

# 2024 Annual Report

Clarkson Community High School



# Table of Contents

Principal's Message	3
Schools Vision and Guiding Principals	4
2024 School Programs	5
Student Services	6
Health and Physical Education	7
Arts	8-9
English and Humanities and Social Science	10
Science Week	11
STEM Club and Incursions	12
STEM Build	13
Ministers Innovation Challenge and Excursion	14
Clarkson Challenge	15
Full STEAM Ahead Year 7 & 8	16
E-sports and Minecraft Sustainable Cities	17
Rugby Program	18
Noongar Language	19
Creative Industry Certificate	20
Careers	21
Vocational Educational and Training	22-23
Attendance	24
NAIDOC Celebrations	25-26
Reconciliation Week	27
Creative Clarkson	28
School Plus	29
Student Achievement Targets - NAPLAN	30-34
Student Achievement Tartgets - OLNA	35-36
UniPrep	36
2024 Year 12 Results	37
2024 Year 12 Awards	38
2024 Year 12 Achievement	39
Enrolments	40
Staff Profile	41
Finance Report	42



## Principal's Message



Clarkson Community High School's Business Plan prioritizes Engaged Learners, Effective Teachers, and Connected Community; and 2024 was a year of many achievements across these focus areas. We were congratulated through the Public-School Review process for our professional commitment to demonstrating sustainable progress in providing a high-quality education. I am proud to present this Annual Report, which reflects many opportunities and successes for our students.

2024 commenced with Clarkson Community High School as an independent public school, working with the newly instated School Board to drive our improvement agenda. A special thank you to our outgoing School Board Chair, Mark Folkard MLA for his ongoing advocacy and support.

A focus on leadership skill development through 2024 provided us with the opportunity to promote staff and student voice. Collective efficacy across the school drove a range of exciting initiatives. We engaged in the Department initiative LCOTE (Leading Cultures of Teaching Excellence). This sees our Leadership team committed to a 3-year Professional Learning program alongside the Leadership Institute to focus on student engagement, progress and achievement.

School Improvement initiatives were underpinned by a focus on staff health and wellbeing when all stakeholders feel valued and supported, we have a greater opportunity to make a positive difference to student outcomes.

I would like to thank all staff who enrich the learning environment and experiences of our students. Thank you also to our families, volunteers, community and business partners for their ongoing support of Clarkson Community High School. Most importantly, I would like to acknowledge our students, with a special mention to our Student Leadership Team. 2024 was a year of setting higher standards and raising our expectations – students met us at every step, and we continue to grow and achieve through our collective commitment to successful futures.

Leah Crawford  
Principal



## Our School Vision

**Our school community empowers students to build the confidence, values and skills as lifelong learners, to achieve their personal best for a successful future.**

### Our Priorities:

- Engaged Learners
- Effective Teachers
- Connected Community

### Our Values:

- Care
- Opportunities
- Respect
- Trust



# 2024 School Programs

## Department Endorsed programs

- Vocational Education and Training in Schools Program
- Keys for Life
- Workplace Learning

## School-based Programs

- Music IMMS and music classes
- Vocational Education and Training, Try a Trade and excursions, whit card
- Careers Year 9 Program and excursions
- Chaplain Resiliency Program
- Maths Pathway
- Year 7 Transition Program

## Curriculum Enrichment Opportunities

- Book Week
- ESports (after-school team building sessions)
- Esports (lunchtime Flight Simulator sessions)
- Mathematics support (before school and on weekends)
- Athletics Carnival, X Country
- CSIRO STEM in Schools Program
- Creative Schools Program (Full STEAM Ahead Y7 and 8)
- NAIDOC Week
- Student Council
- Mountain Biking
- Whole school Showcase The Arts, Science, English, HASS, Technologies
- Rugby Carnivals & awards presentation in class
- Clarkson Challenge for Years 4-6
- Science Week





# Student Services

2024 was a year that truly highlights the dedication and hard work of both our students and staff. And let's not forget the Student Services Team, who played a key role in driving significant progress across the school. Our high expectations weren't just met – they were exceeded.

This was reflected in students' commitment to meeting increased standards in uniform compliance, adherence to the mobile phone policy, and upholding our Positive Behaviour Expectations, all of which contributed to a more focused and respectful learning environment.

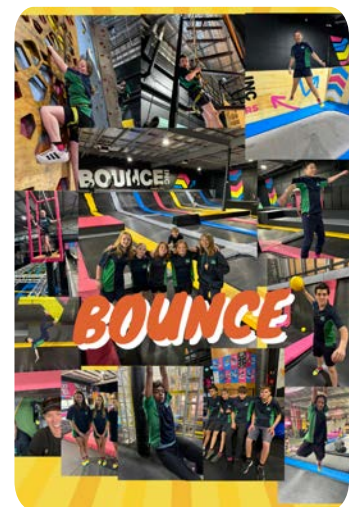
Programs like 'Check-in Tuesday,' our homeroom program, were crucial in reinforcing our core values of Care, Optimism, Respect, and Trust. We've also remained unwavering in our commitment to maintaining a safe and supportive environment. Our anti-bullying stance provided clear paths for students to report concerns, access support, and make use of restorative practices to move forward in a positive direction.

Our Good Standing and reward events – including the Adventure World excursion, movie outings, laser tag, and Bounce sessions – were the perfect way to celebrate the hard work and dedication of our students throughout the year.

And of course, who could forget Toasty Tuesdays? This delicious initiative, gave students the chance to connect over free toasties before school, adding a little warmth (both literally and figuratively) to their morning. It was received with such appreciation, that there was no question about it continuing.

Throughout 2024, our relationship with families and the wider community flourished. We made a concerted effort to foster open and transparent communication, providing regular updates on students' progress behaviourally, academically and emotionally. This partnership with families has been invaluable in supporting our students' growth, both inside and outside the classroom.

All in all, 2024 was a year of growth, connection, and plenty of memorable moments. We are excited to carry these successes forward and see what 2025 has in store for us.





# Health & Physical Education

The 2024 HPE department offered students exciting opportunities to participate and showcase their sportsmanship, and embrace a competitive spirit across different sporting arenas, such as the cross country, athletics carnival, and rugby carnivals. Each event provides a unique platform for students to not only demonstrate physical abilities but also to cultivate key life skills such as teamwork, having fun, perseverance and respect.

The athletics carnival was a thrilling mix of individual and team events that catered to various abilities, making it a truly inclusive experience. Students were able to showcase their talents in sprints, relays, jumps, and throws, all while maintaining an atmosphere of friendly competition.

The rugby carnivals offered a dynamic environment for students to engage in a team-oriented sport that values both skill and strategic thinking. The competitive edge was certainly present, but the competition games were also a showcase of sportsmanship and participation. Teams worked hard, demonstrating resilience and fair play in a highly charged atmosphere.





## Arts

2024, the Arts Department inspired creativity and confidence through engaging programs in Music, Visual Arts, Photography, and Media. Students explored diverse materials and cultural perspectives, developing technical skills and personal expression. A highlight was NAIDOC Week, where students and staff collaborated on a vibrant triptych celebrating Aboriginal and Torres Strait Islander leaders, reflecting the theme: Keep the Fire Burning! Blak, Loud & Proud. The program was enriched by guest artist Roda Perez, who led a VET workshop and delivered a live performance.



Music students embraced performance and production opportunities throughout the year. VET students refined their skills through a series of lunchtime concerts, building experience in stagecraft, sound setup, and live performance. In the studio, students composed and recorded original works using GarageBand, with many of these pieces featured at Creative Clarkson 2024.







In Visual Arts, senior students explored identity and the human condition through mixed-media portrait reproductions inspired by Jamaican artist Ebony G. Patterson. They also created hand-built ceramic vessels inspired by Pre-Hispanic cultures, developing both sculptural and conceptual skills.

Junior students worked across drawing, painting, printmaking, clay, and mural design. Year 7s investigated the expressive styles of Keith Haring, Yayoi Kusama, and Judy Watson, while Year 9 students created traditional-style Japanese masks. Year 10 students responded to street art culture by designing large-scale window murals influenced by the Gadigal Mural.



