



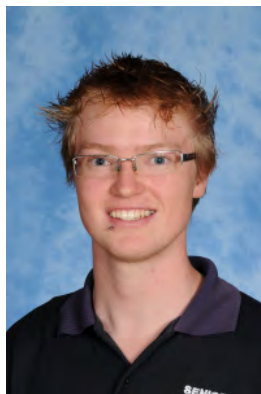
ANNUAL REPORT 2012

2 - COOPERATION AND RESPECT FOR EVERYONE

‘At Clarkson, we care about one another...’



Head Girl: Katie Napier



Head Boy and ATAR Dux:
Dylan Hemson



VET Dux: Charlotte Marko

3 -THE PRINCIPAL SAYS...



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

Parents want to see high-quality opportunities open for their kids and the school to provide

fundamental life skills, such as literacy and numeracy.

Best practice research shows children's success depends on developing a set of qualities that include resilience, self-efficacy, self-esteem, self-control, and self-confidence. Engagement is the key in overcoming poverty by teaching students positive behaviours: skills students can learn and teachers can teach that become character strengths. School systems have become too focused on closing the 'achievement gap' by means of tests aligned with improving students' cognitive skills in literacy and numeracy. Invitational education teaches us a lot about improving students' self-concept.

At Clarkson, learning is a journey that gives students' lives meaning, greater wellbeing, a chance to flourish. Ensuring kids are happy and fulfilled are essential parts of CCHS's positive behaviour support.

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

In 2013, I am in my eighth year as Principal of Clarkson Community High School. I have worked for the Department of Education for more than thirty years.

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

I am particularly pleased at the number of our students who demonstrated exceptional personal achievements during 2012:

Head Boy and Head Girl

Dylan Hemson and Katie Napier

School Dux and Best and Brightest Award

Dylan Hemson (WA Certificate of Education)

Charlotte Marko (Vocational Education and Training)

Known post-school pathways of Year 12 Graduates

Molly Carroll - ECU Nursing (Portfolio)

Michelle Hornsby - ECU UPC (Primary teaching)

Stephanie Tapia - ECU Primary teaching

Sabre McNamara Donovan - ECU Psychotherapy

Dylan Hemson - UWA Environmental Science

Kayla Bennett - ECU Early Childhood

Katie Napier - Diploma of Nursing (WCIT)

Michael Halliday - ECU Social Sciences

Bayden Daniels – Certificate IV Lighting and Sound Design (WAAPA)

Joe De Kock - Certificate IV Contemporary Music (WAAPA)

Tashai Van Niekerk - Bachelor of Performing Arts (University of South Africa)

Mikayla Miles - Cert IV Visual Arts (Central TAFE)

Hayden Amoruso - Certificate IV Information Technology

In the arts, we held a range of performances, including the very successful drama production *Grease*.

In 2012 we won the regional rugby league tournament and were invited to become a specialist rugby league school. This year, three of our rugby academy players have been selected for State representative sides and four players for Regional sides.

I commend our annual school report to parents, caregivers, other members of the school and Clarkson communities and all those who are interested in the future of the kids in the north-western suburbs.

5 - OUR SCHOOL

Clarkson Community High School is a comprehensive public senior high school (Years 8 to 12) providing a high-quality education to almost 900 young people in the north-western suburbs of Perth, including Brighton, Butler, Clarkson, Merriwa, Mindarie and Quinns Rocks.

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

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

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

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

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

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

The ethos underpinning all aspects of the school is that of **CARE:**

Cooperation And Respect for Everyone.

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



School cross-country representatives

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

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

An innovative middle-school structure, with two learning communities, meets the specific needs of students in Years 8 and 9. The senior school provides a range of study pathways for Years 10, 11 and 12 students.

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



VET student Leigh Lovera on site at Sir Charles Gardener Hospital



VET student Nikki Nankervis on work placement at The Whale Carver

As a learning institution at the centre of a thriving community, Clarkson recognises that the participation of the greater community enriches learning opportunities for everyone.

