



# **Clarkson Community High School**

## **2022 Annual School Report**



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# School Report

## Clarkson Community High School

2022 is a year that we will look back on with mixed feelings. There is no doubt that it was one of the most challenging years faced by the school community in terms of the impact of COVID-19 and the staffing challenges. It was, however, gratifying to see staff come together despite, or perhaps because of, those challenges and achieve an enormous amount. In 2022, the new Strategic Plan was developed, we began our partnership with Creative Schools, the Clarkson Cluster flourished, and there was a strong focus on progressing quality teaching and learning.

In 2022, we supported the creation of a positive learning environment through the permanent addition of a Student Services Coordinator, a Student Support Officer, and increasing the time of the School Psychologist. As we move forward, there is a clear focus on recruiting staff to support areas of priority such as literacy and numeracy.

This annual report identifies many areas of strength and growth. NAPLAN results were an improvement on previous years, and our attainment rate is above the state average. We also acknowledge that there are areas requiring attention and improvement, in particular a focus on improving student attendance rates and closing the gap for our Aboriginal students. It is difficult to know how much COVID-19 impacted our progress towards achieving our targets. Our Public School Review in 2023 provides us with another opportunity to reflect deeply on how we are progressing and what we need to do in order to further improve outcomes for each and every student.

Our new Strategic Plan maps an exciting path for the school's future.

Kristy Watson  
Principal





## 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

- High Quality Teaching
- Learning Environment
- Leadership
- Relationships

## Our Values

- Care
- Optimism
- Respect
- Trust

We are committed to being a community where students are valued, supported and encouraged to engage in education. We believe that optimism, care, respect and trust underpin successful educational 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 2022

<b>Total Enrolments</b>	<b>324</b>
Male	191
Female	132
Indeterminate/Intersex	1
Aboriginal	53
Language Background Other Than English	45

Data Source – Schools Online – Semester 2, 2022

Student numbers increased slightly between the 2022 Semester 1 census and the Semester 2 census. This is a positive trend given the significant decline in 2021. A key focus has been providing pathways to increase retention from Year 10 into Year 11. 2022 was the first year we offered the ECU Uni. Prep. Program alongside ATAR English and Mathematics Applications. Whilst numbers were small in 2022, they look to be increasing for 2023.

## Staff Profile

	Number	FTE	ABL
<b>Administration Staff</b>			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Heads of Learning Area/Program Coordinators	4	3.6	0
<b>Total Administration Staff</b>	7	6.6	0
<b>Teaching Staff</b>			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	25	23.1	0
<b>Total Teaching Staff</b>	26	24.1	0
<b>Allied Professionals</b>			
Clerical/Administrative	8	6.6	0
Gardening/Maintenance	3	2.3	0
Instructional	1	1.0	1
Other Allied Professionals	12	9.4	1
<b>Total Allied Professionals</b>	24	22.2	2
<b>Total</b>	<b>57</b>	<b>50.0</b>	<b>2</b>

The appointment of a permanent Student Services Coordinator and a Student Support Officer, in addition to increasing the FTE of the School Psychologist, supported our focus on creating an orderly learning environment.

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



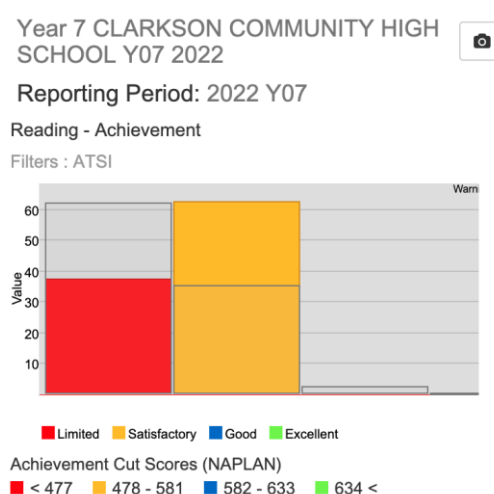
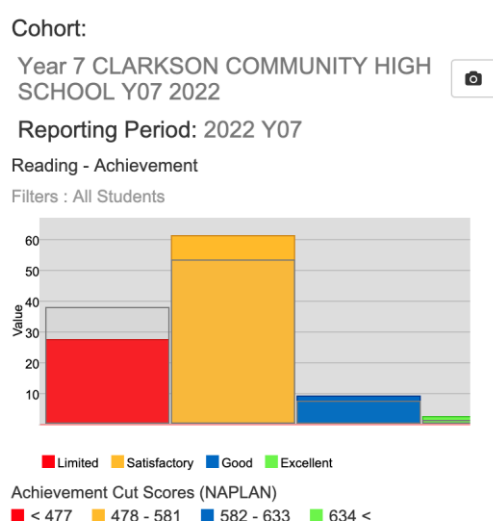
## Student Achievement Targets

