20 19

CYRIL JACKSON
SENIOR CAMPUS

Annual Report

Front cover image credit: *Layers of Australia* **by Certificate III Visual Art student Finn McKenna won both the Town of Bassendean and Town of Bayswater Youth Awards 2019.**

Principal - Dr Karen Read

It gives me great pleasure to present the 2019 Annual Report comprising a selection of stories and evidence of our progress during the year.

During the year we strived to maximise opportunities for our students in the classroom and beyond as students engaged in many authentic learning experiences to support their knowledge and understanding of their courses.

There were several highlights which were unique to the year. Our annual Spring Festival was expanded to include all learning areas as we opened up the Campus to the community to see our classrooms in action. Our efforts were well received by those who took the opportunity to engage in one of the Campus tours. Our music students excelled with another first, their CD compilation was launched at the Rosemount event venue. This professional environment had all of the latest resources to ensure that the students' music was presented as it might be at any concert. Another major highlight was the introduction of our mentoring program to support our students in setting goals and creating a future career plan which was very well received across the Campus.

Our Board under the leadership of Amanda Reid supported our implementation of the Business Plan, whilst providing an excellent model of governance for the Campus.

We are proud of the opportunities we have provided for our students and the enthusiasm with which these were accepted. Our teaching and support staff are always available to support our students with their academic work and their social circumstances whilst also ensuring that our international students are made to feel very welcome as they adjust to life in Australia.

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.

Thank-you to everyone who made 2019 such a memorable year.

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.

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 600 students of whom 50% have a non-English speaking background (NESB) and two percent are Aboriginal. We have students who were born in 53 countries with 45 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 44 countries, with 52 different languages spoken.

For the most part, 54% of our IEC students arrive on humanitarian visas with a total of 17 different visa sub-classes. Myanmar, Afghanistan, Thailand, Philippines, 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: 43 (2016), 44 (2017), 42 (2018), 41.28 (2019)
- Support Staff: 25 (2016), 27 (2017), 29 (2018), 27 (2019)
- 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 18.2 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 psychologists (1.4 FTE), nurses (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.

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 graduation ceremony in which we reflect on the year and acknowledge individual student achievement. The major awards and recipients are listed below.

Congratulations to these students.

Award	Recipient
Cyril Jackson Integrity Award	Moo Nay Gay Paw
Long Tan Leadership and Teamwork Award	Niamh Hegney
Commitment to Excellence Award Department of Education	Finn McKenna
Vocational Education and Training Award Westscheme	Michael Moore
Leadership – Service Award	Casey Brewis
Principal's Award	Solomon Alexander
DUX ATAR	Isaiah Haensel
DUX VET	Deng Deng

Table 1: 2019 Award Recipients

Vanessa Buemi - Program Coordinator of VET and Curriculum with student Michael Moore

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.

In 2019 we continued the process of establishing a student advisory group to support student voice. Central to this was the opening of a student common room, a place for eating and socialising. The students were proactive ensuring that walls were painted and the space reflected their needs.

Students engaged in a range of activities which are presented later in this report. A key measure to determine the success of student engagement with our Campus is the *'What's Happening in this School'* (WHITS) survey.

