



Clarkson Community High School

ANNUAL REPORT 2009

IN BRIEF

THE PRINCIPAL SAYS...

Our school is about hard work, serious fun and good old-fashioned common sense.

Parents want to see high-quality opportunities open for their kids and the school to provide fundamental life skills, such as literacy and numeracy.

Many of you will already have checked out our school's 2009 NAPLAN results on the Australian Government's My School website.

At first glance, it may appear that we are not performing as well as similar schools.

For the facts, I urge you to read our full 2009 annual report , which is available at http://www.clarkson.wa.edu.au/documents/public/cchs_annual_report09.pdf.

The truth is that all the members of our school community are working together to improve student outcomes and we believe that we are succeeding.

We know that a fundamental goal is to provide vocational outcomes— successful job pathways—for all students. They get the skills and support they need to find careers in the trades or professions.

I am proud to be Principal of Clarkson Community High School and look forward to continuing to work toward making sure that each student achieves his or her goals.

I commend both reports to our parents, caregivers and other members of the school and Clarkson community.



Education Minister Dr Elizabeth Constable and Principal John Young

A handwritten signature in black ink that reads "John S. Young." The signature is written in a cursive style.

April 2010

OUR SCHOOL

Clarkson Community High School (CCHS) is a comprehensive public high school (Years 8 to 12) providing a high-quality education to almost a thousand young people in the north-western suburbs of Perth, including Brighton, Butler, Clarkson, Merriwa, Mindarie and Quinns.

Built between 1996 and 1999, CCHS provides opportunities for studies at one of the most modern, technologically-advanced schools in Western Australia. Students have access to state-of-the-art computer equipment, networked and linked to the world via a high-speed broadband Internet connection.

Our goal at CCHS is to encourage students to enjoy and value learning.

We aim to widen their horizons by presenting a diverse curriculum that will prepare them to live and work in the twenty-first century.

The curriculum reflects our desire for our students to become responsible and flexible thinkers who will be well prepared for the changes ahead.

We are dedicated to excellence, personal service to students and the development of a caring, friendly learning environment. We provide courses that are challenging, relevant and responsive to student, employer and community needs.

Our mission is to ensure that all students develop understandings, skills and attributes relevant to their individual needs, enabling them to fulfil their potential and contribute confidently to the development of society.

The ethos underpinning all aspects of structure and organisation in the school is that of CARE:

Cooperation And Respect for Everyone.

At Clarkson, we work toward building strong interpersonal relationships between students and teachers - founded on trust, respect and responsibility.

The school is involved in various mentoring and volunteer programs that enhance student-teacher and school-community relationships. There is particular value in the relationship between the school and senior members of the community through our students' association with local retirement villages.

In addition, CCHS has very successful State Emergency Services and Bush Rangers Cadet Units run by members of the local community. The school has also developed links with the West Perth Rotary Club.

An innovative middle-school structure, with two learning communities, meets the specific needs of students in Years 8 and 9.

The senior school provides a range of study options for Years 10, 11 and 12 students.

While Year 10 students continue to apply the learning skills developed in the middle years within the framework of the eight Curriculum Council learning areas, Years 11 and 12 students are offered a wide range of study options.

As a learning institution at the centre of a thriving community, CCHS recognises that the participation of the greater community enriches learning opportunities for everyone. Clarkson has strong links with West Coast Institute of Technology in Joondalup, Edith Cowan University and a wide range of employers who provide structured-workplace learning opportunities.



SCHOOL AIMS

Clarkson is a community-based high school with a particular focus on:

Academic Performance: we strive for excellence in the achievement of learning outcomes, whereby every student is encouraged to achieve his or her personal best.

Personal Development: we endeavour to encourage students' self esteem and enhance in them the development of a positive attitude to lifelong learning.

Community Involvement: we seek to develop and maintain links with the community that will ensure that learning extends beyond the classroom and is inclusive of parents, caregivers and the wider community.

The purpose underpinning all that we do is to enable students:

- to be successful learners, who develop and achieve their individual academic potential and personal excellence;
- to make the best possible choices they can, based upon the information available, their beliefs and their particular contexts;
- to 'own their own behaviour', and be responsible for this and to accept consequences;

- to develop understanding of others, including cultural acceptance;
- to contribute to the wider community;
- to learn skills, including the skills of enquiry, innovative thinking and problem solving; and
- to appreciate and develop a concern for the environment.



