



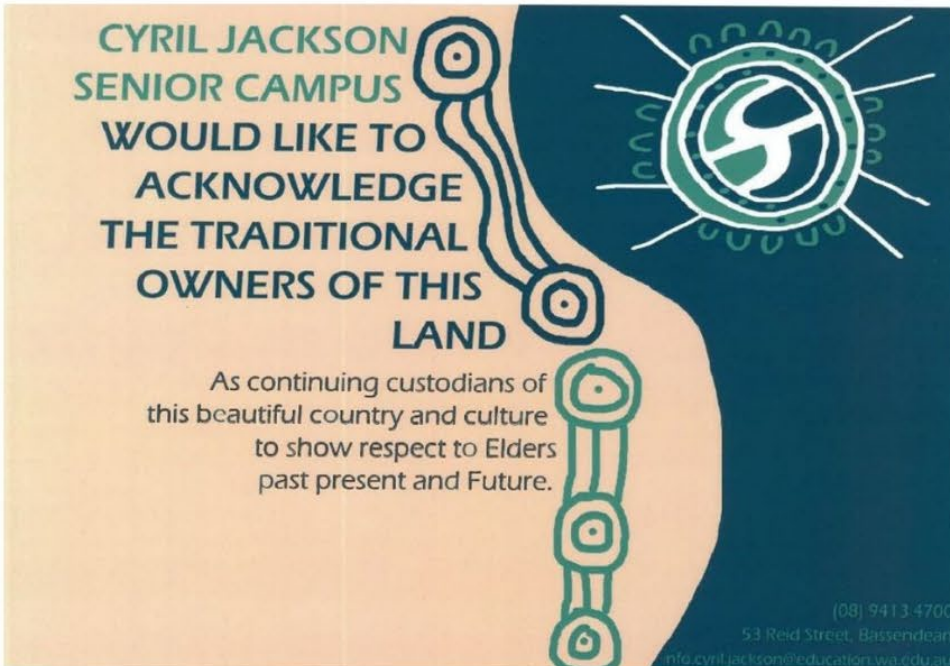
CYRIL JACKSON
SENIOR CAMPUS

Annual Report 2023

CJ changes lives

Acknowledgement of Country

Cyril Jackson Senior Campus acknowledge the Whadjuk people of the Noongar nation as the traditional custodians of the land. We give respect to Elders in seeking their wisdom and advice on the teaching and cultural knowledge activities 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, 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.

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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 2023.

The Annual Report is closely linked to the Business Plan, which will run over the period of 2022-2024. The next report will continue in a similar vein.

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 Burke, Ms Henrie Hoffman, Ms Ela Amour-Robertson and MCS, Ms Alicia Blunt is appreciated. Mr Greg Smith prepared the “traffic light” graphics, the map and NSOS summary. I also acknowledge the excellent work of Ms Stephanie Jeffers in completing the photographic display in the document and in finalising it for publication.

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

Cyril Jackson SC aims to make a difference for its students. On leaving the school the intent is that they will be able to reflect on their learning journey with pride and agree that attending CJ changed their life.



Board Chair – Phillip Draber

On behalf of the Board, I would like to thank all the Cyril Jackson SC 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; particularly the results achieved by our Class of 2023. I also need to congratulate our new CJ Champions, welcome them back to the school and thank them for re-engaging with and positively supporting our School.

I also want to acknowledge the commitment and dedication of Board members in discharging their duties. 2023 was a year where we were continue providing support to the Principal, his team and our students. Our turnover of members was minimal, but I'd like to thank departing members and welcome their replacements. Board members continue to support to the Cyril Jackson SC community generally and several school initiatives reported elsewhere in this report. Their role as ambassadors for the school in the broader community cannot be underestimated. This role as well as the School's initiatives are designed to effectively position the school in the context of its mission. As the Board Chair, it is rewarding to see the gratitude of our students and to hear the positive feedback from outsiders when they see the outcomes that this school delivers.

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 members of the Class of 2023 and wish them well in their future lives.

The Context of Cyril Jackson Senior Campus

The School

Cyril Jackson Senior Campus, located in Bassendean, was opened in 1962 with students first on-site in 1963. It is approximately 10 kilometres to the north east of the Perth central business district.

The Midland railway line runs above the school in a north west direction and is several hundred metres from the school boundary. Buses also service the area where the school sits. This public transport assists access for students, a number of whom travel significant distance to attend school.

Whilst the school enrolls local Years 11 and 12 students, it is also one of two schools in Western Australia able to enrol adult students in secondary schooling programs. It also hosts an Intensive English Centre (IEC) that enables students from 16 to learn English and can then transfer to Years 11/12 to complete mainstream programs.

Cyril Jackson SC offers a mature learning environment across the full range of senior secondary options. Students may undertake a Certificate, general courses or an ATAR program. A combination of these courses may also be completed to meet student needs. There is a flexible timetable structure in place that enables students to work part-time whilst studying. Online learning through the iLearn Flexible Learning mode supports students who are unable to attend day-time classes.

Cyril Jackson SC is focused on providing opportunity.

The health and welfare of all students is a priority. Readiness to study follows basic needs and wellbeing being met. Where students have significant individual needs, specialist advice and support is available from the Student Services Team and referrals to outside agencies can be made.

Cyril Jackson SC is an Independent Public School, gaining that status in 2015.



Students

In a typical recent year, Cyril Jackson SC enrolls about 420 students of whom around 55% have a non-English speaking background (NESB) and about 1.9% are Aboriginal. In 2023, there were 458 full-time equivalent enrolments and 518 as a head count with the student cohort being born in 55 countries with over 55 languages spoken. As a school community, Cyril Jackson SC represents high levels of cultural and social diversity.

In 2023 there were 458 FTE students enrolled at the official Census and 510 FTE (569 in total) for the Semester 2 Census. This increase in student numbers reflected the 2022 opening of international borders and the return of migrants, especially humanitarian arrivals and a rise in students within the IEC component of the school. (It is usual in secondary schools for there to be a decline in enrolments in August compared to the February census.) This suggests that student numbers may be returning to the pre-COVID pattern of about 600 FTE commencing study at the beginning of a school year.

Secondary	Y07	Y08	Y09	Y10	Y11	Y12	USE	Total	
Full Time					368	66		434	
Part Time					73	39		112	(60)
Total					441	105		546	(494)

	Kin	PPR	Pri	Sec	Total
Male				271	271
Female				269	269
Total				546	546

	Kin	PPR	Pri	Sec	Total
Aboriginal				7	7
Non-Aboriginal				539	539
Total				546	546

Figure 1: Student Enrolment Pattern in August 2023 from Schools On-line

IEC students arrived from over 25 countries, with more than 25 different languages spoken. In 2023, 73% of the IEC cohort arrived on humanitarian visas with a total of 19 different visa sub-classes. Afghanistan, Myanmar, Thailand, Congo (DR), Iraq, Ethiopia, Vietnam, China, Pakistan and Syria represent main countries of origin.



Figure 2: Country of Origin of 2023 IEC Cohort at Cyril Jackson SC

Students hail from over 70 local postcodes with a dominance from north of the river suburbs. This includes east of Bassendean such as Middle Swan and the Hills and north of Perth including Balga, Mirrabooka, Girrawheen, Ellenbrook and Ballajura. Some students also travel from southern suburbs, predominately the south-east corridor areas of Cloverdale, Cannington, Maddington and Gosnells.

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

- compulsory age and want to study in a mature learning environment.
- returning to complete their secondary education after a period of disengagement;
- mature age and returning to education to achieve personalised goals; or
- enrolling from overseas as full fee paying students.

Staff

Teachers are all registered, qualified in their discipline and experienced in the delivery of a range of courses. Support staff are also well qualified in their field. The school's staffing demographic reflects stability with many long-term staff members, however, the workforce plan in place is mindful of the need to plan for potential retirements. In 2023 long term Education Assistant, Ms Patricia Francis completed her education qualification and commenced her teaching career. The following trends are noted:

- Teaching Staff, full-time equivalent (FTE): 44 (2017), 42 (2018), 41.28 (2019), 40.1 (2020), 37.2 (2021), 39.5 (2022) and 49.7 (2023).
- Support Staff: FTE 27 (2017), 29 (2018), 27 (2019), 22.2 (2020), 23.0 (2021), 23.0 (2022) and 21 (2023).
- School Administrators number nine consisting of a principal, two deputy principals, four heads of learning area and two program coordinators.

In 2023, 59 teachers and administrators and 28 support staff were employed. This number, in excess of the FTE per category, is due to a number of permanent staff working part-time.

Education Assistants play a vital role in the learning program for students. Eight Education Ethnic Assistants (5.40 FTE) work within the IEC and three (2.5 FTE) Education Assistants in mainstream classes. The Education Ethnic Assistants reflect the cultural backgrounds of the student population, enabling students to be supported with English translation during their learning programs.

Other support staff assist administrative and teaching staff in fulfilling their roles. This includes office staff, a gardener and assistants in several learning area. A marketing officer supports the promotion of Cyril Jackson SC to the broader community.

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



Pathways - Connecting students to their future

Cyril Jackson SC offers students an alternative experience to education. The pathways in place offer opportunities for a number of students for a range of purposes. These include access to university, vocational training and the workforce through ATAR, General and Foundation courses, and Certificate level programs.

