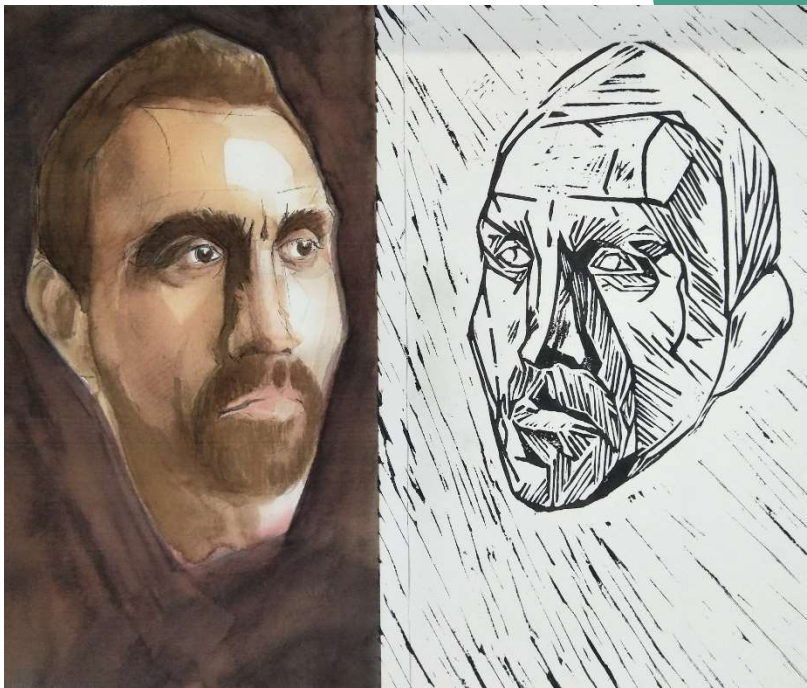


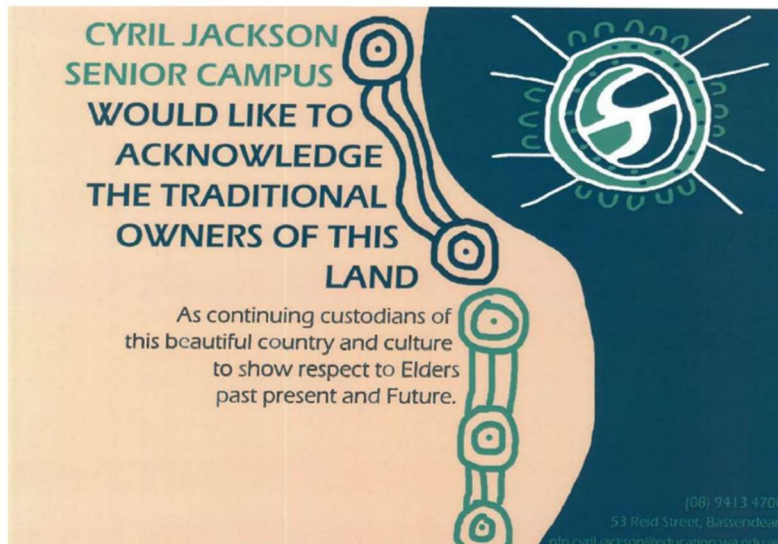
# 2021



CYRIL JACKSON  
SENIOR CAMPUS

## Annual Report

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



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

"Dance well in good country".

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



The logo of Cyril Jackson Senior Campus is a stylised C and J with a blue colour band to the right and a green, to the left. The blue represents the Swan River, as the CJ site is within a kilometre of the river. The green represents the land on which CJ sits.

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

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

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# Welcome



## Principal – Milton Butcher

As the Principal of Cyril Jackson Senior Campus I am pleased to present the Annual Report for 2021.

The Annual Report is closely linked to the Business Plan, which ran over the period of 2018-2021. It is also part of a suite of annual reports centred on that plan. Therefore, every effort has been made to have a consistent authorial style to match the four-year cycle of the Business Plan. The structure of the previous reports is also respected to give that consistency of reporting.

The document is the result of contributions of a number of staff in preparing entries around key events during the year. The support of Ms Mishayla Webber, Ms Deb Fitzsimons, Ms Cath MacDougall, Ms Vanessa Buemi and MCS, Ms Alicia Blunt is appreciated.

On behalf of the students of Cyril Jackson Senior Campus, I acknowledge the work of all staff in delivering or supporting the educational programs offered.

I also acknowledge the excellent work of Ms Stephanie Jeffers in completing the photographic displays and Ms Jacqueline Bunce in finalising the Annual Report for publication.



## Board Chair – Phillip Draber

On behalf of the Board I would like to thank all of the Cyril Jackson Senior Campus staff for their enormous efforts in delivering high quality educational programs and important support services to our students who are fortunate to have the benefit of them. Because of these efforts, the school can celebrate the successes highlighted in this Annual Report.

I also acknowledge the commitment and dedication of Board members in discharging their duties. 2021 was a year where there was a large change-over of members. The Board also spent time in dealing with unincorporating its former structure and then establishing the new governance arrangements to support its unincorporated status. Our Board members also provided support to the Cyril Jackson Senior Campus community generally and to several school initiatives reported elsewhere in this report. I thank all Board members for their contributions during the year, as well as the principal and staff who provide direct support to the Board.

Cyril Jackson Senior Campus provides a wonderful service to the student body, and to the community, and I extend the best wishes of the Board to all of the members of the Class of 2021 and wish them a bright future.

## Preface

The 2021 school year commenced as usual with the week staff returned and undertook final preparation for the beginning of classes and the return of students. At the end of that week, due to a case of COVID-19, the Perth metropolitan area entered a lockdown with students being given an extra week holiday for the Christmas school break. Term 1 thus commenced on the Monday of Week 2.

There were several other community cases of the virus during the academic year, however, there was little impact on schooling. This must be seen as positive as there is clear research that says students attending classes and learning face-to-face results in positive learning outcomes. Students being at school is also noted for good mental health and good social learning. Students attending school with peers is acknowledged as delivering positive social-emotional and mental health outcomes.

Whilst Cyril Jackson Senior Campus had a remote learning plan in place, frankly it is pleasing there was not a requirement to implement it. From feedback from students it is likely that a number of families did not have the conditions in place, such as internet connectivity and computer systems, to access the best of on-line learning delivery. It is highly likely that had there been resort to on-line learning the challenge would not be staff readiness, but student readiness.

As the virus was well managed in Western Australia, the state moved from Phase 4 conditions to Phase 5 mid-year. Phase 5 was effectively 'business as usual' with some health measures, such as distancing and hygiene in place. The border restrictions played an important role in stabilising the virus position in Western Australia and, for schools, meant that face-to-face learning could continue.

As the health constraints were lifted moving into Phase 5, a number of activities that were problematic could be re-scheduled. This included whole-school activities such as Harmony Day and the Health Festival. The Ball was also able to be conducted with relevant health measures in place.

Education programs such as Intensive English Centre (IEC) in-term swimming and a range of excursions could also be programmed. This meant student opportunity was enhanced.

However, the virus continued to have an impact on school enrolments in the IEC with few families able to enter Australia on either general migrant or humanitarian visas. International Fee Paying Students also ceased. These patterns led to a decline in enrolments and will have a knock-on effect for several future years as fewer IEC graduates will move to mainstream programs. This will place pressure on the capacity of the school to maintain a vibrant and extensive offering of programs. A number of mature students seek to return to school to gain credentials, including to establish a base to access university or TAFE. The ability to conduct a suite of ATAR and General Courses to meet student need is critical to the mission of Cyril Jackson Senior Campus.

On a positive note, in 2021, the school saw a staff member, Ms Catherine MacDougall, nominated as a finalist in the Secondary Teacher of the Year Award and Year 12 student, Ms Rosie Crammond win a subject Exhibition – the first for many years. If not the first ever. Four students achieved a 90 or better ATAR and over 50 students gained a Certificate II or better.

The school also saw efforts to engage better with the Aboriginal community to assist meeting educational needs of potential students. Cyril Jackson Senior Campus also has a proud tradition and connections to Alumni were strengthened, including the introduction of the concept of the Champions of CJ.



# 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 about 420 students of whom 55% have a non-English speaking background (NESB) and of whom 1.9% are Aboriginal. We have students who were born in 55 countries with over 55 languages spoken.

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

Our students have a range of schooling histories and 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 them 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 a mature 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; or
- enrolling from overseas as full fee paying students.

Our students come to us from over 70 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 over 25 countries, with more than 25 different languages spoken.

In 2021, 54% of our IEC students arrived on humanitarian visas with a total of 19 different visa sub-classes. Myanmar, Afghanistan, Thailand, Congo (DR), Iraq, Ethiopia, Vietnam, China, Pakistan and Syria represent the countries from where the majority of students hail.

## 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 (FTE): 44 (2017), 42 (2018), 41.28 (2019), 40.1 (2020) and 37.2 (2021)
- Support Staff: FTE 27 (2017), 29 (2018), 27 (2019), 22.2 (2020) and 23.0 (2021)
- School Administrators: nine consisting of a Principal, two Deputy Principals, 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 eight Education Ethnic Assistants (5.40 FTE) for our IEC students and three (2.5 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 28 staff comprising 23.0 FTE. A range of positions support administrative and teaching staff in fulfilling their roles. A marketing officer supports the promotion of the Campus to the broader community.

Student Service staff including three psychologists (1.4 FTE) and one community nurse (0.6 FTE). They support our students' health, social and emotional wellbeing. A mental health initiative led by the school's co-ordinator is also in place.





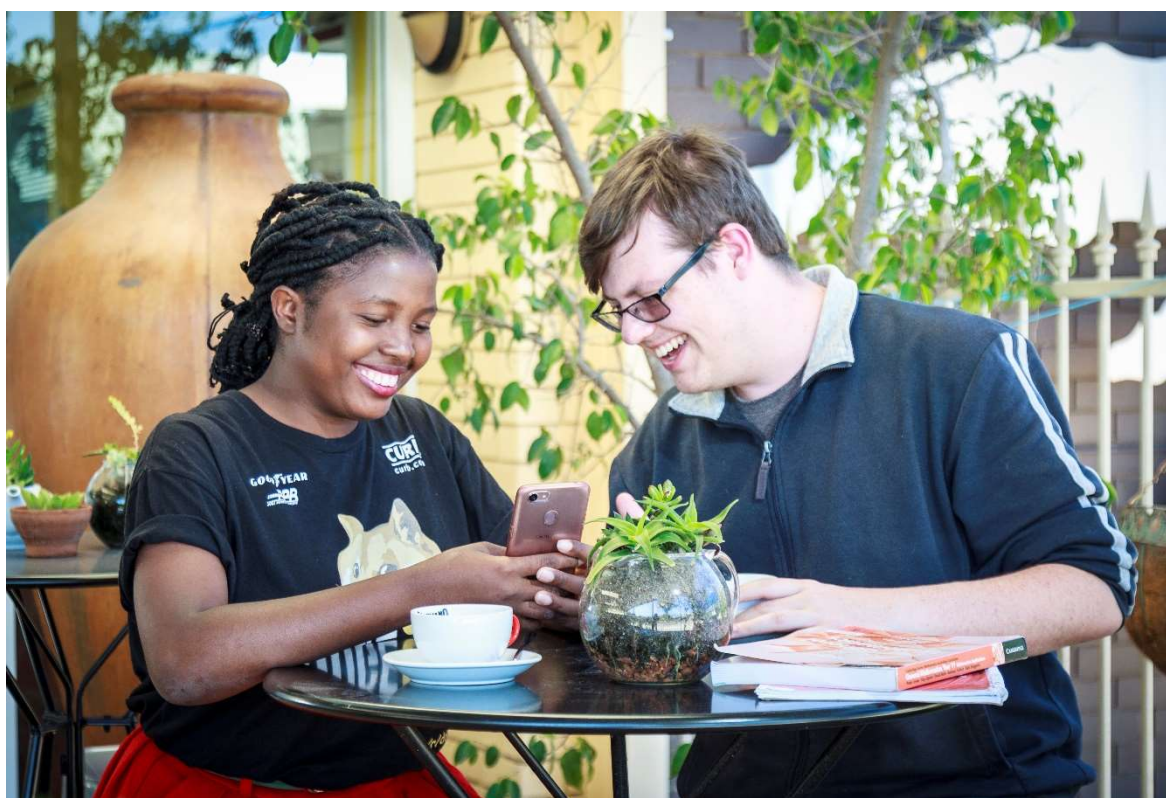
## Our Pathways | Our pathways connect students to their future

Cyril Jackson Senior Campus is a Campus which offers students an alternative experience 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. These 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, including 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 provide an opportunity for students to provide feedback to their teachers 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 responses for each scale.

