



Clarkson Community High School



ANNUAL SCHOOL REPORT 2016

FROM THE PRINCIPAL

It is fundamentally important to me that students are invited by our school to flourish. Learning at Clarkson is a journey, a key part of which is Invitational Education. A practice to create, maintain and enhance human environments to invite people to realise their potential.

We actively encourage all people to be inviting, and consciously inviting, with the way we interact in all our human, interpersonal relations— making sure that all the signals that we send to each other are positive.

Very important at our inviting school, is the concept of place. Within the school classrooms, outside school classrooms and across the whole campus, we endeavour to ensure that we work in a positive, clean, safe, aesthetically attractive, learning environment that helps people feel positive.

Clarkson Community High School has become increasingly beautiful over the years. Our school has lovely trees, beautiful grounds, murals and stylish architecture. Our school has fantastic facilities and these are outstanding for engaging students and inviting school success.

As Principal, I really believe that the invitational stance that we have as a school has delivered significant improvements. We have seen a significant decline in student suspensions and anecdotal evidence of an ever-improving perception of the school's reputation in the wider community. Often commended in parent satisfaction surveys for the quality of our school facilities and the cleanliness of our school, CCHS is a showpiece with pleasant surrounds and outstanding student amenities. Our school has been transformed into a secure, friendly and safe learning environment for our students.

Our programs, people, places, policies and our processes have seen some very positive gains in high-stakes testing. Invitational Education is based on five propositions: Intentionality, Care, Optimism, Respect and Trust.



OUR SCHOOL AIMS

Learning is the focus of our school, with a philosophy of high-quality teaching and curriculum activities that engage and extend students. A five-weekly cycle of data evaluation and observation continues to inform us about what our students are achieving and assists us to address the academic needs of our students. Our planning is focused on supporting our teachers to create engaging classrooms and improving our school to achieve better outcomes for our students.

OUR PRIORITIES

- Success for all students.
- To be a school that invites student engagement and participation in challenging learning activities.
- To be a responsive and caring school.
- High-quality teaching and leadership.
- To be a successful and distinctive school.

OUR GOALS

- 1: Develop our Invitational Education programs to foster engagement and student development.
- 2: Improve student attainment and progress in literacy and communication skills.
- 3: Improve student attainment and progress in numeracy and science skills.
- 4: Improve accountability, teaching standards and course content through continued application of Australian Institute for Teaching and School Leadership (AITSL) standards for teaching and leadership.

OUR VALUES

We are committed to being a community where students are valued, supported and encouraged to engage in education.

We believe that Invitational Education underpins successful education practice.

We seek to consistently apply effective principles and practice to engage students and invite them to be active learners who seek personal growth.



ENROLMENTS 2016

Total enrolments	487
Female	219
Male	268
Indigenous students	7.8%
Language background other than English	8.6%

STAFF INFORMATION

	Number	FTE	ABL
Administration staff			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Manager Corporate Services	1	1.0	0
Program Coordinators	3	3.0	0
Total Administration staff	7	7.0	0
Teaching staff			
Level 3 teachers	2	2.0	0
Other teaching staff	34	31.9	0
Total teaching staff	36	33.9	0
School support staff			
Clerical/Administrative	8	6.6	0
Gardening/Maintenance	1	1.0	0
Cleaners	11	5.85	0
Education Assistant	5	3.3	0
AEIO/Home Economics Assistant	2	2.0	0
Total school support staff	27	17.75	0
TOTAL	64	57.2	0

All teaching staff meet professional requirements for teachers in Western Australian schools and are registered with the Teacher Registration Board of WA.