WHAT'S HAPPENING IN THIS SCHOOL 2018-2019

■ 2018 ■ 2019

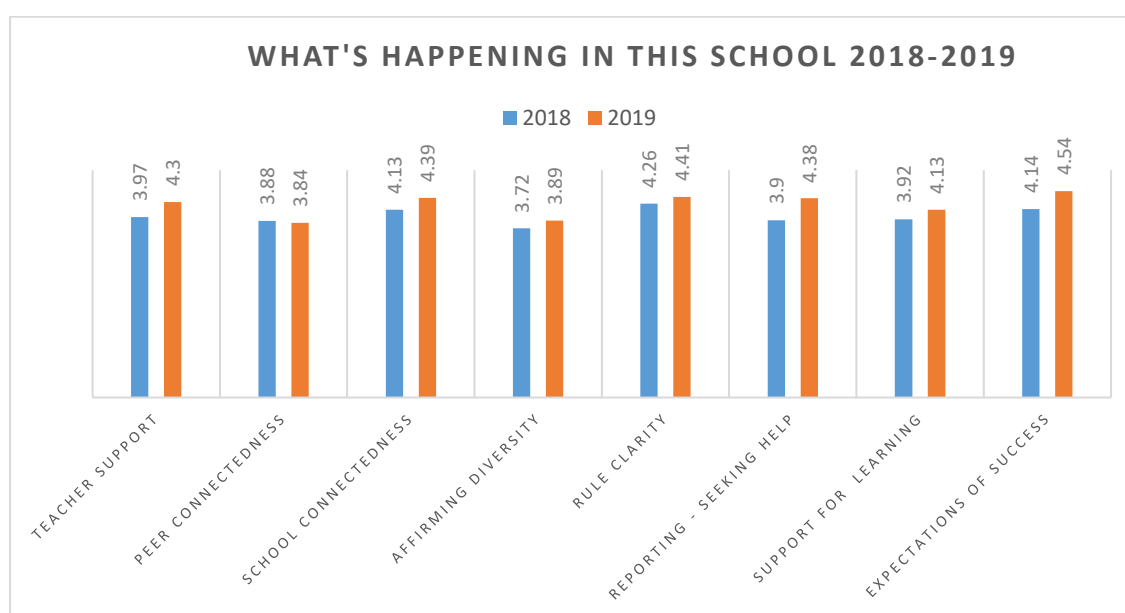| Indicator	2018	2019
Teacher Support	3.97	4.3
Peer Connectedness	3.88	3.84
School Connectedness	4.13	4.39
Affirming Diversity	3.72	3.89
Rule Clarity	4.26	4.41
Reporting - Seeking Help	3.9	4.38
Support for Learning	3.92	4.13
Expectations of Success	4.14	4.54

Figure 1: What's Happening in this School

For comparative purposes and given that this is only the second time the WHITs survey has been administered, 2018 and 2019 evidence are included. Overall, the target of 3.5 was met for all indicators indicating a positive environment for students.

Developing a sense of belonging and connectedness to the Campus are two key goals for all students. From figure two above, the scales of *school connectedness* (4.39) and *peer connectedness* (3.84) 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* (4.54) is a very strong indicator that our students do have high expectations for themselves.

The introduction of our mentoring program for students has no doubt had a positive influence on these outcomes. Students received support in goal setting and planning support for their education.

The following pages are indicative of our students participating as a part of our community engaging in a range of activities to suit their needs.

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.

Harmony Day

Harmony Day, is perhaps the highlight of the year enabling all students, irrespective of their social or cultural background, to come together as one in celebrating our community. Our Harmony Day activities are presented throughout this report in pictures, reflecting our community.

Health Festival

The Health Festival is another day which brings together our students with the broader community. Over 50 community agencies came together to provide information and experiences for our students on Health issues. These are vital opportunities for our students to access quality health information which will support them in making informed decisions.

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.

Intensive English Centre (IEC)

Our IEC students are very busy engaging in a two-week swimming program, visiting 'Sculptures by the Sea', attending the Cultural Centre in Perth whilst also visiting the law courts and Parliament House.

Another wonderful opportunity was the annual IEC Australian Rules Football Cup against North Lake Senior Campus which we hosted and won. We fielded a girls and boys team on the day which demonstrated our students' willingness to be a part of our Australian culture. These range of excursions engage our IEC students in some of our history, but also the Perth 'way of life' and give them the confidence to be actively engaged in their communities.

Our IEC students take to the sea

Nine students and one staff member were selected through an extensive application process and won scholarships to experience life at sea on board The STS Leeuwin II.

Their beautiful adventure began on a ship that was built 33 years ago as a 1850s style tall ship. There were also 30 students from other schools and 15 crew members. After learning all about safety and finding out how to live and sleep on the ship, they departed from Fremantle Harbour.

They were put into "watch" groups and they all learned to care for the ship and for each other. On the ship, they were taught how to coil the rope, climb to the top of the masts to bring the sails down, pack away the sails, how to pull the rope properly so we wouldn't get hurt and how to steer the ship. The crew members also taught them how to be good team members and group leaders.

This was a once-in-a-lifetime experience for our students and they will never forget all the people they met on this ship.

All students have the achievement recognised on their WA Statement of Student Achievement and could use this as a WACE unit as the program is endorsed by SCSA.

Humanities

Theatre excursions are a great opportunity for students in the English and Drama. The Cyber-gothic play *The Double* and the film, *Maleficent: Mistress of Evil* were two excursions related to student course work. The Year 11 General Economics students visited state parliament whilst they also presented their own *Twenty Dollar Small Business* initiative on Campus to staff and students.

Sport

Our students have participated in WA interschool sport competitions including basketball and soccer whilst our annual AFL match against North Lake Senior Campus in which we won both contests.

