



CYRIL JACKSON
SENIOR CAMPUS

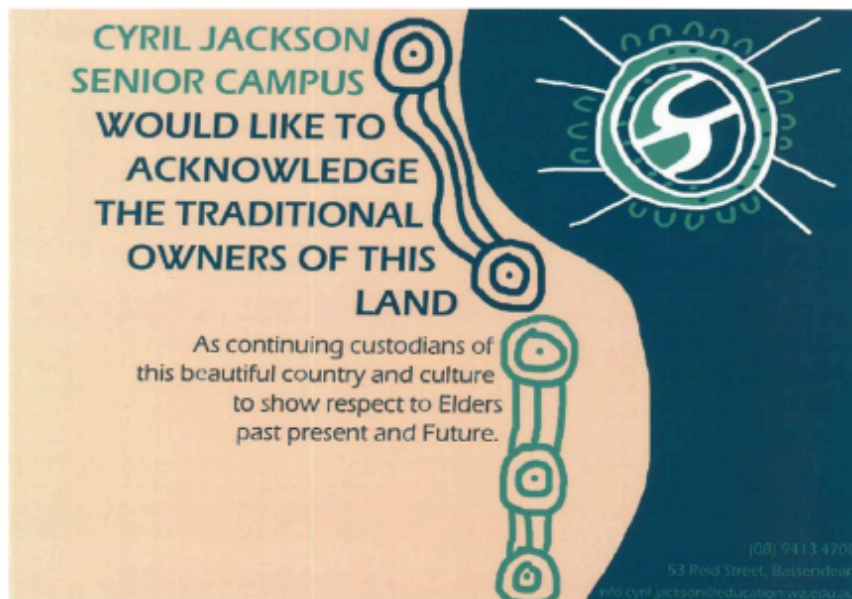
Business Plan 2025 – 2027

Your place, your journey, your future



Acknowledgement of Country

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.

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This business plan for Cyril Jackson Senior Campus has been generated through a self-assessment process and utilised a consultative approach with staff and the Board. The plan was, however, progressed without the advantage of the new Department plan, or considering any relevant finding of the Public School Review as the scheduled three year review has lengthened into four years. It made little sense to extend the life of the current plan as some factors, such as the NSOS, used to measure progress, have been discontinued.

The intent of the plan is for teachers to take responsibility for evolving in their pedagogy, contributing to a positive learning environment and fostering a whole-school approach to teaching and learning that drives the improvement strategy. Professional Learning Communities support teachers in their goal of improving student results.

The Context of Cyril Jackson Senior Campus

Cyril Jackson Senior Campus is one of two unique schools in Western Australia which cater for students who want to study a senior schooling program within a mature learning environment. Cyril Jackson SC is able to enrol compulsory age and adult students to complete Years 11 and 12.

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 leading to potential university entrance. A combination of these pathways may also be completed where this meets the needs of the student. It is the needs of students that drive operations at Cyril Jackson SC.

There are three main enrolment streams. The first is compulsory age students who would prefer to learn away from a traditional secondary school. The second, mature-age people who decide to return to school to complete Year 11 and/or Year 12 or repeat a particular course or courses. The third stream of students are those who enrol in the specialist Intensive English Centre, a Department of Education endorsed program for English language development. These students are mainly migrants and refugees, adding a strong multicultural feel to the campus community.

There is a flexible timetable structure in place that can enable students to work part-time whilst studying. Online learning through the iLearn Flexible Learning mode supports students who may work full-time or are unable to attend day-time classes. Cyril Jackson SC is focused on providing opportunities to students and to meet their study needs.

The work of all staff is to enable student achievement of personal goals, whether this be teaching concepts in a classroom, encouraging wellbeing or providing guidance and individual assistance. This individual support, at the heart of a mature learning environment, is aimed at every student achieving success at Cyril Jackson SC and to establish the conditions for a successful pathway in the future.

All members of the school community acknowledge diversity and treat others with respect, leading to an inclusive campus life. In order to meet the needs of students, opportunity can be found through the range of programs available and there is an expectation of personal achievement. Every student is seen as an individual and each one matters at Cyril Jackson SC.