YEAR 7 ACHIEVEMENT

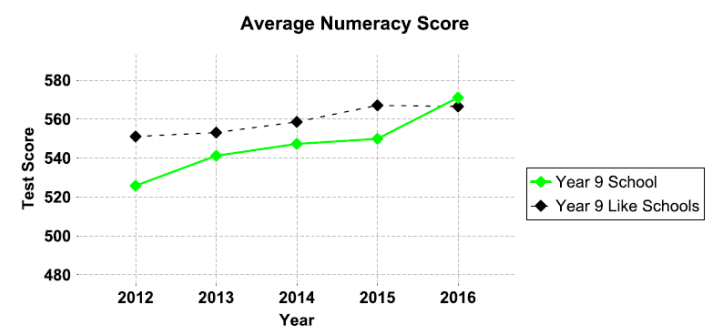
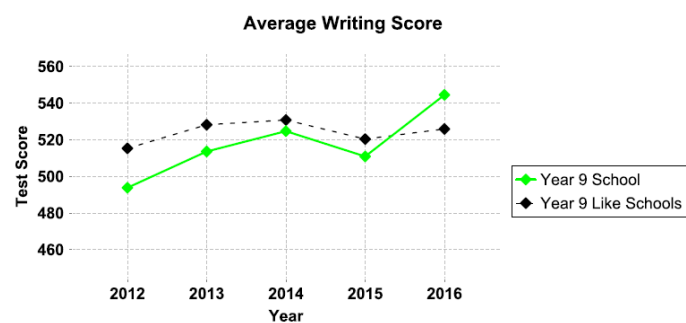
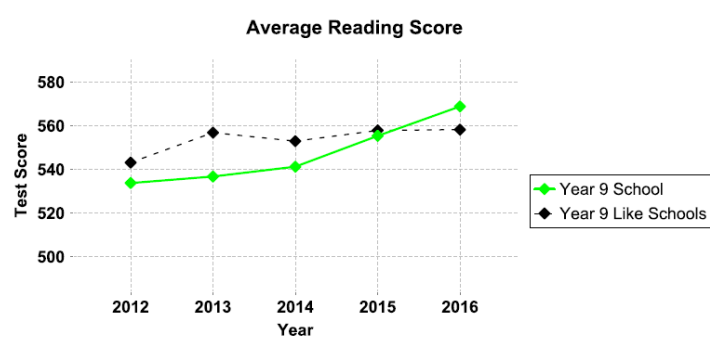
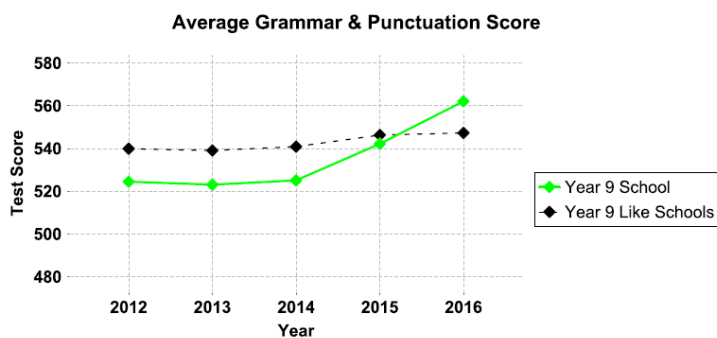
National Assessment Program – Literacy and Numeracy

