

2025 Annual Report

Clarkson Community High School



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Principal's Message

2025 marked an important milestone for Clarkson Community High School as we concluded our 2023–2025 Business Plan and began shaping the next phase of our school's development. The year provided an opportunity to reflect on our progress and collaboratively define the strategic direction that will guide our continued growth.

As the principal of a school located on Noongar Boodjar, I acknowledge and pay my respects to the Traditional Custodians of the land on which we learn and work. As part of my own professional learning, I participated in the Culturally Responsive Leadership Program, which has sharpened my focus on creating a school environment where all students feel valued, respected and supported to succeed. It continues to guide our work to ensure our systems, practices and relationships support an inclusive and culturally safe learning environment.

A central theme of our work in 2025 was collective leadership. Through a strengthened committee structure and the development of a clear Leadership Roadmap, staff across the school were empowered to lead key improvement initiatives. This approach has enhanced instructional leadership, clarified contextualised roles and responsibilities, and built internal leadership capacity to ensure sustainability and stability in our work. By distributing leadership across our staff, we have been able to more effectively align initiatives, support professional collaboration and maintain a clear focus on improving student engagement, progress and achievement.

As part of preparing for the next stage of this work, significant effort was dedicated to aligning whole-school initiatives. By embedding a Multi-Tiered System of Support (MTSS) approach, we have refined the way academic, wellbeing and behavioural supports operate together to improve outcomes for all students. Alongside this work, we focused on articulating clear processes and procedures that contribute to a consistent and orderly learning environment, ensuring clear expectations and strong systems that support both staff and students.

Investing in the physical and cultural environment of our school also remained a priority. Student facilities were updated and improved through the Election Commitment Program, while initiatives such as the Dymocks Children's Charities Library Regeneration Grant have enhanced access to quality texts and supported the development of a stronger reading culture across the school.

Our partnerships with external organisations continue to enrich opportunities for students and staff. We further strengthened our Teaching for Impact work through Quality Teaching Strategy (QTS) initiatives and benefited from the PALS grant, both of which support professional learning and innovation in teaching practice. The second year of our three-year Schools Plus grant made a significant contribution to improving learning opportunities and outcomes for our students.



Collaboration across the Clarkson Cluster is a significant strength of our school community and an important part of how we support students across our local schools. 2025 saw us introduce the Clarkson Cluster School Visit Program, through which Student Services staff worked closely with our feeder primary schools to build early relationships with students and support their transition to secondary school. These visits have enabled students to become familiar with key staff, strengthen wellbeing supports, and foster confidence as they prepare for high school.

Building strong relationships remained a key priority. The continued development of our Reconciliation Action Plan (RAP) reflects our commitment to meaningful engagement with Aboriginal and Torres Strait Islander perspectives and to strengthening our connection with community. At the same time, we have continued to prioritise family engagement, recognising the critical role families play in supporting student success.

A key strength of Clarkson Community High School is the stability and dedication of our staff. Their professionalism, commitment and willingness to lead improvement initiatives have been central to the progress made throughout this business planning cycle.

As we look ahead, the work undertaken in 2025 has positioned Clarkson Community High School strongly for the next stage of development. With clear systems, strengthened leadership structures and a shared commitment to improvement, we continue to build a school where every student is supported to engage, achieve and succeed.

I would like to thank our students, staff, families, School Board members and community partners for their ongoing support and contribution to our school. The progress outlined in this report reflects the collective effort of our entire school community as we continue to work together to create successful futures for our students.

Leah Crawford
Principal

Board Chair's Message

On behalf of the Clarkson Board, I am very pleased to contribute to the Annual Report for the year ending 2025.

This year has been defined by change, growth, and opportunity for CCHS. As Board Chair, I am proud of the resilience and dedication demonstrated by our Leadership Team, staff, and students.

The Board met each term throughout 2025 to provide guidance, accountability, and strategic direction, working collaboratively with the school's Executive Team to make balanced and informed decisions. This year, we strengthened our Board by welcoming new members. This enhanced the diversity of perspectives and led to more informed, productive discussions. Student achievement and access to learning opportunities remained a central focus of our work.

I would like to thank the Principal Ms Leah Crawford and the Board for their ongoing support. I look forward to continuing our productive partnership into the future.

Sally Seidl
Board Chair

Our Values

C A R E
O P T I M I S M
R E S P E C T
T R U S T

Our Purpose



Our 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 Vision for Reconciliation Action Plan

We take action toward reconciliation through Care, Optimism, Respect, and Trust. Together we are:

- Caring for each other by creating a culturally safe and inclusive environment where Aboriginal and Torres Strait Islander cultures, histories and language are valued and celebrated.
- Optimistic that we can build a shared and successful future, grounded in understanding, opportunity and continuous reconciliation.
- Respecting Aboriginal and Torres Strait Islander peoples as the First Custodians of the land on which we live and work by valuing their voices and perspectives in all that we do.
- Building trust through genuine relationships, listening, and walking together every day.

Our Priorities (2023 - 2025 Business Plan)

- Engaged Learners
- Effective Teachers
- Connected Community

Student Services

2025 has been a year of growth, refinement, and purposeful change across Student Services. Building on the strong foundations of 2024, our focus has remained on maintaining an orderly learning environment, strengthening student wellbeing, and embedding systems that support both staff and students.

A key priority has been consolidating our whole-school behaviour approach. Through a clear Behaviour Management Flowchart and proactive management of low-level behaviours, staff have been supported to respond consistently and restoratively. This has contributed to a calm, predictable environment where expectations are clearly understood.

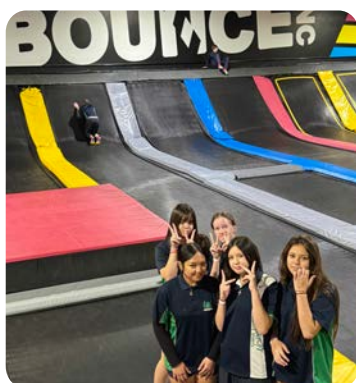
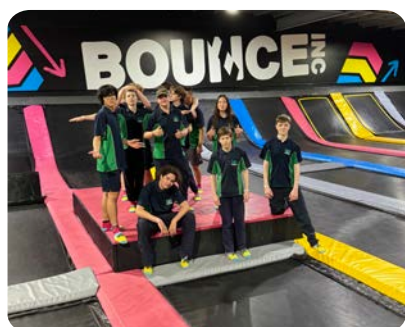
Our Positive Behaviour framework has continued to evolve, with stronger alignment between expectations, classroom practice, and accountability. Increased consistency in explicitly teaching and reinforcing expectations has helped staff address behaviours early, reducing escalation and maximising learning time.

Student voice and connection have remained central. Through strong relationships and early intervention, Student Services has worked closely with students and families to address concerns proactively. Our restorative approach has strengthened trust while promoting accountability.

Good Standing processes and reward structures have been refined to provide clearer pathways for students, reinforcing a culture that recognises positive behaviour, effort, and engagement while maintaining high expectations.

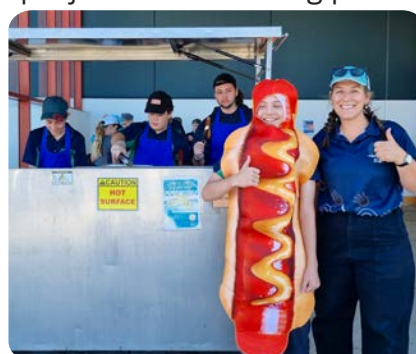
A strong focus on data has enabled earlier identification of students needing support, allowing for more targeted and responsive interventions and closer collaboration with staff.