***Maintain a great value adding (progress) than Like Schools, WA Public Schools and Australian Schools in Reading and Writing NAPLAN Scores from Year 7 2020 to Year 9 2022.***

Due to NAPLAN 2020 being cancelled due to COVID-19, some displays and reports related to previous achievement or progress are not available.

### Reading

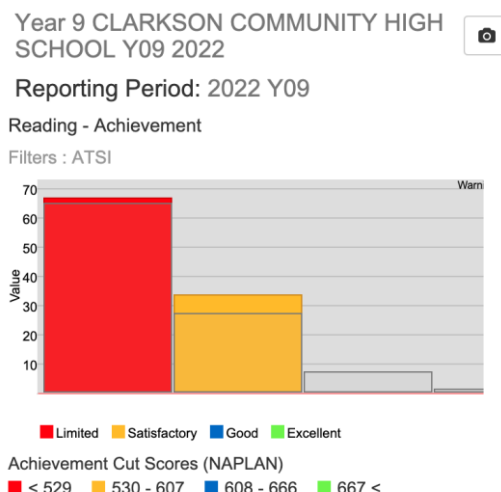
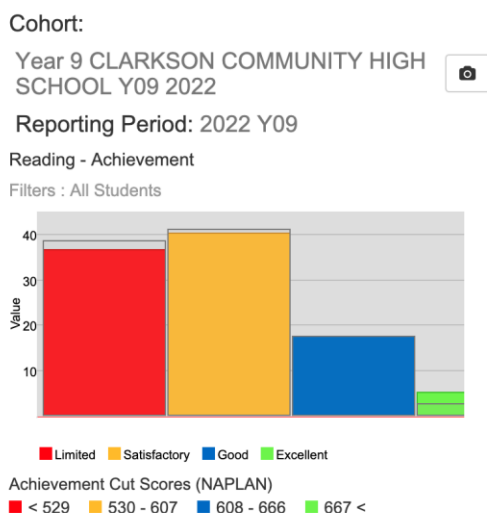
Reading allows students access to learning in all Learning Areas and, as a result, whole school literacy initiatives have targeted effective teaching of reading in all Learning Areas. NAPLAN data provides a snapshot of student progress at Clarkson Community High School against National Standards.



The graphs above compare CCHS results to the results of students enrolled in 'like schools'; the like school data is shown by the outline in black. The data for the Year 7 Cohort in Limited is well below like schools which is a significant improvement on previous cohorts clustering more students in Satisfactory. Without progress data it is not possible to track gains from Year 5, however, it will be interesting to track if this stabilises or improves in 2023 when this group sits the Year 9 NAPLAN.

The introduction of Language Enrichment initiatives in 2023 will include additional timetabled lessons that target reading and writing skills. These extra lessons will allow students to receive differentiated support in specific skills that will improve overall literacy levels and, as a result, improve NAPLAN results. The introduction of SmartLab in these classes will enable teachers to target learning through diagnostics, differentiation, and multimodal learning. Students will be able to track their individual progress regularly and receive remedial tuition in an online environment.

ATSI data in Year 7 is well above like schools with fewer students in the Limited achievement category, and students clustered in Satisfactory. Drives towards cultural responsiveness include a Reconciliation Action Plan that seeks to embed Indigenous content into curriculum and drive teaching that supports the engagement and learning of our Aboriginal students.