In Photography, students developed a strong foundation in both technical and conceptual image-making. One unit focused on macro photography, where students transformed everyday fruit into striking abstract compositions by exploring form, texture, and colour. Another unit introduced aperture and depth of field through a chess-themed study, allowing students to experiment with focus, perspective, and storytelling through lens control. These projects challenged students to see the ordinary in extraordinary ways and deepened their understanding of digital photography as a creative tool.



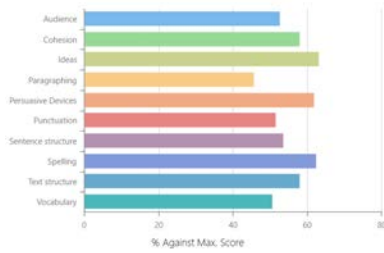


# English and Humanities and Social Science

A highlight every year for the English/ HASS department is Book Week. Held during Week 6 of Term 3 in 2024, students engaged in lunch activities; such as a scavenger hunt, creating OddBod characters and making comic strips, culminating in a dress up day where students and staff came dressed as their favourite book character.



2024 also saw the implementation of the program Elastik, which helps to support students' literacy. WriteMark, a program within Elastik allows students to get instant feedback on their work, assessing them in the same criteria that NAPLAN (and OLNA) assesses. It's a great tool to allow teachers to identify the areas that need to be explicitly taught and developed to support students' success. Just look at the changes in one class results over a space of a week!



2024 saw students studying a variety of subjects including; novel study such as 'The Outsiders', 'Boy Overboard', 'Destroying Avalon'; Shakespeare's 'Macbeth'; films such as 'Mulan', 'The Mighty Ducks', documentaries and article analysis. In HASS, subjects varied with World War II, Industrial Revolution, Ancient Greece, Water as a resource, Economics and Politics.



Year 10's with their documentary storyboards





# Science Week

We kicked off National Science Week this year with a fantastic demonstration and experiment. Students watched Mrs Perry, our Lab Technician, perform some chemical reactions, then they experimented independently with bicarb soda and vinegar to achieve their own little elephant's toothpaste, which they thoroughly enjoyed!

The next day, students used their knowledge of the key characteristics of minibeasts to create their very own minibeast! Minibeasts are small animals that do not have an internal skeleton. They are scientifically known as invertebrates. We had stick insects, a spider, ladybug, butterfly, and even a stick man created! It was a great, fun, hands on activity!

For our final science week activity, students looked at adaptations in butterflies and how they blend into their surroundings with camouflage, disguise and mimicry. The students made their own butterflies and hid them. It was then up to staff members to search for them and some were pretty tricky!



## Gold incursion

In Term 3, Year 8 and 9 Science students were visited by the Gold Industry Group, who ran activities and informed students about the significance of gold, how it has helped shape our nation and the diverse range of careers available in the industry.



## STEM Club

CCHS started STEM Club in 2024; an after-school educational session in our new STEM facility that provides students the opportunities to further develop their designing skills and produce manufactured products with 3D printers. This event proved to be very popular indeed, with some students extending their education even further by designing objects at home and printing them at school. This event has also proven to assist students in their numeracy skills, especially in measurement.

The images showcase the work of student Jaxon Downey, who used 3D design software to manufacture a walkie talkie and a retro-style radio.



**Clarkson INDUSTRIES** **STEM CLUB**

Are you a budding inventor, enjoy being creative or just want to learn?  
After-school 3D printing sessions are now on!

- Learn 3D design and printing
- Turn your ideas into reality
- 7 printers available - Print free of charge!
- Be inspired by [Makerworld.com](https://www.makerworld.com) and [Thingiverse.com](https://www.thingiverse.com)

Our new BambuLabs X1 Carbon 4-colour printer makes incredible models

See you in the Tech Block on Thursdays  
**3:00PM till 4:00PM**

Also running at that time:  
Homework Club and eSports!

IMAGINE DESIGN CREATE TEST IMPROVE LEARN





## STEM Build

In 2022, Clarkson Community High School was promised \$400k to develop a STEM facility. Work soon began with the formation of a committee to choose a suitable location and develop a plan.

It was decided to create a three-step facility based on the manufacturing process of “Investigate, Design and Create”, with one room used for research, a second for designing and the third for manufacturing. Teaching staff used a 3D modelling software application to design a suitable floorplan and produce 3D renders of how the facility would look in reality.

The architects took these teacher-developed ideas and created the construction drawings.

In 2024, construction was finally completed, and the new STEM facility has since been enjoyed by students and teachers from all learning areas. In addition to accommodating normal classes, the facility is also used for larger-scale collaborative teaching programs such as Clarkson Challenge and Full STEAM Ahead, as well as teacher development sessions and a new after-school STEM Club where students come along to 3D print their designs.

### Before

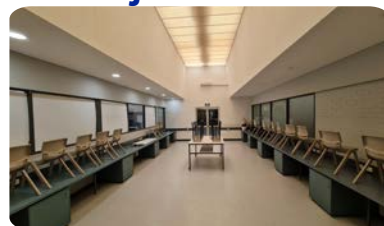
#### Graphics Room



#### Mech Room



#### Project Room



### Construction Photos



### 3D Renders



### Finished Rooms



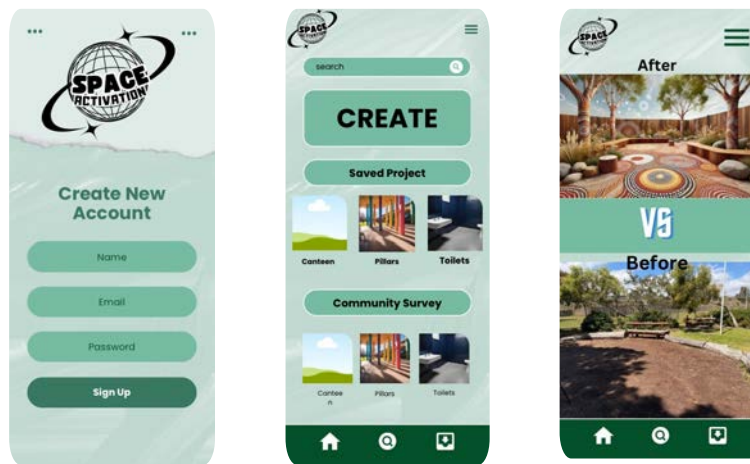
## Ministers Innovation Challenge

Year 8 students participated in the 2024 Ministers Innovation Challenge, which was focused on improving wellbeing and connection to our school through “space activation”. The specific problem statement that we worked on included:

“How might we activate the spaces and environment for staff and students at Clarkson Community High School so they can improve usability, feel more welcomed, and connected to the learning environment?”

Our approach was centred on looking for ways to make school spaces more engaging, functional, and inclusive to enhance the overall school experience for both students and staff.

Our students devised a plan for a space activation app that would take photos of a space and transform it using text prompts and artificial intelligence.



### Perth Zoo

Year 9 & 10 Environment, Earth & Space students explored the wonders of conservation and biodiversity at Perth Zoo





## Clarkson Challenge

CCHS runs a STEAM event for local primary schools during National Science Week each year, called The Clarkson Challenge. STEAM stands for Science, Technology, Engineering, Arts and Maths. 2024 was the first year we hosted this event in our new STEAM space!

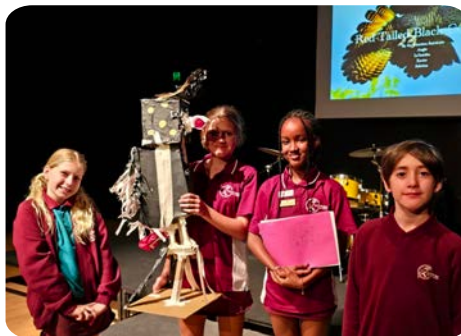
In 2024, the National Science Week theme was “Species Survival - More than just sustainability”.

We welcomed teams of budding scientists and artists from Clarkson, Merriwa and Somerly Primary Schools and challenged them to select a species that is currently facing survival challenges and develop a project that highlights how scientific innovations can help this species thrive.