All staff acknowledge that, within a hierarchy of personal needs, the health and welfare of all students is a priority. Student wellbeing and social and emotional health contribute to success in studies as much as hard work. Whilst all staff have an interest in the wellbeing of students, where there are greater needs, specialist advice and support is available from the Student Services Team and referrals to outside agencies can be made.

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

The Strategic Drivers of the Business Plan

In December 2019, Australia’s education ministers agreed on a new national declaration on education goals for all Australians. This is the Alice Springs (Mparntwe) Education Declaration. Mparntwe, pronounced M-ban tua, is the Arrernte name for Alice Springs. The Arrernte people are the traditional custodians of Alice Springs and the surrounding region.

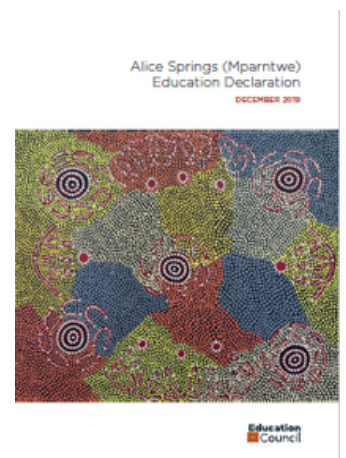
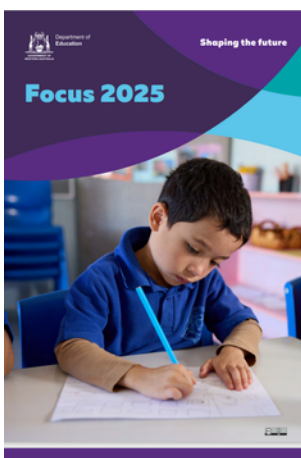
The Declaration sets out the national vision for education and the commitment of Australian Governments to improving educational outcomes. The national directions agreed are:

- Goal 1: The Australian education system promotes excellence and equity.
- Goal 2: All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community.

The Declaration has influenced the Department of Education in Western Australia as to its strategic position and, therefore, the Declaration impacts on schools.

The Cyril Jackson SC Business Plan is underpinned by the Department of Education’s strategic direction statement, “Every student, every classroom, every day”, and the annual Focus series. Summarised, the Department’s drivers are:

- Student pathways to a successful future.
- Strengthen support for teaching and learning.
- Build capacity of staff.
- Support increased school autonomy within a public system.
- Partner with families, communities and agencies to support students.
- Use evidence to drive decisions.



The Business Plan in a Second

Mantra

Your Place, Your Journey, Your Future

Vision

To be a learning community that delivers relevant and worthwhile experiences that foster hope, encourage perseverance and meet the individual aspirations 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



CYRIL JACKSON
SENIOR CAMPUS

The Priorities

Students
Teaching
Partnerships

CJ changes lives

I INCLUSIVITY

Cyril Jackson SC seeks to celebrate all members of the community and support their safe participation in programs of their choice. All are made to feel welcome while individuality and diversity are embraced.

R RESPECT

All members of the Cyril Jackson SC community treat each other with dignity and individual differences are appreciated. Communal and individual rights, ideas and belongings are valued, as are the campus facilities.

O OPPORTUNITY

Cyril Jackson SC provides the chance for students to complete a range of programs leading to a valued pathway. Students are supported to develop a growth mindset and to achieve meaningful outcomes.

A ACHIEVEMENT

All students at Cyril Jackson SC are encouraged to complete their program successfully. This includes building independence, gaining skills and achieving credentials.

R RESILIENCE

All members of the Cyril Jackson SC community are supported to approach difficulties with an open and flexible attitude, maintain their program of study if appropriate and consider alternative ways of solving academic and personal challenges.

Priorities of the Business Plan

Students *Every student matters*

Cyril Jackson SC 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. Students explore and plan for meaningful future careers. 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 SC 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.