Overall, 2025 has strengthened our systems and practices, laying the foundation for continued improvement. Students have responded positively to higher expectations, showing growth in engagement and behaviour. This positions us strongly for 2026 and beyond as we continue to foster a safe, supportive, and high-expectation environment.



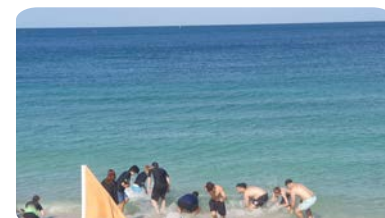
Student Leadership Team

In 2025, the Student Leadership Team demonstrated strong commitment to representing student voice and contributing to school initiatives. The team successfully ran a Bunnings sausage sizzle fundraiser, supporting student-led projects and building practical organisational skills.



Students attended an overnight leadership camp, completing workshops focused on collaboration and problem-solving, and all members achieved their First Aid Certificate. Throughout the year, the team also participated in business lunches with the School Leadership Team and met with the School Board, ensuring student perspectives were included in key decisions and upcoming projects.

Their efforts not only enriched the student experience but also helped shape projects and decisions that will benefit the school in years to come.



Year 7 Transition Program

Our 3-day transition program aimed to build cohesiveness through the facilitation of group based-learning. Students were involved in a variety of learning experiences, designed to support engagement, effective learning and wellbeing.



Arts

In 2025, the Arts department continued to empower students to explore creativity in meaningful ways through Music, Visual Arts, Photography and Media. By engaging with varied materials, techniques and cultural viewpoints, students developed artistic skills, confidence and a strong sense of personal identity. A highlight of the year was a collaborative art project completed by our Year 12 students during NAIDOC Week, celebrating the theme *"The Next Generation: Strength, Vision and Legacy."* Led by Ballardong artist Bella McGill, students created individual panels using Aboriginal symbols to represent their identity and story. When assembled, the panels formed a unified artwork, connected by the flowing Derbal Yerrigan, symbolising connection, continuity and shared journey. The completed piece now proudly hangs in the Arts Building as a gift to the school from the graduating Class of 2025, representing their enduring legacy.



Throughout 2025, Music students developed skills in composition, performance preparation, and music technology through structured classroom learning experiences. Year 8 and 9 students focused on songwriting and solo performance skills, developing original compositions and refining their musical ideas through rehearsal and reflection. Senior/VET music students further developed their skills in music technology for composition and performance. Students gained practical experience in setting up and operating sound equipment for live events, including Clarkson's Got Talent and Creative Clarkson. These experiences supported the development of technical and professional skills and teamwork.

In Visual Arts, senior students explored identity and personal experience through acrylic painting, drawing on both realism and surrealism as forms of representation. Students also examined the concept of the ordinary and the mundane, finding meaning and beauty in everyday moments as a reflection of who they are. Through a series of printmaking processes, candid moments were used to express identity and personal narrative, supporting the development of both technical skill and conceptual understanding.



Junior students worked across a diverse range of artistic processes including drawing, painting, printmaking, sculpture, and mixed media. Year 7 students investigated the expressive styles of Keith Haring, Yayoi Kusama, and Judy Watson, exploring how artists communicate ideas through the elements and principles of Art.

Year 9 students developed their observational drawing skills through a Wyland-inspired unit exploring marine life and environmental themes. In a separate mixed media anatomy unit, students explored the structure of the human body through a series of practical projects using a range of materials and techniques. These experiences supported students to build their understanding of proportion, form, and expressive representation.

Year 10 students explored art through functional design. They created clay artist palettes inspired by an artist of their choosing, translating visual characteristics into three-dimensional ceramic forms. Students then designed and constructed functional sculptures, including shelves and treasure chests, using cardboard armatures and sculpting materials such as joint compound. These projects developed students' understanding of form, structure, texture, and the relationship between artistic practice and practical design.

In Photography, students continued to build their skills across Years 8–10, progressing from foundational techniques to more conceptual approaches. In Year 8, students were introduced to the fundamentals of photography, developing confidence in camera handling, composition, and understanding how visual elements such as light, angle, and framing influence an image. This foundation established essential technical skills and visual awareness.

Year 9 students focused on refining practical skills through targeted technique-based projects. They explored shallow depth of field, the rule of thirds, prism photography, negative space, and point of view. These units strengthened their control over composition and lens techniques, encouraging deliberate creative choices to enhance visual impact.

In Year 10, students shifted towards deeper conceptual thinking, concentrating on meaning and symbolism in their work. They were challenged to communicate ideas, themes, and messages through intentional subject selection, composition, and visual conventions. This progression supported students in developing both technical proficiency and the ability to create purposeful, concept-driven imagery.



In Media Arts, students developed their understanding of how media constructs meaning through representation, audience positioning, and the application of codes and conventions across Years 8–10.

In Year 8, students explored advertising with a strong focus on representation and target audience. They examined how media texts construct identities, values, and lifestyles through visual and written codes, and how these choices influence audience perception. Students analysed how colour, camera angles, slogans, layout, and symbolism are used deliberately to appeal to specific audiences. They applied this understanding by producing their own advertisements, demonstrating intentional use of media codes and conventions to communicate purpose and engage a defined target audience.



Year 9 focused on genre studies, where students investigated how representation operates within established genre conventions. They analysed how character types, settings, narrative structures, and stylistic choices shape audience expectations. Through both analytical and production tasks, students strengthened their ability to recognise and apply genre-specific codes and conventions while considering how meaning is constructed for different audiences.



In Year 10, students produced podcasts with an emphasis on how representation and audience engagement are shaped through audio conventions. They explored how tone, voice, structure, sound design, and editing influence meaning and listener response. This unit required students to make deliberate production choices to ensure their content aligned with purpose, audience, and contemporary media conventions.



English and Humanities and Social Science

One of the biggest highlights of the year for the English and HASS learning area is Book Week. In 2025 the theme was “Book an Adventure” and was held on the 18th-22nd of August in Term 3, with a range of fun and creative lunchtime activities. Students took part in an exciting scavenger hunt, creative writing activities, book mark making competition and book week quizzes. The week concluded with a colourful dress-up day, where both students and staff arrived at school dressed as their favourite book characters, bringing beloved stories to life around the campus.



Throughout 2025, students explored a wide range of engaging texts and topics designed to build their critical thinking and creativity. In English, classes examined powerful novels including *The Outsiders* and *Destroying Avalon*, alongside Shakespeare’s dramatic tragedy *Macbeth*. Students also analysed films such as *The Lorax* and documentaries such as *Blackfish* and *The Final Quarter*, while developing media literacy through analysis of articles, both online and in print. Students also had many opportunities to showcase their creativity. They designed and illustrated their own picture books, developed original documentary pitches on topics they were passionate about, and brought imaginative comic characters to life through storytelling and artwork. These projects allowed students to think creatively, collaborate with classmates, and express their ideas in fun and engaging ways.



In HASS, students investigated significant moments and ideas that have shaped our world. Their studies included the events and impacts of World War II, the transformative changes of the Industrial Revolution, the culture and achievements of Ancient Greece, and the importance of water as a global resource. Students also explored the foundations of Economics and Politics, helping them better understand how societies function today.