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

## National School Opinion Survey (NSOS)

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

In 2021, all three surveys were administered. This provides a view of Cyril Jackson Senior Campus seen through the eyes of all school stakeholders across a range of themes. These include the expectations, qualities and skills of teachers, school systems and processes such as behaviour management, administrative matters such as maintenance and school leadership. As each survey seeks information on similar themes, the results of all surveys around these themes were consolidated producing an overall opinion. This is also reported in this document. Analysis of the data provides factors to consider in improvement planning.

## Successful Students | Pathways to Success

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

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

One of the highlights of the year is the annual presentation ceremony in which we reflect on the year and acknowledge individual student achievement. 28 students were recipients of the 47 course awards presented.

The major awards and recipients are listed below.

Congratulations to these students.

Award	Recipient
ATAR Highest Achiever – ATAR Dux	Behdokht Eshraghiboroujeni
VET Highest Achiever – VET Dux	Rosie Crammond
Arthur Leggett, OAM Award for Endeavour	Mojtaba Askari
Carol Garlett Award for Achievement	Dillon Chua
David Kelly MLA Outstanding Contribution Award	Rosie Crammond
Donna Faragher MLC Leadership and Service Award	Geordie Smith
Long Tan Leadership and Teamwork Award	Akuol Abut Deng
North Metro Education Region Commitment to Excellence Award	Behdokht Eshraghiboroujeni
CQ University Perseverance Award	Muzungu Kanozire
Principal's Award	Judith Furaha

Table 1: 2021 Award Recipients

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

Campus community activities were initially limited due to COVID-19, however, as conditions were relaxed some activities returned. A range of smaller classroom-based activities were presented by students as a part of their courses. These and some excursions which eventuated are presented later in this report.

### What’s Happening in This School (WHITS)

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

### Student Voice

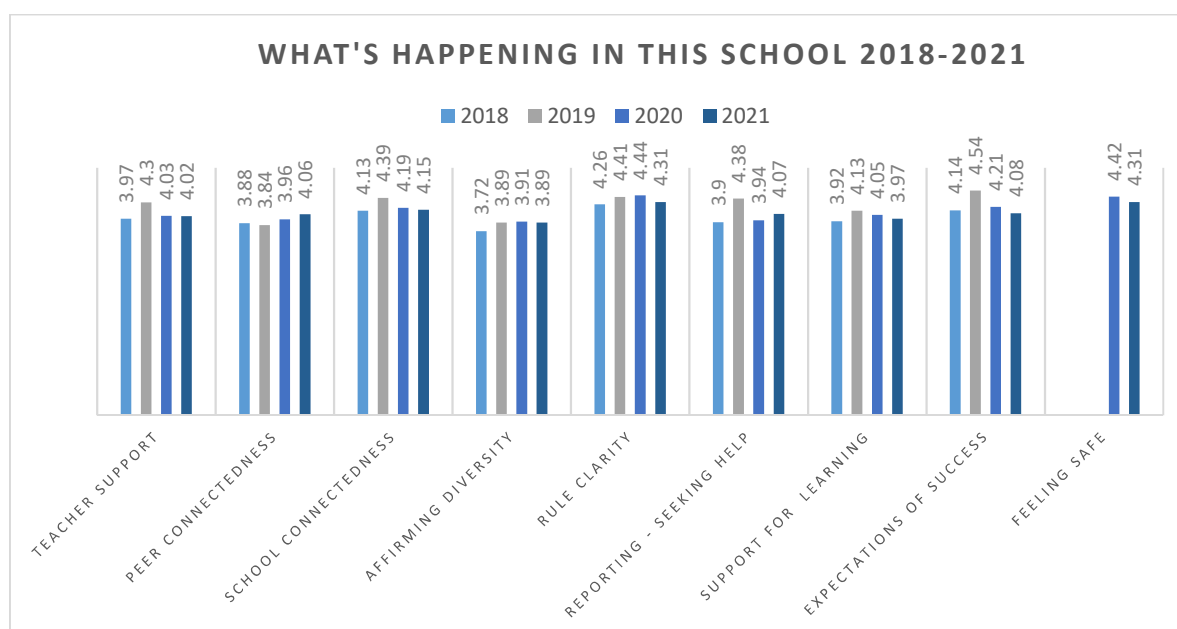


Figure 1: What’s Happening in This School 2018-2021

Developing a sense of belonging and connectedness to the Campus are two key goals for all students. From Figure 1 above, the scales of *school connectedness* (4.15) and *peer connectedness* (4.06) 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* (4.08) is a very strong indicator that our students do have high expectations for themselves. For all scales scores were similar to 2020 with some in decline, others a rise. The largest difference in scores was 0.13. This is not a significant change.

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



## Student Agency

The student agency factors listed below contribute to a student's success in life which, in the context of this survey, also include life on Campus. The factors also contribute to, and can enhance, student outcomes. The evidence presents a positive position of our students, all being about 3.5. Albeit that life satisfaction is lowest (although a slight rise over 2020) is maybe indicative of the challenges our students face daily with their individual circumstances.

Student Agency	2018	2019	2020	2021
Moral Identity   promote and protect welfare of others	3.78	4.05	4.02	4.03
Self-Identity   being oneself at school	3.96	4.21	4.09	4.17
Resilience   cope with adversity and achieve goals	3.92	4.15	4.06	4.07
Wellbeing   experience life in a positive way	3.76	3.91	3.7	3.74
Life satisfaction   happy with life	3.47	3.72	3.53	3.67

Table 2: Student Agency 2018-2021

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

The risk factors indicated below are those which may exist in the Campus environment and may potentially impact student outcomes. The scales for each risk factor are exceptional, indicating an environment where students can feel safe (also reflected in WHITS, feeling safe – 4.31) which will enhance their engagement and success.

Risk Factors	2018	2019	2020	2021
Bullying	1.72	1.74	1.78	1.68
Disruptive Behaviours at School	2.43	2.27	2.27	2.2
Risky Behaviours	1.48	1.27	1.39	1.43

Table 3: Risk Factors 2018-2021

The evidence in the following pages - student stories and examples of students participating as a part of our community and engaging in a range of activities which promote harmony and connectedness to community- also support survey findings.

## Being – Belonging – Becoming

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

## Authentic Learning Opportunities

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

Cyril Jackson Senior Campus strongly promotes and advocates the Health Promoting Schools Framework as a way of supporting our students to engage actively as a member of our socially diverse and multi-cultural community. Campus activities are based around the Health Promoting Schools Model incorporating where possible, the broad health needs of our campus community members, and constantly strengthening its capacity as a healthy setting for living, learning and working.

Highlights included the following annual campus events:

Harmony Day, in March, embraced diversity and inclusivity with a wide range of activities run by and for staff and students. Students were asked to wear orange, red, yellow or pink to signify social communication and meaningful conversations. Physical activity was also highlighted during the day.

The Cyril Jackson Senior Campus Health Festival was conducted in May. Over 50 external groups and agencies provided authentic learning experiences through an interactive health promotion model. Various classes within the campus were provided with an opportunity to embrace this event and promote their leadership and communication skills and found the responsibility rewarding. Around 200 Health Studies students from local high schools travelled to attend this event and incorporated the excursion in their coursework.

The Campus Ball highlighted inclusivity as a strength of our school with the event being flexible and addressing the expectations of various groups within our student community. This allows for an extremely safe environment and connectedness, particularly for students at risk of mental and sexual health issues. The Ball is conducted in consort with the Education Support Centre.



Students were provided with a diverse range of opportunities to engage with external wellbeing advocates throughout the year. This strengthens the connections we have with these groups and provides positive experiences for our students. One highlight included a student who engaged with Young Carers WA in 2020 and received a \$3,000 grant towards her 2022 education program through the Gateway Carers Program.

Cyril Jackson Senior Campus also welcomed the former Chief Scientist, Professor Lyn Beazley, AO in October 2021. Professor Beazley spoke to ATAR students about careers in Science, and to female students about studying Science in school and pathways to employment and further study post-school. Students very much enjoyed the presentations and valued her speaking with them.

Another significant project for 2021 was the upgrade of the Student Room, which was managed by Rosie Crammond, Student Representative. She was able to integrate the project into a school assessment and displayed excellent leadership skills throughout, creating a positive environment for students. The project was funded by a grant of \$10,000 that was made by the school's local state Member of the Legislative Assembly, the Hon David Kelly, MLA. Supported by the State Government, Mr Kelly's commitment to the students of Cyril Jackson



Senior Campus is very much appreciated. Mr Kelly opened the room at the beginning of Term 4, 2021.

Year 12 student Dillon Cha designed an Acknowledgement of Country as part of his course work. Currently, we are working with Dillon to seek to make this a Cyril Jackson Senior Campus statement.

A new focus this year was the close connection with Young Carers WA, ISHAR and MMSC. Cyril Jackson Senior Campus has a number of students who can and will benefit greatly from these services and their outreach programs. The CJLDAG consisting of mostly Year 11 and 12 Health Studies students, assisted in the planning of many of these meetings and gatherings. This provided them with an opportunity to improve further their interpersonal and self-management skills. They were also responsible, with Rosie Crammond, for upgrading the Student Room.

Overall, considering the restrictions faced in 2021, the campus was able to make the most of the opportunities to embrace community connection, in particular our partnerships with SecondBite, Foodbank and Coles who provided excess vegetables, fruit, dried goods and bread all year for those in need.

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

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

This represents an increase over 2020 in Semester 1 but a reduction from 2020 in Semester 2. 2020 was a difficult year for attendance due to the impact of the pandemic, however, whilst Semester 1 was likely to be expected, Semester 2 is a concern and an indication that there are many factors that impact attendance.

### Attendance

Attendance Average	Semester One	Semester Two
Year 11	78.5%	75.4%
Year 12	77.5%	65.2%

Table 4: 2021 Attendance Percentage Average of Year 11 and 12

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

The attendance for two age groups is better in Year 11 than Year 12, with school aged students exceeding Year 11 in Year 12. Mature age students had the highest attendance rate. This is perhaps not surprising as they opt-in to complete a school program. Of concern is the attendance of compulsory age students, particularly in Year 12. This was a similar trend in 2020.