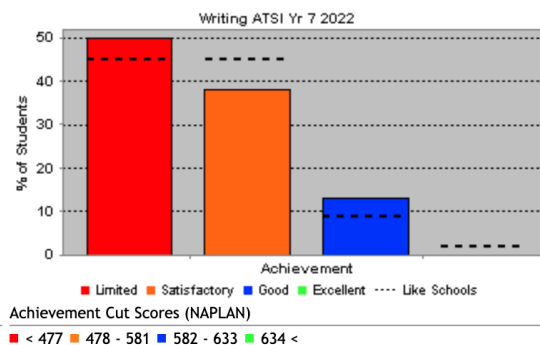
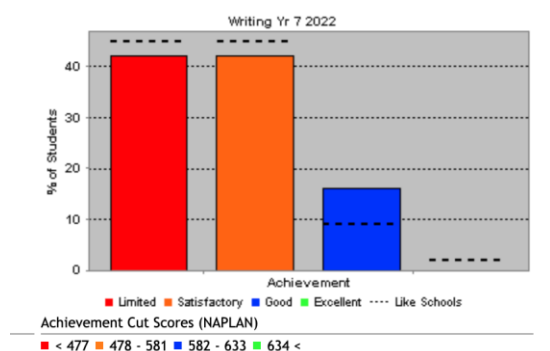
As 2020 data is unavailable it is difficult to ascertain progress for this cohort. In each of the Limited and Satisfactory achievement categories, the cohort is achieving close to Like Schools. It is pleasing to note the significant achievement within the Good and Excellent categories with the cohort exceeding Like Schools in Excellent. A whole school approach to literacy has seen all Learning Areas explicitly teach the skills of reading comprehension.

Continued implementation of specialist intervention programs within the subject of Language Enrichment in Years 7 and 8 will see further gains with increased student exposure to texts and comprehension strategies. Using data to inform next steps, differentiated activities and groupings will help improve Reading and Writing for our students. In addition, a school-wide focus on attendance will support engagement and academic progress. There is a strong correlation between attendance rates and academic progress.

ATSI data at Year 9 is at like schools, with a predominance of achievement within the Limited achievement category, which is of concern. This data informs current school initiatives to address underachievement and disengagement. A focus on improving student attendance will also support improved academic outcomes.

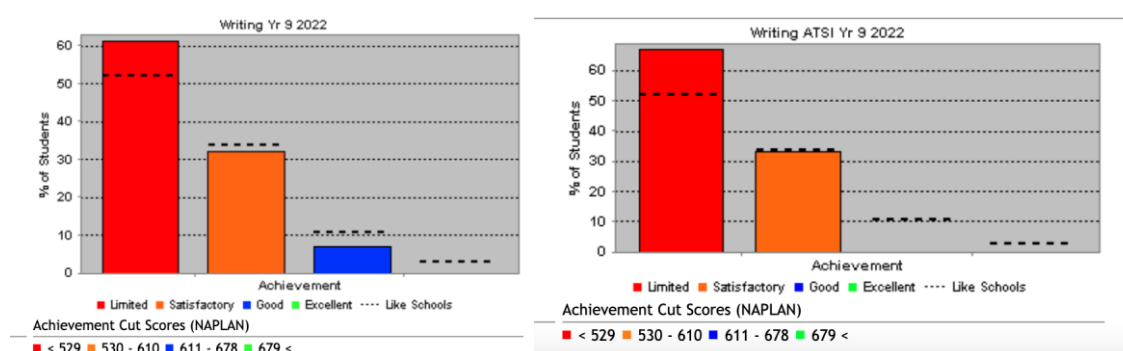
## Writing

Writing is the primary means of communicating knowledge and understanding in learning environments. Writing for a range of purposes and maintaining standards of accuracy are challenges all learners face. Writing is a particular area of challenge for our students and our response to this challenge is evident in the Whole-School Literacy focus in 2023- 2025 Strategic Plan.



Whilst the majority of students are achieving at or below the standard, it is pleasing to note significant achievement above Like Schools in the Good achievement category. No students achieving in the Excellent achievement category has been of concern for some time with the mechanics of spelling, punctuation and sentence structure inhibiting progress in this area. It is hoped with a renewed focus on whole-school literacy, students will be challenged to attend to the accuracy of their writing in every subject. In English, students will be introduced to 15-minute writing activities that will encourage them to develop processes in starting to write, building their word counts, experimenting with genre conventions, and developing vocabulary, sentence and paragraph structure, and general creativity.