Health and Physical Education

In 2025, the Health and Physical Education department continued to provide students with exciting opportunities to develop their physical skills, build confidence, and demonstrate positive sportsmanship across a range of school sporting events. Highlights of the year included the athletics carnival, rugby carnivals and outdoor recreation excursions throughout the year. Through participation in these events, students strengthened essential life skills such as teamwork, perseverance, resilience, respect, and a commitment to personal improvement.

The athletics carnival once again proved to be a standout event on the school calendar. With a diverse program of track and field events – including sprints, relays, jumps, and throws – students of all ability levels were encouraged to challenge themselves and contribute to their house teams. The day was characterised by enthusiastic participation, strong house spirit, and a supportive atmosphere that celebrated both individual achievement and collective effort.

The rugby carnivals provided students with the opportunity to engage in fast-paced, team-focused competition. Emphasising collaboration, tactical awareness, and determination, the carnivals showcased the students' growing skill development and understanding of the game. While competition remained spirited and energetic, equal emphasis was placed on fair play, inclusion, and representing the school with pride.

Overall, 2025 was another successful year for HPE, with students embracing opportunities to be active, challenge themselves, and demonstrate the values that underpin quality physical education experiences.

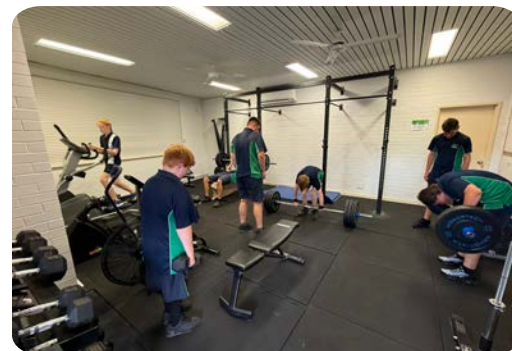


Rugby Program

The 2025 academic year marked the continuation of the Rugby League program at Clarkson Community High School. The program operated successfully across two cohorts, comprising Year 7–8 and Year 9–10 students, with a total of 40+ participants engaged throughout the year. This level of involvement reflected the ongoing interest in the initiative within the school community.

Student engagement within the performance and training components remained high, with the school's weights gym continuing to serve as a central and highly valued facility. The structured use of the gym supported the development of students' strength, conditioning and overall athletic performance, while also reinforcing habits of discipline, responsibility and personal goal setting.

In addition, the continuation of our morning fitness club further strengthened the program's culture. This initiative provided students with additional opportunities to develop their physical fitness outside of scheduled class times and demonstrated an increased level of ownership and commitment among participants. The voluntary nature of the sessions reflected a positive shift toward intrinsic motivation and a strong training ethos within the Rugby League cohort.



Home fixtures throughout the season continued to make a meaningful contribution to school culture and community engagement. Attendance by families and supporters created a welcoming and energetic environment for visiting schools. These events not only enhanced the match-day experience for students but also strengthened relationships between the school and wider community. The visible support from families contributed to a strong sense of pride and belonging among players, reinforcing the program's role in fostering school spirit and community connection.

Overall, 2025 represented a successful year for the Clarkson Spartans Rugby League program. The season concluded with a formal presentation event, recognising the achievements, growth and contributions of students and staff involved in the initiative. The event provided an opportunity to acknowledge athletic performance, leadership development, commitment to training and the embodiment of school values throughout the year.

The success of the program highlights its positive impact not only in the sporting domain but also in promoting teamwork, resilience, discipline and community engagement across the school.

Languages - Noongar

In 2025, Clarkson Community High School proudly saw the introduction of Noongar language into the Year 8 cohort. Woola woola! This exciting step built on the growing presence of Aboriginal Languages at our school and created a space where students could strengthen both their confidence and cultural identity through language learning.

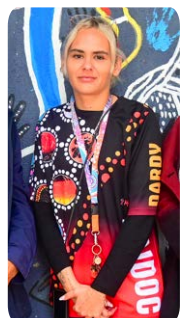
Throughout the year, students in Year 7 and 8, became increasingly comfortable using Noongar words and phrases in the classroom. What began with some hesitation quickly grew into confidence and pride, as students started using language more frequently and embracing the opportunity to connect with the culture of Noongar Boodja.

In Semester One, students explored the native trees (boorn) found on Noongar Boodja. They investigated the features of these trees and learned about their traditional uses, gaining a deeper appreciation for the relationship between people and the natural environment. Alongside this, Semester 2 students studied six different birds (djerap), identifying their unique features and discussing their place within the ecosystem.

A highlight of Term 4 was the exploration of the wedge-tailed eagle (waalitj). Students learned about its importance to Noongar people, its role in the environment, and the impressive features and hunting skills that make it one of the most powerful birds of prey in Australia. This learning helped students see how cultural knowledge and environmental understanding are deeply connected.

The introduction of Noongar language in Year 8 has not only strengthened students' language skills, but also supported the growth of confidence, identity and pride in using and sharing Aboriginal language in the classroom. It has been inspiring to watch students engage more openly with language and culture, and we look forward to seeing how Noongar continues to grow and thrive at Clarkson Community High School in the years to come.

Boordadjinang
Miss Mady.



Madyson Lewis
Noongar Language Teacher



Science, Technology, Engineering and Maths

Minister's Innovation challenge - Shoot for the Planet

Last year, a group of Year 8 students at Clarkson Community High School participated in the Minister's Innovation Challenge, where they explored creative ways to address real issues within their school environment. The students focused on the problem of litter around the school and asked the question: How might we reduce the amount of litter at Clarkson in a fun and engaging way?



Through brainstorming and collaboration, the students developed an idea called "Shoot for the Planet." The concept involved creating a basketball hoop-style attachment that fits onto existing school bins, turning the act of throwing away rubbish into a fun and interactive activity. By encouraging students to "shoot" their rubbish into the bin like a basketball, the design aims to make proper waste disposal more engaging while promoting environmental responsibility.



To bring their idea to life, the students used 3D printing technology to design and produce the basketball hoop, while also using woodworking tools to build the supporting structure that attaches to the school bin. This hands-on process allowed students to apply practical design, engineering, and problem-solving skills while developing a prototype that could help improve the school environment.



The project provided students with an opportunity to combine innovation, creativity, and practical construction skills to create a meaningful solution for their school community.

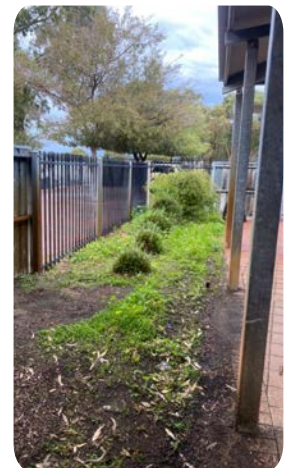
Habitats for Wildlife

In 2025, Clarkson Community High School commenced a rewilding initiative to enhance biodiversity on our school grounds. This project involved the construction and landscaping of a dedicated habitat precinct, featuring a purpose-built pond, bird bath, frog hotels and an array of native plant species. The primary objective was to create suitable habitat for two key native species—the Djidi Djidi (Willie Wagtail) and the Kooya (Frog).