	Year 11	Year 12
Compulsory Age (16-18 years)	70.6%	65.7%
School Age (18-20 years)	70.5%	71.1%
Mature Age (+20 years)	78.2%	76.5%
IEC	83.9%	NA
11 PLUS	59.1%	NA

Table 5: 2021 Attendance of Sub-sets of Student Groups

A highly successful outcome is the IEC cohort in which the average attendance is 84%, whilst a number of 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 11 PLUS students' attendance of 59% over the year is disappointing and a reduction from 2020. Given the level of at-riskness as shown in Table 4, most of the group chose not to take the best advantage of enrolling at Cyril Jackson Senior Campus. Given this, and the level of resources committed to 11 PLUS, it has been decided that the program will not operate in 2022 and a different model to support at-risk and vulnerable students will be piloted. Part of this will be to pursue poor attendance.

	% Overall		Regular +90%	Indicated 80-90%	Moderate 60-80%	Severe <60%
11 PLUS (16) S1	63.9	S1 21	1	0	4	3
11 PLUS (15) S2	50.7	S2 21	0	1	1	4

Table 6: 2021 11 P.L.U.S. Attendance Over Two Semesters

Our challenge still remains to improve attendance. Regular attendance remains a significant concern. In 2021 we reviewed the attendance and engagement processes to streamline these practices. The resultant changes were piloted and some refinements have been made for 2022, including a part FTE dedicated to attendance follow-up.

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

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

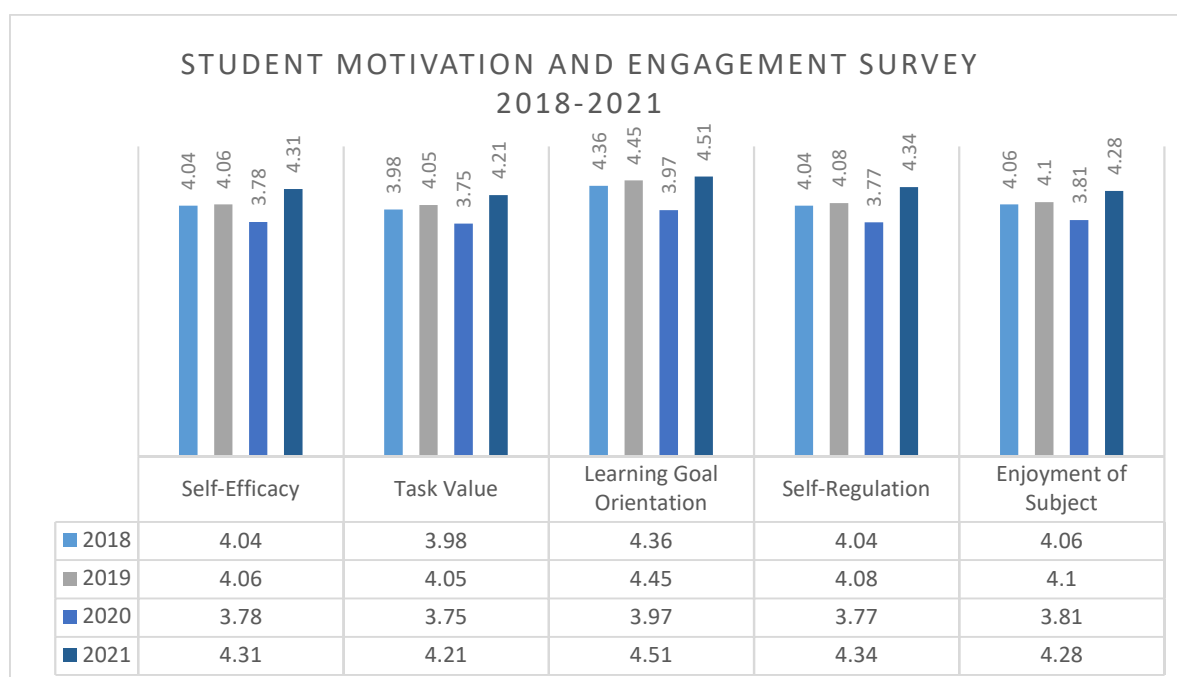


Figure 2: Student Motivation and Engagement Survey 2018-2021



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

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

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

A unique opportunity this year was our partnership with Amana Living and delivery of two nationally certified certificates; 52841WA Certificate II in Introduction to Aged Care and HLT33015 Certificate III in Allied Health Assistance. These students are from EAL/D backgrounds and have been scaffolded and transitioned into training with great effect with a pathway to employment now established for them.

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

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



## High Quality Teaching | Your education, our commitment

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

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

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

The main focus areas for teachers across the Campus during 2021 continued to be *involvement and clarity of assessment*. Consistent trends have emerged over the past four years despite the challenges of the pandemic. The results in 2021 across all domains were the highest experienced over the four-year cycle.

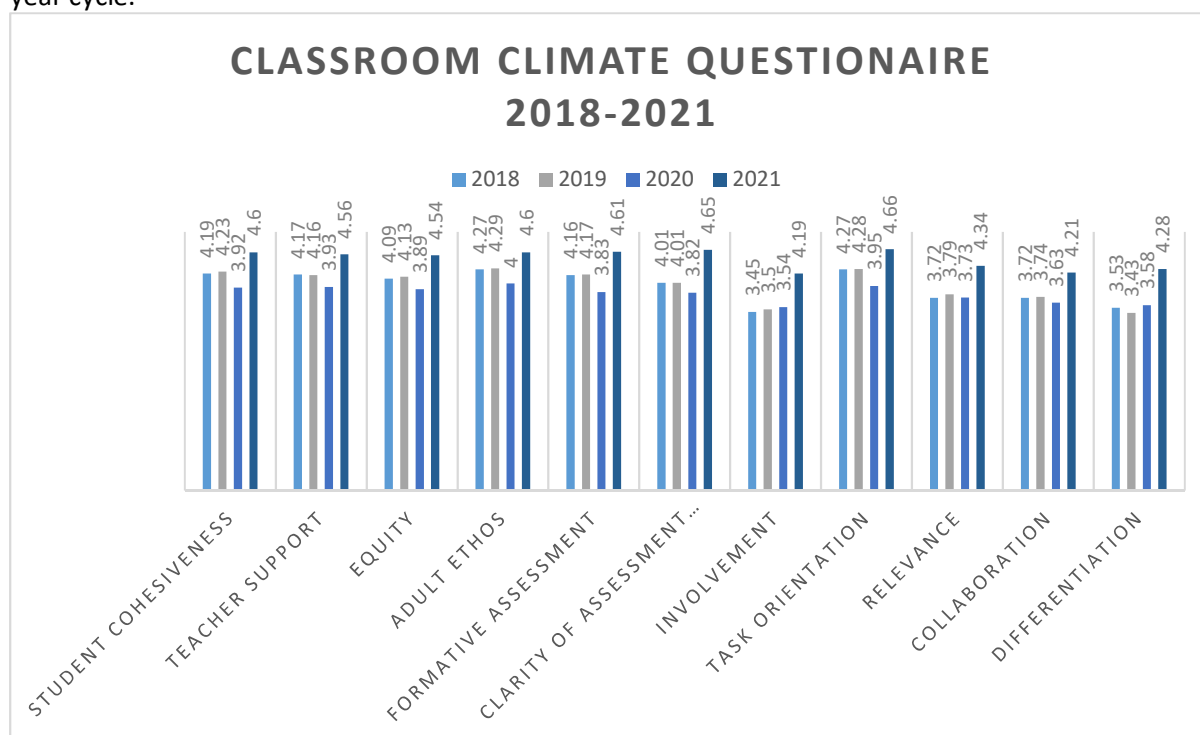


Figure 3: Classroom Climate Questionnaire 2018-2021

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 level to improve 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 and positive learning environment to ensure students reach their potential. There are several ongoing strategies which we employ which are supported through our professional practice.

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

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

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



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

During 2021 *How Language Works*, a whole of Campus strategy to develop a common framework for the development of all students' language with common practices and

processes to be applied by staff, was implemented in classrooms. This followed an intensive professional learning program. The program involved 30 hours (10 three hour modules of training) which began in 2019 and culminated in 2020.

The program will require continued support to ensure that it will have the desired impact on student learning. It is critical that professional learning, informed by classroom practice, is provided to staff during relevant forums.

## Secondary Teacher of the Year Award

Hospitality teacher, Ms Catherine MacDougall, was a finalist in the WA Education Awards in 2021 for the category of Secondary Teacher of the Year. Ms MacDougall was nominated for her outstanding leadership and connectivity to community and for her prowess in fostering real world learning.

Under her stewardship, Cyril Jackson Senior Campus was able to play a leading role in the innovative 5000meals Program where agencies such as Foodbank, Volunteer Chefs and community members and the Town of Bassendean worked together to provide disadvantaged families nutritious meals.

Her relationships with leading restaurants and chefs has enabled her students to undertake projects that see them apply the skills they learn at school and in the workplace to authentic situations. Her capacity to deliver high-end vocational education is widely acknowledged.

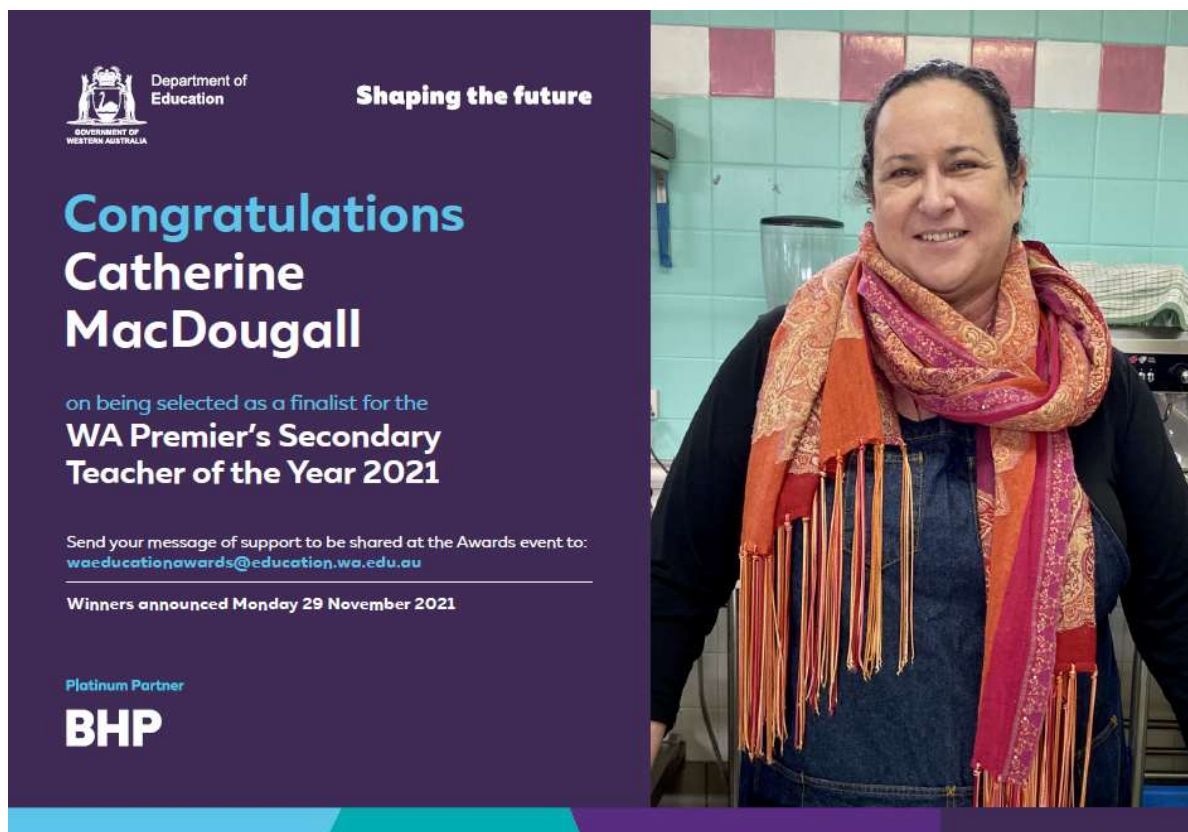
She has also established excellent relationships with a range of Elders and has introduced into her programs opportunities to engage with cultural immersion and for her students to work closely with Aboriginal people. The capacity to utilise local ingredients and produce quality dishes will enhance the position of her students for employment. Her strength in engaging with and encouraging Aboriginal students into the catering and hospitality sectors is noted.