ATSI data reveals strong performance in the Good category for writing, with fewer students in the Limited category than Like Schools. The focus moving forward is to progress the literacy of our Aboriginal students through the provision of culturally responsive learning opportunities to support student engagement and curriculum access.



Writing Achievement in Limited band is of concern highlighting the need for significant interventions in the area of writing. The appointment of a Literacy Coordinator in 2023, the institution of the Language Enrichment classes in Year 7 and 8 and development of a Whole School Literacy Plan are designed to build capacity in staff to deliver targeted literacy interventions. It is hoped that the current significant under-performance in Writing will be addressed, and data will trend towards Like Schools.

ATSI data matches cohort and like schools data in the Limited and Satisfactory bands. The schoolwide focus on literacy in Year 7 & 8 Language Enrichment classes will have a strong focus on Indigenous texts to improve engagement with writing tasks.

Research has shown that Writing is the most complex skill for students to make progress with. Knowing this, the initiative to add extra curriculum time in 2023 through the Language Enrichment classes is a targeted attempt to address the deficits in Writing. A whole-school approach to writing has seen a focus on subject specific vocabulary in each lesson and regular spelling tests.

## **Numeracy**

At Clarkson, we are committed to supporting students to gain the numeracy skills essential for progressing through the school and successfully transitioning into the workforce or further education. The implementation of Maths Pathways since Semester 2, 2018 has been an important tool in supporting staff to differentiate in the classroom effectively. This ensures that all students can make progress, with those who have missed key concepts either in primary school and/or their early high school careers, having the opportunity to revisit, and then master these critical concepts, whilst others have the opportunity to extend.

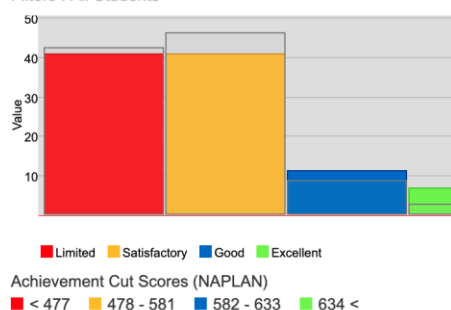


Cohort:  
Year 7 CLARKSON COMMUNITY HIGH SCHOOL Y07 2022

Reporting Period: 2022 Y07

Numeracy - Achievement

Filters : All Students

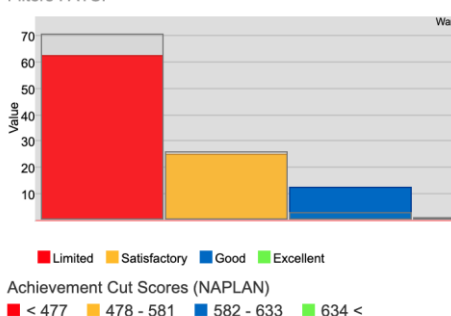


Year 7 CLARKSON COMMUNITY HIGH SCHOOL Y07 2022

Reporting Period: 2022 Y07

Numeracy - Achievement

Filters : ATSI



Numeracy Achievement in Limited achievement category is of concern, though it should be noted that some of the impact is due to low reading literacy resulting in students not fully understanding questions requiring the decoding of significant text. Thus, the interventions planned in Literacy will have benefit for Numeracy achievement too.

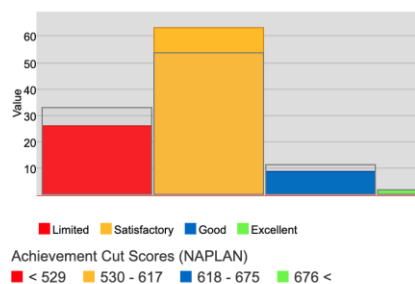
The appointment of a Numeracy Coordinator in 2023 will support the targeted development of teaching strategies and provide support to build capacity in staff across learning areas. We believe that the gaps causing students to be currently under-performing in Numeracy will be addressed and data will trend towards DoE Schools.