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

There is also a unique pathway developed around the IEC and acknowledging that students will have several transition points during their enrolment at Cyril Jackson SC. The IEC gives students one or two years of English language development prior to transitioning into mainstream courses. This program is scaffolded to enable foundation study skills to be developed whilst supporting students in adapting to their learning environment and engagement in schooling.



Highlights of the Year – 2023

Campus Ball

The Campus Ball highlighted inclusivity as a strength of the school with the event being flexible and addressing the expectations of various groups within the student body. This allows for an extremely safe environment and connectedness, particularly for students at-risk of mental and sexuality issues. The Ball is conducted in consort with the Education Support Centre. This year there was a change of venue and an adaptation to the intrinsic infrastructure required. The Campus Ball was well received by the students, staff and the venue's staff.



Visit by Professor Lyn Beazley, AO

Cyril Jackson SC also welcomed again the former Chief Scientist of Western Australia, Professor Lyn Beazley, AO to the school in September 2023. Professor Beazley spoke to students about Careers in Science, from A – Z and some of the pioneering work in scientific endeavours taking place in Western Australia. Professor Beazley, also spoke about further study post-school and possible careers in science and technology. Students very much enjoyed the presentations and valued her speaking with them.

Professor Beazley also had morning tea with the staff and gave a brief outline on some of the fascinating areas where students of the school could consider with their future. Professor Beazley reiterated how unique the opportunities presented on Campus for the students and said that she saw great value in the school, considering herself an Ambassador for CJ.

Health and Wellbeing Support

Students have the opportunity to participate in a range of authentic activities that support health and wellbeing. These are found in both the classroom and also, in the extra-curricular.

Cyril Jackson SC strongly promotes and advocates the Health Promoting Schools Framework as a way of supporting students to engage actively as a member of a socially diverse and multi-cultural community. Activities are based around the Health Promoting Schools model incorporating, where possible, both the broad and specific health needs of the school community and constantly strengthening capacity as a healthy setting for living, learning and working.

Students were provided with a diverse range of opportunities to engage with external wellbeing advocates throughout the year. This strengthens the connections the school has with these groups and provides positive experiences for students. Each year the Health Studies students run a range of interactive health promotion activities based on the Health Promoting Schools Framework. Activities included RUOK? Day, Wear it Purple Day, and Pelvic Pain Awareness as well as various other health related initiatives. The Hyper music event, sponsored by the City of Swan, that provides local WA music talent with opportunities to perform is also conducted and usually provides workshops for the Music Students.

Regular soccer training for girls and boys was held on Wednesday lunchtimes. Inter-school competition resumed this year.

Cyril Jackson SC was able to make the most of the opportunities to embrace community connection partnerships with SecondBite, Foodbank and Coles who provided excess vegetables, fruit, dried goods and bread all year for students in need. Waste products were passed to local farmers to feed their animals and the students can see the reuse, repurpose, recycle process continue. Officeworks generously provided a range of stationery to support CJ students.

Cyril Jackson Senior Campus has several students who can, and will, benefit greatly from these services and their outreach programs.

In 2023, the annual Harmony Day and Health Festival events were combined. A day to celebrate cultural diversity from the oldest continuous culture of our first Australians to the cultures of our newest arrivals from around the world. The day included a Welcome to Country and a range of engaging cultural activities. A variety of interactive health-based and recreational and sporting activities were promoted to encourage students to connect outside of school, within their local communities.

NAIDOC Celebration

Cyril Jackson SC planned to commemorate NAIDOC with student dancers from two local schools, Governor Stirling SHS and Kiara College and an art project on Wednesday, 26 July 2023. However, due to inclement weather the day had to be postponed and with diary conflicts with participants, it was not possible to re-schedule. The intention was to share the day with the Education Support Centre.

Whilst the dance and art activities had to be cancelled on the day, special guests and community members were still able to enjoy a magnificent Indigenous themed luncheon prepared by CJ students, under the leadership of Hospitality teacher, Ms Cath MacDougall, in the Jackson's Café.

Champions of CJ

As a component of seeking to connect better with the of the alumni – 2023 was the 61st year since Cyril Jackson 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 may include former staff or community members.

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

The first Champion of CJ, announced in 2021, was former principal, Ms Lorraine Hams, PSM. 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.

The inductees for 2023 were:

- Wayne Clark – Test Fast Bowler and WA Cricket Coach.
- Kylie Graham – Artist and Community Advocate.
- The late Yvette Mooney – Journalist and TV Presenter.
- Stan Nowotny – Premiership Player with Swan Districts and State Representative.
- Professor Garry Tester – Health Scientist, Researcher and CEO of Sports Challenge Australia.



Champions of CJ

Honouring the past, building the future



Cyril Jackson Senior Campus has developed the “Champions of CJ” as a strategy to seek better relationships with the school’s extensive alumni. The school has seen three “lives” – a Years 8 - 10 high school when first established, a Years 8 - 12 senior high school for some 30 plus years and now, for the previous two decades, a Years 11 and 12 senior campus.

Champions of CJ acknowledges former students of CJ who have achieved great things in their life’s journey since school. A Champion of CJ may also be a staff member or community member who has made a contribution to the success of the school.

Welcome to the 2023 Champions of CJ.

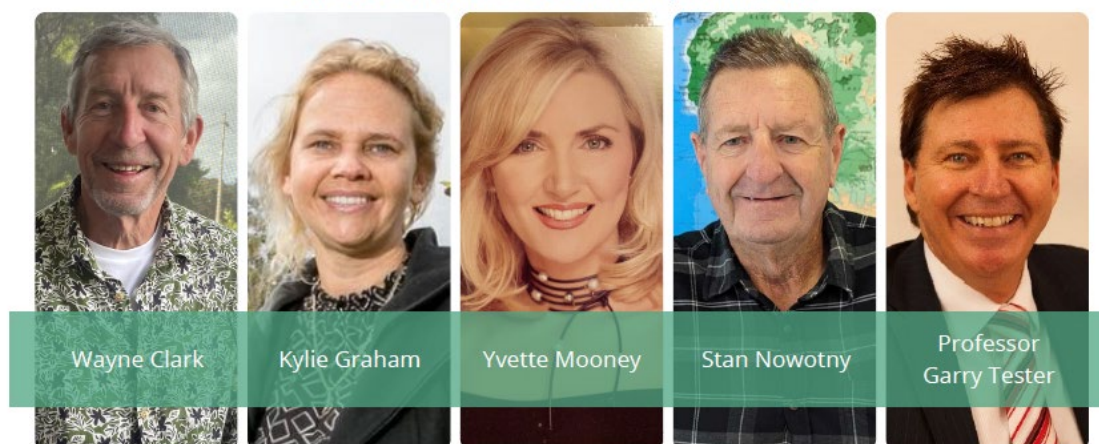


Figure 3: 2023 Champions of CJ

Year 12 Presentation Ceremony

One of the highlights of the year is the annual presentation ceremony in which there is an opportunity to reflect on the year and acknowledge individual student achievement. Thirty-five students were recipients of the 36 course awards presented.

The major awards and recipients are listed below. Congratulations are extended to these students.

Award	Recipient
ATAR Highest Achiever – ATAR Dux	Vanessa Tang
VET Highest Achiever – VET Dux	Thein Tan
General Highest Achiever – General Dux	Quinn Roden
Arthur Leggett, OAM Award for Endeavour	Dena Mawo Adung
Carol Garlett Award for Achievement	Dakota Howat
David Kelly MLA Outstanding Contribution Award	Baiden Gualnam
Donna Faragher MLC Leadership and Service Award	Robel Adisu
Long Tan Leadership and Teamwork Award	Anna Samul
Ampol Best All-Rounder Award	Cerise Ireland
North Metro Education Region Commitment to Excellence Award	Emily Attfield
Curtin UniReady Award	Antonia Thompson
Principal’s Art Prize	Jaimee Monck
Principal’s Award	Angelique Mukashema

Table 1: 2023 Special Award Recipients



The ATAR 90 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 2023 inductees of the *90s Club* are:

- Mariam Abuoun.
- Kaitlyn Chen.
- Tian Chen.
- Kethaka Dias Siriwardana Samaraweera.
- Wesley Lim.
- Luca Milani.
- Devon Rawstorne.
- Nalani Snoeks.
- Vanessa Tang.
- Nya Tassell.
- Bradley Wiggins.
- Raveen Wijesuriya.
- Makenzie Williams.

Members of the 90s Club are invited back to school in mid-February, enjoy morning tea with the staff and are presented with a certificate acknowledging their accomplishment. They are also featured on the Honour Wall near Student Services.

Partnership with PPP

Cyril Jackson SC has a valued partnership with Prepare Produce Provide (PPP) the trading name for the not-for profit organisation, “Live To Tell Your Story Inc”, established in 2013 by passionate home economics teachers in Western Australia with a vision for assisting young people, post-school, achieve entry into the food and hospitality industries.


PPP conducts projects that bring together teachers, chefs and other food industry partners to teach essential skills to enable young people to prepare and produce nutritious, quality meals benefitting a wide range of social and community causes. Two high profile programs are the acclaimed 5000Meals Schools program (youth participants preparing meals for the homeless from their classrooms) and Djinda Ngardak, an annual indigenous culinary program and gala dinner, supporting Indigenous youth leaders. These have been successfully run through schools and community locations in Western Australia over ten years.