She has worked closely with a charitable body to offer Aboriginal hospitality students a culturally recognised catering master class. She has also been instrumental in offering hospitality teachers excellent professional learning to deliver, in partnership with local people, courses that bring cultural identity into classrooms.

She has also established a partnership with the Ngaaytjarra Lands School where students from this remote school can refine their catering skills in master classes and undertake work placement in high end restaurants in the Perth metropolitan area.

Her significant contribution in excellent vocation education programs, Aboriginal connectivity and community networks have been rightly recognised by her nomination.

Congratulations are extended to Cath from all at Cyril Jackson Senior Campus.



 Department of Education  
**Shaping the future**

# Congratulations Catherine MacDougall

on being selected as a finalist for the  
**WA Premier's Secondary  
Teacher of the Year 2021**

Send your message of support to be shared at the Awards event to:  
[waeducationawards@education.wa.edu.au](mailto:waeducationawards@education.wa.edu.au)

Winners announced Monday 29 November 2021

Platinum Partner  
**BHP**



## Effective Organisational Climate | Inclusive cohesive community.

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

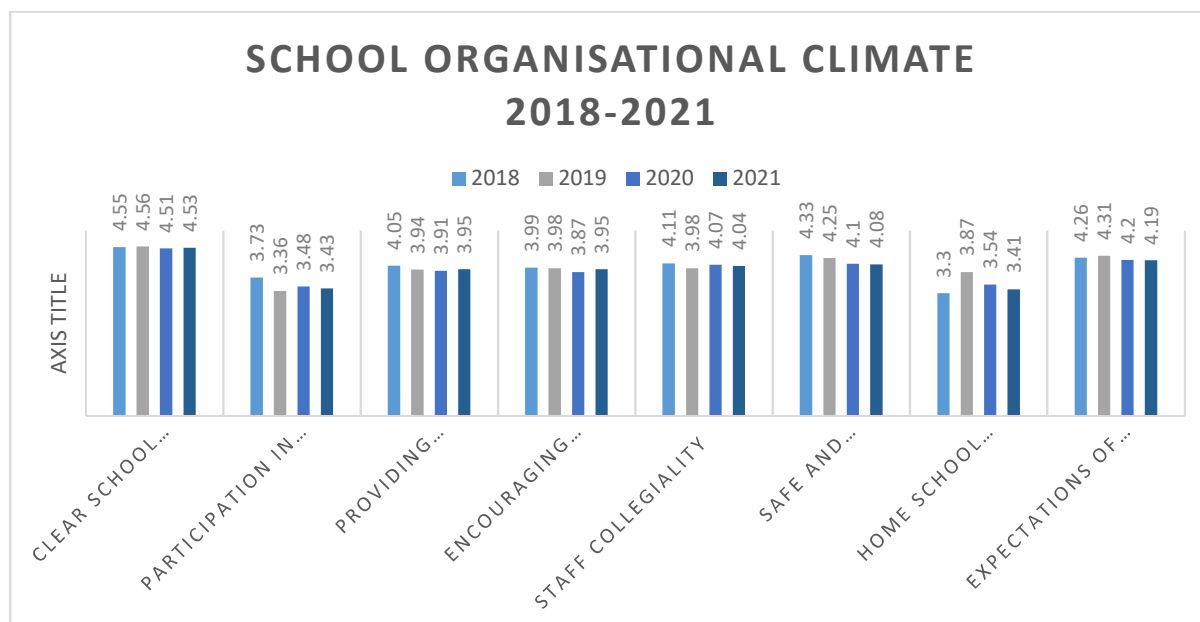


Figure 4: School Organisational Climate 2018-2021

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

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

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

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

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

Overall, the well-being scales are above our target benchmark of 3.5. The results show that there is positive job satisfaction amongst staff at Cyril Jackson Senior Campus.

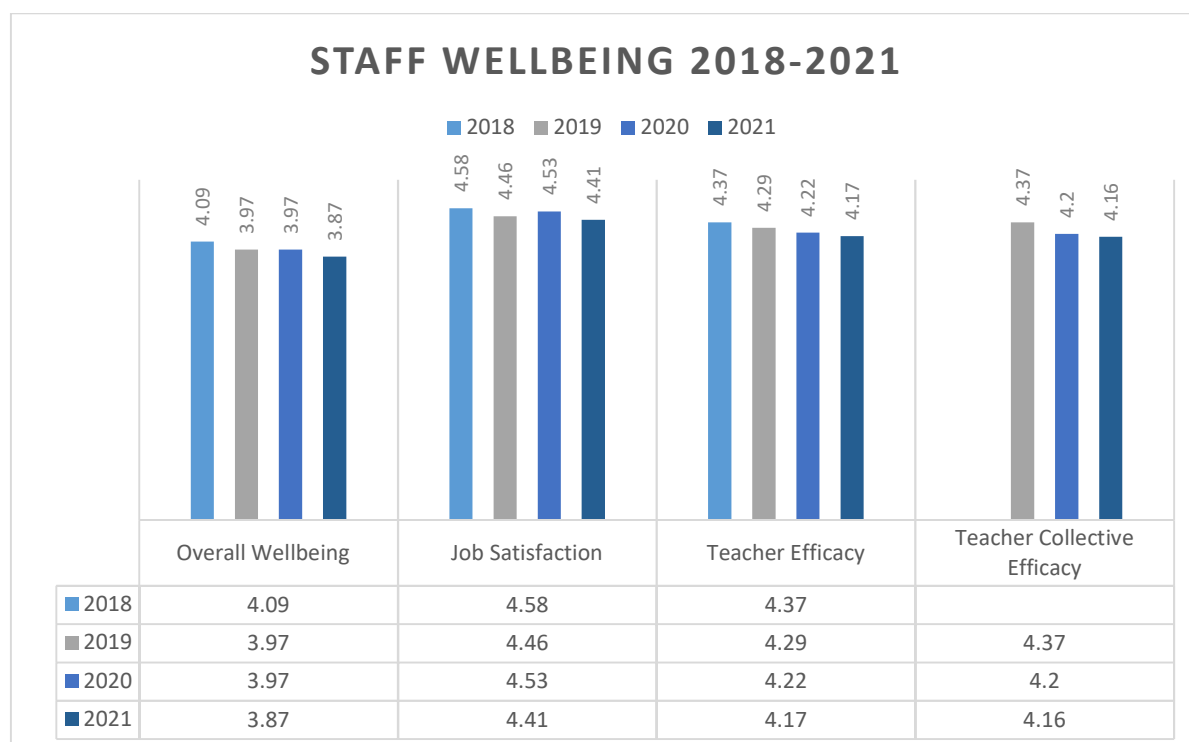


Figure 5: Staff Wellbeing Scales 2018-2021

### NSOS Parent Survey

In 2021 the *National Schools Opinion Survey* was undertaken in all three domains – students, parents and staff. As a general guide 3.5 for a response to a question is a ‘good’ result in this survey. This measure was exceeded for all survey questions. With the parents of compulsory aged students (16/17 years old), there were 17 responses, representing approximately 13.5% of the parent body. This response rate from parents is considered a reasonable result. All questions had a score exceeding 3.5 and this would indicate a high degree of satisfaction with Cyril Jackson SC programs and support for their children.