Cohort:  
Year 9 CLARKSON COMMUNITY HIGH SCHOOL Y09 2022

Reporting Period: 2022 Y09

Numeracy - Achievement

Filters : All Students

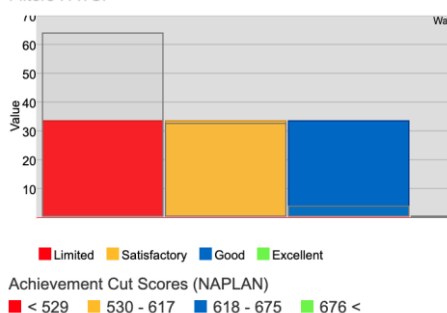


Year 9 CLARKSON COMMUNITY HIGH SCHOOL Y09 2022

Reporting Period: 2022 Y09

Numeracy - Achievement

Filters : ATSI



Whilst underperforming against Like Schools in the Good achievement category, the cohort outperforms Like Schools in the Satisfactory achievement category and has fewer student performing at a Limited level. This suggests that Maths Pathway has helped some of our students to master concepts in key areas of the curriculum.

**Percentage of Year 12 students demonstrating competence in Numeracy and Literacy OLNA scores to exceed that of like schools.**

Target Achieved

**Numeracy**

GRADE												
	Q		Pass		Cat 2		Cat 1		NSA		Achieved OLNA	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CCHS	3	15.8	13	68.4	3	15.8	0	0	0	0	16	84.2
Like CCHS	282	26.5	491	46.2	206	19.36	27	2.54	58	5.45	773	72.7
CCHS Aboriginal	1	100	0	0	0	0	0	0	0	0	1	100
Like CCHS Aboriginal	16	5.9	120	44.3	78	28.8	16	5.9	41	15.11	136	50.2

**Reading**

GRADE												
	Q		Pass		Cat 2		Cat 1		NSA		Achieved OLNA	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CCHS	3	15.8	14	73.7	2	10.5	0	0	0	0	17	89.5
Like CCHS	316	29.7	514	48.3	133	12.5	47	4.4	54	5.1	830	78
CCHS Aboriginal	1	100	0	0	0	0	0	0	0	0	1	100
Like CCHS Aboriginal	35	12.9	119	43.9	50	18.5	30	11.1	13	13.7	154	56.8

**Writing**

GRADE												
	Q		Pass		Cat 2		Cat 1		NSA		Achieved OLNA	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
CCHS	1	5.2	16	84.2	2	10.5	0	0	0	0	17	89.5
Like CCHS	185	17.4	593	55.7	166	15.6	68	6.4	52	4.9	778	73.1
CCHS Aboriginal	0	0	1	100	0	0	0	0	0	0	1	100
Like CCHS Aboriginal	20	7.4	109	40.2	62	22.9	45	16.6	35	12.9	129	47.6

*Please note that the CCHS data above includes WACE eligible students only.*

A key focus in the new Strategic Plan is improving Literacy and Numeracy from Year 7. It is hoped that one benefit from this will be an increase in the number of students who prequalify for OLNA.

**Whole school attendance to exceed that of Like Schools and aspire to be equal or exceed the public school rate.**

Target not achieved

Semester 1 Whole school attendance rate – 68.9%

Attendance Rate							
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
2018	88%	87%	83%	71%	75%	78%	81.0%
2018 Like Schools	89%	86%	85%	83%	84%	86%	85.0%
2018 WA Public School	91%	88%	87%	85%	87%	88%	87.6%
2019	87%	79%	81%	79%	65%	79%	79.0%
2019 Like Schools	88%	85%	83%	82%	84%	86%	84.6%
2019 WA Public School	90%	87%	85%	85%	86%	87%	86.8%
2020	88%	83%	77%	77%	74%	81%	79.8%
2020 Like Schools	80%	77%	75%	73%	77%	78%	81.7%
2020 WA Public Schools	90%	88%	86%	85%	87%	87%	87.3%
2021	79%	76%	73%	73%	75%	74%	75.0%
2021 Like Schools	83%	79%	77%	76%	76%	74%	78.3%
2021 WA Public Schools	88%	85%	83%	82%	83%	84%	84.4%
2022	74%	69%	71%	69%	63%	66%	68.9%
2022 Like Schools	78%	72%	69%	69%	69%	69%	71.3%
2022 WA Public Schools	85%	81%	79%	79%	81%	81%	80.4%

