



Clarkson
COMMUNITY HIGH SCHOOL



A N N U A L R E P O R T

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Clarkson
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PRINCIPAL'S FOREWORD



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Learning communities are organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, where people are continually learning how to learn together.

Peter Senge, (*The Fifth Discipline*)

2010 was an important year for this school. Our core business was an attempt to improve teaching and learning and the work that was required to achieve this.

The focus was on School-Wide Pedagogy aligned to School-Wide Accountability with a clear emphasis on teachers' collective responsibility for improvement. Clarkson's leadership position in developing teacher competencies has always been to foreground the teacher, student and curriculum content as the centre of the instructional core, while simultaneously identifying the importance of strategies and tactics as a part of teachers' ever-improving repertoires of practice without favouring any specific epistemic routine.

Our strategic vision also focuses on achieving cultural transformation to deal with significant, persistent problems by investing in smarter people doing things in smarter ways. The 2011 school plan and operational plan are brief in their content and realistic in terms of targets and do not aim to not 'choke a horse, heal the sick and raise the dead' (Evans, 2010), as too many unrealistic school plans have done in the past.



Principal John Young outside the new TradesNorth building

Changing pedagogy at the school is essential for school-wide improvement and includes use of the following:

- Instructional Rounds (Elmore et al.);
- Classroom Management Instructional Skills (Bennett & Smilanich);
- Critical learning instructional pathways (Fullan, Crevola & Hill);
- Productive Pedagogies (Luke);
- Digital Education Revolution (DER) implementation; and
- School-wide Positive Behaviour Support (Sugai et al): incorporating both Positive Psychology (Seligman), and Restorative Practice (O'Connell).

The re-culturing, re-structuring and re-timing of the school involves significant transformation. We believe that building capacity on which to leverage improvement through professional development is essential: a school's improvement is inextricably linked to the capacity of its leaders and teachers. Sergiovanni's five dimensions of leadership - technical, human, culture, educational and symbolic - underpin our investment in people to build human resource capital. (Sergiovanni 1984)

School leaders must be responsible for transformational change management and deliver strategic leadership to drive whole-school improvement strategies, so they share the balcony view (Heifetz & Linsky, 2002) and no longer merely count the dance steps. 'The folly of rationalism is the assumption that the social world can be altered by logical argument. The problem, as George Bernard Shaw observed, is that reformers have the idea that change can be achieved through brute sanity.' (Fullan, 1996)



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The Clarkson Community High School improvement strategy is, of necessity:

- *complex* (in that it has 'to operate across a number of social, organisational, cultural and technical dimensions simultaneously');
- *simple* (in that has to 'embody a clear storyline'); and
- *narrative*, that everyone in the system can understand and use to give purpose to their work. (Elmore, 1997)

The professional responsibility to harmonise and implement the work of school improvement at this school is dependent on leaders leading change as opposed to merely managing the status quo. Increasingly at Clarkson the promotion of learning has become '.....the most important criterion for making decisions as educators...'. (Roland Barth)

Engaging students in learning is an increasingly difficult task at Clarkson Community High School because of low levels of literacy at transition from primary schools. Enforcing a rules-based curriculum to teach the test for high-stakes testing regimes such as NAPLAN will only further disengage students from learning. Simply put, at the heart of the instructional core students invariably fail to succeed not because of a lack of learning skills, but a lack of learning interest!

The challenge is to establish significant, targeted strategies and to ensure students' performance is improved and measured continuously. The critical learning instructional pathway is analogous to the triage pathway; and, similarly, instructional rounds are similar to doctors' rounds.

The action strategy we have developed relies heavily on obtaining, analysing and applying evidence to determine the directions we take. Embedding the school's vision and values is a continuous process of '**Plan, Act and Assess**'.

The salient features of our strategy are:

- policy makers and educators need to understand what it means to be a learning teacher;
- all learning that counts involves learning in context; and
- teachers need refined and focused knowledge all the time.

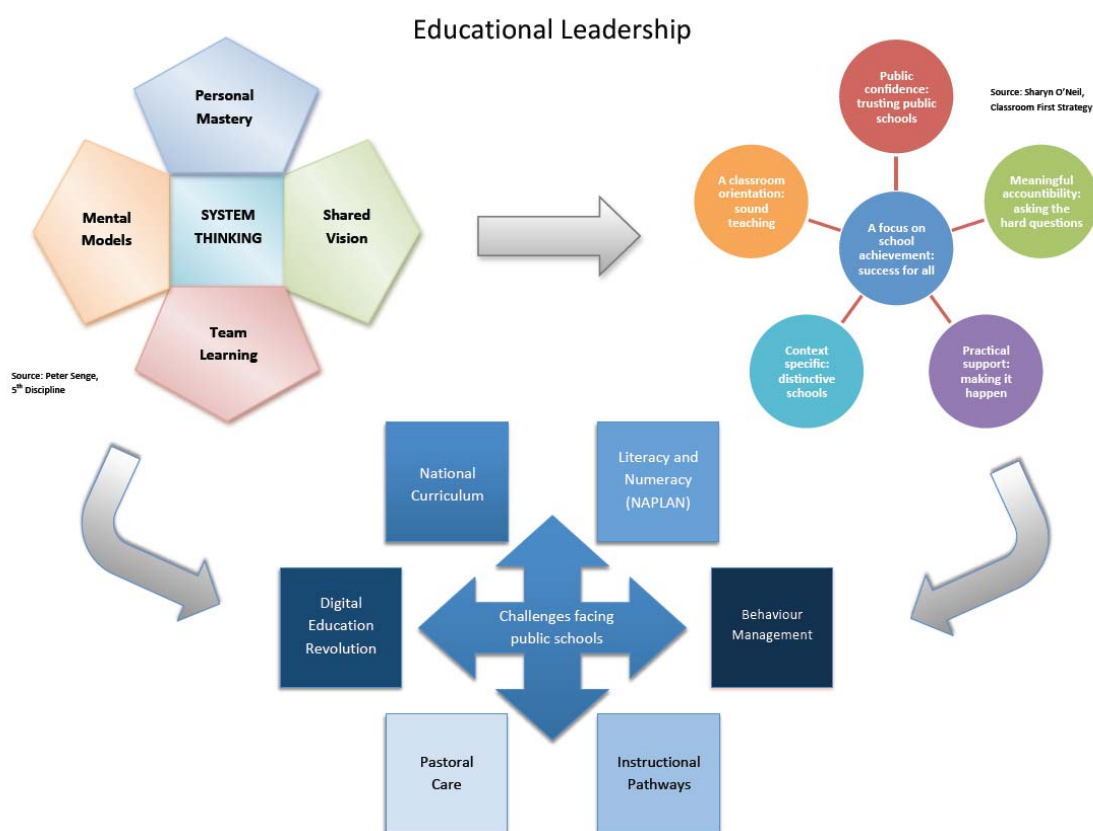
The work of a senior high school is complicated and, arguably, is becoming increasingly more so and a number of Clarkson's leaders have come to realise that a systems approach to improvement can be linked directly to the six elements of Classroom First spelt out by the Director-General of Education.

Fullan extended Senge's seminal work on systems thinking to systems learning. Senge believed systems thinking 'encompasses a large and fairly amorphous body of methods, tools and principles, all oriented to looking at the interrelatedness of forces, and seeing them as part of a common process. The field includes cybernetics and chaos theory; gestalt therapy...and the dozen or so practical techniques for "process mapping" flows of activity at work. All of these diverse approaches have one guiding idea in common: that behaviour of all systems follows certain principles, the nature of which are being discovered and articulated.' (Senge, 1990)

System fixing is beyond the capability of any one individual in isolation. It inevitably means the coming together of several minds: 'Synthesis is a good word to cover what goes on as ideas are expanded from glimmers to what is necessary to solve a problem or take advantage of an opportunity. The synthesis process is one of composition or combination of parts or elements to form a whole.' (Owen, 2010)



PRINCIPAL'S FOREWORD



The Assessment for Learning work undertaken at Clarkson Community High School since 2007 emphasised that assessment practices need to subscribe to three essential components to foster improvement in student learning:

- Assessment of learning – to quantify students' achievement evidence is collected and analysed.
- Assessment for learning – pinpoint student progress towards learning goals. Identified evidence is embedded in the teaching and learning process.
- Assessment as learning – students and their teachers reflect on evidence of learning and determine future learning goals.

The personalisation of learning promotes the alignment of student achievement and accurate assessment to focus instruction. School and student improvement is based on the effective gathering and interpretation of student attainment evidence.

Accountability for improvement centred on data is seen as being neither punitive nor judgemental in relation to teacher efficacy and school leadership, but as a needs assessment for carefully targeted interventions to improve teachers and leaders' effectiveness over time. It is not aligned with either sanctions or rewards, but is intended as an impartial mechanism to focus on the resources required to continue to build teacher capacity and improve the instructional core. Accountability across the school to improve teaching and learning was aligned with: 'Teachers can only be held accountable for what they can control.' (Harris, 2011)

The challenges of transformational change in a school are described in terms of 'shifts' in fundamental purpose, use of assessments, cultural shifts in a professional learning community, the work of teachers, focus and professional development. The characteristics of a successful professional learning community articulated by DuFour and Eaker (2008) resonate with the systems thinking, learning and fixing currently under way at Clarkson Community High School.



PRINCIPAL'S FOREWORD

Clarkson's teachers have substantial experience with evidence-based improvement and extension of the medical metaphors in our recent initiatives will ensure that expert, data-driven instruction remains the guiding theme for our vision of better instruction and better student outcomes.

Cultural Shifts in Professional Learning Community	
A Shift in Fundamental Purpose	
From a focus on teaching....	to a focus on learning
From an emphasis on what was taught...	to a fixation on what students learned
From coverage of content...	to demonstration of proficiency
From providing individual teachers with curriculum documents such as state standards and curriculum guides....	to engaging collaborative teams in building shared knowledge regarding essential curriculum
A Shift in Use of Assessments	
From infrequent summative assessments...	to frequent common formative assessments
From assessments to determine which students failed to learn by the deadline...	to assessments to identify students who need additional time and support
From assessments used to reward and punish students...	to assessments used to inform and motivate students
From assessing many things infrequently...	to assessing a few things frequently
From individual teacher assessments...	to assessments developed jointly by collaborative teams
From each teacher determining the criteria to be used in assessing students work...	to collaborative teams clarifying the criteria and ensuring consistency among team members when assessing students' work
From an over-reliance on one kind of assessment...	to balanced assessments
From focusing on average scores...	to monitoring each student's proficiency in every essential skill



PRINCIPAL'S FOREWORD

Cultural Shifts in a PLC

A shift in the response when students don't learn

From individual teachers determining the appropriate response...	to a systematic response that ensures support for every student
From fixed time and support for learning...	to time and support for learning as variables
From remediation...	to intervention
From invitational support outside of the school day...	to directed (that is, required) support occurring during the school day
From one opportunity to demonstrate learning...	to multiple opportunities to demonstrate learning

A Shift in the Work of Teachers

From isolation...	to collaboration
From each teacher clarifying what students must learn...	to collaborative teams building shared knowledge and understanding about essential learning
From each teacher assigning priority to different learning standards...	to collaborative teams establishing the priority of respective learning standards
From each teacher determining the pacing of the curriculum...	to collaborative teams of teachers agreeing on common pacing
From individual teachers attempting to discover ways to improve results...	to collaborative teams of teachers helping each other improve
From privatisation of practice...	to open sharing of practice
From decisions made on the basis of individual preferences...	to decisions made collectively by building shared knowledge of best practice
From 'collaboration lite' on matters unrelated to students achievement...	to collaboration explicitly focused on issues and questions that most impact student achievement
From an assumption that these are 'my kids, those are your kids'...	to an assumption that these are 'our kids'



PRINCIPAL'S FOREWORD

A Shift in Focus

From an external focus on issues outside of the school...	to an internal focus on steps the staff can take to improve the school
From a focus on inputs...	to a focus on results
From goals related to completion of projects and activities...	to SMART goals demanding evidence of student learning
From teachers gathering data from their individually constructed tests in order to assign grades...	to collaborative teams acquiring information from common assessments in order to (1) inform their individual and collective practice, and (2) respond to students who need additional time and support
From independence...	to interdependence
From a language of complaint...	to a language of commitment
From long-term strategic planning...	to planning for short-term wins
From infrequent generic recognition...	to frequent specific recognition and a culture of celebration that creates many winners

A Shift in Professional Development

From external training (workshops and courses)...	to job-embedded learning
From the expectation that learning occurs infrequently (on the few days devoted to professional development)...	to an expectation that learning is ongoing and occurs as part of routine work practice
From presentations to entire faculties...	to team-based action research
From learning by listening...	to learning by doing
From learning individually through courses and workshops...	to learning collectively by working together
From assessing impact on the basis of teacher satisfaction (Did you like it?)...	to assessing impact on the basis of evidence of improved student learning
From short-term exposure to multiple concepts and practices...	to sustained commitment to limited, focused initiatives



PRINCIPAL'S FOREWORD

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Clarkson
COMMUNITY HIGH SCHOOL

SCHOOL PROFILE



SCHOOL PROFILE

OUR SCHOOL

Clarkson Community High School (CCHS) is a comprehensive public high school (Years 8 to 12) providing a high-quality education to more than 800 young people in the north-western suburbs of Perth, including Brighton, Butler, Clarkson, Merriwa, Mindarie and Quinns Rocks.

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

Our goal at CCHS is to encourage students to enjoy and value learning. We aim to widen their horizons by presenting a diverse curriculum that will prepare them to live and work in the twenty-first century.

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

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

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

The ethos underpinning all aspects of structure and organisation in the school is that of CARE: **Cooperation And Respect for Everyone**.

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

The school is involved in various mentoring and volunteer programs that enhance student-teacher and school-community relationships. There is particular value in the relationship between the school and senior members of the community through our students' association with local retirement villages. In addition, CCHS has very successful State Emergency Services and Bush Rangers Cadet Units run by members of the local community. The school has also developed links with the West Perth Rotary Club.

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

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

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

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





SCHOOL PROFILE

SCHOOL AIMS

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



Academic Performance:

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

Personal Development:

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

Community Involvement:

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

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

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





SCHOOL PROFILE

SCHOOL PHILOSOPHY

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

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

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



SCHOOL CODE

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

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

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





SCHOOL PROFILE

SCHOOL PROGRAMS

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

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

Other programs that enhance students' opportunities include:

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





SCHOOL PROFILE

SCHOOL DIRECTIONS

The school continues to focus on building respect in the community for the high quality of the education that it provides. We are guided by four core values of learning, excellence, equity and care.

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

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

Significant changes are signalled for our school in the future.

Clarkson TAFE, known as TRADESNORTH, built on the school site at a cost of \$21,600,000, was opened in March, 2011. This 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 Technology delivering Certificates III and IV courses. Pre-apprenticeship, apprenticeship and post-trade training is available in electrical trades, metal fabrication, carpentry, joinery, bricklaying and block laying, solid plastering, and wall and floor tiling.

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



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

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

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

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



SCHOOL PROFILE

PATHWAYS

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

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

TERTIARY ENTRANCE AND VOCATIONAL EDUCATION

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

In 2009 and 2010, the Australian Tertiary Admissions Rank (previously Tertiary Entrance Rank) scores for our university-bound students have been above a number of schools in the West Coast Education District, despite CCHS having the lowest socio-economic index.

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

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

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

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

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





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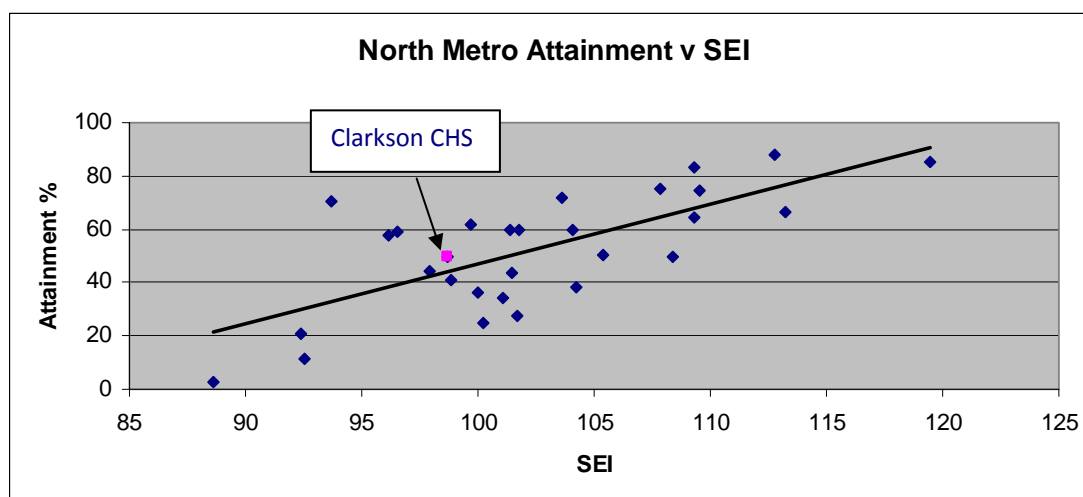
STUDENT OUTCOMES:

ATAR AND VET PERFORMANCE



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

YEAR 12 ACHIEVEMENT REPORT



Results of Attainment as per the WACE report against the SEI of other North Metro Region Schools.

Michelle Ostberg, Principal Consultant in the Secondary Directorate, provides a good summary of this graph: 'According to the attainment figures for (North Metro), Clarkson is in line with expected values (slightly above the trend line, but probably not far enough above to say it's significant). The correlation between these figures for (North Metro) is 0.71 which is a moderately strong relationship so this is fair conclusion to draw as it means there is a definite relationship between SEI and attainment in the (North Metro) data.'

Forty-nine per cent of students at Clarkson achieved an Attainment-ATAR ≥ 55 per cent and/or Certificate II or higher in 2010. As a simplified explanation, the trend line is where you would expect the "average" school to perform for a given SEI. For example, a school with an SEI of 115 would be expected to have an attainment of approximately 80 per cent. Schools above the trend line are performing better than expected compared to the whole group whereas those below are underperforming. The correlation figure measures how strong a relationship exists. The closer the figure is to one, the greater the strength. A figure close to zero indicates there appears to be no relationship. The number of data points affects when the value can be considered significant. Hence Michelle Ostberg's comment that it is a moderately strong relationship that allows for comparisons of performance to be made. I would not agree that there is a definite relationship, but I would say there appears to be a strong relationship.

There was a positive trend in the Units of Competency Participation rate, which at 63 per cent, continues to improve on previous years. More opportunities were made available to students to engage in nationally recognised qualifications. A further two stand alone programs are offered in 2011: Multimedia and Visual Arts. Also, VET engaged more students in School Apprenticeship Links and School Based Traineeships and Apprenticeships. The data on Full Qualification Achievement is impacted by more students engaging in these courses and leaving school for training or employment opportunities before completing the certificate, and in some cases by students making inappropriate course selections that led to their not completing certificates.

2006	2007	2008	2009	2010
UoC Participation Rate				
57%	41%	40%	54%	63%
Full Qualification Achievement				
N/A	N/A	90%	77%	66%



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

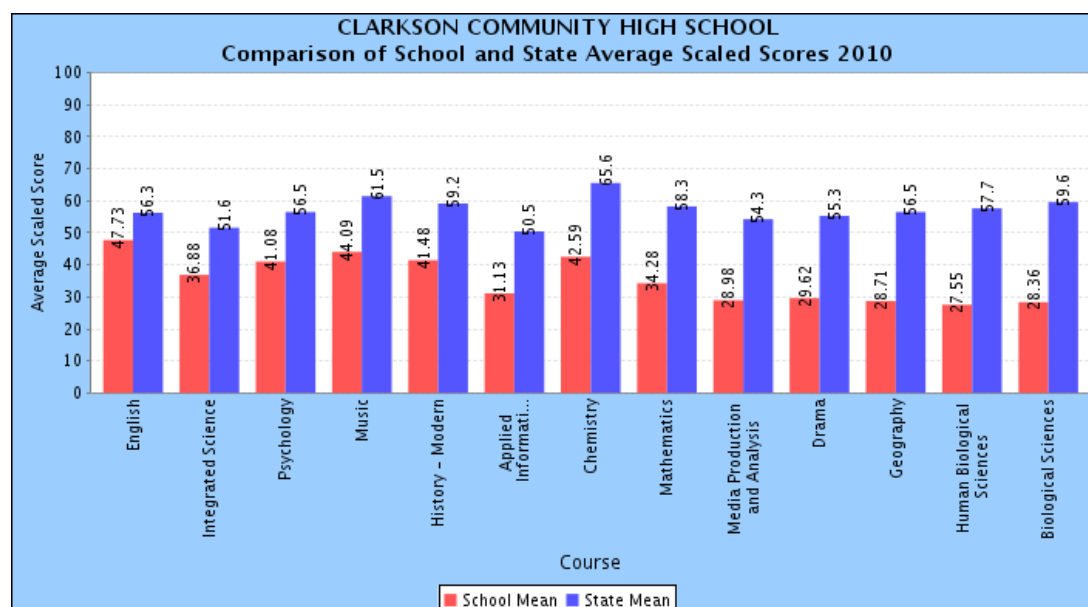
Positive trends are showing in the Student Engagement Research being undertaken by Associate Professor Jan Gray from Edith Cowan University, which indicates improvement in the ATAR participation rate and in the percentage of students with one or more scaled score of 75 per cent or above.

2006	2007	2008	2009	2010
ATAR (TEE) Participation Rate				
7%	22%	18%	19%	21%

Percentage of ATAR (TEE) Students With 1or More Scaled Score of 75+				
0%	0%	15%	21%	0%

ATAR (TEE) Triciles - High/Mid/Low				
0%	7%	15%	14%	0%
0%	27%	15%	14%	0%
100%	67%	69%	71%	100%
Median ATAR				
77.0	61.7	68.6	58.8	37.8
N/A	N/A	N/A	-1.6	-3.3

An area of concern is the large number of our students who did not achieve satisfactory results in the ATAR (TEE) subjects they selected. None of our students achieved in the top two triciles and the median of 37.8 was 3.3 standard deviations below expected. 2010 was the first year in which we offered stage 3 units and we need to look closely at the subjects we are offering, the choices being made by students, and the counselling that we provide to these students to make appropriate selections. In addition, we need to monitor student progress closely to better address the reasons for poor performance compared to the State average, as shown in the graph below.





STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

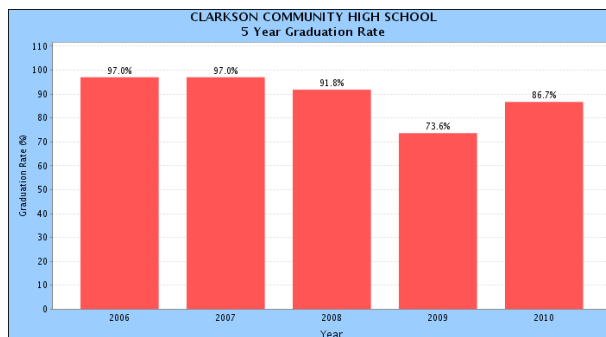
Planning for further improvement involves the continuation of the Curriculum Committee, with strategies to promote student engagement and success including:

- promoting academic culture and expectations in lower school by using exams to cultivate a common standard and the practice of memorising information and concepts and developing the ability to focus for extended periods of time. The information from exams in Years 8, 9 and 10 can be used to inform counselling processes for parents and students;
- extending the offering of appropriate VET Certificates to enhance student pathways and success;
- holding academic reviews of all students in Years 11 and 12 in week 6 of Term 1, with ongoing review and counselling;
- providing detailed feedback to students in lower school and referring to the exemplars on the Department portal to showcase quality 'A' grade answers and grade allocations. See: <http://www.det.wa.edu.au/curriculumsupport/detcms/portal/>;
- significantly expanding career advice for students in Year 10 to assist them to select pathways that reflect realistic and relevant career aspirations;
- noting the statistical information regarding the proportion of successful TER candidates who included Stage 2 units in their studies;
- where teacher expertise is not available, considering the possibility of a subject through SIDE;
- maintaining Period 25 on the timetable for students to complete classroom work and outstanding assessments with appropriate supervision and support;
- teachers using NAPLAN data to support the teaching and learning program appropriate to their students and using resources on NAPLAN planner in the K-10 syllabus located from the portal <http://www.det.wa.edu.au/curriculumsupport/naplanplanner/detcms/portal/>; and
- ensuring all teachers of Years 10, 11 and 12 are aware of the resources available on the Curriculum Council website <http://www.curriculum.wa.edu.au/internet/>; the late adolescence webpage <http://det.wa.edu.au/k12resources/detcms/portal/>; and the secondary programs webpage <http://www.det.wa.edu.au/curriculumsupport/secondary/detcms/portal/>.



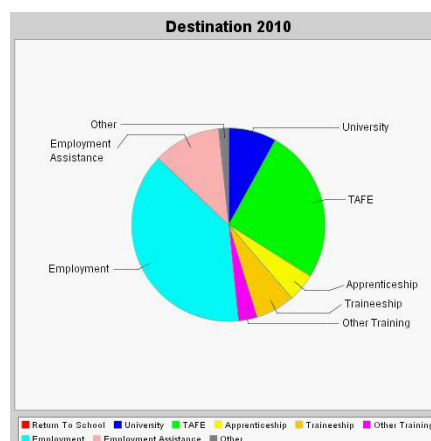
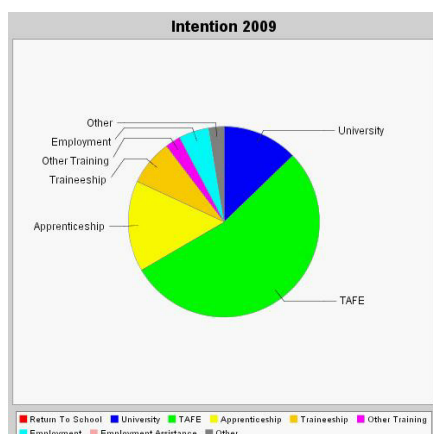
STUDENT OUTCOMES - AND VET PERFORMANCE

GRADUATION RATES



The graduation rate declined in 2008 and 2009 due to the effects of student transience, lack of completion of assessment work by disengaged students and inappropriate selection of courses by students at a time when upper school studies were in a state of flux across the State. This trend has been reversed in 2010, due to emphasis by the school on CMS to engage students in classes and the implementation and the staffing of more VET and Certificate courses to meet the needs of our students.

DESTINATION DATA



	Intention 2009	Destination 2010	Variation
Return To School	0.0%	0.0%	0.0%
University	12.8%	8.1%	-4.8%
TAFE	53.8%	25.8%	-28.0%
Apprenticeship	15.4%	4.8%	-10.6%
Traineeship	7.7%	6.5%	-1.2%
Other Training	2.6%	3.2%	0.7%
Employment	5.1%	38.7%	33.6%
Employment Assistance	0.0%	11.3%	11.3%
Other	2.6%	1.6%	-1.0%
Total	100.0%	100.0%	

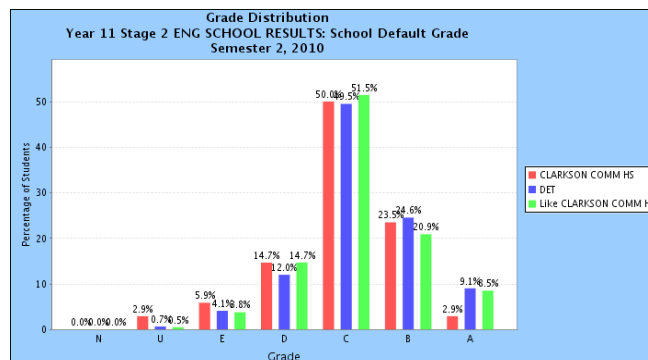
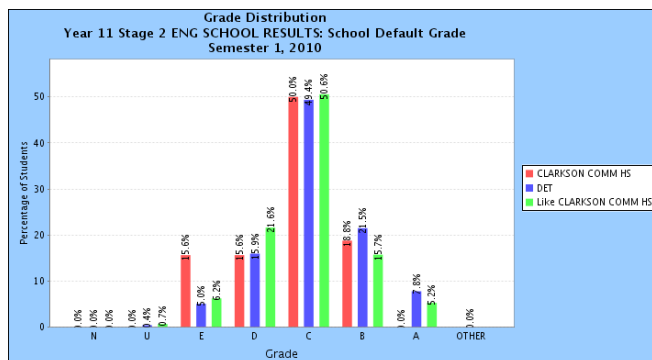
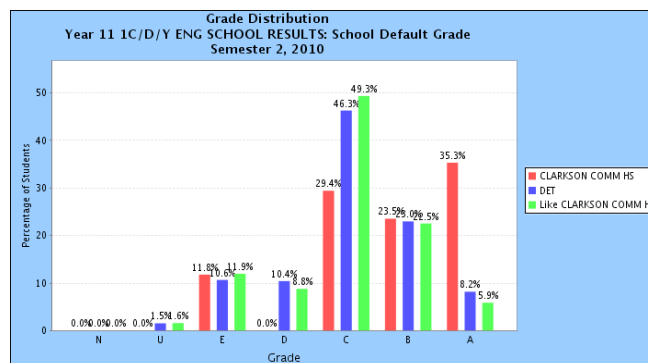
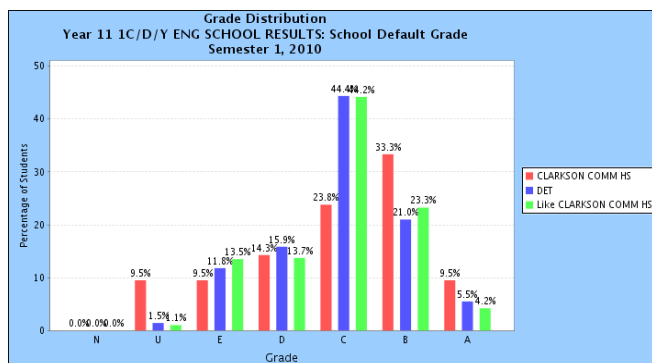
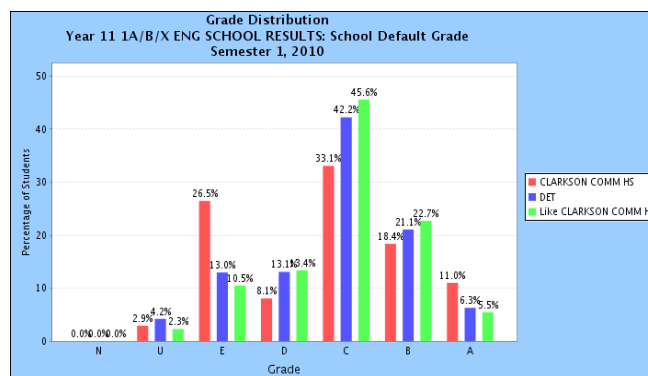
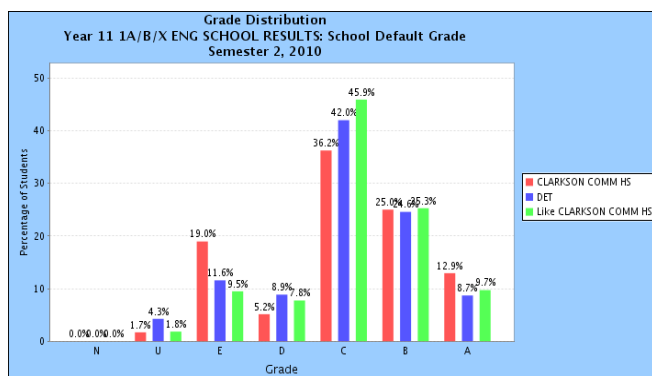
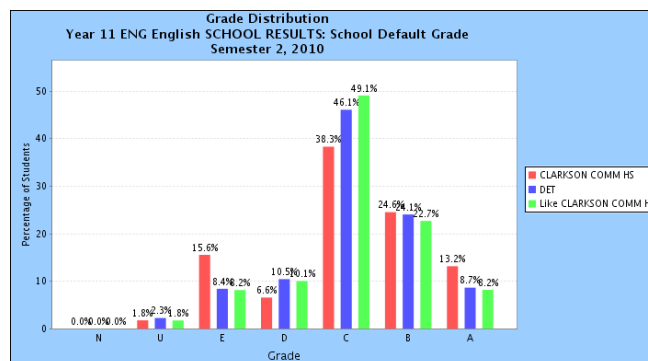
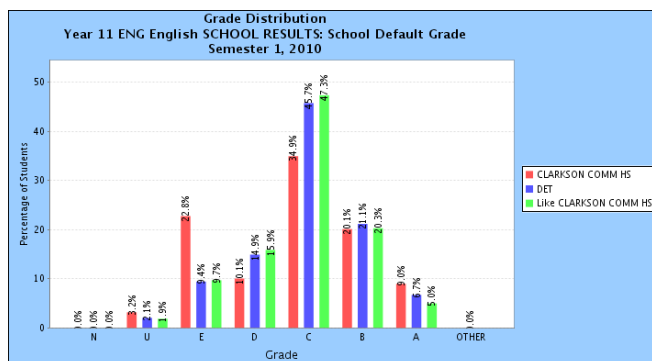
Note: Percentages may not add to 100 due to rounding

In comparing students' intentions with their destinations, it is important to note the large percentage of those who gained employment. This is a successful area for the school. The change from an Intention toward employment of 5 per cent to a Destination of 38 per cent, with a comparative reduction in the proportion of students attending TAFE or a traineeship, shows the work readiness of our students as a result of the programs offered at the school.