Students had to research the species, identify the main threats it faces, and propose innovative solutions to ensure its survival. Their projects were then presented in the form of a cardboard model and a digital presentation in front of a panel of judges.

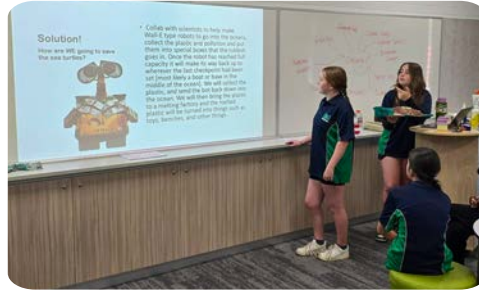
We were very impressed with the enthusiasm and knowledge that these students brought to the day, and as always, it was a joy to host this event.

Congratulations to the “Somerly Warriors” team who won the coveted Clarkson Challenge trophy and tickets to Sci-Tech for their teammates, and huge thanks to all participants for their hard work.





## Full STEAM Ahead Years 7 and 8



Following the success of our Clarkson Challenge programme, this year's collaborative challenge focused on innovations to ensure the survival of endangered species was also presented to the Year 7 and 8 students. They researched, brainstormed, designed and presented creative solutions to address the factors contributing to species extinction. They explored, experimented, and unleashed their creativity, all while collaborating with their peers. Both days were full of discovery, innovation, and FUN – proving that learning and imagination go hand in hand.





## E-sports

E-sports was a big hit again in 2024, with Mr Perry running three separate sessions over the week including League of Legends, Flight Simulator Fridays and his new Minecraft Club.

Last year, Year 11 and 12 Information Technology students built a PC designed specifically to host our own school Minecraft world, and our club members' first job was to complete the construction of the school buildings.

In the photos below students were proud to show off the Minecraft version of our school that they created, and the PC hosting the site that was built by our students.

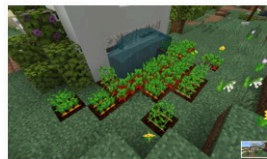


## Minecraft Sustainable Cities

Engagement increased in Science/STEM electives in 2024 where students got to show their problem-solving skills with hands-on activities, especially with the use of Minecraft for learning. Within a Minecraft world, students created a sustainable city, a Mars base and a forensics lab, and were so engaged they even worked on their city for hours at home.

### Housing

- Solar panels
- Personal crop gardens
- Effective waterway pipes
- Water tanks
- Mud bricks paths
- Big windows for natural lighting
- Roof gardens
- Apartments for less urban sprawl





# Rugby Program

2024 saw the continuation of the Rugby League program at Clarkson Community High School. The initiative continued to be very well received in the school community, continuing with both the year 7 & 8 class and the year 9 & 10 class. Overall, we had 60 students participating in the program.

2024 delivered many positives in the rugby league space. Some highlights are as include:

- Weights gym continued to be a popular space to be used by the classes, with a fitness club also starting in some mornings in 2024.
- Home games continued to have a positive impact on the school community with families of players attending games, providing an inviting atmosphere for visiting schools.
- Again, we hosted staff from the Dolphin's NRL team for education and skills sessions. Always a big hit.
- Several students represented their culture in the 2024 Harmony Nines competition held by NRLWA.
- We came second overall (undefeated until the final game) in the Perth League Tag carnival. A huge achievement.
- Positioned in the top four schools in both the 7/8 and the 9/10 NRL WA North 9-a-side carnivals. Another huge achievement!

Overall, 2024 was another successful year for the 'Clarkson Spartans' that concluded again with a presentation to celebrate the achievements of everyone involved in the program throughout the year. We hope to continue to build on a successful year with further achievements in 2025.





# Noongar Language

In 2024 Clarkson Community High School saw the introduction of Aboriginal Languages!

Woola woola! Here at Clarkson Community High School, we introduced Noongar language to the year 7 cohort for the first time! Students learned how to talk about animals, family and the seasons of the Noongar culture in Language. At first students were hesitant to speak language and be confident but after a few weeks this year 7 cohort really took off and let their wings expand, opening up their minds to a whole new language to them. Through semester one students explored the animals that we find here on Noongar Boodja and the ecosystem we covered was the Bilya (river). Students dived into making playing cards that were used for games, little books that were used for presentations and creating their own sentences about animals. Sharks were a hit in this task!

Semester 2 had students exploring the significance and cultural aspects of family. We covered things like kinships and law skin names and totems, and symbols of aboriginal art that represented us and our families. Moort (family) was a great task for the students who expressed how important their families were. They learnt a lot about one another creating a sense of pride and close group connection. Students engaged in an assessment where they painted their families and the paths they took and they did such a wonderful job. Students even included a moort bardip(story) along with canvas paintings of their bardip.

Students also started to familiarise themselves with the 6 Noongar seasons we have here on Noongar Boodja! Students learnt about the changes and the abundance of food water or shelter provided through the seasons. They learnt how to notice when the seasons are changing, and what would happen to plants, animals and other things during those seasons.

We can't wait to see what Noongar language looks like in the future and where it takes us as a school.

Boordawan Miss Mady!



**Madyson Lewis**  
**Noongar Language Teacher**



# Certificate II in Creative Industries

In 2024, our school introduced the Certificate II in Creative Industries, providing students with hands-on experience in painting, drawing, and ceramics while learning industry practices through real-world projects.

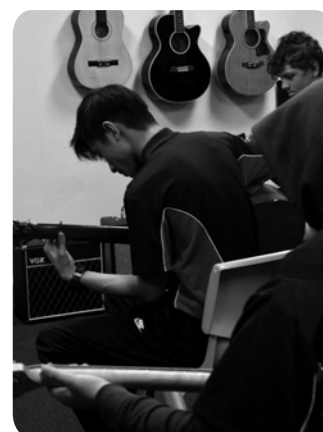
A key component was the 'Follow a Design Process' unit, where students worked with Principal Leah Crawford on two projects: creating ceramic platters inspired by the 6 Noongar seasons and capturing photos of the school that reflect positivity and pride.

Students also worked on the 'Delivering a Service to Customers' unit, collaborating with staff members to create commissioned artworks. They worked on three pieces: the first was a painted piece of their choosing, the second was an independent project with a staff member in a specific medium, and the third was a collaborative children's book project.

These projects mimicked an artist-client relationship, where students engaged with staff to ensure their work met expectations. This process honed students' artistic skills and helped develop their ability to navigate client feedback.

Throughout the course, lessons were tailored to individual student needs, with foundational skills in the creative industries strengthened through practical work. Students documented their progress in visual diaries, which can be used for future opportunities at TAFE, university, or in industry.

The course's blend of artistic development and professional experience gave students valuable skills, boosting their confidence and preparing them for success in the creative industries.





## Careers



2024 marked another significant year in career development initiatives at Clarkson Community High School, as we continued to build upon our existing programs and introduced new opportunities for students to explore career pathways. A key highlight was the implementation of the Ponder Career Development program in homeroom sessions across all year levels, providing students with a structured and reflective approach to career planning.



Building on the success of previous initiatives, the Year 9 Early Career Discovery Course remained a cornerstone of our Career Taster Program. This course is designed to equip students with essential skills, knowledge, and competencies for effective career planning and self-awareness. Year 9 students participated in career taster events, including 'Try a Trade', TAFE career tasters, and work experience placements, all of which provided valuable hands-on learning experiences. Additionally, they wrote and recorded a song, attended a V8 Supercars event at Barbagallo Raceway, welded, and planted a garden.



Students participated in career learning informed by the Work Exposure, Work Exploration, and Work Experience (WE3) Continuum, engaging in activities that developed their understanding of career pathways, workplace expectations, and employability skills.



Technology continued to play a vital role in career education. A strong focus was placed on improving digital literacy to prepare students for the modern workplace, ensuring they have the necessary technical competencies to succeed in an evolving job market.



Senior school students gained valuable insights into career and training pathways through guest speakers, including TAFE representatives and the Australian Defence Force (ADF). A highlight of the year was the inaugural International Women's Day Panel Discussion, where female students engaged with industry professionals to discuss career progression, leadership, and breaking barriers in the workforce. Additionally, students participated in the Bike Rescue Program, which focused on developing transferable skills, enhancing their work capabilities, and increasing employment opportunities. Through hands-on tasks and problem-solving activities, students gained practical experience and built confidence in their abilities.