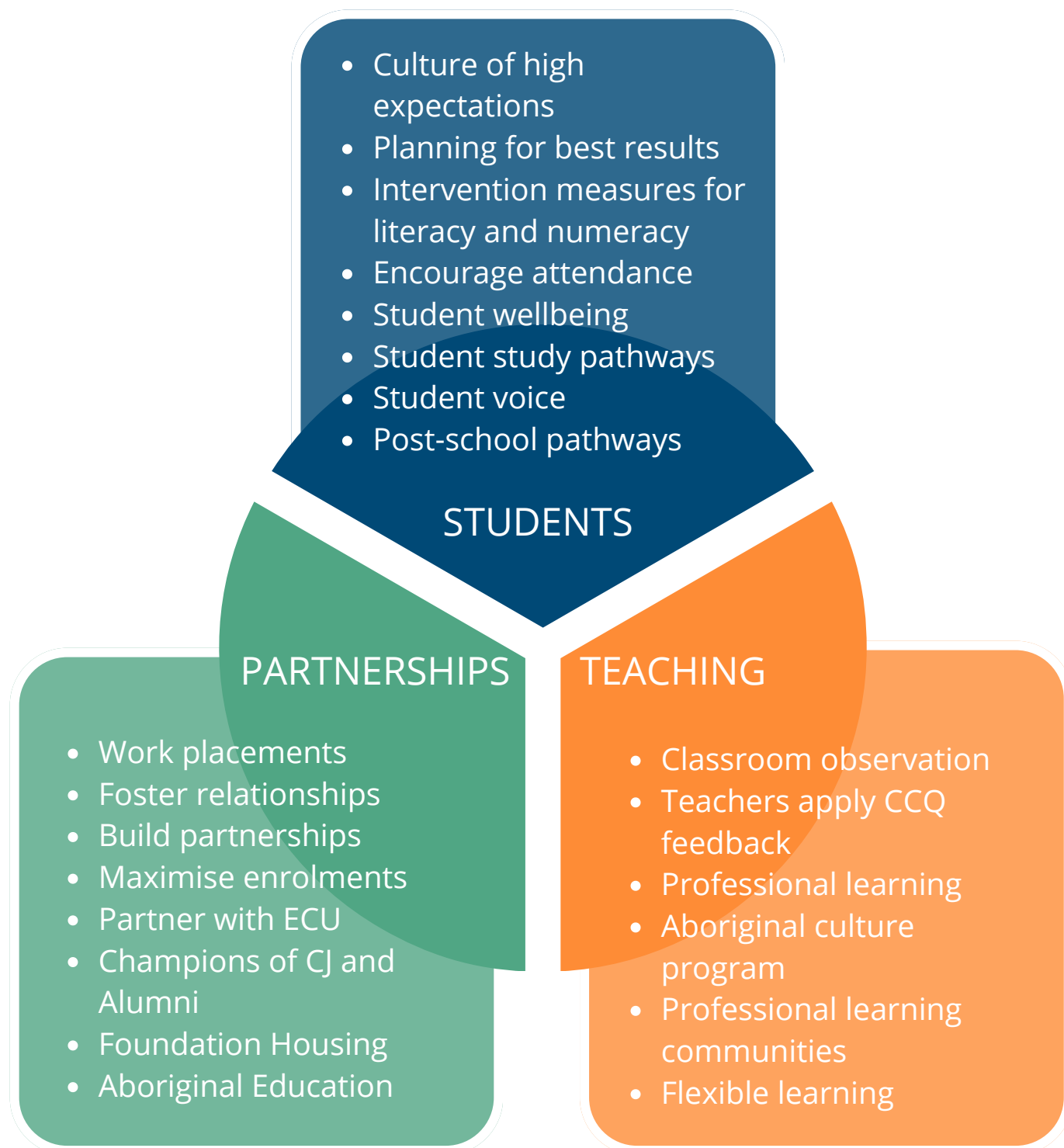
Partnerships *Connections provide opportunities*

At Cyril Jackson SC, 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 within the community while maintaining and improving current links. This allows us to focus on creating meaningful and achievable student pathways by delivering authentic learning experiences.



An Overview of the Business Plan

This graphic seeks to capture in summary the three priorities of the Business Plan and the key strategies used to deliver the priorities.