SCHOOL PHILOSOPHY

A set of fundamental principles guides the teaching and learning practices of Clarkson Community High School.

Our aim is to provide an educational environment in which each student can develop:

- self confidence, initiative, self discipline and resilience;
 - skills in relating to and working with others, including team work, communication and respect for others;
 - transferable life skills in job seeking, decision making and goal setting;
 - effective literacy and numeracy skills;
 - skills in maintaining good health, personal fitness and wellbeing;
 - an understanding of the society in which we live, how we interact with others from different cultural backgrounds and the responsibility of citizenship;
- skills and abilities in technology and an appreciation of the role of technology in our society;
 - an appreciation of, and confidence to participate in the arts;
 - an understanding of the natural world and scientific principles; and
 - skills of communication in a language other than English.



SCHOOL CODE

All students have the right to learn and all teachers have the right to teach free from disruption.

In addition, all students and staff have the right to:

- be treated courteously and with respect;
- work in a clean and safe environment;
- have their property cared for and respected;
- be free from verbal and physical abuse;
- expect all members of the school community to abide by the regulations of the Department of Education; and
- be listened to at the appropriate place and time.



SCHOOL PROGRAMS

The school offers a range of programs to ensure that our students maximise their abilities, talents and potential.

Underlying everything that we do at the school is an ethos of care that is supported by the student services and pastoral care programs.

Other programs that enhance students' opportunities include:

- Specialist Music
- Soccer Program
- State Emergency Services and Bush Rangers Cadets Units
- English as a Second Language (ESL) Support
- Vocational Education and Training (VET)
- Aboriginal School Based Traineeships
- Indigenous Tutorial Assistance Scheme (ITAS)
- Challenge
- Skills Passport (in collaboration with West Coast Institute of Training)
- Profile-funded TAFE courses
- Virtual Infant (VIP)
- You Can Do It

- Commonwealth Literacy and Numeracy (CLNP)
- Getting It Right – Literacy
- Road Awareness
- School Accountability to Improve Learning (SAIL)
- The Real Game



CCHS under-15 soccer team that played against a side from Cardinal Heenan Catholic College (Liverpool, UK) in February 2009 (Stirling Times)

STUDENTS

Enrolments, 2006-2009

Year	First semester	Second semester	First semester	Second semester	First semester	Second semester
	Years 8-10	Years 8-10	Years 11-12	Years 11-12	All	All
2006	677	667	274	223	951	890
2007	664	678	284	247	948	925
2008	691	674	278	226	969	900
2009	673	675	367	288	1040	963



Attendance rates (%), 2006-2009

Year	Year 8	Year 9	Year 10	Year 11	Year 12	
2006	91	87	84	83	89	
2007	91	87	84	86	89	
2008	90	87	83	83	82	
2009	89	85	84	81	85	(CCHS)
2009	90	88	86	87	89	(State)

YEAR 9 ACHIEVEMENT

NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN)

NAPLAN tests assess students' knowledge and skills in numeracy, reading, writing, spelling, punctuation and grammar.

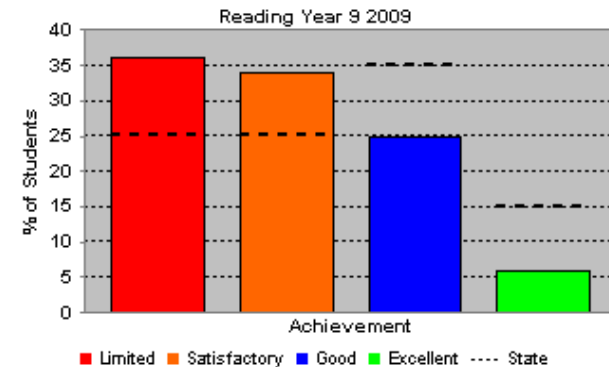
The results of the tests provide information for students, parents, teachers and principals about student achievement that can be used to inform teaching and learning programs

NAPLAN tests provide point-in-time information regarding student progress across Australia in literacy and numeracy and are intended to complement teacher judgements and the wide range of formal and informal testing programs that are used in schools.