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

ENGLISH: YEAR 11 GRADE DISTRIBUTIONS





STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

INTERPRETATIONS AND RECOMMENDATIONS

The Year 11 English school results show that Clarkson CHS had made a significant improvement from Semester 1 to Semester 2.

The Learning Area target was for 70 per cent of all students in Year 11 to achieve a 'C' grade or higher in two complimentary courses of study. This target was not met in Semester 1, with only 64 per cent achieving a 'C' grade or higher, but was met in Semester 2, with 76.1 per cent achieving a C grade or higher.

This improvement is due to a variety of factors: students taking heed of teachers' advice and changing into the course best suited to their academic ability; a handful of students leaving school for alternative education or full-time jobs; and teachers placing higher, but not unreasonable, expectations upon students.

Over the course of 2010, students' work ethic also improved, hence the results. Despite this the Year 11 Grade Distribution does highlight some areas of concern. Although the proportion of students who received an 'E' grade dropped by 7.2 per cent from Semester 1 to Semester 2, Clarkson CHS still had a higher rate of students achieving 'E' grades compared to like schools and DET schools. As a result, several changes have been implemented by the school administration and the English Learning Area.

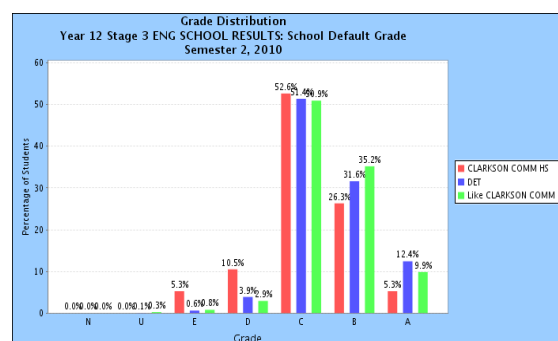
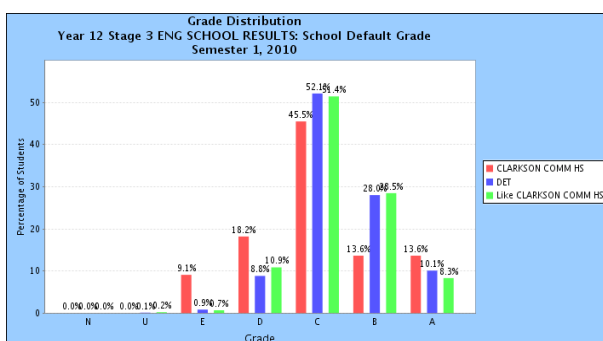
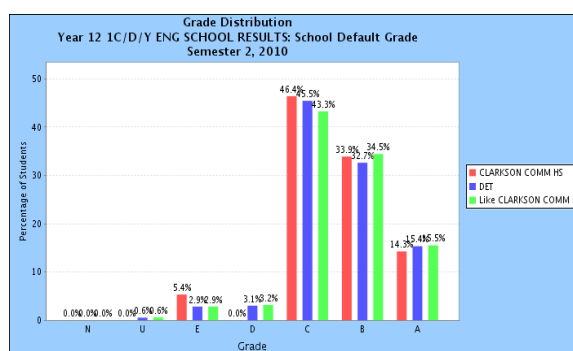
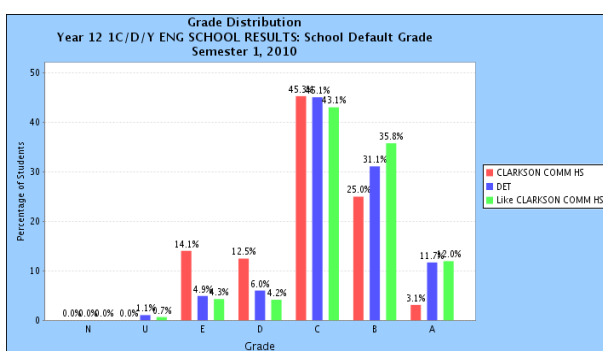
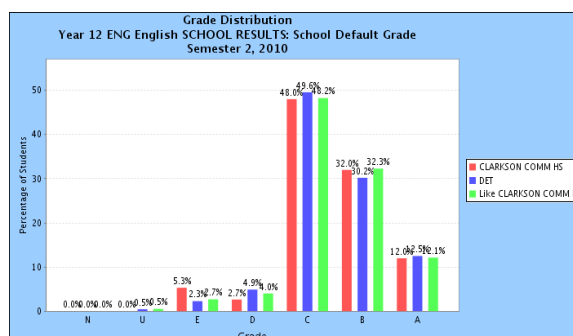
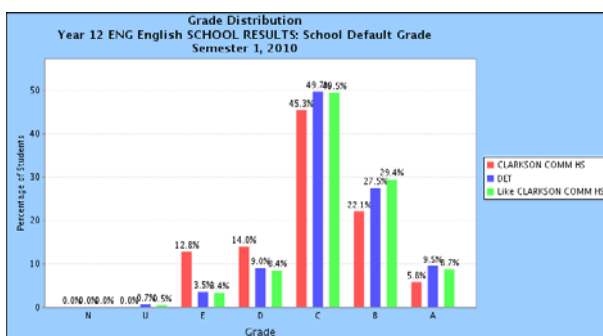
Many students who were unsuccessful are repeating Year 11, which will give them a better chance of graduating; other students have not automatically progressed to the next course; and a 2C/ 2D class has been specifically established for those students who struggled with the 2A/2B course. As a result of these changes we should see a reduction in the proportion of 'D' and 'E' grades across this cohort. Other students, who received poor results, have move on to other forms of education.

Another area of concern is the high proportion of 'A' grades awarded. By the end of Semester 2, 13.2 per cent of grades awarded were 'A' grades while like schools awarded less than half (6.2 per cent). Looking at the Grade Distribution for each pair of unit, 'A' grades have been hugely over-represented in the 1C/1D course and slightly over-represented in the 1A/1B course. This indicates teachers need to engage in moderating and need to undertake professional development in marking upper school courses.



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

ENGLISH: YEAR 12 GRADE DISTRIBUTIONS



INTERPRETATIONS AND RECOMMENDATIONS

The Operational Plan target was for 70 per cent of students to achieve a 'C' grade or higher in two complementary units and this was achieved, with 73.2 per cent in Semester 1 and 92 per cent in Semester 2. This target will be increased to assist in raising graduation rates for 2011.

The Year 12 results show that students made significant improvements from Semester 1 to Semester 2 with our 'E' grades awarded being 2.6 per cent higher than like schools and our 'D' grades being 1.3 per cent fewer than like schools, indicating that Clarkson CHS had similar numbers of students successfully completing courses by the end of Semester 2, compared with like schools.



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

INTERPRETATIONS AND RECOMMENDATIONS

Despite a significantly lower number compared with Semester 1, the number of students receiving 'E' or 'D' grades in Stage 3 courses is higher than that of all WA public schools and like schools. This reflects a variety of factors: only two courses were offered in Year 12 English (3A/3A and 1C/1D) which limited students' options and many students were in courses that were too difficult for them. These students remained in 3A/3B courses for a variety of reasons, including many who wanted to enter university in the following year. In 2011 new 2C/2D courses are being offered, allowing students who would normally struggle with the rigorous nature of the Stage 3 course an alternative option that will still allow them the opportunity for university entry.

Another area of concern is the high number of 'A' grades awarded in Semester 1 in the 3A course, compared with Semester 2. This indicates that either students were less focused in the latter part of the year or the teacher became more consistent and accurate in marking as experience was gained in the course.

English teachers will explicitly discuss alternative options for university entry for students, including portfolio entry, so they are aware of other possibilities, and are not choosing unrealistic courses for themselves based purely on their future goals. However, there is always a small percentage of students and parents who will not take advice offered by counselling, or who will simply refuse to change into a more suitable course.

Course Performance

Average Scaled Score	School	Like Schools	State (DET)	Expected Performance
2008	54.5	50.2	54.3	-
2009	36.8	50.8	52.4	-1.7
2010	47.7	52.2	54.2	-0.6

Moderation

Year	Moderation	Like Schools Moderation	State Moderation	School vs. Scaled
2008	5.2	0.8	4.5	1.3
2009	-	-6.8	-2.9	-
2010	-8.7	-5.2	-2.3	-5.2

Mark Spread

Year	School Std Dev	Std Exam Std Dev	Difference
2008	16.5	15.6	0.9
2009	-	-	-
2010	14.2	16.6	-2.4



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

School Score

Year	Correlation
2008	0.95
2009	0.90
2010	0.89

Course Differential

Year	Differential
2008	
2009	
2010	9.3

INTERPRETATION AND RECOMMENDATIONS

The 2010 scaled results show that 3A English is a much better pathway for students who wish to apply for university. However, students who failed or achieved low results had a negative effect on the marks of students who achieved higher results. Due to the high number of students who failed the exams (and as examinations are a compulsory part of the Stage 2 and Stage 3 English courses), in 2011 students who achieved a mark of less than 55 per cent in 2A English will be counselled into completing the 2C/2D English Course. It is hoped that this will result in Clarkson CHS being scaled more favourably and still allows students doing 2C/2D the opportunity to enter university.

During the year students will be undertaking programs that will alert them and provide them with assistance into entering university through alternative pathways such as portfolio entry. Information regarding university entry has already been posted on boards in the Humanities Office, to provide students with as much information as possible about the future goals.

Another element to consider when analysing these results is the difficulty of the Stage 3A/3B English course. Clarkson CHS was scaled significantly lower than like schools and the state, which shows that a more rigorous and intensive program is needed if students are to be competitive with students around Western Australia. The 3A course has been modified and changed from 2010, to develop higher order thinking and analytical skills within the students.



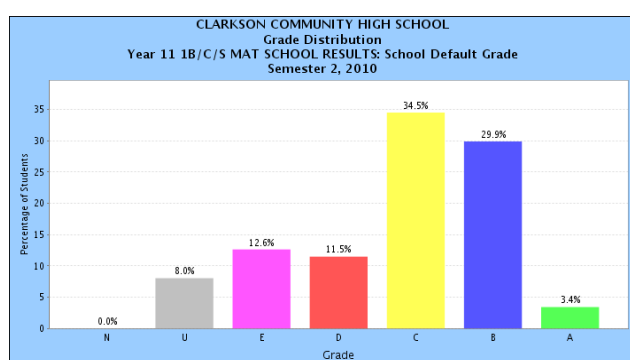
STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

MATHEMATICS

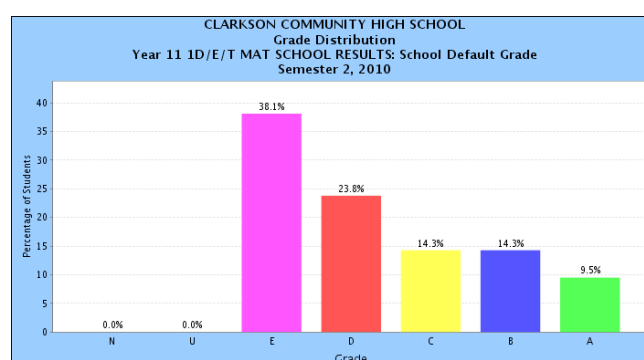
YEAR 11

Student numbers in Mathematics favoured Level 1 courses due to the proximity of Mindarie Senior College and several private schools in the area who draw students with academic excellence from Clarkson CHS. However, academic rigour is being encouraged and nurtured for students of our school and in subsequent years we expect to see an increase in numbers and success of higher level Courses of Study. Entering into the second year of the Course of Study program, students of our school were offered the full range of units from Level 1 to 3 courses.

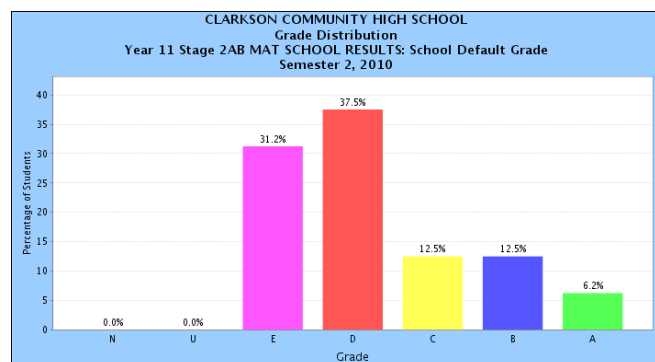
Grade distribution for Year 11—Stage 1B/C



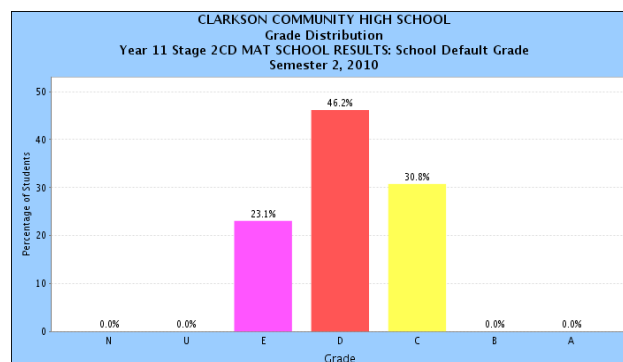
Grade distribution for Year 11—Stage 1D/E



Grade distribution for Year 11 - Stage 2A/B



Grade distribution for Year 11 - Stage 2C/D



INTERPRETATION AND RECOMMENDATIONS

To foster academic rigour we must be careful to maintain stringent counselling procedures to qualify students in the course they take, with the emphasis being on students' success in units suited to their abilities and goals rather than failure in another unit.

A strong commendation goes to teachers who have offered tutoring during their DOTT and after school to encourage student performance.

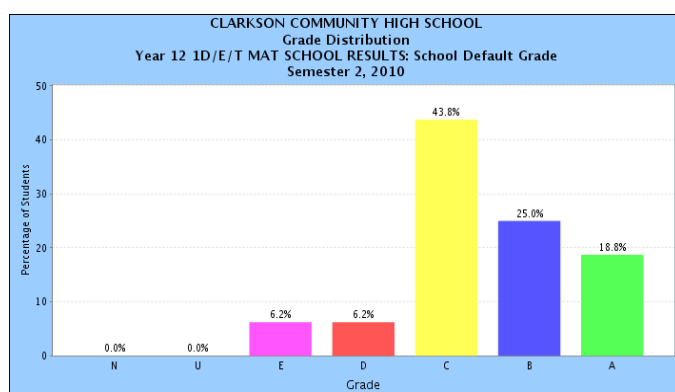


STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

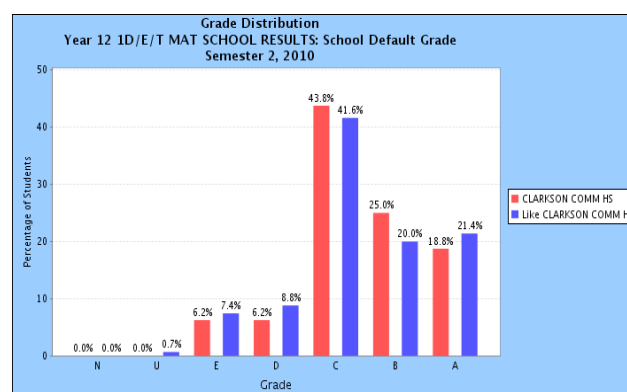
YEAR 12

This was the first year for Year 12s in the Course of Study which followed from Year 11. All units were offered and the graphs below are representative of the courses undertaken by the students.

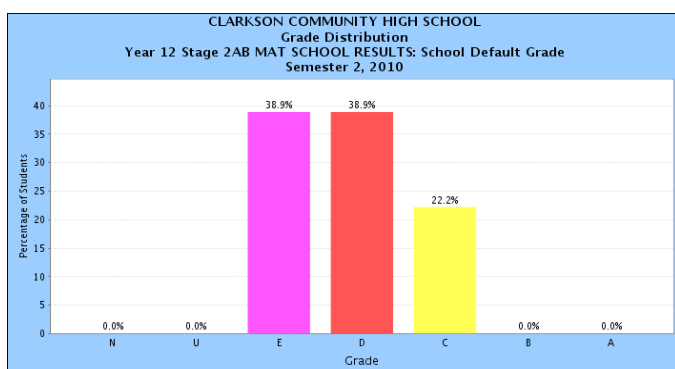
Grade distribution for Year 12 - Stage 1D/E



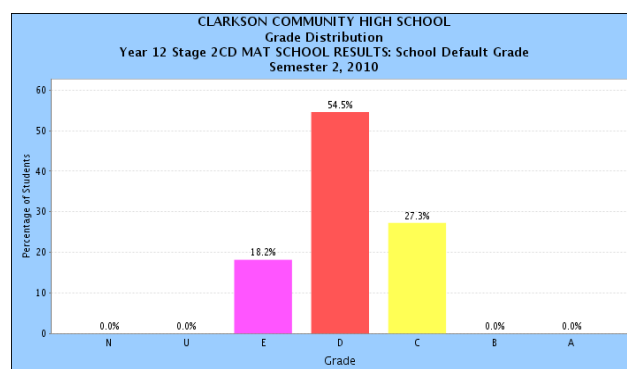
Like school comparison of grade distribution for Year 12 - Stage 1D/E



Grade distribution for Year 12 - Stage 2A/B



Grade distribution for Year 12 - Stage 2C/D



There has been an exceptional movement in the performance of the 1D/E students, with a well represented distribution in the A, B and 'C' grades.

The 2A/B & 2D/C students did not achieve to their full potential and this resulted in a distribution focused around the 'D' grade, consistent with the Year 11s of 2011 and 2010.

A point of consideration is the relatively low student numbers in these courses, which would skew at a slight movement of student percentages.



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

Mathematics Unit 2B

Completion Details

Year	Students with a School Score	Students Sitting the Exam	No. Removed as Anomalous Performers, Sick etc
2010	9	8	0

Course Performance (note: from 2009 Like Schools replaced SEI Band as the comparative measure)

Average Scaled Score	CCHS	SEI Band/Like Schools	State(DET)	Expected Performance
2010	28.1	36.2	37.0	-

Moderation (note: from 2009 a new standardising model applied)

Year	Moderation	School vs Scaled
2010	9.9	-12.0

School Score v Exam Score

Year	Correlation
2010	0.72

Mark Spread

Year	School Std Dev	Exam Std Dev	Difference
2010	9.5	14.5	-5.0

Course Differential

Year	Differential
2010	-5.0



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

Mathematics Unit 2D

Completion Details

Year	Students with a School Score	Students Sitting the Exam	No. Removed as Anomalous Performers, Sick etc
2010	10	7	0

Course Performance (note: from 2009 Like Schools replaced SEI Band as the comparative measure)

Average Scaled Score	CCHS	SEI Band/Like Schools	State(DET)	Expected Performance
2010	41.3	45.9	48.1	-

Moderation (note: from 2009 a new standardising model applied)

Year	Moderation	School vs Scaled
2010	5.8	-2.1

School Score v Exam Score

Year	Correlation
2010	0.77

Mark Spread

Year	School Std Dev	Exam Std Dev	Difference
2010	10.4	13.0	-2.6

Course Differential

Year	Differential
2010	-2.0

INTERPRETATION AND RECOMMENDATIONS

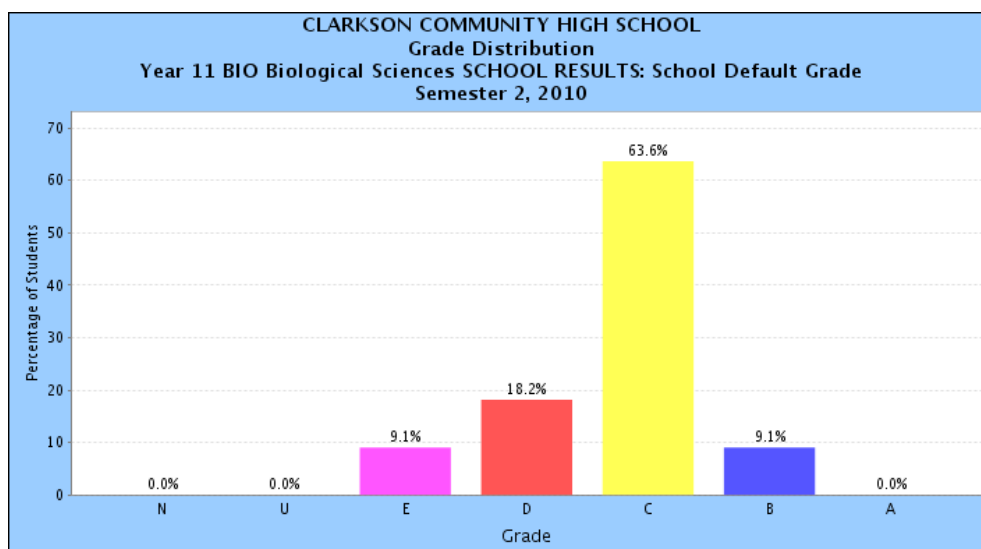
The development of the Year 12s is a longitudinal strategy incorporating sound development of Years 8 to 10 to ensure quality choices are made by students when they reach Course of Study units for Years 11 and 12. This goal will be achieved by continuing extension classes in lower school and by setting criteria for students to meet to qualify for units in the Course of Study needed for various careers and personal goals. Clear guidelines and expectations will be communicated in Term 1 of Year 10 and alternative pathways will be offered if expectations are not met. On-going support through the current after-school tuition program will support these endeavours. A shortage of qualified Mathematics teachers has made it difficult to maintain a stable core of Mathematics teachers that are qualified (as a major) and trained in CMS and this has had an impact on programs offered in the school.



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

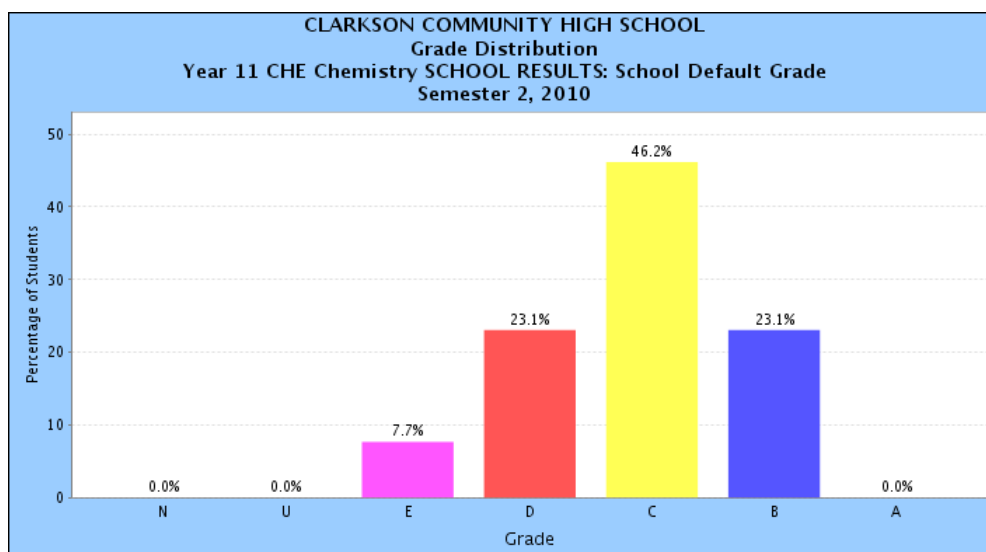
SCIENCE YEAR 11

Biological Science



Students studying Biological Science 2AB in Year 11 achieved satisfactory results with over 70 per cent of students being awarded a 'C' grade or better. No student achieved an 'A' grade. Early in the year it was recognised that some students would not be successful and these students were enrolled to complete Stage 1 Biological Sciences through SIDE.

YEAR 11 CHEMISTRY 2AB

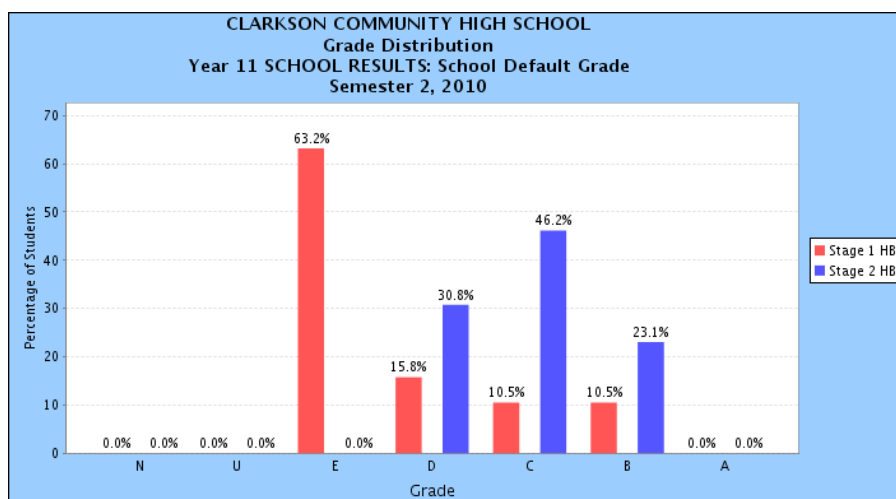


Year 11 Chemistry 2AB achieved satisfactory results with close to 70 per cent of the students achieving at least 'C' grade results. No student achieved an 'A' grade.



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

YEAR 11 HUMAN BIOLOGICAL SCIENCE 1 AB AND 2AB

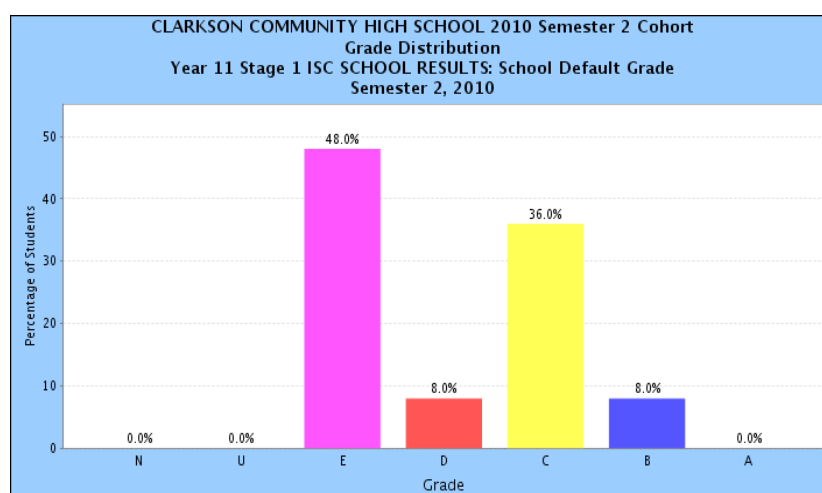


Stages 1 and 2 Human Biological Science were taught in 2010, initially as a combined class with one teacher. As enrolments grew it was apparent there was a need for individual attention and two classes were created.

Many students who selected the Stage 1 course were not interested in achieving and did not avail themselves of the opportunities presented. As a result only 21 per cent of students achieved a 'C' grade or better.

Over 60 per cent of students who selected 2AB successfully achieved at least a 'C' grade and no one achieved an 'E' grade. No 'A' grades were awarded in either course.

YEAR 11 INTEGRATED SCIENCE 1AB

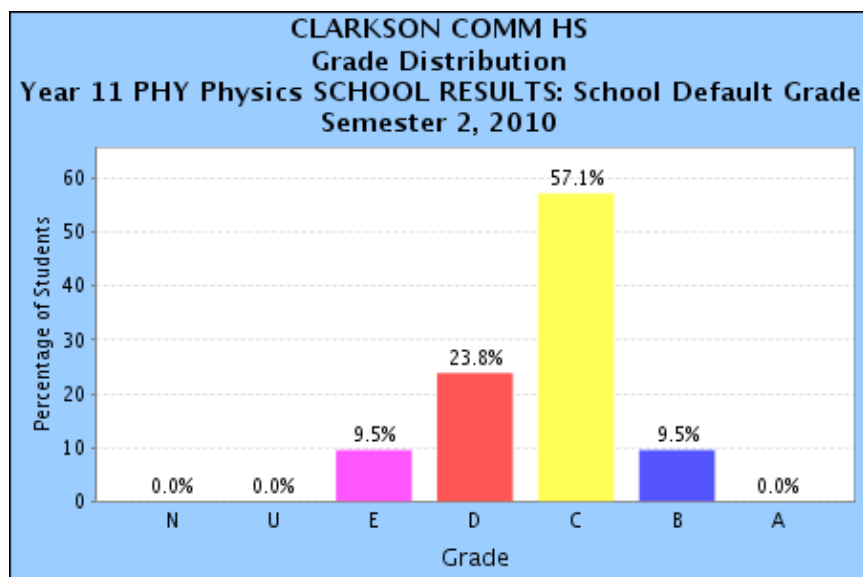


Approximately 44 per cent of students studying Stage 1 Integrated Science achieved a 'C' grade or better. The assessment in this course has no examinations and is based largely on class work. Due to factors such as lack of completion of work, approximately 48 per cent of students did not achieve a useful grade in this course. This is an area that requires close monitoring and the implementation of strategies for improvement in 2011.



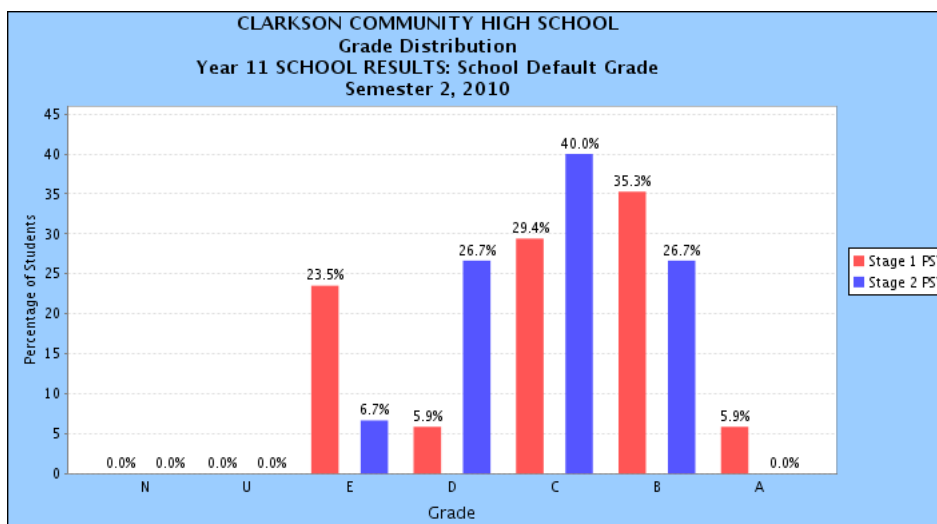
STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

YEAR 11 PHYSICS 2AB



Year 11 Physics 2AB proved successful for students with 66 per cent of students achieving at least a 'C' grade. No student achieved an 'A' grade.

YEAR 11 PSYCHOLOGY 1AB AND 2AB



Psychology began as a combined 1AB and 2AB class and was later separated into two classes. Students successfully adjusted to this change with over 70 per cent of Stage 1 students and 66 per cent of Stage 2 students achieving a 'C' grade or higher.

One student scored an 'A' grade in the Stage 1 course. Four students in the Stage 1 course were awarded an 'E' grade.



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

INTERPRETATION AND RECOMMENDATIONS

When analysing the results for Science, it is important to remember that many of the classes had small numbers and small sample groups can be unreliable.

Due to the small numbers enrolled in Stage 2 courses, teachers of Year 11 courses established support networks with teachers in other schools. These networks will continue to be encouraged and fostered. Staff should continue to use EDNA resources to guide their planning and preparation.

Thorough counselling of students from Year 10 into Year 11 courses will assist in their correct placement within courses. Students should then work in an environment in which they can be successful and have an interest. This counselling process needs to continue throughout Year 11 and into Year 12 to assist students in their post-school studies and WACE attainment.

Students who do not achieve at least a 'C' grade in Year 11 should be advised against continuing with that course into Year 12, to maximise their chances of achieving a WACE. Students who achieved a low 'C' grade will also need to be monitored in order to ascertain their chances of success in the more rigorous Stage 3 courses offered in Year 12.

After-school academic support was offered throughout the year for all students. Science teachers are keen to continue with this strategy throughout 2011 and are to be commended for their selfless commitment.

Many teachers reported that examination preparations were again a problem for many students. A student culture that accepts examinations as an integral part of the learning cycle will support student readiness for the testing regime. This culture must begin in the early high school years.

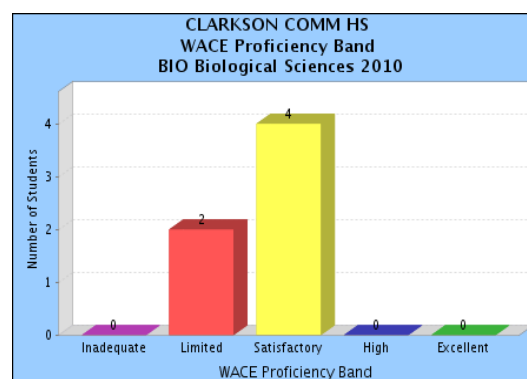
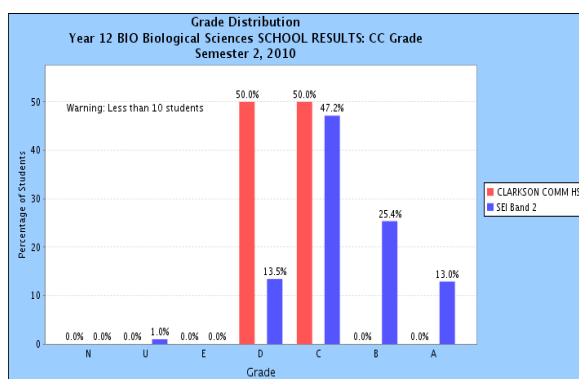
To meet the needs of students at our school, Science teachers should investigate alternatives to mainstream Stage 2 and Stage 3 courses. Investigation of Certificate courses may result in courses that better meet the needs of a large portion of the school population.