Priority Development Students

STRATEGIES

- Promote a culture of high expectations for student success and a positive mature learning environment in all classrooms.
- Utilising data analysis, evidence-based planning, teaching and learning communities and teacher reflection, leaders will develop local plans to maximise student results.
- Target, through intervention measures, relevant students to assist in improving individual literacy and numeracy outcomes.
- Encourage students, through a variety of methods, to attend the campus on a regular basis.
- Foster resilience and the social, emotional and physical wellbeing of all students through whole-school programs, class relationships and targeted interventions through Student Services staff.
- Counsel students to establish individual study pathways that are relevant and achievable, and which open post-school options.
- Encourage student voice within school operations.
- Provide career education and individual counselling as to further study and employment pathways.

MEASUREMENTS TOOLS & TARGETS

For Full-Time WACE Eligible students:

- WACE Achievement rate of 67% or better.
- OLNA achievement of 73% or better.
- OLNA Numeracy achievement of 80% or better.
- OLNA Writing achievement of 79% or better.
- OLNA Reading achievement of 78% or better.
- Median ATAR of 67 or better.
- Certificate II or higher completion rate of 80% or better.
- 'A' Grades in Year 12 courses of 30% or better.
- 'C' Grades or higher in Year 12 courses of 80% or better.

For all mainstream students:

- OLNA achievement of 62% or better.
- OLNA Numeracy achievement of 65% or better.
- OLNA Writing achievement of 65% or better.
- OLNA Reading achievement of 60% or better.
- Median ATAR of 70 or better.
- Certificate II or higher completion rate of 80% or better.
- 'A' Grades in Year 11 Foundation courses of 20% or better.
- 'A' Grades in Year 12 Foundation courses of 15% or better.
- 'A' Grades in Year 11 General courses of 15% or better.
- 'A' Grades in Year 12 General courses of 12% or better.

Priority Development Students

MEASUREMENTS TOOLS & TARGETS

- 'A' Grades in Year 11 ATAR courses of 12% or better.
- 'A' Grades in Year 12 ATAR courses of 15% or better.
- 'C' Grades or higher in Year 11 Foundation courses of 75% or better.
- 'C' Grades or higher in Year 12 Foundation courses of 75% or better.
- 'C' Grades or higher in Year 11 General courses of 80% or better.
- 'C' Grades or higher in Year 12 General courses of 77% or better.
- 'C' Grades or higher in Year 11 ATAR courses of 70% or better.
- 'C' Grades or higher in Year 12 ATAR courses of 80% or better.

For IEC students

- Exiting IEC students achieve Level 4 in all four domains of the EALD Progress Map of 15% 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 of 78% or higher.
- Year 11 attendance rate of 78% or higher.
- Year 12 attendance of 74% or higher.
- IEC attendance of 80% or higher.
- Campus Regular attendance rate of 33% or higher.
- Year 11 Regular attendance rate of 33% or higher.
- Year 12 Regular attendance rate of 29% or higher.
- IEC Regular attendance rate of 40% or higher.

Survey Data

- A minimum score of 3.5 is attained for all questions relating to student wellbeing, safety and engagement.
- NSI
 - Classroom Climate Questionnaire (CCQ)
 - School Organisational Climate Survey (SOC)
 - What's Happening in This School (WHITS)

Priority Development Teaching

STRATEGIES

- Undertake, as part of teachers' performance management agreements, a form of classroom observation.
- Apply the individual feedback from students to teachers through the Classroom Climate Questionnaire (CCQ) to enhance the learning environment, instructional techniques and feedback to students.
- Offer teachers a range of subject/learning area based professional learning to assist with performance management goals.
- Offer teachers a professional learning program, based on senior schooling principles, founded on explicit teaching, EALD strategies and the diverse needs of learners.
- Offer all staff a program to improve understanding of Aboriginal and Torres Strait Islander people and an appreciation of their language and cultural heritage.
- Utilise a professional learning community approach in staff collegial meetings and activities.
- Support teachers' capacity to implement flexible learning strategies where relevant.