During the initial stages of COVID-19 the need for meals for vulnerable families was apparent. PPP Founder and Cyril Jackson SC Hospitality teacher, Ms Cath MacDougall, was approached to try to meet this need through PPP’s 5000Meals program. The 5000Meals Community Kitchen at Cyril Jackson SC, a volunteer driven project to assist the needy, commenced in 2020 and continued into 2022. Last year saw a strong increase in the participation of both students and community volunteers. During 2023 there has been a 30% increase in the number of schools participating in the 5000Meals Schools Program.

The school benefits from this partnership through better use of the Hospitality facilities by taxpayers, an enhanced community profile and industry standard catering programs for its students to engage with. The school also plays a role in widening the opportunity for other Hospitality students in the metropolitan area through supporting the access of PPP to the kitchens. The partnership is one with which staff and the Cyril Jackson SC community have great pride.

Event Activity supported by Cyril Jackson Senior Campus included:

1. **World Indigenous Tourism Summit.** In partnership with Tourism WA, Crown Perth and TAFE-PPP developed and coordinated over 120 First Nation Students across WA in an international event held at Crown Perth. Over 600 International delegates in a 5 star series of events. Cyril Jackson was the hub for students from across WA, including remote communities.
2. **Relationship building.** PPP has developed extensive networks with educational and industry professionals ensuring the opportunity for Regional Elders and Community leaders to engage with Cyril Jackson SC to enhance student learning and aspirations.
3. **Community Workshops – Zero Waste.** PPP, in partnership with The Town of Bassendean and Secondbite, offered local monthly workshops for teachers, students and community members to highlight the use of seasonal food items, and additional surplus.
4. **Industry Partnership.** PPP assisted with catering for key Cyril Jackson SC school events including celebrating alumni. The menu focused on native foods with an opportunity to share the Djinda Ngardak concept with PPP personnel to support the school's Hospitality certificate students access highly accredited chefs and to develop an understanding of ethical sourcing, regional produce, and quality training.
5. **First Nation Youth Ambassadors** were provided the opportunity to present at Cyril Jackson.

 Prepare Produce Provide
August 21, 2023 · 🌐

DUST Up – Nganyajarra Lands School Event, Central Desert

The Prepare Produce Provide's Djinda Ngardak team have again had the privileged of being invited to cook for the "On Country" Dust Up sports day in the Central Desert as well as hold culinary "power up" workshops along the way. The team has prepared healthy morning and afternoon tea, lunches, and dinner for over 300 participants, from 9 remote schools, under the guidance of our Head Chef Tanya, who devised the delicious menu to support the three days of sports.


Many of our schools' teachers, chefs and volunteers have rolled up their sleeves to support our colleagues and remote communities at this very special community/event. We would like to thank you all for your generosity of spirit to help us attain our goals of cultivating both cultural pride and culinary skills in our youth.

We would like to also thank all our supporters without which we would not have over 1.4 tonne of food on the road as of today.

Cyril Jackson Senior Campus
Ora Food
Foodbank
Linley Valley Pork – Craig Mostyn Group
NATs transport
Warakurna store
Warakurna Roadhouse
Mondo Butchers

Stay tuned to follow our team's 17-day journey into the red centre!!



 Prepare Produce Provide
December 8, 2023 · 🌐

Christmas in a jar - sweet, creative ideas on a budget!!

Saturday, 9 December 2023
10:00 am - 12:00 pm
Cyril Jackson Senior Campus
53 Reid Street, Bassendean, WA, 6054

For Tickets:
<https://events.humanitix.com/christmas-in-a-jar-a-zero...>
<https://www.prepareproduceprovide.org/zero-waste-workshops>

Don't miss out!!!!



Parent, Student and Teacher Satisfaction

NSOS Survey Series

In 2023 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.

NSOS Parent Survey Feedback

In 2023, the response from 20 parents from a base of approximately 160 (12.5%) whilst more than the actual numbers participating in the last three years, was from a higher base and therefore, a slightly lower percentage of participation. This is considered reasonable (18.9% participation in 2022). Using 3.5 with this instrument as a yardstick, the results from parents showed great support for Cyril Jackson SC.

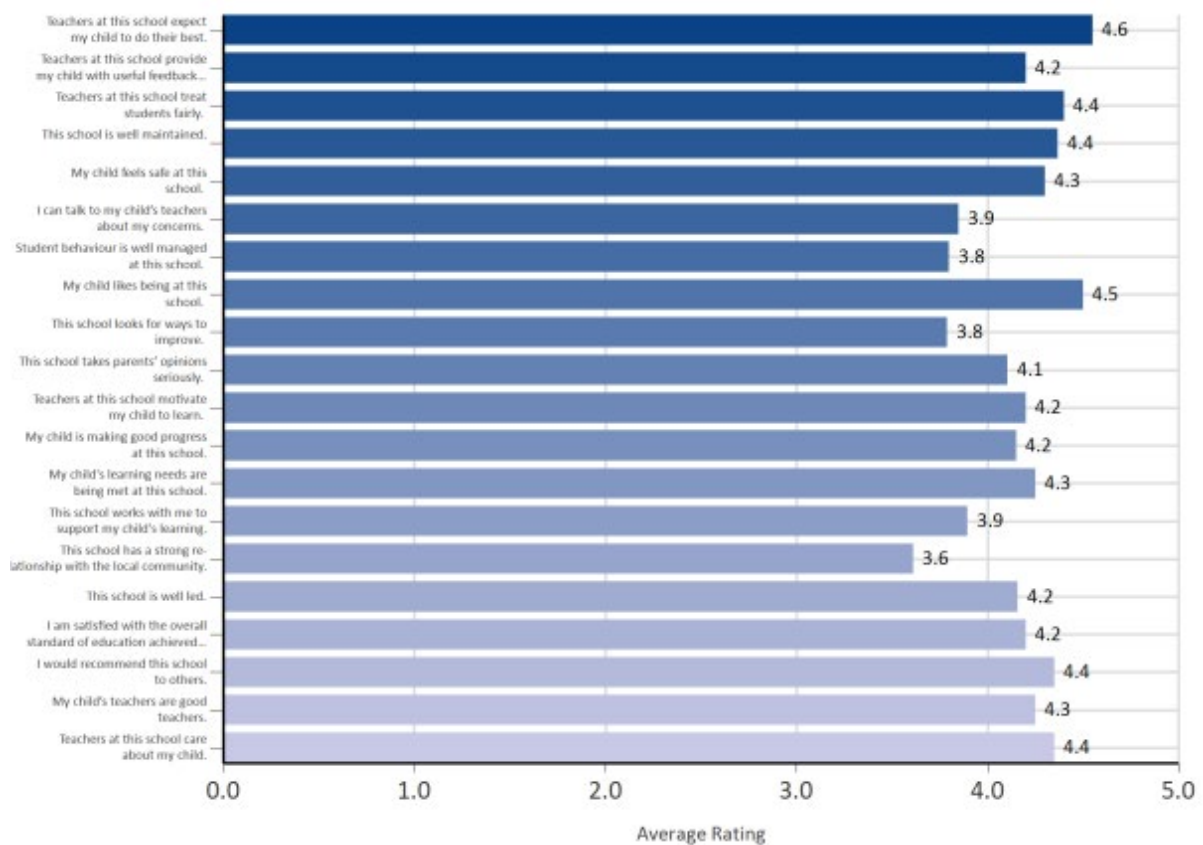


Figure 4: NSOS Parent Survey 2023

Responses that are worthy of note include that teachers have high expectations (4.6), quality of feedback (4.2), students feel safe at school (4.3), teachers are good teachers (4.3) and parents would recommend Cyril Jackson Senior Campus (4.4). The responses in these domains are very similar to the last two years.

NSOS Staff Survey Feedback

The response from 55 staff members from a base of 110 (50%) similar to the 49.5% participation last year, is considered good. Using 3.5 with this measure as a yardstick, the results showed staff satisfaction with working at Cyril Jackson Senior Campus.

