scale remains lower all staff are expected to participate in one of the collaborative groups which operate across Campus which include:

- Working parties operate to implement the key strategies of the business plan – High Quality Teaching, Building and Strengthening Relationships and Successful Students.
- Compliance committees oversee finance, workload advisory and occupational health and safety.
- Campus based committees focus on Health and Well-Being, the Environment and the Staff Association.
- School Organisational Climate is overseen by the Leadership Team (Heads of Learning Area, Deputy Principals, Principal and Manager of Corporate Services) and led by the Principal.
- Campus Board provides opportunity for elected staff members to be a part of this important governance practice.

These forums provide opportunity for all staff to engage in the direction of the Campus through a consultative process whilst also having an impact in the delivery of the key strategies and compliance matters which are dealt with. The model has proved highly effective.

Wellbeing is promoted across the Campus whilst also providing the opportunity for staff to share experiences in a supportive and collegiate environment.

A sub-set of the SOC survey is staff wellbeing, job satisfaction and self-efficacy of staff. During 2019, an additional scale was introduced, *teacher collective efficacy* which indicates a very positive outcome for the staff as a professional group.

For 2020, a Health and Wellbeing working party was established to promote activities for staff which was critical as we dealt with COVID and the need for all staff to feel connected.

Overall, the well-being scales are above our target benchmark of 3.5.

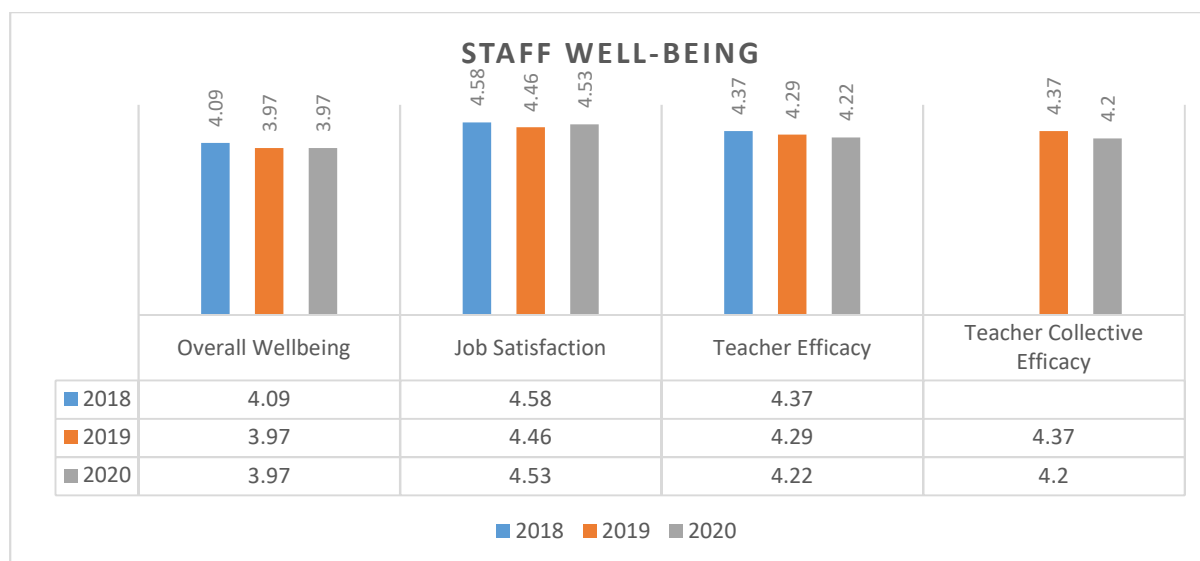


Figure 5: Staff wellbeing scales 2018-2020

NSOS Parent Survey

In 2020 the *National Schools Opinion Survey* was undertaken with the parents of compulsory aged students (16/17 years old). There were 17 responses, representing approximately 13.5% of the parent body and this response rate from parents is considered a reasonable result.

As a general guide 3.5 for a response to a question is a “good” result in this survey. This measure was exceeded for all 20 survey questions. This would indicate a high degree of satisfaction with Cyril Jackson Senior Campus programs and support for students.



