



CYRIL JACKSON
SENIOR CAMPUS

Find Your Course, Find Your Place

BUSINESS PLAN
2018-2021

A Message From CJ ...

On behalf of the Cyril Jackson Community, we present the 2018-2021 Business Plan. In preparing the plan, extensive consultation has occurred with staff and Board members to determine the strategic direction of the Campus over the next three years.

We are motivated to ensure that this plan supports all students and all staff in making Cyril Jackson Senior Campus a unique and high quality place to learn and to educate. We are keen to ensure that the broader community has a role in supporting our intentions through establishing strong relationships and partnerships in order that our students have access to range of learning opportunities, suited to their future pathways.

We look forward to implementing the plan and achieving our major outcomes.



Amanda Reid
Board Chair



Dr Karen Read
Principal

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.

Find Your Course, Find Your Place Cyril Jackson Senior 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. **Being** refers to students' self-identity about who they are in the context of their individuality, their culture, their relationships and their environment. Being develops self-worth, self-efficacy and resilience. Students are given the opportunity to Be who they are in our Community.

Belonging supports the notion of connectedness to the Campus and being a part of a community. Participation and engagement enables students to start the process of belonging. In Belonging, students adapt to their new environment and feel a part of our Community.

Becoming is about the process of seeing oneself within an environment. For our students, Becoming means achieving desired goals and being able to transition from school with the social capabilities, work ethic and training/education to function independently as citizens in society.

To become is enabled by being and belonging.

Our Students

We are a Community with high levels of cultural diversity. Annually we enrol 600 students of whom 50% have a non-English speaking background (NESB) and 2 percent are Aboriginal.

We enroll students from 70 different postcodes and from over 40 countries predominately from Afghanistan and Myanmar as well as a range of African countries; with over 40 languages spoken. Our main intake comprises of students who are humanitarian visa holders whilst we have a small percentage of international fee-paying students.

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 are returning to education to achieve personalised goals
- Enrolling from overseas as full fee-paying.

Our vision and values are embedded into our Community to ensure that every student has the opportunity to achieve their goals.

Our students are the foundation of our Campus community.

Our Staff

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 replacing potential teacher retirements. The following trends are noted:

- Teaching Staff, full-time equivalent: 43 (2016), 44 (2017), 42 (2018)
- Support Staff 25: (2016), 27 (2017), 26 (2018)
- School Administrators: Nine including Principal, Deputy Principals (two), four Heads of Learning Area and two Program Coordinators (2016-2018)

Whilst these figures represent a consistent and stable trend, we are planning for the possibility of increased student enrolments due to the closure of two senior colleges in Perth at the end of 2018. As such, it is anticipated that our staffing numbers may increase over the life of this plan. Prudent recruitment of teachers may offset potential losses of experienced staff.

Our classrooms are supported by education and ethnic education assistants who play a vital part in the learning program for students. Our assistants reflect the cultural backgrounds of our student population enabling students to be supported with translation when needed.

Support staff are vital members of our Community. A range of positions support administration and teachers in fulfilling their roles. Student service staff support our students' health, social and emotional well-being including psychologists, social workers, nurses and a doctor. A marketing officer supports the marketing of the Campus to the broader community.

Maintaining a diverse workforce is essential in meeting the needs of our diverse student demographic.

Our staff are committed to each and every student.

Our Pathways

Cyril Jackson is a Campus which offers students an alternative opportunity to obtain 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 have several unique pathways which are developed with the knowledge that students will have numerous transition points during their enrolment and include our:

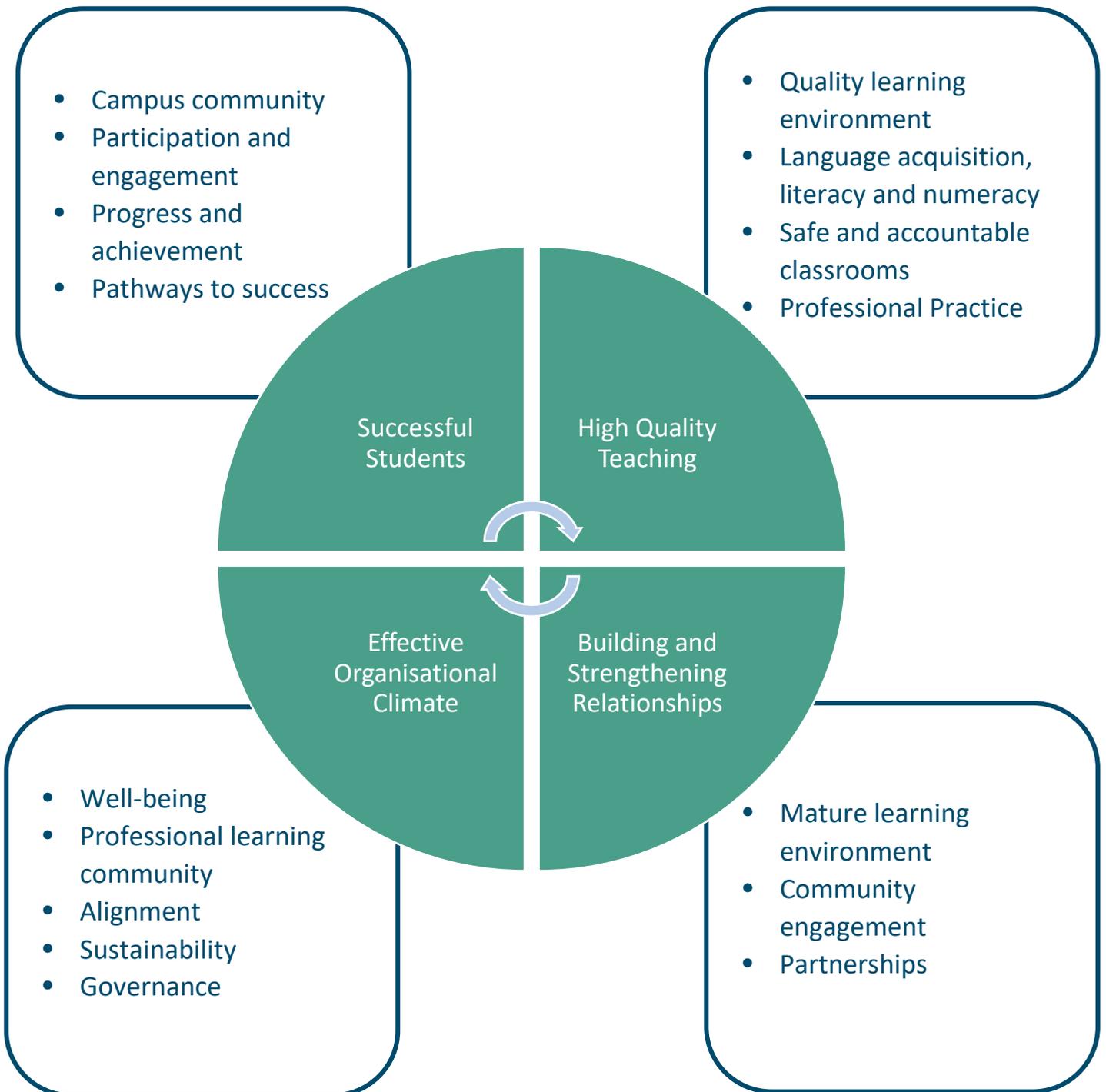
- Intensive English Centre which gives students one or two years of English language development prior to transitioning into mainstream courses
- Engagement pathways which enable students to transition back into schooling in a supportive environment before transitioning to mainstream courses.

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 pathways connect students to their future.

An Overview of the Plan

The following diagram is a summary of the plan including the major outcomes and the associated strategies which will contribute to achievement of the outcome.



Successful Students

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

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 which will include a student advisory group. An outcome is that students develop safe, respectful and healthy relationships with their peers. Student Services staff also provide a range of services to support their well-being.

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.

Progress and achievement is about developing student's capacity as self-motivated learners who are accountable for their personal progress and achievement. Teachers will provide ongoing detailed feedback to students on their individual course performance.