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

SCIENCE

YEAR 12 BIOLOGICAL SCIENCE



A small number of students enrolled in Stage 2 Biological Science in 2010. The more capable opted to complete Stage 3 of this course through SIDE. There was very little spread of results, with 50 per cent of students achieving a 'C' grade and 50 per cent achieving a 'D' grade. Only six students completed the WACE examination. Some students performed extremely well in the external examination but, despite support from teaching staff, could not sustain these results throughout the year. The higher than expected examination results indicated satisfactory performance by some students.

Year	Students with a School Score	Students Sitting the Exam	No. Removed as Anomalous Performers, Sick etc
2008	4	3	0
2009	17	9	0
2010	7	6	0

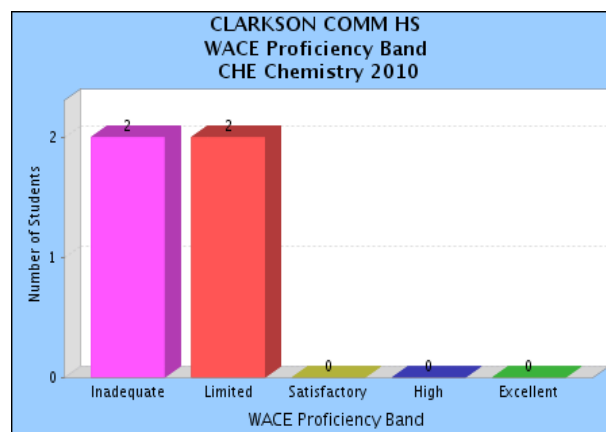
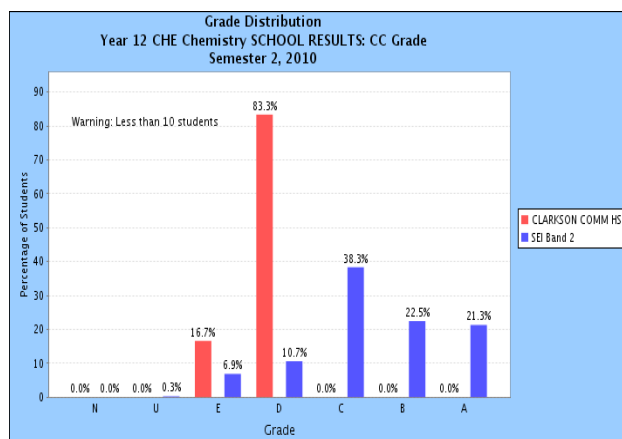
Average Scaled Score	CLARKSON CHS	SEI Band/Like Schools	N State(DET)	Expected Performance
2008	48.8	55.1	56.8	-
2009	44.6	56.9	57.0	-1.2
2010	28.4	56.4	58.3	-4.0

Year	Exam v School Score Correlation
2008	0.64
2009	0.96
2010	0.52



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

YEAR 12 CHEMISTRY



Six students completed the Stage 2 Chemistry course, with four of them sitting the external examination. Examination results were generally low. One student achieved a scaled score of 50 per cent by working with persistence. Other students did not focus their attention toward succeeding in this course. One student had not done any chemistry since Year 9 and this made success difficult. There was a strong correlation between the school results and scaled scores.

Year	Students with a School Score	Students Sitting the Exam	No. Removed as Anomalous Performers, Sick etc
2008	3	3	0
2009	7	6	0
2010	6	4	0

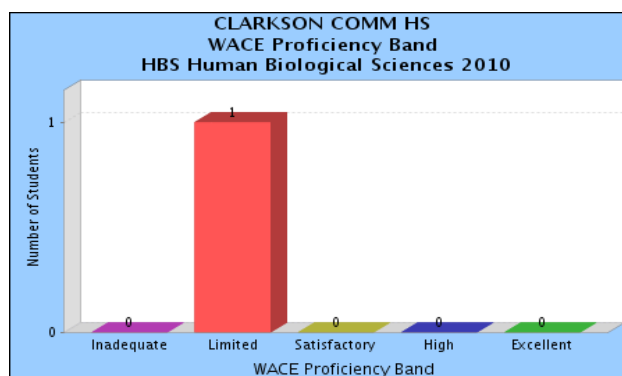
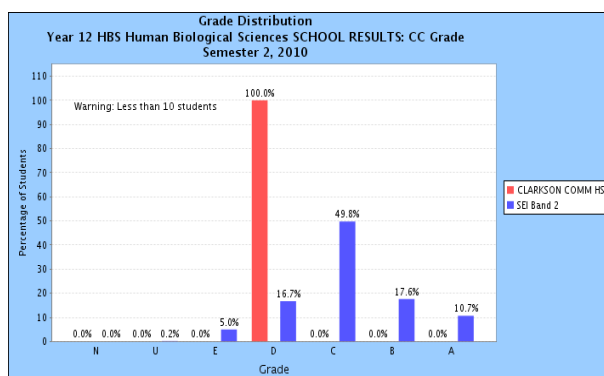
Year	Correlation
2008	0.83
2009	0.99
2010	0.8

Average Scaled Score	CCHS	SEI Band/Like Schools	N State(DET)	Expected Performance
2008	50.5	55.9	61.4	-
2009	60.5	57.3	63.8	0.3
2010	42.6	58.9	63.4	-



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

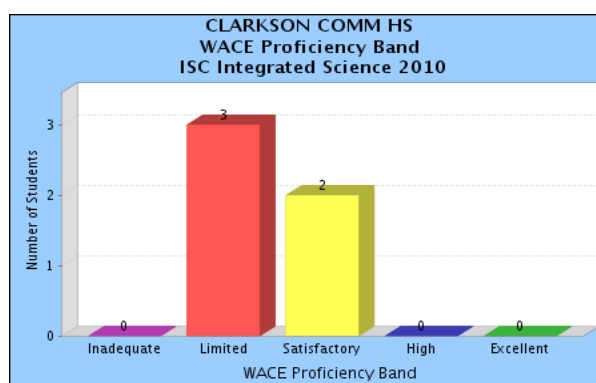
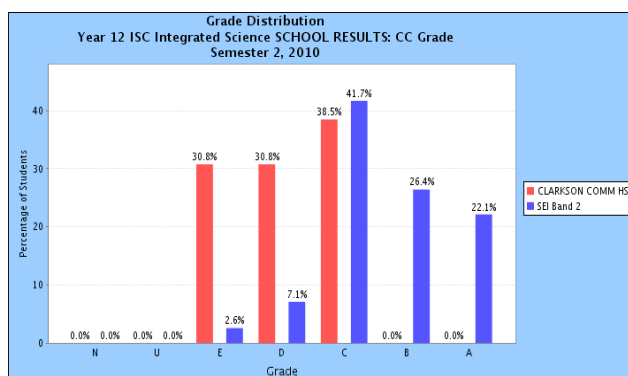
YEAR 12 HUMAN BIOLOGICAL SCIENCE



Two students completed Stage 2 Human Biological Sciences in 2010. One of these students sat the WACE examination, resulting in a very small sample group shown in the graph above. This student had limited success with the subject after transferring from a vocational program at the commencement of 2010. The student performed as expected in the external examination.

One student successfully studied Stage 3 of this course through SIDE.

YEAR 12 INTEGRATED SCIENCE



This class began as a 2AB course but following the Semester 1 examination, seven students made enrolment changes into 1D Integrated Science in order to improve their chances of success. While all of these students did achieve WACE, they had varying degrees of success in Integrated Science.

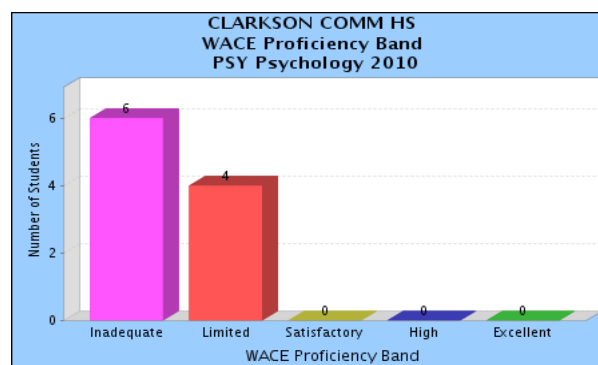
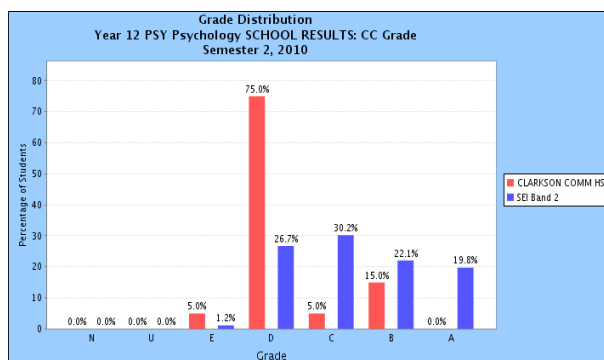
This left only six students to complete the Stage 2 course, of which five sat the external examination. Three had their most successful scaled result in this course and the other three had it as their second-best result.

All scaled scores suffered as a result of the penalties applied to Stage 2 courses. None of the students studying this course intended using it for achieving an ATAR for university entrance. No student achieved an 'A' or 'B' grade in Integrated Science. There was not a strong correlation between the school assessments and the standardised exam (coefficient of 0.39).



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

YEAR 12 PSYCHOLOGY



2010 was the first year for students to study Psychology for WACE examinations. The majority of the students chose to study the Stage 3 course and three students selected the Stage 2 course. It should be noted that for six of the students their result in Psychology was their best score in WACE 2010 and the mean in this subject compared more favourably with the State mean than did many other courses. This was in spite of the scaling of the course impacting on the final marks of students.

INTERPRETATION AND RECOMMENDATIONS

Appropriate and realistic course selections are essential to support students in their WACE preparations. The rigours of the assessment and examination process must be instilled in students throughout their high school career to encourage a work ethic that becomes second nature by the time students reach Year 12.

The assessment policy developed by the school should continue to be adhered to, with staff finding all avenues to extract assessment items from students.

Examinations continue to hinder the progress of students and to improve this situation students require continual exposure to the expectations and processes required for success.

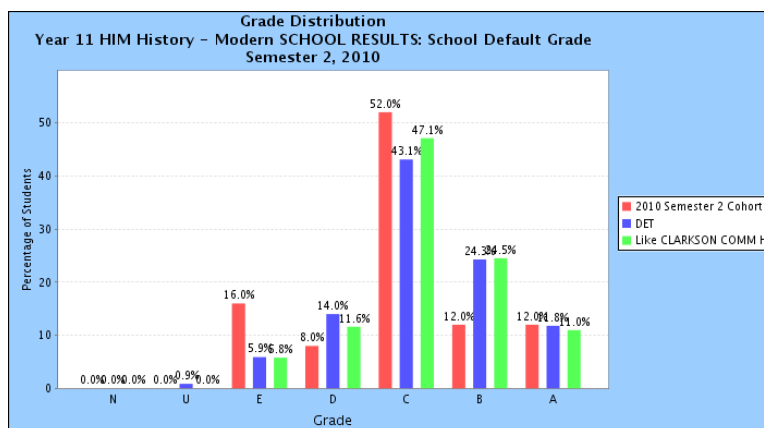
Due to our small numbers, it is essential that all Year 12 courses work within a small group moderation system.

Support is available from the Department of Education to support external markers to justify common marking between small group partners and this strategy will be investigated during 2011.



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

SOCIETY AND ENVIRONMENT YEAR 11 MODERN HISTORY

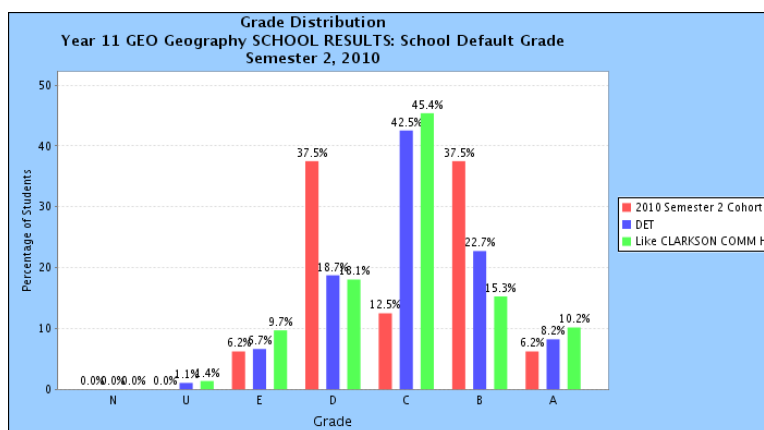


2B Modern History Grade Distribution for Year 11 cohort Semester 2, 2010 by percentage					
N/A	E	D	C	B	A
0	16	8	52	12	12

Modern

The majority of students (52 per cent) were 'C' (satisfactory) performers. The 12 per cent awarded 'A' grades matched the State and like schools, but half the number of 'B' grades were awarded. A concern in the History results is the number of 'E' grades, with 16 per cent at CCHS as opposed to 6 per cent and 7 per cent respectively at State and like schools.

YEAR 11 - GEOGRAPHY



2B Geography Grade Distribution for Year 11 cohort Semester 2, 2010 by percentage					
N/A	E	D	C	B	A
0	6	37.5	12.5	37.5	6.5



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

INTERPRETATION AND RECOMMENDATIONS

Results indicate that further refinement needs to occur in the counselling of Year 10 students into appropriate upper school pathways. This situation has been reviewed and an FTE allocation has been created for a careers counsellor in 2011. This strategy, in conjunction with intensive PD for staff chosen to counsel Year 10 students, should result in fewer students with limited achievement from 2012. It is apparent that, regardless of course counselling, some students are still selecting courses above their capabilities. This is clearly evident in the significant number of Year 11 students achieving limited success in 2010. It is recommended that a procedure that further informs and engages parents in course selection and clarifies the consequences of inappropriate course selections be adopted from 2011. This may go some way towards alleviating this situation.

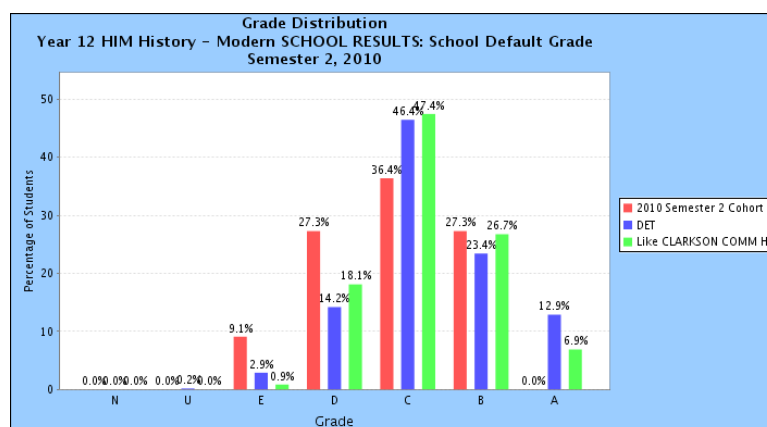
At the start of 2010 there was a shift from students studying 1A/1B History and Geography to 2A/2B History and Geography. This meant that a large number of students now enrolled in these courses did not have the capabilities to complete the courses to a satisfactory level. The 2010 timetable was very tight and did not allow room for movement, particularly out of the History Course of Study. This situation contributed to a disproportionately high percentage of 'E' grades – students had nowhere to go, therefore they were forced to stay in a class that was beyond their capabilities, resulting in little to no attendance and disengagement. This issue has been rectified for the 2011 school year, with the running of a 1A/1B and 2A/2B History and Geography class concurrently to allow for movement based on student capability and achievement. This will mean that teachers of History and Geography in 2011 will need to closely monitor their 2A/2B students to check that they have selected the appropriate course. Student success is the cornerstone of our classrooms and therefore if a student is not achieving as expected then they need to be informed and an appropriate plan of action put in place.

The Geography results are of concern in the low to satisfactory range, and monitoring needs to occur to ensure there is not such a disparity in marks. The target group is to be those sitting on primarily a 'D' and 'C' grade. Diagnosing these students' skill deficiencies and counselling those sitting on a 'D' grade should bring the 'C' grade statistics closer in line with the State and like schools. The mark allocation of assessments also needs to be considered. It would be better to have more assessments than to have only four assessments each worth 25 per cent of the course grade, and this is being investigated in 2011, as it is important that the teachers are able to provide their students with ample opportunities to succeed in their studies.



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

YEAR 12 MODERN HISTORY



3B Modern History Grade Distribution for Year 11 cohort Semester 2, 2010 by percentage

N/A	E	D	C	B	A
0	9	27	36.5	27.5	0

Completion Details

Year	Stage 3 HIM Sitting the Exam (Anomalous Performers)
2008	6 (1)
2009	3 (2)
2010	7 (0)

Course Performance

Average Scaled Score	School	Like Schools	State (DoE)	Expected Performance
2008	43.5	49.3	54.2	
2009	44.3	51.1	56.4	
2010	41.5	50.7	56.1	-1.5

Moderation

Year	Moderation	Like Schools Moderation	State (DoE) Moderation	School vs Scaled
2008	1.2	1.4	2.1	-8.7
2009	-0.3	-4.5	-1.4	-8.7
2010	-15.2	-2.6	-1.7	-15.1



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

YEAR 12 MODERN HISTORY

School Score v Exam Score	
Year	Correlation
2008	0.94
2009	N/A
2010	0.79

Mark Spread			
	School Std Dev	Std Exam Std Dev	Difference
2008	14.8	16.1	-1.3
2009	0.0	0.0	0.0
2010	12.6	10.4	2.2

Proficiency Band					
	In	Lim	Sat	High	Exc
No	0	3	4	0	0
%	0.0	42.9	57.1	0.0	0.0

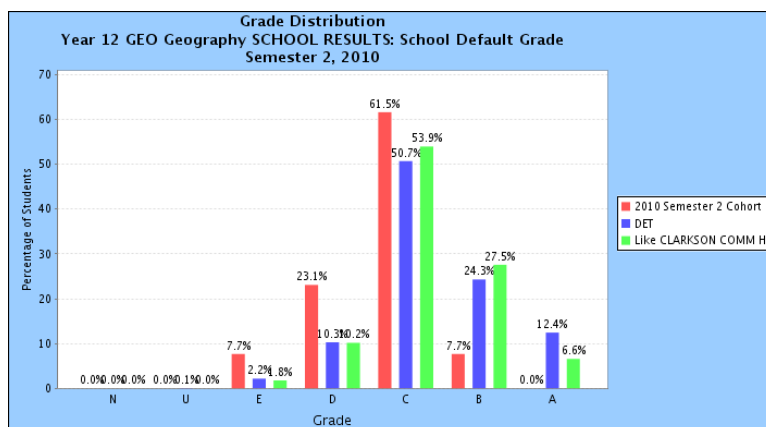
Grading							
	N	U	E	D	C	B	A
No	0	0	0	1	3	3	0
%	0.0	0.0	0.0	14.3	42.9	42.9	0.0

Course Stage Differential	
Year	Differential
2008	6.2
2009	N/A
2010	0.4



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

YEAR 12 GEOGRAPHY



3B Geography Grade Distribution for Year 11 cohort Semester 2, 2010 by percentage

N/A	E	D	C	B	A
0	7.5	23	61.5	8	0

Completion Details

Year	Stage 3 GEO Sitting the Exam (Anomalous Performers)
2008	9 (0)
2009	4 (0)
2010	6 (0)

Course Performance

Average Scaled Score	School	Like Schools	State (DoE)	Expected Performance
2008	36.4	53.8	52.6	
2009	28.8	55.1	53.9	
2010	28.7	54.6	54.1	-3.1

Moderation

Year	Moderation	Like Schools Moderation	State (DoE) Moderation	School vs Scaled
2008	-9.8	7.6	4.4	-23.6
2009	-17.8	0.7	0.0	-23.0
2010	-25.9	-1.3	-1.4	-23.6



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

YEAR 12 GEOGRAPHY

School Score v Exam Score	
Year	Correlation
2008	0.97
2009	N/A
2010	0.86

Mark Spread			
Year	School Std Dev	Std Exam Std Dev	Difference
2008	13.6	10.5	3.1
2009	10.5	10.5	0.0
2010	12.1	13.1	-1.0

Proficiency Band					
	In	Lim	Sat	High	Exc
No	3	2	1	0	0
%	50.0	33.3	16.7	0.0	0.0

Grading							
	N	U	E	D	C	B	A
No	0	0	1	0	4	1	0
%	0.0	0.0	16.7	0.0	66.7	16.7	0.0

Course Stage Differential	
Year	Differential
2008	-5.6
2009	N/A
2010	N/A



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

INTERPRETATION AND RECOMMENDATIONS

The graphs and tables above indicate that the number of students selecting History and Geography at CCHS over the last three years has been low, with roughly only half continuing on to complete the WACE exam. At the beginning of the 2010 school year, after consultation from Susanne Vaughan, a Principal Consultant from SAIS, as well as the current group of students, it was decided that students would study 3A/3B History and Geography instead of the planned 2A/2B courses. This change in the academic rigour of courses resulted in a large number of students opting to study other easier courses that matched their capabilities and life aspirations.

In History and Geography student performance fell from 2009 to 2010. This can be attributed to the increase in the number of students studying 1A/1B in Year 11 and then 3A/3B in Year 12. The skills required to be successful in the 3A/3B courses are significantly more difficult than that in the lower stages and therefore our students did encounter difficulties. The results do, however, indicate that students are doing much better in school assessments, with their grades then significantly dropping when they sit the external exam. In History, this resulted in students being scaled down 15 marks, while in Geography it was almost 24 marks. This suggests two issues: student assessments need to be more difficult and marked harder at school; and students need better preparation and exam study skills to be more successful in the external exam. This will be addressed in 2011 through periodic small group moderation. For History small group moderation is occurring among five schools, which will allow for better judgement of student work. Staff will also be attending 3A Consensus Moderation at the start of Term 3, where student work samples will be judged by other specialist teachers. This will further improve the marking process. Throughout the year students need to be given the skills to successfully sit the external exam. This will occur through timed writing, rather than giving students the entire period to complete assessments, as this is setting them up for failure because the external exams require students to work quickly. Providing students with ample revision time and practice exams will give them the confidence to go into the external exam and complete it successfully. History exam revision seminars will be offered.

It is important that for the 2011 school year students sitting 3A/3B History and Geography be provided with a high chance of success. The beginning of the year has seen a large number of students change out of the History and Geography courses into courses that align more closely with their capabilities. This has been achievable because a greater range of subjects has now been offered. This should see the number of lower-achieving students reduced significantly.

The 15-mark differential added to the Stage 3 marks before the scaling procedure means that university aspirants must take the 3A/3B pathway to remain competitive. Should students in the Stage 3 History or Geography courses be identified as struggling with the work required, all efforts will be made to offer extra support and to counsel them into alternative and a more appropriate pathways. Correct student academic and career counselling at an early stage is essential to avoid unnecessary stress for the student and workload for the teacher. Alternative pathways to university, such as the Portfolio entry to ECU, must be foregrounded and systemic in the Year 12 curriculum at Clarkson CHS. The Humanities Learning Area of History, Geography and English must work as a team with Student Services and the Year 12 coordinator to make students aware of opportunities for academic success.



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

HEALTH AND PHYSICAL EDUCATION

YEAR 12

In 2010 all Year 12 Physical Education Studies students in both soccer and general physical education completed Physical Education Studies 1C/D. Twenty-nine students studied general Physical Education Studies, compared with nineteen in 2009. Twelve students completed the 1C/D course (soccer), the same as in 2009. The general physical education class was comprised of students with a wide spread of ability and engagement levels including some dedicated TEE-bound students and some who desired only to play sport. Although Physical Education Studies could not contribute to students' ATAR, we as a department felt it was important to maintain a reasonable level of academic rigour in order to continue to stimulate and challenge more able students.

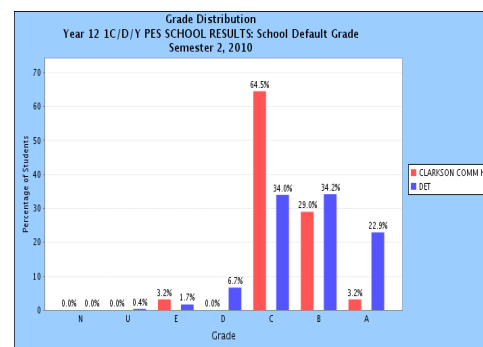
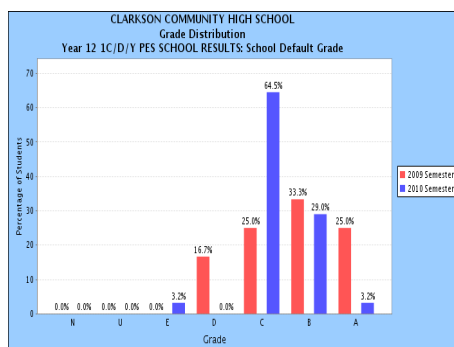
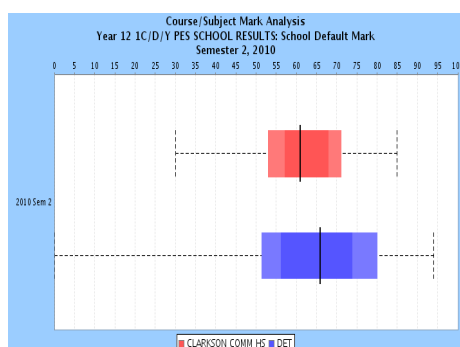
To enhance the possibility of success for the less academically inclined students we ensured that all assessment work was suitably 'chunked' and clear frameworks provided. We also established a coaching program for local primary schools which served both to motivate our students to perform at a higher level and to strengthen links with the schools.

We achieved fewer 'A' and 'B' grades in 2010, reflecting the different nature of students undertaking the 1CD course from those who studied the 2AB course in 2009. Notably, no student was awarded a 'D' grade and only one student, who stopped attending before completing the course, was awarded an 'E'.

All students who completed the course, including two Learning Centre students, achieved at least a 'C' grade. The 96.8 per cent pass rate compared favourably with previous years and far exceeded the target of 75 per cent of students achieving a 'C' grade or better (70.6 per cent in 2009).

Students' performance in 1C/D PES compared favourably with the State performance, although we had fewer 'A' grades and a higher percentage of 'C' grades.

The decision to offer Units 1C and 1D concurrently has also proved to be a prudent decision. This method of delivery enables us to introduce concepts as they become relevant to the skills being developed and allows for a much smoother delivery and greater opportunity for students to revise and consolidate learning.





STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

The following tables represent the percentage of grade distributions in Year 12 Physical Education Studies 1C/D, Physical Education Studies 1C/D (Soccer) and Outdoor Education Studies 1C/D.

1C/D PHYSICAL EDUCATION STUDIES AND 1C/D PHYSICAL EDUCATION STUDIES (SOCCER)

Subject	Number (and %) with grade					Total Number
	A	B	C	D	E	
CCHS 1CD 2010	1 (3.2%)	9 (29%)	20 (64.5%)	0	1 (3.2%)	31
CCHS 2009	3 (15.8%)	1 (5.3%)	9 (47.4%)	1 (5.3%)	5 (26.3%)	19
1CD STATE 2010	22%	34%	34%	6.7%	1.7%	
CCHS soccer 2010	0	6 (55%)	5 (45%)	0	0	11
CCHS soccer 2009	3 (25%)	4 (33.3%)	3 (25%)	2 (16.7%)		12

Student achievement in 1C/D (Soccer) continued to improve in 2010 with all students achieving a 'C' grade or better compared with 92 per cent in 2009. This is an outstanding result, even though it fell short of the target for 85 per cent of students achieving 'A' or 'B' grades.

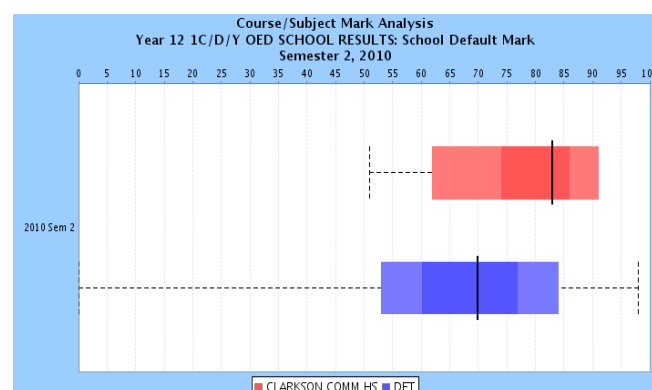
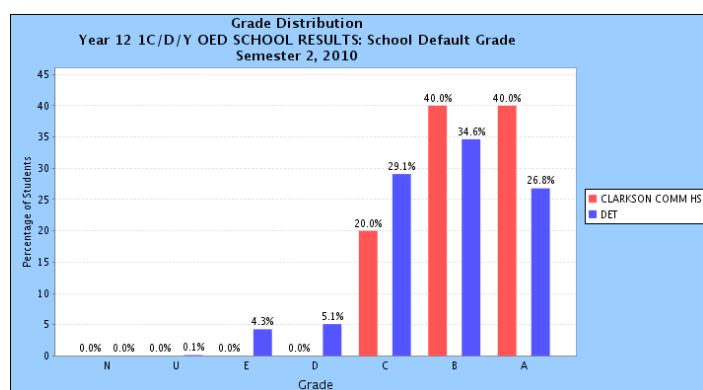
OUTDOOR EDUCATION STUDIES 1C/D

Subject	Number (and %) with grade					Total Number
	A	B	C	D	E	
CCHS 1CD OED 2010	4 (40%)	4 (40%)	2 (20%)	0	0	10
CCHS OED 2009	2 (20%)	3 (30%)	3 (30%)	0	2 (30%)	10
STATE 1CD OED 2010	21%	35%	28%	9.8%	3.8%	



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

Student numbers in Outdoor Education were the same as in 2009 but achievement was considerably higher overall. Forty per cent of students achieved 'A' grade, compared with 21 per cent across the State, and 40 per cent achieved 'B' grade, compared with 35 per cent Statewide. The remaining 20 per cent achieved a 'C' grade. As in Physical Education Studies, the Outdoor Education course was delivered as concurrent units. This method of delivery appears to suit our students particularly well as it enables topics to be spread across a number of tasks, concepts continually revisited and skills and knowledge consolidated through constant practice



Ten Year 12 students completed Outdoor Education Studies in 2010 and all of these were continuing from Year 11 in 2009. This indicates success in counselling students and retaining the students who had chosen Outdoor Education as a course of study. Improved counselling of students and the early removal of students who mistakenly ended up in Outdoor Education with no intention of participating in the course contributed to the results achieved this year.

All students achieved 'C' grades or above, and 80 per cent achieved 'A' or 'B' grades, confirming effective delivery of the course to reflect continual improvement.

CCHS Outdoor Education students perform better than state averages and it was extremely pleasing to note that we had no 'tail', indicating that all students completed the course to a satisfactory level. Our highest grade, however, was not one of the highest in the State, reflecting the nature of the students who undertook the course. Overall, we are extremely happy with the results achieved by our students and confident that our teaching and learning strategies are effective for the students we teach.

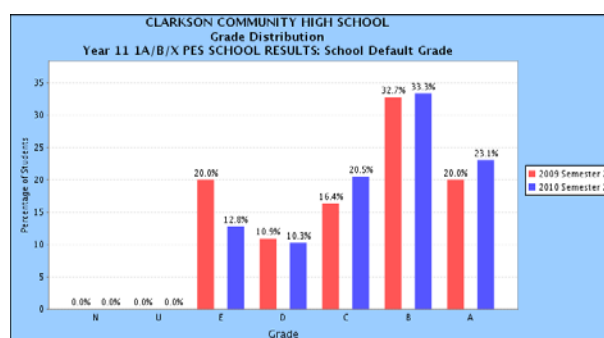
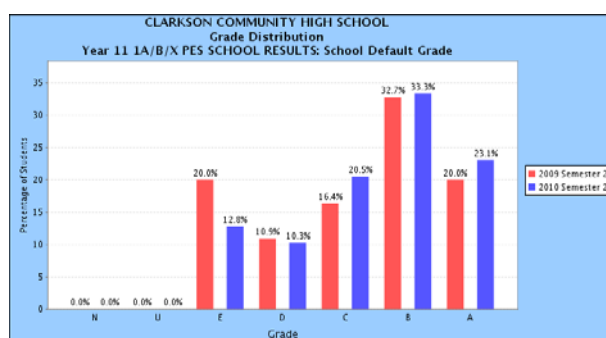


STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

YEAR 11 1A/B PHYSICAL EDUCATION STUDIES (YEAR 11)

Subject	Number (and %) with grade					Total Number
	A	B	C	D	E	
1ABPES2010	9 (23.1%)	13 (33.3%)	8 (20.5%)	4 (10.3%)	5 (12.8%)	39
1ABPES2009	9 (23.7%)	9 (23.7%)	3 (7.9%)	6 (15.8%)	11 (28.9%)	38
STATE	15.4%	26.4%	36.7%	11.8%	7.8%	

More Year 11 students undertaking Physical Education Studies 1AB achieved 'A' and 'B' grades than in 2009 and fewer students were awarded 'D' or 'E' grades. The number of 'E' students was reduced by more than 10 per cent.