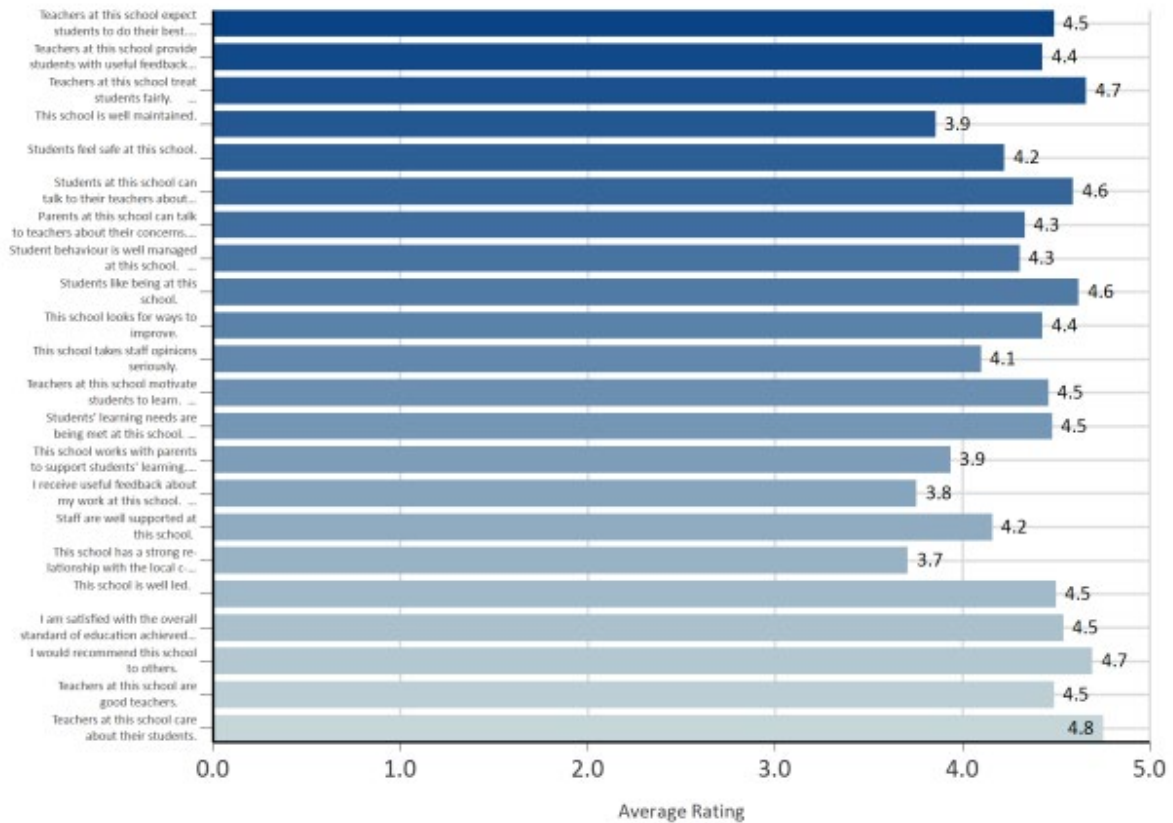


Figure 5: NSOS Staff Survey 2023

Responses that are worthy of note include that teachers have high expectations (4.5), teachers provide useful feedback (4.4), students feel safe at school (4.2), teachers are good teachers (4.5) and teachers would recommend Cyril Jackson Senior Campus to others (4.7). These are all within plus or minus 0.01 from the 2022 results.

NSOS Students Surveys Feedback

The response of 76 from a cohort of 573 (13.2%), is an increase from the 2022 participation rate of 31 from 342 (9.1%). Even with the larger cohort of students enrolled, the percentage of respondents rose compared to 2022. The participation rate is viewed as borderline satisfactory. Using 3.5 with this instrument as a yardstick, those responding continued to be satisfied with their school.

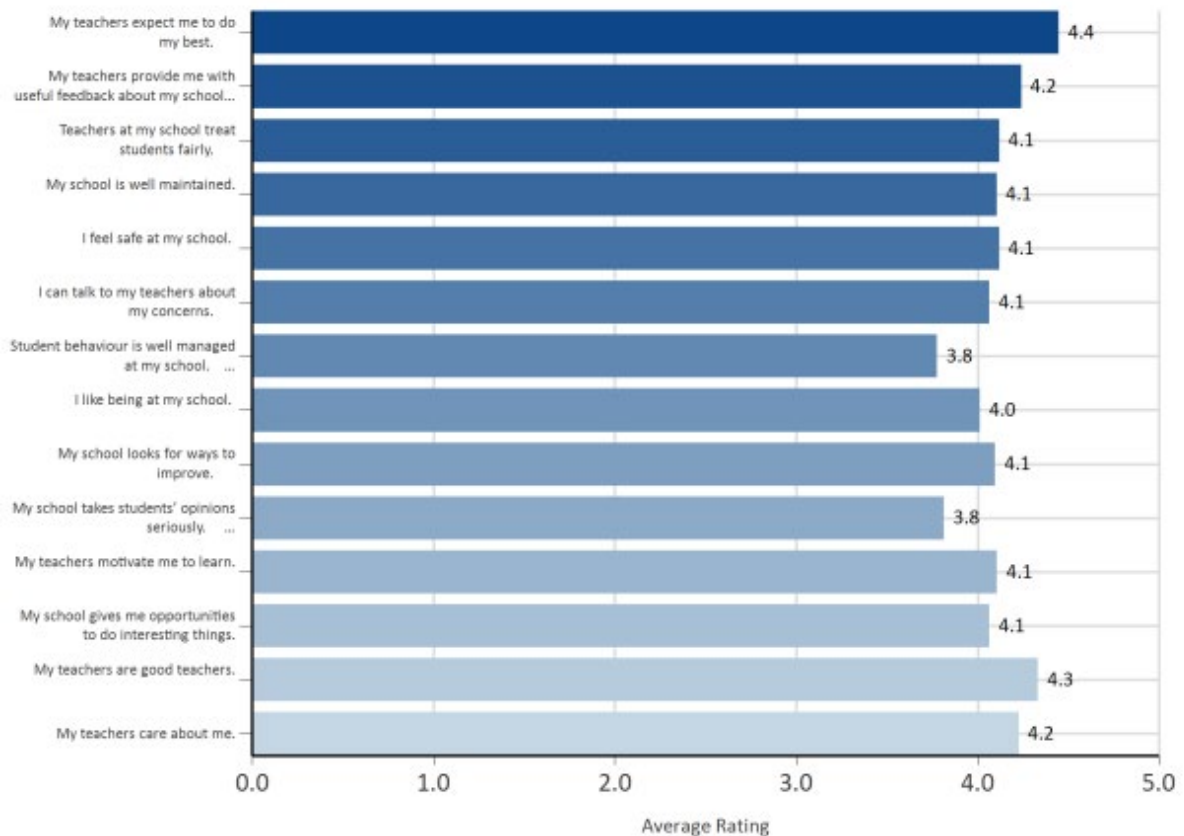


Figure 6: NSOS Student Survey 2023

Responses that are worthy of note include teachers had high expectations (4.4), teachers provide useful feedback (4.2), students felt safe at school (4.1), teachers are good teachers (4.3) and I like being at Cyril Jackson Senior Campus (4.0), a slight rise from the 2022 result.

The next graphic shows the combined score from the three surveys. Whilst it is acknowledged that each of the three surveys were completed by a different number of respondents, the average is calculated from the complete cohort of respondents and considering the individual responses from each participant. The average is across all participants in the three surveys.

NATIONAL SCHOOLS' OPINION SURVEY - AMALGAMATED (Common Questions): 2023

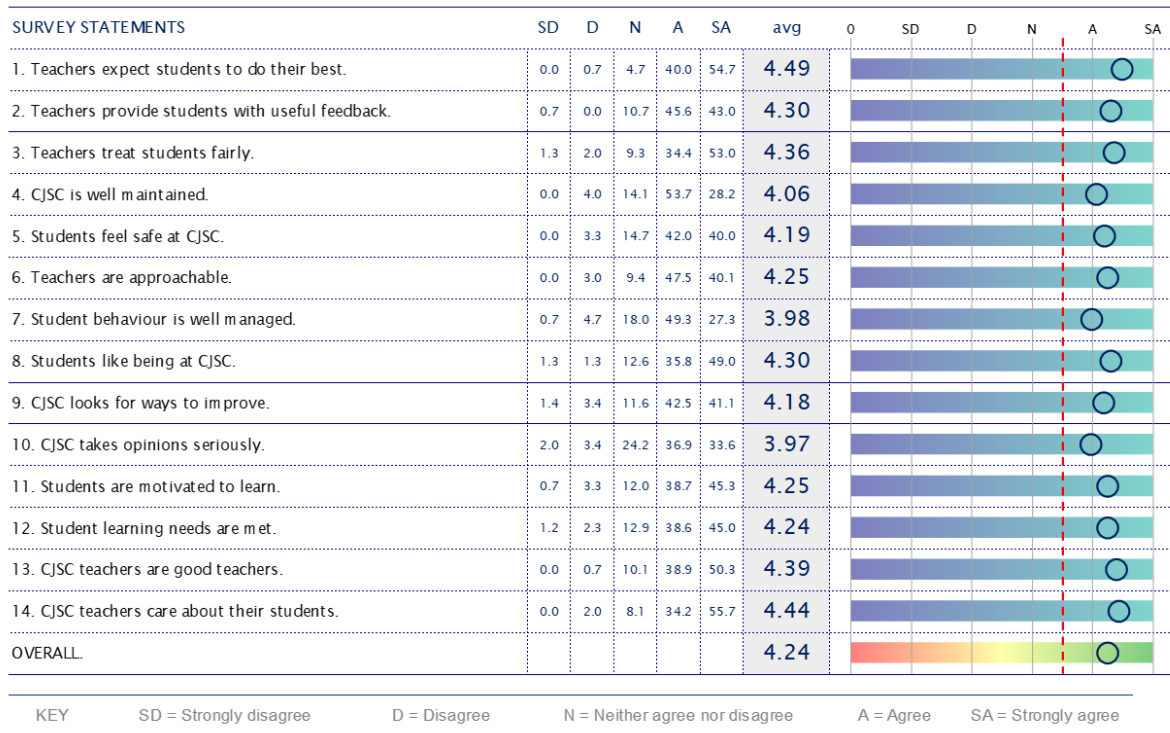


Figure 7: Combined NSOS Survey 2023



Progress Against Identified Priorities

The Business Plan 2022 – 2024 – in Summary

The key features of the extant business plan are shown in the information below.

The Plan in a Second

Mantra

Your Course, Your Place, Your Path

Vision

To be a community that delivers relevant and applicable learning experiences that foster hope and meet the individual needs and goals of our students.

Mission

Cyril Jackson Senior Campus's mission is to provide a range of educational opportunities for students aged 16 and over in a unique learning environment. We are committed to meeting the needs of a diverse student cohort through a mature ethos that empowers students to engage or re-engage with their education. We endeavour to provide a caring and compassionate place in which students can develop their independence, resilience, optimism and lifelong commitment to learning.