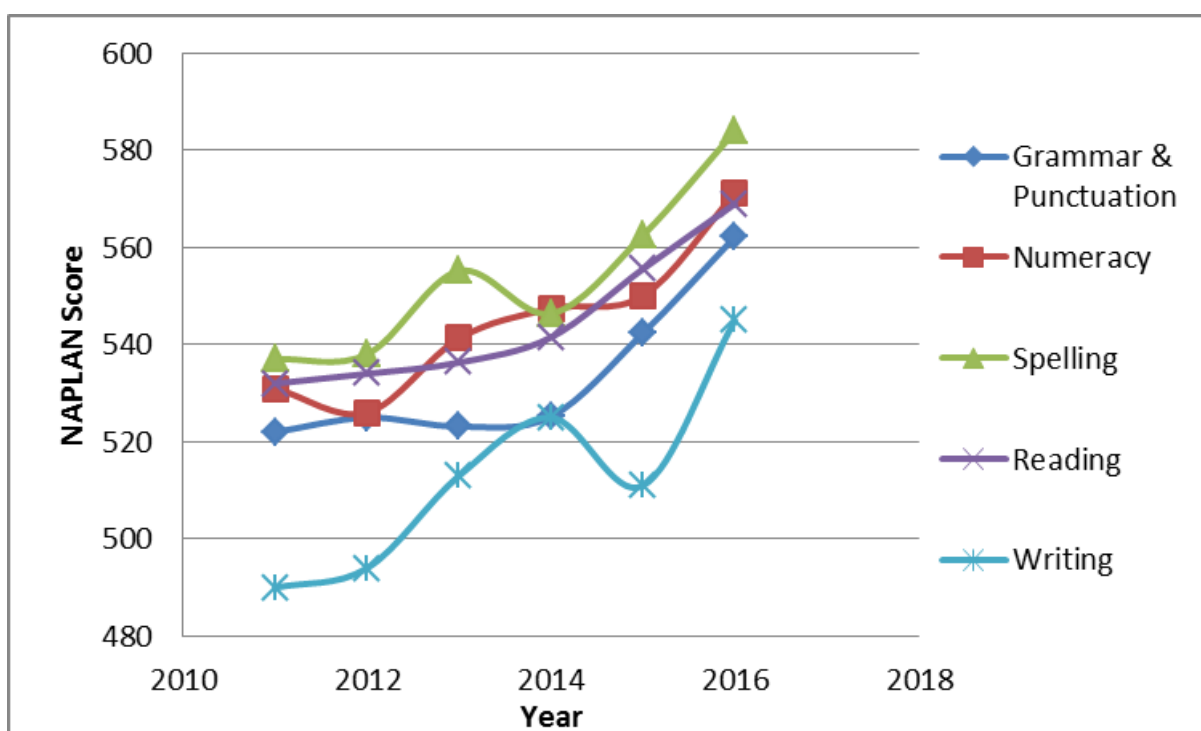
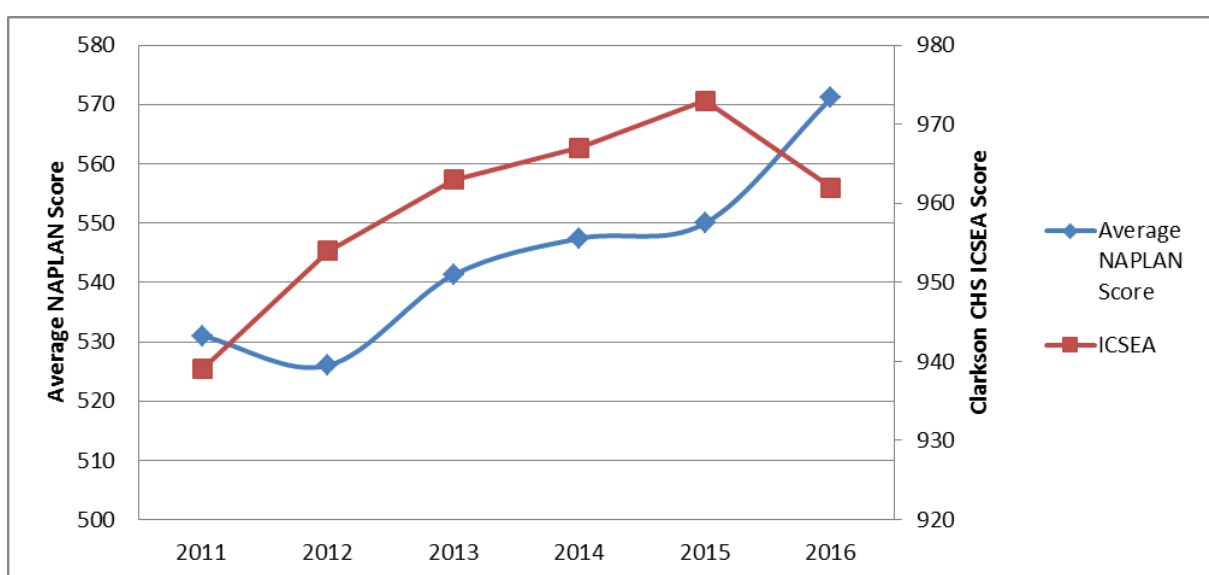
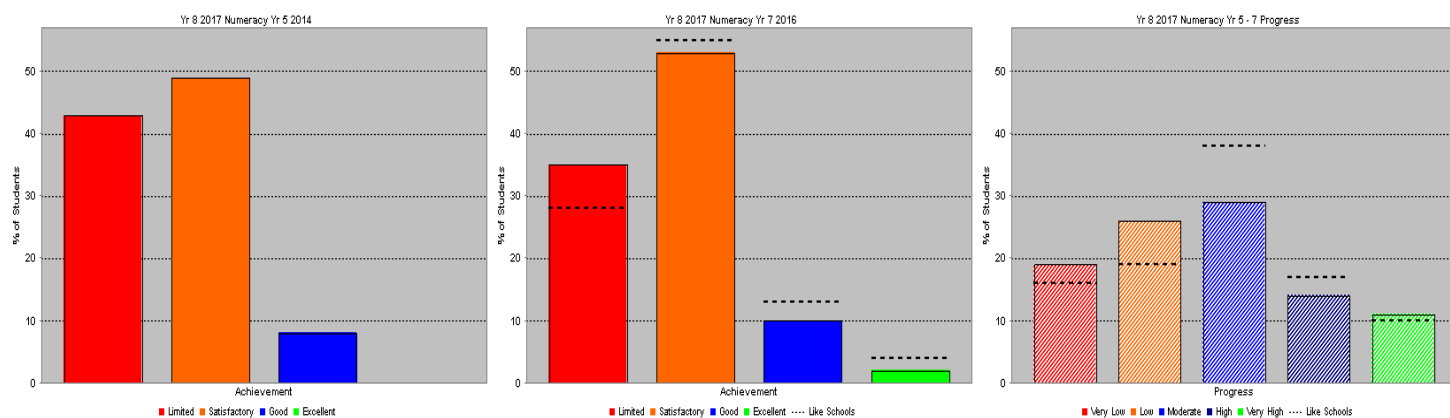
	Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Numeracy
2015	512	468	503	494	497
2016	498	469	510	491	508