MEASUREMENTS TOOLS & TARGETS

- Ninety percent (90%) of staff are recorded as having completed a form of classroom observation. (This accounts for teacher leave and other workforce supply matters.)
- A minimum of five teachers complete the school-based instructional growth program annually.
- When conducted, a minimum of twenty staff members complete the Aboriginal cultural responsiveness activity.
- A minimum score of 3.5 is attained for all questions relating to staff interaction with students.
- NSI
 - Classroom Climate Questionnaire (CCQ)
 - School Organisational Climate Survey (SOC)
 - What's Happening in This School (WHITS)



Priority Development Partnerships

STRATEGIES

- Partner with employers to offer work experience and structured placements to students to assist with course requirements and career pathway planning.
- Sustain relationships with agencies and organisations that support student learning and wellbeing.
- Explore opportunities to build new partnerships, and sustain existing arrangements, where benefits may accrue to students or boost the income from community usage of facilities.
- Utilise the campus marketing strategy to maximise enrolments, inclusive of international fee-paying students (IFPS).
- Partner with Edith Cowan University to offer the ECU UniPrep program to provide university aspirants a further option for tertiary entrance.
- Continue the Champions of CJ and support activities of Alumni/groups that bring benefits to Cyril Jackson Senior Campus.
- Continue the alliance with Foundation Housing to provide accommodation for students facing homelessness through the CJ Housing Project.
- Develop and implement a strategy, working with community partners, to offer educational options to Aboriginal people.

MEASUREMENTS TOOLS & TARGETS

- Ninety percent (90%) of all students electing to complete a structured placement or work experience program 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.
- From the launch of the Aboriginal strategy, at least ten Indigenous students enrol at Cyril Jackson Senior Campus annually during the life of the plan.



Targets of the Business Plan

STUDENTS

| Student Achievement Factor | Full-Time WACE Eligible students | Mainstream students |
|--|----------------------------------|---------------------|
| WACE achievement | 67% | |
| OLNA achievement | 73% | 62% |
| OLNA Numeracy achievement | 80% | 65% |
| OLNA Writing achievement | 79% | 65% |
| OLNA Reading achievement | 78% | 60% |
| Median ATAR | 67 | 70 |
| Certificate II or higher completion | 80% | 80% |
| 'A' Grades in Year 12 courses | 30% | |
| 'C' Grades or higher in Year 12 courses | 80% | |
| 'A' Grades in Year 12 courses | | 20% |
| 'A' Grades in Year 12 Foundation courses | | 15% |
| '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 | | 15% |
| 'C' Grades or higher in Year 11 Foundation courses | | 75% |
| 'C' Grades or higher in Year 12 Foundation courses | | 75% |
| 'C' Grades or higher in Year 11 General courses | | 80% |
| 'C' Grades 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 | | 80% |

Targets of the Business Plan

STUDENTS

IEC Students

- Exiting IEC students achieve Level 4 in all four domains of the EALD Progress Map of 15% 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.
- Campus 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 school-based instructional growth program annually.
 - When conducted, a minimum of twenty staff members complete the Aboriginal cultural responsiveness course.
 - A minimum score of 3.5 is attained for all questions relating to staff interaction with students.