Values

Inclusivity
Respect
Opportunity
Achievement
Resilience



The Priorities

Students
Teaching
Partnerships

CJ changes lives

Priorities of the Plan in Detail

Students | *Every student matters.*

Cyril Jackson Senior Campus prepares students for life beyond the campus. Meaningful, realistic pathways and relevant learning experiences develop resourceful, engaged, independent and resilient students. Our learning programs support students' progress, achievement, motivation and confidence, encouraging them to reach their personal and academic goals. We value a holistic approach, meeting students' educational, social and emotional needs in a mature learning environment.

Teaching | *Life-long learning for all.*

All staff at Cyril Jackson Senior Campus share a growth mindset supported by mentorship and targeted high quality professional development opportunities. Teachers reflect on their skills in pedagogy, curriculum and assessment through data analysis, feedback and a continuous and comprehensive review-reflect-plan-do cycle. Our staff are committed to maximising outcomes for all students in our care, consistently nurturing individual opportunity, wellbeing and progress.

Partnerships | *Connections provide opportunities.*

At Cyril Jackson Senior Campus, we are committed to developing relationships with a range of organisations, businesses, and agencies to provide the best opportunities and outcomes for students. We explore mutually beneficial new partnerships while maintaining and improving current links. This allows us to focus on creating meaningful and achievable student pathways by delivering authentic learning experiences.



Progress of Business Plan Priorities

The graphic below shows the progress of the three priorities of the Business Plan. The approach is to utilise a traffic light system to show progress. Yellow implies that progress is satisfactory.

CYRIL JACKSON SENIOR CAMPUS: BUSINESS PLAN TARGETS 2022 - 2024

The following table seeks to give an overview of the state of achieving the priorities of the plan. It is a high level view of the plan and complements the information on the progress of the targets above and the strategies below.

Progress of Targets from the Business Plan 2022 - 2024 - Overview				
Priority	Business Plan Outcome	Year of the Business Plan		
		2022	2023	2024
Students	Students results for the 2023 school year were reasonable and support measures are established. Most targets were achieved. Plans targeting improved attendance are in place.			
Teaching	Programs to assist staff instructional skills are in place. Survey results, in particular, show student appreciation of learning programs and teaching methodologies.			
Partnerships	Partnerships are in place and the school continues to seek opportunities to benefit.			
The assessment from considering the priorities is that the school is making satisfactory progress in working to implement the plan.				

Figure 8: Progress of Business Plan Priorities 2023

Targets of the Business Plan

Students

Student Achievement Factor	Full-Time WACE Eligible Students	Mainstream Students
WACE achievement	64%	
Attainment achievement	80%	
OLNA achievement	73%	60%
OLNA Numeracy achievement	79%	61%
OLNA Writing achievement	77%	59%
OLNA Reading achievement	76%	58%
Median ATAR	66	66
Certificate II or higher completion	55%	65%
'A' Grades in Year 12 courses	25%	

'C' Grades or higher in Year 12 courses	80%	
'A' grades in Year 11 Foundation courses		18%
'A' grades in Year 12 Foundation courses		11%
'A' grades in Year 11 General courses		15%
'A' grades in Year 12 General courses		12%
'A' grades in Year 11 ATAR courses		12%
'A' grades in Year 12 ATAR courses		10%
'C' grades or higher in Year 11 Foundation courses		70%
'C' grades or higher in Year 12 Foundation courses		70%
'C' grade or higher in Year 11 General courses		75%
'C' grade or higher in Year 12 General courses		77%
'C' grades or higher in Year 11 ATAR courses		70%
'C' grades or higher in Year 12 ATAR courses		78%

Table 2: Targets of the School Business Plan 2022 - 2024

IEC Students

- Exiting IEC students achieve Level 4 in all four domains of the EALD Progress Map of 12% or better.
- Exiting IEC students improve in the four domains of the EALD Progress Map of 1 level or better from on-entry assessment.

Attendance

- Campus attendance rate is 78% or higher.
- Year 11 attendance rate is 78% or higher.
- Year 12 attendance is 74% or higher.
- IEC attendance is 80% or higher.
- Regular attendance rate is 33% or higher.
- Year 11 Regular attendance rate is 33% or higher.
- Year 12 Regular attendance rate is 29% or higher.
- IEC Regular attendance rate is 40% or higher.

Survey Data

A minimum score of 3.5 is attained for all survey questions relating to student wellbeing, safety and engagement.

Teaching

90% of staff are recorded as having completed a form of classroom observation.

A minimum of five teachers complete the Explicit Teaching activity annually over the period of the plan.

A minimum of five staff members complete the Aboriginal cultural responsiveness activity annually over the period of the plan.

A minimum score of 3.5 is attained for all survey questions relating to staff interaction with students.

Partnerships

All students electing to complete a work placement are able to be accommodated from the supply of available employers.

At least ten partnerships of mutual support and commitment are maintained annually over the life of the plan.

Five Champions of CJ are named annually for each year of the plan.

At least ten students enter Cyril Jackson Senior Campus from the Kurongkurl Katitjin centre annually during the life of an agreed MOU.

A minimum score of 3.5 is attained for NSOS survey questions relating to external relationships.



Target Achievement for 2023

The following tables show the status of the targets in 2023. The method used is a traffic light system:

Red – The target was not achieved.

Yellow – The target was nearly achieved or is being progressed satisfactorily.

Green – The target was achieved.

Business Plan Targets - Students

CYRIL JACKSON SENIOR CAMPUS: BUSINESS PLAN TARGETS 2022 - 2024

















WACE Eligible Cohort						
Student Achievement Factor	Target (%)	Outcomes 2022 - 2024				
		2022	2023	2024		
WACE Achievement	64.0	 57.14	 70.58			
Attainment Rate	80.0	 65	 75			
OLNA Achievement	73.0	 71	 78.43			
OLNA Numeracy Achievement	79.0	 86	 84.31			
OLNA Writing Achievement	77.0	 82	 82.35			
OLNA Reading Achievement	76.0	 80	 82.39			
Median ATAR	66.0	 77.6	 70.55			
Certificate II or higher completion	55.0	 60	 100			
"A" Grades in Yr 12 Courses	25.0	 48.98	 35.29			
"C" Grades or higher in Year 12 Courses	80.0	 86	 88			

Figure 9: General Student Achievement Data for WACE Eligible Group

CYRIL JACKSON SENIOR CAMPUS: BUSINESS PLAN TARGETS 2022 - 2024

All Year 12 Students					
Student Achievement Factor	Target (%)	Outcomes 2022 - 2024			
		2022	2023	2024	
OLNA Achievement	60.0	53.15	59.3		
OLNA Numeracy Achievement	61.0	68.5	71.7		
OLNA Writing Achievement	59.0	74.8	69.91		
OLNA Reading Achievement	58.0	61.3	69.3		
Median ATAR	66.0	83.73	91.45		
Certificate II or higher completion	65.0	64	94.74		

Figure 10: General Student Achievement Data for All Year 12 Students

CYRIL JACKSON SENIOR CAMPUS: BUSINESS PLAN TARGETS 2022 - 2024

All Mainstream Students					
Student Achievement Factor	Target (%)	Outcomes 2022 - 2024			
		2022	2023	2024	
"A" Grades in Year 11 Foundation Courses	18.0	27	26.47		
"A" Grades in Year 12 Foundation Courses	11.0	24	21.05		
"A" Grades in Year 11 General Courses	15.0	15	19.1		
"A" Grades in Year 12 General Courses	12.0	16	15.48		
"A" Grades in Year 11 ATAR Courses	12.0	14	12.74		
"A" Grades in Year 12 ATAR Courses	10.0	19	19.51		
"C" Grades or higher in Year 11 Foundation Courses	70.0	76	88.24		
"C" Grades or higher in Year 12 Foundation Courses	70.0	88	89.47		
"C" Grades or higher in Year 11 General Courses	75.0	81	83.91		
"C" Grades or higher in Year 12 General Courses	77.0	86	80.75		
"C" Grades or higher in Year 11 ATAR Courses	70.0	57	78.3		
"C" Grades or higher in Year 12 ATAR Courses	78.0	87	84.15		

Figure 11: Grading Achievement Data for All Year 11 and Year 12 Students

CYRIL JACKSON SENIOR CAMPUS: BUSINESS PLAN TARGETS 2022 - 2024

IEC Exiting Students				
Student Achievement Factor	Target (%)	Outcomes 2022 - 2024		
		2022	2023	2024
Achievement at Level 4 in all Four Domains of the EALD Progress Maps.	12.0	45	60.3	
Improve in all Four Domains of the EALD Progress Map from on-entry. (By one level or better)	1.0	1.036	1.47	

Figure 12: IEC Student Achievement Data

CYRIL JACKSON SENIOR CAMPUS: BUSINESS PLAN TARGETS 2022 - 2024

All Year 11 and Year 12 Students				
Student Achievement Factor	Target (%)	Outcomes 2022 - 2024		
		2022	2023	2024
Campus Attendance	78.0	76.7	80.02	
Year 11 Attendance	78.0	79.3	82.24	
Year 12 Attendance	74.0	72.5	71.63	
IEC Attendance	80.0	88.8	85.55	
Campus Regular Attendance	33.0	33.9	38.75	
Year 11 Regular Attendance	33.0	40.7	42.61	
Year 12 Regular Attendance	29.0	22.6	24.19	
IEC Regular Attendance	40.0	60.3	53.45	

