



Department of  
Education

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Public education  
**A world of opportunities**

# Cyril Jackson Senior Campus

## Public School Review

April 2021



# PUBLIC SCHOOL REVIEW

## Purpose

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All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five-year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

## Expectations of schools

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The Statement of Expectation (Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review, as well as the Professional Performance Review of the Principal.

## Public School Review – The Standard

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A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.



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## Context

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Opened in 1962, Cyril Jackson Senior Campus is located in Bassendean, approximately 10 kilometres north-east of the Perth central business district, within the North Metropolitan Education Region.

The school is one of two schools in Western Australia with an associated Intensive English Centre (IEC) that cater for students to study Year 11 and 12 in a mature learning environment. Students are part of a community with high levels of cultural and social diversity with over 60 per cent born overseas and who have a non-English speaking background.

The school is able to enrol compulsory age and adult students to complete their senior secondary studies. The IEC caters for the needs of up to 150 newly arrived migrant and refugee students. Over 70 per cent of these students are refugees on humanitarian grounds.

Students can complete pre-university requirements as well as Tertiary and Further Education Certificate courses in a broad range of industries.

Cyril Jackson Senior Campus gained Independent Public School status in 2015. Currently, 399 students are enrolled in Year 11 and 12.

The school has an Index of Community Socio-Educational Advantage of 985 (decile 6).

The School Board consists of staff, community representatives, parents and students and is engaged in the advancement of the campus vision and progress towards business plan targets.

## School self-assessment validation

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The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The Electronic School Assessment Tool (ESAT) submission provided a detailed account of the current school context, planning priorities and student and school performance.
- Summary statements provided for each evidence source within the domains of the ESAT, provided the review team with an overview of the school self-assessment process and improvement intentions.
- A broad range of interrelated evidence was provided for analysis by school staff.
- The process of preparing for the Public School Review provided a mechanism to reflect on school performance and accountability, in addition to informing the next business plan.
- A culture of reflection using a strong evidence base and contextual monitoring tools is being embedded.
- Staff demonstrated a desire to participate in the school validation process.
- A wide cross-section of school leaders, teachers, allied professionals and parent and community representatives elaborated on the evidence described in the submission, during the validation visit.

The following recommendations are made:

- Reflect on the Public School Review process undertaken, as a staff group, to reaffirm successes and guide future approaches to school self-assessment.
- Ensure the selection of evidence for future ESAT submissions provides a targeted sample for the narrative to be elaborated on during the school validation day.

## Public School Review

### Relationships and partnerships

Trusting relationships and partnerships with service providers, community organisations, local government and businesses, benefit individual students and broader learning programs.

#### Commendations

The review team validate the following:

- A range of communication platforms is utilised to ensure information is accessible, clear and effective, whilst appropriate in context, mode and content for the campus community.
- Mutually constructive and sustainable relationships and partnerships have been established with individuals, businesses and institutions to benefit students and the campus.
- Parents and students articulate strong satisfaction with the quality of education provided by the campus and the commitment to specific student needs through a range of surveys and in individual testimonials.
- ArtsHouse provides the opportunity for multidisciplinary artists across the creative industry to share skills, mentor and collaborate with students, staff and the community.
- Campus and individual student involvement in events such as the 5000 Meals Project, the Danjoo Koorliny Reconciliation Gathering, the Annual Health Festival and the establishment of Jackson's Training Cafe have been highly successful in fostering positive relationships.

#### Recommendation

The review team support the following:

- Continue to work with industry, agencies and community groups to enhance opportunities for students to meet their individual needs.

### Learning environment

The learning environment is focused on a mature approach, rather than an adult focus and predicated on individual acceptance of responsibilities rather than being driven by rules. Personal responsibility underpins processes adopted to support student attendance, engagement and success.

#### Commendations

The review team validate the following:

- A quality teaching environment conducive to student success and supported by an effective organisational climate is evidenced in survey data. The two key goals of developing for all students a sense of belonging and connectedness to the campus community are well embedded.
- The Mentoring Strategy is successful in supporting students to plan their education and future.
- The well-resourced student services team is responsive and effective in ensuring students are supported. The team also ensures individual and group action plans and interventions are implemented effectively.
- Students report feeling valued through the provision of scaffolded, culturally sensitive teaching practices to engage them in purposeful career pathways.

#### Recommendation

The review team support the following:

- Maintain support for students through a range of measures including liaising with outside agencies, to enable them to continue in education.

## Leadership

Leaders encourage a shared vision, based on the belief that all students can learn and grow. They have established an understanding and acceptance among staff of the core values underpinning this purpose.