We have productive relationships with West Coast Institute of Training, Edith Cowan University and a wide range of employers that provide structured workplace learning opportunities for our students.

8 - SCHOOL AIMS

Clarkson is a community-based public senior high school with a particular focus on academic performance, personal development and community involvement.



Year 12 student Krystle-Jade Whitfield represented the Western Australian Under 19 Soccer Team

Academic Performance

We strive for excellence in the achievement of learning outcomes and every student is encouraged to achieve his or her personal best.

Personal Development

We seek to encourage students' self esteem and instil in them a positive attitude toward lifelong learning.

Community Involvement

We develop and maintain links with the community that ensure learning extends beyond the classroom and is inclusive of parents, caregivers and the wider community.

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

- To be successful learners, who develop and achieve their individual academic potential and personal excellence;
- To make the best possible choices they can, based upon the information available, their beliefs and their particular contexts;
- To 'own their own behaviour', and be responsible for this and to accept consequences;
- To develop understanding of others, including cultural acceptance;
- To contribute to the wider community;
- To learn skills, including the skills of enquiry, innovative thinking and problem solving; and
- To appreciate and develop a concern for the environment.

*Head Girl Katie Napier
won the City of
Wanneroo Youth
Award for her
contributions to the
local community*



10 - SCHOOL PHILOSOPHY

A set of fundamental principles guides teaching and learning practices at Clarkson. Our aim is to provide an educational environment in which each student can develop:

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

11 - SCHOOL CODE

At Clarkson, all students have the right to learn and all teachers have the right to teach free from disruption.

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

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



Caitlin Piesse was the Western Australian State Motocross and Quad Bike Champion in 2012

12 - SCHOOL PROGRAMS

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

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

Other programs that enhance our students' opportunities include:

- Aboriginal School-Based Traineeships
- Aboriginal Tutorial Assistance Scheme (ATAS)
- Challenge
- Commonwealth Literacy and Numeracy (CLNP)
- COR laptop program
- English as a Second Language (ESL) support
- Getting it Right (Literacy)
- Keys for Life
- Profile-funded TAFE courses
- Road Awareness
- Rugby
- Skills Passport (in collaboration with West Coast Institute of Training)
- Soccer Academy
- Specialist Music
- State Emergency Services and Bush Rangers Cadet Units
- The Real Game
- Virtual Infant (VIP)
- Vocational Education and Training (VET)
- You Can Do It

13 - STUDENTS

First semester student numbers, Clarkson Community High School, 2008-2012

Year level	2008	2009	2010	2011	2012	2013
8				153	205	81
9	{691	{673	{522	97	198	190
10				223	104	193
11				229	239	87
12	{278	{367	{346	159	141	102
All	969	1 040	868	861	887	653
Males				415	475	342
Females				446	412	311
Non-Indigenous				795	822	608
Indigenous				66	65	45

14 - YEAR 9 ACHIEVEMENT

Clarkson Community High School, Year 9 scores, National Assessment Program - Literacy and Numeracy, 2010-2012

Year	Schools	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
2010	Clarkson	525	506	537	531	528
	Similar schools	549	536	555	550	557
	All schools	574	568	579	579	585
2011	Clarkson	532	490	537	522	531
	Similar schools	555	527	555	542	554
	All schools	580	566	581	572	583
2012	Clarkson	534	494	537	525	526
	Similar Schools	541	517	546	540	553
	All WA Schools	572	557	566	562	582

Although Clarkson students continued to perform below students at similar schools in 2012, the gap narrowed and in four of the five areas tested they performed as expected compared with all other WA public schools

Percentages of Clarkson Community High School students above, at and below National Minimum Standards, NAPLAN 2010-2012

Year	Numeracy			Reading			Writing			Spelling			Grammar and Punct.		
	Above	At	Below	Above	At	Below	Above	At	Below	Above	At	Below	Above	At	Below
2010	47	35	18	48	34	18	36	37	28	57	23	20	54	23	24
2011	44	44	13	45	40	15	35	23	42	55	21	24	41	36	22
2012	38	48	13	50	34	16	29	29	42	55	30	15	38	41	21