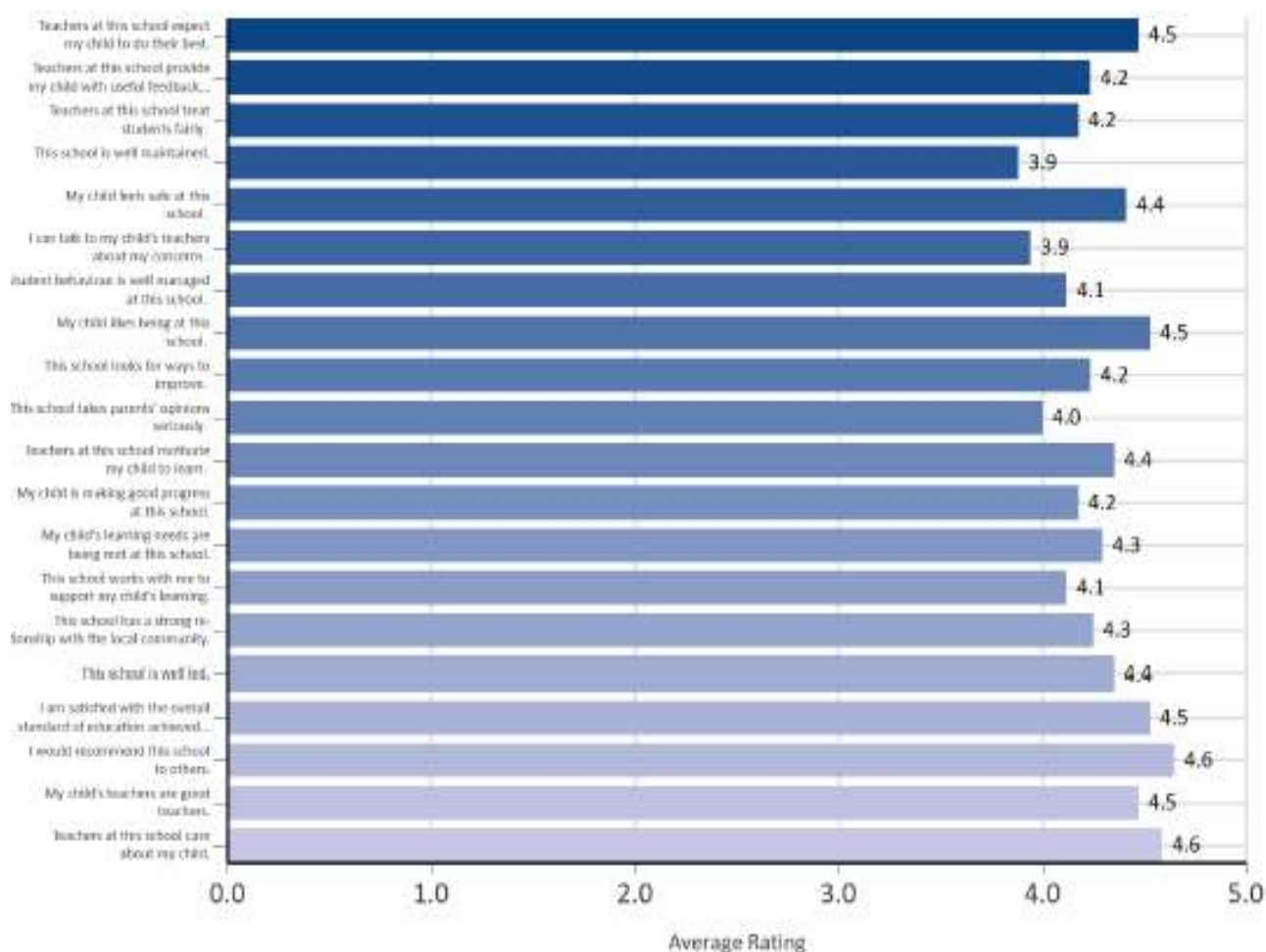


Figure 6: NSOS Parent Survey 2020

Alignment of major outcomes to operational and learning area planning facilitate monitoring and reporting of outcomes across the Campus. During 2020 all staff continued to contribute to improving planning processes through aligning learning area plans to the broader business plan. One of the key successes was the reporting by Heads of Learning Area and Program Coordinators in their annual reports in addition to their strategic response to the Business Plan.

The sharing of ideas and the collaborative nature of the Leadership Team, is resulting in greater alignment across the Campus. The leadership of Heads of Learning Area and Program Coordinators with their staff is having a significant impact with this process.

Sustainability reflects our ability to be future focussed in the management and marketing of the Campus.

Our enrolments were impacted during the year due to COVID as international borders closed which will also continue into 2021, hence, we have focussed on local recruitment.



Our recruitment and enrolment campaign has been developed through our marketing officer. We now have an online presence through Facebook and advertising. The social media links to our webpage enabling a direct connection to our enrolment process. Current indications that this is having success in reaching a wider local audience.

Governance is provided by the Board in monitoring and reviewing the performance of the Campus through the Business Plan.

During 2020, the Board continued to monitor the implementation of the Business Plan and our progress in achieving the outcomes we seek. New members were recruited to support the diversity of our Board.

Our Board Chair, Amanda Reid, resigned her position as Chair after being a member of the Board since 2016 and serving as Chair for four years. Amanda's contributions have been significant with her community connections, marketing initiatives and a focus to get an alumni and student advisory group operating. We are grateful to Amanda for her service and being the longest serving member of the Cyril Jackson Board.