### Commendations

The review team validate the following:

- Leadership opportunities are provided to staff with a commitment to nurturing leaders aligned to the Department's Leadership Strategy.
- Change management is introduced in a sensitive manner within a commitment to improved outcomes.
- A traffic light system has been developed to support a timely assessment of achievement of business plan targets. The tool produces graphics to illustrate progress of strategies in priority areas.
- Leaders facilitate organisational change and growth, achieving alignment between management obligations, professional responsibilities and accountability.
- A refined model of performance management that is consistent with Department expectations and Public Sector Standards is enacted. Targeted professional learning enhances plans to provide a knowledge and skills base for teacher improvement.

### Recommendations

The review team support the following:

- Continue to develop staff understanding of the Aboriginal Cultural Standards Framework and to explore options for an Aboriginal engagement strategy.
- Continue to utilise leadership opportunities, consistent with the Department's Leadership Strategy.

## Use of resources

Prudent processes are in place for financial management, which complies with financial frameworks and aligns resources to the relevant operations enacted in response to school planning.

### Commendations

The review team validate the following:

- Robust internal controls and compliance measures are implemented to manage financial and operational business requirements and ensure adherence to the Funding Agreement for Schools.
- Physical assets and resource acquisitions and improvements are managed effectively through maintenance and replacement planning.
- The Finance Committee provides financial analysis, advice and oversight of the budget to ensure the operational and capital budget is prepared and reviewed.
- Student characteristics funding allows for the employment of ethnic education assistants, smaller class sizes, and staffing numbers in the IEC sufficient to enable students to rapidly acquire confidence in using Standard Australian English.
- Targeted Initiatives funding is deployed strategically to implement specialised programs to enhance the conditions for student success in this unique context.

### Recommendation

The review team support the following:

- Recruit an Aboriginal and Islander education officer.

## Teaching quality

There is a common agreement among staff about how students learn and what good teaching practice involves in this context. Individual needs are accommodated through differentiated delivery and programs.

### Commendations

The review team validate the following:

- Staff use student data to inform conversations about student wellbeing, achievement and progress to inform planning.
- Professional development in, and the subsequent implementation of, the How Language Works program ensured all staff were included in the learning program and commitment to the quality of instruction.
- Leaders recognise the value of staff and student feedback to provide a fair and insightful view of teaching effectiveness. Survey tools such as SOCS<sup>1</sup>, WHiTS<sup>2</sup> and CCQ<sup>3</sup> are utilised regularly for this purpose.
- IEC and mainstream staff collaborate regularly to review processes that ensure the successful transition of students in Years 11 and 12, with students informed of available career and study pathways.

### Recommendations

The review team support the following:

- Continue to embed How Language Works program methodology into classrooms in accordance with learning area structures and review the impact of this approach on student learning.
- Continue to develop protocols for school peer observation and peer coaching in pedagogical techniques to build staff capacity to deliver high order instruction to senior school students.

## Student achievement and progress

In this unique context of a senior campus, leaders and staff reflect critically on teaching in the belief that student success is premised on engagement with the learning process, differentiated to individual need.

### Commendations

The review team validate the following:

- Data to inform judgements and make evidence-based plans to improve student performance is drawn from a variety of sources including: SCSA<sup>4</sup>; TISC<sup>5</sup>; SAIS<sup>6</sup>; Schools Online; SIRS<sup>7</sup>; RTP<sup>8</sup> and surveys.
- A comprehensive process of academic review provides the pre-eminent strategy for identification and analysis of issues in Year 12 academic performance and to determine approaches for improvement.
- Literacy and numeracy progress for EAL/D<sup>9</sup> students between enrolment and the Year 12 Online Literacy and Numeracy Assessment is significant.
- A significant 'value adding' impact is evident for students in the 11 PLUS program who have previously been disengaged from education.
- Vocational pathways ensure student engagement and success. A high proportion of students complete Certificate II or III Australian Qualifications Framework qualifications.

### Recommendations

The review team support the following:

- Refine the academic review model to best support learning area teams to focus on sustainment of successful practice and to improve identified areas of concern.
- Develop a data set to capture realistic assessment measures for student achievement in this context.

## Reviewers

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Brett Hunt  
Director, Public School Review

Gary Anderson  
Principal, North Lake Senior Campus  
Peer Reviewer

## Endorsement

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Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 2, 2024.



Melesha Sands  
A/Deputy Director General, Schools

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## References

- 1 School Organisational Climate Survey
- 2 What's Happening in This School
- 3 Classroom Climate Questionnaire
- 4 School Curriculum and Standards Authority
- 5 Tertiary Institutions Service Centre
- 6 Student Achievement Information System
- 7 Student Information Records System
- 8 Reporting to Parents
- 9 English as an Additional Language/Dialect