This work was supported through funding from the Schools Plus Grant, which enabled the purchase of all required materials. The hands-on construction and planting were undertaken by students during science lessons and ADCS students, providing a valuable opportunity for experiential learning. The project was further strengthened by the commitment of particular staff across the school.

Following the establishment of the habitat, a wildlife camera was installed to monitor species activity. Early observations have shown a variety of native bird species utilising the space, including the targeted Djidi Djidi. Increased insect activity—such as dragonflies and native bees—indicates that the habitat is becoming ecologically functional, laying the groundwork for frog species to successfully return.

Beyond its environmental impact, this project fostered a strong sense of community among students and staff. It deepened our collective connection to the natural environment and highlighted the shared benefits that come from contributing to local biodiversity and wellbeing.



Full STEAM Ahead - *Find Your Inner Universe*

In 2025, Clarkson Community High School's Year 10 students participated in the Full STEAM Ahead program through the interdisciplinary project Find Your Inner Universe. This learning experience used the study of space as a lens to explore both scientific understanding and personal identity.

Students investigated key scientific concepts related to planets, space and orbital movement, analysing how objects interact and move within the universe. Alongside this, they examined personality traits and self-reflection, using creative portraiture and visual design to represent connections between individual characteristics and planetary features. By integrating scientific research, data interpretation, creative expression and reflective thinking, the project embodied the principles of STEAM learning. Students were encouraged to think critically, communicate complex ideas visually, and make meaningful links between factual knowledge and personal understanding.

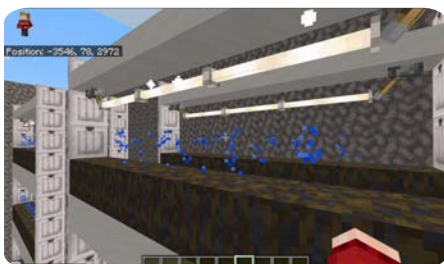
Find Your Inner Universe supported student engagement by valuing creativity alongside scientific accuracy, empowering students to see themselves as learners capable of exploring both the external universe and their own developing sense of identity.



Minecraft Worlds

In 2025, STEM students engaged in two innovative digital design projects that extended their learning into immersive virtual environments using Minecraft. Year 9 students began by constructing a detailed forensic laboratory, applying investigative techniques and forensic science concepts in a simulated setting. This project allowed them to explore real-world scientific processes while developing skills in digital design, problem-solving and analytical reasoning.

Separately the year 10 students also participated in an interplanetary engineering challenge, designing futuristic and sustainable Mars bases. This activity encouraged them to combine creativity with engineering principles as they considered the environmental, structural and resource-management challenges of supporting human life on the Red Planet. Together, these projects showcased the power of game-based learning to enhance student engagement, deepen STEM understanding and foster innovative thinking in a dynamic, interactive space.



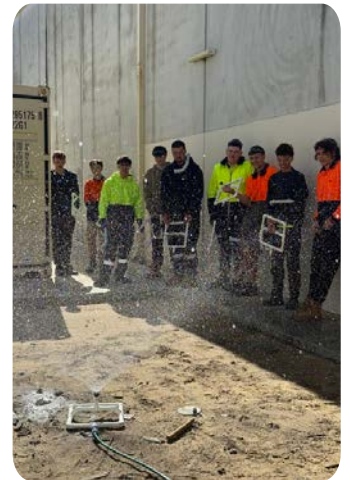
Vocational Education and Training (VET)



In 2025, Clarkson continued to provide a wide range of Vocational Education and Training (VET) opportunities that empowered students to explore their interests, develop practical skills, and prepare for future careers. Through a mix of on campus courses, off campus programs, workplace experiences, and hands-on trade opportunities, students gained nationally recognised qualifications and real-world insights that supported informed decision-making about future career pathways.

VET Courses Delivered On-Campus:

A wide range of VET courses were delivered on campus by our dedicated CCHS VET teaching staff, who bring valuable industry experience to their teaching. These programs provided students with rich learning opportunities to develop practical, industry-relevant skills and knowledge, while achieving qualifications across a variety of industry areas. Through these experiences, students were well supported to strengthen their employability and prepare confidently for future pathways into the workforce or further education.



VET courses delivered on-campus included:

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



VET Courses Delivered Off-Campus by External Providers:

Students also participated in off-campus programs delivered by external providers, including North Metro TAFE. These courses allowed students to pursue individual interests while gaining in-depth, industry-specific skills in areas such as construction, hospitality, technology, and the arts. By completing these programs, students earned nationally recognised qualifications, gained practical experience, and connected with industry professionals to support smooth transitions into further training, employment, or apprenticeships.

The qualifications undertaken by our students included:

- 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 III in Makeup
- Certificate III in Information Technology (Cyber Security Pathway)
- Certificate II in Integrated Technologies (Robotics)
- Certificate II in Autonomous Workplace Operations
- Certificate II in Supply Chain Operations
- Certificate III in Screen and Media (Animation)
- Certificate III in Early Childhood Education and Care
- Certificate III in School Based Education and Support



Authority Developed Workplace Learning (ADWPL)

The ADWPL program gave students the chance to step into real workplaces, building hands-on skills such as teamwork, problem-solving, communication, and digital literacy. In 2025, 24 students completed at least one unit of ADWPL, earning a C-grade equivalent while actively applying their learning in professional settings. The program not only contributed to their WACE attainment but also empowered students to explore different careers, gain confidence in the workplace, and develop capabilities that will benefit them well beyond school.

Try-A-Trade Opportunities:

Our Try-A-Trade program offered students the chance to explore a variety of trades through practical, hands-on experiences. In 2025, students worked in areas such as civil construction, concreting, bricklaying, tiling, plastering, and plumbing. These activities allowed students to test their skills, discover their strengths, and gain a real understanding of workplace expectations. Students reported that these experiences sparked curiosity and motivation to pursue further training, apprenticeships, or careers in the trades.

The VET program at CCHS continues to be a cornerstone of our senior school curriculum, providing students with practical skills, industry knowledge, and nationally recognised qualifications that prepare them for the workforce. Through a combination of on-campus training, off-campus courses, and career exploration opportunities, students gain hands-on experience, build confidence, and develop the capabilities needed to pursue their chosen career pathways.

By participating in the VET program, students are encouraged to explore their passions, take ownership of their future learning and career choices, and are equipped to succeed in their chosen professions.



Careers

Career education continued to be a strong focus at Clarkson Community High School in 2025. Students were provided with a range of opportunities to explore career pathways, develop employability skills and connect with industry through structured programs, excursions, incursions and individual career support. Throughout the year, students participated in career learning experiences including guest speakers, career taster excursions and industry visits. Many students also gained industry-recognised micro-credentials such as White Cards, helping strengthen their readiness for employment and training opportunities.

Students accessed individual pathway planning opportunities to explore interests and future goals. Many created or updated resumes and cover letters, practised interview skills and received support applying for employment, apprenticeships, traineeships, vocational education and training (VET) courses and university pathways. Some students also participated in work experience and work shadowing to gain valuable insights into real workplaces.

Year 9 Career Taster Program

The Year 9 Career Taster Program continued to support students to build self-awareness and explore a range of career pathways. Delivered in Semester One, the program helped students develop practical career planning skills including resume writing and interview techniques. A highlight of the program was a creative project where students designed and built mini LEGO workplaces, encouraging them to reflect on their ideal working environments while developing teamwork and problem-solving skills.