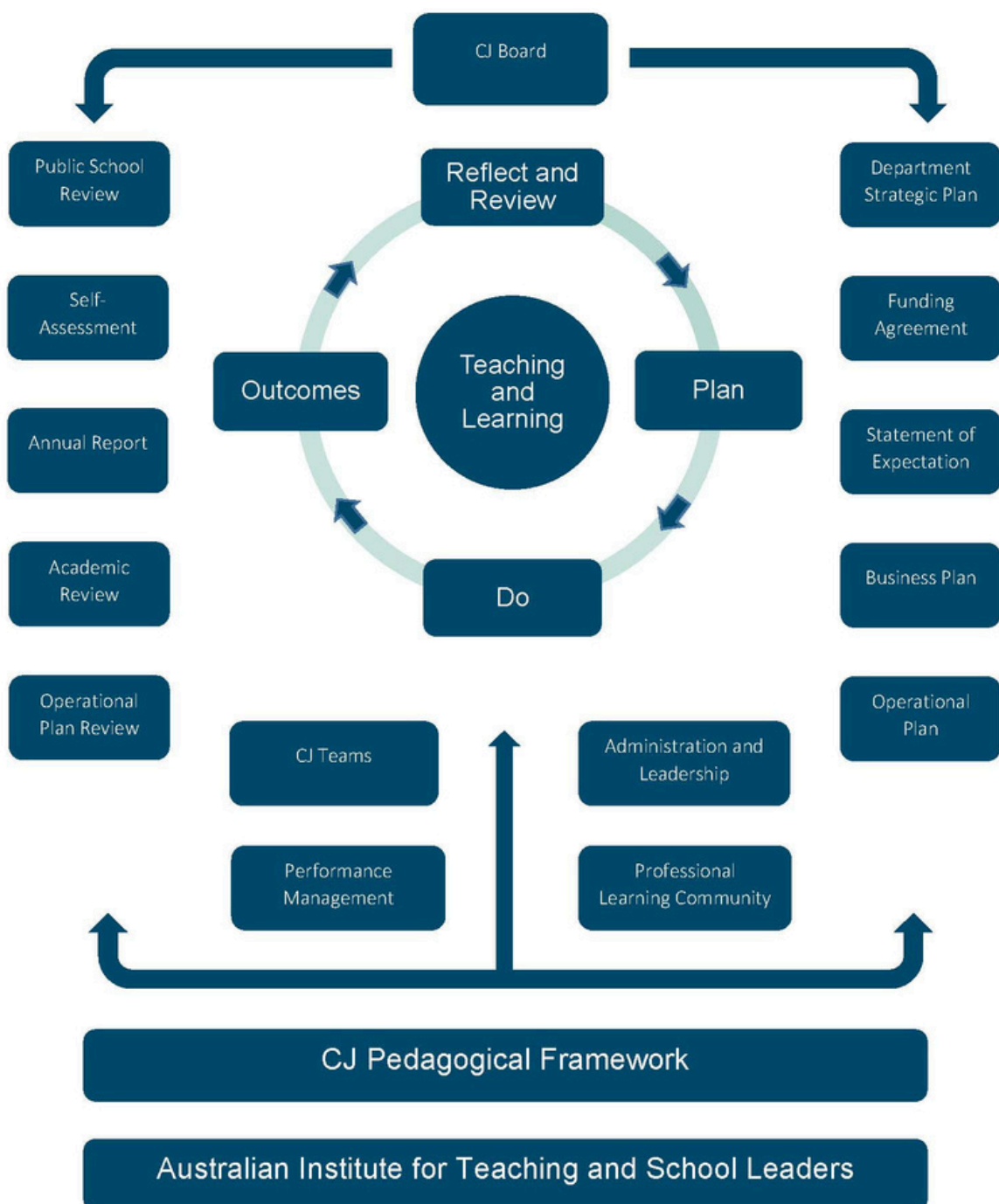
PARTNERSHIPS

-
- Ninety percent (90%) of all students electing to complete a structured placement or work experience program 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.
 - From the launch of the Aboriginal strategy, at least ten Indigenous students enrol at Cyril Jackson Senior Campus annually during the life of the plan.