Career development was a focus across all year levels, with students engaging in career expos, industry-led workshops, and workplace learning opportunities. Many senior school students secured employment, received offers from further education and training providers, and benefitted from career counselling. The Library Careers Hub continued to support students with career-related materials and guidance, ensuring they are well-prepared for future opportunities.

## Vocational Education and Training (VET)

In 2024, Clarkson continued to provide a diverse and comprehensive range of Vocational Education and Training (VET) opportunities for students, preparing them for the workforce and further study. The VET program saw a combination of on-campus and off-campus courses, along with a variety of hands-on industry experiences that were both educational and inspiring for students as they explored career pathways.

### VET Courses Delivered On-Campus:

We were proud to offer several VET courses delivered by our own dedicated CCHS teachers. These courses equipped students with skills in various fields and qualifications offered included:

- Certificate II in Sports and Recreation
- Certificate II in Creative Industries
- Certificate II in Music
- Certificate III in Music
- Certificate II in Workplace Skills
- Certificate II in Community Services

These courses not only allowed students to achieve valuable qualifications but also enhanced their employability by providing them with practical skills and knowledge relevant to industry.

### VET Courses Delivered Off-Campus by External Providers:

Students also had access to a broad selection of off-campus courses, delivered by external training organisations such as North Metro TAFE. These courses offered students the chance to gain in-depth skills and training in fields such as construction, hospitality, technology, and more. The qualifications undertaken by our students included:

- Certificate II in Building & Construction (Carpentry Pre-Apprenticeship)
- Certificate II in Construction Pathways
- Certificate II in Plumbing (Plumbing Pre-Apprenticeship)
- Certificate II in Engineering Pathways
- Certificate II in Cookery
- Certificate II in Hospitality
- Certificate II in Horticulture
- Certificate III in Information Technology (Cyber Security Pathway)
- Certificate II in Integrated Technologies (Robotics)
- Certificate II in Sampling and Measurement
- Certificate II in Surveying and Spatial Information Services
- Certificate III in Screen and Media (Animation)





These courses provided students with the opportunity to gain industry-specific skills and qualifications, and connect with industry professionals, setting them up for future success in their chosen fields.

### **Pathway Day**

Pathway Day remained a key part of the 2024 senior school program, allowing students to boost their employability skills through VET courses or the Authority Developed Workplace Learning (ADWPL) program. The ADWPL program provides students with hands-on experience in real workplaces, helping them develop valuable, transferable skills that are highly sought after by industries and employers, while contributing to the requirements for WACE attainment. In 2024, 38 students earned at least one C grade unit equivalent through ADWPL.



### **Try-A-Trade Opportunities:**

Our students engaged in a variety of Try-A-Trade opportunities throughout the year, where they gained practical, hands-on experience in trades such as civil construction, concreting, bricklaying, tiling, and plastering. These experiences were invaluable in giving students a glimpse into the skills required in these industries and helped them make informed decisions about their career aspirations.



The VET program at CCHS remains a vital part of our senior school educational offering, equipping students with the practical skills and qualifications necessary for success in the workforce. Through a mix of on-campus training, off-campus courses, and career exploration events, our students are well-prepared to pursue their chosen careers and contribute to their communities in meaningful ways.

### **Celebrating Success in VET**

2024 Year 12 student Kyle Farstad won the Hospitality Group Training School Apprentice of the Year award.

Each year Hospitality Group Training formally recognises its top apprentices, trainees and employers at an annual awards presentation. The event pays tribute to young people making a difference in the hospitality and tourism industries through their pursuit of career excellence while working and training on the job as apprentices and trainees. Kyle was named “Most Outstanding School Based Apprentice,” a remarkable achievement and a testament to Kyle’s dedication, hard work, and passion for the hospitality industry.



# Attendance

2024 Business Plan Target: “Restore student attendance to pre-pandemic levels of 80+%”

**Table: Attendance type per year group (as of Semester 2 2024) (SAR)**

Breakdown	Attendance Rate	WA Public Schools (whole year)	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth.%
Y7	67.6%	74%	11	11	15	17	46%	52%
Y8	69.1%	73%	24	14	15	22	38%	47%
Y9	64.7%	72%	18	8	16	22	34%	62%
Y10	58.4%	68%	13	19	27	40	36%	60%
Y11	55.4%	71%	15	13	9	22	18%	60%
Y12	54.6%	74%	8	6	8	17	17%	69%
<b>Compulsory</b>	<b>62.6%</b>	<b>82.2%</b>	<b>89</b>	<b>71</b>	<b>90</b>	<b>140</b>	<b>33%</b>	<b>57%</b>

Data Source : Student Attendance Reporting & Schools Online

## 2024 CCHS Attendance Data Summary

While student attendance remains a key focus at Clarkson Community High School, the Semester 2, 2024 attendance rate of 62.6% reflects both challenges and opportunities for growth. Compared to 70% in 2023, this highlights the importance of continued efforts to re-engage students and strengthen their connection to school.

Encouragingly, many students are maintaining consistent attendance, and we continue to recognise and celebrate their commitment through a range of rewards. Students with strong attendance are acknowledged at assemblies with certificates, invited to special pizza lunches, and given the opportunity to participate in exclusive reward activities. These initiatives reinforce the value of showing up and engaging with learning.

While severe absenteeism has increased, this presents a clear opportunity to refine our intervention strategies, ensuring students feel valued and supported in their learning journey. With a commitment to building strong relationships, enhancing student engagement, and working closely with families, we are actively implementing tailored approaches to improve attendance. By reinforcing the importance of education and creating meaningful learning experiences, we aim to close the gap and work towards our long-term goal of restoring attendance to pre-pandemic levels of 80+%.





## NAIDOC Celebrations

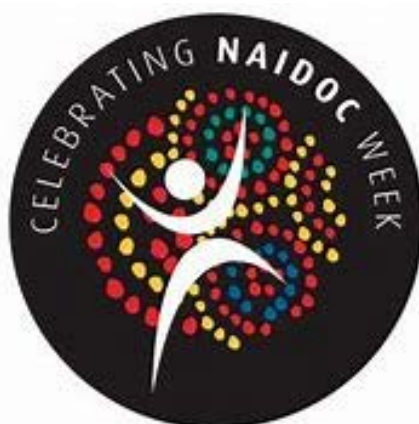
Our NAIDOC celebrations were a vibrant and enriching experience for all involved. The day began with a traditional smoking ceremony around our Yarning Circle, led by Aboriginal leader Derek Nannup, who shared the cultural significance and history behind the ceremony. This provided students with a deeper understanding of Aboriginal traditions and their importance in the community.

Students then took part in a variety of activities that allowed them to immerse themselves in Aboriginal culture. They explored jewellery making, participated in traditional Aboriginal games, and learned the art of preparing damper. These hands-on experiences not only sparked creativity but also encouraged collaboration and learning through cultural expression.

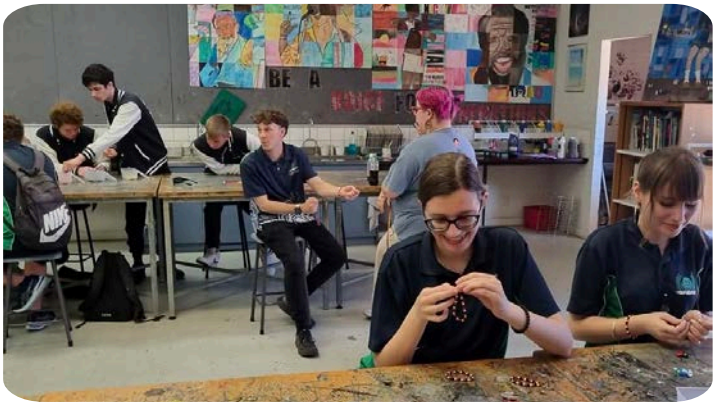
A highlight of the day was the opportunity to try kangaroo bolognese and damper, offering students a taste of traditional Aboriginal cuisine. This culinary experience gave everyone a chance to learn about and appreciate the significance of bush foods in Aboriginal culture.