Figure 13: Attendance Data for All Year 11 and Year 12 Students

CYRIL JACKSON SENIOR CAMPUS: BUSINESS PLAN TARGETS 2022 - 2024

National Schools Opinion Survey Results				
Student Achievement Factor	Target	Outcomes 2022 - 2024		
		2022	2023	2024
All survey questions relating to student well-being, safety and engagement	Min 3.5 per Question	4.2 Avg	4.11 Avg	

Figure 14: NSOS Survey Results for 2023

Business Plan Targets - Teaching

CYRIL JACKSON SENIOR CAMPUS: BUSINESS PLAN TARGETS 2022 - 2024

Teaching Priority					
Factor	Target	Outcomes			Remarks/Notes
		2022	2023	2024	
Teachers complete a form of classroom observation	90% as recorded in performance management Agreements				Based on our leader feedback
Teachers complete the Explicit Teaching activity annually	At least 5 teachers annually				5 teachers commenced, however due to the invigilator's commitments, not all completed the program of observations.
Staff members complete the Aboriginal cultural responsiveness activity annually	At least 5 staff members annually				30 staff completed the full 20 hour program in 2023.
All survey questions relating to staff interaction with students	Minimum Score of 3.5 per question.				Minimum Score of 3.5 per question attained.

Figure 15: Target Achievement for Teaching Priority

Business Plan Targets - Partnerships

CYRIL JACKSON SENIOR CAMPUS: BUSINESS PLAN TARGETS 2022 - 2024

Partnerships					
Factor	Target	Outcomes			Remarks/Notes
		2022	2023	2024	
Students electing to complete a work placement are accommodated	100% of students seeking a placement are assigned to an employer				
Partnerships of mutual interest are maintained over the life of the plan	10 partnerships are in place annually				
Champions of CJ are named	At least 5 are named annually				
Students enrol as recommend by Kurongkurl Katitjin during the life of an agreed MoU	10 students at a minimum annually during the life of an MoU				Work continues to seek an agreement and processes with ECU.
All survey questions relating to external relationships	Minimum score of 3.5 per question				Minimum Score of 3.5 per question attained.

Figure 16: Target Achievement for Partnerships Priority

Student Performance Data

A range of metrics is used to gather data on student performance at the school. Some of these measures are system related and in others, the data is collected and determined at the local level. There are some challenges in utilising system data for the school due to the nature of the base. In Year 12 systemic data, the base for most secondary schools in WA is the number of students seeking the WACE. For Cyril Jackson SC, along with several other schools, the base is often a larger cohort, most of whom have the WACE, do not need it or have no interest in seeking it. Thus, some data is not representative of the whole-school and needs to be seen in this light.

Another factor to consider in interpreting student performance data is the nature of the cohort. Cyril Jackson SC is now a decile 7 school, and some students experience poverty and disadvantage. Others have gaps in their education and enrol at the school to address earlier failures to complete studies or achieve at a level to move into established pathways beyond school. A significant group of students commence on entry to Australia as migrants, many on humanitarian visas, with limited schooling. Developing a level of comfort in English is a pre-requisite before completing mainstream Year 11 and Year 12 courses.

A Summary of Student Performance

The following evidence highlights the performance of the 2023 Year 12 cohort in ATAR, VET, IEC, General and Foundation courses.

Western Australian Certificate of Education (WACE) Performance

The main outcomes for the 2023 WACE cohort compared to achievements of the 2020-2022 cohorts are presented below.

	2020	2021	2022	2023
WACE Achievement Rate (%)	62	66	57	71
Attainment Rate (%)	88	60	65	75
Median ATAR	65.1	75.25	77.6	70.55
WACE 'C' Grade requirement met (%)	93	92	86	88
Literacy and Numeracy Standard Achieved	73	72	71	78
Course 'A' Grade Achievement	42.1	39.1	48	35
Certificate II or higher Achievement	75	69	60	100

Table 3: Year 12 Achievement Standards 2020 - 2023

The WACE achievement rate improved in 2023, the median ATAR declined for the WACE cohort, despite improving for all students and the 'C' grade achievement improved by 2%. OLNA performance increased by 7% and Certificate (WACE) completion by 14%.

ATAR and Population Segments

The range of student cohorts and their median ATAR as indicated in the table below. The median ATAR for each cohort is indicated below.

	2021	2022	2023
ATAR Cohort (n=25)	73.85	83.73	91.45
WACE Eligible (n=14)	NA	77.6	70.55
Mature Age (n=9)	73.75	87.48	75.9
English as an Additional Dialect (EALD) (n=7)	73.7	81.98	75.9
Compulsory Age (=1)	70.95	76	60.95
School Age (including repeaters) (n=15)	98.55	95	94.05
International Students (n=4)	35.25	89.7	69.9

Table 4: Median ATAR Achievement of Student Cohorts 2021-2023

**Congratulations
Class of 2023**

**Median ATAR
91.45**

**13 of our
students
achieved an
ATAR in excess
of 90.**

**CYRIL JACKSON
SENIOR CAMPUS**

Pathways to University

There were 18 students with an ATAR who applied for university entrance through TISC. The median ATAR of students who applied was 94.98 which was 3.53 above the school median ATAR of 91.45 and 24.43 above the WACE Eligible group's ATAR.

Of the 20 students in total who applied to university, 13 (65%) were offered their first preference whilst all (100%) were offered any of their preferences. Seventeen students (85%) have enrolled with zero deferrals. Six enrolled in medicine and one in dentistry. Curtin University remains the preferred university for the school's student cohort.

Course Grade Distribution

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

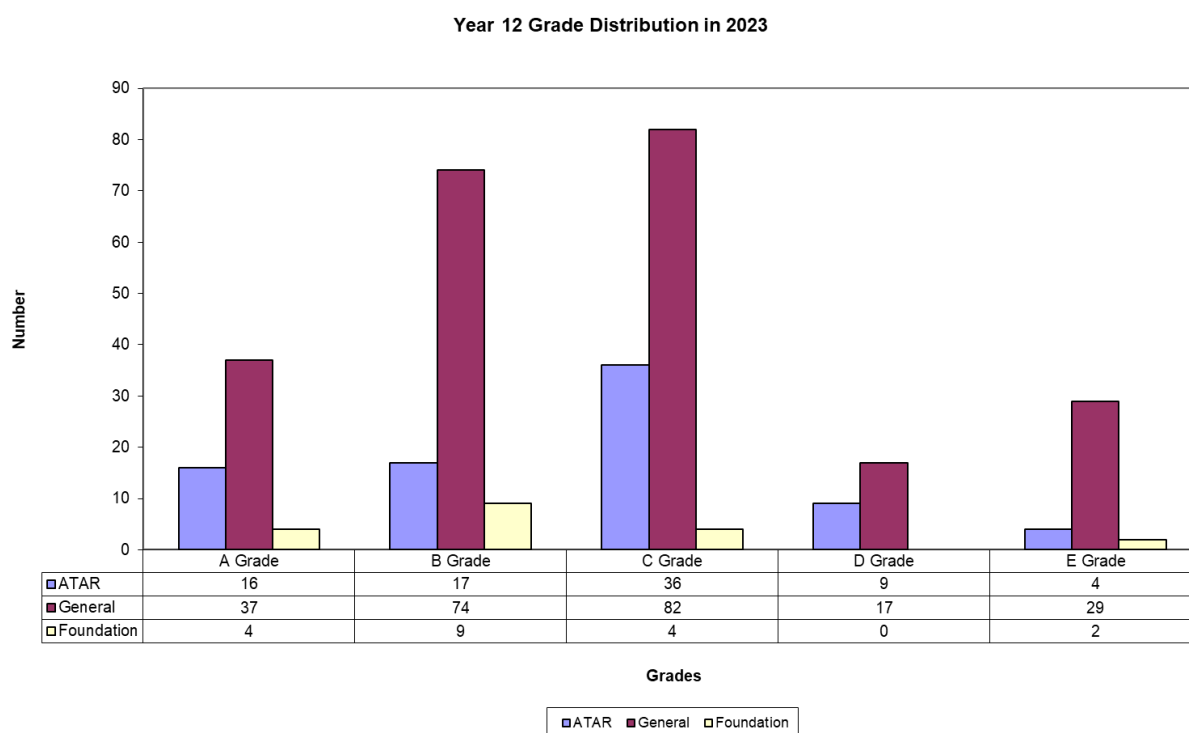


Figure 17: 2023 Year 12 Grade Distributions as a Percentage of Grades Awarded

ATAR Courses

ATAR courses achieved 84% 'C' grades, a slight decline compared to 2022 results. Evidence indicates that the 'E' grade students were not capable of the academic rigour required of ATAR courses due to language deficiencies and a lack of prior learning opportunities. Several of the 'D' grade students may have achieved 'C' grades had they attended more regularly.

General Courses

Students completing General courses gained 81% of "C" Grades or higher and 16% "A" Grades. Both these results were above the target for the suite of courses. Feedback from teachers suggests that students have success in these courses if they attend regularly and complete assessment tasks when these are due. Attendance matters.

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 89%, which is above the target of 70%. "A" Grades were awarded at 21%, again exceeding the target.