Data Source 2018-2022: Student Attendance Reporting - 2020 excludes Term 1, Weeks 7-10

Regular attendance was a significant challenge for the school in 2022. We struggled to successfully restore regular attendance following the peak of the COVID-19 wave. Significant intervention in Term 4 saw an increase in the percentage of students who moved from indicated attendance (80-90%) to 90+% regular attendance. Low attendance rates are particularly high amongst our Aboriginal student population. We have had limited success in reengaging students with a history of severe non-attendance and, in some cases, have focused on supporting students into alternative pathways where they have an increased likelihood of engagement. Improving attendance will be a significant focus of 2023.

***The positive trends in student, staff and parent responses to the National Opinion Surveys conducted in 2020 will increase in the 2022 responses.***

The National School Opinion Survey was last conducted in 2021 and was reported on in the 2021 Annual Report. It is next due to be conducted in 2023.

We did continue to seek student feedback through our PIVOT surveys. These surveys, completed in two cycles during the year, identified areas for celebration and areas for conversation and growth:

#### *Celebration*

- This teacher knows a lot about the topics in this class
- I know how I am supposed to behave in this class
- This teacher respects me for who I am

### Conversation

- This teacher connects their teaching to my life
- This teacher gives me choices about the work I do
- This teacher asks questions that make me think deeply

This student feedback has informed aspects of the Teaching and Learning professional development focus.

It was significant that the results of all questions were lower during the second cycle of surveying. It is difficult to know the influence of the year's disruptions on the results and on student perceptions. Of interest, one staff member who participated in the Creative Schools program noted a significant increase in results for the class involved in the program. His other classes remained stable. This feedback has been significant in the school's decision to continue with Creative Schools in 2023.

Finally, results varied significantly by year group and by learning area. This fine-grained analysis will form a part of learning area, and individual staff member's, data review.

***The gap between Aboriginal and non-Aboriginal student performance (Achievement, attendance, behaviour, belonging and connection) reduces from 2020 to 2022.***

Target not achieved – progress has been made in some areas

	Aboriginal Students			All CCHS Students			Difference		
	2022	2021	2020	2022	2021	2020	2022	2021	2020
<b>Enrolments (2022 Semester 2)</b>	53 (16.4%)	56 (17.4%)	38 (11.7%)	324	322	325			
<b>Attendance (SAR Sem.1)</b>	45.2%	51.5%	55%	68.9%	75%	80%	-23.7%	-23.5%	-25%
<b>Severe non-attendance (SAR Sem.1)</b>	67%	62%	53%	28%	24%	18%	-39%	-38%	-35%
<b>Suspensions (% of students suspended one of more times in the year)**</b>	30.8%	37.5%	26%	27.5%	22.5%	18%	-3.3%	-15%	-8%
<b>NAPLAN – Year 7*</b>									
<b>Numeracy</b>	469	443	430	507	487	487	-38	-44	-57
<b>Reading</b>	471	438	438	509	489	487	-38	-51	-49
<b>Writing</b>	439	402	410	479	460	455	-40	-58	-45
<b>NAPLAN – Year 9*</b>									
<b>Numeracy</b>	552	505	508	559	534	539	-7	-29	-31
<b>Reading</b>	507	466	457	551	520	512	-44	-54	-55
<b>Writing</b>	472	464	371	502	487	466	-30	-23	-23
<b>OLNA Achievement – WACE Eligible (Year 12 students**)</b>									
<b>Numeracy</b>	100%	67%	0%	84%	89%	88%	16%	-22%	-88%
<b>Reading</b>	100%	67%	0%	89%	93%	92%	11%	-25%	-92%
<b>Writing</b>	100%	50%	0%	89%	93%	92%	11%	-43%	-92%
<b>WACE Achievement</b>	100%	75%	0%	74%	85%	80%	26%	-10%	-80%
<b>Student Council Membership</b>	1 std	3 std	1 std	13 std	14 std	12 std			