Pathways to success will ensure each student has an Individualised Pathway Plan. Individualised pre-course and pathway counselling will ensure that program delivery meets students' needs through effective goal setting and feedback. A mentor will monitor the plan with each student to ensure the student has the best opportunity to achieve their post-school plan.



SUCCESSFUL STUDENTS

Major Outcomes	Strategies	Measurement
<p><u>Campus Community</u> Students are resilient and have a good sense of belonging and well-being.</p>	<ul style="list-style-type: none"> • Campus Community activities and events are developed and implemented on a regular basis • Provision of Student Service personnel to support students with individual advice, counselling and referral to interagency providers • Establish a Student Advisory Group to respond to student issues and to be a conduit for feedback to the Board 	<ul style="list-style-type: none"> • WHITS survey outcomes
<p><u>Participation and Engagement</u> Students are provided with a mature learning environment which promotes high expectations of participation and engagement.</p>	<ul style="list-style-type: none"> • Individualised and flexible timetables for students to access a study mode to suit their needs • Transition programs are implemented to support students in managing their transitions from year to year and from program to program 	<ul style="list-style-type: none"> • WHITS: School Connectedness; Peer Connectedness • Attendance improvement
<p><u>Progress and Achievement</u> Students are self-motivated, responsive to feedback and demonstrate accountability for their progress and achievement.</p>	<ul style="list-style-type: none"> • Provide a mentor for each student to support them in setting and achieving individual educational goals • Implement John Hattie’s model of feedback as a framework for teacher-student-mentor reflections on progress and achievement • Meaningful feedback is provided by teachers to students in a consistent and regular manner about their achievement of assessment tasks and course outcomes 	<ul style="list-style-type: none"> • CCQ: Student motivation and engagement survey scales <p>Implement:</p> <ul style="list-style-type: none"> • Mentor program • Feedback model
<p><u>Pathways to Success</u> Students are actively engaged in progressing toward achieving their educational goals and have a pathway plan to support them in transitioning to their post-school options.</p>	<ul style="list-style-type: none"> • Implement Individualised Pathway Plans (IPP) for every student to support them in developing realistic post-school options through effective pre-course and pathways counselling • Pathways to Success include a range of forums for students to ensure that they have the necessary knowledge and understanding of the next phase of their education and life 	<ul style="list-style-type: none"> • Success rate of IPP • IEC Progress map levels • ‘C’ grade or better • Certificate II achievement • ATAR median

Pathways to Success

High Quality Teaching

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.

A **quality learning environment** is shaped by instructional strategies which are delivered in response to student feedback about their learning. Our teachers will monitor and track individual student progress and achievement through formative assessments and structured feedback. We will explore content from a range of cultures in our teaching and modify our teaching to facilitate the academic achievement of students from a diverse range of backgrounds.

Language acquisition, literacy and numeracy is everyone's responsibility. We will explore and implement a whole of Campus approach to teaching language acquisition, literacy and numeracy in which students are provided with consistent opportunities to practices as they move from one learning area to another. Our aim is to develop student's capability to meet the demands of everyday life as they transition to further education, training or employment.

Safe and accountable classrooms enable inclusivity and maximise student engagement in learning. Collaborative structures within the classrooms will enable students to participate as members of a community, with a voice. We will explore the expansion of authentic learning tasks and experiences to provide students with every day, real life experiences.

Our **professional practice** will be responsive to the needs of students through ongoing self-assessment and active reflection as we engage in peer observation and performance development collaborations to progress our teaching. Professional learning will support our knowledge and understanding of the diversity of our student population.