Vocational Education and Training Outcomes

Programs delivered through Auspicing arrangements continue to provide students with a broad range of industry experiences. School staff deliver 11 different qualifications on site. Students completed certificates in the following industries through Profile Funding; Certificate II in Civil Construction, Engineering, Health Support Services, Resources and Infrastructure Work Preparation, Retail

Cosmetics with 100% attainment. Profile funded Certificate III courses completed included Aviation (Remote Pilot), Events and School Based Education Support with 100% attainment.

Year 12 students, Daisy Melville and Mohammed Rasheed, completed dual qualifications through Motivation Foundation and both secured employment within the civil construction industry. Another highlight was the 18 IEC graduates who completed the Certificate II in Health Support Services with the Australian Medical Association.

Certificate Level Courses

The following table indicates achievement for students enrolled in both Profile, SBT and Auspiced certificates 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. Please note that for students participating in a 2-year course, it is only the Year 12 students represented in the data below.

VET Outcomes at Cyril Jackson Senior Campus 2023							
	Enrolled		Full Qualification Achieved	Percentage	Withdrawn	Partial	EAL/D
Certificate I	Initial	Actual	13	Actual	Actual	11 & 12	Actual
	19	14		92%	5	1	9
	Enrolled		Achieved	Percentage	Withdrawn	Partial	EAL/D
Certificate II	Initial	Actual	75	Actual	Actual	11 & 12	Actual
	122	93		80.6%	27	18	53
	Enrolled		Achieved	Percentage	Withdrawn	Partial	EAL/D
Certificate III	Initial	Actual	3	Actual	Actual	11 & 12	Actual
	4	3		100%	1	0	1
	Enrolled		Achieved	Percentage	Withdrawn	Partial	EAL/D
Certificate IV	Initial	Actual		Actual	Actual	11 & 12	Actual
	1	1		100%	0	0	0
TOTAL			91				

Table 5: Total Number of Year 11 & 12 Students Who Completed a Qualification and Achieved the Certificate in 2023

Workplace Learning

Work placements were able to continue without any significant COVID-19 restrictions in the Health Care, Aged Care, and Child Care industries in 2023 as opposed to the previous year.

Students working in other industries without COVID-19 restrictions completed placements which contributed to their WACE achievement. These placements continue to provide students with on-the-job training opportunities with some gaining paid employment offers and school-based traineeships.

In Authority Developed Workplace Learning, 45 students completed the requirements of 55 hours minimum and submitted evidence through the skills journal and logbook.

Completed > 55 Hrs (0 WACE Unit)	Achieved 55 Hours (1 WACE Unit)	Achieved 110 Hours (2 WACE Units)	Achieved 165 Hours (3 WACE Units)	Achieved 220 Hours (4 WACE Units)
18	18	14	4	9

Table 6: Student Participation in Workplace Learning 2023

These placements were undertaken in the following industries (some students have more than one placement):

Industry	Number	Percentage
Animal Services Industry	1	1.78%
Arts and Entertainment	2	3.57%
Automotive	3	5.35%
Building & Construction	3	5.35%
Business & Clerical	4	7.14%
Community Services, Health and Education	5	8.92%
Engineering	1	1.78%
Food Processing	1	1.78%
General Education and Training	2	3.57%
Hospitality and Tourism	9	16%
Primary Industries	2	3.57%
Sales and Personal Services	23	41%

Table 7: Student Participation in Workplace Learning 2023

Intensive English Centre

IEC students' progress and achievement is assessed against a system-wide standard of EAL/D Progress Maps. The Progress Map levels are useful indicators of a student's capacity to achieve success in the various pathways of mainstream schooling.

IEC students are assessed in Listening, Speaking, Reading and Writing every semester and allocated levels from 1 to 8 based on teachers' professional judgements against the Late Adolescence Progress Map Level criteria. The student data is gathered and assessed against our two primary targets identified in the Campus Business Plan.

Target 1

Our first target is that 12% of students will achieve Progress Map Level 4 prior to exiting the IEC into mainstream schooling. As indicated in Table 8 below, this target was achieved. It is pleasing to see

more than half of the IEC exiting cohort achieve Level 4 on average. The achievement rate of 60% demonstrates an improvement of 15% from 2022. The data gathered to measure achievement of this target forms a useful overview of the progress of our students, but it is worth noting that it is a cohort-dependent measure which can be skewed by student background from year to year.

	Listening	Speaking	Reading	Writing	Combined
Semester 1 2023	59%	51%	44%	47%	50%
Semester 2 2023	64%	66%	80%	58%	67%
2023 Year Average	62%	60%	66%	54%	60%

Table 8: 2023 IEC Student Achievement of Progress Map Level 4 at Exit as a Percentage.

In 2023, 59 students exited the IEC at the culmination of Semester 1, of whom 59% were from a humanitarian/limited schooling background. At the end of Semester 2, 51% of the 92 exiting students were from a humanitarian/limited schooling background. This is significantly lower than our usual proportion of limited-schooling students in the IEC (70% in 2022). The relatively high proportion of non-humanitarian students in the IEC in 2023 would have contributed to our high rates of Level 4 attainment for the 2023 school year, due in part to the fact that the starting point for these students is higher.

Target 2

A further target is that 100% of exiting students will improve by one level in all domains of the EAL/D Progress Maps. This was also achieved with an average improvement of 1.47 levels being attained by IEC students exiting across the 2023 school year (see Table 9 below). This is an improvement of 0.434 levels from 2022. This measure is not cohort-dependent and is instead a measure of individual student growth and improvement, demonstrating success and improvement in the teaching quality and learning environment provided by Cyril Jackson Senior Campus IEC.

	Listening	Speaking	Reading	Writing	Combined
Semester 1 2023	1.12	1.58	1.02	1.47	1.30
Semester 2 2023	1.29	1.69	1.56	1.77	1.58
2023 Year Average	1.22	1.65	1.35	1.66	1.47

Table 9: 2023 IEC student Progress Map Level Improvement from On-entry to Exit.

With a maximum of two years IEC access, it is acknowledged 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 locally developed curriculum courses operated to support students whose capabilities were still developing.

Attendance

Attendance is a key component of the participation and engagement mantra that engages students in their education. The following data provides information on average attendance across both cohorts and for both semesters of 2023.

The data from 2023 showed an increase in attendance over 2022 and perhaps suggests a continuing slow return to better attendance following the decline resulting from the pandemic.

Attendance Average	Semester One	Semester Two	2023
Year 11	82	82.46	82.24
Year 12	73.38	69.67	71.63
All Students	80.01	80.03	80.02

Table 10: 2023 Attendance Percentage Average of Year 11 and Year 12

There are three subsets of student age groups enrolled at Cyril Jackson Senior Campus and one specific program, IEC.

The attendance rate for the compulsory, school age and mature groups is better in Year 11 than Year 12. Mature age students had the highest attendance rate over the course of the year than the other two groups. This is perhaps not surprising as they opt-in to complete a school program. Of concern is the attendance of compulsory age students as they have a legal obligation to attend school. This was a similar trend in 2020, 2021 and 2022.

	Year 11	Year 12	2023
Compulsory Age (16-18 years)	74.63	70.79	73.63
School Age (18-20 years)	73.67	71.57	72.35
Mature Age (+20 years)	82.43	72.02	79.03
IEC	85.55		85.55

Table 11: 2023 Attendance of Sub-sets of the Student Cohort

A highly successful outcome is the IEC cohort in which the average attendance is 86%, 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 in the program.



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 2023 graduating class completed the intentions survey in 2023 and then will complete the destination survey in 2024. It is a two-year cycle.

When the intention survey was completed in 2022, 39.6% indicated university as the intention, 35.8% TAFE with other options 6% or less. The destination survey, completed by 64% of the cohort the following year, saw 28.6% at university and 26% at TAFE. Full-time employment was reported by 0% and 17% for part-time employment.

The destination of the 2023 Year 12 cohort will be reported in the 2024 Annual Report.

	Intention 2022 School	Intention 2022 State	Destination 2023 School	Destination 2023 State
Return To School	5.7%	0.4%		0.0%
University	39.6%	51.0%	28.6%	38.3%
Uni Offer - No Placement		0.0%	7.1%	7.5%
TAFE	35.8%	16.0%	26.2%	11.5%
Apprenticeship	5.7%	11.7%	2.4%	3.4%
Traineeship		2.5%	2.4%	2.0%
Other Training	3.8%	2.9%		1.5%
Employment - Full-time	5.7%	9.5%		6.2%
Employment - Part-time		1.3%	16.7%	13.9%
Employment				
Employment Assistance		0.0%	4.8%	4.8%
Other	3.8%	4.7%		1.4%
Deferred Study/Training		0.0%	11.9%	9.6%
Total	100%	100%	100%	100%
% of students responding	80%	0.0%	64%	0.0%