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.

The following data provides our average attendance across both cohorts and for both semesters.

Attendance

Attendance Average	Semester One	Semester Two
Year 11	84.9	82.8
Year 12	79.5	72.4

Table 2: 2019 Attendance average of Year 11 and 12

The attendance target for Year 11 (based on semester one evidence) was met, above the 82% target, whilst Year 12 fell short.

There are three subsets of student age groups enrolled at Cyril Jackson and two specific programs, IEC and 11PLUS.

The attendance for all age groups is better in Year 11 than Year 12 with mature age students having the highest attendance rate. Of concern is the attendance of compulsory age students, particularly in Year 12.

	Year 11	Year 12
Compulsory Age	83	79
School Age (19-22 years)	78	79
Mature Age (+22 years)	87	82
IEC	89	NA
11 PLUS	80	NA

Table 3: Attendance of sub-sets of student groups

A highly successful outcome is the IEC cohort in which the average attendance is 89%, on average whilst many IEC students have 100% attendance records. This highlights the value which the IEC students place on their schooling and is a good indicator of positive student engagement.

Our 11PLUS students' attendance of 85% is outstanding given that for many of them, their previous school attendance was below 50%. The table below highlights their re-engagement with schooling. From semester one to semester two, students' attendance in the regular range (+90%) increased from 31% to 47%. The greatest movement was from moderate/severe (44%) to only 27% in semester two with no student below 60%.

	% Overall		Regular +90%	Indicated 80-90%	Moderate 60-80%	Severe <60%
11 PLUS (16) S1	80	S1 19	31	25	38	6
11 PLUS (15) S2	85	S2 19	47	27	27	0

Table 4: 11PLUS Attendance over two semesters

Our challenge still remains to improve on attendance. In 2019 we initiated a *student responsibility agreement* for all students upon enrolment. A part of the agreement was for students to attend regularly which is measured at 90% or higher.

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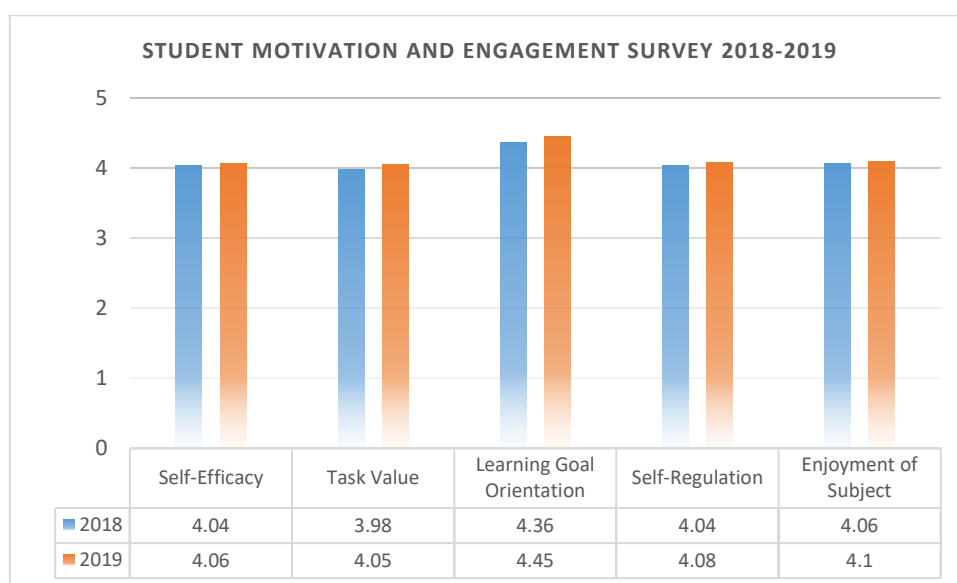

Figure 2: Motivation and Engagement Survey 2018-2019

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.

To support the focus on successful students, all staff were trained in coaching skills which included goal setting and questioning techniques to support their roles as mentors. The learning goal orientation improved most which may be attributable to the implementation of the mentoring program.

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.

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.

Overall, we achieved our focus goal for 2019 which included implementation of the mentoring program; development of a set of standards outlining *student responsibility* for their studies; and, Year 11 ATAR students being included in the Aspirant program. These strategies will continue to be monitored in 2020.

Focus for 2020

- 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%.

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 will 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. For the second year, all teachers selected 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 student feedback.