HIGH QUALITY TEACHING

Major Outcomes	Strategies	Measurement
<p><u>Quality Learning Environment</u> Teachers provide a quality learning environment which promotes student engagement through a range of instructional strategies to cater for student diversity within the classroom</p>	<ul style="list-style-type: none"> Teachers apply instructional strategies and practices which are responsive to the <i>classroom climate questionnaire</i> Teachers deliver evidence based and individual formative feedback to students 	<ul style="list-style-type: none"> CCQ: Learning environment survey – relationships; assessment; delivery
<p><u>Language Acquisition, Literacy and Numeracy</u> Teachers will be equipped with the skills and knowledge to support the development of students’ language acquisition, literacy and numeracy in all Campus programs</p>	<ul style="list-style-type: none"> Explore and implement a whole of Campus approach to the support of language acquisition and literacy Explore and implement a whole of Campus approach to the delivery of numeracy Teachers develop student literacy and numeracy capabilities in their learning area courses 	<ul style="list-style-type: none"> SSCA: Year 12 ‘C’ grade or higher attainment for EAL/D, English and Mathematics
<p><u>Safe and Accountable Classrooms</u> Teachers will create safe, positive learning environments that support all students to achieve their potential</p>	<ul style="list-style-type: none"> Implement the concept of ‘safe and accountable’ classrooms to promote inclusivity and to maximise student engagement Implement authentic learning tasks to provide students with every day, real life experiences 	<ul style="list-style-type: none"> CCQ: Student motivation and engagement responses
<p><u>Professional Practice</u> Teachers will engage in an ongoing process of improvement through high quality professional learning and professional engagement to inform their practice and develop their individual personal capabilities</p>	<ul style="list-style-type: none"> Staff participate in a range of professional learning forums, including on-site visits to other schools and apply this learning in responding to the diverse needs of the student population Teachers are self-reflective and engaged in developing their own professional capabilities with support through classroom observation and feedback on performance Staff aspirations will be encouraged and developed through a supportive collegiate environment 	<ul style="list-style-type: none"> SOCS: Providing individual support; encouraging improvement of practice; staff collegiality; expectations of success

Your Education, Our Commitment

EFFECTIVE ORGANISATIONAL CLIMATE

Major Outcomes	Strategies	Measurement
<p><u>Well-Being</u> A culture of well-being is promoted and supported for all staff</p>	<ul style="list-style-type: none"> Promote and provide access to well-being programs which can support all staff Provide flexibility for staff with their working conditions within industrial agreements 	<ul style="list-style-type: none"> SOCS: Wellbeing scales - overall wellbeing; job satisfaction; self-efficacy
<p><u>Professional Learning Community</u> Staff will have a shared purpose aligned with the ethos of the campus and support each other to achieve campus goals</p>	<ul style="list-style-type: none"> Implement the principles and practices of a professional learning community Establish the structures and processes to enable staff to work collaboratively within and across faculties through the Teaching and Learning Communities Provide support staff with regular learning and development opportunities. 	<ul style="list-style-type: none"> SOCS: Indicator scales - clear school mission; staff collegiality; expectations of success
<p><u>Alignment</u> Campus leadership ensures all decision making structures and processes are aligned and coherent, enabling clear and transparent communication supported by ethical and evidence based decision making</p>	<ul style="list-style-type: none"> Align learning area, operational and classroom plans to the major outcomes of the business plan Participation of Board and leadership members in ethical based decision making professional learning Participative decision-making is promoted through the Campus committee structure 	<ul style="list-style-type: none"> Review annually SOCS: Indicator scales - participation in decision making Completion of professional learning
<p><u>Sustainability</u> Workforce planning addresses the sustainability of program delivery through effective selection processes and recruitment of highly capable staff, within budgetary constraints</p>	<ul style="list-style-type: none"> Maintain a workforce plan which is responsive to future needs of program delivery Review and adjust current expenditure on each annual staffing budget in accordance with student enrolments 	<ul style="list-style-type: none"> Review annually Reduce salary expenditure from 98% to 90% from 2018-2021
<p><u>Governance</u> Strong governance is provided by the Board in monitoring and reviewing the performance of the Campus Business Plan through effective quality assurance and self-review processes</p>	<ul style="list-style-type: none"> Implement self-review processes which ensure the Business Plan is monitored and reviewed regularly throughout the year Monitor Board membership for its sustainability and representation of the Campus Community and contribution to achieve the goals of the Campus Provide ongoing development of Board members for them to effectively fulfil their roles Ongoing communication between the Board, Campus and community 	<ul style="list-style-type: none"> Review annually Board self-review assessment

Inclusive cohesive community

Building and Strengthening Relationships

Building and strengthening relationships reflects our intentions both internally and external to the Campus.