The day concluded with an exciting performance by Koolankas Kreate, who demonstrated the importance of traditional dance and didgeridoo music. Students and staff were actively involved, with many joining in the dance, making for a fun and inclusive end to the celebrations. Through this performance, the school community gained a greater appreciation for Aboriginal cultural traditions and the role of dance and music in storytelling.

Our NAIDOC celebrations were a wonderful opportunity to come together, learn, and celebrate Aboriginal culture, fostering greater respect, understanding, and unity within our school community.









## Reconciliation Week

National Reconciliation Week 2024 took place under the theme "Now More Than Ever," which served as a powerful reminder that the fight for justice, equality, and the rights of Aboriginal and Torres Strait Islander peoples must continue with urgency and dedication. Throughout this week, our school community came together to reflect on the importance of reconciliation and the critical need to address racism in all its forms.

Students engaged in meaningful discussions centred around key questions that encouraged deep reflection on personal beliefs and collective responsibility. These questions included:

- What does racism look like and sound like?
- Where does racism come from?
- How might you take action now to bring about change, drive reconciliation, and help stop racism from occurring?
- What could standing up against racism look like?
- What can we do when we witness racism?
- How can we become an ally for reconciliation?

These questions prompted thought-provoking conversations, helping students develop a greater understanding of racism and the vital role each individual plays in challenging discrimination. Students were encouraged to consider practical steps they can take to combat racism and promote a culture of respect and inclusivity.

Following these discussions, students wrote personal reconciliation messages, outlining the actions they intended to take in the fight against racism. These messages demonstrated a commitment to being proactive allies for reconciliation and creating positive change within their communities. The initiative not only empowered students to reflect on their own roles in reconciliation but also provided them with the tools and mindset needed to contribute to a more inclusive and just society.

Through National Reconciliation Week 2024, our school community reaffirmed its commitment to reconciliation and justice for Aboriginal and Torres Strait Islander peoples, recognising that now, more than ever, our collective efforts are needed to drive real and lasting change.



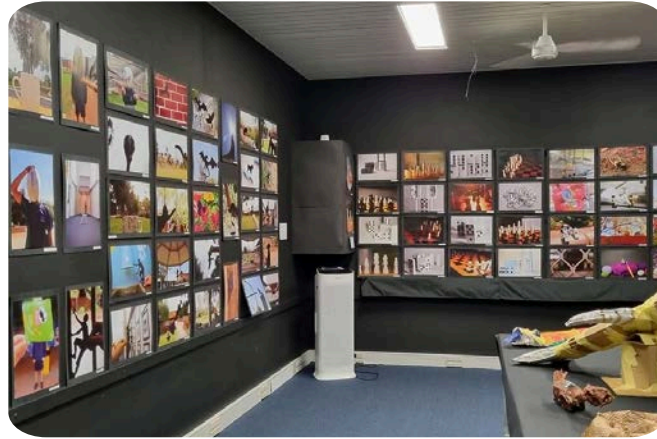


## Creative Clarkson

Creative Clarkson continues to be an exciting platform that celebrates the remarkable creativity of our students across all learning areas. This year, the event provided a fantastic opportunity for students to showcase their work, which not only highlighted their talent but also gave them a sense of pride and achievement. The exhibition was a vibrant celebration of artistic expression and demonstrated the incredible potential within our school community.

The display included a wide variety of works that captivated attendees, including printmaking, ceramic busts and masks, paintings, woodwork creations such as gumball machines, ladders and deckchairs, musical and dance performances and a careers installation highlighting a variety of career pathways.

The event was a resounding success, with a high level of attendance from students, staff, families, and the wider community. It was a joy to witness such an outstanding array of creative pieces, each demonstrating top-quality work and a strong sense of student engagement. Creative Clarkson 2024 truly highlighted the immense talent of our students and provided a space for the whole community to come together and celebrate the arts in all their forms.





## School Plus

In 2024 the school was awarded a 3-year grant from Schools Plus to help fund a program to more successfully transition students from the various feeder primary schools into Clarkson. The main objective was to decrease the social anxieties associated with the many changes that are part of the transition to high school, which in turn should lead to an increase in the time students are physically in class and working productively, and thus to the outcome of an improvement in overall academic performance across the cohort.

Key activities included a three-day focused induction program at the start of the year; a camp on Rottneest in Term 3, and a cross-curricular project day in Term 4 based around the Creative Schools teaching and learning methodology to increase engagement, whilst simultaneously building teacher capability.

Data collected showed a significant decrease in our key project metric of in-house truancy from an average of 5.7 trancies per student over Semester 1 2023, to 0.7 per student over the same period in 2024. Using growth in Maths capability as an indicator of academic improvement, this increased from an average of 50% in 2023 to 74% in 2024.



# Student Achievement Targets - NAPLAN

Business Plan Target: Maintain a great value adding (progress) than Like Schools, WA Public Schools and Australian Schools in Reading and Writing NAPLAN scores from Year 7 2021 to Year 9 2024.

NAPLAN 2024 was administered through an earlier test window commencing in week 7 of term one. Graphs and tables include four proficiency levels (Needs additional support, Developing, Strong, Exceeding). The graphs compare CCHS results to the results of the students enrolled in 'like schools'; the like school data is shown by the outline in black.

## READING

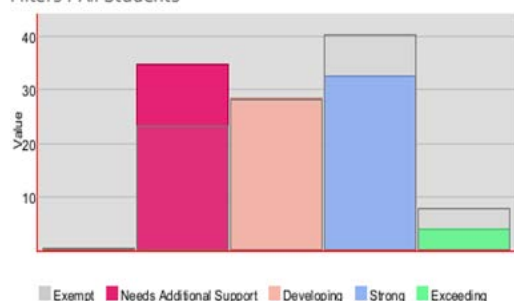
Reading allows students access to learning in all Learning Areas and, as a result, Whole School Literacy initiatives have targeted effective teaching of reading in all Learning Areas. In 2024 two assessment tools PAT Reading (Adaptive) and Elastik were introduced to provide teachers with up-to-date data to inform next steps for targeted interventions. Elastik and PAT provides data the identifies student gaps and provides material so students can practice their reading skills.

NAPLAN data provides a snapshot of student progress at Clarkson Community High School against National Standards.

Cohort: Year 7 CLARKSON COMMUNITY HIGH SCHOOL

Reading - Proficiency

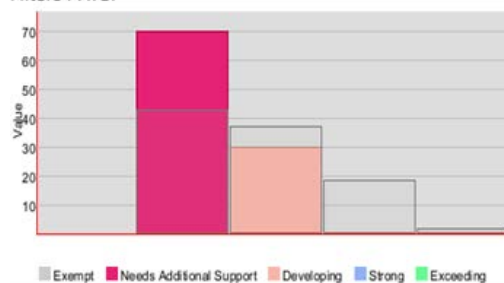
Filters : All Students



Cohort: Year 7 CLARKSON COMMUNITY HIGH SCHOOL

Reading - Proficiency

Filters : ATSI



Data for the Year 7 cohort shows that their reading ability is below like schools in the 'Strong' progression for Reading. However, it is pleasing that a group of students are achieving in the 'Excellent' proficiency level in 2024 but not at like schools. Areas for challenge is shifting a large group of students in 'Needs Additional Support' that are considerable above like schools into the 'Developing' category. ATSI students achieved at similar levels to All Students in the 'Needs Additional Support' and 'Developing' identifying all aboriginal students' potential to be extended in targeted Literacy Programmes.

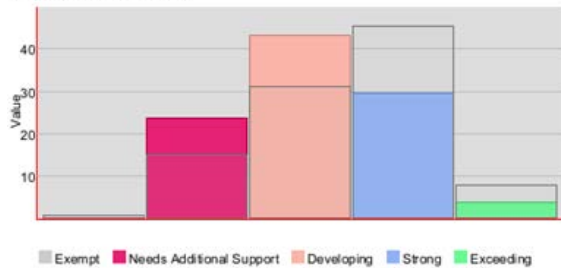
The introduction of Language Enrichment initiatives in 2023 and 2024 includes additional timetabled lessons that target reading and writing skills. In particular, 2024 cohorts in Year 7 and 8 received additional support through the Corrective Reading small group tuition and they received targeted online support through the Reading Eggs programs started in Term 2, 2024. These extra lessons allow students to receive differentiated support in specific skills related to NAPLAN testing.