Planning, Review and Accountability Cycle

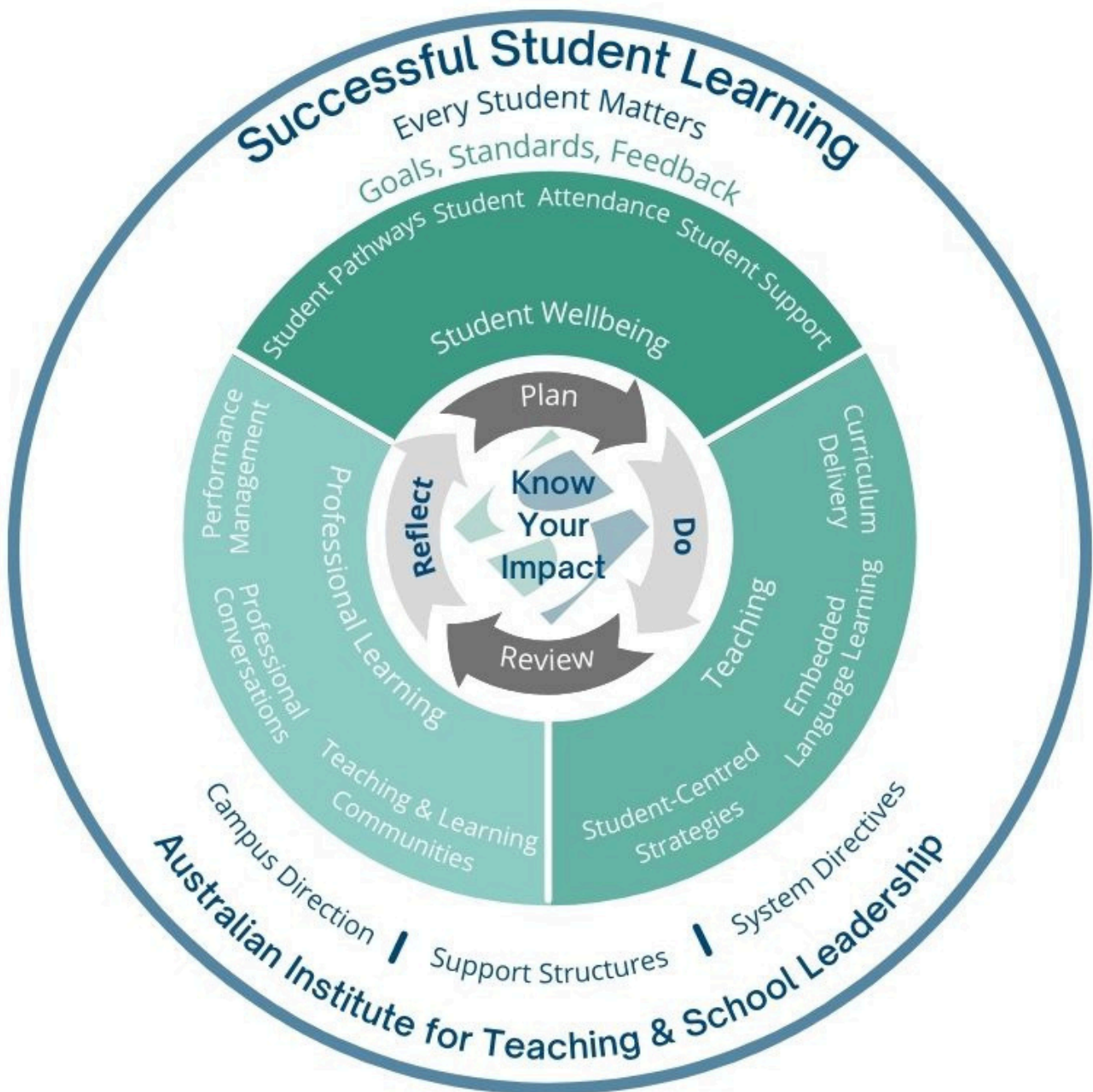
As a public school, even an Independent Public School, Cyril Jackson SC has a range of measures to demonstrate accountability. The effectiveness of the school, likely to be the peak measure, is determined by the Public School Review. Other accountability measures include finance, staffing and alignment with the directions of the Department. The instruments to demonstrate accountability are shown below.

Additionally, as a strategy for improvement, Cyril Jackson SC has a robust set of review, reflect, plan and do tools in place to set the conditions for effective teaching and learning programs. These are represented in the model below.



Pedagogical Framework

The Cyril Jackson Senior Campus pedagogical framework is an organising concept that promotes a whole-school approach to teaching and learning. It is underpinned by a firm conviction that 'Every Student Matters'. It is an approach to support teachers with a blueprint to improve practice, enabling better student outcomes and seeks to portray "how we do business here".