Table 12: Intentions and Destinations of the Year 12 Cohort of 2022

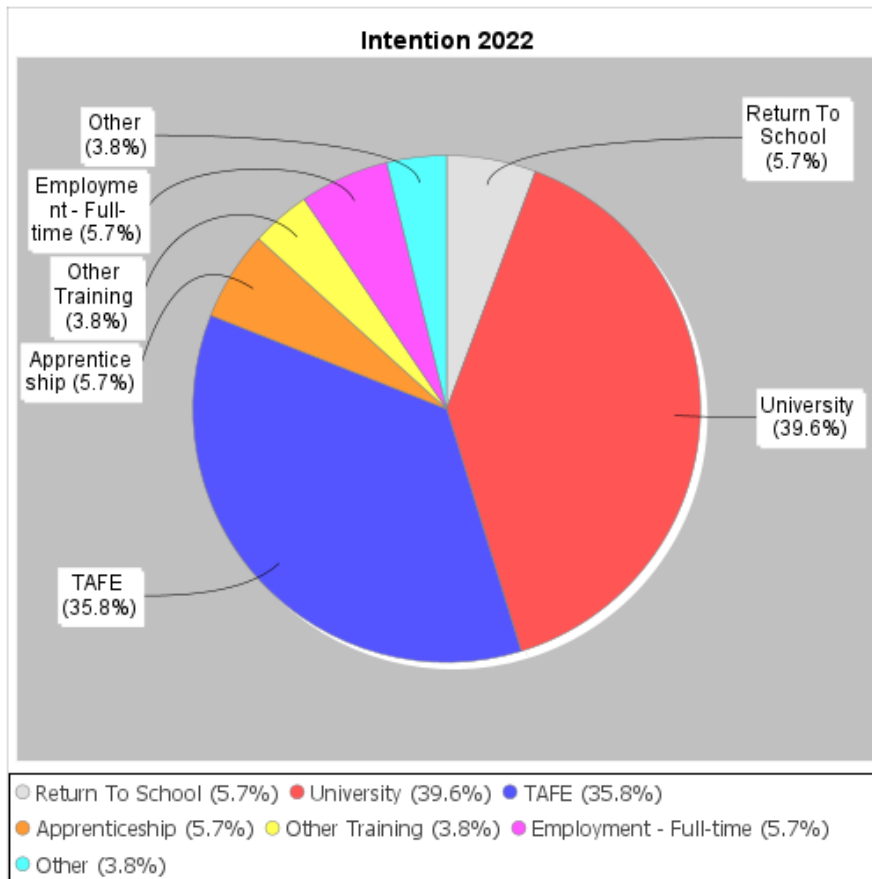


Figure 18: Intentions of Year 12 Cohort of 2022

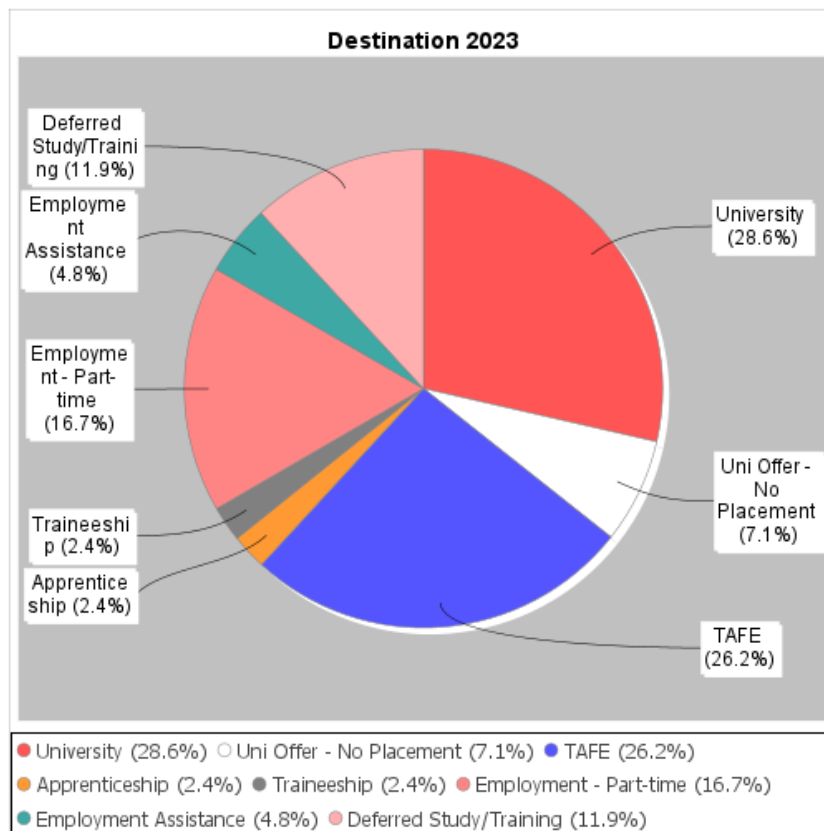


Figure 19 2023 Destinations of 2022 Year 12 Cohort

Financial Report and Funding Accountability

Financial Review

The finances of Cyril Jackson SC were monitored throughout the year by the Finance Committee comprising a range of staff representing all areas of school operations and the Board. The 2023 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, 2023.

School finances comprise a salaries and a cash component. Salaries, dependent on the one line budget generated by student enrolments and other factors, cover staffing costs. However, some can be diverted to cover expenditure on goods and services. The cash component outlines revenue and expenditure for the goods and services consumed during the school year.

The total revenue across both components for 2023 was \$10,564,207 with total expenditure, \$9,653,544. This represents an operating surplus of \$910,663.

The total cash revenue for 2023 totalled \$725,311 and the total expenditure as at 31 December 2023 was \$880,399. The tables below outline further detail.

With borders into WA opening in 2022 and the return of general migration and international humanitarian programs, enrolments at the school improved with a corresponding rise in budget due to additional students entering the school. The previous support provided by the Department to preserve the IEC staffing asset was no longer required and this program was not made available for 2023.

In 2023 the school's financial position was sound.

2023 ONE LINE BUDGET		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	145,740	145,741
Carry Forward (Salary):	713,690	713,690
INCOME		
Student-Centred Funding (incl Transfers & Adjustments):	8,979,466	8,979,466
Locally Raised Funds:	702,349	725,311
Total Funds:	10,541,244	10,564,207
EXPENDITURE		
Salaries:	8,773,146	8,773,146
Goods and Services (Cash):	814,449	880,399
Total Expenditure:	9,587,595	9,653,544
VARIANCE:	953,650	910,663

Table 13: One Line Budget – 2023

	Current Budget	Actual YTD	Variance
Carry Forward (Cash)	\$145,740.00	\$145,741.00	\$-1.00
Carry Forward (Salary)	\$713,689.74	\$713,689.74	\$0.00
Student-Centred Funding (including Transfers & Dept Adjustments)	\$8,979,465.70	\$8,979,465.70	\$0.00
Per Student	\$4,555,115.80	\$4,555,115.80	\$0.00
School and Student Characteristics	\$3,808,334.30	\$3,808,334.30	\$0.00
Disability Adjustments	\$163,895.15	\$163,895.15	\$0.00
Targeted Initiatives	\$349,379.16	\$349,379.16	\$0.00
Operational Response Allocation	\$11,935.00	\$11,935.00	\$0.00
Regional Allocation	\$34,379.22	\$34,379.22	\$0.00
Transition Adjustment	\$0.00	\$0.00	\$0.00
School Transfers – Salary	\$-154,044.85	\$-154,044.85	\$0.00
School Transfers - Cash	\$300,000.00	\$300,000.00	\$0.00
Department Adjustments	\$-89,528.08	\$-89,528.08	\$0.00
Locally Raised Funds (Revenue)	\$702,349.00	\$725,310.97	\$-22,961.97
Voluntary Contributions	\$0.00	\$0.00	\$0.00
Charges and Fees	\$515,981.00	\$604,501.15	\$-88,520.15
Fees from Facilities Hire	\$45,300.00	\$39,238.19	\$6,061.81
Fundraising/Donations/Sponsorships	\$31,914.00	\$33,441.50	\$-1,527.50
Commonwealth Govt Revenues	\$0.00	\$0.00	\$0.00
Other State Govt/Local Govt Revenues	\$1,000.00	\$0.00	\$1,000.00
Revenue from CO, Regional Office and Other schools	\$101,704.00	\$7,091.21	\$94,612.79
Other Revenues	\$6,450.00	\$41,038.92	\$-34,588.92
Transfer from Reserve or DGR	\$0.00	\$0.00	\$0.00
Total	\$10,541,244.44	\$10,564,207.41	\$-22,962.97

Table 14: Revenue – 2023

	Current Budget	Actual YTD	Variance
Salaries	\$8,773,145.56	\$8,773,145.56	\$0.00
Appointed Staff	\$8,273,733.23	\$8,273,733.23	\$0.00
New Appointments	\$0.00	\$0.00	\$0.00
Casual Payments	\$487,513.74	\$487,513.74	\$0.00
Other Salary Expenditure	\$11,898.59	\$11,898.59	\$0.00
Goods and Services (Cash Expenditure)	\$814,449.00	\$880,398.91	\$-65,949.91
Administration	\$163,950.00	\$173,895.94	\$-9,945.94
Lease Payments	\$10,000.00	\$11,884.72	\$-1,884.72
Utilities, Facilities and Maintenance	\$230,300.00	\$209,520.70	\$20,779.30
Buildings, Property and Equipment	\$123,500.00	\$211,488.18	\$-87,988.18
Curriculum and Student Services	\$233,694.00	\$221,706.54	\$11,987.46
Professional Development	\$15,000.00	\$33,041.15	\$-18,041.15
Transfer to Reserve	\$0.00	\$0.00	\$0.00
Other Expenditure	\$38,005.00	\$18,861.68	\$19,143.32
Payment to CO, Regional Office, and Other Schools	\$0.00	\$0.00	\$0.00
Total	\$9,587,594.56	\$9,653,544.47	\$-65,949.91

Table 15: Expenditure - 2023



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