The main focus areas for teachers across the Campus during 2019 was involvement whilst some teachers focussed on assessment.

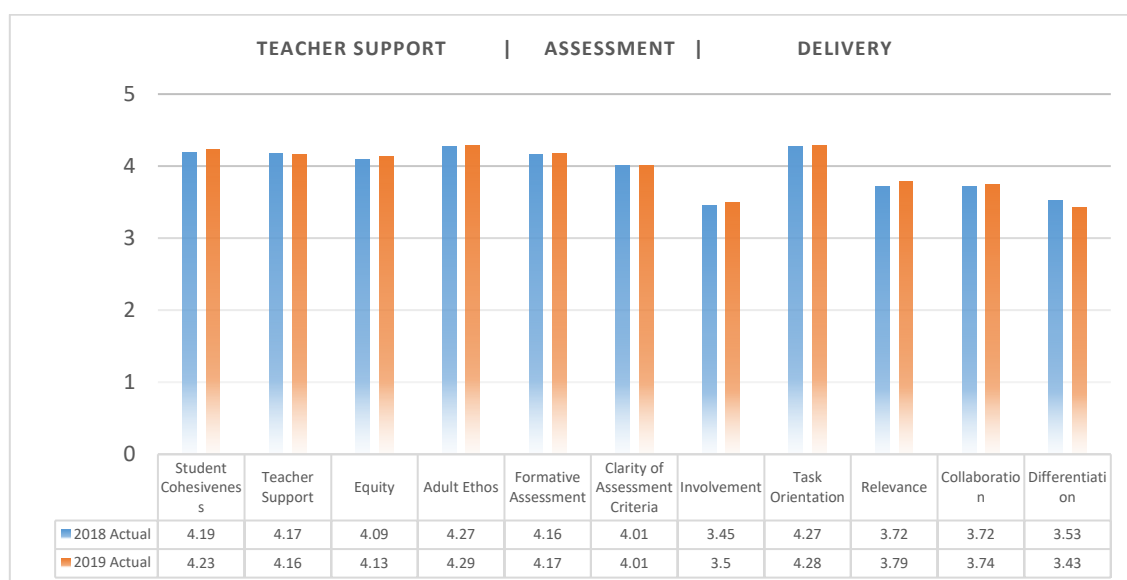| TEACHER SUPPORT				ASSESSMENT		DELIVERY				
	Student Cohesiveness	Teacher Support	Equity	Adult Ethos	Formative Assessment	Clarity of Assessment Criteria	Involvement	Task Orientation	Relevance	Collaboration	Differentiation
2018 Actual	4.19	4.17	4.09	4.27	4.16	4.01	3.45	4.27	3.72	3.72	3.53
2019 Actual	4.23	4.16	4.13	4.29	4.17	4.01	3.5	4.28	3.79	3.74	3.43

Figure 3: Classroom Climate Questionnaire 2018-2019

All scales exceeded the benchmark of a 3.5 average which is an encouraging start. Over the two years the scale scores have remained consistent. The aspects of delivery are lower than the teacher support and assessment scores, however, task orientation is the highest value which is possibly indicative of authentic learning experiences which students are offered.

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.

To support the development of teacher practice, we focussed on How Language Works, coaching and mentoring skills to support students, and a range of pedagogical practices to meet the needs of our adult learning environment. These practices included professional learning on:

- flipped classrooms whilst two of our mathematics teachers are exploring explicit instruction
- provision of high quality feedback to students, both verbal and written
- provision of feedback to colleagues when observing classroom practice

With ongoing attention to the *delivery aspects* of teaching, we will continue to improve our student classroom experience.

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 2019 we commenced the delivery of *How Language Works,* a 30 hour ten module program to support all staff in developing further understanding of language and how it works across all learning areas, including IEC.

As we have approached the midpoint of this program of work, some teachers are starting to apply the research and knowledge to their teaching program to support student language development in the written form. A consistent methodical approach to the delivery of language will support student learning, particularly for those who transition from the IEC to the mainstream courses.

Focus for 2020

- Provide professional learning for *How Language Works* to support all teachers and education assistants in improving their understanding of language and to subsequently implement strategies to improve literacy.
- Provide professional learning on coaching/mentoring skills to support the mentoring program and to support the classroom observation strategy.

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.