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.

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

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 partnerships aim to add value to existing programs whilst providing scope for future programs.



BUILDING AND STRENGTHENING RELATIONSHIPS

Major Outcomes	Strategies	Measurement
<p><u>Mature Learning Environment</u> A mature learning environment is promoted and maintained through mutually respectful relationships between all people within the Cyril Jackson Community</p>	<ul style="list-style-type: none"> Modelling of respectful relationships is demonstrated by staff and developed with students 	<ul style="list-style-type: none"> CCQ: Young Adult Ethos WHITS: Teacher Support
<p><u>Community Engagement</u> Constructive and purposeful relationships are developed and maintained with the local community</p>	<ul style="list-style-type: none"> Prepare a feasibility report on the viability of Campus facilities being accessed by community groups Explore further opportunities to engage with the local community which are mutually beneficial to both parties Maintain and develop existing partnerships with the CJSC ArtsHouse and ArtsHouse Community Garden Inc. Engage Aboriginal elders and other representative cultures in supporting curriculum delivery, where appropriate. 	<ul style="list-style-type: none"> National Schools Opinion Survey
<p><u>Partnerships</u> Strengthen and build on partnerships with interagency services, employers, training providers and universities to enhance opportunities for our students</p>	<ul style="list-style-type: none"> Complete an audit on current partnerships and program delivery, to identify gaps in service provision Review the viability and sustainability of program delivery and the interface of employers, training providers and universities in providing pathways for students' post school options Establish a marketing strategy to connect to service providers for further education, training and workplace opportunities for students Campus Board to drive ongoing development of partnerships and opportunities 	<ul style="list-style-type: none"> Milestone achievement: Qualitative report on outcomes

Our Self-Review Processes

As an Independent Public School our practices and processes will be reviewed and evaluated using evidence from our performance against major outcomes in the plan.

We will use a range of student performance data, academic and affective evidence, to inform our progress against outcomes we seek to achieve.

Our review is cyclical and reflect a process of continual improvement, from the boardroom to our classrooms. That is, review of performance is everyone's responsibility.

Our processes of review and self-assessment is based on a feedback model in which we are all consistent in the way we make judgements about performance and how we apply our findings to the next phase of the review process.

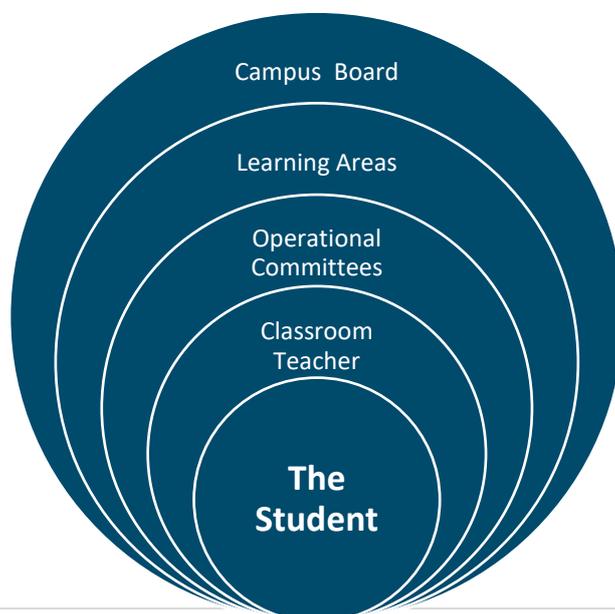
Feedback loops operate to ensure connection and coherence between all aspects of Campus planning. The feedback is based on three critical reflections:

- What are we/you doing?
- How are we/you going?
- Where to next?

Across the Campus, our review and planning processes are informed by the National School Improvement Partnership's *Effective School Improvement* and feedback from three questionnaires:

- Classroom Observation Questionnaire (CCQ) – Student Voice
- What's Happening in this School (WHITS) – Student Voice
- School Organisational Climate Survey (SOCS) – Staff Voice.

These surveys give us evidence of the classroom learning environment, student social environment and the organisational climate of the Campus. They support us in making evidence-based decisions on these three critical overarching aspects of the Campus.