As with all single assessments, NAPLAN test results are not intended to be used in isolation from other school-based assessment programs

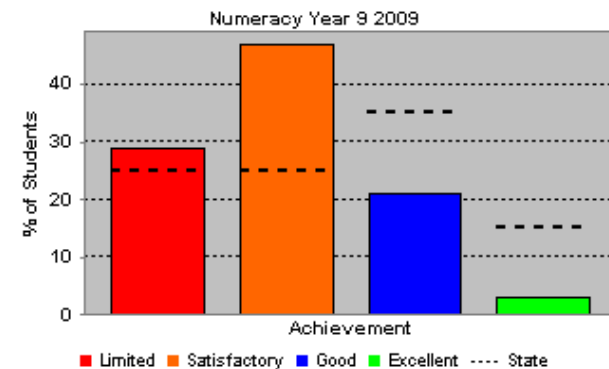
READING

The data show that in terms of value adding by CCHS, we are at or near the State average. A deeper analysis of the data by learning areas demonstrates some fine learning by our students, particularly in terms of those who enter our school at or below the National Minimum Standard.



NUMERACY

Performance is not as would be expected, with a large number of students achieving very low to moderate progress.



YEAR 12 ACHIEVEMENT

In 2009, 14 of our 72 eligible Year 12 students (19 per cent) acquired an Australian Tertiary Admissions Rank, compared with 18 per cent in 2008 and 22 per cent in 2007, while 27 students (38 per cent) completed a Certificate II or higher.

Of those acquiring an ATAR in 2009, 21 per cent achieved one or more scaled scores of 75 or above, compared with 15 per cent in 2008 and none in 2007.

Seventy-four per cent of eligible students achieved Secondary Graduation in 2009, compared with 92 per cent in 2008 and 97 per cent in 2007.

The following students received university offers for 2010:

Denise Ang, ECU Bachelor of Science—Aviation
Elaine Awad, ECU University Preparation Course
Shantelle Azcue, ECU University Preparation Course
Alexander Byrne, Murdoch University— Bachelor of Forensics and Bachelor of Science
Joanna Carless, ECU Nursing—Portfolio Entry
Minh Le, ECU—Biomedical Science
Caitlin McLellan, University of Notre Dame—Nursing
Ali Zafar Mohammadi, UWA—Engineering
Conor Morgan, Murdoch University—Biomedical Science
Jade Ryan, ECU—Journalism and Social Science



Alex Byrne, Dux of the School in 2009, achieved outstanding results last year.

After receiving all 'A's in his school results, he went on to achieve an ATAR of 94.85 and was offered a place to study Medicine at the University of Western Australia, but decided to focus on his passion for sciences at Murdoch University.

He has enrolled to study toward degrees in Forensics and Science, with a triple major in Forensic Biology and Toxicology, Biomedical Science and Molecular Biology.

The Department of Education \$1000 award for being Dux of the School will assist Alex in his studies.

ATTENDANCE AND BEHAVIOUR

Like most schools, the majority of our students are well-behaved, diligent and attend regularly. However, like most schools, we have a small group of students who cause problems.

ATTENDANCE

Regular attendance is essential if students are to get the most from their schooling. As this table shows, Years 8-10 attendance rates are unsatisfactory and we have continued to implement a range of initiatives to improve them.

Year level	Students (N)		In regular attendance (N)		In regular attendance (%)	
	2008	2009	2008	2009	2008	2009
8	230	222	130	118	56.5	53.1
9	212	213	120	98	57.0	46.0
10	240	214	85	76	35.0	35.5
All	682	649	335	292	49.5	45.0

Twenty-eight Aboriginal students were enrolled in Years 8-10, with seven students attending regularly above 85 per cent of the time; seven students were in the 'high-risk' group of below 60 per cent attendance.

SUSPENSIONS

Our (unrealistic) aim was to reduce the total days suspended to less than 80 for Year 9 students and less than 100 for Year 8 students.