Year 12 Futures

In 2025, Year 12 students participated in the Year 12 Futures program, designed to support their transition beyond school. Students explored practical life skills including financial literacy, budgeting, taxation, saving and investing, digital literacy, workplace rights and responsibilities, and the cost of living. The program also focused on developing employability skills such as communication, teamwork and time management. Students set personal goals, created planners and used the WACE Tracker to monitor their progress and plan their post-school pathways.

Industry Engagement

Students participated in a range of incursions, excursions and industry experiences that provided valuable insight into different career pathways. Programs such as ABCN's "Interview to Impress" and "Find Your Purpose" helped students develop interview skills and explore their strengths. Students also attended the SkillsWest Careers Expo, explored careers in construction at the Construction Futures Centre, and learnt about STEM and Defence Force Industry pathways through the AVISTA incursion. Additional opportunities included female students attending the V8 Supercars event to explore careers in motorsport and an International Careers Day panel discussion to gain insight into women in the workplace. Aboriginal and Torres Strait Islander students connected with the North Metropolitan TAFE Aboriginal Engagement Team to learn about their services and training pathways. Students participating in UniPrep also engaged with representatives from Edith Cowan University and were provided opportunities to experience learning on campus.

These experiences allowed students to explore different industries, develop practical skills and build connections with employers and training providers. Through these opportunities, Clarkson Community High School continues to support students to become engaged learners who are well prepared for future pathways in employment, training and further education.



Reconciliation Week

National Reconciliation Week 2025 was marked across Australia under the theme “Bridging Now to Next,” an invitation to reflect on the ongoing connection between past, present and future, and to consider how we can move forward together in the spirit of reconciliation. Throughout the week, each year group participated in a dedicated reflection and pledge activity.

Sessions began with a discussion about the meaning of reconciliation and why it remains vital in contemporary Australia. The 2025 theme encouraged students to think about how we honour the truth of our shared history, acknowledge the strength and resilience of Aboriginal and Torres Strait Islander peoples, and commit to building a more just and united future. Conversations centred on how individual and collective actions today help “bridge” the lessons of the past to the possibilities of the next generation.

Following this reflection, students were invited to write a personal pledge demonstrating their commitment to reconciliation. These pledges were written on cut-outs of native animals and Aboriginal symbols using the colours of the Aboriginal flag – red, black and yellow. Each pledge represented a promise to contribute positively to reconciliation, whether through learning more about First Nations histories and cultures, challenging stereotypes, showing respect, or standing up against injustice.

Together, these individual pledges were assembled to create a large Aboriginal flag display. At the centre of the flag was a powerful quote from Aboriginal rights activist Lowitja O'Donoghue: “We are not asking for special treatment, just equal treatment.” This quote served as a meaningful focal point for the display, reinforcing the message that reconciliation is grounded in fairness, respect and equality.

Our Year 11 and 12 Visual Arts students contributed a significant collaborative artwork that further reflected the spirit of reconciliation within our community. Students worked together to create a woven installation that embodies themes of unity, identity and the shared commitment to reconciliation.

Each student selected the fibre they wished to weave with – an intentional choice representing their individuality, voice and place within the Clarkson Community High School community. Through this process, students considered how personal identity contributes to the collective strength of a community committed to understanding and respect.

Within the finished piece, each woven strand symbolises an individual student, while the interwoven fibres represent the strength created when diverse voices and experiences come together. The final artwork visually reflects the core message of reconciliation: that while each of us brings our own story, culture and perspective, we are stronger when we listen, learn and move forward together.

The collaborative weaving project provided a powerful visual representation of connection and collaboration. It stands as a reminder that reconciliation is not only about reflection, but also about actively building relationships grounded in respect, understanding and shared commitment to a more inclusive future.



NAIDOC Celebrations



Our 2025 NAIDOC celebrations were once again a rich and meaningful occasion for our school community. We were honoured to gather as a school for a traditional smoking ceremony held at our Yarning Circle, guided by Aboriginal leader Derek Nannup. He generously shared the cultural meaning and historical significance of the ceremony, deepening students' understanding of Aboriginal traditions and their enduring importance within the wider community.

Our junior students then participated in a range of activities that allowed them to immerse themselves in Aboriginal culture. Activities featured jewellery making, traditional Aboriginal games, an Indigenous hero's quiz, and damper making. These hands-on experiences not only sparked creativity but also fostered collaboration and meaningful learning through cultural expression.

Year 11 students took part in the interactive workshop "Koora Waangkininy Boodjar," an immersive exploration of the historical and contemporary relationships between Aboriginal and non-Aboriginal people of Australia.

Year 12 students contributed to a collaborative art project that represented their individual identities and personal stories. When brought together, the artwork symbolised their connection and shared journey as a cohort.

Students also sampled kangaroo bolognese and freshly made damper, giving them the opportunity to experience traditional Aboriginal flavours firsthand. This shared culinary experience encouraged a deeper appreciation of bush foods and their cultural significance within Aboriginal communities.

We were truly privileged to enjoy a vocal performance by Gina Williams and Guy Ghouse, whose powerful storytelling and sharing of Noongar language through song was both moving and educational. Their performance captivated the audience while deepening our understanding and appreciation of Noongar culture, language, and tradition.

Our NAIDOC celebrations provided a meaningful opportunity for our community to gather, learn, and honour Aboriginal culture, strengthening respect, deepening understanding, and promoting a strong sense of unity across our school.



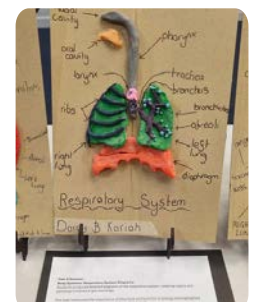
Creative Clarkson

Creative Clarkson 2025 once again proved to be a dynamic and inspiring celebration of the extraordinary creativity within our school community. The event continues to grow as a much-anticipated highlight of the year, providing students with an authentic platform to share their talents across a broad range of learning areas. It was wonderful to see students proudly presenting their work, reflecting not only their skill and dedication but also their confidence and sense of accomplishment.

This year's exhibition featured an impressive and diverse collection of pieces that captivated all who attended. Guests enjoyed an array of visual artworks, including detailed printmaking, expressive paintings, ceramic sculptures, artists paint palettes and anatomical trinket trays, as well as innovative woodwork and photography projects demonstrating skills developed during the year. The display also showcased engaging multimedia pieces, design projects, and interactive installations, highlighting the depth of creativity fostered across the curriculum. Musical and dance performances added energy and vibrancy to the evening, further demonstrating the breadth of talent within our student body.

A particular highlight of the evening was a combined choir performance featuring students from local Clarkson, Merriwa and Somerly Primary Schools. Their outstanding performance was both uplifting and memorable, delighting the audience and reinforcing the strong sense of partnership within our local school community. It was a proud moment to see students from across our network come together in such a powerful and harmonious way.

Creative Clarkson 2025 was once again a resounding success, drawing strong attendance from students, staff, families and members of the wider community. The evening was a joyful celebration of imagination, skill and collaboration, and it beautifully showcased the remarkable potential of our students. Events such as this continue to strengthen our shared commitment to fostering creativity and celebrating achievement in all its forms.



Clarkson Challenges



In August during Science Week, students from Clarkson, Merriwa and Somerly Primary Schools took part in the annual STEM event - The Clarkson Challenge.