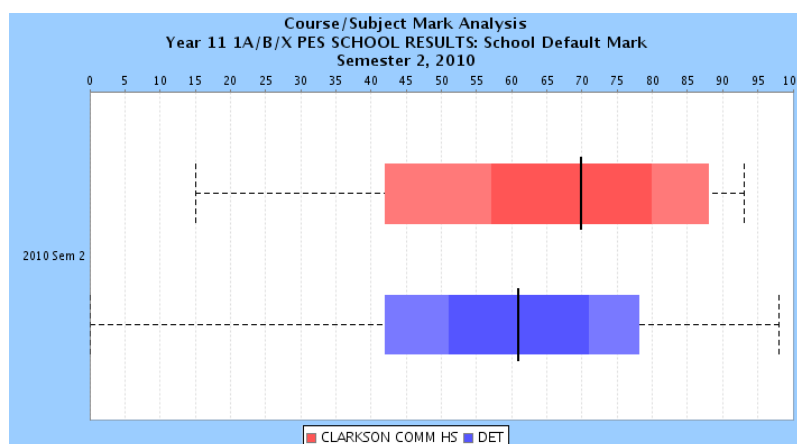


When compared with State results, a high percentage of students achieving 'A' grade (23 per cent) compared with the State (15 per cent) and a greatly increased percentage achieving 'B' grades (33 per cent) compared with 26 per cent across the State and 23 per cent in 2009.

Value-adding occurred across the board in Year 11 PES, halving the number of students who achieved 'D' and 'E' grades. There were fewer 'C' grades, having managed to improve some students up to 'A' or 'B' grades, and fewer 'D' grades. We did, however, have 5 per cent more 'E' grades than the State average, these being awarded to students who left the school before the end of the year and who did not complete the course.



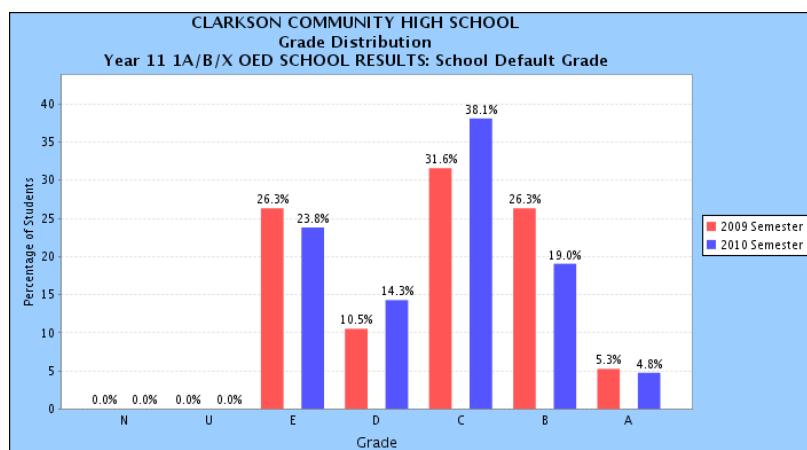
STUDENT OUTCOMES - ATAR AND VET PERFORMANCE



The calibre of students who undertook Physical Education Studies 1AB in year 11 during 2010 was particularly high, as can be seen when our results are looked at in comparison with State results. Although the top student was not the top in the State he was in the 94th percentile, which is an excellent achievement. The class average was 10 per cent above the State average and the 'tail' much shorter. The value-adding attained in Year 11 PES 2011 is a testament to the sound teaching practices and learning opportunities provided. Students have been given the opportunity to achieve their best and have done so.

The indication for 2011 is a need to offer 1CD for 'tail-enders' and 2AB for 'high-flyers' in Physical Education Studies.

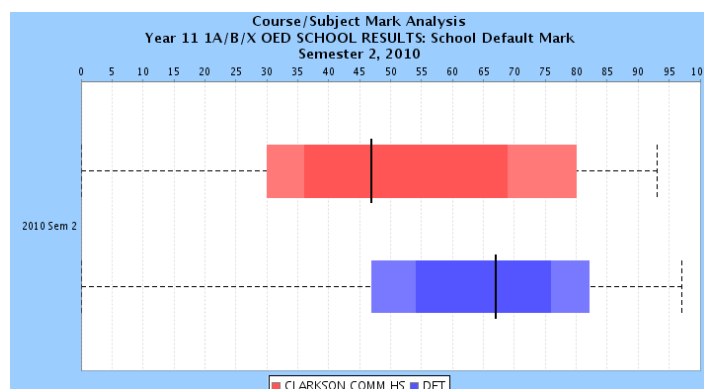
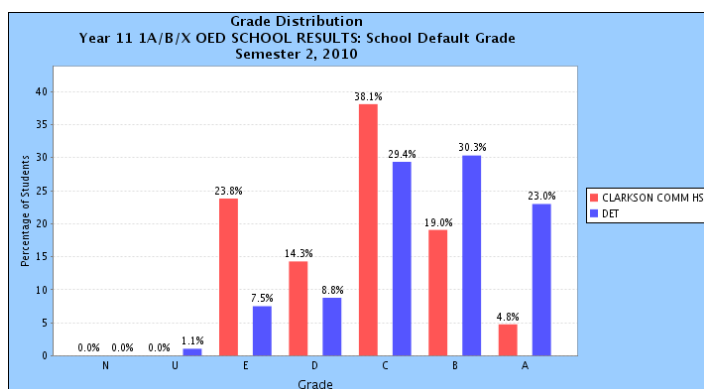
YEAR 11 1A/B OUTDOOR EDUCATION



In 2010, student numbers continued to increase in Year 11 Outdoor Education. The operational target for Outdoor Education 1A/B was to maintain the improvement in grades demonstrated in 2009. This was achieved, although gains were smaller in 2010. Counselling and student movement were much better in 2010 but some students still entered the course without a clear understanding of requirements, or because there was no other suitable option available to them on the timetable at that time. There is a need to ensure that students understand that Outdoor Education in Year 11 and 12 is not the same as Physical Recreation, which is offered in Year 10.



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE



Subject	Number (and %) with grade					Total
	A	B	C	D	E	
1ABOED2010	1 (4.8%)	4 (19%)	8 (38.1%)	3 (14.3%)	5 (23.8%)	21
1ABOED2009	1 (5.3%)	5 (26.3%)	6 (31.6%)	2 (10.5%)	5 (26.3%)	19
STATE	22.8%	30.5%	29.3%	8.8%	7.5%	

The number of students selecting Physical Education Studies, Outdoor Education and Soccer in Years 11 and 12 for 2010 has been maintained or increased. Offering only Stage 1 courses precluded some higher-achieving students from selecting Physical Education courses in 2010 and this was a disadvantage that requires further consideration.

Physical and Outdoor Education Studies results continue to be encouraging when studied in conjunction with stated targets in the Health and Physical Education Operational Plan.

INTERPRETATION AND RECOMMENDATIONS

In 2011 both Stage 1 and Stage 2 units will be offered in general Physical Education Studies to cater for students who want to use PES to contribute to their ATAR, as well as those who do not. If need be, the two unit pairs will be offered within one class.

A Certificate in Sport and Recreation will also be implemented for all soccer students so that those involved in the soccer program can also elect to complete general physical education, as this is an area in which they are able to achieve at a high level.

Physical and Outdoor Education courses will continue to be delivered as concurrent units, as this has proven to be most advantageous for all students, enabling them to achieve at a high level.

The Duke of Edinburgh Award was implemented successfully in 2009 and continued in 2010, with a number of Year 9 students beginning the Bronze Award. There are now Year 10 students on the verge of achieving the Award, and although the Year 11 Outdoor Education course would allow for the Award to be continued, there is currently no Year 11 course on the timetable for 2011. Other avenues will be explored for the continuation of this international award, such as forging links with the school Bush Rangers cadet unit in order to provide more student opportunities. The goal is still to ultimately offer full Bronze, Silver and Gold Duke of Edinburgh Awards at the school.



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

LEARNING CENTRE

Performance Indicators:	<ul style="list-style-type: none"> The extent to which each student develops and works towards achieving their academic, social, communicative and physical potential, to enable them to be positive contributors to society.
Student Outcomes:	<ul style="list-style-type: none"> To learn skills that will allow successful transition from school to appropriate post school options. To “own their own behaviour”, that is, be responsible for and accept consequences. To develop and demonstrate positive behaviours indicative of caring and sharing, so that students can live harmoniously in society. To develop independence, a robust sense of self worth and respect for others. To develop the ability to function as independently as possible, at school, in the workplace and in the community, leading to acceptance in the community and finally contributing to wider society.

RESULTS AND INTERPRETATION:

Reporting: Individual Education Plans/ Individual Transition Plans

Monitoring	Evaluation
<p>TARGET: 80 per cent or greater attendance rate by parents/ caregivers at the IEP/ITP meetings held in Term 1, 2010.</p> <ul style="list-style-type: none"> Progress toward meeting objectives outlined in each student’s Individual Education Plan/ Individual Transition Plan reviewed bi-annually in Week 9, Term 2 and annually reviewed in Week 5, Term 4. Analysis of progress outlined to all ES staff in LC meeting post review. Individual case meetings held with all relevant parties to further strengthen specific teaching strategies and approaches to meet objectives. IEP/ITP documents held in central location for referral as necessary. <p>TARGET: To improve the IEP/ITP process; increase comprehensiveness by producing a more detailed document that will be used in curriculum planning, delivery and assessment by all staff. Parents to receive a copy of IEP/ITP by the end of Term 1. The reporting to parents/ caregivers of achievement toward attaining the Functional Learning program goals will be presented in a portfolio at the end of the year.</p>	<p>Achievement:</p> <p>In 2009, 72 per cent of parents/ caregivers attended IEP/ITP meetings. In 2010, the proportion increased to 77 per cent. While this is an improvement, in order to achieve the overarching student outcomes listed above all parents need to have a voice in their children’s teaching and learning program. In 2011, parents will have two opportunities to attend meetings.</p> <p>There was an increase in communication of students’ IEP/ITP objectives and progress through whole staff meetings and weekly student case meetings inclusive of support staff. A collaborative approach with clear goals strengthened teaching and learning programs.</p> <p>Parents received a copy of their children’s IEP/ITP in term 1. It was reported on at the end of the year with a portfolio of evidence.</p> <p>Suggestions for improvement:</p> <ul style="list-style-type: none"> * Consideration will be given to after-hours meetings, phone conferences and email communication to increase parent/ staff interaction in establishing individual student outcomes. * Questionnaire to parents pre-meeting to be modified (less complicated; more key questions to focus attention on short and long term goals, and Functional Learning key areas). * Reporting to parents/ caregivers of achievement of IEP/ITP objectives needs greater consideration; portfolio assessment, checklists, learning boards. * Increased timetabling flexibility of teaching and non-teaching staff to ensure case meetings are inclusive of all relevant stakeholders; time made available to hold case meetings as required. * Organisation and timetabling of working parties for each Functional Learning key area (Social Development, Career and Enterprise, Health, Community Skills, and Independent Living Skills) to further develop and refine programs, resources, assessments, checklists and reporting methods. * Strengthen the use of Specific Measurable Achievable Realistic Timely (SMART) targets in IEP/ITP documents.



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

LEARNING CENTRE

STUDENT ASSESSMENT: LITERACY

Monitoring	Evaluation
<p>Waddington's Reading and Spelling assessment pre-test conducted by Week 5, Term 1 and post-test by Week 5, Term 4.</p> <p>TARGET: That 70 per cent of Education Support students (excluding Foundation level students) increase their Reading and Spelling assessment scores between the pre- and post-test.</p> <p>TARGET: To investigate other forms of systematic data analysis (literacy) relevant to students with a disability, i.e. Fitzroy assessment tools that have links to our literacy program.</p> <p>TARGET: For a Fitzroy Method file to be created for all ES students on entry that contains assessment pieces, work samples and comparative data and is to be retained throughout their career at CCHS to be available in the post-school transition meeting with relevant stakeholders.</p> <ul style="list-style-type: none"> Students to be actively engaged and motivated while utilising the Fitzroy Method. Teachers to note active participation in study notes for each student. Success of program will be determined by the extent to which students improve in Waddington Reading and Spelling assessments over the course of the year. 	<p>Achievement: Reading analysis</p> <p>Twelve students had pre- and post- data collected. Time span between tests was nine months.</p> <ul style="list-style-type: none"> Four students (25 per cent) regressed in their reading age (by 3 months, 4 months, 6 months and 8 months). Most concerning is the student who regressed 8 months, which could be indicative of attitude and motivation of student on the post-test day. Analysis of the reading pre-test in 2011 for this particular student will need to be examined to determine exact cause and misunderstanding). Eight students (75 per cent) improved their reading age which is above the target set. An outstanding achievement! Four students progressed at a reasonable pace and four students at an outstanding pace. They achieved an increase in reading age of 9 months, 10 months, 16 months and 18 months. <p>Spelling analysis:</p> <p>Twelve students had pre- and post- data collected. Time span between tests was 9 months.</p> <ul style="list-style-type: none"> One student (8 per cent) achieved the same spelling age. Eleven students (92 per cent) improved their spelling age, which was significantly above the target set and extremely commendable. Three students progressed at a reasonable pace and eight students at an outstanding pace. They achieved an increase in spelling age of 10 months, 3 x 13 months, 14 months, 16 months, 17 months and 28 months. <p>This illustrates that the systematic diagnostic and remediation approach utilised in the Waddington program and Fitzroy Phonic teaching methods is essential to improve learning outcomes for students with learning and intellectual difficulties.</p> <p>Suggestions for improvement:</p> <p>A wider variety of diagnostic tests utilised to gain a better understanding of individual literacy progression, in conjunction with the Waddington's assessment.</p> <p>In 2011, the following diagnostic tests will be used:</p> <ul style="list-style-type: none"> Rosner test of Auditory Analysis Skills Yopp-Singer test of Phonemic Segmentation Non-word decoding tests South Australian Spelling test



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

LEARNING CENTRE

STUDENT ASSESSMENT: NUMERACY

Monitoring	Evaluation
<p>TARGET: All LC teaching staff to receive professional development on the use of the Direct Instruction Mathematics teaching approach by Mrs Nolan in Term 2, 2010.</p> <p>TARGET: In 2010, teachers to focus on one Mathematical concept, i.e. addition and practise use of the Direct Instruction approach; placement test, diagnose, strategy to remediate deficit, planned remediation of the skill, delivery and re-test (cyclical approach).</p> <p>TARGET: To investigate other forms of systematic data analysis (numeracy) relevant to students with a disability; i.e. Fitzroy assessment tools that have links to our numeracy program.</p>	<p>Achievement:</p> <p>A PD session was held with all teaching staff in term 1, outlining the Direct Instruction method of teaching. Each teacher was given a pack containing placement tests, examples of task sheets, assessment rubrics and the systematic approach to teaching each Mathematical concept.</p> <p>Feedback from teaching staff is that they require more professional development and modelling of the Direct Instruction approach. Generally they had difficulty from the start as not one of the LC teachers is mathematics trained and therefore they were on a steep learning curve as to content and a variety of approaches in teaching a skill. Mrs Nolan, being a mathematics teacher, will need to provide further professional development in 2011.</p> <p>Suggestions for improvement:</p> <ul style="list-style-type: none"> • Purchase of the Waddington's Diagnostic Mathematics Module Tests is essential to pinpoint individual deficiencies in Mathematical understandings and provide maps for individual progressions based on deficits. Also, Mrs Nolan to help teachers develop remediation programs. • Teachers will also utilise NAPLAN Years 3 and 5 tests to illustrate student improvement by pre and post testings.

STUDENT MOTIVATION AND ENGAGEMENT

Monitoring	Evaluation
<ul style="list-style-type: none"> • Behaviour charts utilised in all LC classrooms. Weekly monitoring of achievement recorded. • Weekly achievement duly rewarded with prizes from prize box. • IBMP plan with reward for appropriate behaviour defined at school and at home (shared goals). • Behaviour progress reports. • Attendance logs. • Communication Hour (LC Assemblies): <ul style="list-style-type: none"> • Student of the Week: positive affirmations to the student of the week. • You Can Do It! program activities. • Class/ group presentations celebrating success and achievements. • Canteen vouchers for positive social skills. • Demonstration of set standards of behaviour and respect for each other. • Sharing skills, knowledge and experiences from SWL, Bush Rangers, Community Access or learning area activity. • Guest speakers. <p>TARGET: All LC students to participate in four Communication Hours per term.</p> <ul style="list-style-type: none"> • Classroom displays of student work and achievements, including photos demonstrating performance of a skill. • Inclusion and active participation in the Bush Ranger program. 	<p>Achievement:</p> <p>LC Assemblies were held every fortnight throughout the year with an emphasis on displays of positive behaviour which correlates with the schools Code of Conduct. At times, students played an active role in the assemblies by giving presentations to their peers such as what their role is on work placement and employer expectations in particular industries. The students became wonderful role models to each other and highlighted exciting future opportunities which increased motivation and engagement in their own learning.</p> <p>The Bush Ranger program, with its high level of camps and excursions, is in itself a huge motivator for the LC students as an invitation to these events depends on appropriate behaviour at school.</p>



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

LEARNING CENTRE

COMMUNICATION WITH PARENTS

Monitoring	Evaluation
<ul style="list-style-type: none"> • Contact made with home regarding progress, acknowledgements and concerns as required. • Use of communication books. • Individual Behaviour Management report cards. • Prospective student parent tours as required. • Parent interest in Learning Centre program brochure. • Enrolment data collected with future projections. • Feedback from West Coast Placement Committee meetings regarding parent interest in CCHS Learning Centre. • Update the link to the 'The Learning Centre' on school's website – illustrating our goals, student outcomes, priorities and programs. <p>TARGET: Post-school options parent information session to be held in Term 1, inviting service providers to give a short presentation and display their services.</p> <p>TARGET: Prospective parent information session to be held in Term 2, providing information on LC programs and including a tour of LC facilities.</p>	<p>Achievement:</p> <p>Due to the nature of our clientele, regular and frequent contact is made with parents/ caregivers, and support agencies to ensure that as a team all parties are working to improve the educational outcomes of the students.</p> <p>Absenteeism from school was communicated to parents by 9am each morning to ensure school processes were adhered to.</p> <p>Communication books between parents and staff were developed as necessary. Individual behaviour management plans were developed in consultation with parents and were inclusive of rewards systems at home.</p> <p>Tours of the school by prospective parents were held as necessary, including presentation of LC program brochure, which improved the marketing of the LC to the wider community.</p> <p>Case conferences and therapy meetings were held for individual students as required.</p> <p>The Post School Options parent information session was held on Tuesday, 23 March, 2010 with the following service providers present: Bizlink, Edge Employment Agency, Post School Options and Activ Industries. Each provider gave a short presentation outlining their services, which was very informative for both parents and staff. Displays included brochures and handouts. This was an extremely successful night, with approximately ten families present and a great deal of discussion and interest by all parties. This strategy was a great example of the important role the LC plays in providing the links for parents between school and outside agencies. It also aligns with the individual students' IEPs/ ITPs.</p> <p>The prospective parent information session was held on Monday, 16 August, 2010. This included a presentation by Mrs Nolan on the programs and structure of the LC, with current and future projects outlined, a brief talk by a past and present parent from their perspectives of their interactions with the LC, a demonstration of the interactive whiteboard's use within their children's learning program, with parental involvement and a tour of the school. This was a very well-received session with excellent feedback from the parents. Five prospective families were present and their children enrolled at CCHS for 2011, which demonstrates that these sessions provide a great platform for marketing.</p> <p>Suggestions for improvement:</p> <p>The prospective parent information session to include an invitation to all parents of Year 5, 6 and 7 students within the feeder primary schools so that they have information about CCHS in advance in order to make an informed choice.</p>



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

LEARNING CENTRE

BUSH RANGERS PROGRAM

Monitoring	Evaluation
<ul style="list-style-type: none"> Active participation in all Bush Rangers activities and camps. Active participation in Waste Wise projects; paper recycling within the school, composting, herb and vegetable garden, and worm farm. Extent to which students demonstrate acquiring the following values: <ul style="list-style-type: none"> environmental responsibility the pursuit of knowledge and achievement of potential self acceptance and self respect respect and concern for others and their rights social and civic responsibility Personal journals; reflections on their learning. Completion of training modules; first aid, bushcraft and survival. Feedback from parents, community organisations and DEC links. <p>TARGET: Increase the number of mainstream student involvement in the BR program (reverse integration).</p> <p>TARGET: Increase student involvement in environmental community projects.</p> <p>TARGET: The initial concept development, planning and creation of an Eco-centre within school grounds that encompasses an outdoor covered classroom, gazebo, raised and low lying herb and vegetable gardens, sensory gardens, potting sheds, green house, composting bays, frog pond, and fruit trees. With support from West Perth Rotary.</p>	<p>Achievement:</p> <p>Ten mainstream Year 8 students initially were screened and included in the Bush Ranger program. By the end of the year, seven remained as three left due to increased workload. The mainstream students contribute positively to the program and are excellent role models.</p> <p>The Bush Ranger students completed the following voluntary hours over the course of the year:</p> <ul style="list-style-type: none"> 2824 hours on weekly meetings 2012 hours on projects and camps <p>This was a huge undertaking by all students and demonstrates their commitment to conserving the environment.</p> <p>Two camps were conducted. The students went camping for the first time to Moore River in Term 3 and Rottnest in Term 4.</p> <p>A few of the activities conducted by the Bush Ranger students over the course of the year include:</p> <ul style="list-style-type: none"> Weeding and rubbish collection at Yanchep National Park. Managing the waste paper recycling program in the school. Further developing of the LC herb and vegetable garden in the school utilising the "Worm Wizz" from the worm farm. Plant propagation in the native nursery at Yanchep National park. Participation in Clean Up Australia Day surrounding the school. Each student successfully completed the Skills for Life first aid course presented by Surf Life Saving Australia. Tree planting at Quinns Beach Nature Reserve in partnership with the City of Wanneroo Coast Care program. Participation in the Aboriginal Experience activity at Yanchep National park. Adoption of three endangered tree frogs from the Kimberley who now live in a Vivarium in the Learning Centre Attended Kings Park Flora and Fauna Art exhibition. Visited Tamala Park Recycling facility. Visited RSPCA Animal Care facility. Attended the 'Animal Allsorts' educational activity at the Perth Zoo. Participated in the Adopt a Bushland program conducted by the City of Wanneroo, adopting the Ridgewood Reserve. <p>Incursions: Waste Wise education bus, Cockatoo visit, Worm Shed, Birds of Prey, Drum Percussion workshop,</p> <p>Discussions with West Perth Rotary werestarted in June 2010 by Mrs Nolan, with initial concept designs having been completed. Numerous meetings have taken place, fine tuning the drawings and feasibility within the school grounds and context. Issues have been addressed and a costing spreadsheet, resources list, and tasks to complete sheet has been completed. The next stage is for final approval to be granted by school executive in Term 1, on the basis of a presentation by Mrs Nolan and West Perth Rotary.</p>



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

LEARNING CENTRE

FUNCTIONAL LIVING PROGRAM

Monitoring	Evaluation
<ul style="list-style-type: none"> Functional Living program key areas; Career Education, Community skills, Social Development, Independent Living skills, and Leisure and Recreation. <p>TARGET: Functional Living skills developed and assessment checklists further developed and refined for each FL area. Student assessment of achievement of individual skills pre- and post-tested in 2010. Individual FL profiles to be created for each student and mapped each year.</p> <ul style="list-style-type: none"> Active participation in Community Access program linked to FL program. Timetable to be inclusive of like abilities across Years 8-12. 	<p>Achievement:</p> <p>The majority of students are gaining confidence in accessing the TransPerth website to gain information. Travel training skills are identified and defined in IEPs at the start of the year.</p> <p>Students have participated in a wider variety of Community Access experiences that have met their age-appropriate needs, i.e. post-school options services.</p> <p>The Functional Living program received a major overhaul in 2010, with varying success. Multi-level programs were developed for each key area, with assessment checklists or rubrics. There was a high level of resource creation in order to cater for the array of student abilities with links to real-world tasks as much as possible. Timetabling of students, teachers and Education Assistants was in a state of constant flux due to the students' individual progressions through the program. While this process allowed for greater outcomes for student learning the high level incidence of changes that were made affected communication between LC staff and at times had a detrimental effect on staff ownership and sense of belonging to the program.</p> <p>Suggestions for improvement:</p> <ul style="list-style-type: none"> Every year the clientele changes slightly due to the number of incoming students and timetabling therefore within each grouping in 2011 there is no longer a need for cross Year 8-12 groupings. In effect, the issues with communication detailed above will be reduced. The links between IEPs, inclusive of FL goals, teacher programs and reporting, will become more evident to staff in 2011. The formats for each component will be remodelled and streamlined to reduce the complexities of the process and ensure that they are a constructive tool in the teachers teaching and learning programs.



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

LEARNING CENTRE

CAREER AND ENTERPRISE STUDIES: WORKPLACE LEARNING AND CERTIFICATE I IN BUSINESS

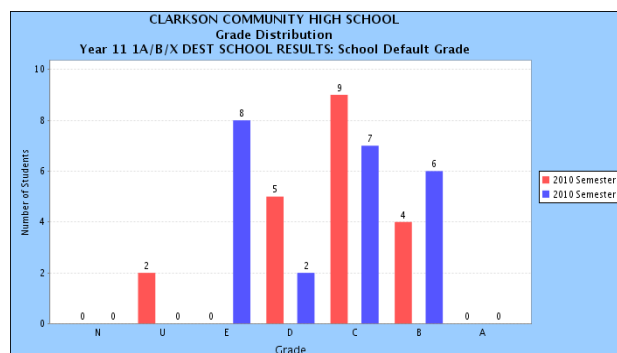
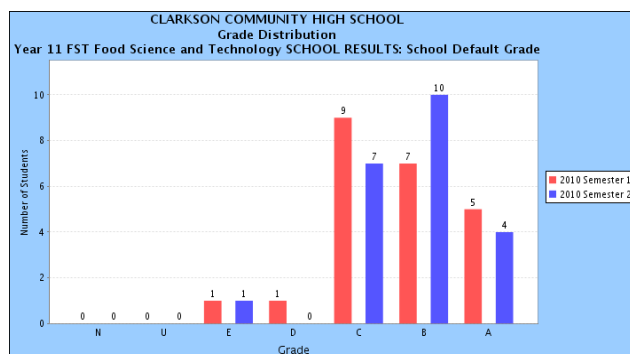
Monitoring	Evaluation
<p>TARGET: For a 60 per cent completion rate of all six competencies of the Certificate I in Business course by the Years 10, 11 and 12 LC students.</p> <p>TARGET: For the Years 10, 11 and 12 LC students to conduct a minimum of fifty workplace learning hours across the school year.</p>	<p>Achievement:</p> <p>In 2010, a new course of study was introduced to the LC students. The Certificate I in Business involved six units of competency:</p> <ul style="list-style-type: none"> • Apply basic communication skills • Work effectively in a business environment • Operate a personal computer • Plan skills development • Participate in OHS processes • Organise and complete daily work activities <p>Students had six zones across the week to complete this course as well as one day workplace learning on-the-job training. Demonstration of key skills and attributes were signed off in the workplace.</p> <p>Over 62 per cent of students completed the course successfully and their achievement will be acknowledged in their WACE. This is a fantastic result for all staff and students involved as it was a very demanding course to complete for the LC students. Three out of the eight students who undertook the course did not finish all competencies due to further refinement of assessments required and their level of comprehension and literacy. One student was in Year 12 and has now left the school with three competencies acknowledged on her WACE. The remaining two students have completed four out of the six competencies and will continue with this course in 2011. Three students who completed this course successfully in 2010 have moved on to Certificate II in Business in 2011.</p> <p>All students on WPL met the target hours set as detailed below, which is a commendable achievement.</p> <p>Lewis Gullen: 144 WPL hours completed at K-mart, Clarkson. Jame Sansit: 130 WPL hours completed at Master Cabinet, Wangara. Natalie Armand: 59 WPL hours completed at Activ Business Services. Ashleigh Walker: 143 WPL hours completed at Horizons Childhood Learning Centre. Dannika Fox: 104 WPL hours completed at K-mart, Joondalup. Jacqualine Hazeldean: 133 WPL hours completed at ABC Learning Centre, Clarkson. Dylan Walker: 125.5 WPL hours completed at City Farmers, Currambine. Tamara Adams: 89 WPL hours completed at ABC Learning Centre, Clarkson and 56 WPL hours completed at Activ Property Care, Wanneroo.</p> <p>Suggestions for improvement:</p> <p>The Certificate I in Business course, while a success for the majority of the 2010 cohort, was identified as rather challenging for the Year 10 cohort. These students require in-depth task analysis and curriculum differentiation. They are also not at the same level of maturity for WPL, for safety reasons. Following examination of the variety of courses available, the Certificate I in Work Preparation (Community Services) was identified as a good stepping stone for the students to complete before higher courses of study. The community service hours completed in the Bush Rangers program count toward the WPL hours required for completion.</p>



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

TECHNOLOGY AND ENTERPRISE

YEAR 11



Student Numbers

Year Group	Home Economics	Information Technology	Design & Technology	Total
2000	19	57	23	99
2001	31	94	35	160
2002	55	79	58	192
2003	29	20	10	59
2004	46	52	42	140
2005	53	70	9	132
2006	39	48	16	123
2007	31	38	31	100
2008	32	40	26	98
2009	43	46	23	112
2010	23	53	20	96

In 2010 the IT department dropped the Applied Information Technology Course of Study (AIT) in favour of the Certificate III in Multimedia. Although the new Certificate course was very popular with students, some students chose the subject without considering the large amount of work required to succeed in it. As a result, there were a number of students who changed out of the subject in the first few weeks and this affected enrolment. To provide students with more opportunities to participate in certificates other than Certificate III students are now able to study Certificates I to III in the same timetabled class. This strategy provides students with access to all certificates and should encourage greater participation and a higher pass rate for the certificates.

Home Economics teachers are investigating offering a Certificate course suited to the needs of their students. Certificate courses are also nationally recognised, which is a benefit to students as they gain employment skills that are valued and recognised in the community. The potential introduction of Certificate courses in Food will integrate with the new commercial kitchen that is due to be completed this year.

There were no Year 11 Woodwork classes in 2010, due to only a small number of students choosing the option, although CAD made a welcome return in 2010, thanks to a qualified teacher being available to teach the class.

Certificate II in Information Technology and Certificate III in Multimedia are classed as two-year-long VET courses. This means that both courses are ongoing from Year 11 to Year 12 and, as a result, no graphical achievement data are generated.



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

INTERPRETATIONS AND RECOMMENDATIONS

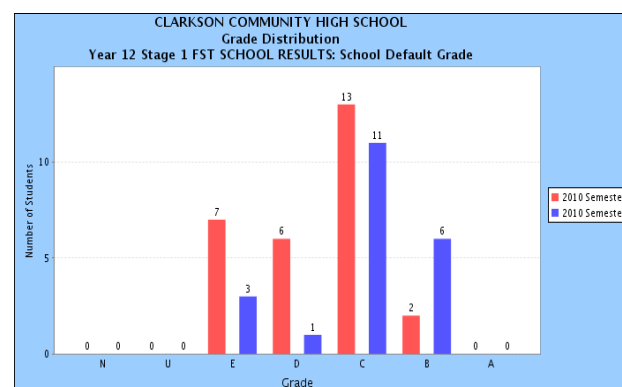
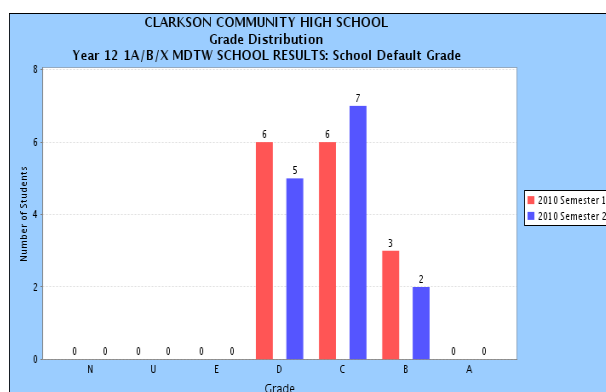
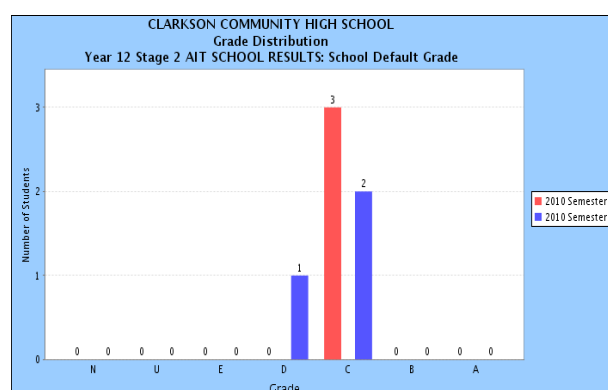
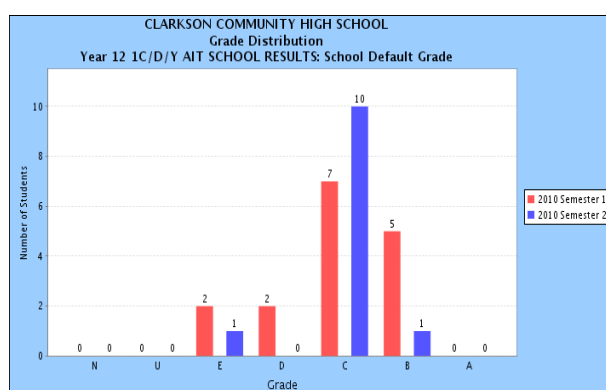
The achievement graphs indicate that Home Economics achieved a 91 per cent pass rate with many students in the 'A'/'B' bracket. This high level of student achievement is a result of staff dedication to engaging students in their class work through interesting and relevant tasks.