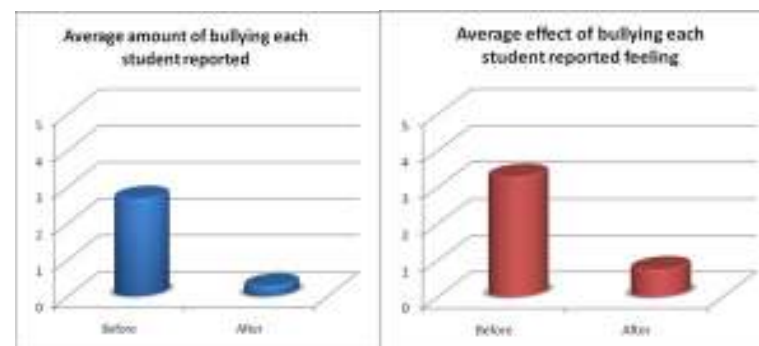
In Year 8, six students received 203 days (41 per cent) of 495 days' total suspensions. Another ten students were suspended for ten or more days, for a total of 142.5 days. Therefore, 16 students were responsible for 70 per cent of the total suspensions.

Year 9 suspensions decreased from 285.5 in 2008 to 269.5 in 2009. This figure includes two students with more than 25 days' suspension, including one with 52.5 days' suspension. Only four students had more than 10 days' suspension.

A mentoring program involving parents and students proved successful in Term 4 and the results indicate a reduction in suspension rates among the targeted students.

BULLYING PREVENTION

Student Services developed a whole-school plan to help staff and students better respond to incidents of bullying. The graphs below show the pleasing results that were achieved for the 25 cases completed so far.



BEHAVIOUR AND CARE POLICY

CCHS has introduced a new behaviour policy for students. A copy can be downloaded from www.clarkson.wa.edu.au.

STAFF

TEACHERS' QUALIFICATIONS

All our teaching staff meet the professional requirements to teach in Western Australian schools and are registered with the Western Australian College of Teaching.

Category	Number	FTE
Administration		
Principal	1	1.0
Deputy principal	3	3.0
Head of department	3	3.0
Program coordinator	7	6.0
Teaching		
Teacher	55	49.5
Support		
Clerical/administrative	13	11.3
Gardening/maintenance	2	2.0
Other non-teaching	17	11.4
Totals	101	87.2

FINANCES

Income 2009			Expenditure 2009		
Item	Budget (\$)	Actual (\$)	Item	Budget (\$)	Actual (\$)
Voluntary contributions	50 304	50 304	Administration	153 655	55 000
Charges and fees	100 229	97 121	Utilities	168 280	136 775
Fund-raising and donations	100	100	Repairs and maintenance	269 240	119 563
State Government grants	1 426 192	1 426 194	Capital works	10 000	9 500
Miscellaneous	175 200	175 202	Assets and resources	232 371	218 230
			Education services	470 620	409 164
			Miscellaneous	306 889	138 391
Totals	1 752 025	1 748 921	Totals	1 611 055	1 086 624
Carryover balance	132 301	132 301	Transferred to asset reserves	8 421	8 421
Total funds available	1 884 326	1 881 222	Total funds carry forward	264 850	786 176
Cash position as at 1 December 2009			<i>Note: amounts are rounded to the nearest whole dollar.</i>		
Carryover grants (committed)		207 966			
Asset replacement reserves		1 350 967			
Suspense accounts		2 993			
Uncommitted funds		490 098			
Total bank balance		2 052 024			

PARENTS SAY...

In a survey we conducted in 2008 in conjunction with the Research Australia Development and Innovation Institute, parents indicated a high level of satisfaction with the standard of education delivered by the school.

In summary:

- 72 per cent believed skills and understandings taught would help facilitate lifelong learning and that the school had a strong ethos of care;
- 70 per cent considered that the rules and consequences relating to discipline were well understood by students and staff and that the school encouraged a sense of pride in achievement and a sense of self worth;
- 65 per cent agreed that they received helpful information about their children's progress and achievement levels; and
- 68 per cent thought that the school had clear goals and a positive identity.

The 2010 survey of the school community was completed in Term 1.

Almost 600 responses were received, including 444 from students, 79 from teaching and non-teaching staff and 61 from parents.