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.

Our priority measure of success is that individual students achieve their personalised education goals and that we have engaged them in their education. Our secondary measure of success is that we have value-added to individual student achievement from enrolment to exit.

We monitor student performance data for incremental improvement across the Campus.

Effective School Improvement

Our school improvement survey provides evidence as to our Campus progress:

- What's Happening in This School (WHITS): Student Voice Survey
- Classroom Climate Questionnaire (CCQ): Student Feedback Survey
- School Organisational Climate Survey (SOCS): Staff Voice Survey

For each of these surveys, we will 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.

Individual Student Achievement

Our focus on individual student achievement will be evidenced by:

- Each student will have an individualised pathway plan.
- Individual students will achieve their personalised education goals with support from a mentor.
- Individual student attendance will improve from Year 11 semester one to Year 12 semester two
- Individual IEC and EALD students' progress map levels will be monitored for incremental improvement

Base-line data of student final post-school destination mapped back to their Individualised Pathway Plan will determine apparent rate of individual success.

Student Performance Data

Student performance data focuses on incremental progress and is expressed as a range of performance to provide for cohort variability.

Measure	Target
Successful Students	
WACE WACE achievement ATAR median Certificate II achievement Attainment Rate	<ul style="list-style-type: none"> • For eligible and enrolled WACE students: • Consistently achieve in the range of 75-80% • Maintain a median ATAR range of 65-70 • Incrementally increase Certificate II achievement from 67% to 75% • At least 85% of eligible students, will achieve an ATAR score of 55 or above or a Certificate II or higher by the end of their year 12 studies
Year 12 'C' grade achievement	<ul style="list-style-type: none"> • ATAR from 82% to 88% • General from 84% to 90%
IEC students Progress map levels	<ul style="list-style-type: none"> • Foundation from 86% to 90% • 50% of exiting students achieve Writing Progress Map level 4 or above.
OLNA Annual achievement	<ul style="list-style-type: none"> • Incrementally increase achievement from: Numeracy 69%, Writing 65%, Reading 61%
Attendance	<ul style="list-style-type: none"> • Incrementally improve attendance from 82% to 88%

The Context of Schooling

Our plan will have the capacity to be responsive to current and emerging policy changes, to be able to expand where needed and contract if policy circumstances change. We are therefore mindful of the policy influences on education and the need to be responsive to ongoing change.

Western Australian Context for Public Schools

We acknowledge the traditional owners of the land and in doing so, we will continue to implement the Aboriginal and Torres Strait Islander Cultural Standards Framework into our practices.

Our plan aligns to the current Department of Education plan for WA public schools, *High Performance – High Care* (2016-2019) and provides details of how we will implement the four key focus areas:

- Success for all students
- High quality teaching
- Effective leadership
- Strong governance and support.

Our planning and program delivery complies with policy requirements of the *School Curriculum and Standards Authority* and as a provider of Vocational and Education Training, we comply with the *Australian Quality Training Framework* (AQTF).