As the Science Week theme for 2025 was “Decoding The Universe - Nature’s Hidden Language”, they worked in groups to build a fractal tree and explored the fascinating world of fractals in nature, film, animation, and video games. Students also created their own stop-motion animations using Microsoft PowerPoint and learned about the six Noongar seasons.

It was a brilliant blend of STEM, creativity, and culture, and the students all had a fantastic day while learning practical STEM skills.

2025 also saw us introduce *Clarkson Challenge SPORT* where the schools played a tournament against the other schools in Ripper Rugby, Netball and Basketball. The event was so popular that we will do this challenge every year!



Teaching & Learning

Clarkson Instructional Model

2025 saw the Clarkson Instructional Model rolled out across all Learning Areas, led by the Teaching and Learning team. Each Learning Area was supported by a dedicated Teaching and Learning Lead to guide consistent classroom practice. The rollout was strengthened through the Quality Teaching Strategies Partnership and was underpinned by the DIIE (Diagnose, Implement, Intervene and Evaluate) model. The initial phase focused on the 'Tune In', Learning Intentions and Success Criteria to ensure clarity and purpose in every lesson. Targeted professional learning, staff collaboration, and the sharing of best practice supported the process. Staff reflections indicate strong progress in these focus areas, while student voice data suggests that students feel supported by the Clarkson Instructional Model and better prepared for learning.



Quality Teaching Strategies Partnership

In 2025, Clarkson Community High School participated in a *Quality Teaching Strategies (QTS) Partnership* with Ashdale Secondary College to strengthen instructional practice and collaboration across schools. Through the *QTS Partnership* we were able to conduct an inquiry into shared practice and collective efficacy. As part of this partnership, our Teaching and Learning Leads engaged in classroom observations to build capacity in instructional strategies and reflect on their own practice. In addition, Literacy, Numeracy and Learning Support Coordinators participated in professional networking opportunities, allowing staff to share expertise and approaches to supporting student learning. This collaboration also supported the establishment of clearer processes for gathering and analysing data, strengthening CCHS's staff capacity to reflect on practice and inform the next steps for the Clarkson Instructional Model.

Tiered Support Coordinator and Small Group Tuition

A tiered approach to literacy support was implemented to strengthen students' reading comprehension.

Year 8 students participated in Small Group Tuition for two hours each week, providing targeted support to develop their reading comprehension skills through the program CARS & STARS (Comprehensive Assessment of Reading Strategies & Strategies to Achieve Reading Success).

Reading Circles were piloted with a Year 7 cohort. This cooperative learning strategy enabled students to engage with a wide range of texts and deepen their understanding through structured discussion and shared analysis. This strategy will be implemented across Years 7 and 8 in 2026.

Together, these initiatives supported differentiated literacy development and provided additional opportunities for students to build confidence and capability as readers.

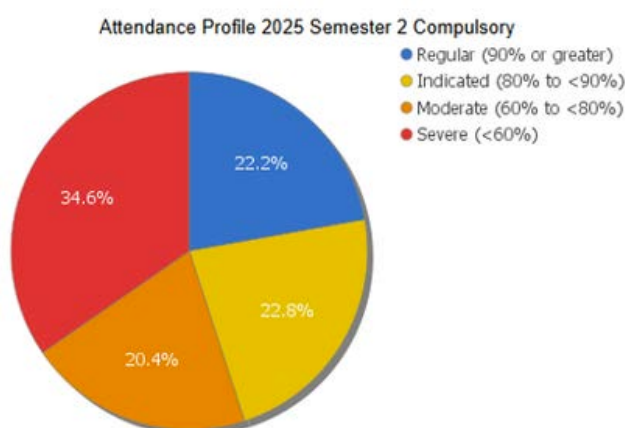
Attendance

2025 Business Plan Target: “Restore student attendance to pre-pandemic levels of 80+%”

Table: Attendance type per year group (as of Semester 2 2025) (SAR)

Breakdown	Attendance Rate	Regular	At Risk Indicated	At Risk Moderate	At Risk Severe	Auth. %	Unauth.%
Y7	75.5%	19	18	12	14	57%	44%
Y8	65.2%	14	9	10	21	51%	50%
Y9	62.5%	15	17	14	34	43%	57%
Y10	59.3%	10	16	13	25	38%	62%
Y11	61.9%	7	10	11	16	35%	65%
Y12	74.5%	10	7	9	7	56%	44%
Compulsory	65.5%	75	77	69	117	45%	56%

Data Source : Student Attendance Reporting & Schools Online



2025 CCHS Attendance Data Summary

Improving student attendance remained (and will continue to remain) a strategic priority in 2025, aligned with school and system-level expectations. Semester 2 data indicates an overall compulsory attendance rate of 65.5%, highlighting both ongoing challenges and areas of progress across year groups.

Encouragingly, approximately 22% of students maintained regular attendance (90% or greater), reflecting the impact of targeted engagement and support strategies. A further cohort of students remained within the indicated and moderate risk ranges, providing clear opportunities for early intervention and re-engagement through differentiated supports.

At the same time, the proportion of students identified as at risk – severe highlights the complex barriers affecting attendance for some students and families. In response, Student Services continued to prioritise a tiered, case-managed approach, with a focus on early identification, personalised attendance planning, strengthened family engagement and collaboration with internal and external support services.

Attendance strategies were underpinned by a strengths-based and restorative approach, recognising the strong connection between wellbeing, engagement and regular school attendance. While attendance remains an area for continued improvement, systems and processes were further strengthened in 2025 to support sustained progress and align practice with the school’s Business Plan targets.

The Student Services Team played a key role in delivering these outcomes through consistent practice, effective collaboration and a strong student-centred focus. The work contributed significantly to whole-school improvement and positioned the school well for continued progress moving forward.

Student Achievement Targets - NAPLAN

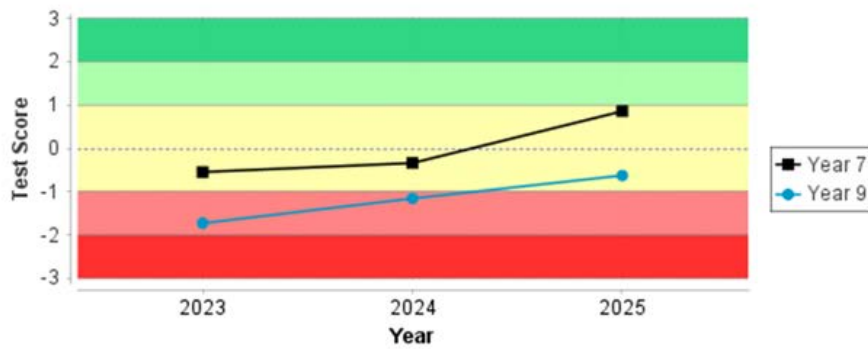
Business Plan Target: Maintain value adding (progress) than Like Schools, WA Public Schools and Australian Schools in Reading and Writing NAPLAN Scores from Year 7 2021 to Year 9 2025.

NAPLAN 2025 was administered through a 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 students enrolled in 'like schools'; the like school data is shown by the outline in black.