A summary of key information obtained from the survey is being compiled by Swan District Office, central office and CCHS staff.

This will be followed by meetings with key school and community groups to interpret the information and determine short- and long-term responses; the sharing of information at staff meetings and student and parent focus groups; the formulation of an action plan based on staff feedback; and dissemination among the school community of key points from the survey to describe what the school is doing well and what needs to be improved.

SCHOOL DIRECTIONS...

The school continues to focus on building respect in the community for the high quality of the education that it provides.

We are guided by four core values of learning, excellence, equity and care.

The Department of Education's Plan for Public Schools 2008-2011 has the following objectives:

1. To make every student a successful student.
2. To have sound teaching every room.
3. To ensure every public school is a good school
4. To provide practical support for teachers and support staff.
5. To deliver meaningful accountability.
6. To build public confidence in all schools.

Our school Strategic Plan is available at http://www.clarkson.wa.edu.au/index.php?option=com_docman&task=cat_view&Itemid=130&gid=104&orderby=dmdate_published.

Significant changes are signalled for our school in the future.

Clarkson TAFE, known as TRADESNORTH, is being built on the school site at a cost of \$21.6 million and will open in 2011. This will provide a state-of-the-art facility for trades training, while a full commercial kitchen will be developed from the existing Home Economics room, with West Coast TAFE delivering Certificates III and IV courses. Pre-apprenticeship, apprenticeship and post-trade training will be available in electrical trades, metal fabrication, carpentry, joinery, bricklaying and block laying, solid plastering, and wall and floor tiling.

A number of public and private schools have indicated their intention to participate in an application for the funding of an additional Trade Training Centre on the CCHS school site.

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An artist's impression of the new TRADESNORTH facility being built on Connolly Drive

Clarkson will apply on behalf of these neighbouring schools for an Australian Government Trade Training Centre grant, which could lead to a further investment of \$6-\$10 million on the school site.

This facility would complement TRADESNORTH, the commercial kitchen and THE SHED.

THE SHED is a purpose-built facility that delivers building and construction training to young people in the Brighton-Clarkson region. Through pre-apprenticeships and on-site community involvement, it aims to increase job opportunities for local youth while addressing the current industry skills shortages.

It offers pre-apprenticeship programs, practical involvement in community projects, job placements and careers information, a mentoring program, enterprise training and life skills training.

PATHWAYS

Pathways are an important feature of Clarkson Community High School and we are developing a comprehensive approach to pathways counselling , with a review of options and opportunities and to specifically:

- **reflect** on the pathways opportunities we provide;
- **evaluate** the strengths and weaknesses of our pathways;
- **respond** appropriately to the needs of the school community; and
- **improve** academic and vocational outcomes for our students.

The analysis of school data in 2009 identified a number of issues of concern, including:

- students selecting subjects to which they were not suited;
- students selecting 'random' subjects/courses with no clear focus;
- a lack of pathways options leading to employment, particularly for female students in our area; and
- a lack of pathways options for under-achieving students, given the increase in the school leaving age in WA.

This indicated clearly that a different approach to subject selection and course offerings was needed..

TERTIARY ENTRANCE AND VOCATIONAL EDUCATION

Tertiary entrance is a vital part of our service provision to the Clarkson community, although only ten per cent of our students enter universities.

In 2008 and 2009, the Australian Tertiary Admissions Rank (previously Tertiary Entrance Rank) scores for our university-bound students have been above a number of schools in the West Coast Education District, despite CCHS having the lowest socioeconomic index.

We will continue to provide a wide-range of university entrance courses based upon a critical mass of enrolments to ensure course viability.

We will also deliver an increasing number of vocational education and training opportunities that enable students to work toward full qualifications while still enrolled at school.

Often, a student's program also includes a component of workplace learning (where the student is able to apply and practise the industry skills in a real workplace).

Students can receive Australian Qualifications Framework and Curriculum Council results simultaneously.

It is possible that CCHS could achieve independent public school status and become an increasingly significant provider of trade training as a result of having greater autonomy to chart a self-directed future.

Clarkson

COMMUNITY HIGH SCHOOL

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Report compiled by John Keyworth
April 2010

Visit us at
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