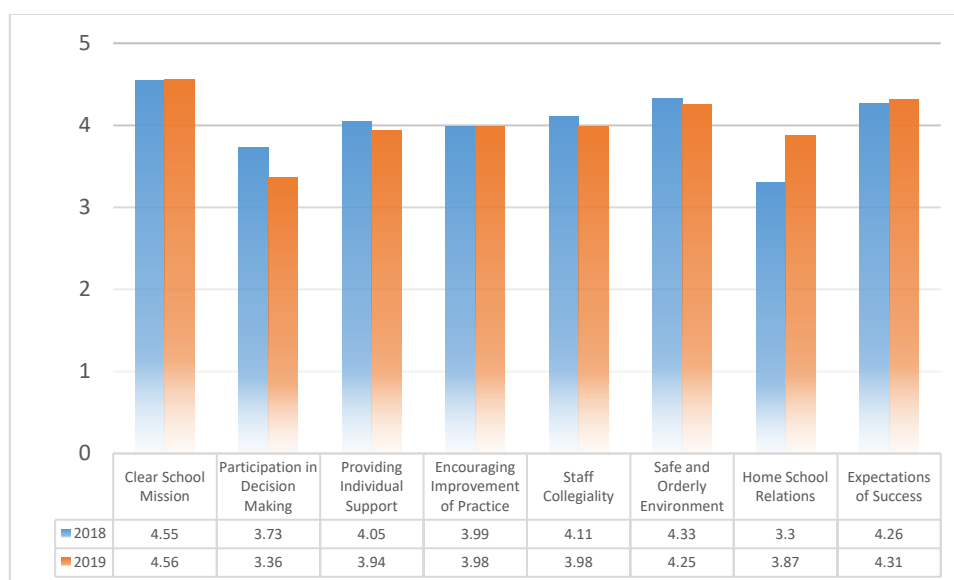|	Clear School Mission	Participation in Decision Making	Providing Individual Support	Encouraging Improvement of Practice	Staff Collegiality	Safe and Orderly Environment	Home School Relations	Expectations of Success
2018	4.55	3.73	4.05	3.99	4.11	4.33	3.3	4.26
2019	4.56	3.36	3.94	3.98	3.98	4.25	3.87	4.31

Figure 4: School Organisational Climate 2018-2019

The research gives us an overview of how we are developing as an organisation. There is a consistent pattern from last year, albeit that the decision making scale is lower.

Our leadership team have reviewed the research and have decided to focus on participation in decision making with staff. We will also focus on encouraging improvement of practice with teachers even though this is rated highly. We will do this through providing individual support, promoting staff collegiality and expectations of success.

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 will be established to promote activities for staff. Overall, the well-being scales are above our target benchmark of 3.5.

	Overall Wellbeing	Job Satisfaction	Teacher Efficacy	Teacher Collective Efficacy
2018	4.09	4.58	4.37	
2019	3.97	4.46	4.29	4.37

Figure 5: Staff Wellbeing scales

A **professional learning community** provides the structures and processes to enable staff to work collaboratively with a shared purpose to achieve Campus goals.

A well-established Teacher Learning Community (TLC) has been in operation to support learning area operations. All teachers meet twice a term for 90 minutes, once as a whole staff and once as a learning area. During 2019, much of this focus was on How Language Works. Our teachers also focussed on their classroom practice aligned to the classroom climate questionnaire.

We were also privileged to be participants in a presentation by members of the Aboriginal community who told the story of Western Australian Aboriginal peoples' journey. The 'Blanket Activity' was a presentation of how white settlement influences gradually diminished access to their traditional land. Told through the eyes of local indigenous family members and in the context of Western Australia, this powerful presentation had an overwhelming impact on staff. The community circle at the end, highlighted this very aspect for everyone.

Alignment of major outcomes to operational and learning area planning facilitate monitoring and reporting of outcomes across the Campus. During 2019 all staff contributed 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.

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

We have monitored our workforce plan to ensure that it is responsive to future needs and the sustainability of program delivery.

As a starting point, the IEC timetable was reviewed and greater efficiencies resulted whilst the timetable was aligned to the mainstream for starting and finishing times.

Marketing was also a key strategy. We used social media to promote the Campus to compulsory age students as a primary target which proved beneficial with an increase of 25 students being enrolled.

We were also invited by the Department of Education to be a part of *Study Perth,* a government strategy to promote international students.

Our Principal Karen Read travelled to Vietnam with other Department representatives to promote WA government schools of which Cyril Jackson was a key target. Outcomes of this strategy will take some time to gain student enrolments due to immigration processes. Nevertheless, we are a part of this wonderful initiative.