2010 was the first year in which CAD had been run in two years and despite staff changes and a reasonably difficult subject the majority of students achieved a pass. In 2010, there were several 'D' and 'E' grades due to absenteeism and subject changes by students who were not engaged in the subject and who had made poor subject selections.

In 2011 there will be an emphasis on adequate student counselling in Year 10 to place students in subjects for which they are best suited. It is planned to make ICT courses more inclusive by providing a wider range of courses to suit all abilities. This will lead to higher pass rates and more qualified students.

To create and maintain learning resources, it is intended that all teachers will use Moodle online learning as their primary course delivery vehicle. This will result in the building up of resources that can be used by teachers in future years. In 2011, all senior school teachers will be encouraged to integrate ICT in the classroom as part of the CORE notebooks-for-students program and the IT department will play a major role in this whole-school initiative.

YEAR 12





STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

STUDENT NUMBERS

Year Group	Home Economics	Information Technology	Design and Technology	Total
2008	21	46	21	88
2009	27	39	11	77
2010	28	19 (COS) / 18 (VET)	15	62

INTERPRETATIONS AND RECOMMENDATIONS

Student numbers in Information Technology courses declined slightly in 2010, especially in Applied Information Technology. This was the final group of students to study the AIT COS, due to the department dropping the subject in 2011 altogether in favour of Certificate courses (VET).

Students found the AIT course difficult, because of the high theory content and lower levels of practical application, leading to disengagement and absenteeism. In order to better meet the needs of our students, VET courses have been offered as a replacement, providing nationally-recognised accreditation and higher workplace skills content. These courses are a strategy to engage and motivate students to make learning relevant to the needs of students.

Home Economics numbers remained roughly the same in 2010. However, several university-bound students later dropped their subjects in favour of a study zone to help them with their other classes. This is becoming an unfortunate trend in Applied Technology as the students feel that these subjects are not important, which is something that could be addressed with the knowledge that every subject counts towards WACE graduation and ATAR scores.

Woodwork did not run a Year 11 in 2010 and there will be no Year 12 MDT class in 2011.

Food Science and Technology showed a significant improvement from Semester 1 to Semester 2 in terms of grades above 'C', resulting from a change in pedagogy in the classroom due to staffing changes.

Because of low numbers, the Applied Information Technology Stage 2 course ran in 2010 as a combined class with Stage 1 students. The majority of students in these courses gained a 'C' or above.

There was a high number of 'D' grades in Materials, Design and Technology (Wood) due to student absenteeism, but the majority of students passed the course.

Certificate II in Information Technology ran in 2010 with 16 students and a high pass rate was achieved. Only two students failed to receive the entire certificate. This was due to failure to submit assignments in the final term. No graphical data exist for this course because of its vocational status.

The collection and monitoring of data relating to grades and the completion of subjects within the Technology and Enterprise learning ensures adherence to Curriculum Council guidelines.

Ongoing monitoring of results and the effectiveness of the implementation of COS ensures best practice is being followed and that State standards are being met. Course skill requirements and course effectiveness for students are monitored on a regular basis to ensure that the needs of students are being addressed. To maximise student achievement, Certificate I courses are offered to allow low-achieving or low-ability students to obtain a qualification, as well as permitting the high achievers to study for Certificates II, III and even IV.

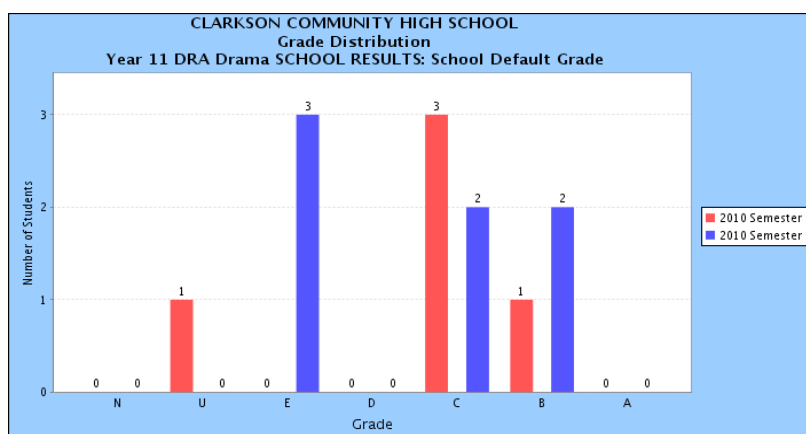


STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

THE ARTS

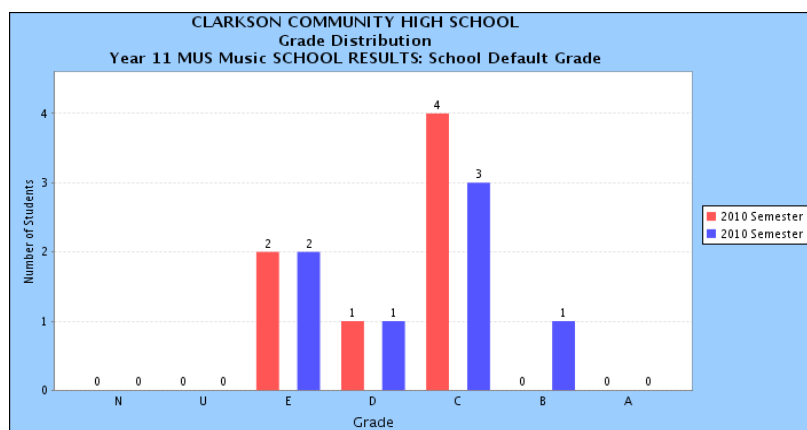
YEAR 11 DRAMA

Two students joined the course in Semester 2, achieving some success, and the student who achieved a 'U' grade in Semester 1 completed the missing work to achieve a grade in Semester Two. Three students achieving an 'E' grade is cause for concern. There is a spread of students in the 'C' and 'B' grade columns, with an expectation that these students should achieve a sound ATAR in Year 12 Stage 2 Drama in 2011.



YEAR 11 MUSIC

Due to timetable constraints and inappropriate subject selection by students, several students enrolled in Stage 2 music with minimal music background and they encountered difficulty in the course and were awarded 'E' grades. The majority of students in the course achieved a 'C' or better grade. There were several students who, due to absenteeism and lack of prior skills, achieved a 'D' or 'E' grade.



YEAR 11 CERTIFICATE MUSIC COURSE

Through the presentation of concerts, completion of written work and regular attendance at instrumental lessons, students could achieve a full certification in this course. Five of the nine students who began the course were successful in achieving a full certificate. Two of the remaining four students achieved several units of competency, with the remaining two students, due to frequent absences, failing to achieve their certificate.



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

YEAR 11 CERTIFICATE VISUAL ARTS COURSE

For the first time in 2010, a Certificate I course in Visual Arts was offered to Year 11 students. This course took the place of Stage 1 Visual Art, which has a very heavy written component. Of the 18 students who studied this course, all achieved a full certificate at the end of the year. As a result, this course will continue to be offered in 2011.

INTERPRETATION AND RECOMMENDATIONS

A rigorous counselling process should be implemented during Year 10, giving all students and their parents the best possible opportunity to make the most informed decision regarding appropriate course selection. Students should be counselled into other courses if limited success is identified early on the recommendation of the classroom teacher. Students should not progress to Year 12 if they do not successfully complete the Year 11 equivalent, as it is likely that they will find the lesson material too difficult and they should consider repeating Year 11 in this situation.

YEAR 12 DRAMA

Analysis of individual students' results demonstrates that most students achieved at or slightly below their expected levels. Drama is offered as a Stage 2 course at CCHS, and also therefore subject to the more rigorous scaling process. One student was removed as an anomalous performer before the scaling process was applied. There were two students who should have not been placed in this subject due to their low English ability, but there were no other suitable courses on the same grid line and this affected the success of these students.

Completion Details

Year	Students with a School Score	Students Sitting the Exam	No. Removed as Anomalous Performers, Sick etc
2010	5	5	1

Course Performance (note: from 2009 Like Schools replaced SEI Band as the comparative measure)

Average Scaled Score	CCHS	SEI Band/Like Schools	State(DET)	Expected Performance
2010	29.6	40.7	51.6	-

Moderation (note: from 2009 a new standardising model applied)

Year	Moderation	School vs Scaled
2010	-3.0	-25.1

School Score v Exam Score

Year	Correlation
2010	0.18

Mark Spread

Year	School Std Dev	Exam Std Dev	Difference
2010	4.8	4.4	0.4



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

YEAR 12 MEDIA

Students who studied the Media Production and Analysis course did not achieve results in keeping with their school scores. However, on closer analysis, the students' school scores were moderated minimally, with the highest achiever losing a few marks and the lowest performer achieving a slightly higher result. The difficulty with the final score for the Media students is the factoring in of their external examination result. Students did not achieve as expected in the external examination, and this, combined with the Stage 2 course scaling process, has resulted in lower marks.

Media Production and Analysis

Completion Details

Year	Students with a School Score	Students Sitting the Exam	No. Removed as Anomalous Performers, Sick etc
2010	8	8	2

Course Performance (note: from 2009 Like Schools replaces SEI Band as the comparative measure)

Average Scaled Score	CCHS	SEI Band/Like Schools	State (DET)	Expected Performance
2010	29.0	52.9	52.1	-2.4

Moderation (note: from 2009 a new standardising model applies)

Year	Moderation	School vs Scaled
2010	2.4	-19.7

School Score v Exam Score

Year	Correlation
2010	0.95

Mark Spread

Year	School Std Dev	Exam Std Dev	Difference
2010	8.6	6.5	2.1



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

YEAR 12 MUSIC

Only two students attempted the WACE Stage 3 Music course in 2010. One achieved success, utilising the skills learnt to achieve entry to WAAPA. The results this student achieved were in keeping with the school results. The second student did not achieve according to expectations, and was close to being removed as an anomalous performer. However, as this student remained as part of the school group, overall results were affected by final examination results. In addition, the second student did not attend his final three instrumental lessons, missing out on vital information being disseminated regarding the external performance examination and this affected his results.

MUSIC

Completion Details

Year	Students with a School Score	Students Sitting the Exam	No. Removed as Anomalous Performers, Sick etc
2010	2	2	0

Course Performance (note: from 2009 Like Schools replaces SEI Band as the comparative measure)

Average Scaled Score	CCHS	SEI Band/Like Schools	State (DET)	Expected Performance
2010	44.1	56.6	61.8	-

Moderation (note: from 2009 a new standardising model applies)

Year	Moderation	School vs Scaled
2010	-21.6	-13.4

School Score v Exam Score

Year	Correlation
2010	1.0

Mark Spread

Year	School Std Dev	Exam Std Dev	Difference
2010	6.5	13.5	-7

YEAR 12 CERTIFICATE III MUSIC

Eleven students began this course in 2010. One joined in April, and then left in June, achieving no Units of Competency. Of the eleven original students, nine achieved full certification with the remaining two achieving six units of competency. As this course was much more student-directed than the Certificate II Music course, students were expected to design, advertise and run several concerts throughout the year, as well as maintain a suitable performance standard by attending instrumental lessons regularly. The nine students who achieved full certification were very successful in these activities.



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

YEAR 12 CERTIFICATE I VISUAL ARTS

For the first time in 2010, a Certificate I course in Visual Arts was offered to Year 12 students. This course took the place of Stage 1 Visual Art, which has a very heavy written component. Of the sixteen students who studied this course, fifteen achieved a full certificate at the end of the year. The only student who did not achieve any units of competency was a chronic absentee from school, and did not achieve the hours required to secure a certificate. In 2011, students will progress and study a Certificate II in Visual Arts in Year 12.

INTERPRETATION AND RECOMMENDATIONS

Year 11 students who do not successfully complete Year 11 studies should be counselled with their options, including repeating Year 11, applying for TAFE or gaining employment.

SGM will again be undertaken in 2011, with all three WACE courses forming partnerships. While every endeavour is made to ensure group partners are from like schools, the geographical placement of such schools often makes this unviable. As there is a large practical component to all three courses, to ensure parity in assessment, it is imperative Clarkson CHS teachers have access to SMG partnership teachers to assess this practical component, as this is often where the greatest disparity occurs in the external WACE results. As the Curriculum Council is going to moderate the written and practical exams separately for the first time in 2011, this use of SGM staff to cross-mark is vital.

The Stage 2 and 3 Music course will change contexts in 2011, moving from a context of Western Art Music to a more relevant context of Contemporary Music, in keeping with the course change in lower school music at Clarkson CHS. A strong SMG partnership has also been formed with local schools, ensuring cross-marking and moderation of several assessments.

After-school essay writing classes will also be held, as the Arts contexts external examinations all contain essay writing requirements. These will be run by the relevant teachers. A recommendation to the Associate Principal in the first five weeks of the school term in 2011, identifying students at risk, will also be undertaken, and may result in students moving to more suitable courses.



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

VOCATIONAL EDUCATION AND TRAINING

Year 11 Discrete VET Offerings and Student Numbers

Year	Business Services	CS – Childcare	Work Preparation	Building & Construction	Tourism	Make-Up	Nursing	Carpentry	Hospitality	Automotive	Other (SBA/ SBT/ SAL/ AS BT)	TOTAL CERTIFICATE ENGAGEMENT
2000	45	Not offered	Not offered	Not offered	Not offered	Not offered	U	U	In Business	Not offered		45
2001	39	Not offered	Not offered	14	Not offered	Not offered	U	U	In Business	Not offered		53
2002	18	Not offered	Not offered	23	Not offered	Not offered	U	U	In Business	Not offered		41
2003	20	Not offered	Not offered	23	Not offered	Not offered	U	U	In Business	Not offered		43
2004	22	Not offered	Not offered	23	Not offered	Not offered	U	U	In Business	Not offered		45
2005	No data	No data	Not offered	No data	No data	No data	No data	No data	No data	No data		No data
2006	15	5	Not offered	38	Not offered	Not offered	U	U	13	Not offered		71
2007	13	10	Not offered	41	Not offered	Not offered	U	U	6	10		80
2008	No data	No data	No data	No data	No data	No data	No data	No data	No data	No data		No data
2009	25	Not offered	25	20	Not offered	Not offered	1	U	3-SBT	14-SBT	17	88
2010	25	17	17	23	1	3	1	3	8	SAL	14	112

U = unavailable at this time

SBT for 2009 included in other

The table shows the number of certificate courses discrete VET students have engaged in over time. It should be noted that a few students complete more than one certificate and hence the total relates to the number of students completing individual certificates. Some previous data are unavailable due to the time lapse, staff changes or because the courses were not offered previously.

In 2010, discrete students completing national qualifications more than doubled from the 2000-2004 figures, followed by a 35 per cent increase over the 2006 total and a further approximate 20 per cent increase over 2009. Student numbers are continuing to climb both in the discrete and stand alone programs. In addition to the increased number of certificates that students are engaging in, the industry contexts are expanding to better meet the individual career aspirations of students. In turn, students' engagement is much improved when their studies have relevance to them.



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

As in 2009, 25 students elected to engage in the Year 11 Business Services course in 2010. Four of these students were from the Learning Centre (LC) and engaged in a Certificate I. Two of the four LC students completed the certificate and the other two are expected to complete in 2011. Of the remaining 21 students, one was completing a Certificate II but left school prior to commencing the course. The remaining students were engaged in the Certificate I program. Of these, four students completed, eight will continue in 2011, two withdrew and six did not start the course for a range of reasons such as leaving school, commencing an alternative course, etc. Students continuing the Business Services qualification in 2011 are expected to commence a Certificate III in Business Services later in the year, once their Certificates I and II are completed.

In the Community Services stream, 17 students engaged in both the Certificate II in Childcare and the Certificate I in Work Preparation. All of these students gained the full Work Preparation certificate and will continue on in Year 12 to complete the Certificate II in Childcare and commence a Certificate III in the same area.

Twenty-three students commenced the Building and Construction qualification, fourteen in the Certificate I Mortar Trades stream and nine in the Certificate II Brick and Blocklaying stream. Nineteen students completed the full certificate and four left school prior to completion having obtained apprenticeships or full-time work. All but six of the students who achieved their full certificate have gained employment and most have apprenticeships. The six students have returned to complete Year 12, engaging in an SBA or SBT in their career focus alongside WACE.

One student engaged in the profile Certificate II Tourism Program at TAFE. The certificate was successfully achieved and the student was offered a placement in the Certificate III Tourism Program. However, the student has chosen to undertake a Certificate II and possibly Certificate III in Business Services at school to provide more rounded qualifications to support her career direction. The three Make-Up Services students were also successful in their Certificate II profile course at TAFE. Two of these students have enrolled in the Certificate III Make-up Services course alongside their WACE studies. VET is investigating to see whether the remaining student has gained full-time work.

Only one student was completing a Diploma in Enrolled Nursing. The student was repeating Year 11, having failed her school course work and most of her diploma studies. However, the commitment was short lived and the student left school early in 2010.

There were three Certificate II Carpentry and Joinery students in 2010. One student withdrew to mainstream and the other two left school. It is believed that one student gained full-time work outside of the carpentry trade and the other enrolled in full-time TAFE.

Eight students enrolled in the Hospitality, Kitchen Operations Certificate I qualification. Five completed successfully and three withdrew. School Based Traineeships will be sought for continuing students.

Under the SAL banner, seven students completed a Certificate I in Automotive and four students engaged in a Certificate II in Hairdressing. One hairdressing student is continuing, two withdrew having gained apprenticeships and one changed her course. In addition, one student is commencing his apprenticeship (Certificate III - SBA) as an electrician while completing his WACE and two students are undertaking a Certificate II in Transport and Logistics (Warehousing and Storage) at Reece Plumbing. The three student are particularly motivated toward their courses.

Across discrete Year 11 VET, students have completed a total of 7506 hours in Workplace Learning (one or two days per week placements), which is an approximate average of 105 hours per student over the year.



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

YEAR 11 MAINSTREAM STAND-ALONE VET OFFERINGS

Year	Business	Music	Information Technology	Media	Visual Arts	TOTAL CERTIFICATE ENGAGEMENT
2000	Not offered	Not offered	Not offered	Not offered	Not offered	0
2001	Not offered	Not offered	Not offered	Not offered	Not offered	0
2002	Not offered	Not offered	Not offered	Not offered	Not offered	0
2003	Not offered	Not offered	Not offered	Not offered	Not offered	0
2004	Not offered	Not offered	Not offered	Not offered	Not offered	0
2005	No data	No data	No data	No data	No data	0
2006	Not offered	Not offered	9	Not offered	Not offered	9
2007	Not offered	Not offered	25	Not offered	Not offered	25
2008	Not offered	Not offered	U	Not offered	Not offered	U
2009	Not offered	16	19	Not offered	16	51
2010	1	9	31	23	24	88

Student engagement in mainstream national qualifications has risen considerably over the past two years (100 per cent increase from 2007 to 2009 and almost 60 per cent increase from 2009 to 2010). The upward trend is expected to continue over the coming years. In 2011, at least two additional qualifications will be added to the offerings (Photography and Sport and Recreation). As with the discrete VET program, students may be engaging in more than one qualification, eg Media and IT and therefore the totals depict the number of qualifications students are engaging in rather than the number of students.

It is unusual for a student to engage in the Business Services qualification as a part of mainstream. However, one student commenced the course elsewhere, completing the profile course in addition to her mainstream subjects at Clarkson Community High School. Eight students engaged in a Certificate II in music; five achieved the qualification and three withdrew. A further student enrolled in a Certificate III in music but did not achieve competence.

Thirty-one students engaged in the Certificate II in Information Technology qualification; one gained the full certificate, 27 are continuing and three withdrew. In 2011, students will engage in a Certificate I in Information Technology in Year 11 and gain some credit towards their Certificate II in this area and complete the course in Year 12. In so doing, students choosing to leave school early will not be disadvantaged by not having the opportunity to gain a full certificate at the end of each year.

All 23 of the Certificate III Media students are expected to continue in 2011. Of the 24 Certificate I Visual Arts and Contemporary Craft students, 18 gained the full qualification, three students withdrew, two never commenced and one did not complete. Most students will engage in a Certificate II in this area during Year 12.



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

INTERPRETATION AND RECOMMENDATIONS

2010 has proved to be a successful year for VET in terms of increased student engagement in VET discrete and mainstream national qualifications. However, increased student numbers and broader contexts are proving to be a drain on the limited resources available to the vocational learning area, particularly in terms of the additional administrative duties associated with course sourcing, enrolling, monitoring, SIS data entry, parent and industry communication, internal and external collaborations, etc, as well as the necessary increased sourcing of work placements for students. Therefore, a recommendation for 2011 is to improve VET administration support.

Further recommendations are to source training in even broader industry contexts; and continue to promote the delivery of mainstream VET courses to complement the discrete option, in recognition of the fact that vocational pathways are more suited to the majority of students enrolled at Clarkson Community High School.

In addition, Building and Construction receives additional SSEP funding. While the funding has been beneficial within the building context, a further generic SSEP program is needed to support both male and female students who disengage from schooling during Years 11 and 12.

VET has developed a good rapport with West Coast Institute of TAFE. However, collaborations need to be further improved, particularly between VET and Trades North staff, to ensure the best possible outcomes for Clarkson Community High School students.

YEAR 12 SECONDARY SCHOOLING ACHIEVEMENT: VET AND ENDORSED PROGRAMS

Forty-seven of Clarkson Community High School's Year 12 cohort engaged in at least one Unit of Competency as a part of a national qualification. Eighteen of these students achieved 36 unit equivalents in Workplace Learning (two units per student). Across Years 10-12, most students undertaking a national qualification were working toward a Certificate I and/or Certificate II with 11 per cent (eight) engaged in a Certificate III. Ninety-two full certificates were achieved during 2010 across Years 10—12. these years.

YEAR 12 DISCRETE VET OFFERINGS

Year	No FT Year 12	No completed => 1 UOC in Yr 12		Cert I Year 10-12		Cert II Year 10- 12		Cert III Year 10-12		Total Certs Year 10-12		Workplace Learning	
		No	%	No	%	No	%	No	%	No	%	No	Units
2010	75	47	63	32	43	31	41	8	11	92	123	18	36

Over time, there has been little change in the number of students engaged in the Year 12 Business Services course. Eighteen certificates were achieved (8 x Certificate I and 10 x Certificate II) in 2010. One student completing a Certificate III did not manage to complete fully by the end of Year 12. Business is viewed by students as a good solid option that links across many industries. Therefore, students will often select the business stream of study if they are unable to access their desired specialised course or if they want to keep their options open. Also, students can couple their business studies with Workplace Learning across almost any industry focus.

Prior to 2010, the only options for continuing Building and Construction students were the Business Services qualification or a return to mainstream. In 2010, VET sourced Certificate II Building and Construction SBAs and SBTs for three continuing Year 11 students. However, only one student completed the course and is awaiting placement into an apprenticeship. The other two gained apprenticeships halfway through Year 12. In 2011, six of the returning Year 11 Building and Construction students, along with two additional students, will engage in either an SBA or SBT in Year 12. One of these students will be commencing his bricklaying apprenticeship at a Certificate III level, which is particularly pleasing as there is only such case in the State. Two students engaged in Hospitality SBTs, achieving two Certificate IIs and one Certificate III. The second student will complete the Certificate III post-school.



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

Text	Business Services	Construction	Hospitality	Total Certificate Engagement
2002	22	Not offered	Not offered	22
2003	15	Not offered	Not offered	15
2004	22	Not offered	Not offered	22
2005	No data	No data	No data	No data
2006	14	Not offered	8	22
2007	6	Not offered	12	18
2008	No data	No data	No data	No data
2009	17	Not offered	Not offered	17
2010	25	3	3	31

In addition, Year 12 VET students engaged in general studies (literacy and numeracy – reported on in Humanities and Mathematics), Career and Enterprise and Workplace Learning.

In 2009, Year 11 VET students completed Stages 1C and 1D Career and Enterprise (C & E), resulting in Year 12 studies at the 2A and 2B level in 2010. VET students found the Stage 2 concepts and terminology difficult, which resulted in poor marks. There were no 'A' grades in Semester 1 or 2, although eight 'B' and 15 'C' grades were achieved over the year. It is disappointing to report that there were seven 'D' and 10 'E' grades. As VET has already committed to the same Stage 2 units for Year 12s in 2011 (previous Year 11s completed Stages 1C and 1D in 2010), it was decided to offer 2011 Year 11 students Stages 1A and 1B, which will enable them to engage in 1C and 1D in Year 12 in 2012. In addition, Year 12 students in 2011 can choose to drop Stage 2B and pick up a sport and recreation unit in its place.

Year 12 VET students did achieve 14 'A's, 5 'B's and 10 'C's for the Workplace Learning coursework (Stages 1C and 1D) across the year, with only 4 'D's and 7 'E's. Poor results in the Workplace Learning course were usually the result of slack work habits in recording hours worked and tasks undertaken.

Across discrete Year 12 VET, students completed a total of 3218 hours in Workplace Learning (one or two day per week placements), which was an approximate average of 178 hours per student.

All but three students graduated from the discrete VET group. Two had attendance and engagement issues and despite extensive support from VET staff, gave up on their studies well before the end of the year. The third student did not graduate due to maturity issues. It was expected that this student would repeat Year 12 but no re-enrolment was made.

Ashleigh Hornsby was presented with The Westscheme Award for Excellence in Vocational Education and Training for 2010, together with a cheque for \$200. Ashleigh completed a School Based Traineeship, Certificate II in Hospitality in Year 11 and a Certificate III in Year 12 and achieved good results across her studies.

Matthieu Hawkins who gained the Principal's Award, together with a cheque for \$1,000, for high achievement across all of his studies and the subject award for Mathematics 1D and 1E.

Two further subject awards were presented to Kasharny Ritchie for top student in Workplace Learning 1C and 1D and Tuyet Lee for highest achiever in Business Training Packages.

Most Year 12 VET students have gained further education placements or employment. However, destination data are still being collated.



STUDENT OUTCOMES - ATAR AND VET PERFORMANCE

YEAR 12 MAINSTREAM STAND-ALONE VET OFFERINGS

In Year 12, it was pleasing to note that three students completed a Certificate II in Music and eight of nine students attained a Certificate III in this area. Due to the specialised nature of this area, student numbers are generally not high.

In Information Technology, 12 of 13 students completed their Certificate II.

All 16 Visual Arts students achieved Certificate I.

Year	Music	Information Technology	Visual Arts	Total Certificate Engagement
2007		9		9
2008		U		U
2009	10	18		28
2010	12	13	16	41

INTERPRETATION AND RECOMMENDATIONS

In both discrete and mainstream VET Year 12, there needs to be an improved focus on Certificate II and above as the nominal hours associated with the higher certificates will be required from 2012 onward to support student achievement of WACE. However, it was pleasing to note that the ATAR attainment of 49 per cent was achieved for the most part from students gaining Certificate II or higher.

Throughout 2010, VET staff continued to be a dedicated team committed to providing a flexible, supportive and productive community environment focused on improving student success. Mutual teacher-student and student-teacher respect has driven staff relationship building with students. Consequently, students across the school and externally have become aware of the opportunities available to them in VET at Clarkson. The outcome has seen an escalation in student VET enrolments, which is continuing into 2011.

In light of increased student numbers and the broad career contexts of the national qualifications delivered at Clarkson, it is surprising that VET at the school has been able to maintain a place in the top 50 (36th in 2010) VET schools in the State over the past three years. Many of the top schools had fewer students engaged in national qualifications and limited contexts. For example, it would be a much simpler task to achieve a high ranking with only twenty Year 12 students studying one industry context. However, together with other recommendations in this report, additional administration support is imperative if Clarkson's VET ranking is to be maintained.

The Year 11 and 12 VET data provide evidence of achievement of the 2010 VET Annual Report Performance Indicator and Student Outcomes.



STUDENT OUTCOMES:

NAPLAN



STUDENT OUTCOMES - NAPLAN

NAPLAN 2010—FINDINGS FOR ALL STUDENTS

Year 9

222 students were registered for NAPLAN at the time of the assessments. Of these up to 29 were absent, withdrawn or exempt from each of the assessments.

Year 9 Numeracy

The Numeracy results were significantly below the National Mean (-14.2 per cent). As an incoming Year 8 cohort in 2009, the students were also significantly below the National Mean (-13.9 per cent). This indicates a slight value loss over the two years (-0.3 per cent). By area, the changes from 2009 to 2010 were **Geometry (-1.5 per cent)**, **Measurement (+0.8 per cent)**, **Statistics and Probability (+3.3 per cent)**, **Number (-1.1 per cent)** and **Algebra (N/A)**. There was a clear difference between the **Calculator (-1.9 per cent)** and **Non-calculator (+1.5 per cent)** sections.

Year 9 Writing

The Writing results were significantly below the National Mean (-15.1 per cent) across the 10 marking criteria. As an incoming Year 8 cohort, the students were also significantly below the National Mean (-12.5 per cent). This indicates a slight value loss over the two years (-2.6 per cent). By area, the changes from 2009 to 2010 were **Audience (-6.4 per cent)**, **Text Structure (-0.7 per cent)**, **Ideas (-2.5 per cent)**, **Character and Setting (-4.3 per cent)**, **Vocabulary (-7.6 per cent)**, **Cohesion (-3.5 per cent)**, **Paragraphing (+7.1 per cent)**, **Sentence Structure (-2.3 per cent)**, **Punctuation (-1.0 per cent)** and **Spelling (-5.0 per cent)**.

Year 9 Reading

The Reading results were significantly below the National Mean (-13.4 per cent). As an incoming Year 8 cohort, the students were also significantly below the National Mean (-10.3 per cent). This indicates a value loss over the two years of 3.1 per cent. By area, the changes from 2009 to 2010 were **Narrative (-4.6 per cent)**, **Information (-1.0 per cent)** and **Persuasive Text (-3.0 per cent)**. In both of the assessments, different text forms were also presented.

Year 9 Spelling

The Spelling results were significantly below the National Mean (-13.3 per cent). As an incoming Year 8 cohort, the students were also significantly below the National Mean (-13.2 per cent). This indicates a value loss over the two years of 0.1 per cent. By area, the changes from 2009 to 2010 were **Correction Task (0 per cent)** and **In Context Task (-0.4 per cent)**.

Year 9 Grammar and Punctuation

The Grammar and Punctuation results were significantly below the National Mean (-10.9 per cent). As an incoming Year 8 cohort, they were also significantly below the National Mean (-10.7 per cent). This indicates a value loss over the two years of 0.2 per cent. By area, the changes from 2009 to 2010 were **Punctuation (+3.1 per cent)** and **Grammar (-2.7 per cent)**.

Findings for Stable Cohort

The Stable Cohort comprised 137 students with a slight variation of numbers between assessments due to students being absent, withdrawn or exempt. The analysis of results for this group shows an almost identical trend but with a greater value loss component: Numeracy (-1.6 per cent), Writing (-5.6 per cent), Reading (-4.1 per cent), Spelling (-1.4 per cent) and Grammar and Punctuation (-1.9 per cent). The most telling factor was where this value loss actually occurred.

The stable cohort was divided into four groups based on levels of achievement as Year 7 students in 2009. The number and percentage of students in each group are indicated overleaf.



STUDENT OUTCOMES - NAPLAN

NAPLAN 2010—FINDINGS FOR ALL STUDENTS

Table 1: Year 7 Stable Cohort 2009

Group	Reading	Writing	Spelling	Grammar/Punc	Numeracy
1.	10 (8%)	11 (9%)	16 (13%)	18 (14%)	8 (7%)
2.	38 (30%)	31 (25%)	27 (21%)	30 (24%)	40 (33%)
3.	62 (49%)	59 (47%)	61 (48%)	60 (48%)	55 (47%)
4.	16 (13%)	23 (19%)	23 (18%)	18 (14%)	15 (13%)
Total	126 (100%)	124 (100%)	127 (100%)	126 (100%)	118 (100%)

- Group 1 comprised the lowest performers, all of whom were either below or at the National Standard.
- Group 2 comprised the next lowest group of performers, of whom many were at the Minimum Standard or just above.
- Group 3 was made up of what could be termed the 'middle performers', many of whom were below the national mean.
- Group 4 comprised the highest performers, all of whom were well above the national mean.

It should be noted that Clarkson has a disproportionate number of low achievers among its student population. The Value Adding / Loss statistics for each group are shown in Table 2.

Table 2: Year 7 Stable Cohort Value 2009 Adding/ Loss

Group	Reading	Writing	Spelling	Grammar/Punc	Numeracy
1	+0.1%	+10.5%	+6.7%	+6.6%	+10.0%
2	+2.6%	+3.3%	+0.3%	+2.8%	+4.5%
3	-8.3%	-6.9%	-2.6%	-3.7%	-4.0%
4	-8.1%	-22.6%	-7.2%	-12.7%	-16.9%

The students entering Year 8 in 2009 as low performers have had value added to their learning across all areas of assessment, albeit a modest increment in some areas. However, the higher achievers prior to entering Year 8 in 2009 show a significant downward trend across all areas.



STUDENT OUTCOMES - NAPLAN

NAPLAN 2010—FINDINGS FOR ALL STUDENTS

STRATEGIES IMPLEMENTED

Numeracy

- Teacher trained to deliver First Steps in Number and Measurement. This teacher is currently delivering PD in Number to 17 staff (including four from feeder primary schools and a number of teachers at Clarkson not teaching Maths). This program is to continue for First Steps in Measurement during 2011.
- Links with high-achieving school developed for teachers to share learning and assessment materials so that teacher judgments can be more consistent.
- Critical Learning Instructional Paths developed. Common structure of lessons with targeted revision developed centrally by the Specialist Numeracy Teacher and the Maths Mentor.
- Top pathway class of selected students.
- Provision of an extra class in Maths, which has reduced class sizes from 30 to 27 in the top pathway and average of 17 in the other classes.
- Provision of MyTutor computer-assisted learning.
- Targeted coaching of students at or below benchmark.
- Appointment of Specialist Numeracy Teacher.