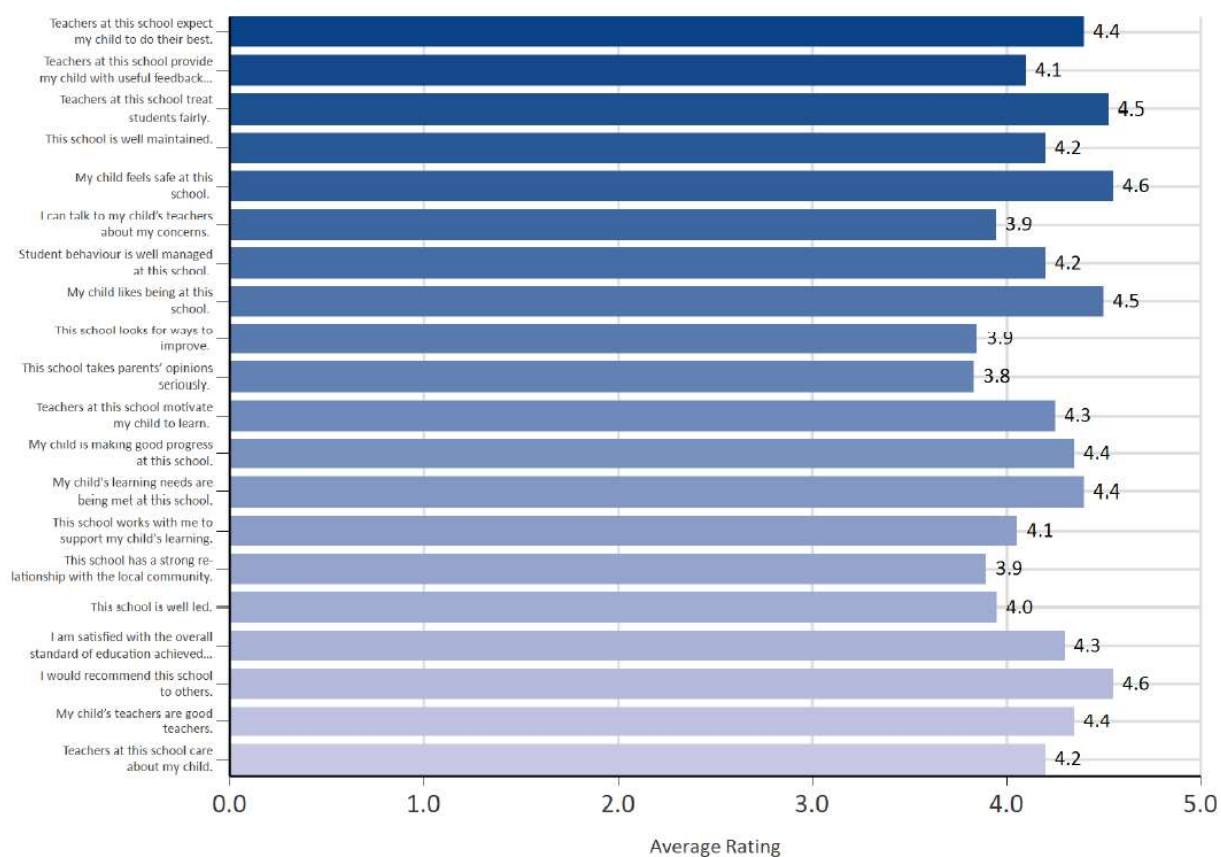


Figure 7: NSOS Parent Survey 2021

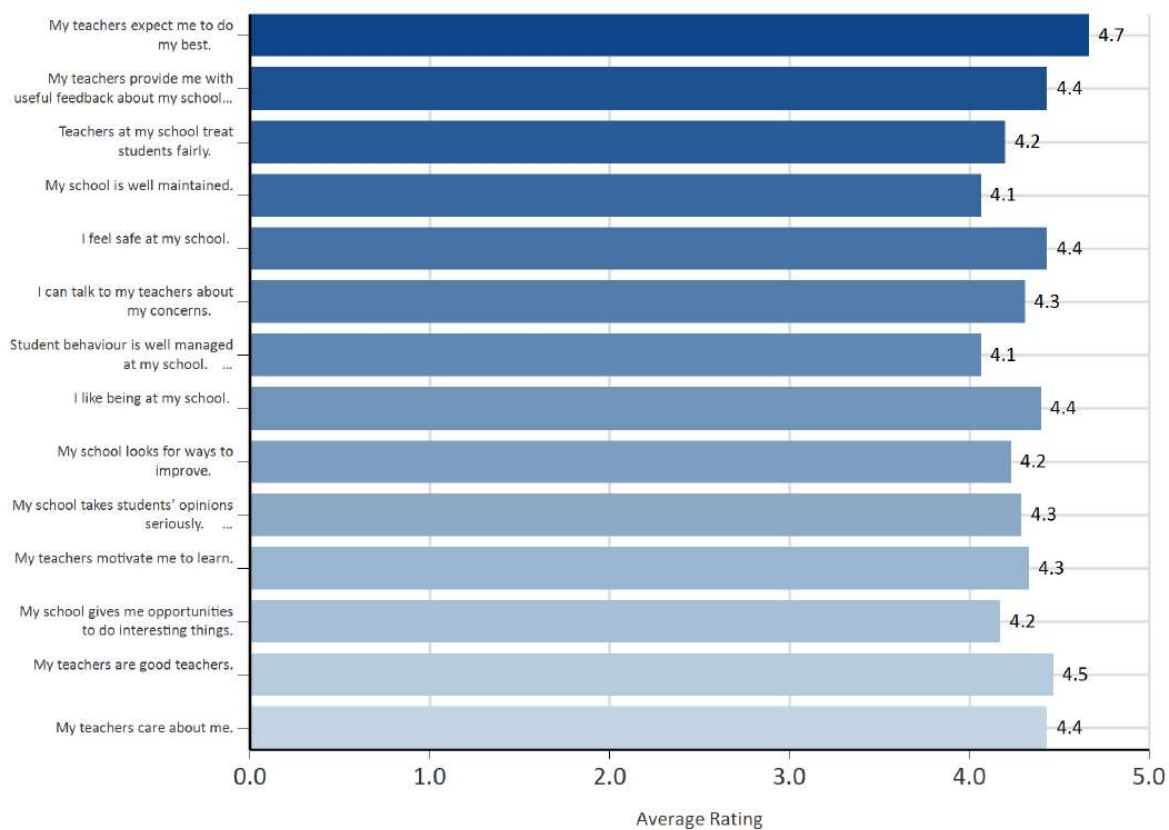


Figure 8: NSOS Student Survey 2021

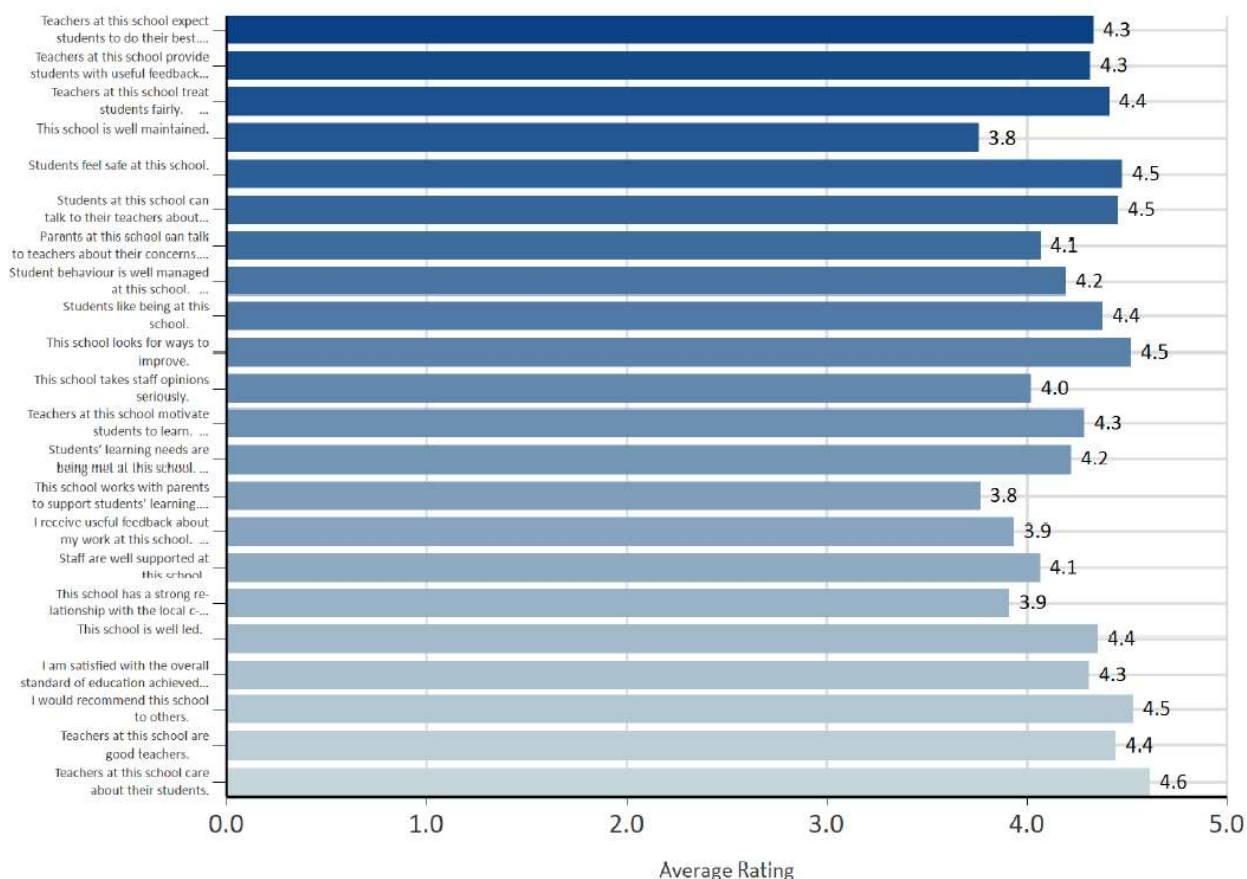


Figure 9: NSOS Staff Survey 2021

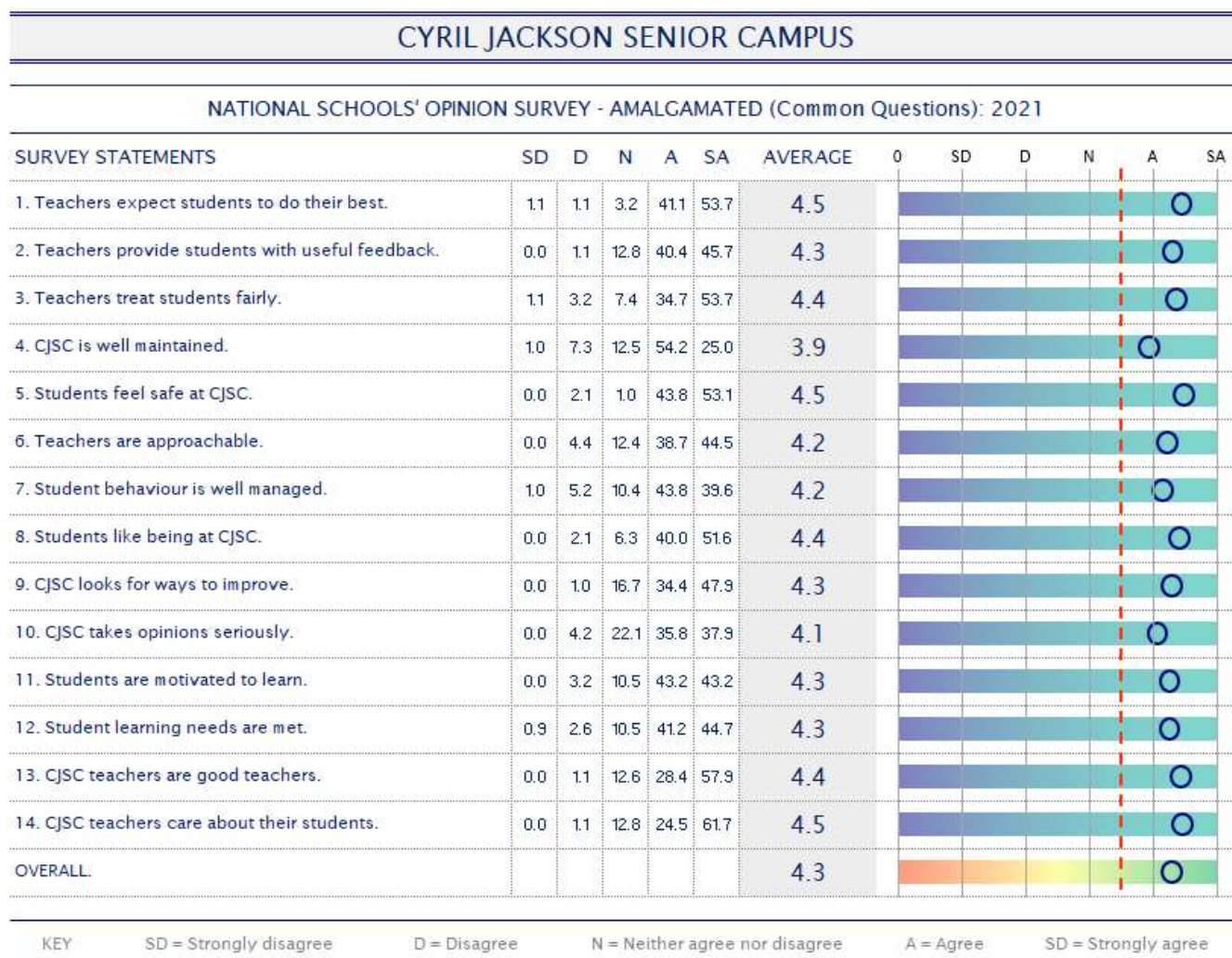


Figure 10: Combined NSOS Survey 2021



**Alignment** of major outcomes to operational and learning area planning facilitate monitoring and reporting of outcomes across the Campus. During 2021 all staff continued to contribute to improving planning processes through aligning learning area plans to the broader Business Plan. One of the key successes was the reporting by Heads of Learning Area and Program Coordinators in their annual reports in addition to their strategic response to the Business Plan.



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

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

Our enrolments were severely impacted again during the year due to COVID-19 as international borders continued to be closed, which will also continue into 2022. Hence, we have focussed on local recruitment. Whilst with border closures, the significant impact is on IEC numbers, with small cohorts in the IEC there is a continuing pressure on mainstream as fewer IEC students transition to Year 11 courses. When the borders open and IEC enrolments improve, there will be a resulting lag in mainstream until there is transition to Year 11 and an upturn in mainstream enrolments.