Action for 2021

- Sustain wellbeing activities for staff throughout the year.
- Support teacher professional classroom practice through observation and feedback and encouragement of improvement of practice.
- Continue to review program delivery, staffing and timetable model to facilitate a reduction in salary expenditure.



Building and Strengthening Relationships | Working together.

Building and strengthening relationships reflects our intentions both internally and external to the Campus to engage with the broader community to support our students to achieve their goals.

A **mature learning environment** is the ethos of the Campus, and we continue to promote and maintain mutually respectful adult relationships between staff and students.

The CCQ survey provides evidence that this is being achieved through the adult ethos dimension which is at 4.29, a very positive outcome indicative of a mutually respectful environment.

Community engagement enables the local community to access the Campus and to expand on mutually beneficial educational outcomes for both parties.

Our community engagement is broadly located under five areas:

- Food relief: SecondBite, Coles Belmont, Foodbank, 5000 Meals.
- Health Promotion: many agencies.
- Student Support: Young Carers; Scholarships – Zonta, Mofflin House (Wesley College), Soroptimists.
- Cyril Jackson Alumni: emerging.
- Town of Bassendean.

Community support during COVID

A worthy mention are the efforts of Cyril Jackson during COVID, in a partnership with 5000 meals, Second Bite, Town of Bassendean and industry chefs displaced from their jobs as a result of the COVID pandemic.

Led by our Hospitality teacher, Cath MacDougall, all of these entities were brought together to provide a meal service for vulnerable and disadvantaged community members at this most challenging time.

5000 meals and Second Bite provided the food, the chefs worked with our hospitality students and volunteer staff to produce the meals whilst the Town of Bassendean provided the volunteer 'wheels' and personnel to deliver the meals.

Over 10,000 meals were produced during this period of time. It was an outstanding community effort and we were proud to be a part of the provision of our facilities, students and staff to enable it to be a great success.



Our **partnerships** with interagency services, employers, training providers and universities ensure that we are providing the best opportunities for our students to achieve their goals.

Our aim is to develop significant partnerships whereby industry and business will accept our students for work placement and hopefully future employment/training opportunities whilst we offer them access to their future workforce. We held our inaugural Industry Breakfast in November to launch our *Pathways and Partnerships* model.



Our partnerships are starting to grow. Amana Living (aged care provider) is an example of a partnership being established for students to attend and complete a Certificate II Introduction to Aged Care and participate in connected work placements.



A further example is the partnership development which has evolved as a part of the 11PLUS program. Aegis Care as an authentic learning opportunity for students in applying their knowledge and understanding of the Certificate II Volunteering. During 2020, one student was awarded a traineeship with Aegis Care.

The second partnership which has been well received has been with Ashfield Primary School whereby students deliver micro lessons to students. One student applied for an education assistant position and was successful, an excellent achievement given the competitive nature of these positions.

We have also focussed on transitions to tertiary education. We applied for and were successful in being awarded the licence to offer Curtin University's Enabling Program. Commencing in 2021 we will offer the four unit course which will enable students' direct entry to Curtin University and a range of the university undergraduate programs. Successful completion will result in a notional ATAR of 70. Students do not need to complete the WACE, however, we will expect that compulsory age students also enrol in a WACE course whilst mature age students only enrol in the Curtin Enabling program if they desire.

Action for 2021

- Building and Strengthening Relationships to be central to implementing the Work Integrated Model of Learning.
- Engage the Board to continue to support the development of partnerships across the community through the Alumni and former students and with industry and business.

Financial Review

The Campus finances were monitored throughout the year by the Finance Committee comprising a range of staff representing all areas of the Campus operations and the Board.

The total revenue for 2019 was \$10,857,054; the total expenditure was \$9,572,857.

The cash revenue for 2019 totalled \$1,848,304 and the total expenditure at 31st December 2019 was \$1,277,523. The balance of unspent cash funds rolled over into 2020 was \$570,000.

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ -	\$ -
2	Charges and Fees	\$ 550,934.00	\$ 560,869.03
3	Fees from Facilities Hire	\$ 52,757.48	\$ 44,286.61
4	Fundraising/Donations/Sponsorships	\$ 1,124.80	\$ 967.40
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ 1,000.00
7	Revenue from Co, Regional Office and Other Schools	\$ 4,000.00	\$ 7,350.38
8	Other Revenues	\$ 29,548.18	\$ 57,802.35
9	Transfer from Reserve or DGR	\$ 69,584.68	\$ 69,584.68
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 707,949.14	\$ 741,860.45
	Opening Balance	\$ 982,122.00	\$ 982,122.10
	Student Centred Funding	\$ 39,430.00	\$ 124,322.00
	Total Cash Funds Available	\$ 1,729,501.14	\$ 1,848,304.55
	Total Salary Allocation	\$ 9,008,750.00	\$ 9,008,750.00
	Total Funds Available	\$10,738,251.14	\$ 10,857,054.55

Table 4: Revenue and Cash Salary 2020

The salaries allocation for 2019 totalled \$9,008,750; the salaries expenditure was \$8,295,334 with \$713,000 rolled over to supplement the 2020 salaries budget.

Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 116,409.68	\$ 109,760.50
2	Lease Payments	\$ 20,588.59	\$ 9,635.75
3	Utilities, Facilities and Maintenance	\$ 260,992.14	\$ 200,542.45
4	Buildings, Property and Equipment	\$ 508,718.05	\$ 443,282.80
5	Curriculum and Student Services	\$ 344,348.04	\$ 336,564.33
6	Professional Development	\$ 45,000.00	\$ 37,292.82
7	Transfer to Reserve	\$ 106,505.00	\$ 106,505.00
8	Other Expenditure	\$ 75,326.48	\$ 33,940.27
	Total Goods and Services Expenditure	\$ 1,477,887.98	\$ 1,277,523.92
	Total Forecast Salary Expenditure	\$ 8,295,334.00	\$ 8,295,334.00
	Total Expenditure	\$ 9,773,221.98	\$ 9,572,857.92
	Cash Budget Variance	\$ 251,613.16	\$ 570,780.63

Table 5: Expenditure Cash and Salary 2020

The budget position can be shown graphically below.

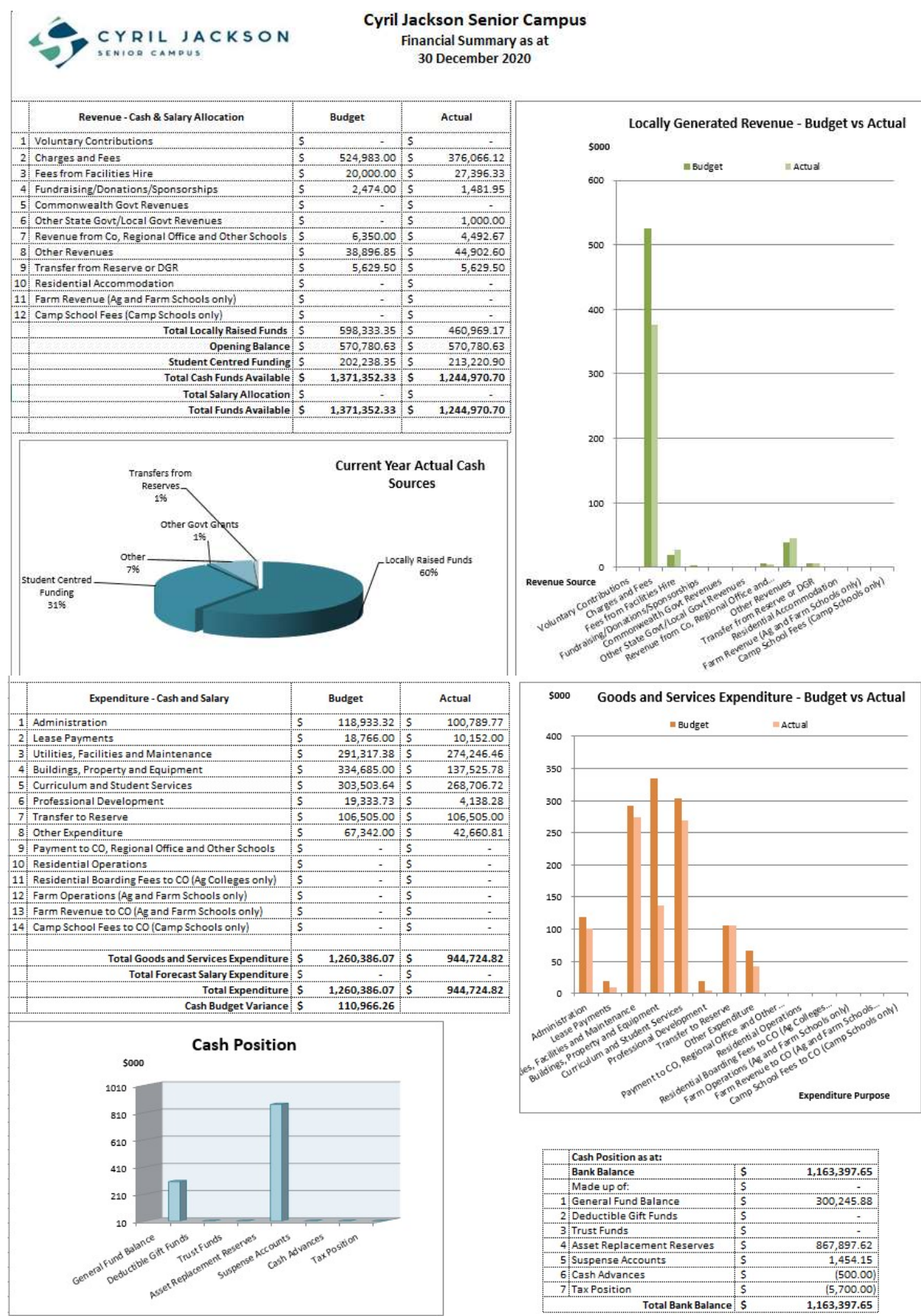


Figure 7: Financial position of Cyril Jackson SC 2020

The 2021 draft revenue and expenditure budgets were prepared and endorsed by the Finance Committee and reviewed and endorsed by the Campus Board during term four, 2020.