Literacy

- Pre-test done with post-test not yet given at time of writing.
- Targeted coaching of students at or below benchmark.
- Provision of an extra class in English.
- Monitoring of progress through systematic charting of skill mastery
- Curriculum alignment toward NAPLAN skill sets.



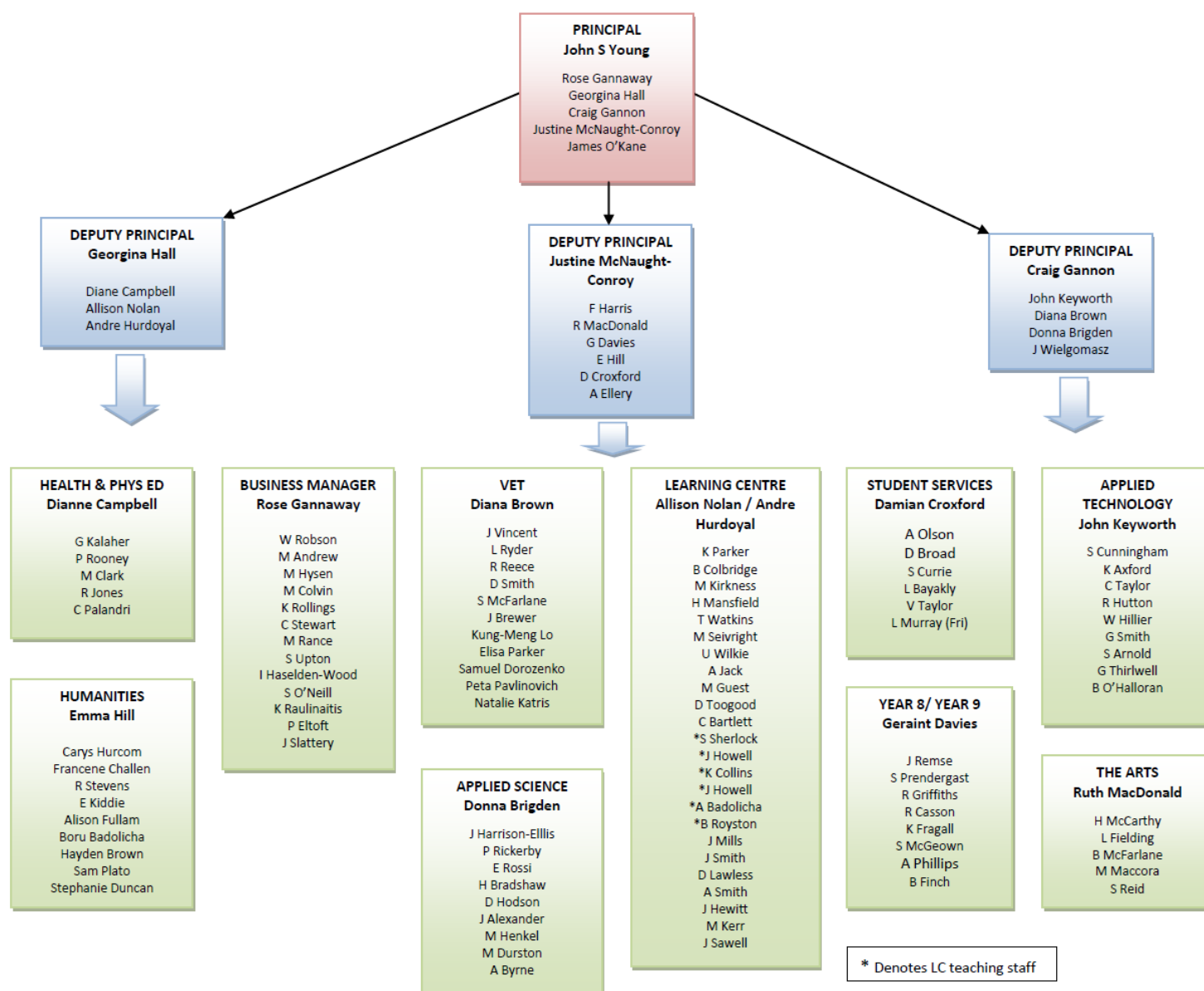
SCHOOL MANAGEMENT:

POSITIVE BEHAVIOUR SUPPORT



SCHOOL MANAGEMENT: POSITIVE BEHAVIOUR SUPPORT

Clarkson Leadership, Decision Making and Line Management Diagram





SCHOOL MANAGEMENT: POSITIVE BEHAVIOUR SUPPORT

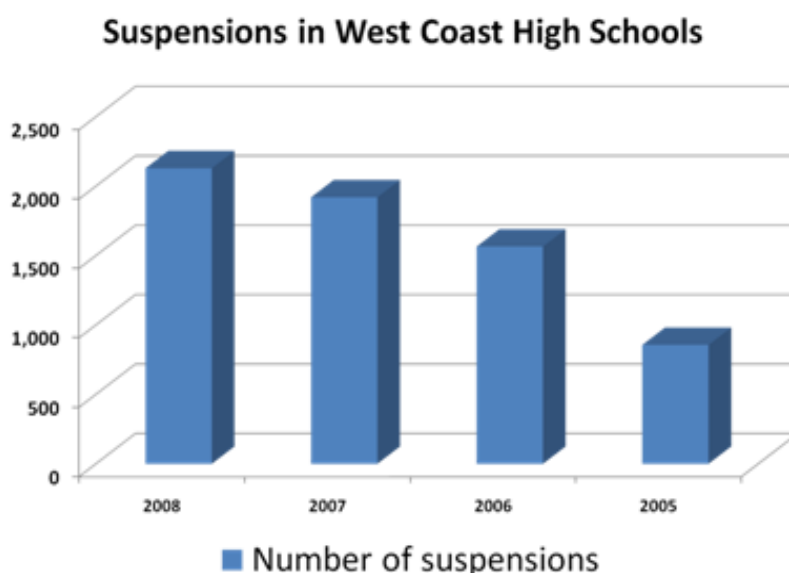
Prescribed Improvement Strategy Priority 1: Poor student behaviour is the most critical factor impacting negatively on student learning, student pride in the school and community perceptions of the school.

Data

- Attendance data
- Behaviour referrals
- Number of students on IEPs/ IBMPs
- Survey results collated in Term 2
- Chaplains have started to collate data – numbers of students, common areas of concern among student population
- Bullying interventions
- Possible reduction in Year behaviour referrals since reduction in class sizes – Week 8, Term 3
- Numbers of Indigenous families attending ACP meetings
- Numbers of students attending reward activities
- Attendance at Community Day and feedback from students

Student behaviour has improved dramatically since 2008. This is demonstrated in a range of indicative data provided in relation to student suspensions.

It is important to note that in 2008 it was the Year 8 cohort whose behaviour was most problematic. This is a very significant phenomenon. Obviously when 44 per cent of students are below the National Benchmark in literacy, teachers are confronted with very real challenges. The situation became even more difficult given the pronouncements by the then Minister for Education who outlined a 'three strikes and you're out policy'. The sentiment was eagerly taken up by a number of staff as a realistic expectation of BMIS at CCHS in 2008. An increase in suspension rates was a district-wide feature in 2008, as the graph below illustrates.





SCHOOL MANAGEMENT: POSITIVE BEHAVIOUR SUPPORT

Suspension data: Key findings

Significant reduction in serious behaviour incidents from 2008-2010 as a result of whole-school improvement strategies.

Total number of suspensions

Year	2008	2009	2010
Total	381	514	261

Most significant reductions in suspensions by Year group 2009 -2010

Year 9

Year	2009	2010
Total	218	86

Year 12

Year	2009	2010
Total	67	9

Year 11

Year	2009	2010
Total	87	46

Most significant reductions in TAG Group, i.e year commenced school

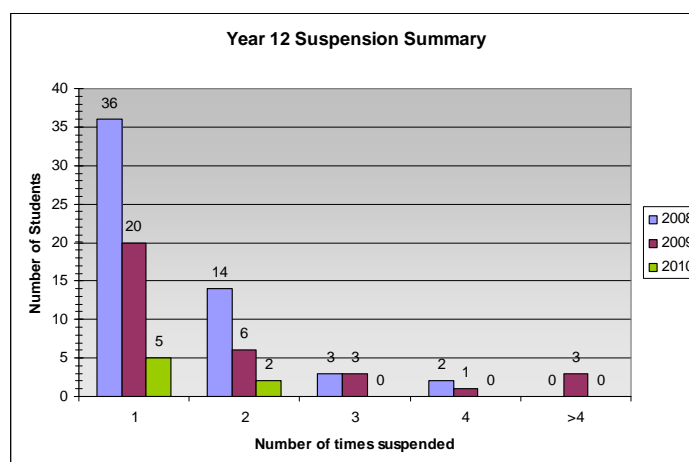
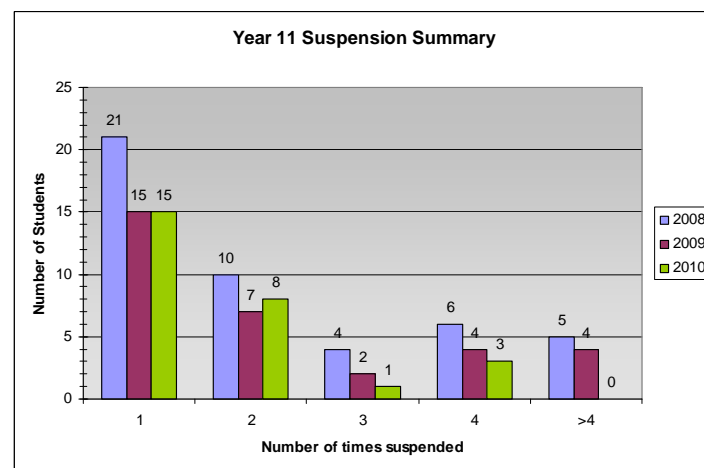
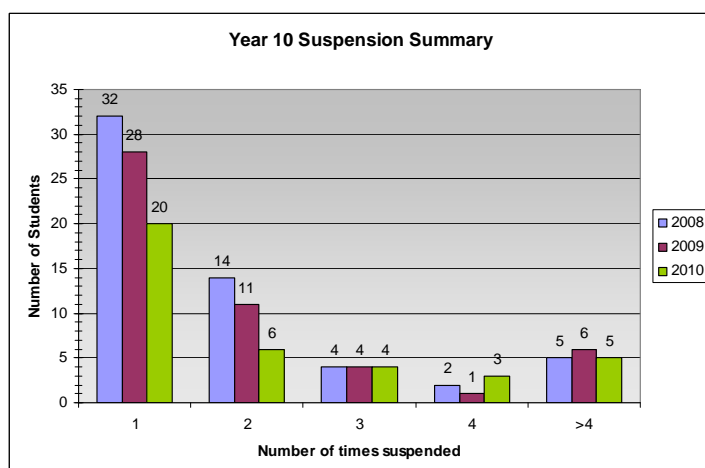
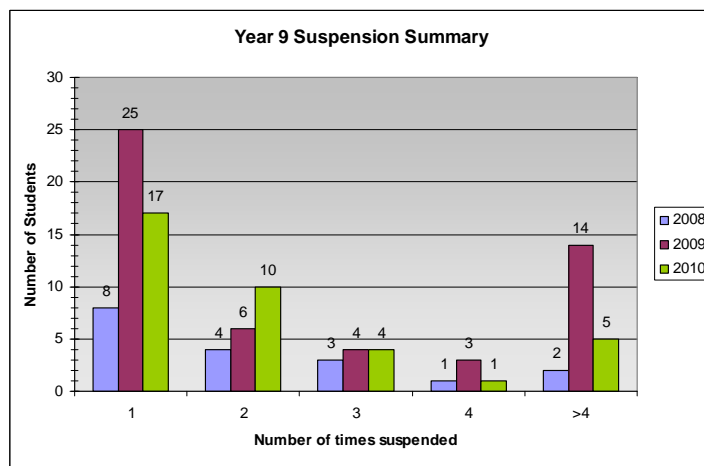
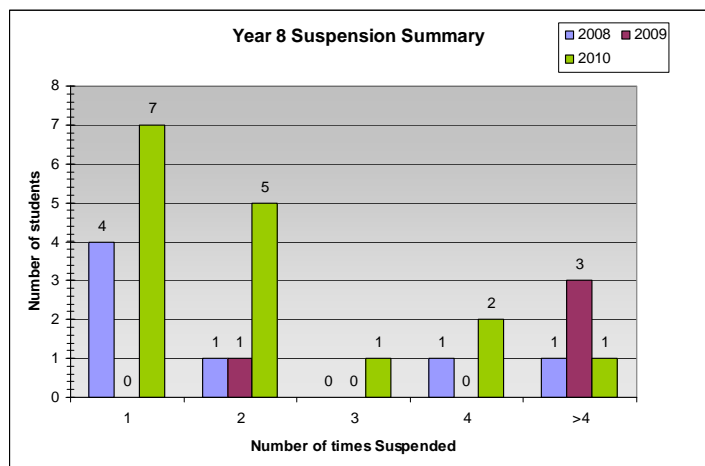
TAG 2008 (Year 10s in 2011)

Year	2009	2010
Total	218	86



SCHOOL MANAGEMENT: POSITIVE BEHAVIOUR SUPPORT

Suspension Summary by Year





SCHOOL MANAGEMENT: POSITIVE BEHAVIOUR SUPPORT

School-wide Strategies to Improve Behaviour

To achieve the target of improved behaviour, improved safety and welfare for students and an overall reduction in the number of total days suspended, the following school-wide improvement strategies were developed in 2010:

- Review of existing Behaviour Management system resulted in the development of a school-wide Positive Behaviour Support Plan, the whole-school approach to behaviour management and a continuum of positive behaviour support for all students. Rather than a punitive approach that is adversarial, reactive and authoritarian, we have developed a model that is restorative, preventative and educative
- Behaviour Support structures, systems, strategies and policy were reviewed and restructured to include CMS language and practices, Restorative Practice and Positive Behaviour Psychology
- Good Standing policy, behaviour referral processes and withdrawal pro forma were been reviewed to ensure they were aligned with our new Positive Behaviour Support Plan. Staff had opportunities to collaborate in this process and/or give feedback.
- Staff position papers – ‘A Restorative Practice Framework for School Communities’ and ‘Improving the Instructional Core through a School-wide Positive Behaviour Approach’ – informed whole-school planning. These papers were made available to all staff and others in the wider community to explain the ideas underpinning our new structures, systems and processes
- Increased staff in Student Services included a second school Chaplain and Retention and Participation (RAP) Coordinator and improved support services and programs for students, especially those at risk.
- Review of roles and duties of Student Services team, including Year Coordinators, resulted in an organisational structure for Student Services to that improves support services and program delivery to students.
- Extensive student services programs were run for SAER students – SHINE (All Year 8 girls), PASH (Maori boys), Finding My Place (Year 10 students), MOMENTUM (Year 8 - 10 students at risk).
- Student reward program were developed to celebrate success and reinforce positive behaviour, including :
 - Principal’s Morning Tea
 - Reward excursions
 - BBQ lunch for students in each Year group with Good Standing
 - Student of the Month
 - Reward lunches for CARE groups with the highest percentage of attendance, punctuality and uniform compliance
 - Merit Nominations with prize draw weekly
- The Community system was reinvigorated. This has included a Community Day, Winter Carnival Day, Athletics Carnival and Beach Carnival.
- Improved visibility of staff during duty times with day-glo vests and walkie talkies, improved the safety and wellbeing of students as well as helping to reduce misbehaviour.
- More staff were allocated duties at break times/before school/after school, with two rovers on duty at all times.



SCHOOL MANAGEMENT: POSITIVE BEHAVIOUR SUPPORT

- Introduction of a five-minute warning siren before school, end of recess and lunch resulted in an improvement in student safety and punctuality and an increase in academic engaged time.
- CCTV units and signage were placed around the school as a preventative strategy for problem behaviours such as truancy and bullying. This resulted in improved safety and welfare for members of the school community.
- The Student Services Coordinator, Middle School Coordinator and Deputy Principals worked extensively with local police to proactively manage students in the local community. Strategies included :
 - advising police of suspensions;
 - calling for police assistance to deal with trespassing by outsiders or students on suspension;
 - police working with families of recalcitrant students and attending return from suspension meetings; and
 - police conducting patrols of problem areas in the local community and returning truanting students to school.
- Additional year 8 classes were timetabled to reduce class sizes in MESS subjects for Semester 2, 2010.
- Blue attendance forms were adapted to include a uniform monitoring card. The card was effective in raising the profile and importance of uniform compliance to staff and students. Raising the profile of uniform compliance culminated with the integration of attendance and uniform data in the CARE teacher rolls and on SIS, to allow data to be collected and analysed to ascertain the schools uniform compliance rates.
- In collaboration with Doug Melville from *What Works* an Aboriginal Community Partnership was established involving Clarkson CHS, Merriwa PS, Somerly PS and Clarkson PS. This is the first cluster ACP to be developed in Australia and involved Aboriginal families, students and teaching staff from all four schools. The priorities in the partnership relate to school readiness, cultural awareness and mutual respect.
- Home visits to students and families to establish IBMPs occurred regularly.
- Staff worked with SDEO staff, HSS, DCP, Care Schools, Juvenile Justice Teams, CAHMS and feeder primary schools to support students and families to develop IBMPs.
- Significant professional learning in Classroom Management Strategies was undertaken by all staff.
- In collaboration with the Classroom Management Strategies (CMS) Central Office team, a two-year behaviour management improvement plan incorporating CMS was written in 2009 and began in 2010. Clarkson has significantly invested in the CMS program, with a more extensive whole-school approach than any other school in WA to date. The training has included :
 - 28 staff trained in the 2010 CMS Foundation Program (School Based) – five workshops with conferences (3xSDDs and 2 Saturday).
 - Remaining staff to be trained in 2011, with teachers from feeder primary schools also attending.
 - Five staff trained in 2010 in the CMS Instructional Strategies Extension Program – 3 days with conferences.
- CCHS staff have presented Professional Learning to their colleagues on
 - Restorative Practice.
 - Instructional Strategies.
 - School-wide Positive Behaviour Support.
 - CMS review workshops.
 - Communication and building positive relationships with parents.



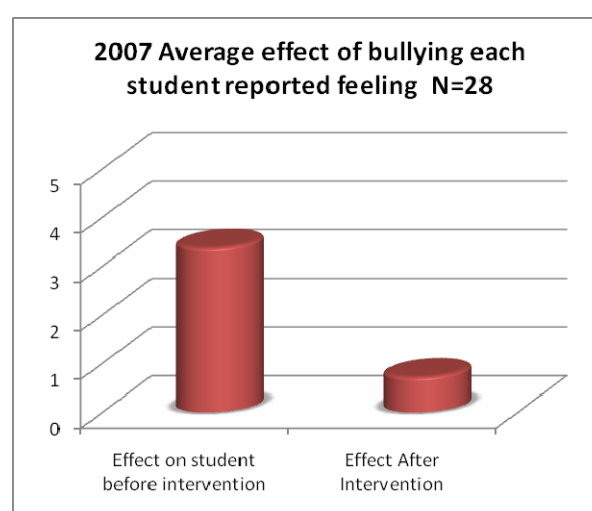
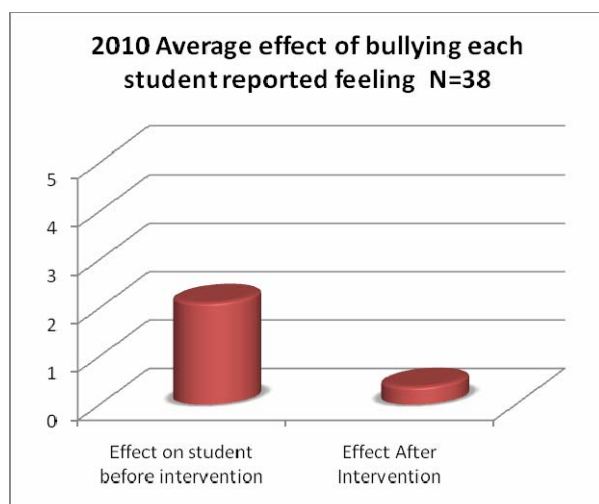
SCHOOL MANAGEMENT: POSITIVE BEHAVIOUR SUPPORT

- Restorative Practice Professional Learning with Terry O'Connell was provided for 20 staff in keeping with the addition of Restorative Practice as a key strategy in the revised Positive Behaviour Support policy documents for 2011. In collaboration with Coosje Griffiths and other staff from the Swan District, Clarkson CHS hosted a Restorative Practice PL program for 40 teachers in November, 2010. Further training for staff will be provided in 2011, including a workshop for staff by O'Connell at Clarkson CHS.
- When senior school students finished school in Term 4, 2010, class sizes were reduced in size or team teaching occurred. This addressed both potential behaviour management issues that tend to occur in the last few weeks of school as well as providing opportunities for intensive work on improving literacy and numeracy for the second half of Term 4.
- School leaders attended professional learning in School-wide Positive Behaviour Support to investigate using PBS as a framework to address school improvement based on empirical data collection.
- De-stress and debrief 'coffee and chat' was introduced each Thursday afternoon from 15.30 – 16.00 with a Deputy Principal and Level 2 CMS trained staff present. This provided opportunities for collegial discussions about successful strategies for engagement, instructional practice and classroom management.

Bullying interventions

During 2010, members of Student Services and Year Coordinators recorded interventions relating to bullying and some of the results are shown in the graphs below, where 0 = 'I can deal with this' and 5 = 'I can't cope any more'.

Intervention strategies include one or more of the following: restorative practice, mediation, shared concern, teacher safe plan, counselling and referral to Level 3 or 4 Administrators where appropriate. Parents are informed of the intervention strategy and a review meeting held (usually within a week) to determine the effect of the intervention and whether further action is required.



Ninety-four per cent of students who completed an intervention in 2010 reported a reduction in the effect the bullying had on them, 91 per cent reported a reduction in the frequency of bullying.

This of course does not mean they will not be bullied again, but next time it happens they will know that there is a good chance that reporting the bullying will make things better. The comparison with the 2007 trial at Clarkson CHS indicates that there has been a drop in the initial perception of how much the bullying is affecting the student.



SCHOOL MANAGEMENT: POSITIVE BEHAVIOUR SUPPORT

In February 2010, the ***Safe Schools, Friendly Schools Survey*** indicated the following:

- 80 per cent of students feel safe most of the time at school - both in the classroom and at break time. (It should be noted that 19 per cent of our students feel safe sometimes or not at all safe outside of school time.) 103 students added a comment about the positive impact of duty teachers wearing day-glo vests and using walkie-talkies. Fifteen teachers specifically commented on this initiative contributing to the safe and friendly environment.
- 82 per cent of students state that they occasionally or always enjoy school and 75 per cent of students believe that teachers generally listen to them. A majority of staff and parents agree that the school encourages student participation.
- 87 per cent of staff and 83 per cent of parents feel that our school rules are fair and 98 per cent of parents believe that students get recognised for positive behaviour.
- 90 per cent of parents have a reasonable belief that the school will respond well if a concern is raised.
- 80 per cent of parents believe that the school curriculum is relevant.
- Staff comments demonstrate an understanding of the importance of relationships and belonging to the school's overall wellbeing.

Strategies Implemented

- A Level 3 Middle School Coordinator is employed to support teachers to manage student behaviour in collaboration with the Lower School Deputy.
- A Level 3 Student Services Coordinator is employed to support L3 Heads of Learning Area and the Senior School Deputy to manage the behaviour of senior students.
- Year Mentors, with reduced teaching load of 0.2FTE, support the L3 Coordinators for their respective Years to manage student behaviour and wellbeing.
- Significant professional learning in Classroom Management Strategies has been undertaken for all staff.
- Improved visibility of staff during duty times with day-glo vests and walkie-talkies has improved the feeling of safety and wellbeing for students.
- Significant investment in air-conditioning for the entire school has improved the behaviour of students in class.
- Increased numbers of staff have been allocated duties at break times/before school/after school, with two rovers on duty at all times.
- CCTV units and signage have been placed around the school to both prevent issues arising and monitor problem areas.
- Increased staff in Student Services, including a second school Chaplain and Retention and Participation (RAP) Coordinator, has improved support services for students.



SCHOOL MANAGEMENT: POSITIVE BEHAVIOUR SUPPORT

The Positive Start 2010 document has been widely distributed to the school community and translates CARE into a student code of conduct and comprehensive community and merit system. This seemingly simple document is based on the significant collective experience of CCHS staff and expert consultation. It endorses a school culture based on strengths and successes, and is supported by a variety of organisational elements, structures and partnerships.

A Behaviour and CARE committee was established to disseminate relevant information, identify and engage with school- and system-wide opportunities, plan and conduct evaluations of school-wide change and promote the CCHS Positive Start 2010. Anecdotal and preliminary feedback is that the Positive Start 2010 promoted just that: teachers and Year Coordinators report fewer students out of class during class time, the Middle School Program Coordinator received significantly fewer behaviour reports in 2010 compared with the same period in 2009, and a survey showed overwhelming student support for high-visibility duty teachers. This increased feelings of safety at break times. Not surprisingly, we are anxious to 'sustain' the positive start and see these gains reflected in student achievement, attendance and other behavioural data.

The Health Promoting Schools' Framework can be useful for planning and auditing school-wide actions such as that outlined in Positive Start 2010. Figure 1 is a graphical representation of the concept of a 'whole school approach' to improving the social and emotional wellbeing of a school community. DeJong and Kerr-Roubicek (2007) used this framework to identify the components of implementation that are necessary to 'support each student to grow, develop and to engage in meaningful learning' at Australian secondary schools. The connection and interaction between curriculum, policies and practices and partnerships is recognised.

Health Promoting Schools Framework

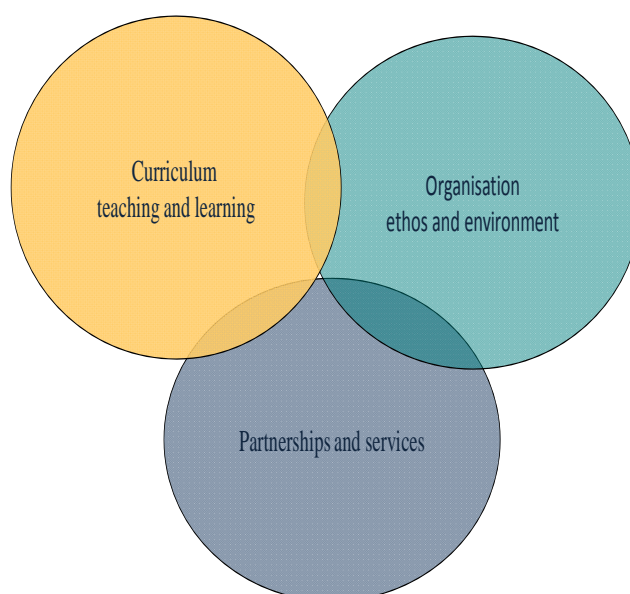


Figure One



SCHOOL MANAGEMENT: POSITIVE BEHAVIOUR SUPPORT

CCHS uses this framework and the research recommendations of DeJong & Kerr-Roubicek (2007) as an organiser to provide further information on the CCHS CARE context.

Elements of Clarkson Community High School's Organisation, Ethos and Environment that now or will contribute to CARE at the school:

- School priorities in CMS and Restorative Practice training for staff show that leadership is supporting staff to develop 'positive, professional relationships' with students. These initiatives underpin an ethos in which management of student behaviour is an 'educative process'.
- A well-managed learning environment in which staff access to professional learning about effective/ productive pedagogies is important. Many staff are familiar with Instructional Intelligence and a Critical Learning Instructional Pathways (CLIP) group, described in a recently-published school position paper, is being trialled. Five staff have attended CMS Instructional Strategies training.
- The school leadership has approved the allocation of dedicated resources to support staff with pastoral care roles (for example, time for CMS, Instructional Intelligence, 2 x Level 3 Student Services, RAP Coordinator). These opportunities serve to distribute leadership. Time has also been allocated with timetabled pastoral care; CARE class is four times per week.

Elements of Clarkson Community High School's Curriculum, Teaching and Learning that now or will contribute to CARE at the school:

- Initiatives to promote effective productive pedagogies have been specified previously and comprehensive discussions are presented in recently-published school position papers. Staff participating in these professional development opportunities will not just be engaging students in meaningful learning but will also be modelling positive relationships.
- Positive Start 2010 documented a Merit and Community System that provides all students with the opportunities to experience success and connect with the school. This 'whole student approach' is crucial to implementing care in secondary schools (DeJong & Kerr-Roubicek, 2007).
- Transitions are recognised as having an important impact on health and wellbeing. The administration has presented a plan for 'seamless' transitions from primary to secondary school, building on the successes of initiatives such as Clarkson Challenge. A position paper was published in 2010 with a focus on supporting students in school career pathways.

Elements of Clarkson Community High School's Partnerships and Services that now or will contribute to CARE at the school:

- Roles are defined clearly in relation to student support and agency and other community contacts are shared. Mechanisms for raising concerns about students are reviewed and revised.
- Investigations into the documentation, dissemination and review of individual learning and behaviour plans are ongoing.
- Regular and effective communication will be facilitated by the move toward a technology-focused school (see published position paper), with staff increasing competence in the use of Moodle and the Staff Portal, for example.
- Regular contact with partner primary schools.



SCHOOL MANAGEMENT: POSITIVE BEHAVIOUR SUPPORT

Positive Behaviour Support Plan

In 2010, Clarkson Community High School revised its behaviour policy for students. A copy can be found at www.clarksonchs.det.wa.edu.au

CODE OF CONDUCT

At Clarkson Community High School we show **CARE**:

COOPERATION AND RESPECT FOR EVERYONE

At Clarkson Community High School everyone will:	What this looks like:
Treat each other with care and respect	Treat others like you would like to be treated The school is a Put Down Free Zone No verbal or physical abuse
Cooperate to make the school a happy, positive learning community and...	Follow staff instructions Work with other people to solve problems and resolve conflicts
Respect the school, the environment and the property of others	Keep the school clean and tidy Ask before using something belonging to another person

OUR VALUES

The values and ethos underpinning all aspects of Clarkson Community High School are based on CARE:

COOPERATION AND RESPECT FOR EVERYONE

We believe in building strong interpersonal relationships based on trust, mutual respect and responsibility between students and staff.

The best environment for learning and success is a positive school culture in which all members of the school community feel connected.

Clarkson Community High is a *restorative school*. We believe that it is essential to focus on the needs and responsibilities of people involved in a situation and for these people to be part of decisions that are made, solutions reached and conflicts resolved. Through restorative practice we aim to enhance relationships and provide an opportunity for students to learn and develop important social skills. The philosophy of restorative practice underpins our structures and systems for managing student behaviour.

Our aims are:

- To promote, build and enhance positive relationships among all members of the school community.
- To educate students towards self-directed positive behaviour.
- To enable students to develop empathy and be accountable for the harm caused to other people by any inappropriate



SCHOOL MANAGEMENT: POSITIVE BEHAVIOUR SUPPORT

RESTORATIVE PRACTICE

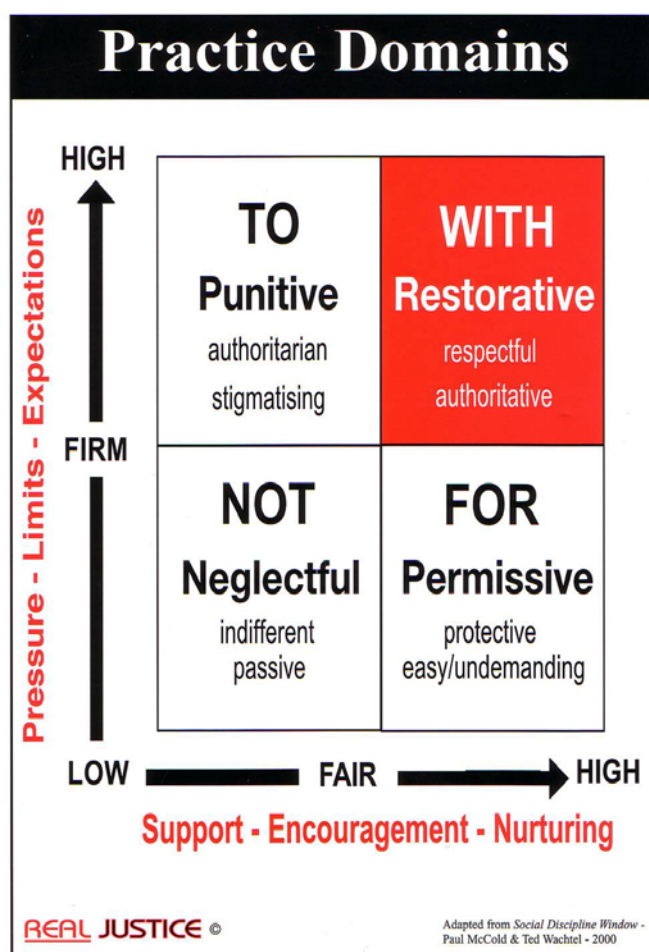
At Clarkson CHS we have a whole-school approach to behaviour management and a framework of positive behaviour support for all students.

Clarkson has developed a model that is restorative, preventative and positive and we do not employ a punitive approach that is adversarial, reactive or authoritarian.