However, our challenge still remains to reduce salary expenditure which will be the strategic focus for 2020.

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

During 2019, the Board continued to monitor the implementation of the Business Plan and our progress in achieving the outcomes we seek.

Our Board Chair Amanda Reid was proactive inviting local members of parliament and council members to our Campus for tours and to promote our vision for our Campus. These visits were extremely valuable with the outcome being that a roof replacement program has been funded as well as continued replacement of the internal ceilings across the Campus. The classrooms have now good quality ceilings, free from mould.

Focus for 2020

- Integrate wellbeing activities for staff throughout the year.
- Develop staff participation in decision making through the working party processes.
- Support teacher professional classroom practice through observation and feedback and encouragement of improvement of practice.
- 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 **partnerships** with interagency services, employers, training providers and Universities ensure that we are providing the best opportunities for our students to achieve their goals.

During 2019, our service agreements with two Registered Training Organisations were cancelled due to compliance issues with the training provider. Much work was then completed ensuring that our students were not impacted by this decision. Two new contracts were negotiated with RTO's to support the ongoing delivery of our 17 Certificate courses, in addition to the remaining five providers.

Our 11 PLUS program for students re-entering secondary education has been one of the success areas of partnership building. As a part of the Certificate II Volunteering, students visit the Aegis Nursing Home and support the senior citizens with activities and conversation whilst, they also do micro-teaching with Year 4 students from Ashfield primary school. Both of these partnerships are empowering for our students and all of the participants, both young and old.

11PLUS Micro teaching

11PLUS Aegis Nursing Home

The delivery of a Certificate II in Health Services was a successful initiative of 2019, enabling our IEC/EALD students to attend TAFE one day per week as a part of the certificate delivery whilst also visiting work sites which reinforce their learnings.

Cert II Health Support Service

A visit to SPOTLESS GROUP

Our Board focussed on strengthening our partnerships and relationships which included the establishment of working parties to support the development of a student Alumni Program, a Pathways and Partnerships network, and a Facilities and Programs group. Some progress has been made by the working parties in available time.

In 2020 the Board will continue to support this partnership specifically through community partnerships, former students and industry/business.

Focus 2020

- Establish a working party for partnerships across the Campus to support curriculum delivery.
- Engage the Board to continue to support the development of partnerships across the community, with 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 5: Revenue and Cash Salary

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 6: Expenditure Cash and Salary

The 2020 draft revenue and expenditure budgets were prepared and endorsed by the Finance Committee and reviewed and endorsed by the Campus Board during term four, 2019.

Some of the significant expenditure for 2019 included:

- **Maintenance: $508,000**
  Over **$508,000** was spent towards improving buildings, property and equipment. There was extensive maintenance work to address mould and asbestos which has been a joint effort between the Campus and the Department of Education who also funded roof and ceiling replacements whilst also supporting half the cost of the asbestos removal. The Campus funded refurbishments to office spaces and recarpeting classrooms to improve the teaching and learning working environment. In addition, a significant re-roofing and ceiling project has been implemented by the Department, Building Management and Works and Programmed Services at a cost of three million dollars which commenced in December and will continue over the next two years.

- **Marketing: $35,518**

  CJSC embarked on a marketing Campaign during 2019 to increase enrolments as a part of the sustainability plan. The marketing budget was increased and spent $35,518 whist the marketing FTE was increased to support the additional work involved.

Focus 2020

The Board and leadership team will continue to review salary expenditure and devise a plan to reduce same from 98% to 90% of the Student-Centred Funding allocation. The review will encompass timetable structure, course offerings and staffing allocations.

2019 Graduation

Student Performance

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.

By way of example, an average of 30% of students in Year 11 achieved the OLNA Category 3 standard, whilst in Year 12, 65% demonstrated the required standard. Many of our students come to us on humanitarian visas, with limited schooling, the rigorous standardised online testing regime is foreign to them.