YEAR 9 ACHIEVEMENT

National Assessment Program – Literacy and Numeracy

	Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Numeracy
2011	532	490	537	522	531
2012	534	494	537	525	526
2013	536	514	555	523	541
2014	541	525	546	525	547
2015	555	511	563	542	550
2016	569	545	584	562	573





ATTAINMENT OF NATIONAL MINIMUM STANDARD – YEAR 7

	2015	2016
Numeracy		
Reading		
Writing		
Spelling		
Grammar		

ATTAINMENT OF NATIONAL/ STATE MINIMUM STANDARDS – YEAR 9

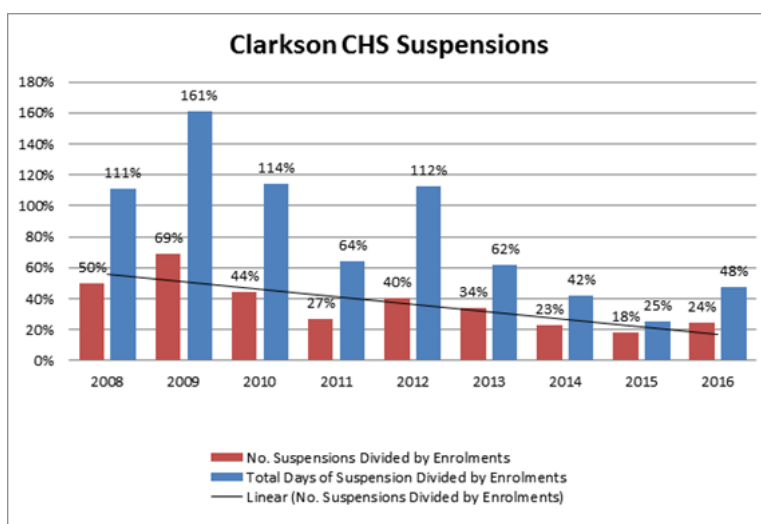
	2013	2014	2015	2016
Numeracy				
Reading				
Writing				
Spelling				
Grammar				

Key		Below expected performance in comparison with the results of all other WA public schools
		Expected performance in comparison with the results of all other WA public schools