Glossary

The following glossary is presented in order to assist stake holders understand the meaning of terms used in the Business Plan or in educational literature.

| Acronym | Meaning |
|---------|---|
| ATAR | Australian Tertiary Admission Rank |
| BMiS | Behaviour Management in Schools |
| BP | Business Plan |
| CCI | Chamber of Commerce and Industry |
| CCQ | Classroom Climate Questionnaire (NIS survey instrument) |
| DoE | Department of Education |
| DLP | Documented Learning Plan |
| EALD | English as an Additional Language/Dialect |
| ECU | Edith Cowan University |
| ESL | English as a Second Language |
| IBP | Individual Behaviour Plan |
| IEP | Individual Education Plan |
| ILP | Individual Learning Plan |
| IT | Information Technology |
| ITC | Information Technology and Communication |
| MIS | Management Information System |
| NSOS | National School Opinion Survey |
| NSI | National School Improvement (survey instruments) |
| PLC | Professional Learning Community |
| RTO | Registered Training Organisation |
| SAIS | Student Achievement Information System |
| SCSA | School Curriculum and Standards Authority |
| SIS | School Information System |
| SOC | School Organisational Climate (NSI survey instrument) |
| TAFE | Technical and Further Education |
| TISC | Tertiary Institutions Service Centre |
| VET | Vocational Education and Training |
| VETiS | Vocational Education and Training in Schools |
| WACE | Western Australian Certificate of Education |
| WHITS | What's Happening in This School (NSI survey instrument) |
| WPL | Workplace Learning |

Sir Cyril Jackson, KBE



Sir Cyril Jackson was born on 6 February 1863 in London to an upper middle class family. He completed university studies at Oxford where following legal studies, he studied post-primary education and was especially interested in improving education opportunities for the children of disadvantaged families. He was influenced by the Liberal reform movement of the 1890s and accepted the research of then leading innovative educators that children learnt best by understanding rather than memorising information.

In 1896 Jackson accepted appointment as the Inspector-General of Schools in Western Australia. This gave him the opportunity to build a school system where he could introduce innovation, rather than having to challenge a system already in place.

Jackson commenced his work in WA at the height of the gold rush with an increasing population and many children needing schooling. This meant there was a need to recruit teachers due to the demand and given the geographic spread of WA, schools were needed not only in Perth but also regional locations. As he settled into his position Jackson noted that a number of existing schools were inadequate, the standard of teaching was uneven and many teachers were poorly prepared. There was no public school system of secondary, technical or even tertiary education. His ideas brought him into conflict with the permanent secretary of the Department of Education, and the minister, so he resigned. Following the intervention of the Premier, he remained.

Following changes to the administration of the Department, he became the head of education, with a new minister. Jackson commenced a program of reform with a new curriculum that focused on the method of teaching rather than the subject material. Some of his measures were attacked by the Teachers' Union. He also reorganised infant and primary schooling, established secondary education and the Perth Technical School.

He was instrumental in improving the salaries of teachers and he recruited teachers from England and the eastern states, including specialist secondary staff. His efforts to establish agricultural and mining schools were thwarted by vested interest, however, he did establish a system of teacher training through Claremont Teachers College.

Jackson lived in Bassendean at "Daylesford", close to the Swan River. He was elected to the West Guildford Road Board and served as the inaugural Chairman.

Jackson completed his contract in early 1903 and refused several other offers and returned to England. He left WA after being presented with a gold watch by the Teachers' Union in recognition of his work to improve the quality and status of teachers in the state.

In England he worked in education, wrote extensively and later worked with the royal commission into the Poor Law. He retained his interest in local government and was elected to the London County Council several times and served as the Chair in 1915. Jackson was knighted for his work during World War I. Jackson continued his association with WA and in 1910-11 he acted as Agent General.

He died from a cerebral haemorrhage on 3 September 1924. He made an inestimable contribution to education in WA and in fact, he said the reforms he made in WA were the proudest achievement of his life. He is honoured in Western Australia in that the secondary school in Bassendean, his home in WA, was named after him in 1964 and is now known as Cyril Jackson Senior Campus.

This entry is based on an entry by Wendy Birman in the Australian Dictionary of Biography, 1983, online in 2006.



An independent public school

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