**Cohort: Year 9 CLARKSON COMMUNITY HIGH SCHOOL**

Reading - Proficiency

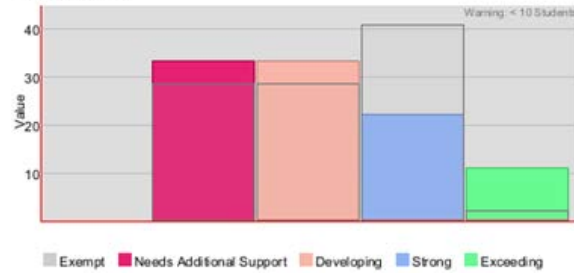
Filters : All Students



**Cohort: Year 9 CLARKSON COMMUNITY HIGH SCHOOL**

Reading - Proficiency

Filters : ATSI



Data for the Year 9 cohort shows an upward trend in progress with students moving from ‘Needs Additional Support’ into ‘Developing’ category. A whole school approach to literacy has seen all Learning Areas explicitly teach the skills of reading comprehension and this is evidenced by the progress made. The ‘Strong’ progression is considerably behind like schools and an area for challenge in intervention programmes.

ATSI students’ performance identified as ‘Needs Additional Support’ is a significant group of under-achieving students. However, Aboriginal students achieving at high levels in the ‘Strong’ and “Excellence’ categories is evidence of successful targeted interventions and schoolwide initiatives towards cultural responsiveness. Improved attendance and immersion in culture is key to engagement in learning for our aboriginal students.

Students in Year 9 receive one targeted literacy lesson per week focussing on grammar and spelling in their English class. Students are familiar with the structure and content of these lessons which begin in Year 7. Implementation of specialist intervention programmes within the subject of Language Enrichment in Year 7 & 8 is reflected in the Year 9 data trending towards like schools. Using PAT testing data in 2024 informed next steps for teachers to differentiate activities to improve Reading and Writing for all students.

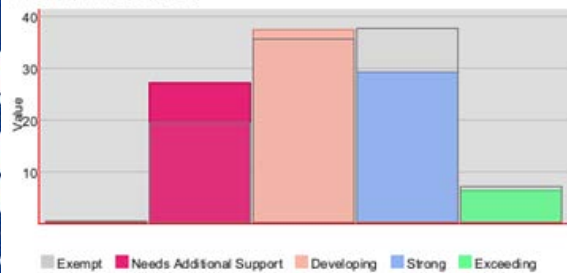
**WRITING**

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 Business Plan. With the introduction of Elastik, teachers are building WriteMark into their teaching programme to target the skills required for completing online writing tests successfully.

**Cohort: Year 7 CLARKSON COMMUNITY HIGH SCHOOL**

Writing - Proficiency

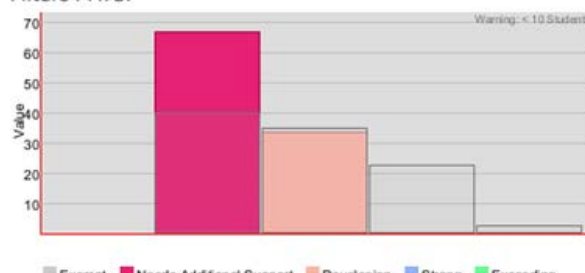
Filters : All Students



**Cohort: Year 7 CLARKSON COMMUNITY HIGH SCHOOL**

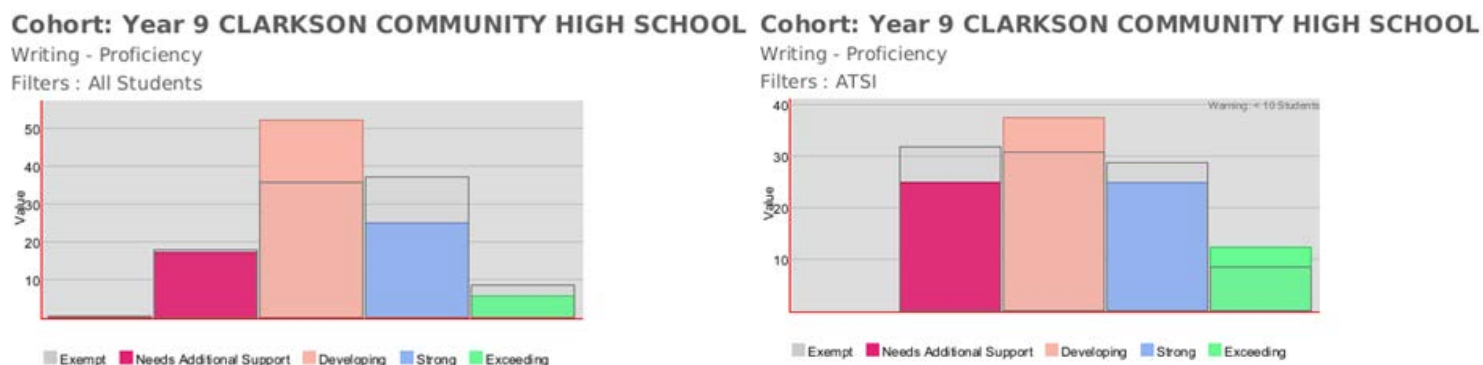
Writing - Proficiency

Filters : ATSI



Data for the Year 7 cohort shows that fewer students are in the ‘Needs Additional Support’ category and the group ‘Developing’ exceeds like schools. This shows that this cohort has a base of skills that need to be built on with extension as opposed to remedial programmes, to shift their performance to ‘Strong’ and ‘Exceeding.’

With a renewed focus on Whole-School Literacy students have been challenged to pay attention to the accuracy of their writing in every subject. In English, writing activities are designed to develop strategies for getting started, building word counts, experimenting with genre conventions and developing vocabulary, sentence and paragraph structure, and general creativity. A renewed focus on word processing will be delivered by Elastik: WriteMark in 2025 to improve digital literacy and testing stamina.



Writing Achievement in ‘Developing’ band is of concern, exceeding like schools, highlighting the need for significant interventions in the area of writing to shift students into ‘Strong’. This is also evidence of targeted interventions shifting students from ‘Needs Additional Support’ into ‘Developing.’ The appointment of a Literacy Coordinator in 2023, the institution of the Language Enrichment classes in Year 7 & 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 students’ Writing performance identified as ‘Needs Additional Support’ is a group of under-achieving students that are moving towards ‘Developing’ category. The ATSI data is close and moving towards like schools’ data which is evidence that significant progress is being made. Cultural immersion and attendance initiatives are the basis of improving learning engagement and the school continues to partner with Job Trails and elders in the community.

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 & 2024 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. These initiatives account for the significant move towards like-schools in the Year 9 data sets.



Strategies have been implemented to develop Writing competency at the school, include:

- **Differentiation** - modifying assessments for Students at Educational Risk, with support from EAs, to ensure all students have a change of success. Using frameworks, scaffolding, modelled exemplars to support all students' achievement across all English activities and assessments.
- **Language Enrichment** - Programs to incorporate and include the explicit teaching of skills such as narrative writing, letter writing, persuasive writing and developing comprehension skills. Elastik and WriteMark provide instant feedback on progress allowing for interventions to be measurable and achievable.
- **Moderation activities**- Informal and formal moderation activities within the learning area occurs. Formal moderation uses SCSA exemplars to support teacher understanding of grade cut offs, to ensure accuracy and consistency within grade distributions. Ensuring that not one teacher is teaching all students at a particular year level in lower school.
- **IEPs and GEPs** -written for students at educational risk and making adjustments explicit and goals specific.