For more information on restorative practice, please go to www.transformingconflict.org

The restorative approach involves us in working WITH students to educate them to more appropriate behaviour rather than simply administering punishments TO students for inappropriate behaviour.

The diagram below illustrates that a restorative approach seeks to establish and develop high expectations of behaviour and to provide high levels of support and nurturing of students to help them to achieve these expectations.





SCHOOL MANAGEMENT: POSITIVE BEHAVIOUR SUPPORT

STUDENT RESPONSIBILITIES

These responsibilities are based on the School Code of Conduct and have been developed for the wellbeing and safety of the school community.

Student Movement

- Students are only permitted in designated areas of the school.
- Areas that are out of bounds to students include upstairs at recess and lunch, car parks and bush area and the front of the school.
- Students may only leave the school grounds during the school day with written permission. Please see the attendance policy outlined in the school diary.
- Students out of class during lesson time must have written permission.
- Students bringing bicycles to school do so at their own risk and must place them in enclosures before school. They are to walk them when on school grounds.

Food and drink

- Food or drink are only to be consumed in classrooms with teacher permission.
- Technology rooms are food and drink free zones at all times.
- Clarkson CHS is a chewing-gum free zone, please leave all gum at home.

Prohibited substances

- Clarkson CHS is an alcohol, tobacco, and drug-free zone.
- We are an Asthma Friendly School. Please use roll-on deodorant only. Spray cans, e.g. deodorant, can affect the health and breathing of others and are to be left at home.

Uniform

- Students should observe the school dress policy as outlined in the School Diary.





SCHOOL MANAGEMENT: POSITIVE BEHAVIOUR SUPPORT

REWARDS

WHOLE-SCHOOL REWARDS

Reward Title	Description	How do students access Reward
Birthdays	Birthday certificate and icy-pole voucher.	Enrolment at Clarkson CHS.
Sausage Sizzle	Reward for appropriate behaviour and participation in school. Sausage sizzle to be held each term and to be based on data from that term only.	Good standing. Attendance better than 90% for the term. Fewer than two poor behaviour reports in a term. No suspensions in a term. Appropriate uniform.
Good Standing	For most year groups there will be an activity each term for students in good standing. The school will meet transport costs, while the student will pay for the activity. Activities include Darklight, visits to movies, etc.	Good standing. Students will need to be in good standing at the time the invitations are issued and will also need to be in Good Standing on the day of the activity.
Learning Area Excellence Award	Acknowledgement of outstanding achievement in a learning area.	Good standing. Highest achieving student in a Learning Area.
Certificate of Excellence	Acknowledgement of outstanding academic achievements across all learning areas.	Minimum of 70% 'A' grades on a report. Other grades must be 'B' or 'C' level.
Student of the Month	Acknowledgement of one outstanding student per month. Achievement could be in the classroom, on the sporting field or for community service.	Good standing. Nominated by school staff, student, parent, or community member. Nominees will be judged on behaviour, attendance, performance and nomination statements. One student will be selected each month.



SCHOOL MANAGEMENT: POSITIVE BEHAVIOUR SUPPORT

REWARDS

WHOLE SCHOOL REWARDS

Principal's Morning Tea	A special morning tea hosted by the Principal in the school staff room.	Good standing. Student of the Month winners for semester Certificate of Excellence recipients.
Club Award	Recognition of high achievers in the school. Reward will be an excursion including lunch.	Good standing. Principal's morning tea recipients. Certificate of Excellence. Learning area academic excellence recipients.
Club Reward	Recognition of students who display an outstanding attitude to school and community. Reward will be an excursion including lunch.	Good standing. Certificate of Merit Gold. A maximum of two negative behaviour reports on school record in the previous semester. Absence less than 5 per cent in the previous term.





SCHOOL MANAGEMENT: POSITIVE BEHAVIOUR SUPPORT

REWARDS

MERIT REWARD SYSTEM

The merit reward system rewards a variety of student achievements. These achievements may be outstanding academic achievement in an assignment; making an effort or making significant improvement; sporting achievement in school; participation in State or National teams/sports; or for community service or similar.

Merit Nomination Given to a student by any staff member for any positive consequence in academic, community service, sports, or any other notable activity in the school.

On the collection of five nominations these are taken to the relevant Year Coordinator or assistant who signs the back of each certificate so they cannot be submitted again and issues the student with a Merit Award. All Merit Award winners are eligible for prizes drawn at assemblies, such as movie tickets and iTunes vouchers.

Merit Award Given to a student when s/he submits five nominations, or issued by a Head of Learning Area or Deputy Principal for an outstanding positive consequence such as being selected in State sports team or achieving distinction in a national mathematics competition or donating a weekend to raise money for Red Nose Day, or activities that are similar to these.

On the collection of five nominations these are taken to Student Services personnel who will sign the back of each certificate so they cannot be submitted again and will then order a School Merit Certificate (Bronze).

Merit Certificate Given to a student when s/he submits four Merit awards, or issued by the Principal or Deputy for an outstanding positive consequence. The Bronze certificates are presented personally by the Principal to the student when achieved.

When a student achieves a Bronze merit certificate s/he repeats the process to achieve a Silver then a Gold certificate.

Bronze is the equivalent of 25 Merit Nominations or 5 Merit Awards.

Silver is the equivalent of 50 Merit Nominations or 10 Merit Awards.

Gold is the equivalent of 75 Merit Nominations or 15 Merit Awards.





SCHOOL MANAGEMENT: POSITIVE BEHAVIOUR SUPPORT

COMMUNITY SYSTEM

Names Community names in the school are derived from street names bordering the school: Connolly, Walyunga, Hannaford and Porongurup.

Colours

Connolly	Jade and Green
Hannaford	Light Blue and Dark Blue
Porongurup	Grey and Red
Walyunga	White and Gold

Leadership Staff volunteers, one male and one female.
Student Leaders are elected by the students for the following positions:

- One representative from each Care Group in each Year.
- House Captain from Year 12.
- Deputies from Year 11.

This group also forms the Student Council.
Appropriate behaviour is a requirement for entry to these positions.

Organisation Each staff member is allocated to a house/faction on arrival to school.

Students are allocated to a Care Group and Care Groups are allocated to a house.

Two Care Groups per Year group are allocated per house where possible.

Activities Community Day is a day full of activities for all students to raise funds for charity.

Beach Carnival is an activity open to all students at the beach.

Winter Sports Carnival is an event open to all students. Sports played at school include netball, football, basketball, etc.

Spring Athletics Carnival is open for all students. This carnival includes fun activities to encourage all ability levels to participate.





SCHOOL MANAGEMENT: POSITIVE BEHAVIOUR SUPPORT

GOOD STANDING POLICY 2011

The Good Standing policy aims are to assist students to take responsibility for their actions and to encourage them to do well in all areas of their schooling. Each student is urged to maintain a consistent focus on their intended educational outcomes and to take personal responsibility for following school requirements to achieve success. It is intended that all students will at all times maintain 'Good Standing'.

Requirements for students to maintain Good Standing

	Good Standing requires:	Loss of Good Standing will occur if:
Maintaining academic progress	<ul style="list-style-type: none"> Completion of class work, assessments and homework to the best of your ability. 	<ul style="list-style-type: none"> Three or more Letters of Concern/Parent Contact received in regards to completion of homework and/or assessments.
Acceptable behaviour	<ul style="list-style-type: none"> Behaviour within the school code of conduct. Working cooperatively with students and teachers. Being considerate and courteous. Accepting responsibility for your actions. Respecting resources and property belonging to the school and others. 	<ul style="list-style-type: none"> Three or more negative behaviour reports from staff in a five week period. Suspended (including subject suspensions, in-school suspension).
Acceptable standards of dress	<ul style="list-style-type: none"> Dressing to meet the standard described in the Clarkson CHS dress code. 	<ul style="list-style-type: none"> Three or more Letters of Concern /Parent Contact received in regards to school dress. Referred to the Year Co-ordinator for unacceptable dress on more than three occasions in one term where parents have not contacted the school.
Attendance and punctuality	<ul style="list-style-type: none"> Regular and punctual attendance at school. 	<ul style="list-style-type: none"> Three detentions received for late arrival at class. Missing six zones of instruction without a valid explanation. Missing the equivalent of two days without a medical certificate or valid parent explanation in each term



SCHOOL MANAGEMENT: POSITIVE BEHAVIOUR SUPPORT

GOOD STANDING POLICY 2011

Loss of Good Standing:

The consequences of loss of Good Standing are:

- Loss of privileges to participate in any incursions/excursions including graduation events, Year 12 Ball, Year 11 Dinner Dance, Year 10 River Cruise, Year 8/9 Reward Activities, and similar for a period of **five weeks** from the loss of Good Standing.
- Loss of privileges associated with any out of class activities, including those associated with specialist programs (including the soccer program).
- Requirement for a parent meeting to discuss behaviour and involvement of the student in a behaviour management plan.
- Lunch detentions, after-school detentions, subject suspensions, in-school suspensions or out-of-school suspensions may apply for repeated offences.

To reinstate their Good Standing, students will:

- Demonstrate improvement in the area of concern over a five-week period; and
- Make an appointment with the Year Coordinator to have Good Standing reinstated.

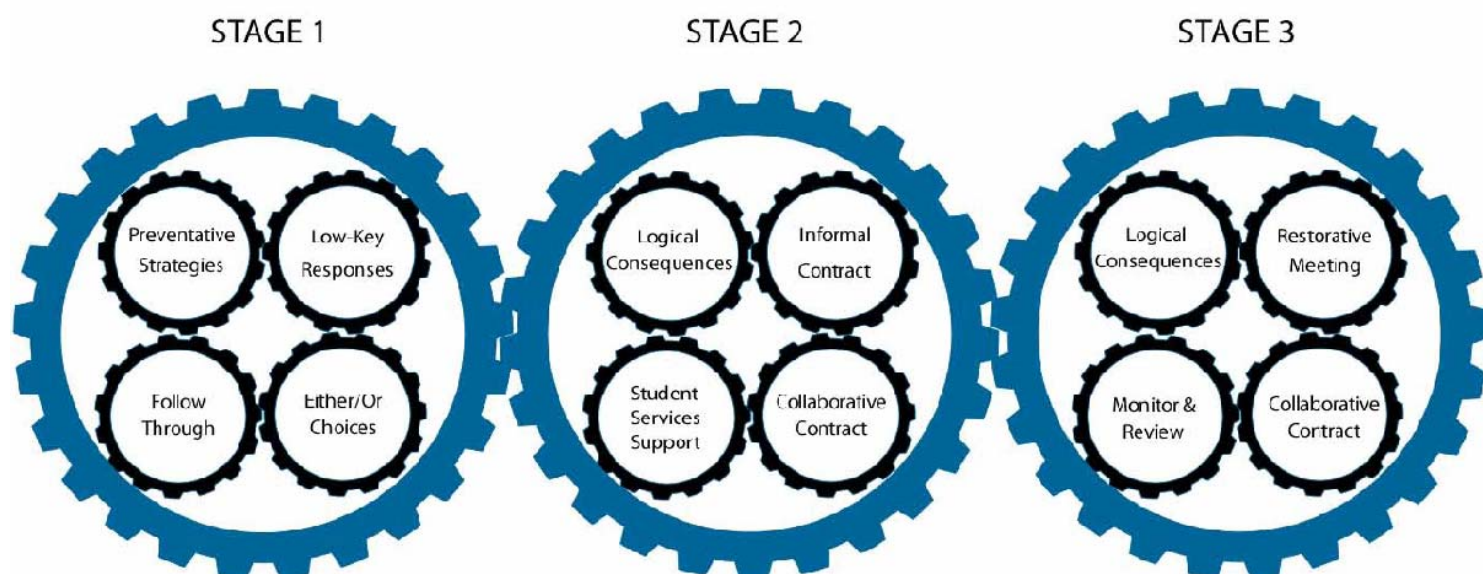




SCHOOL MANAGEMENT: POSITIVE BEHAVIOUR SUPPORT

POSITIVE BEHAVIOUR SUPPORT PLAN 2011

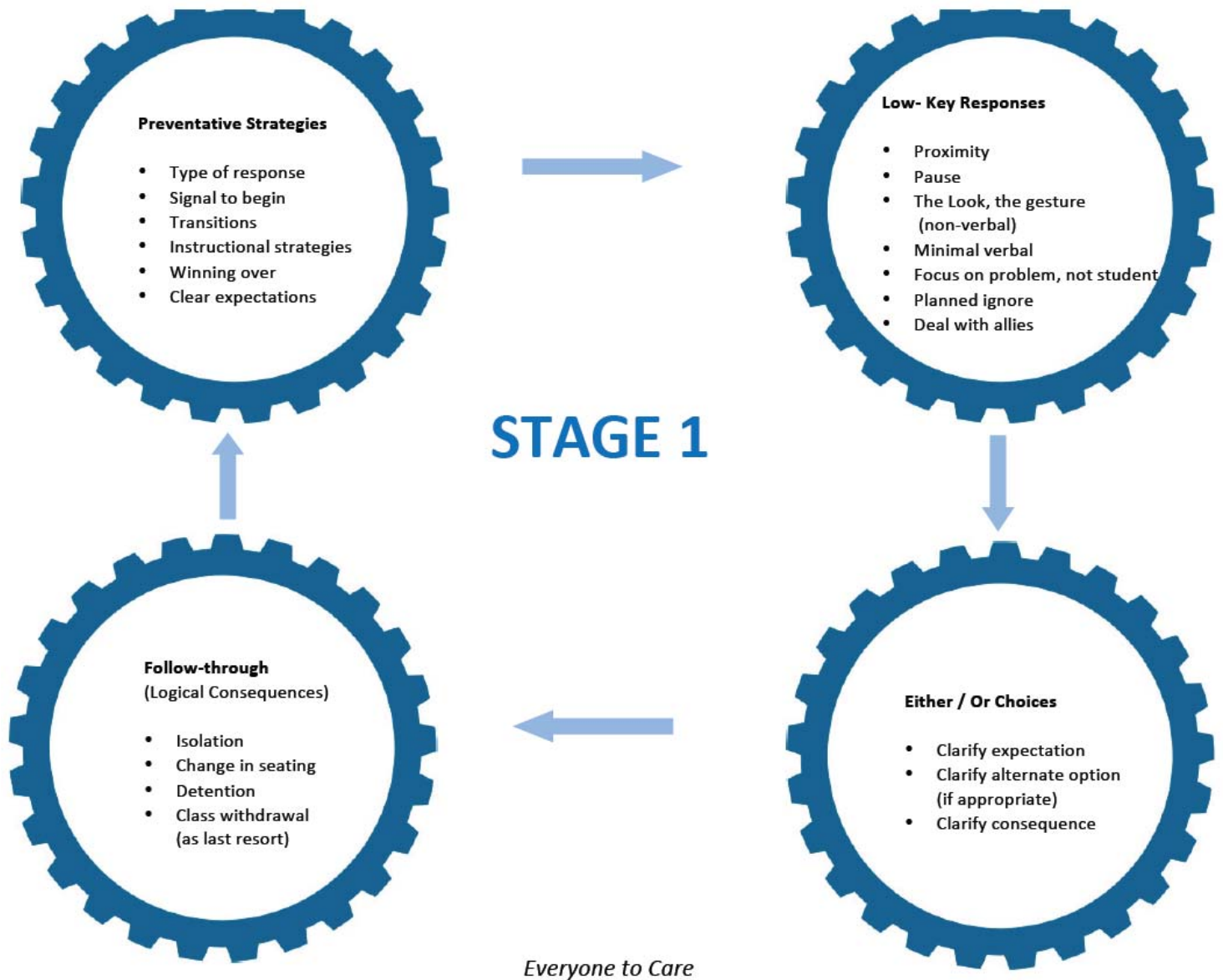
These are the steps Clarkson Community High School staff will follow to prevent and manage inappropriate behaviour as well as teach more appropriate behaviours





SCHOOL MANAGEMENT: POSITIVE BEHAVIOUR SUPPORT

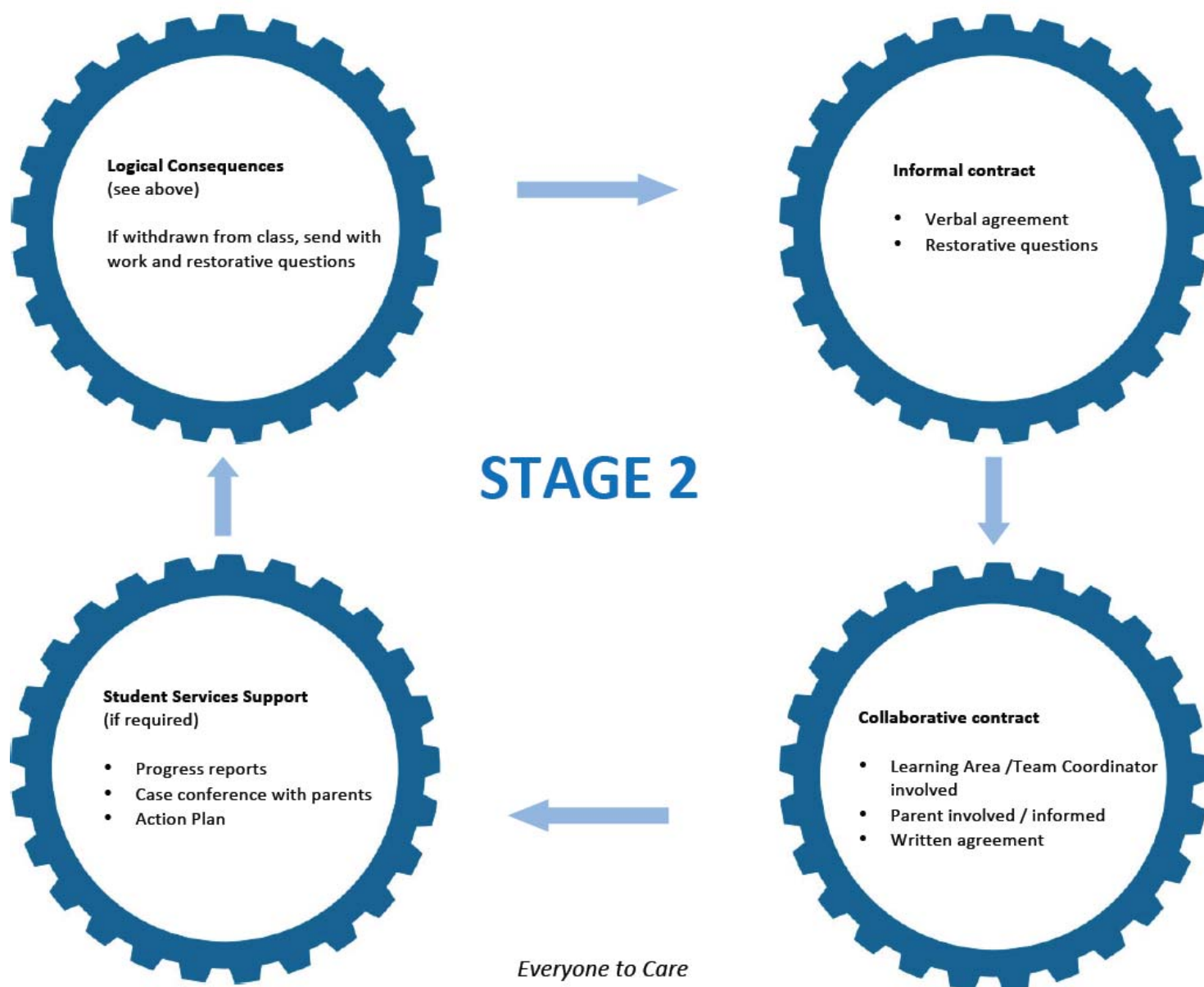
POSITIVE BEHAVIOUR SUPPORT PLAN 2011





SCHOOL MANAGEMENT: POSITIVE BEHAVIOUR SUPPORT

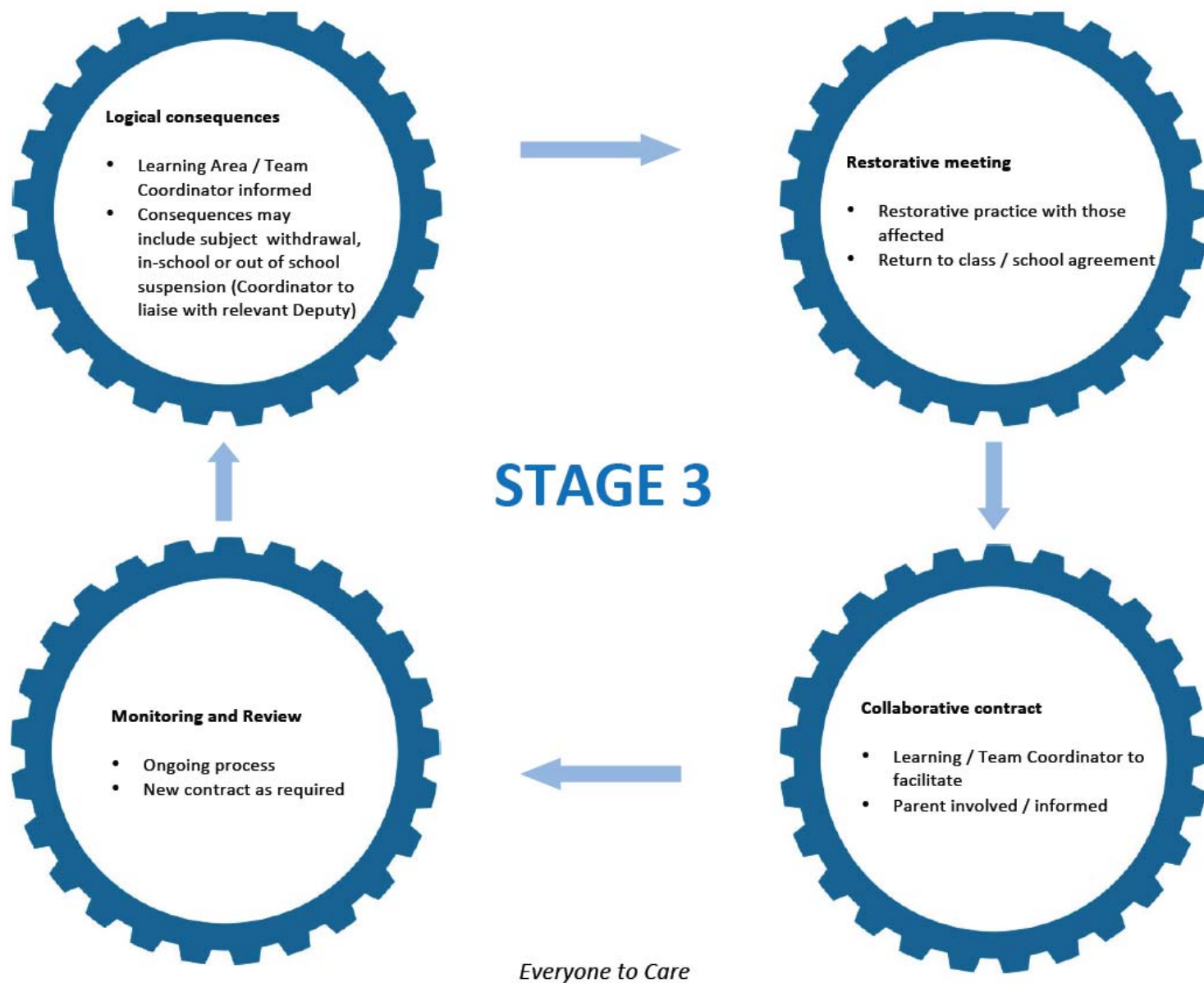
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SCHOOL MANAGEMENT: POSITIVE BEHAVIOUR SUPPORT

POSITIVE BEHAVIOUR SUPPORT PLAN 2011





Clarkson
COMMUNITY HIGH SCHOOL

SCHOOL MANAGEMENT:

STUDENT ATTENDANCE



SCHOOL MANAGEMENT: STUDENT ATTENDANCE

ATTENDANCE

The proportion of students who attend regularly (90 per cent+) at Clarkson CHS has remained stable (49 per cent in 2009, 48 per cent in 2010). Significant improvements have occurred in Year 9 (from 49 per cent to 55 per cent) and Year 10 (43 per cent to 48 per cent). The proportion of students 'severely at risk' (<59 per cent) has remained constant (12 per cent). However, in Year 11, the proportion has fallen from 22 per cent to 14 per cent.

There are around 100 students in this category who require case management. The SAER database is one communication strategy devised to document school-based support planning for this large group. Clarkson CHS participated in the voluntary audit to ensure attendance planning was targeted and data driven. It has been in regular communication with Attendance Consultants in the BSWB Directorate for clarification and advice about the implementation of the attendance policy. Feedback has been received that the consultants are impressed with Clarkson's ethical, proactive, organised adherence to the School Education Act. Clarkson has been in regular communication with the Sub-regional Office to ensure compliance with deadlines and target setting.

Strategies implemented to meet our 2010 regular attendance target included:

- Middle School coordinator/ pastoral care time allocated. (1.2 FTE)
- Care system involving daily contact with one teacher responsible for student wellbeing
- Regular attendance Reward activities and recognition
- Establishment of Attendance Committee
- Appointment of school-based RAP coordinator (0.9 FTE) to chair Attendance Committee
- Participation in Voluntary Audit
- Audit of current attendance practice
- Communication with staff on the importance of regular attendance
- Strategic planning around the role of the Care teacher
- Continuing significant investment in improving the teaching and learning environment

The proportion of our student population 'severely at risk' (<60 per cent attendance) was 12 per cent. The target was 8 per cent or less. Strategies implemented to meet our 'severely at risk' target included:

- Middle School coordinator/ pastoral care time allocated
- Appointment of RAP coordinator to oversee and assist with case management
- Participation in Voluntary Audit
- Audit of current attendance practice
- Establishment of case management process and work to improve communication systems
- Development of relationships with other education and public sector agencies such as Justice, WA Police
- Extensive consultation with specialists (Sub-regional, Central Office, participation in PD such as AIM conference)
- Strategic planning for a school based alternative to mainstreaming.

Regular attendance was recorded by 25 per cent of indigenous students (target was 30 per cent). In 2010, 30 per cent of this group attended for 60 per cent or less (target was 20 per cent). Strategies implemented to improve Indigenous attendance included:

- Middle School coordinator/ pastoral care time allocated
- Appointment of RAP coordinator to work closely with AIEO and district attendance team
- Participation in Voluntary Audit
- Audit of current attendance practice
- Establishment of case management process
- Development of relationships with other education and public sector agencies such as Justice, WA Police
- Continuing significant investment in improving the teaching and learning environment
- Establishment of Aboriginal Community Partnerships Group.



SCHOOL MANAGEMENT: STUDENT ATTENDANCE

ATTENDANCE DATA

Group (2009)	No. of Students	# Students Regular attendance	% Regular Attendance
Year 8	222	118	53.1
Year 9	213	98	46.0
Year 10	214	76	35.5
Totals	649	292	44.99

Group (2010)	No. of Students	# Students Regular attendance	% Regular Attendance
Year 8	98	42	42.9
Year 9	225	100	44.4
Year 10	232	93	40.1
Totals	649	292	42.5

Data	Target Statements
Case Conference documentation filed and SIS neutral behaviour action entered for each VET student on SIS report.	Documented collaborative planning meeting for all VET students with attendance below 60%.
SIS Attendance return report	Unauthorised absence is reduced to 25% of total absences in our Aboriginal students.
Audit of Care roles. Year Co-ordinator records.	80% of staff follow the communicated attendance procedure.

ANALYSIS OF EFFECTIVENESS OF STRATEGIES

The Attendance Plan that the current Student Services team inherited (*2010 Attendance Plan*) was not specific or realistic in terms of the capacity of the Care teacher, Year Mentors or AIEOs. Random checks on Care teacher action showed alarmingly low levels of adherence to the duties outlined. Care teachers, with around half of the class not attending regularly, found the task of making phone calls home time-consuming. This was further complicated by the frequency of outdated contact details on SIS. Many teachers did not understand the importance of their role in early intervention and there was a widespread, misguided assumption that Student Services would or should follow up on attendance. As the year progressed, Care teachers (and parents) received 'unexplained absence' reports that were beyond their capacity to deal with. Case conferences were held regularly without Care teacher knowledge or participation.



SCHOOL MANAGEMENT: STUDENT ATTENDANCE

ANALYSIS OF EFFECTIVENESS OF STRATEGIES

Reward activities and recognition for excellent attendance have been implemented consistently, but there continues to be a lack of public recognition for students who have “improved” their attendance.

The Voluntary Audit was a success in that it allowed relationships to be established with relevant experts. It also made clear the significant number of students requiring case management (67 from Years 8, 9 and 10). The Attendance Committee interrogated this information for planning, but timetabling and administration commitments made regular meetings impossible.

The school-based RAP officer was appointed to liaise with the Sub-regional and Central offices (referrals, placements in education alternatives, implementation of Departmental policy, community and agency resources), initiate attendance case conferences, case manage the most severely at risk due to non-attendance, identify opportunities for improvement and work collaboratively (as part of Student Services) with a wide range of school staff to plan improvements in school community health and wellbeing. This has allowed other Student Services staff time to focus on other engagement, behaviour and curriculum initiatives.

High levels of transience, disengagement, and complicated family situations hinder attendance interventions, as does the ‘tyranny of the urgent’. It is said that whole school change requires three to five years (as a result of positive behaviour support initiatives, classroom improvement work, etc.). Student Services staffing has recently stabilised and with the improvement in the accuracy of attendance data and close adherence to Departmental policy, our attendance data should soon reflect an improvement in engagement of our school cohort.

Clarkson has been unable to achieve attendance targets for several years. Data are not as positive as expected. After extensive consultation, new, meaningful and achievable targets have been set for 2011, in alignment with the Principal’s vision and the strategic direction of the Attendance Committee. Dedicated attendance funding, from AIM, will allow us to continue our long-term improvement plans.

Recommendations:

Our new attendance process includes attendance goal setting as an intervention in Care groups. This aligns more closely with the school’s vision of ‘Care and Respect for Everyone’, with relationships being the key, and a focus on positive behaviour. This new process is realistic and clear in roles and responsibilities. Watchlists have been scheduled to cut down on paperwork. An attendance budget has funding set aside for continuing professional development of Care teachers, Year coordinators and Attendance Committee members.

Doug Melville (Consultant - *What Works*) is facilitating a ‘ground-breaking’ collaborative group with Clarkson and our cluster primary schools to improve outcomes for Indigenous students. An Indigenous Elder has been engaged as a consultant and this group has set a timeline for gathering community data (student forums, staff feedback sessions and community consultation), developing a charter on improving Indigenous engagement and celebrating the collaboration. This initiative must be given support and funding to sustain action.

School staff are continuing to work on improving student connection. At a planning day in 2010 the Student Services team ‘mapped’ activity for 2011 to ensure that all groups were provided with appropriate pastoral care opportunities. School staff must continue work to develop a proposal for an engaging trade-based alternative for Year 9 boys and continue planning the Senior School Engagement Program for Year 11 and 12.

Attendance information disseminated among the community should raise awareness of the legal implications and importance of attending school.



SCHOOL MANAGEMENT: STUDENT ATTENDANCE

ATTENDANCE POLICY 2011

Students must attend school on a regular basis to gain the maximum benefit from schooling and optimise their life opportunities. Research shows that learning is affected significantly if attendance drops below 90 per cent, as students are missing out on the opportunity to acquire and practise skills and knowledge.

Since 2008, education has been compulsory for students from the beginning of the school year in which they turn 6 years 6 months until the end of the year in which they turn 17. This means that parents/caregivers must ensure their children of compulsory school age attend the school at which they are enrolled on **each** day that the school is open unless there is a good reason for them not attending or an alternative education arrangement has been entered into with the principal.

Clarkson CHS is planning for the full participation of **all** students. Our new Positive Behaviour Support plan, our Community system, CMS professional development and bullying prevention strategies are some whole-school initiatives that can often help to prevent attendance difficulties.

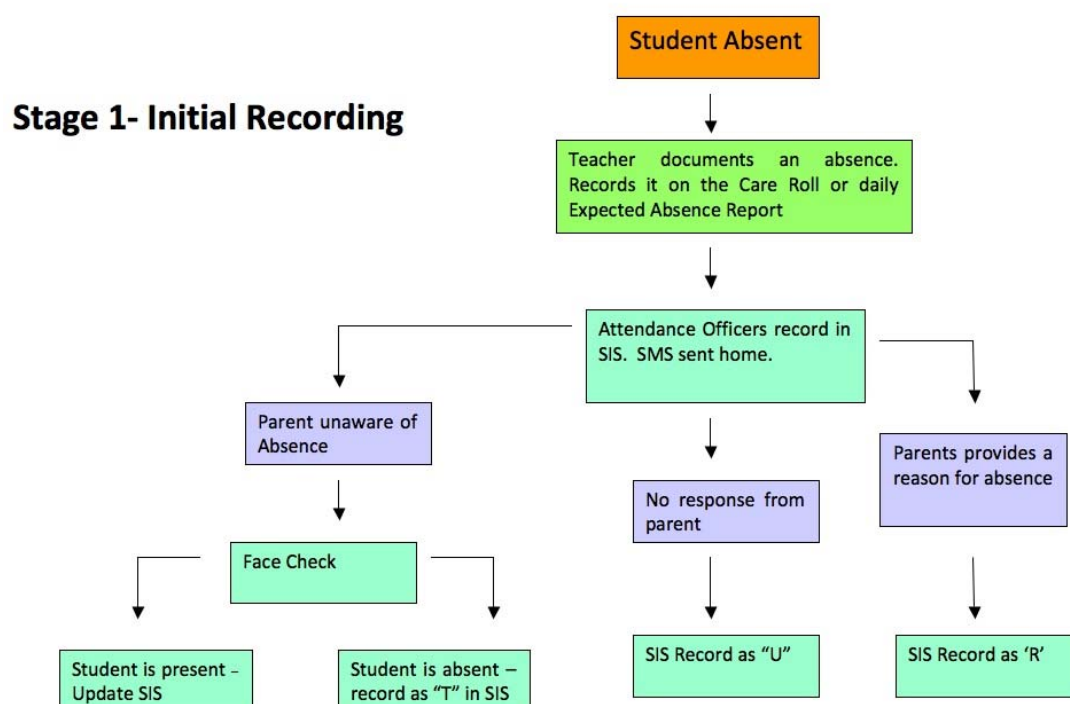
Regular attendance is also an important requirement for Good Standing at our school. Any student who misses the equivalent of two days in a term without a medical certificate or valid parent explanation will lose their Good Standing. This will mean the loss of eligibility to participate in any reward or extra-curricular activities, representative sport or social events.