Clarkson Community High School students' performance compared with all WA public schools, NAPLAN 2010-2012

	2010	2011	2012	Key
Numeracy				Below expected performance in comparison with the results of all other WA public schools
Reading				
Writing				Expected performance in comparison with the results of all other WA public schools
Spelling				
Grammar				

16 - YEAR 12 ACHIEVEMENT

Clarkson Community High School students' scaled scores, Tertiary Entrance/WA Certificate of Education examinations, 2009-2012

Subject	2009	2010	2011	2012
Biological Science	44.6	28.4	54.8	43.12
Design	60.5	42.6	54.4	15.07
Drama	NA	29.6	27.57	28.51
English	36.8	47.7	44.6	44.71
Geography	28.8	28.7	41.27	37.17
Mathematics	NA	28.1	34.8	39.1
Music	NA	NA	NA	32.4
Modern History	NA	44.1	41.1	40.4
Psychology	NA	NA	NA	46.32

Clarkson Community High School Year 12 participation, 2010-2012

Year	Eligible students	Achieved Australian Tertiary Admission Rank	Achieved ATAR and scaled score of 75+ in at least one subject	Studied for Certificate II or higher	Completed Certificate II or higher	Achieved WACE (%)
2010	75	12	0	47	31	65
2011	100	31	1	83	53	96
2012	98	8	0	80	60	93

The number of students achieving an ATAR significantly reduced in 2012 in line with the general reduction of ATAR offerings, while VET Certificate II enrolments were stable. VET completions rose slightly to 75% and the number of students achieving the WA Certificate of Education remained relatively stable.

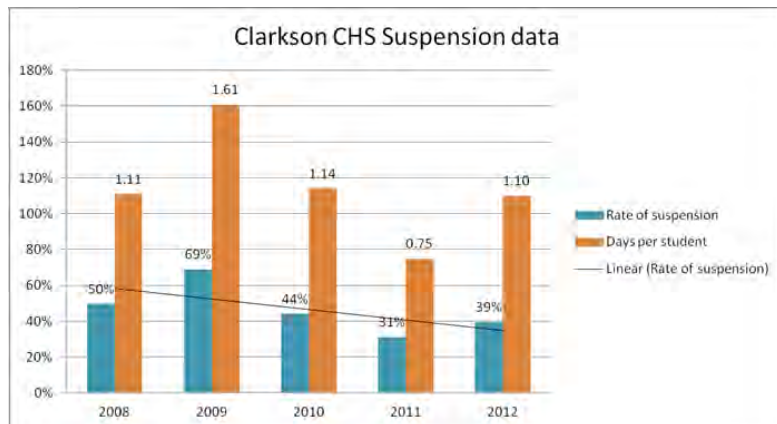
The median ATAR of the students who applied for university entry (8 students of the 11 who gained an ATAR) was 53.6 indicating that 4 of the 8 students gained a score that would allow them front-door entry to a WA public university, and 6 of the 11 with an ATAR achieved the same result. The school's attainment rate was stable at 68%, which is comparable to the state-wide figure for public school students of 65.5%. The school's VET results were the main contributor to this figure as is appropriate for the Clarkson CHS students.

Clarkson Community High School students' intended and actual post-school destinations, 2010-2012

Destination	2010	2011	2012
Return to school	0.0	1.0	0.0
University	12.8	3.0	16
TAFE	53.8	11	14
Apprenticeship	15.4	9.0	10
Traineeship	7.7	8.0	3.0
Other training	2.0	1.0	1.0
Employment	5.1	34	34
Employment assistance	0.0	32	16
Other	2.6	1.0	6.0
All	99.4	100	100

19 - ATTENDANCE AND BEHAVIOUR

Clarkson Community High School suspensions, 2009-2011



The suspension rate is calculated by dividing total days of suspension by total enrolment. It fell by over 50 per cent between 2009 and 2011.