Expenditure of finances was reduced during 2020 due to COVID. However, we were supported through the Department of Education and WA government funding to support several projects:

- The North Metropolitan Regional Office provided funding to re-engage students who had not returned to Campus following COVID.
- The Government provided funding for day cleaners to ensure our site was clean and sanitised during the day.
- The Government provided funding for the refurbishments of the tennis courts which will be an asset to the community with basketball and netball courts also incorporated.

Action for 2021

- The Board and Leadership Team will continue to review salary expenditure in light of the implications of international border closures.



Student Performance | Contextual Overview

When interpreting student performance data, it needs to be acknowledged that there are many gaps in students' education. Whilst holistic measures and standards are reported here, the context of the standards of achievement need to be realised against the backdrop of diminished prior opportunity of schooling, for whatever that specific reason may be for each student, as reflected in our student demographics earlier and for 2020, the implications of COVID.

For example, many of our students come to us on humanitarian visas, with limited schooling, the rigorous standardised online testing regime is foreign to them and restricts performance in OLNA. Our ATAR cohort (42) comprised 15 students who have studied EAL/D, 10 of whom are graduates of the Intensive English Centre (IEC). Development of language proficiency is still a matter of progress for many of these students, a process which can take up to seven years.

It is our intention and our preference that we report on student achievement as a factor of value adding; incrementally improving each students' academic performance whilst ensuring that their engagement is regularly monitored for improvement.



Our Targets

The following table provides an overview of our achievement against our targets. Our focus is on incremental progress and is expressed as a range of performance to provide for cohort variability.

Successful Students		
Measure	Target	Outcome
WACE: For eligible and enrolled WACE students		
WACE Achievement	<ul style="list-style-type: none"> Consistently achieve in the range of 75-80% 	Target not met: Achievement rate 62%.
ATAR Median	<ul style="list-style-type: none"> Maintain a median range 65-70 	Target met; median ATAR of 65.10 (like school 70.58).
Attainment Rate	<ul style="list-style-type: none"> Maintain the rate between 85-90% 	Target was met; Attainment rate 88%.
Certificate II Achievement and higher	<ul style="list-style-type: none"> Incrementally increase Certificate II and higher achievement from 67% to 75% 	Target was met: -0.6 within expected range.
Year 12: 'C' grade achievement is focussed on incremental progress from		
ATAR	<ul style="list-style-type: none"> 82% to 88% 	The target was not met; achievement was at 76%.
General	<ul style="list-style-type: none"> 84% to 90% 	The target was met; achievement was at 76%.
Foundation	<ul style="list-style-type: none"> 86% to 90% 	The target was not met at 85%.
IEC Students: Progress Map Levels		
Writing Progress Map Level 4	<ul style="list-style-type: none"> 50% of exiting students achieve level 4 or above. 	The target was not met: 17/83 achieved the standard. On average this was 20% for writing.
OLNA: Annual achievement – incrementally increase achievement from		
Numeracy	<ul style="list-style-type: none"> 69% 	63% achieved Category 3 but target not met Value Add Y10 23% to Y12 63%
Writing	<ul style="list-style-type: none"> 65% 	59% achieved Category 3 but target not met Value Add Y10 25% to Y12 59%
Reading	<ul style="list-style-type: none"> 61% 	58% achieved Category 3 but target not met Value Add Y10 31% to Y12 58%

Table 6: Measuring success 2020

A Summary of Our Student Performance

The following evidence highlights the performance of our students during 2020 in ATAR, VET, IEC, General and Foundation courses.

Year 12 Performance Data

Western Australian Certificate of Education (WACE) Performance

The main WACE outcomes for the 2020 cohort compared to achievements of the 2018-19 cohorts are presented below.

	2018	2019	2020
WACE Achievement Rate (%)	66.1	64	62
Attainment Rate (%)	93	96	88
Median ATAR	74.8	68.7	65.1
WACE 'C' Grade requirement met (%)	92	93	93
Literacy and Numeracy Standard Achieved	78	71	73
General Course 'A' Grade Achievement	24.4	22.6	28.1
Certificate II or higher Achievement	47	73	75

Table 7: Year 12 Achievement Standards 2020 v 2018 and 2019

The WACE achievement rate was consistent although declining over the period; the attainment rate fell 5%; the median ATAR was 3.6 down; and the 'C' grade achievement remained consistent.