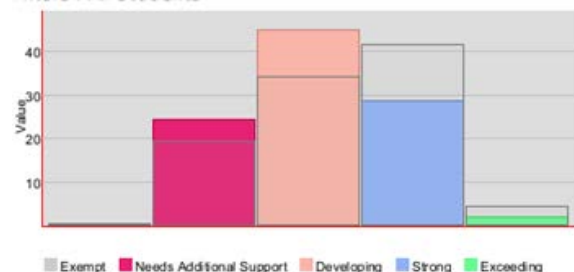
## NUMERACY

At Clarkson, we are committed to supporting students to gain the foundation numeracy skills that are essential for progressing through the school. The implementation of Maths Pathways since semester 2, 2018, has been an important tool in supporting staff to differentiate in the classroom effectively. This helps ensure that all students can make progress, with those who have missed key concepts either in primary school and/or early high school, getting the opportunity to revisit and then master critical concepts. Maths Pathways extends able students providing extension material beyond the level normally taught at that curriculum level. With NAPLAN testing now taking place in mid-Term 1, much of the future Year 7 results will be due to improved sharing of best-practice in data collection and teaching strategies using PAT testing with our feeder primary schools' cluster. In 2024 a significant upgrade to Maths Pathway required a primary focus within the Maths department of restructuring the program and associated lesson plans resulting in a better coverage of the curriculum albeit at a level that all students can engage with, whilst still providing the in-depth instruction at each students' proximal level, and providing more time to include more project-based work. Further improvements in Maths Pathway, conducted with direct liaison with their development team, are facilitating the building of further numeracy improvements in current and future cohorts.

**Cohort: Year 7 CLARKSON COMMUNITY HIGH SCHOOL**

Numeracy - Proficiency

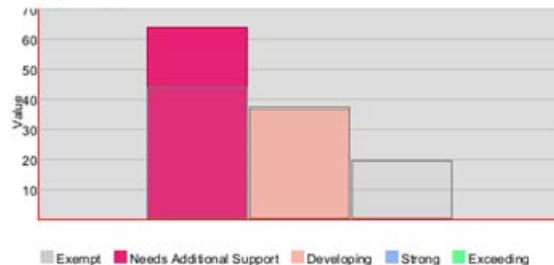
Filters : All Students



**Cohort: Year 7 CLARKSON COMMUNITY HIGH SCHOOL**

Numeracy - Proficiency

Filters : ATSI



The Numeracy Achievement of the 2024 Year 7 cohort revealed that as a cohort they were weaker than like schools. As NAPLAN is now conducted in Week 7 of Term 1, there is a limit to what remedial work can be conducted given that our priority is to conduct thorough diagnostics of student ability using Adaptive PAT testing, and in Maths Pathway, and this takes some time.

A key area of weakness recognised is the impact of low literacy on numeracy test scores, as many students are failing to understand the objectives of questions resulting in lower numeracy scores. In 2024, both Vocabulary and Comprehension assessments were introduced for the Year 7 cohort, which in 2025 will be extended to the Year 8, 9 and 10 programs, in order to try and improve numerical literacy. However, because these assessments were introduced after NAPLAN was run, it had no impact on the 2024 outcomes.

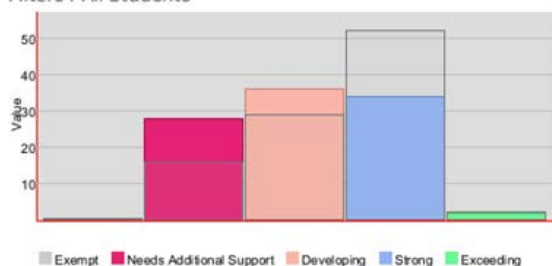
Compared to like schools, the 2024 ATSI cohort were particularly weak, either falling into the developing, or needing additional support brackets, with no students in either of the strong or exceeding groups. A significant factor in these results is attendance figures, which is particularly prevalent in the ATSI cohort. To try to counteract this tendency, greater emphasis will be made during transition to make school more engaging, and with all ATSI students being put into one class in order that Noongar language can be timetabled efficiently, that classroom should be a safer space, and thus encourage attendance.

The transition program will also be enhanced to try and change student attitude towards assessments, particularly diagnostic testing, but including NAPLAN. It is anticipated that with a more positive attitude to centralised testing, students will be more likely to attend testing, and to try harder, and for longer, during testing.

**Cohort: Year 9 CLARKSON COMMUNITY HIGH SCHOOL**

Numeracy - Proficiency

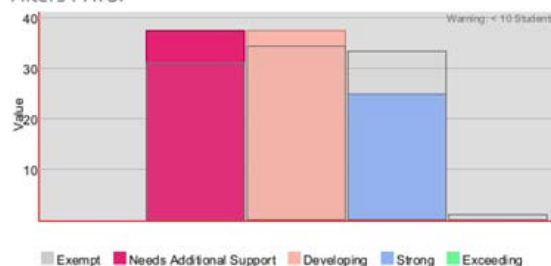
Filters : All Students



**Cohort: Year 9 CLARKSON COMMUNITY HIGH SCHOOL**

Numeracy - Proficiency

Filters : ATSI



The 2024 Year 9 Mathematics cohort have been impacted by having received instruction in Maths in almost every prior year by non-Mathematics based teachers, as well as having experienced interruptions due to COVID. This has resulted in significant levels of disengagement in Maths, which is traditionally seen as “difficult”, and requires a level of academic persistence that a significant number of students in this cohort do not display. These impacts can be pervasive and long-lasting and this is reflected in the NAPLAN numeracy data. Compared to like schools the CCHS cohort, whilst we match like-schools in the Exceeding bracket, we are significantly under-represented in ‘Strong’. Conversely we are over-represented in the ‘Developing’ and particularly the ‘Needs Additional Support’ categories, also in part due to attendance issues. Similarly, the ATSI cohort are overrepresented in the Needs Additional Support and Developing categories but underrepresented in the others.

As with the Year 7s, Numeracy Achievement is of concern, and one significant impact is due to students’ literacy difficulties resulting in students not properly understanding worded questions. Thus, the significant interventions planned in Literacy will have benefit for Numeracy values too. This includes the rolling out of both Comprehension and Vocabulary tests in Years 7-10 Maths from mid-2024 to give students practice in converting written numerical problems into number sentences which they can then resolve.



# Student Achievement Targets- OLN A

Business Plan Target: Increase the percentage of students achieving OLN A by the end of Year 12 - achieved.

Meeting the standard required in OLN A continues to be the biggest barrier for WACE eligible students. In 2025, students met the required standard in Reading 100%, Numeracy 90% and Writing 87%. Overall, 84% of WACE eligible students met the literacy/numeracy requirements.

## OLN A - Current Student Standing

	Year 10 Students - Qualified In		
	Year 9	Year 10	Not Qualified
2024	3	21	69
	3.2%	22.6%	74.2%
Like Schools	9.2%	26.3%	64.4%

	Year 11 Students - Qualified In			
	Year 9	Year 10	Year 11	Not Qualified
2024	1	17	11	27
	1.8%	30.4%	19.6%	48.2%
Like Schools	12.8%	24.7%	20.9%	41.6%

	Year 12 Students - Qualified In				
	Year 9	Year 10	Year 11	Year 12	Not Qualified
2024	1	11	3	11	5
	3.2%	35.5%	9.7%	35.5%	16.1%
Like Schools	15.5%	31.0%	18.2%	12.3%	22.9%

Planning for improvement in 2025 includes the provision of additional support in English and Math programs by building on OLNA preparation activities already implemented. Teachers are utilising individual diagnostic feedback from previous OLNA and NAPLAN assessments to tailor teaching and learning programs to suit individual student needs. Literacy lessons once a week in lower school, along with Language Enrichment in Year 7 & 8, develop literacy skills. One lesson a week focuses on explicitly teaching writing, spelling and grammar skills. Teachers are tutoring small groups during ADWPL Pathway Day classes. Homework classes are offered before and after school, leading up to testing.

## UniPrep

Clarkson Community High School continues to deliver a strong partnership with Edith Cowan University through our delivery of UniPrep course. Available to Year 11 & 12 students the two-year course is designed as an alternative pathway to university, providing students with an equivalent ATAR score on completion.