Australian Context of Schooling

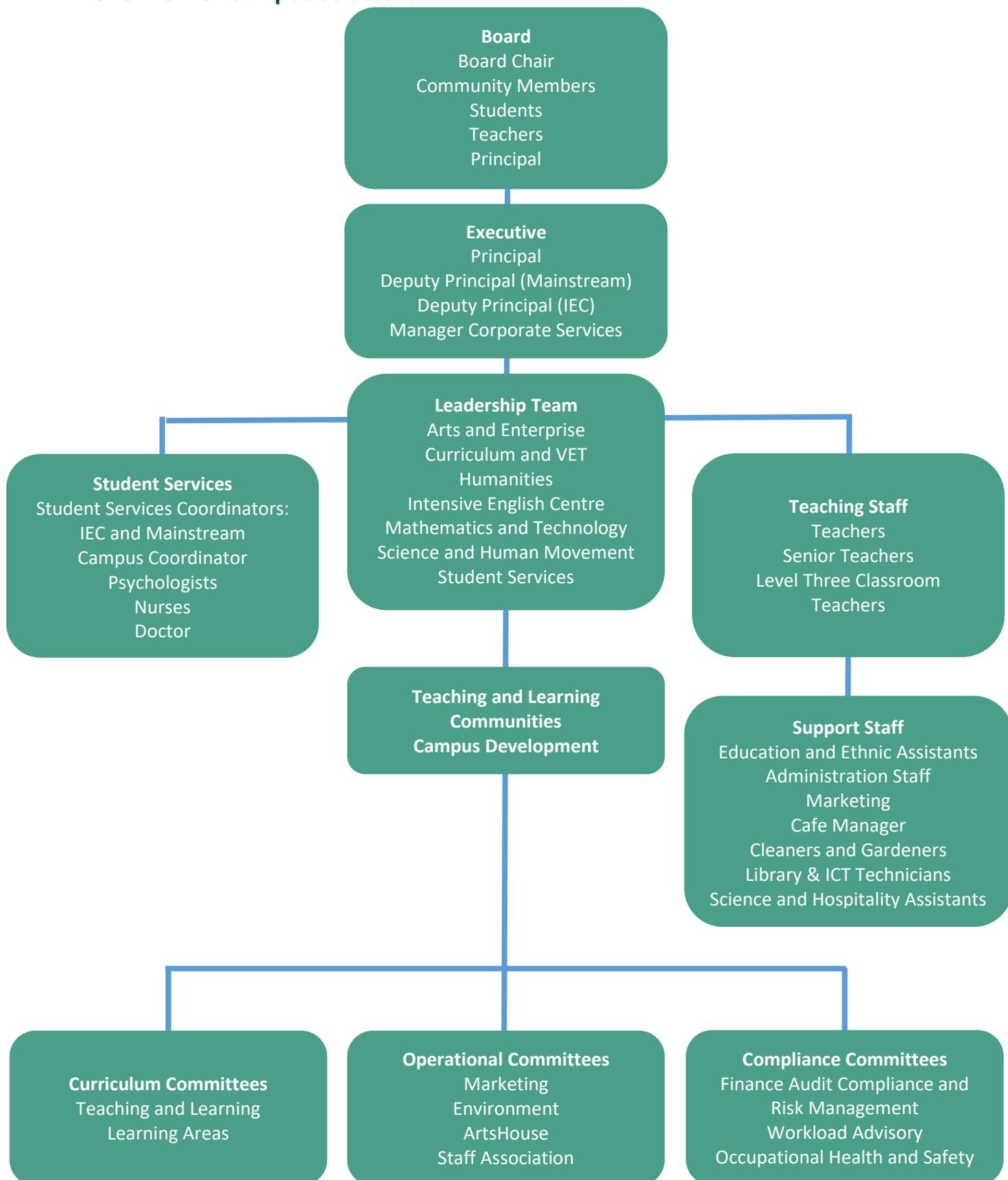
Our plan reflects the National policy direction of schooling.

The *Australian Institute of Teaching and School Leadership* (AITSL) framework including professional knowledge, professional practice and professional engagement is a key focus area for high quality teaching.

The *Australian Curriculum and Reporting Authority* (ACARA) General Capabilities are embedded throughout the plan.

The *National Goals for Schooling* (MCEETYA, 2008), equity and excellence, successful learners, confident and creative individuals, and active and informed citizens are a part of our direction. As a Campus with an Intensive English Centre, we will maintain awareness of federal and state government policy and monitor for any potential impact on service delivery.

Overview of Campus Structure



Acronyms

ACARA	Australian Curriculum and Reporting Authority
AITSL	Australian Institute of Teaching and School Leadership
AQTF	Australian Quality Training Framework
ATAR	Australian Tertiary Entrance Rank
NESB	Non-English Speaking Background
OLNA	Online Literacy and Numeracy Assessment
SSCA	School Curriculum and Standards Authority
VET	Vocational Education and Training
	National School Improvement
CCQ	Classroom Climate Questionnaire
SOCS	School Organisational Climate Survey
WHITS	'What's Happening in this School' Survey

Being-Belonging-Becoming adapted from The Early Years Learning Framework for Australia



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