Our recruitment and enrolment campaign has been developed through our marketing officer. We now have an online presence through Facebook and advertising. The social media links to our webpage enabling a direct connection to our enrolment process. Current indications that this is having success in reaching a wider local audience. However, there was not a rise in local enrolments for 2022 due to 'free' TAFE and the buoyant economy with high employment.

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

During 2021, the Board continued to monitor the implementation of the Business Plan and our progress in achieving the outcomes we seek. New members were recruited and the 2021 Board included only one member from the previous year.

In 2021 the Board realised the resolution of the 2020 Board to move from an incorporated structure to an unincorporated body. This meant complying with deregistration provisions and then adopting the processes of a traditional School Board. Thus, the Board has a new Terms of Reference based on the standard Department of Education template. The full provisions of the new structure will be completed in March 2022 with the new membership provision (2 year terms) in place. The new Terms of Reference will also see a reduction in numbers from 13 to 11 members.

## Building and Strengthening Relationships | Working together.

Building and strengthening relationships, both internally and external to the Campus, reflects our intentions 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 4.60, a very positive outcome indicative of a mutually respectful environment.

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

Our community engagement continues broadly under five areas:

- Food relief: SecondBite, Coles Belmont, Foodbank, 5000meals.
- Health Promotion: many agencies.
- Student Support: Young Carers; Scholarships – Zonta, Mofflin House, Soroptimists.
- Cyril Jackson Senior Campus Alumni.
- Town of Bassendean.

### PALS Cultural Culinary Immersion

Led by Ms Cath MacDougall and using resourcing from a PALS grant, students from Cyril Jackson Senior Campus and surrounding schools were mentored by leading chefs in developing an Indigenous based menu using local produce.

Aboriginal students were selected by their school – the selection criteria included an interest in career pathways in the tourism, hospitality, and related industries. Ten Aboriginal participants worked in collaboration with Cyril Jackson Senior Campus Hospitality students.

The program included a sensory journey workshop in identifying local traditional Australian Ingredients. The practical component included working with three chefs to compile a culturally appropriate menu.

- Kangaroo fillet served with Old Man Saltbush.
- Native Orange sorbet with macadamia tart.
- Wattle Seed damper served with smoked butter.

The meal was enjoyed by a number of Aboriginal guests and other significant people who are engaged with Cyril Jackson Senior Campus. It was an excellent learning opportunity for students and a wonderful way to thank those who assist us.

### International Day for Women

Hospitality and Community Service students participated in the International Day for Women with the Town of Bassendean. Students worked with volunteer chefs and served over 100 attendees. It was an excellent way to partner with the Town of Bassendean and again provided an authentic learning experience for students.

## Community support during COVID-19 – 5000meals and Community Kitchen

2021 saw a continuation of the 5000meals program introduced in 2020 as a response to COVID-19. The impact and disruption of COVID-19 continued a requirement for meals for the vulnerable in 2021. The 5000meals program's output increased significantly and a record 45,000 meals were produced during 2021. Led by our Hospitality teacher, Ms Cath MacDougall, a number of volunteers and groups very ably assisted.

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

Through this process Prepare Produce Provide (PPP) and its 5000meals team recognised a continued need for a Community Kitchen and hence a new model emerged. With this new service and support staff the program has been successfully trialled throughout 2021 with the Community Kitchen being the baseline and central activity centre for schools and all other activities. This enabled training for students and volunteers, which will lead to employment pathways.

Under the guidance of Industry professionals there was an increase in volunteers to over 150. This included residents of Bassendean and surrounding areas.

The program was also extended to other schools who saw the opportunity for students. The real world task promoted team work and food and safety skills. There is every chance that programs like the Community Kitchen will enable students to gain entry into the hospitality, catering and tourism industries.

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

Our aim is to develop significant partnerships whereby industry and business will accept our students for work placement and hopefully future employment/training opportunities whilst we offer them access to their future workforce.

Our partnerships are starting to grow. We established partnerships with ACTIV Foundation, Dismantle and Bike Rescue and commenced delivery of the 52770WA Certificate 1 in Wider Opportunities for Work. We developed a discrete program for our Year 12 Foundation EAL/D students who completed this certificate together with EAL/D English and Mathematics and Workplace Learning. Students gained valuable work readiness skills through this uniquely structured program, completing over 130 hours of volunteer and work placements, and supporting the work of the Bike Rescue Program. Students refurbished two bicycles each, one for donation and one for them to keep. One student was awarded a School Based Traineeship for his outstanding contribution to Bike Rescue. He is now working in their partner program, Renew, a commercial landscaping and property maintenance program creating employment pathways for youth.

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

## Champions of CJ

As a component of seeking to connect better with our alumni – 2022 is the 60<sup>th</sup> year since Cyril Jackson Senior High School opened, albeit on different sites for boys and girls – the Champions of CJ has been introduced. This is an effort to acknowledge former students who have achieved in their field post-school or have made an impact on Cyril Jackson Senior Campus. This includes former staff or community members.

The intent is to induct five Champions of CJ every year.

How this will be done will be dependent on the make-up of the group and presenting circumstances. It might be an after-school event or a lunch.

The first Champion of CJ was former principal, Ms Lorraine Hams. Ms Hams was principal during the transition from traditional high school to senior campus. It was her leadership and drive that established the model that has made such a contribution to many students since the early 1990s.





## 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 2021 was \$9,398,217.08 with total expenditure, \$8,520,706.06.

The cash revenue for 2021 totalled \$1,461,907.08 and the total expenditure at 31<sup>st</sup> December 2019 was \$1,301,782.06. The balance of unspent cash funds to roll over into 2022 was \$160,125.02.

The salaries allocation for 2021 totalled \$7,936,310; the salaries expenditure was \$7,218,924 with \$744,386 rolled over to supplement the 2022 salaries budget.

The 2021 draft revenue and expenditure budgets were prepared and endorsed by the Finance Committee and then reviewed and endorsed by the Campus Board during Term 1, 2021.

Due to border closures and the inability of migration and international humanitarian programs to be implemented, enrolments in the IEC declined significantly. This had an impact on the budget position due to a decrease in Student Centred Funding. However, due to a policy position to preserve the IEC staffing asset, the Department of Education provided additional funds over enrolment to retain staff at the school. This did not extend to mainstream staff, hence a draw down on Student Centred Funding from 2019 was required to support the learning program. The opportunity cost of this decision was a decline in the allocation to Reserves that supports minor works and maintenance in an old school, which is need of repair and upkeep to ensure an adequate environment for staff and students.

Revenue - Cash and Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ -	\$ -
2	Charges and Fees	\$ 300,300.00	\$ 229,346.86
3	Fees from Facilities Hire	\$ 30,000.00	\$ 46,203.65
4	Fundraising/Donations/Sponsorships	\$ 1,495.00	\$ 3,077.17
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ 1,100.00
7	Revenue from Co, Regional Office and Other School	\$ 6,350.00	\$ -
8	Other Revenues	\$ 5,210.00	\$ 12,941.30
9	Transfer from Reserve or DGR	\$ 3,740.00	\$ 3,740.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>		<b>\$ 347,095.00</b>	<b>\$ 296,408.98</b>
Opening Balance		\$ 300,246.00	\$ 300,245.88
Student Centred Funding		\$ 1,713,769.44	\$ 865,252.22
<b>Total Cash Funds Available</b>		<b>\$ 2,361,110.44</b>	<b>\$ 1,461,907.08</b>
<b>Total Salary Allocation</b>		<b>\$ 7,936,310.00</b>	<b>\$ 7,936,310.00</b>
<b>Total Funds Available</b>		<b>\$ 10,297,420.44</b>	<b>\$ 9,398,217.08</b>

Table 7: Revenue – Cash and Salary 2021

Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 126,030.00	\$ 76,603.22
2	Lease Payments	\$ 22,152.00	\$ 11,854.65
3	Utilities, Facilities, Maintenance	\$ 214,000.00	\$ 197,347.31
4	Buildings, Property and Equipment	\$ 216,710.00	\$ 194,183.93
5	Curriculum and Student Services	\$ 257,452.50	\$ 253,848.99
6	Professional Development	\$ 24,850.00	\$ 10,659.56
7	Transfer to Reserve	\$ 600,000.00	\$ 520,000.00
8	Other Expenditure	\$ 51,101.00	\$ 37,284.40
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>		<b>\$ 1,512,295.50</b>	<b>\$ 1,301,782.06</b>
Total Forecast Salary Expenditure		\$ 7,218,924.00	\$ 7,218,924.00
<b>Total Expenditure</b>		<b>\$ 8,731,219.50</b>	<b>\$ 8,520,706.06</b>
Cash Budget Variance		\$ 848,814.94	

Table 8: Expenditure - Cash and Salary 2021

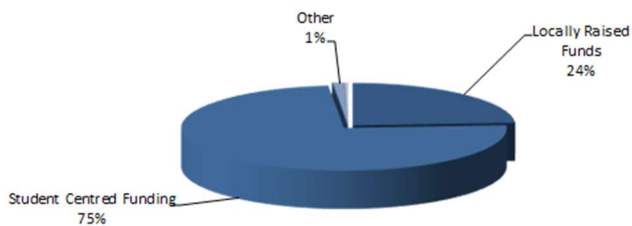




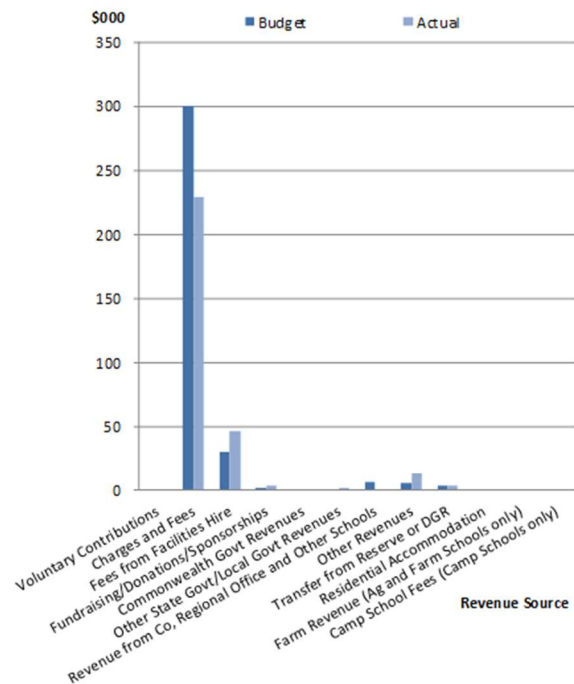
## REVENUE

Revenue - Cash and Salary Allocation	Budget	Actual
1: Voluntary Contributions	\$ -	\$ -
2: Charges and Fees	\$ 300,300.00	\$ 229,346.86
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10: Residential Accommodation	\$ -	\$ -
11: Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12: Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 347,095.00</b>	<b>\$ 296,408.98</b>
Opening Balance	\$ 300,246.00	\$ 300,245.88
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<b>Total Funds Available</b>	<b>\$ 10,297,420.44</b>	<b>\$ 9,398,217.08</b>