ATAR and Population Segments

Of interest was the range of student cohorts and their median ATAR as indicated in the table below. The median ATAR for each of our cohorts is indicated below.

	2019	2020
Mature Age (n=26)	68.3	58.3
English as an Additional Dialect (EALD) (n=21)	66.1	58.8
Compulsory Age (=14)	70.8	73.7
School Age (Repeated) (n=2)	NA	74.0
International Students (n=6)	NA	72.9

Table 8: Median ATAR achievement of student cohorts 2020

Pathways to University

There were 25 students with an ATAR who applied for university entrance. The median ATAR of students who applied was 65.15 which was 0.05 above the Campus median ATAR.

Of the 34 students in total who applied to university, 18 (53%) were offered their first preference whilst 31 (91%) were offered any of their preferences; and 22 (62%) students have enrolled with one choosing to defer for 2021. Curtin University remains the preferred destination with our students.

The Nineties Club

In 2021 Cyril Jackson Senior Campus has introduced the *Nineties Club* to acknowledge those students who achieved a measure of excellence – gaining a 90 or better ATAR. The inaugural members of *The Nineties Club* are:

- Reem Abdul-Khaliq
- Gent Kondo
- Noga Pisk
- Lily Taylor
- Isaac Twiss

Congratulations are extended to all on gaining entry to *The Nineties Club*.

ATAR Course Performance

A range of performance was demonstrated across the ATAR courses. Heads of Learning Area have provided comprehensive reports on the performance of students, their successes and the gaps which were evident in student learning.

The 2020 cohort were not as strong as in previous years however a stand out performance was that of English which was above the state mean. English, Economics, Modern History and Psychology all exceeded the like school mean score.

	EALD	English	Economics	History Modern	Maths Applications	Maths Methods	Computer Science	Psychology	Physics	Chemistry	Human Biology
School Mean	56	63	55	57	48	46	41	56	53	44	46
State Mean	60	60	60	60	60	60	60	60	60	60	60

Table 9: The school mean compared to the state mean for each ATAR course 2020

Student language levels, prior opportunity and attendance issues continue to be a concern across all courses which impacts ATAR performance. Our aim is always to provide opportunity for students and to support them to achieve their goals. Sometimes this means students taking on greater challenges, than might otherwise be acceptable given their capability.

It is unreasonable to expect a school like Cyril Jackson Senior Campus, with a social index placing it within Decile 6 of schools within Western Australia to have many subjects achieve a mean higher than the state. The fact that English achieved this outcome in 2020 is lauded.

A fairer measure of subject performance is to compare subject mean scores to those in similar schools. This measure shows that four ATAR subjects performed better than like schools. These subjects were English, Modern History, Economics and Psychology with Physics, similar.

It needs to be noted that as similar schools are all public schools, and this analysis is completed by staff of the Department of Education, the scores of all public schools are adjusted as against Table 10 where scores are taken from the State's Curriculum Authority, the school Curriculum and Assessment Authority. The rationale for this adjustment to complete the like school comparisons is unknown.

	EALD	English	Economics	History Modern	Maths Applications	Maths Methods	Computer Science	Psychology	Physics	Chemistry	Human Biology
School Mean	52	62	57	56	45	53	41	55	57	49	47
Like School Mean	62	54	54	52	52	58	56	53	57	57	52

Table 10: The school mean compared to the mean for similar social-index schools for each ATAR course 2020.

Note: The school mean for Tables 9 and 10 are different as the source for state data is the School Curriculum and Standards Authority and for like-school data, the Department of Education. The reason for the difference is unknown.

ATAR Aspirant Program

During the year, ATAR students had the opportunity to participate in an Aspirant Program which focussed on study skills and pathways to University. This program was limited due to COVID, however students still received individualised support in their career planning through the comprehensive individualised course counselling – career planning which is offered by our staff.



Course Grade Distribution

The distribution of grades in each of the course delivery modes is presented.