Completed Course	Year 9	Year 10	Year 11	Not Qualified
2023 Achieved			3 students	
2024 Achieved			2 students	
Offered University places				
2023			3 students	
2024			2 students	





# Year 12 2024 Results



Literacy &  
Numeracy 26  
Students  
84%

Achievement Rate  
25 Students 81%

25 Students  
Achieved WACE  
81%

30 students  
Certificate II & 3  
students  
Certificate III 97%

4 Students offered  
University  
placements



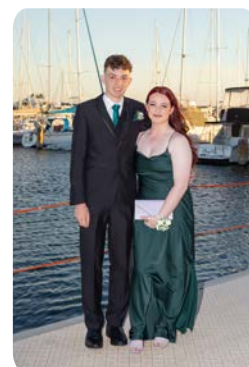
# Year 12 2024 Awards



Award Category	Student Name
Citizenship Award	Sophiea Van de Nieuwenhysen
Ampol Best All Rounder	Tahj Chadwick
Leadership Award	Kaitlyn Bresser
ADF Future Innovators	Luke Bolger
ADF Long Tan Youth Leadership Award	Kyle Farstad
DoE Commitment to Excellence	Sarah Price
Principal's Most Improved	Jarome Thomas-McCallum
Quiet Achiever Award	Indi-Lee Phillips-Stevens
VET DUX Award	Kyle Farstad
DUX Award	Dang Ho (Kevin)



Subject Award	Student Name
ATAR English	Ciara Helion
Maths Applications	Dang Ho (Kevin)
Applied Information Technology	Luke Bolger
Design Photography	Angel Jaffrey
English	Kaitlyn Bresser
Children, Family, Community	Taharia Pangan-Levers
Food Science Technology	Kaitlyn Bresser
Human Biology	Ciara Helion
Maths Essentials	Chloe Boyle
Material Design Woodwork	Chloe Boyle
Physical Education Studies	Tahj Chadwick
Visual Arts	Sarah Price
UniPrep	Dang Ho (Kevin)





# Year 12

## 2024 Achievement



Business Plan Target:

- Exceed like schools in the WACE (West Australian Certificate of Education) achievement rate - not achieved
- Increase the percentage of students achieving Certificate II by the end of Year 12 - achieved

The data below demonstrates the percentage students achieving WACE (West Australian Certificate of Education).

WACE Requirements	Breadth & Depth	C Grade Requirement	English Requirement	VET Cert II Achievement	OLNA	WACE Achievement
2024	94%	97%	97%	97%	84%	81%
2023	96%	81%	100%	96%	73%	65%
2022	100%	89%	100%	84%	79%	74%
2021	100%	96%	100%	81%	85%	85%
2020	100%	100%	100%	100%	80%	80%

Pleasingly, the percentage of students achieving WACE increased significantly to 81%, the highest percentage in 3 years. Like schools WACE Achievement rate was 83%. In addition, students achieving Certificate II and higher increased to 97%.

Clarkson Community High School continues to meet the needs of its senior school cohort by provided alternative pathway options that support entrance into TAFE and some University programs with a range of Vocational Education and Training programs ADWPL and ECU UniPrep program.

Those students who did not achieve their WACE met all the criteria, except for the OLNA standard.

# Enrolments 2024

	2021	2022	2023	2024
<b>TOTAL ENROLMENTS</b>	322	324	365	365
Male	125	191	209	211
Female	196	132	153	151
Other				3
Aboriginal Torres Strait Islander	56	53	53	59
Language Background Other Than English	29	45	10	2

Data Source - Schools Online





# Staff Profile 2024

	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	3.8	0
<b>TOTAL ADMINISTRATION STAFF</b>	<b>7</b>	<b>6.8</b>	<b>0</b>
<b>TEACHING STAFF</b>			
Level 3 Teachers	1	1.0	0
Other Teaching Staff	23	21.6	0
<b>TOTAL TEACHING STAFF</b>	<b>24</b>	<b>22.6</b>	<b>0</b>
<b>ALLIED PROFESSIONAL</b>			
Clerical/Administrative	10	9	0
Gardening/Cleaners	9	8.18	0
Instructional	2	0.3	1
Other Allied Professionals	12	10.18	1
<b>TOTAL ALLIED PROFESSIONALS</b>	<b>33</b>	<b>27.66</b>	<b>2</b>
<b>TOTAL</b>	<b>64</b>	<b>57.06</b>	<b>2</b>

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



# Financial Report



## One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 24,516	24,516	-0
Carry Forward (Salary):	\$ 362,794	362,794	0
<b>INCOME</b>			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 6,524,729	6,524,729	-0
Locally Raised Funds:	\$ 204,516	204,517	-1
<b>Total Funds:</b>	<b>\$ 7,116,555</b>	<b>7,116,557</b>	<b>-2</b>
<b>EXPENDITURE</b>			
Salaries:	\$ 5,965,479	5,965,479	0
Goods and Services (Cash):	\$ 874,731	806,004	68,727
<b>Total Expenditure:</b>	<b>\$ 6,840,210</b>	<b>6,771,483</b>	<b>68,727</b>
<b>Variance:</b>	<b>\$ 276,345</b>	<b>345,074</b>	<b>-68,729</b>

## Locally Raised Funds (Revenue)

Locally Raised Funds	Current Budget	Actual YTD	Variance	%Budget
Voluntary Contributions	\$12,843.80	\$12,843.80	\$ .00	100.00%
Charges and Fees	\$45,914.82	\$45,914.82	\$ .00	100.00%
Fees from Facilities Hire	\$75,860.39	\$75,860.39	\$ .00	100.00%
Fundraising/Donations/Sponsorships	\$3,806.40	\$3,806.40	\$ .00	100.00%
Commonwealth Govt Revenues	\$ .00	\$ .00	\$ .00	%
Other State Govt/Local Govt Revenues	\$4,945.00	\$4,945.00	\$ .00	100.00%
Revenue from CO, Regional Office and Other schools	\$ .00	\$ .00	\$ .00	%
Other Revenues	\$61,145.36	\$61,146.78	\$ -1.42	100.00%
Transfer from Reserve or DGR	\$ .00	\$ .00	\$ .00	%
Residential Accommodation	\$ .00	\$ .00	\$ .00	%
Farm Revenue (Ag and Farm Schools only)	\$ .00	\$ .00	\$ .00	%
Camp School Fees (Camp Schools only)	\$ .00	\$ .00	\$ .00	%
<b>Total</b>	<b>\$204,515.77</b>	<b>\$204,517.19</b>	<b>\$ -1.42</b>	<b>100.00%</b>

## Goods and Services (Expenditure)

Goods and Services	Current Budget	Actual YTD	Variance	%Budget
Administration	\$35,926.19	\$9,282.34	\$26,643.85	25.84%
Lease Payments	\$ .00	\$ .00	\$ .00	%
Utilities, Facilities and Maintenance	\$232,157.80	\$263,480.82	\$ -31,323.02	113.49%
Buildings, Property and Equipment	\$106,539.10	\$187,562.31	\$ -81,023.21	176.05%
Curriculum and Student Services	\$337,442.65	\$270,774.35	\$66,668.30	80.24%
Professional Development	\$10,415.88	\$6,274.45	\$4,141.43	60.24%
Transfer to Reserve	\$51,338.00	\$51,338.00	\$ .00	100.00%
Other Expenditure	\$100,911.56	\$17,291.48	\$83,620.08	17.14%
Payment to CO, Regional Office and Other schools	\$ .00	\$ .00	\$ .00	%
Residential Operations	\$ .00	\$ .00	\$ .00	%
Residential Boarding Fees to CO (Ag Colleges only)	\$ .00	\$ .00	\$ .00	%
Farm Operations (Ag and Farm Schools only)	\$ .00	\$ .00	\$ .00	%
Farm Revenue to CO (Ag and Farm Schools only)	\$ .00	\$ .00	\$ .00	%
Camp School Fees to CO (Camp Schools only)	\$ .00	\$ .00	\$ .00	%
<b>Total</b>	<b>\$874,731.18</b>	<b>\$806,003.75</b>	<b>\$68,727.43</b>	<b>92.14%</b>



# Clarkson Community High School

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