Our ATAR cohort (32) comprised 15 students who have studied EALD, 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	• Consistently achieve in the range of 75-80%	The target was not met, with an achievement rate of 64%.
ATAR Median	• Maintain a median range 65-70	The target was met; a median ATAR of 68.7, was within the predicted range.
Attainment Rate	• Maintain the rate between 85-90%	The target was met, 89%.
Certificate II Achievement	• Incrementally increase Certificate II achievement from 67% to 75%	The target was met 73% compared to 47% in 2018.
Year 12: 'C' grade achievement is focussed on incremental progress from		
ATAR	• 82% to 88%	The target was not met; achievement was at 81% but increased 2.5% from 2018.
General	• 84% to 90%	The target was met; achievement was at 85.9%.
Foundation	• 86% to 90%	The target was not met at 84.4%; but improved 9% from 2018.
IEC students: Progress Map levels		
Writing Progress Map Level 4	• 50% of exiting students achieve level 4 or above.	On average this was 33% for listening, speaking and reading, and 21% for writing.
OLNA: Annual achievement – incrementally increase achievement from		
Numeracy	• 69%	69% achieved Category 3 and met the target
Writing	• 65%	61% achieved Category 3 but the target was not met
Reading	• 61%	66% achieved Category 3 and met the target
Attendance: Incrementally improve		
Attendance Average Semester one	• 82% to 88%	The target was met for year 11, 84.9%; but not achieved for year 12, 79.5% IEC attendance met the target being at 89%

Table 7: Measuring Success

Our Summary of Student Performance

The following evidence highlights the performance of our students during 2019 in ATAR, VET, IEC, General and Foundation courses.

Performance in the Western Australian Certificate of Education (WACE)

The main WACE outcomes for the 2019 cohort compared to achievements of the 2018 cohorts are presented below.

	2018	2019
WACE Achievement Rate (%)	66.1	64
Attainment Rate (%)	93	96
Median ATAR	74.8	68.7
WACE 'C' Grade requirement met (%)	92	93

Table 8: ATAR Achievement Standards 2018 v 2019

The WACE achievement rate was consistent; the attainment rate improved 3%; the median ATAR was 6.1 down; and the 'C' grade achievement remained consistent.

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
Mature Age (n=14)	68.3
English as an Additional Dialect (EALD) (n=15)	66.1
Compulsory Age (=18)	70.8

Table 9: Median ATAR achievement of student cohorts 2019

Our Dux, Isaiah Haensel who was previously home schooled, achieved an ATAR of 98.5.

Pathways to University

There were 27 students with an ATAR who applied for University entrance. The median ATAR of students who applied was 76.0 which was7.3 above the Campus median ATAR.

Of the 27 students who applied to University, 13 (48%) were offered their first preference whilst 19 (70%) were offered any of their preferences; and 16 (60%) students have enrolled. Curtin University remains the preferred destination with our students.

During 2019 we investigated the possibility of offering the Western Australian University Foundation Program (WAUFP) to accommodate our EALD students as a preferred course of study to attain University entrance. Our research indicated that it was not viable due to the number of mature age students who only studied two ATAR courses for which the program required four courses of study.

An outcome of this research (5-year period) was that a student studying four ATAR courses, on average, achieved a much higher ATAR score than a student studying only two ATAR courses. This is valid information which can now be applied to the counselling process when students select courses.

ATAR Course Performance

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

The 2019 cohort were not as strong as in previous years however a stand out performance was that of Physics which was very close to the state mean.

	EALD	English	Economics	History Modern	Maths Specialist	Maths Methods	Maths Applications	Psychology	Physics	Chemistry	Human Biology
School Mean	50.17	53.28	51.27	55.52	51.66	56.35	46.99	39.77	61.73	56.96	49.75
State Mean	57.28	57.4	60.69	58.48	68.28	65.22	55.44	57.43	63.83	64.01	58.66

Table 10: The school mean compared to the state mean for each ATAR course 2019

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.

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. We extended this program to Year 11 students for the first time.

In 2019, students were timetabled into a session to ensure that they actively engaged with the program. Our mentoring program also supported students in the Aspirant Program.

One of our students, Zhijian Li applied for and was successful in gaining a scholarship to Toronto University in Canada.

Course Grade Distribution

The distribution of grades[1] in each of the course delivery modes is presented.