ATTENDANCE RATE

	Attendance Rate					
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	-	86%	80%	76%	79%	89%
2013	-	86%	80%	81%	77%	85%
2014	-	88%	82%	78%	80%	86%
2015	88%	85%	82%	78%	79%	83%
WA Public Schools 2015	91%	89%	87%	85%	87%	89%
2016	87%	81%	80%	79%	78%	86%
WA Public Schools 2016	91%	88%	87%	86%	87%	88%

Suspensions in 2016



2016 survey and directions for Clarkson CHS

Surveys are conducted on a biannual basis at Clarkson Community High School, and the latest survey was conducted in 2016. Our central goal at Clarkson is to continue the development of an inclusive Invitational Education school that engages all students. In 2017, we have continued to look for ways to improve and build upon the feedback provided by parents in the 2016 survey. Teachers at Clarkson CHS continue to provide students with useful feedback about their school work as well as treat students fairly. Parent communication is strongly encouraged to assist teachers to meet the learning needs of all students.

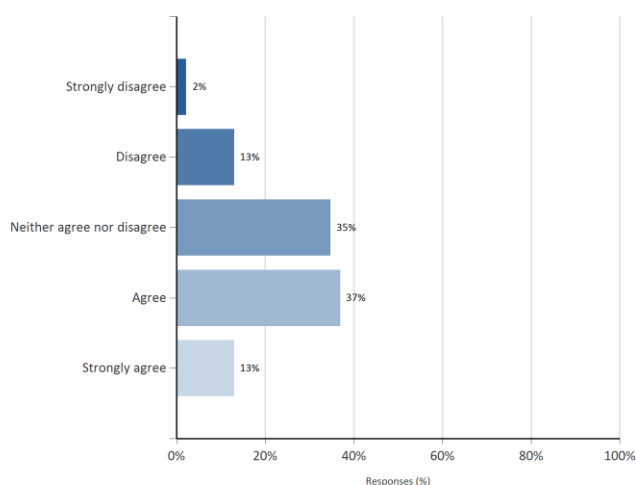
Implementing of Invitational Education in 2017 continues to create an engaging and invitational school consolidating the consistent trend of school improvement at Clarkson CHS. In 2017, parents often comment that their child likes being at school and many students now express a similar view. This is a clear sign that Invitational Education is having an impact on encouraging student engagement and participation in education.

Continued review of the 2016 survey results has informed our emphasis in 2017 on targeting teacher engagement with students, with a view to strengthening better ways to develop people, programs and places at Clarkson to invite our students to engage in learning.

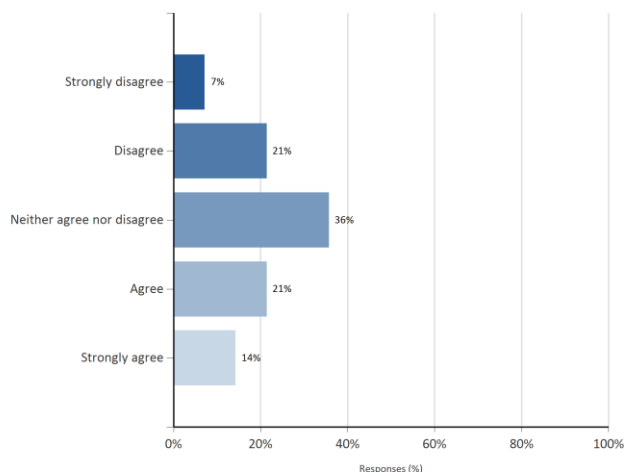
Survey results for parents, students and teachers at Clarkson Community High School are in, and make for great reading. We have included a snapshot below.

Question: Teachers at this school make learning interesting and enjoyable.