### 2021 Revenue Sources



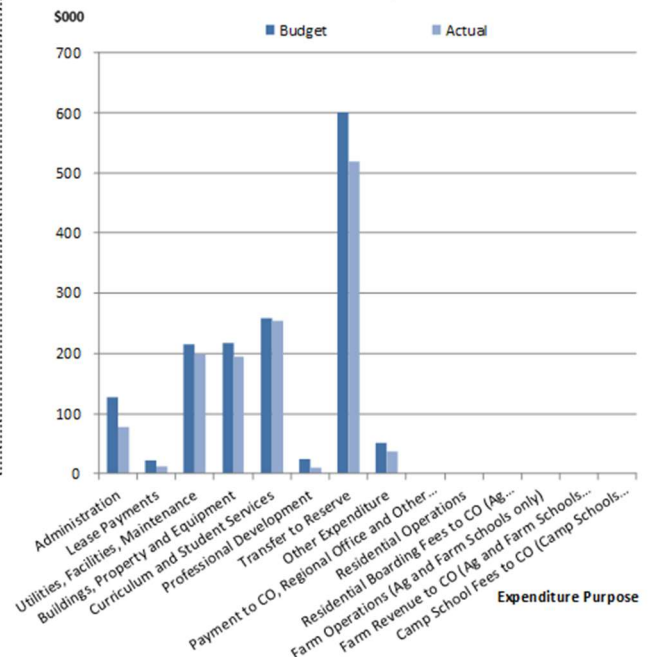
### Locally Generated Revenue



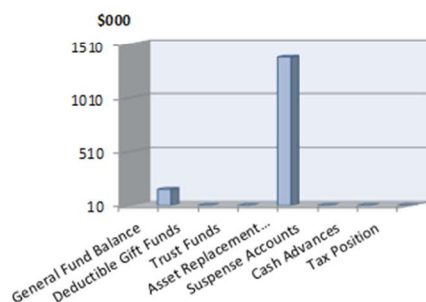
## EXPENDITURE

Expenditure - Cash and Salary	Budget	Actual
1: Administration	\$ 126,030.00	\$ 76,603.22
2: Lease Payments	\$ 22,152.00	\$ 11,854.65
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<b>Total Expenditure</b>	<b>\$ 8,731,219.50</b>	<b>\$ 8,520,706.06</b>
Cash Budget Variance	\$ 848,814.94	

### Goods and Services Expenditure



## CASH POSITION



<b>Bank Balance</b>	<b>\$ 1,541,595.12</b>
Made up of:	
1: General Fund Balance	\$ 160,125.02
2: Deductible Gift Funds	\$ -
3: Trust Funds	\$ -
4: Asset Replacement Reserves	\$ 1,384,157.62
5: Suspense Accounts	\$ 981.48
6: Cash Advances	\$ (500.00)
7: Tax Position	\$ (3,169.00)
<b>Total Bank Balance</b>	<b>\$ 1,541,595.12</b>

Figure 11: Financial Position of Cyril Jackson SC as at 31.12.2021

## Student Performance | Contextual Overview

When interpreting student performance data, it needs to be acknowledged that there are many gaps in our students' education. Whilst holistic measures and standards are reported here, the context of the standards of achievement need to be realised against the backdrop of diminished prior opportunity of schooling, for whatever that specific reason may be for each student, as reflected in our student demographics earlier, and the potential implications arising from COVID-19.

For example, many of our students come to us on humanitarian visas, with limited schooling: the rigorous standardised online testing regime is foreign to them and restricts performance in OLNA. Our ATAR cohort (27) comprised 12 students who have studied EAL/D, 11 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
<b>WACE:</b> For eligible and enrolled WACE students		
WACE Achievement	<ul style="list-style-type: none"> <li>Consistently achieve in the range of 75-80%</li> </ul>	Target not met: Achievement rate 66%.
ATAR Median	<ul style="list-style-type: none"> <li>Maintain a median range 65-70</li> </ul>	Target met; median ATAR of 73.85 (like school 70).
Attainment Rate The Department has changed the method of calculating the Attainment Rate and the formula applied requires adjustment. Therefore, all schools saw a decline in attainment.	<ul style="list-style-type: none"> <li>Maintain the rate between 85-90%</li> </ul>	Target was not met; Attainment rate 60%.
Certificate II Achievement and higher	<ul style="list-style-type: none"> <li>Incrementally increase Certificate II and higher achievement from 67% to 75%</li> </ul>	Target was met: Completion rate 69%.
<b>Year 12:</b> 'C' grade achievement is focussed on incremental progress from		
ATAR	<ul style="list-style-type: none"> <li>82% to 88%</li> </ul>	The target was not met; achievement was at 79.5%.
General	<ul style="list-style-type: none"> <li>84% to 90%</li> </ul>	The target was not met; achievement was at 79.6%.
Foundation	<ul style="list-style-type: none"> <li>86% to 90%</li> </ul>	The target was not met at 72.5%.
<b>IEC Students:</b> Progress Map Levels		
Writing Progress Map Level 4	<ul style="list-style-type: none"> <li>50% of exiting students achieve level 4 or above.</li> </ul>	The target was not met: 8/65 achieved the standard. Achievement rate 12%.
<b>OLNA:</b> Annual achievement		
Numeracy	<ul style="list-style-type: none"> <li>69%</li> </ul>	68% achieved Category 3 but target was not met Value Add   Y10 30% to Y12 68%
Writing	<ul style="list-style-type: none"> <li>65%</li> </ul>	64% achieved Category 3 but target was not met Value Add   Y10 30% to Y12 64%
Reading	<ul style="list-style-type: none"> <li>61%</li> </ul>	61% achieved Category 3 so target met Value Add   Y10 30% to Y12 50%
<b>Attendance:</b> Incrementally improve from		
Attendance Average Semester One	<ul style="list-style-type: none"> <li>82% to 88%</li> </ul>	The target was not met for Year 11-78.6%. The target was not met for Year 12-77.5%. The target was not met for IEC at 82.2%

Table 9: Measuring Success 2021

## A Summary of Our Student Performance

The following evidence highlights the performance of our students during 2021 in ATAR, VET, IEC, General and Foundation courses.

### Year 12 Performance Data

#### Western Australian Certificate of Education (WACE) Performance

The main WACE outcomes for the 2021 cohort compared to achievements of the 2018-20 cohorts are presented below.

	2018	2019	2020	2021
WACE Achievement Rate (%)	66.1	64	62	66
Attainment Rate (%)	93	96	88	60
Median ATAR	74.8	68.7	65.1	73.85
WACE 'C' Grade requirement met (%)	92	93	93	92
Literacy and Numeracy Standard Achieved	78	71	73	72
Course 'A' Grade Achievement	38.3	46.7	42.1	39.1
Certificate II or higher Achievement	47	73	75	69

Table 10: Year 12 Achievement Standards 2021 v 2018 to 2020

The WACE achievement rate was consistent although declining over the period; the median ATAR improved 8.75; and the 'C' grade achievement declined by 1%.

#### ATAR and Population Segments

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

	2019	2020	2021
Mature Age (n=15)	68.3	58.3	73.75
English as an Additional Dialect (EALD) (n=12)	66.1	58.8	73.7
Compulsory Age (=12)	70.8	73.7	70.95
School Age (Repeated) (n=1)	NA	74.0	98.55
International Students (n=1)	NA	72.9	35.25

Table 11: Median ATAR Achievement of Student Cohorts 2021

#### Pathways to University

There were 20 students with an ATAR who applied for university entrance. The median ATAR of students who applied was 73.60 which was 0.25 below the Campus median ATAR.

Of the 38 students in total who applied to university, 21 (55%) were offered their first preference whilst 28 (74%) were offered any of their preferences; and 19 (50%) students have enrolled with two choosing to defer for 2022. Curtin University remains the preferred destination with our students.

## The 90s Club

In 2021 Cyril Jackson Senior Campus introduced the *90s Club* to acknowledge those students who achieved excellent results – gaining a 90 or better ATAR. The 2022 inductees of the *90s Club* are:

- Behdokht Eshraghiboroujeni
- Cooper Fox
- Prachee Ghantala
- Adel Mohammad Alizadeh Samani

Congratulations are extended to all on gaining entry to the *90s Club*.

## ATAR Course Performance

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

The 2021 cohort was better placed than for the last few years. However, a stand out performance was that of English and EALD which were both above the state mean and English above like school mean. It is noted that EALD was a 'Red' box subject for the last two years and to score better than the state is a tribute to the work of the teachers and the efforts of students.

	EALD	English	Economics	History Modern	Maths Applications	Maths Methods	Computer Science	Psychology	Physics	Chemistry	Human Biology
School Mean	64	64	55	55	48	54	54	59	54	43	46
State Mean	60	60	60	61	60	60	60	61	60	60	60

Table 12: The School Mean V. State Mean for each ATAR Course 2021

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

It is unreasonable to expect a school like Cyril Jackson Senior Campus, with a social index placing it within Decile 6 of schools within Western Australia, to have many subjects achieve a mean higher than the state. The fact that English achieved this outcome again in 2021 and is a 'Green' box subject is lauded.

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

It needs to be noted that as similar schools are all public schools, and this analysis is completed by staff of the Department of Education, the scores of all public schools are adjusted as against Table 12 where scores are taken from the state's curriculum authority, the School Curriculum and Assessment authority. The rationale for this adjustment to complete the like school comparisons is unknown.

	EALD	English	Economics	History Modern	Maths Applications	Maths Methods	Computer Science	Psychology	Physics	Chemistry	Human Biology
School Mean	57	62	56	54	45	59	51	57	59	45	47
Like School Mean	61	54	49	51	47	57	58	53	59	58	54

Table 13: The School Mean V. Mean for Similar Social-Index Schools for each ATAR Course 2021.

**Note:** The school mean for Tables 12 and 13 are different as the source for state data is the School Curriculum and Standards Authority and for like-school data, the Department of Education. The reason for the difference is unknown.

### ATAR Aspirant Program

During the year, ATAR students had the opportunity to participate in an Aspirant Program which focussed on study skills and pathways to University. This program was limited due to COVID-19, however students still received individualised support in their career planning through the comprehensive individualised course counselling/career planning which is offered by our staff.

### Subject Exhibition

Congratulations are extended to Rosie Crammond, Year 12 Graduate of 2021, for being awarded a subject Exhibition in VET. An Exhibition is a prestigious award as it acknowledges the best student in a subject in the state for that year.

Rosie received her Exhibition for Retail and Personal Services. As the top ranked student, she was also awarded a Certificate of Excellence.

VET Exhibitions are determined firstly by being nominated by a teacher and then through portfolio and interview. It is a rigorous process and Rosie is commended.

It is believed that this is the first Exhibition awarded to a student of Cyril Jackson Senior Campus, perhaps even Cyril Jackson Senior High School. Well done Rosie!