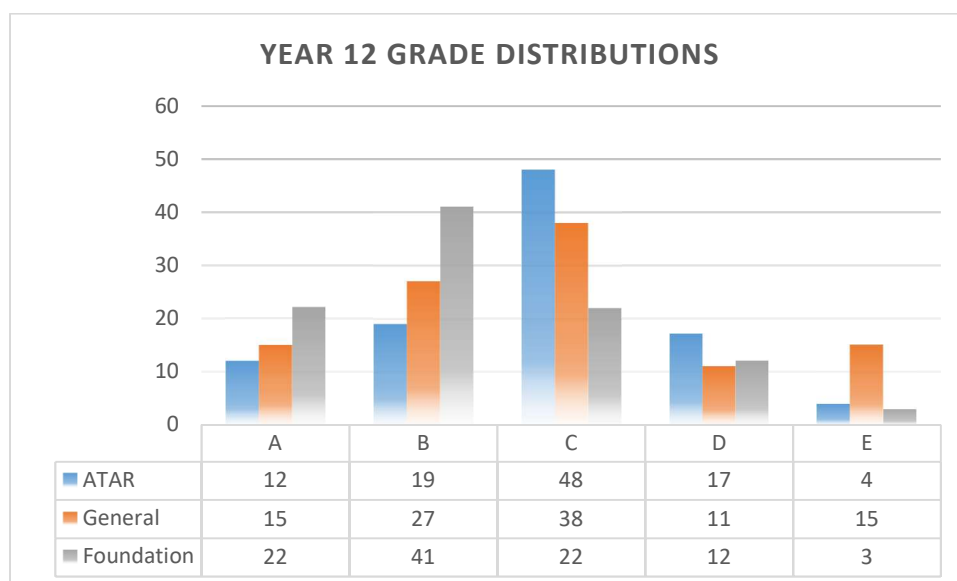


Figure 8: 2020 Year 12 grade distributions as a percentage of grades awarded.

ATAR Courses

ATAR courses achieved 79% 'C' grades which is a good effort given the circumstances of the year. Evidence indicates that the 'E' grade students were not capable of the academic rigour required of ATAR courses due to language deficiencies and prior learning opportunities. 'D' grade students may have achieved 'C' grades had they attended more regularly.

General Courses

Mapped to the targets, the general courses are below the target of 84% being 74%. Students have success in these courses if they attend regularly and complete assessment tasks when these are due.

Foundation Courses

Foundation students are generally from limited schooling backgrounds and are still developing proficiency in English language. The achievement of the 'C' grade standard is at 85%, which is close to the target.

Action for 2021

- Progression of students into Year 12 ATAR courses will move through an ongoing monitoring process aligned with each students' capacity to achieve the academic rigour required of the courses.
- Continue to monitor student achievement through counselling, mentoring and attendance patterns to support student success.

Vocational Education and Training Outcomes

Our certificate courses provide vocational pathways for students in a range of industries: Active Volunteering, Automotive, Business, Community Services, Creative Arts, Engineering, Health Support Services, Hospitality, Information, Digital Media & Technology and Music Industry. Students also completed certificates in the following industries through Profile Funding; Applied Fashion Design, Building and Construction, Electro technology and Retail Services.



Certificate Level Courses

The following table indicates achievement for students enrolled in Year 11 and Year 12 including initial enrolments and those who withdrew during the course. The actual is the number and percentage of students who remained enrolled and achieved the Certificate.

VET Outcomes at Cyril Jackson Senior Campus 2020								
	Enrolled		Achieved	Percentage	Withdrawn	Partial		EAL/D
Certificate I	Initial	Actual		Initial	Actual			Initial
	45	26	15	33%	58%	24	11	41 (91%)
Certificate II								
	174	115	82	47%	71%	41	30	73/173 (43%)
	Enrolled		Achieved	Percentage	Withdrawn	Partial		EAL/D
Certificate III	Initial	Actual		Initial	Actual			Initial
	27	20	10			4	9	3/27 (1%)
	Enrolled		Achieved	Percentage	Withdrawn	Partial		EAL/D
Certificate IV	Initial	Actual		Initial	Actual			Initial
	3	2	2			0	0	0
TOTAL	249	163	109	44%	67%	69	50	117/249 (46%)

Table 11: Total number of Year 12 students who completed a qualification and achieved the certificate in 2020

The high enrolment of EAL/D students in the Certificate I is through the Information Digital Media and Technology course which is specifically offered for EAL/D students to develop their technology skills.

Workplace Learning

Workplace Learning was severely impacted by COVID, restricting student placements. However, we were still able to engage students in the latter part of the year.

Workplace Learning was undertaken by 113 Students. Placements were conducted in the following industries:

Industry	Number	Percentage
Aged Care	3	5.60%
Animals	1	2%
Automotive	1	2%
Business & Clerical	1	2%
Childcare	1	2%
Community Services – Disability	1	2%
Education	1	2%
Engineering	1	2%
Hairdressing	2	4.00%
Hospitality	18	34%
Primary Industries Horticulture	1	2%
Sales Personal Retail	5	9.40%
Sales Personal Fashion	3	5.60%
Sales Personal Pharmacy	1	2%
Sales Personal Food	3	5.60%
Construction – Bricklaying	1	2%
Other	9	17%

Table 12: Student participation in Workplace Learning 2020

Action for 2021

- Implement the Work Integrated Learning Model.



Intensive English Centre

Our IEC students' progress and achievement is mapped against a system wide standard of progress maps. The progress map levels are very good indicators of student capabilities to achieve at the various levels of mainstream schooling.

Our target is that 50% will achieve the progress map level four prior to exiting the IEC, into mainstream schooling. As indicated below, this target was not achieved and may be too ambitious.

	Listening	Speaking	Reading	Writing
Semester 1	71	71	71	71
Semester 2	34	34	17	16

Table 13: 2020 IEC student achievement of progress map level 4 at exit as a percentage.