Secondary Attendance 2010-2012

	Attendance Rate	
	School	State
2010	84.5%	87.6%
2011	84.2%	87.5%
2012	81.5%	87.7%

Attendance % - Secondary Year Levels

	Attendance Rate				
	Y08	Y09	Y10	Y11	Y12
2010	89%	86%	84%	83%	82%
2011	89%	84%	82%	82%	86%
2012	86%	80%	76%	79%	89%
State 2012	89%	87%	86%	87%	89%

20 - STAFF

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

Clarkson Community High School staff, first semester 2013

Category	Actual	FTE	Category	Actual	FTE
<i>Administration</i>			<i>Support</i>		
Principal	1	1.0	Clerical/administrative	9	7.8
Deputy principal	3	3.0	Gardening/maintenance	1	1.0
Program coordinator	9	9.0	Education assistants	12	8.9
			Other non-teaching	16	10.32
<i>Teachers</i>	35	35.9	Totals	86	84.92

21 - FINANCES 2012

Income 2012		Expenditure 2012	Budget	Actuals
Voluntary contributions	25 080	Administration	112 786	67 813
Charges and fees	100 536	Utilities	239 141	174 018
Government allowances	59 540	Repairs and maintenance	115 037	144 907
P&C Contributions	0	Salary pool	11 057	0
Fundraising	4 150	Assets and resources	107 451	127 082
DoE grants	980 955	Leases	8 500	6 892
State grants	0	Trading activities	2 461	2 747
Trading activities	2 461	Education services	313 061	268 104
Other	181 477	Other specific programs	158 902	105 856
Internal transfers	0	Other expenditure	42 638	45 132
Total Income	1 413 829	Total expenditure	1 111 038	942 556
Opening balance	79 248	Transfer to asset reserves	0	0
Total funds available	1 493 078	Total bank balance	923 261	

In 2012, Clarkson received an overall rating of 'excellent' in the Department of Education audit, repeating its achievements in 2008 and 2009.

22 - SCHOOL DIRECTIONS

Significant changes are signalled for our school in the future.

Clarkson TAFE, known as TRADESNORTH, was built on the school campus at a cost of \$21.6 million and opened in March 2011.

TRADESNORTH provides a state-of-the-art facility for trades training, while a full commercial kitchen will be developed from the existing Home Economics room, with West Coast Institute of Training delivering Certificate III and IV courses. Pre-apprenticeship, apprenticeship and post-trade training will be available in electrical trades, metal fabrication, carpentry, joinery, bricklaying and block laying, solid plastering, and wall and floor tiling.



The new Tradesnorth TAFE campus adjoining CCHS

THE SHED is a purpose-built facility that delivers building and construction training to young people in the Brighton-Clarkson area. Through pre-apprenticeships and on-site community involvement, it aims to increase job opportunities for local youth while addressing industry skills shortages. It also provides practical involvement in community projects, job placements and careers information, a mentoring program, enterprise training and life skills training.



Pathways

One reason for student dissatisfaction is a failure to achieve, which can be the result of choosing unsuitable upper-school courses.

Appropriate courses guide students along the pathway to their future goals. This may be further study at university or TAFE, an apprenticeship or employment.

We are developing a comprehensive approach to pathways counselling, with a review of options and opportunities.

Vocational education and training (VET)

Many of our students are attracted to the wide range of VET courses available at Clarkson. These offer credit for the Western Australian Certificate of Education, higher-level Certificate and Diploma courses at TAFE colleges, and entry to apprenticeships and traineeships. Some are suitable for students with disabilities, of whom there are 12 at Clarkson.

VET programs may include workplace learning (where students apply and practise industry skills in real settings).

Independent public school

Clarkson may soon seek independent public school status and become an increasingly-significant provider of trade training as a result of having greater autonomy to chart a self-directed future.



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Compiled by John Keyworth, March 2013