\*Data in red is 2019 data due to the cancellation of 2020 NAPLAN

\*\* 2020 & 2021 data updated since 2020 & 2021 Annual Reports



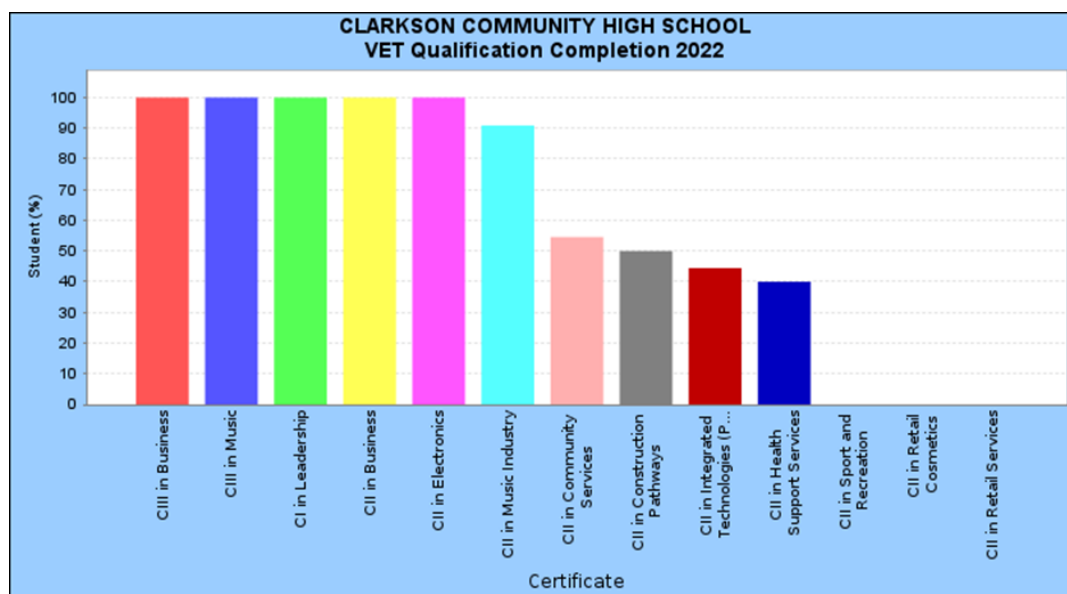
One of the challenges with the Year 12 data is the low number of Aboriginal students who are completing Year 12 at Clarkson CHS. Whilst some students are going to meaningful alternative pathways, a significant percentage do not.

In 2020, CCHS had 10 Aboriginal students enrolled in Year 10 in the February Census. One of these students completed Year 12 with his WACE and a pathway to university; most of these students left the school before the start of Year 11. This line of inquiry will inform our planning and student tracking in our next Strategic Plan cycle.



## 2022 YEAR 12 Data

### 2022 VET Certificate Completion



The participation rate for VET courses was 70%. Outlined in the table above, 5 of 10 Certificate II & III courses offered had 100% qualification achievement. From 2023, all Year 11 and 12 students will be enrolled in a Certificate II or III at school. In addition, students will have the opportunity to complete an additional Certificate II at TAFE as a part of our Pathways Program.





## WACE Achievement

WACE Achievement Rate: count (% of eligible students)						
	2022	2021	2020	2019	2018	2017
<b>School (WACE eligible)</b>	14 (74%)	23 (85%)	20 (80%)	20 (91%)	13 (81%)	23 (74%)
<b>Like Schools (%)</b>	71%	77%	76%	84%	82%	83%

Source: SAIS – Student Achievement Data – WACE Report WACE Achievement Rate: count (% of eligible students)

Clarkson CHS Year 12 WACE achievement rate exceeded like schools in 2022. That the Year 12 students were able to achieve this result during a global pandemic demonstrates the resilience and motivation of our students and the commitment of our staff to support them in the teaching and learning program. It also demonstrates the ongoing support of our parents. Of the five students who did not achieve their Western Australian Certificate of Education, four did not achieve Category 3 in all Online Literacy and Numeracy Assessments (OLNA) and one did not meet the C grade achievement standard. Meeting the Literacy and Numeracy standard is a priority, and we continue to provide support for students who have not met this requirement.