## Course Grade Distribution

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

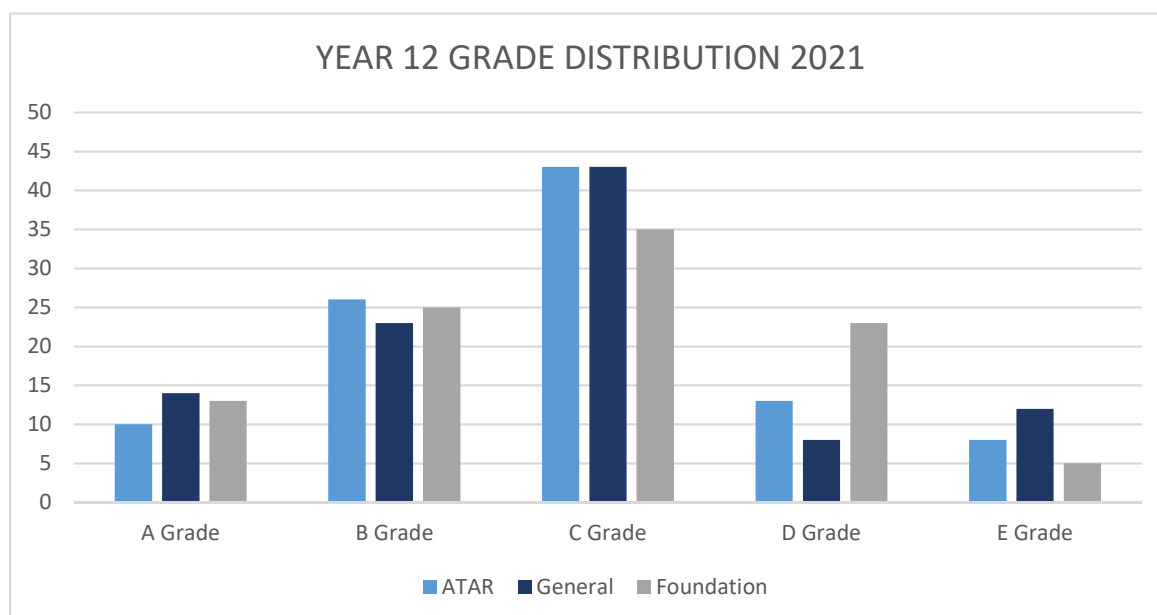


Figure 12: 2021 Year 12 Grade Distributions as a Percentage of Grades Awarded

### ATAR Courses

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

### General Courses

Mapped to the targets, the General courses are below the target of 84% being 80%. However, this result was an improvement from 2020. Evidence suggests that 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 73%, which is below the target of 86%. This target has not been met in the four-year cycle of the plan and is likely excessive.

## Vocational Education and Training Outcomes

Our Certificate courses provide vocational pathways for students in a range of industries. We introduced Certificate I in Wider Opportunities for Work for our Foundation students, combined with English, Maths, Workplace Learning, and completion of the Bike Rescue Program. Through these learning opportunities, students' preparedness for employment increased exponentially. Further supporting pathways to higher education and achievement for EAL/D and CALD students, we also delivered two Health Industry focussed certificates through our partnership with Amana Training. All students in these certificates completed their coursework and over 80 hours of work placements in Amana Living facilities throughout the Perth metropolitan area. Programs delivered through auspicing arrangements continue to provide students with a broad range of industry experiences; our staff deliver 11 different qualifications on site. Students completed certificates in the following industries through Profile Funding; Applied Fashion Design, Dental Assisting, Engineering (Technical), Individual Support, Information, Digital Media & Technology and Retail Services.

### Certificate Level Courses

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

VET Outcomes at Cyril Jackson Senior Campus 2021								
	Enrolled		Achieved	Percentage	Withdrawn	Partial		EAL/D
Certificate I	Initial	Actual		Actual	Actual			Actual
	11	10	8	80%	0	2	20%	10/10 (100%)
	Enrolled		Achieved	Percentage	Withdrawn	Partial		EAL/D
Certificate II	Initial	Actual		Actual	Actual			Actual
	130	100	54	54%	45	41	41%	42/100 (42%)
	Enrolled		Achieved	Percentage	Withdrawn	Partial		EAL/D
Certificate III	Initial	Actual		Actual	Actual			Actual
	11	11	9	82%	1	0	0	7/11 (64%)
	Enrolled		Achieved	Percentage	Withdrawn	Partial		EAL/D
Certificate IV	Initial	Actual		Actual	Actual			Actual
	0	0	0	0	0	0	0	0
TOTAL	152	121	71	59%	46	43	35%	59/121 (49%)

Table 14: Total Number of Year 12 Students Who Completed a Qualification and Achieved the Certificate in 2021

### Workplace Learning

Work placements are now subject to COVID-19 restrictions, vaccination status and lockdowns, however, students continued placements despite these interruptions. Aged Care facilities experienced regular lockdowns: our students worked around the lockdowns and successfully completed the mandatory work requirements of their certificate studies. Students working in other industries completed their placements, with some being more adversely affected than others by COVID-19 mandates. Overall, students completed placements which contributed to their WACE

achievement and provided them with on-the-job training opportunities with some gaining paid employment and offers of school-based traineeships.

Workplace Learning was undertaken by 66 students. Placements were conducted in the following industries:

Industry	Number	Percentage
Aged Care	10	15%
Animals	1	1.5%
Automotive	7	11%
Building & Construction	2	3.0%
Business & Clerical	2	3.0%
Childcare	1	1.5%
Community Services – Disability	3	4.5%
Dental	1	1.5%
Education	2	3.0%
Engineering	1	1.5%
Hairdressing	2	3.0%
Health	1	1.5%
Hospitality	7	11%
Primary Industries Agriculture	1	1.5%
Primary Industries Horticulture	2	3.0%
Sales Personal Services Retail	15	22.5%
Sales Personal Services Fashion	3	4.5%
Sales Personal Services Floristry	1	1.5%
Sales Personal Services Pharmacy	2	3.0%
Other	2	3.0%

Table 15: Student Participation in Workplace Learning 2021



## 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	37%	37%	32%	16%
Semester 2	37%	37%	15%	15%

Table 16: 2021 IEC student achievement of progress map level 4 at exit as a percentage.

In 2021, there were 19 graduating students after Semester 1 and 46 after Semester 2. Of the Semester 2 group, 80% were humanitarian visa holders whilst there was 45% in Semester 1.

With a maximum of two years IEC access, we acknowledge that not all students will have developed language sufficiently to achieve the target 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.

## Student Destination Survey

Each year the Department of Education conducts an intention study of the Year 12 leavers group to ascertain their intended destinations on leaving school. Students complete a survey during Year 12 and then in the following year, a repeat survey is conducted to confirm the destination actually taken by the former students. Thus, the 2021 graduating class completed the survey in 2021 and then will complete the follow-up survey in 2022. As the destination survey is a two-year cycle, the current data reports the 2020 school leaver group. When the intention survey was completed in 2020, 100% indicated university as the intention. Whilst the number of responses is unknown (the survey is managed by Central staff) the sample was low (completed by 1% of the cohort) and likely dominated by ATAR students. The destination survey, completed the following year showed a wider choice of output and was completed by 60% of the cohort.

A number, 6%, proceeded to various employment patterns – full-time or part-time. No respondents selected traineeships or apprenticeships. Of the group, 47% reported that they were at university, and 20%, TAFE.

The destination of the 2022 Year 12 cohort will be reported in the 2023 Annual Report.

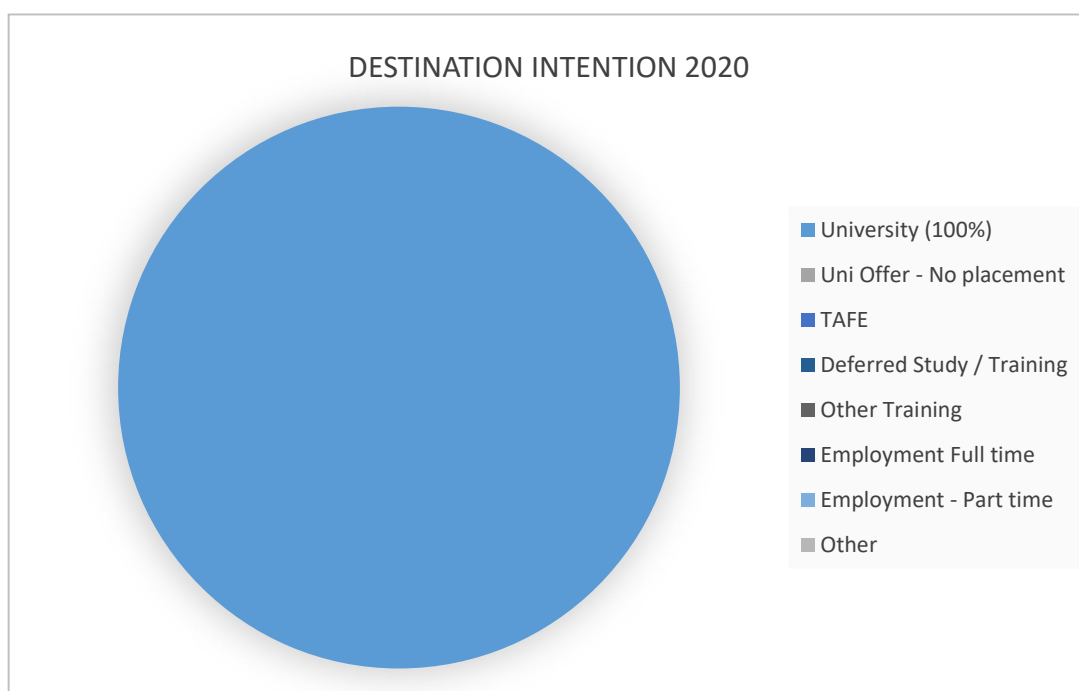


Figure 13: 2020 Year 12 cohort intentions

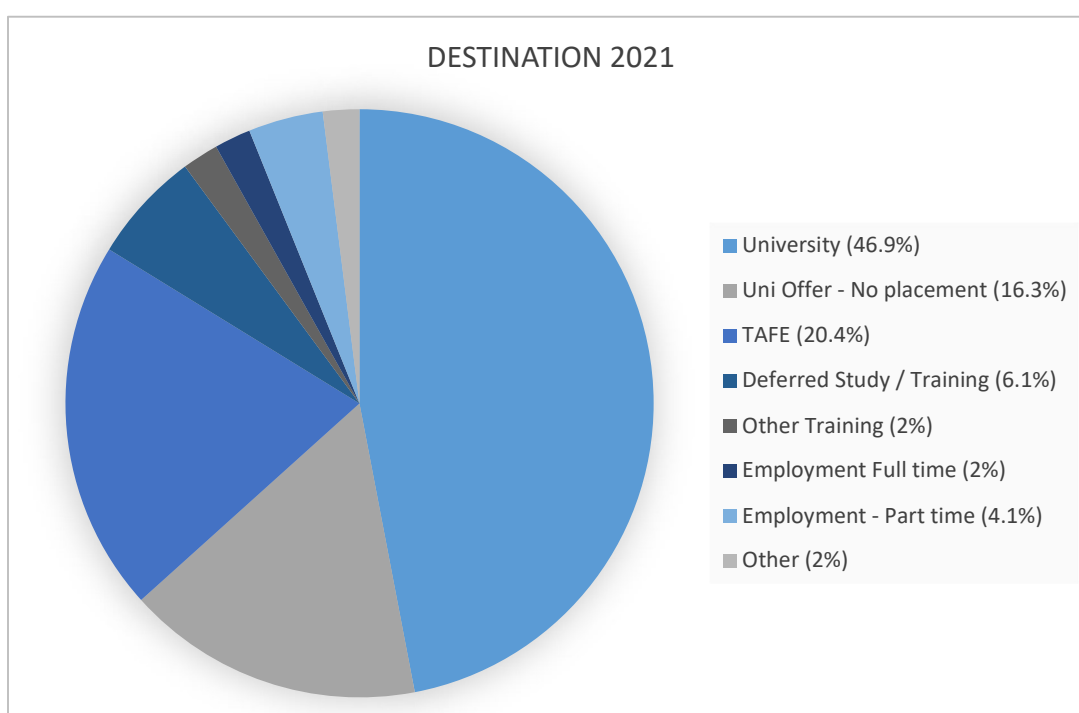


Figure 14: 2020 Year 12 Cohort Destinations





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