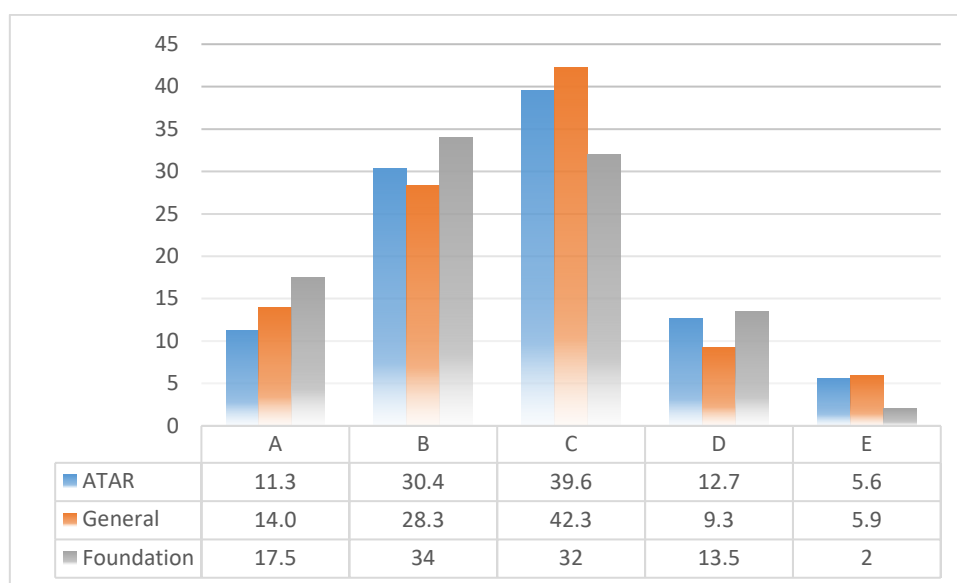|	A	B	C	D	E
ATAR	11.3	30.4	39.6	12.7	5.6
General	14.0	28.3	42.3	9.3	5.9
Foundation	17.5	34	32	13.5	2

Figure 6: Year 12 grade distributions as a percentage of grades awarded.

ATAR Courses

ATAR courses achieved 81% 'C' grade up by 2.5% from 2018. A greater percentage (11.3) achieved an 'A' grade compared to 6.9% in 2018. 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. However, there was a slight movement up from 2018, which is encouraging.

General Courses

Mapped to the targets, the general courses are on track, achieving 86% of 'C' grades, above the 84% target. 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 84.4%, which is an improvement of 9% from 2018 which is positive.

Focus 2020

- 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.
- Allocate Foundation courses to IEC Mathematics teachers.

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[1] Year 11 and 12 Learning Area grade distributions see Appendix 1

Vocational Education and Training Outcomes

Vocational outcomes are achieved through student participation in Certificate courses or Workplace Learning.

Certificate Level Courses

Achievement of a Certificate II has been a mandatory requirement in attaining a WACE for students who are not studying ATAR courses. The following table indicates achievement for students enrolled in 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	2019					
	Enrolled	**Achieved**	**Percentage**	**Withdrawn**	**Partial**	**EALD**
Certificate I	Initial 106 **Actual 50**	50	Initial 64% **Actual 100%**	36	20	104 (98%)
Certificate II	Initial 159 **Actual 102**	95	Initial 60% **Actual 93%**	37	20	52 (51%)
Certificate III	Initial 15 **Actual 10**	9	Initial 60% **Actual 90%**	3	2	-
Certificate IV	Initial 5 **Actual 4**	4	Initial 80% **Actual 100%**	-	1	-
TOTAL	Initial 285 **Actual 166**	158	Initial 60% **Actual 95%**	76	43	156

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

The percentage of students who were enrolled in Certificate II in Year 12 and achieved the requirement was 93% an improvement achievement rate from 2018 (56.9%). The high enrolment of EALD students in the Certificate I is through the Information Communications Technology course which is specifically designed for EALD students to develop their technology skills.

Workplace Learning

Workplace Learning was undertaken by 80 students. Sales (41), Hospitality (12), Child Care (11) and Cleaning (10) are the main areas of student placement. Some students would have completed a placement in more than one industry.

	Number	Percentage
Aged Care	3	4
Animals	2	2
Automotive	3	2
Building & Construction	3	3
Business & Clerical	2	2
Child Care	11	12
Cleaning	10	11
Community Services	3	3
Engineering	1	1
Hospitality	12	13
Primary Industries – HORTICULTURE	1	1
Sales & Personal Services RETAIL	41	45

Table 12: Student participation in Work Place Learning

For Review

During 2019, the School Curriculum and Standards Authority (SCSA) removed the mandatory requirement for students to have a Certificate II to achieve graduation. Hence, students from 2020 will be able to graduate through a program of general courses. Consideration of this decision will be discussed during planning for 2021.

In terms of maximising student opportunity for post school pathways, aligning Certificate II courses with workplace learning has the potential to develop necessary work skills which can lead to employment. The industry placements do not match the Certificate courses.

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	33	32	32	20
Semester 2	35	34	34	22

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

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.

For Review

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

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.