## WACE Component Rates (WACE Eligible Students)

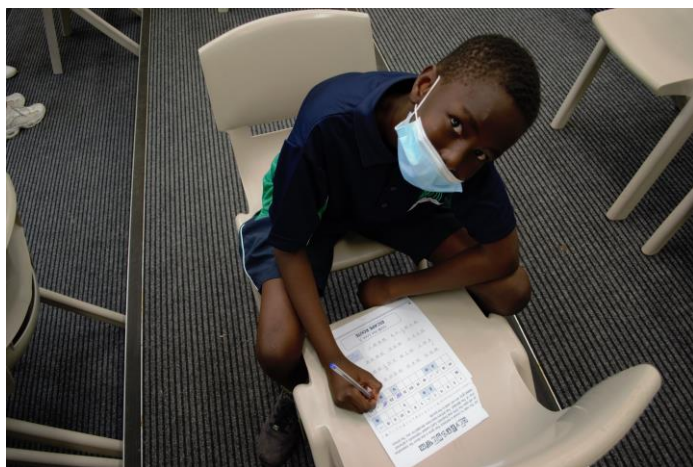
ATTAINMENT						
Attainment Rate – ATAR >= 55 and/or Cert II or higher: count (%)						
	2022	2021	2020	2019	2018	2017
<b>School (WACE eligible)</b>	16 (84%)	22 (81%)	25 (100%)	22 (100%)	16 (100%)	30 (97%)
<b>Like schools</b>	71%	73%	90%	93%	94%	95%
<b>Public schools</b>	80%	82%	96%	96%	96%	96%

84% of Year 12 students completed a VET Certificate II or higher. The attainment rate for our like schools was 71% and 80% for all WA Public schools. This demonstrates the dedication of our teachers and VET team and is a strength of the school.



## FINANCES END OF 2022

Income	Actual	Expenditure	Actual
Voluntary Contributions	\$11,787.60	Administration	\$19,996.61
Charges and fees	\$27,260.33	Lease Payments	-
Fees from Facilities Hire	\$27,245.46	Utilities, Facilities & Maintenance	272,512.91
Fundraising/Donations/Sponsorship	\$ 5,381.65	Buildings, Property & Equipment	114,445.85
Commonwealth Govt Revenues	-	Curriculum & Student Services	208,040.03
Other State/Local Govt Revenues	-	Professional Development	12,955.56
Regional Office/Other Schools Revenue	-	Transfer to Reserve	14,934.00
Other Revenues	\$34,574.17	Other Expenditure	28,151.04
Transfer from Reserve or DGR	\$12,230.00	Payment to CO, Regional & Other Schools	-
Total Locally Raised Funds	\$118,479.21		
Opening Balance	\$152,361.55		
Student Centred Funding	\$446,554.91		
<b>Total Cash Funds Available</b>	<b>\$717,395.97</b>	<b>Total Goods &amp; Services Expenditure</b>	<b>\$671,036.00</b>
<b>Total Funds Available</b>	<b>\$717,395.67</b>	<b>Total Expenditure</b>	<b>\$671,036.00</b>





## School Programs

### Department Endorsed programs

- Vocational Education and Training in Schools Program
- Keys for Life
- Workplace Learning
- Cert. I Leadership

### School-based Programs

- Food and Hospitality
- Music
- Vocational Education and Training
- Careers
- Chaplain Resiliency Program
- Maths Pathway

### Curriculum Enrichment Opportunities

- 2022 Health Expo
- Book Week
- ESports (after-school team building sessions)
- Esports (lunchtime Flight Simulator sessions)
- Esports (PC building)
- Mathematics support
- Maar Koodjal
- Athletics Carnival
- CSIRO STEM in Schools Program
- Creative Schools Program
- Year 11 Drone School (Term 4)
- NAIDOC Week
- Student Council
- Mountain Biking
- Drum Beat
- Homework Club



**CLARKSON COMMUNITY HIGH SCHOOL**

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