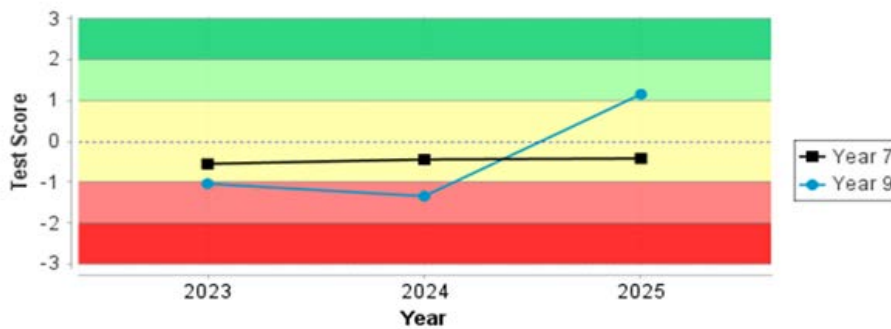
Year 9 and 7 CCHS Expected Performance (from Schools Online)

Year 9	Numeracy	As expected, performance
	Reading	Above expected performance
	Writing	As expected, performance
Year 7	Numeracy	As expected, performance
	Reading	As expected, performance
	Writing	As expected, performance

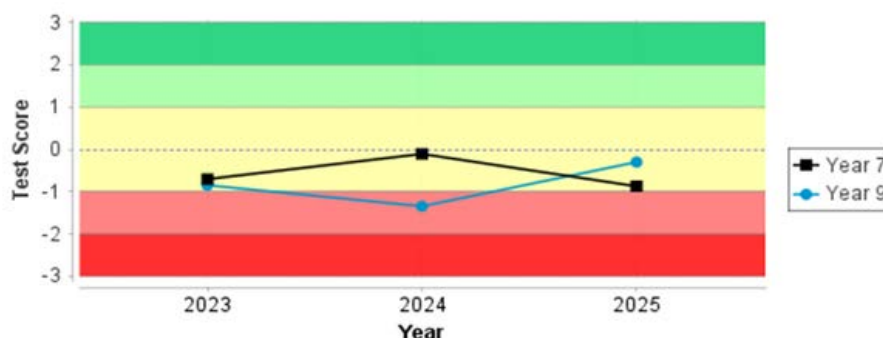
Numeracy Performance



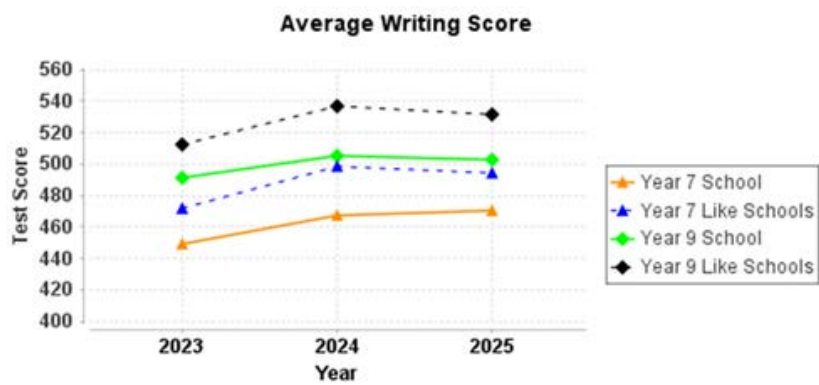
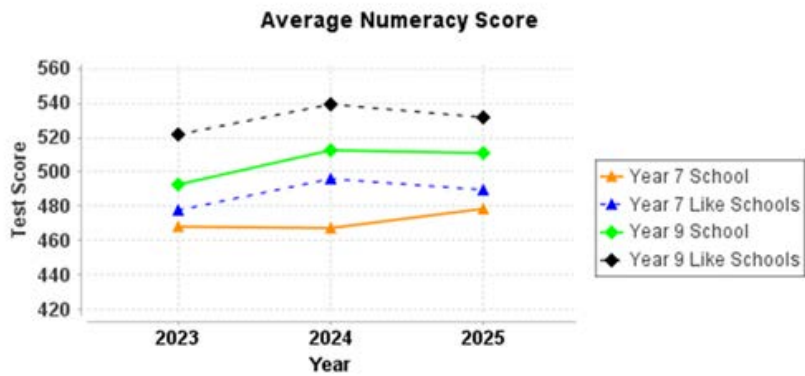
Reading Performance



Writing Performance



Year 9 and 7 Mean test scores compared to Like Schools



LITERACY

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

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 2025 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.

Language Enrichment supported students to build NAPLAN skills through targeted skills-based intervention. Additionally, students were supported through the Small Group Tuition project that fostered reading comprehension using CARS and STARS. Literature Circles were successfully piloted in one Year 7 class to develop reading comprehension through cooperative reading strategies.

Students in Year 9 received 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 2025 informed next steps for teachers to differentiate activities to improve Reading and Writing for all students.

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.

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. Elastik: WriteMark was used strategically to improve digital literacy and testing stamina. It also provided progress monitoring data to track student outcomes. Writing outcomes are also supported by the targeted development of NAPLAN skills in Language Enrichment.

In 2025, the school introduced Elastik, a digital program designed to strengthen literacy and numeracy outcomes and support targeted instruction. Elastik analyses student assessment and test data to identify learning gaps at both individual and cohort levels. This provides teachers with clear insights into student strengths and areas for development, enabling personalised and targeted teaching based on evidence.

WriteMark complements this by providing instant feedback to students and automatically marking their work. This allows students to monitor their progress and make timely improvements while reducing teacher marking workload and allowing more time for targeted teaching and support.

Together, these initiatives strengthen data-informed teaching, personalised learning and the continuous improvement of student outcomes.

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 support student success. Using frameworks, scaffolding, modelled exemplars to support all students' achievement across all English activities and assessments.
- **Language Enrichment**- Programs to incorporate 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 Instructive (formerly Maths Pathway), 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. Instructive 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.

An ongoing key area of challenge 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 2025, both Vocabulary and Comprehension assessments were supported and improved numerical.

Initiatives to improve student attitude towards assessments, have been introduced. It is anticipated that with a more positive attitude and improved self-efficacy will continue better engage in diagnostic testing.

Performance Targets

Online Literacy Numeracy Assessment (OLNA)

Business Plan Target:

- Exceed like schools in the WACE (West Australian Certificate of Education) achievement rate – achieved – 76% achieved their WACE compared with like schools of 60%
- Increase the percentage of students achieving Certificate II by the end of Year 12 – achieved - 97% of Year 12 students achieved a Certificate II.

Business Plan Target:

- Increase the percentage of students achieving OLNA by the end of Year 12 - not achieved. 82% of eligible students achieved their OLNA.

Number of students who met the standard						
	2020	2021	2022	2023	2024	2025
Reading	23	25	17	24	31	28
Writing	23	25	17	23	27	30
Numeracy	22	24	16	20	28	27

Planning for Improvement in 2026

Planning for improvement in 2026 prioritises strengthening English and Mathematics programs to improve student performance in NAPLAN and increase the number of students who prequalify for OLNA through their Year 9 results. Meeting the OLNA minimum standard remains the most significant barrier for students who are otherwise eligible to achieve their WACE. Strengthening early literacy and numeracy outcomes therefore remains a key priority.

Early identification of students at risk of not meeting the minimum standard in literacy and numeracy underpins this strategy. Teachers analyse detailed diagnostic data from Year 7 and Year 9 NAPLAN, alongside OLNA results were available, to identify student strengths and learning gaps in reading, writing, spelling, grammar, punctuation and numeracy. This data informs targeted teaching programs and differentiated classroom instruction.