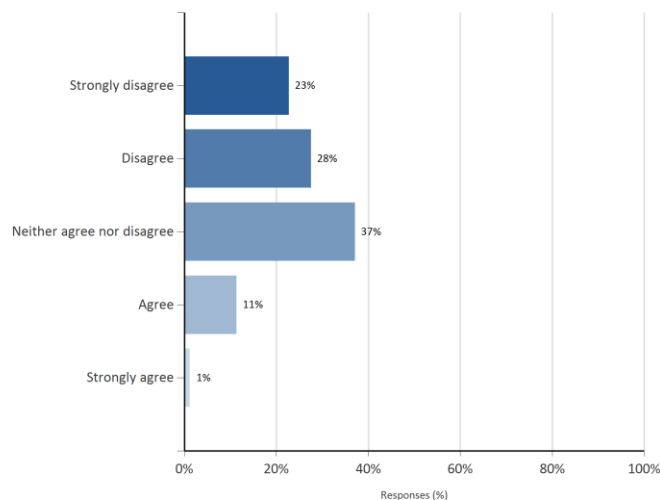
Staff response:



Parent response:



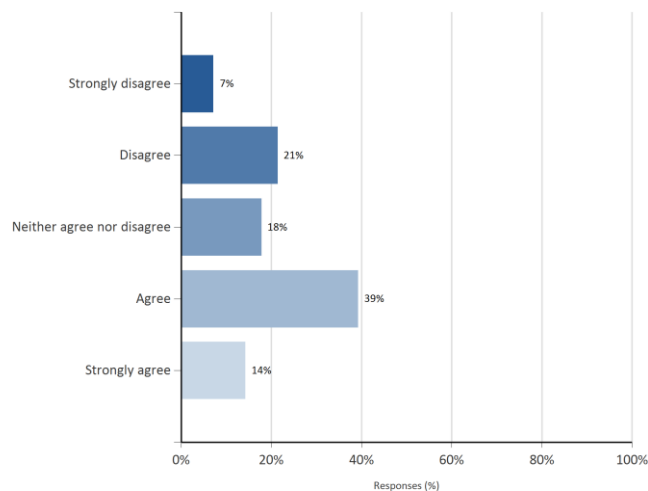
Student response:



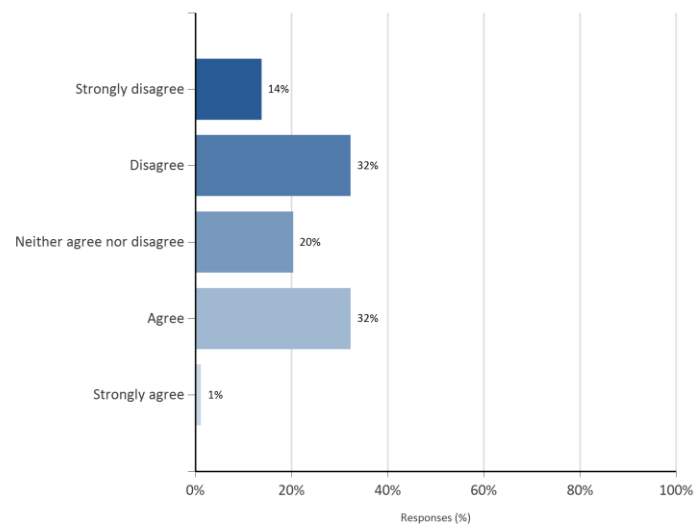
Observation: Staff think they are doing a great job motivating students and making their lessons interesting, parents think teachers are doing a good job, but students are at the other end of the spectrum. The graphs provide an interesting take on the same question, and how we view what we are doing in the classroom. This is why student evaluation of the lesson is so important, and needs to be completed often to make sure the students are getting out of the lesson what we think they should.

Question: Teachers at this school treat students fairly.

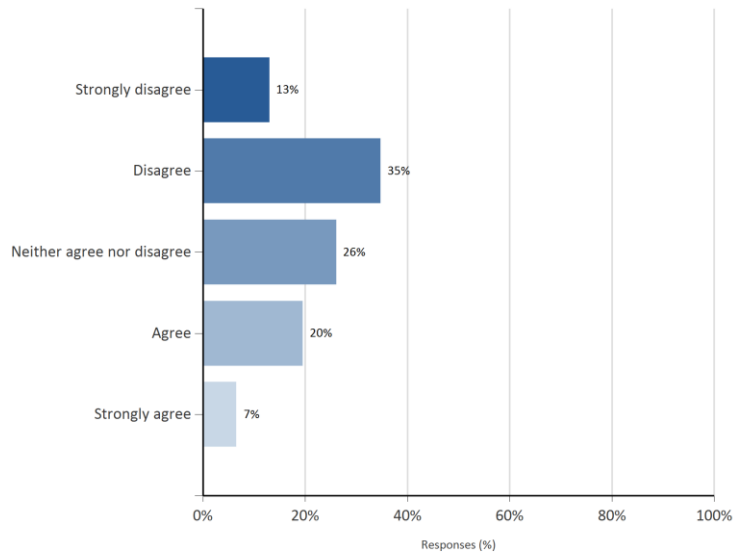
Staff response:



Parent response:



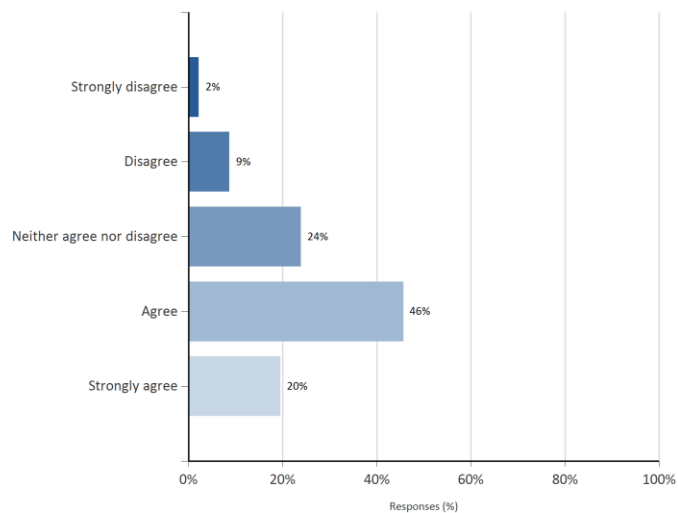
Student response:



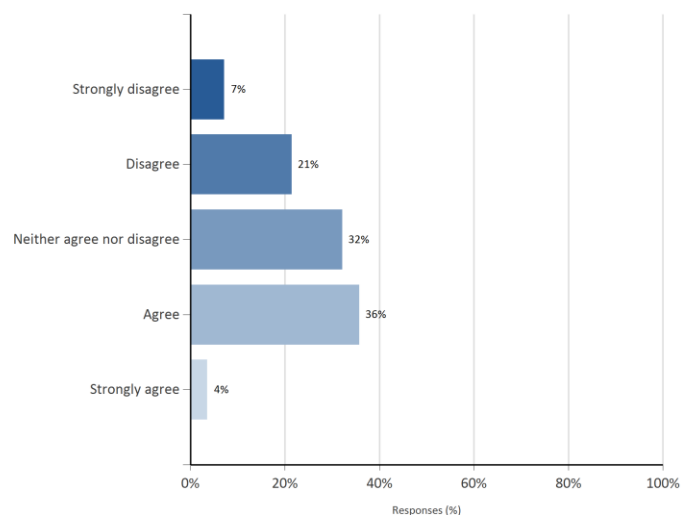
Observation: as for the interesting and enjoyable lesson question, students see how teachers operate in their classrooms differently to how teachers view themselves. It is good to note parents are on board with teachers in the question.

And finally, *student behaviour is well managed at this school:*

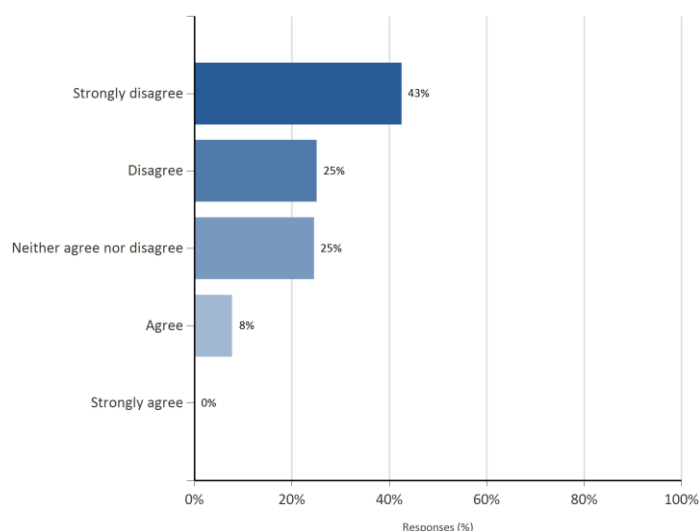
Staff response:



Parent response:



Student response:



Observation: Interesting observation from a cross-section of the school community. It is pleasing to note that parents on the whole view the school as handling school behaviour in a positive manner.