In 2020, there were 7 graduating students during semester 1 and 76 for semester 2. Of the Semester 2 group, 80% were humanitarian visa holders whilst there was 1 in Semester 1.

With a maximum of two years IEC access, we acknowledge that not all students will have developed language sufficiently to achieve the standard given the nature of their limited schooling. In support of this, several Campus based curriculum courses operated to support students whose capabilities were still developing.



Action for 2021

- A review of the target will be undertaken using historical evidence to ascertain if there is a need for adjustment of the target.

Student Destination Survey

Each year the Department of Education conducts an intention study of the Year 12 leavers group to ascertain likely destinations on leaving school. Students complete a survey during Year 12 and then in the following year a repeat survey to confirm the destination taken by the former student. Thus, the 2019 graduating class completed the survey in 2019 and then the follow-up survey in 2020. Of this group, 33.3% intended to go to university and 36.6% to TAFE. Following leaving in 2019, 32.9% were at university and 26.6% at TAFE. Thus over half the cohort continued studying following leaving Year 12.

A number proceeded to various employment patterns – full-time, part-time or traineeships. Whilst 8.6% intended to seek an apprenticeship, the destination survey showed that none had been taken up. Of the group 17.2% reported that they were on some form of employment assistance. Given the survey would have been administered during the height of the pandemic and the associated reduction in economic opportunity, this is perhaps understandable.

The destination of the 2021 Year 12 cohort will be reported in the 2022 Annual Report.

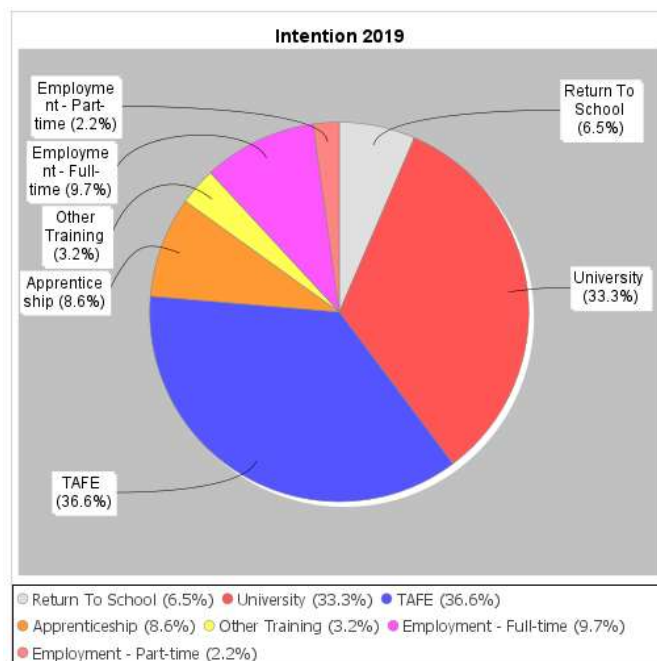


Figure 9: 2019 Year 12 cohort intentions

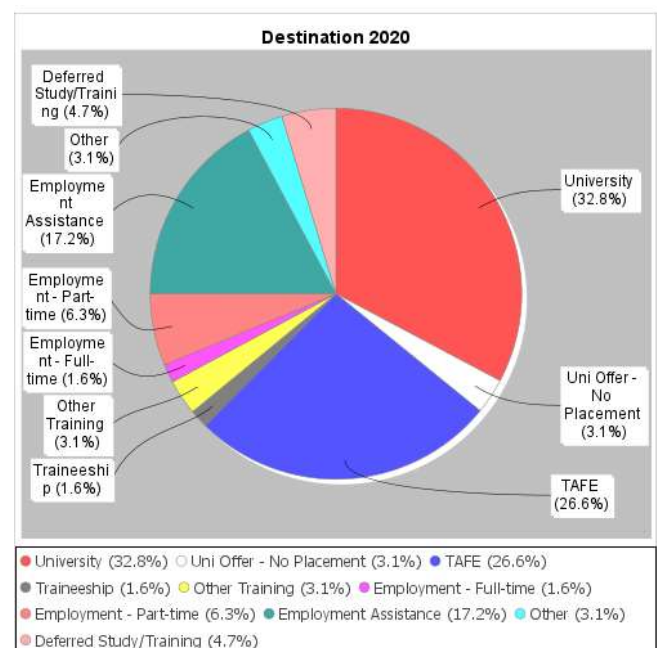


Figure 10: 2020 Year 12 cohort destinations

Acknowledgement of Country

The staff and students at Cyril Jackson Senior Campus acknowledges the past and present traditional owners of the land upon which we meet, “The Wadjuk, Noongar people”.

We acknowledge the contributions of Aboriginal and non-Aboriginal Australians to the education of people in this country we all live in and share together – Australia.



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