Students in Years 7 and 8 participate in dedicated weekly literacy and numeracy lessons that strengthen the foundational skills required for success in NAPLAN and OLNA. Literacy lessons provide explicit instruction in reading comprehension, structured writing, spelling and grammar, while numeracy lessons develop number sense, mathematical reasoning and problem-solving skills.

OLNA preparation is embedded across learning programs to ensure students understand assessment expectations and develop the skills required to meet the minimum standard. Practice assessments, explicit teaching of assessment strategies and ongoing formative assessment are used to monitor progress and inform adjustments to teaching.

These strategies aim to strengthen NAPLAN outcomes, increase the proportion of students achieving the minimum standard and prequalifying for OLNA, and reduce the number of students requiring OLNA intervention in Years 10–12. This proactive approach supports more students to meet OLNA requirements and successfully achieve their WACE.

Senior School Pathways

Clarkson Community High School continues to meet the diverse needs of its senior school cohort by providing a range of pathway options that support successful transitions to TAFE, employment and selected university programs. The school offers a range of Vocational Education and Training (VET) programs that enable students to develop industry-relevant skills, gain nationally recognised qualifications and prepare for employment in priority workforce areas.

These pathways are strengthened through participation in the ADWPL program, which supports students to develop work-readiness skills, engage in practical learning experiences and establish clear post-school pathways.

Clarkson Community High School also maintains a strong partnership with Edith Cowan University through the delivery of the UniPrep Schools course. Available to Year 11 and 12 students, this two-year program provides an alternative pathway to university for students who are not undertaking an ATAR pathway. The course develops the academic skills, confidence and capabilities required for tertiary study and, upon successful completion, provides students with an equivalent ATAR score for entry into Edith Cowan University.

Through these targeted pathway programs, Clarkson Community High School supports students to achieve meaningful post-school outcomes, including entry to TAFE, university or employment, while maintaining WACE eligibility and developing the skills required for future success.



Prioritising Health and Wellbeing for Staff

Clarkson Community High School prioritises staff health and wellbeing through a proactive and structured approach that supports staff both professionally and personally. The Health and Wellbeing Committee plays a central role in coordinating initiatives that promote connection, strengthen workplace culture and encourage staff to prioritise self-care.

Regular opportunities for connection include twice-per-term morning teas and whole-staff wellbeing breakfasts. These initiatives provide time for staff to build relationships, strengthen collegiality and foster a sense of belonging within the school community.

Wellbeing is further supported through targeted activities and workshops that promote physical and mental health. Initiatives such as gratitude cards encourage a culture of appreciation and recognition among staff.

The school also promotes reflection and balance by encouraging staff to prioritise rest and regeneration during busy periods of the school year. These efforts reinforce the school's commitment to maintaining a supportive, inclusive and respectful environment where staff wellbeing is valued, contributing to positive morale and sustained staff engagement.

Year 12 2025 Results



Literacy & Numeracy
27 Students
82%

Achievement
Rate 24
Students 75%

25 Students
Achieved WACE
76%

32 students
Certificate II & 1 student
Certificate III 97%

2 Students
offered University
placements



Year 12 2025 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
2025	100%	94%	100%	97%	82%	76%
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%

Year 12 2025 Awards

Award Category	Student Name
Citizenship Award	Josh Jarvis Corey Schachenmayr
Ampol Best All Rounder	Divan Smit
Leadership Award	Selwyn Santiago
ADF Future Innovators	Jacob Ransley
ADF Long Tan Youth Leadership Award	Elijah Harding
DoE Commitment to Excellence	Shari O'Brien
Principal's Most Improved	Gerry Holthaus Chloe Liddiard
Quiet Achiever Award	Sara McIntyre
VET DUX Award	Mal Wright
DUX Award	Corey Schachenmayr

Subject Award	Student Name
Applied Information Technology	Jacob Ransley
Design Photography	Laiken Bock
English	Corey Schachenmayr
Children, Family, Community	Shari O'Brien
Food Science Technology	Shari O'Brien
Human Biology	Corey Schachenmayr
Maths Essentials	Corey Schachenmayr
Material Design Woodwork	Jordan James
Physical Education Studies	Cody Mounsey
Visual Arts	Sara McIntyre
UniPrep	Corey Schachenmayr



Enrolments 2025	2025
TOTAL ENROLMENTS	325
Male	178
Female	145
Other	2
Aboriginal Torres Strait Islander	56
Language Background Other Than English	1

Staff Profile 2025	Number	FTE	ABL
ADMINISTRATION STAFF			
Principals	1	1.0	0
Deputy Principals	2	2.0	0
Heads of Learning Area / Program Coordinators	4	3.9	0
TOTAL ADMINISTRATION STAFF	7	6.9	0
TEACHING STAFF			
Teaching Staff	25	21.5	0.3
TOTAL TEACHING STAFF	25	21.5	0.3
ALLIED PROFESSIONAL			
Clerical/Administrative	11	9.6	0
Gardening/Cleaners	10	8.31	0
Other Allied Professionals	11	7.89	1.7
TOTAL ALLIED PROFESSIONALS	33	25.8	1.7
TOTAL	64	54.2	2

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):	\$ 68,729	68,729	
Carry Forward (Salary):	\$ 276,345	276,345	
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 6,501,718	6,501,718	
Locally Raised Funds:	\$ 188,265	192,177	-3,912
Total Funds:	\$ 7,035,057	7,038,969	-3,912
EXPENDITURE			
Salaries:	\$ 5,849,530	5,849,530	
Goods and Services (Cash):	\$ 869,167	779,070	90,097
Total Expenditure:	\$ 6,718,697	6,628,599	90,097
Variance:	\$ 316,361	410,370	-94,010

Locally Raised Funds (Revenue)

Locally Raised Funds	Current Budget	Actual YTD	Variance	%Budget
Voluntary Contributions	\$9,053.22	\$9,268.62	\$-215.40	102.38
Charges and Fees	\$42,127.05	\$43,390.50	\$-1,263.45	103.00
Fees from Facilities Hire	\$71,669.00	\$72,269.00	\$-600.00	100.84
Fundraising/Donations/Sponsorships	\$4,976.21	\$4,990.71	\$-14.50	100.29
Other Revenues	\$60,439.04	\$62,257.77	\$-1,818.73	103.01
Total	\$188,264.52	\$192,176.60	\$-3,912.08	102.08

Goods and Services (Expenditure)

Goods and Services	Current Budget	Actual YTD	Variance	%Budget
Administration	\$28,625.76	\$11,461.53	\$17,164.23	40.04
Lease Payments	\$ 0.00	\$ 0.00	\$ 0.00	%
Utilities, Facilities and Maintenance	\$262,651.39	\$278,051.70	\$-15,400.31	105.86
Buildings, Property and Equipment	\$104,715.55	\$140,715.54	\$-35,999.99	134.38
Curriculum and Student Services	\$314,625.88	\$229,461.84	\$85,164.04	72.93
Professional Development	\$17,030.00	\$13,442.70	\$3,587.30	78.94
Transfer to Reserve	\$90,000.00	\$90,000.00	\$ 0.00	100.00
Other Expenditure	\$51,518.45	\$15,936.28	\$35,582.17	30.93
Total	\$869,167.03	\$779,069.59	\$90,097.44	89.63

Clarkson Community High School

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