Just for reference:

- 120 of the students surveyed have access to a computer at home, 47 don't.
- 147 of the students surveyed have access to the internet at home, 20 don't.
- 46 teaching and non-teaching staff completed the survey.
- 165 students completed the survey: 21 in Year 7, 26 in Year 8, 47 in Year 9, 58 in Year 10, 5 in Year 11 and 8 in Year 12.
- 28 parents completed the survey (after 3 text messages were sent home inviting participation)

YEAR 12 PARTICIPATION

	Eligible Year 12 Students	Number acquiring an ATAR		VET- No of students		VET – No of students completing a Cert II or higher	
2013	88	5	6%	81	92%	55	63%
2014	43	4	9%	40	93%	36	84%
2015	94	16	17%	79	84%	74	79%
2016	96	25	20%	96	71%	69	42%

WACE ACHIEVEMENT

	Eligible Year 12 Students	Percentage achieving WACE
2013	88	100%
2014	43	98%
2015	94	96%
2016	96	76%

Percentage of students acquiring an ATAR achieving one or more scaled scores of 75 or more

	Number acquiring an ATAR	Number achieving one or more scaled scores of 75+	Percentage achieving one or more scaled scores of 75+
2013	5	0	0%
2014	4	0	0%
2015	16	0	0%
2016	7	3	22%

YEAR 12 ATTAINMENT

Completed senior secondary school	130
Senior secondary certificate awarded	96

VOCATIONAL AND EDUCATION TRAINING

2016 completion figures (2017 in progress)

Course	Certificates Completed
Information Technology	97
Engineering and Related Technologies	2
Architecture and Building	6
Health	38
Management and Commerce	6
Society and Culture	7
Creative Arts	28
Food, Hospitality and Personal Services	11
Retail Make-Up and Skin Care	11
Mixed Field programmes	8
Total certificates completed	214

SCHOOL PROGRAMS

Department Endorsed programs

- Aboriginal Tutorial Assistance Scheme
- Vocational Education and Training in Schools Program
- Keys for Life
- Workplace Learning
- Whole-school Productions (Arts)

School-Based Programs

- Indigenous Tutorial Assistance scheme
- Music – school-based music program
- Soccer program
- Vocational Education Training
- CORE notebook program
- Resiliency program (man-up, Shine, mini-man)
- Bushrangers



FINANCES END OF YEAR

INCOME	Actual	Expenditure	
Voluntary contributions	\$14,653.40	Administration	\$45,507.81
Charges and fees	\$53,889.47	Leases	-
Government allowances		Utilities, Facilities and Maintenance	\$298,939.36
P&C Contributions		Repairs/Maintenance/Grounds	\$69,740.15
Fundraising/donations/sponsorships	\$1,217.55	Building Fabric and Infrastructure	
DoE grants		Assets and Resources	
Other State Government grants		Education Services	
Commonwealth Government Revenues	-	Other Specific Programs	
Other Revenues	\$40,801.73	Trading Activities	
Other State Govt/Local Govt Revenues	\$18,665.00	Salary Pool Payments to Central Office	
Transfer from Reserve or DGR	\$20,996.00	Other Expenditure	\$37,352.40
Fees from facilities hire	\$22,072.86	Transfers to Reserves	
Total Locally Raised Funds	\$172,296.01	Professional development	\$5,535.53
Student centred funding	\$657,479.00	Curriculum and Student Services	\$268,660.60
Opening Balance	\$226,139.30		
Total Funds Available	\$1,055,914.48	Total expenditure	\$725,735.85





CLARKSON COMMUNITY HIGH SCHOOL

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