It is widely recognised that attendance problems are best managed by early identification and intervention. This attendance process has been developed for this purpose:

- To respond to unexplained and unacceptable absences in a timely manner.
- To identify, monitor and respond to students "at risk".

Our values and ethos are based on CARE (Cooperation and Respect for Everyone). Improved attendance can influence staff-student relationships significantly and therefore the positive learning community for which we are planning.

The process for identifying and managing attendance issues at Clarkson Community High School is outlined in the flow charts below.

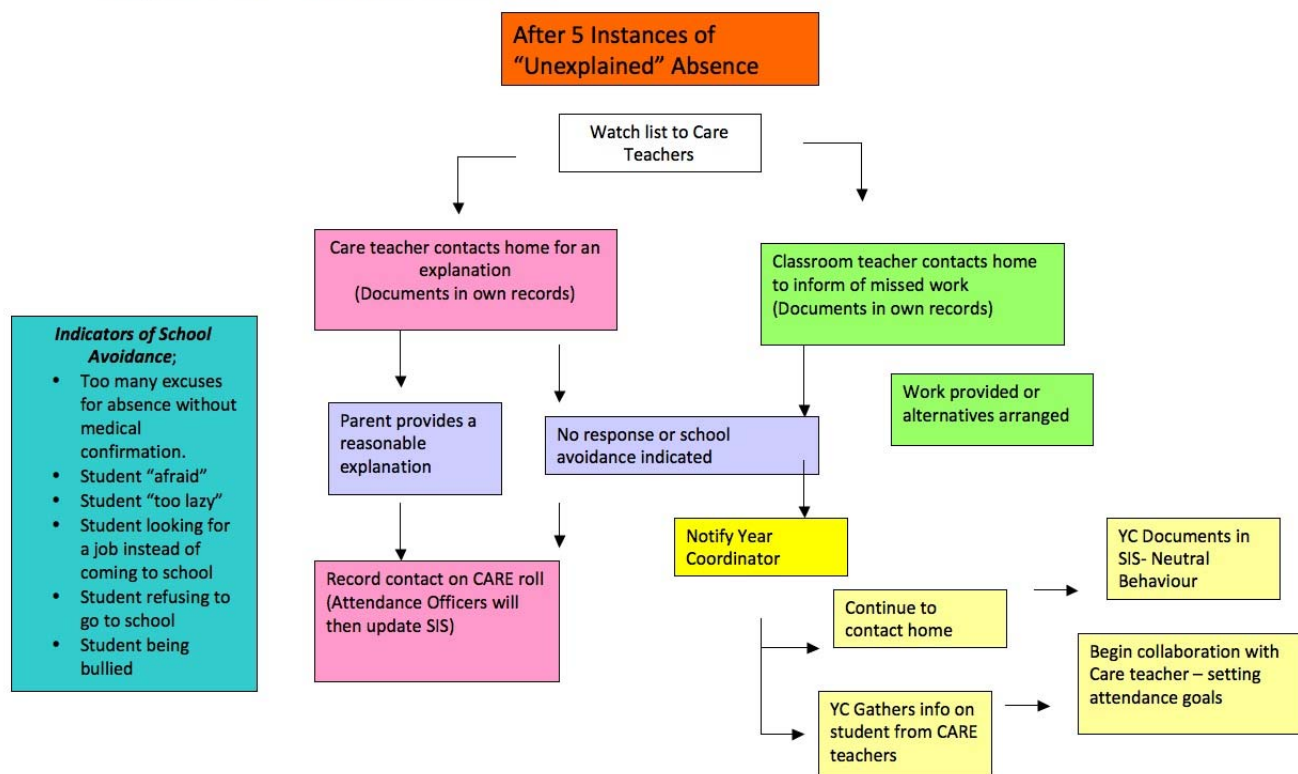




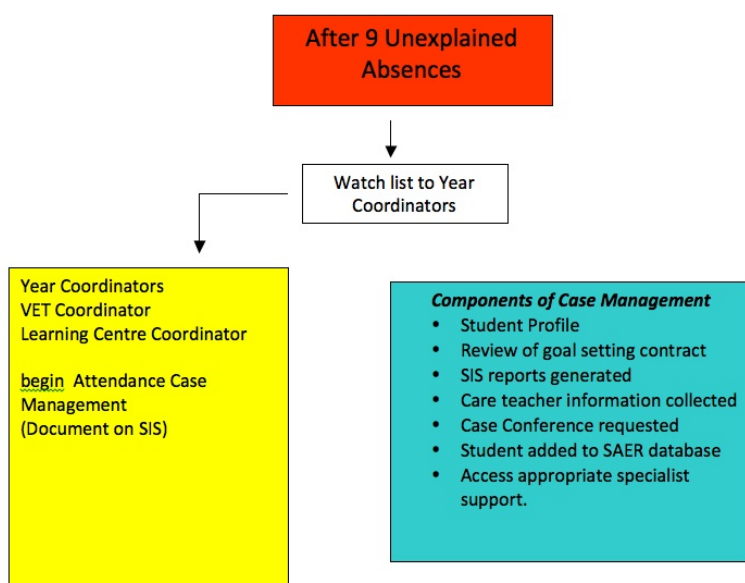
SCHOOL MANAGEMENT: STUDENT ATTENDANCE

ATTENDANCE POLICY 2011

Stage 2- Care Teacher Follow Up



Stage 3- Case Management Starts





SCHOOL MANAGEMENT:

NATIONAL PARTNERSHIP PROGRESS REPORT



SCHOOL MANAGEMENT: NATIONAL PARTNERSHIP PROGRESS REPORT

NATIONAL PARTNERSHIP PROGRESS REPORT

STRATEGIC IMPROVEMENT TARGETS (TO BE ACHIEVED OVER THE LIFE OF THE 2010/2011 NATIONAL PARTNERSHIP AND DOCUMENTED IN SCHOOL PLAN)

- Arrest the decline in Year 9 Reading performance.
- Reduce the proportion of Year 9 students at or below the National Minimum Standard in Reading to a percentage similar to like schools.
- Increase the proportion of Years 9 students achieving Reading scores in proficiency bands 7 and 8 to a percentage similar to or greater than like schools.
- Arrest the decline in Year 9 Numeracy performance.
- Reduce the proportion of Year 9 students at or below the National Minimum Standard in Numeracy to a percentage similar to that in like schools.
- Reduce the percentage of students making low or very low levels of progress in Numeracy between Years 7 and 9.

2010 IMPROVEMENT TARGETS (DOCUMENTED IN OPERATIONAL PLANS)

READING

- Increase the number of Year 8 Aboriginal and Torres Strait Islander boys at or below the National Minimum Standard in Reading moving to the next proficiency band.
- Increase the number of Year 8 students moving from proficiency bands 5 and 6 to 6 and 7 respectively.

NUMERACY

- Increase the number of Year 8 Aboriginal and Torres Strait Islander boys at or below the National Minimum Standard in Numeracy moving to the next proficiency band.
- Increase the number of Year 8 students moving from proficiency bands 5 and 6 to 6 and 7 respectively.

- From 2008 to 2010, in the areas of Reading, Spelling and Punctuation and Grammar, Clarkson Community High School reduced the difference between the average scores of Clarkson students and the average score of like schools.
- In areas of Numeracy and Writing, there has been no real decline in average performance against like schools.
- The average score remains below that of like schools in all areas, but the gap between CCHS and like schools is continuing to close.
- Of the 20 students case managed in 2010 by the GIR Literacy teacher, 11 of them improved between one and two proficiency bands when tested for reading at the end of the year.



SCHOOL MANAGEMENT: NATIONAL PARTNERSHIP PROGRESS REPORT

NATIONAL PARTNERSHIP PROGRESS REPORT

LITERACY STRATEGIES	ONGOING PLANS FOR 2011
<p>Developed Whole-of-School Literacy Plan. Established a literacy committee to audit current practices. Select evidence-based strategies that were working in other secondary schools and developed resources to help the rollout of these at Clarkson. Developed accountability procedures to check that these strategies are being adopted by all teaching staff.</p> <p>Completed detailed data-analysis of NAPLAN results for incoming Year 8s. In each case, a profile of collective skill deficits was established and disaggregated into subgroups (classes, feeder primaries, gender, ethnicity). These profiles identify accurately individual and collective deficits in skills and will be shared with students and their teachers.</p> <p>Provided targeted coaching program for students at or below the benchmarks throughout the year. Getting It Right Literacy (GIRL) teacher identified students at risk in Years 8 and 9 and brought them together in small groups to improve reading skills.</p> <p>Established links with primary schools by: negotiating improved student performance information for Clarkson bound students before the end of Year 7; and scheduling visits to primary school classrooms to become aware of their pedagogy as they relate to the NAPLAN skill sets; and developing with Clarkson PS, a Year 5 to Year 9 plan that identified and addressed chronic skill deficits revealed over three NAPLAN tests.</p>	<p>Meetings have occurred with National Partnership primary schools within the cluster. Meetings with other secondary schools to occur.</p> <p>School leaders have worked collaboratively to interrogate NAPLAN data and identify deficiencies. This information will inform all staff SMART targets as part of the performance management cycle.</p> <p>GIRL and GIRN teachers to continue to work with small groups of students at risk.</p> <p>ATAS coordinator (0.6FTE) to provide weekly literacy and numeracy support for eligible Indigenous students.</p> <p>Transition data for Year 7 students, including NAPLAN results, Student Contextual Preference Survey information, Primary School IEPs and transition information have been interrogated.</p> <p>CMS conferences continue to provide opportunities for visits by secondary staff to primary classes and vice versa, to observe pedagogy. Teachers have the opportunity to become conscious of their practices.</p>



SCHOOL MANAGEMENT: NATIONAL PARTNERSHIP PROGRESS REPORT

NATIONAL PARTNERSHIP PROGRESS REPORT

LITERACY STRATEGIES	ONGOING PLANS FOR 2011
<p>Improved the skills of school leaders and school-based teams in using student performance information to plan effectively at the whole school, sub-group and individual level through their attendance at workshops to review disaggregated school and student performance data. Professional development provided to members of the LNC included up-skilling in data analysis using EARS.</p>	<p>2010, three school leaders attended PD with <i>Best Performance</i> to up-skill in data analysis using EARS. Steven Gooden from <i>Best Performance</i> ran two awareness raising sessions with the Literacy and Numeracy Committee.</p> <p>2011 – two school leaders to attend PD with <i>Best Performance</i> in February.</p>
<p>Appointed a Specialist Literacy Teacher (Getting It Right) to build the capacity of the school to improve student literacy outcomes through modelling, mentoring and coaching. Teachers were provided with time to develop case management plans, plan collaboratively, moderate, reflect and review literacy enhancement strategies and tactics.</p> <p>The Specialist Literacy teacher assisted colleagues to:</p> <ul style="list-style-type: none"> develop a whole-school approach to learning and teaching literacy that was founded on sequences of content and instructional and assessment practices, which were consistent across the whole school and resonated with feeder schools; utilise formative assessment related to diagnostic maps of progress as an integral part of the learning, teaching and assessment cycle; translate assessment information into focused instruction; and case-management plans for identified students, detailing learning and teaching strategies and achievement targets. 	<p>Case management plans continue to be developed for identified students.</p>
<p>Specialist Literacy Teacher and teachers attended STEPS PL – (Tactical Teaching – Stepping Out)</p> <p>Following this, professional learning was undertaken to develop a systematic plan for the implementation of key strategies.</p>	
<p>Established and maintained collaborative partnerships with local feeder primary schools to enhance understandings and achieve continuity for students from Years 7 to Year 8 with a continuity in Reading.</p>	<p>Cluster meetings with primary schools to continue.</p>



SCHOOL MANAGEMENT: NATIONAL PARTNERSHIP PROGRESS REPORT

NATIONAL PARTNERSHIP PROGRESS REPORT

LITERACY STRATEGIES	ONGOING PLANS FOR 2011
<p>Refined performance management practices to include focused self-reflection in relation to the teaching of literacy and numeracy and the setting of challenging but realistic goals for improvement.</p> <p>A high-quality professional learning program aligned to performance management and catering for the needs of the whole staff, identified groups and individuals was established.</p> <p>Professional development and training of classroom teachers teaching skills using Stepping Out materials for literacy learning was implemented.</p>	<p>Performance Agreements will indicate a focus on improving literacy and numeracy practice.</p> <p>Dr Ian Lillico – (Boys Forward Institute Executive Director) has developed a 12 point Professional Learning plan to analyse current pedagogy and provide professional development for staff to address literacy and numeracy improvement. The plan for 2011 includes :</p> <ul style="list-style-type: none"> • A thorough examination of the factors leading to boys' (and some girls') underachievement in literacy and numeracy and the connection to the socioeconomic status of the family. • An examination of current curriculum models and the consequent disengagement of boys from reflective and open-ended tasks, with the aim of leading boys from closed, structured tasks to more open-ended, reflective tasks in lessons, using UK based research on communication on the sequencing of lessons through the stages of Description then Reflection then Speculation (DRS). • A detailed series of classroom strategies to engage boys (particularly) in reading using still pictures and incorporating the work of Dr Nola Alloway (University of Townsville) which indirectly influenced the production of the Federal Government's Boys – Getting it Right strategy and subsequent national initiatives such as the Boys' Education Lighthouse Program and the Success for Boys Program. • Undertake a thorough examination of numeracy in school and using mathematics as the toolkit for numeracy development
NUMERACY STRATEGIES	ONGOING PLANS
<p>Appointed a Specialist Numeracy Teacher to provide targeted numeracy intervention for identified students using case-management practices.</p> <p>Specialist Numeracy Teacher attended professional learning as required.</p> <p>Two staff participated in ACER Mathematics Conference in Melbourne (15–17 August, 2010).</p>	<p>Maths Mentor appointed to work collaboratively for 2011 with teachers in class or to provide individualised or small group support.</p> <p>Case management plans have been and continue to be implemented for identified students- at or just above National Standard.</p>



SCHOOL MANAGEMENT: NATIONAL PARTNERSHIP PROGRESS REPORT

NATIONAL PARTNERSHIP PROGRESS REPORT

LITERACY STRATEGIES		ONGOING PLANS FOR 2011	
Developed the ability of Years 8 and 9 students to calculate confidently and accurately by increasing their repertoire of calculation strategies. Teachers attended one full day of professional learning (First Steps).		Teachers from a number of learning areas have attended the First Steps PD in 2010 and will continue with the PD in 2011.	
Developed the ability of Years 8 and 9 students to focus on 'measurement' confidently and accurately. Teachers attended one full day of professional learning (First Steps) - A focus on Measurement.			
Utilised K-10 Syllabus and Scope and Sequence Statements and the teaching resources linked to First Steps materials to support the explicit teaching of core Numeracy skills. Numeracy specialist facilitated teacher planning.		Literacy and Numeracy Committee members meet regularly to develop materials for teachers across all learning areas to identify and share information about the numeracy skills of lower school students.	
Develop links with feeder primary schools to enhance understandings of mathematics K-10 and assist in developing mathematical skills and knowledge of teachers.		Professional learning will continue for cluster schools in 2011.	
Refined performance management practices to include focused self-reflection in relation to the teaching of literacy and numeracy and the setting of challenging but realistic goals for improvement. A high-quality professional learning program aligned to performance management and catering for the needs of the whole staff, identified groups and individuals to be established.		Performance Management Agreements indicate a focus on improving literacy and numeracy practice. All staff are continuing to develop SMART targets that address both individual student and cohort progress based on the identified deficiencies from NAPLAN analysis by the Leadership team.	
STRATEGIES YET TO BE IMPLEMENTED	PROGRESS TO DATE	ONGOING PLANS FOR 2011	
At Clarkson PS, the SMART reading program is to be conducted with a class of identified poor readers. Engage other interested feeder primary Year 7 teachers in professional development.	The two English teachers trained in the SMART reading program left the school in Term 2, 2010.		
Support parents to engage in the literacy and numeracy development of their children including the provision of regular feedback about performance and opportunities to attend workshops focused on supporting literacy development. Workshops to be offered to school parents and community members.	Workshops were not offered in 2010, but a numeracy booklet to assist parents was developed. Key literacy and numeracy concepts were included in the school diary, which is compulsory for all students. Students and parents are encouraged to refer to the diary on an ongoing basis.	Dr Ian Lillico (Boys Forward Institute Executive Director) has been contracted to provide presentations to parents in Term 2 – <i>Supporting Boys in Literacy and Numeracy</i> . Numeracy booklet to be distributed to all families in Term 1.	
Visited other schools to see exemplary practice in data analysis and effective teaching practice as they relate to literacy and numeracy.	Collaboration with Cluster National Partnership primary schools occurred.	Visits to other secondary schools.	



SCHOOL MANAGEMENT: NATIONAL PARTNERSHIP PROGRESS REPORT

NATIONAL PARTNERSHIP PROGRESS REPORT

Obstacles that hinder implementation

- Ongoing shortage of specialist Mathematics teachers – only two teachers in the school are Maths trained. One is in an Acting Deputy Principal role and the other works only 0.4 FTE.
- Transient student population – rose by 40 per cent from the start to the end of the year.
- First Cut Year 7 NAPLAN data for a number of incoming year 8 students are unavailable. This is particularly the case for a large number of Indigenous students who have not sat the NAPLAN tests in primary school due to sporadic attendance.

School plan milestones that are unlikely to be met:

- The gap between CCHS and like schools in terms of average score continues to close, but remains below the average score of like schools in all areas. As a result, Clarkson is unlikely to achieve the target of reducing the percentage of Year 9 students at or below the National Minimum Standard in Numeracy and Reading to a percentage equivalent to like schools in the near future.



SCHOOL MANAGEMENT:

STUDENT NUMBERS



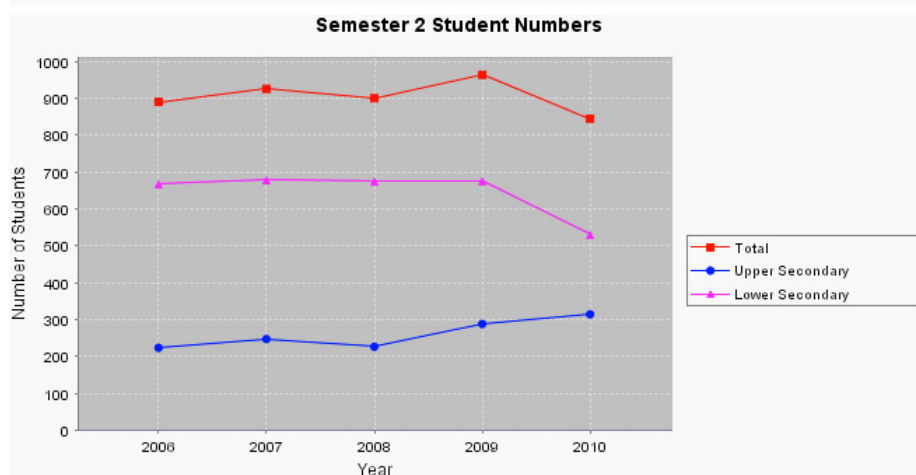
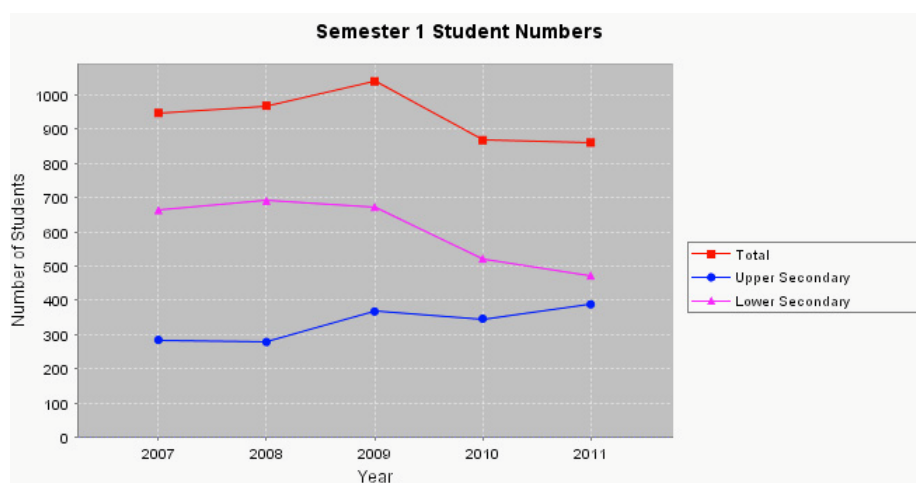
SCHOOL MANAGEMENT: STUDENT NUMBERS

STUDENT NUMBERS (Semester 1, 2011)

Y8	Y9	Y10	Y11	Y12	Total
153	97	223	229	159	861

Male	446	Aboriginal	66
Female	415	Non-Aboriginal	795
Total	861	Total	861

STUDENT NUMBERS—TRENDS



Sem 1	2007	2008	2009	2010	2011
LS	664	691	673	522	473
US	284	278	367	346	388
Total	948	969	1040	868	861

Sem 2	2007	2008	2009	2010
LS	678	674	675	530
US	247	226	288	314
Total	925	900	963	844



SCHOOL MANAGEMENT:

STAFF INFORMATION



SCHOOL MANAGEMENT: STAFF INFORMATION

STAFFING INFORMATION 2011

	No	FTE	ATSI No
Administration Staff			
Principals	1	1.0	0
Deputy Principals	4	4.0	0
Program Coordinators	10	9.6	0
Total Administration Staff	15	14.6	0
Teaching Staff			
Teachers	59	53.9	0
School Support Staff			
Clerical / Administrative	11	9.2	0
Gardening / Maintenance	2	2.0	0
Instructional	1	1.0	0
Other Non-Teaching Staff	20	14.5	0
Total School Support Staff	34	26.7	0
Total	108	95.2	1

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Western Australian College of Teaching.

Interpreting the Data

Administration and teaching staff numbers exclude any staff on extended leave or seconded to other agencies. School support staff numbers exclude all school cleaners, staff who were on leave of twenty days or more and those who were seconded to other agencies as at the relevant census date.

The number of staff represents the number of individual roles. Where a particular person is employed at a school in more than one capacity, he or she will be counted once for each such capacity. For example, a staff member may work as a teacher for part of the time and a deputy principal for the remainder of the time. This person will therefore be represented in the staff numbers twice. In contrast, the full time equivalent (FTE) count represents the total staffing number in terms of full-time appointments. For example, three teaching staff each working 0.5 of the time represents a total of 1.5 FTE.

Limitations of the data

The data are reliant on the accuracy and timeliness of both HRMIS and TES at the point at which staff numbers are extracted. Some very recent staff movements may not be reflected in the numbers due to processing times.



SCHOOL MANAGEMENT:

SURVEYS



SCHOOL MANAGEMENT: SURVEYS

STUDENT, STAFF AND PARENT SURVEY, DECEMBER 2010

PURPOSE: To determine the perceptions of students, staff and parents as the extent that Clarkson CHS is a safe and friendly school.

METHOD: The survey was conducted via a web-based instrument and was a mixture of multi-choice answer questions and open ended responses. The same instrument had been used in an earlier survey in March 2010.

- **Parents**—324 emails were sent out with 77 bounce backs, leading to 42 completed surveys.
- **Staff**—All members of the Clarkson staff with a DET email address received invitation to complete the survey, leading to 53 completed surveys.
- **Students**—While in school computer labs, students in Years 8, 9 and 10 were invited to complete the survey via an URL address. Forty-six responses were received from Year 8 students, 109 from Year 9 students and 110 from Year 10 students.

2.1: DO YOU FEEL SAFE - (Figures in percentages)

Question: *Do you feel safe out of school time?*

		Question Number	<i>All of the time</i>	<i>Nearly all of the time</i>	<i>Sometimes</i>	<i>Not at all</i>
STUDENTS	FEBRUARY	12	51	31	15	4
	DECEMBER	3	47	41	10	2

Question: *Do you feel safe at this school during recess and lunch?*

		Question Number	<i>All of the time</i>	<i>Nearly all of the time</i>	<i>Sometimes</i>	<i>Not at all</i>
STUDENTS	FEBRUARY	4	41	34	20	5
	DECEMBER	4	55	32	11	2

Question: *Do you feel safe at this school during class time?*

		Question Number	<i>All of the time</i>	<i>Nearly all of the time</i>	<i>Sometimes</i>	<i>Not at all</i>
STUDENTS	FEBRUARY	3	42	37	18	3
	DECEMBER	5	68	22	6	4

Question: *Do you feel safe at this school?*

		Question Number	<i>All of the time</i>	<i>Nearly all of the time</i>	<i>Sometimes</i>	<i>Not at all</i>
PARENTS	FEBRUARY	1	21	44	25	10
	DECEMBER	1	31	36	24	9



SCHOOL MANAGEMENT: SURVEYS

Question: *Do you feel safe at this school?*

		Question Number	<i>All of the time</i>	<i>Nearly all of the time</i>	<i>Sometimes</i>	<i>Not at all</i>
STAFF	FEBRUARY	1	14	73	9	1
	DECEMBER	1	43	47	9	0

Observations

- Clear and significant improvement in 'feeling safe' across all domains
- Feelings of personal safety for students ease significantly in a controlled environment (i.e. classes).
- Parents feel less safe at Clarkson than either staff or students.
- Majority of all groups feel safe most of the time.

2.2: IF I HAD A PROBLEM

Question: *If you had a problem, e.g. with school work, upset or frightened, do you think you could ask a member of staff for help?*

		Question Number	<i>All of the time</i>	<i>Nearly all of the time</i>	<i>Sometimes</i>	<i>Not at all</i>
STUDENTS	FEBRUARY	6	17	19	43	21
	DECEMBER	6	19	25	39	18

Question: *Do you think this school would respond well if you had a concern?*

		Question Number	<i>All of the time</i>	<i>Nearly all of the time</i>	<i>Sometimes</i>	<i>Not at all</i>
PARENTS	FEBRUARY	4	20	43	28	10
	DECEMBER	4	29	45	19	7

Question: *Do you think this school would respond well if you had a concern?*

		Question Number	<i>All of the time</i>	<i>Nearly all of the time</i>	<i>Sometimes</i>	<i>Not at all</i>
STAFF	FEBRUARY	4	16	47	33	4
	DECEMBER	4	30	28	38	4

Observations

- Clear improvement in 'getting help' in most domains
- Staff perceptions appear to have polarised a little.



SCHOOL MANAGEMENT: SURVEYS

2.3: IS THERE BULLYING?

Question: *Do you think that bullying goes on at this school?*

		Question Number	<i>All of the time</i>	<i>Nearly all of the time</i>	<i>Sometimes</i>	<i>Not at all</i>
STUDENTS	FEBRUARY	9	45	20	30	4
	DECEMBER	8	41	20	37	2

Question: *Do you think that bullying goes on at this school?*

		Question Number	<i>All of the time</i>	<i>Nearly all of the time</i>	<i>Sometimes</i>	<i>Not at all</i>
PARENTS	FEBRUARY	9	45	20	30	4
	DECEMBER	7	30	25	45	0

Question: *Do you think that bullying goes on at this school?*

		Question Number	<i>All of the time</i>	<i>Nearly all of the time</i>	<i>Sometimes</i>	<i>Not at all</i>
STAFF	FEBRUARY	7	29	28	43	0
	DECEMBER	7	15	19	65	0

Observations

- Staff and parent perceptions show a dramatic reduction in the rate of bullying.
- Student perceptions remain about the same.

2.4: DOES THE SCHOOL DEAL WITH BULLYING?

Question: *Do you think that this school deals well with bullying incidents?*

		Question Number	<i>All of the time</i>	<i>Nearly all of the time</i>	<i>Sometimes</i>	<i>Not at all</i>
STUDENTS	FEBRUARY	10	6	23	44	27
	DECEMBER	9	7	29	44	21

Question: *Do you think that this school deals well with bullying incidents?*

		Question Number	<i>All of the time</i>	<i>Nearly all of the time</i>	<i>Sometimes</i>	<i>Not at all</i>
PARENTS	FEBRUARY	8	2	34	56	8
	DECEMBER	8	8	40	40	12



SCHOOL MANAGEMENT: SURVEYS

Question: *Do you think that this school deals well with bullying incidents?*

		Question Number	All of the time	Nearly all of the time	Sometimes	Not at all
STAFF	FEBRUARY	8	6	52	39	3
	DECEMBER	8	15	40	40	4

Observations

- Staff and parent perceptions show a clear improvement in the school's effectiveness in dealing with bullying.
- Student perceptions remain about the same.

2.5: "DO YOU GET NOTICED WHEN YOU DO THE RIGHT THING?"

Question: *'Do you get noticed when you do the right thing?'*

		Question Number	All of the time	Nearly all of the time	Sometimes	Not at all
STUDENTS	FEBRUARY	11	7	17	51	26
	DECEMBER	10	8	26	49	16

Question: *'Do you think students get recognition for positive behaviour?'*

		Question Number	All of the time	Nearly all of the time	Sometimes	Not at all
PARENTS	FEBRUARY	9	34	31	33	2
	DECEMBER	9	35	33	25	8

Question: *'Do you think students get recognition for positive behaviour?'*

		Question Number	All of the time	Nearly all of the time	Sometimes	Not at all
STAFF	FEBRUARY	9	3	47	51	0
	DECEMBER	9	14	37	50	0

Observations

- Overall no significant change in perceptions, except for a small number of teachers.



SCHOOL MANAGEMENT: SURVEYS

2.6: DO TEACHERS LISTEN?

Question: *Do you think that teachers listen to your ideas?*

		Question Number	All of the time	Nearly all of the time	Sometimes	Not at all
STUDENTS	FEBRUARY	7	6	27	44	23
	DECEMBER	11	11	22	54	14

Question: *Do you think that this school encourages good communication between students and staff?*

		Question Number	All of the time	Nearly all of the time	Sometimes	Not at all
PARENTS	FEBRUARY	11	16	43	30	11
	DECEMBER	11	23	48	27	3

Question: *Do you think that this school encourages good communication between students and staff?*

		Question Number	All of the time	Nearly all of the time	Sometimes	Not at all
STAFF	FEBRUARY	11	15	47	38	0
	DECEMBER	11	27	40	31	2

Observations

- Clear and significant improvement in the perceptions of communications between staff and students.

2.7: ARE THE SCHOOL RULES FAIR?

Question: *Do you think the school rules are fair?*

		Question Number	All of the time	Nearly all of the time	Sometimes	Not at all
STUDENTS	FEBRUARY	5	8	28	43	21
	DECEMBER	12	12	30	45	13

Question: *Do you feel that that the school rules are fair?*

		Question Number	All of the time	Nearly all of the time	Sometimes	Not at all
PARENTS	FEBRUARY	3	26	57	16	0
	DECEMBER	3	33	36	24	7



SCHOOL MANAGEMENT: SURVEYS

Question: *Do you feel that the school rules are fair?*

		Question Number	<i>All of the time</i>	<i>Nearly all of the time</i>	<i>Sometimes</i>	<i>Not at all</i>
STAFF	FEBRUARY	3	43	44	13	0
	DECEMBER	3	40	40	17	4

Observations

- Subtle improvement in the perceptions of 'fairness' among students, but still a clear majority does not believe that the school rules are fair.
- A disturbed pattern among parents warrants investigation.
- One fifth of teachers have little or no confidence in the school rules.

2.8: ENJOY SCHOOL

Question: *Do you enjoy coming to school?*

		Question Number	<i>All of the time</i>	<i>Nearly all of the time</i>	<i>Sometimes</i>	<i>Not at all</i>
STUDENTS	FEBRUARY	8	9	27	47	18
	DECEMBER	13	14	32	40	15

Observations:

- Subtle improvement in school enjoyment among students

2.9: COMMUNICATION WITH THE SCHOOL COMMUNITY

Question: *Do you think that this school communicates well with the school community?*

		Question Number	<i>All of the time</i>	<i>Nearly all of the time</i>	<i>Sometimes</i>	<i>Not at all</i>
PARENTS	FEBRUARY	2	18	34	39	8
	DECEMBER	2	31	31	33	5

Question: *Do you think that this school communicates well with the school community?*

		Question Number	<i>All of the time</i>	<i>Nearly all of the time</i>	<i>Sometimes</i>	<i>Not at all</i>
STAFF	FEBRUARY	2	10	41	47	3
	DECEMBER	2	13	42	40	6

Observations

- Clear and significant improvement in the perceptions of communications between the school and its community, especially parents.



SCHOOL MANAGEMENT: SURVEYS

2.10: DOES THE SCHOOL CONSIDER THE WISHES OF ITS COMMUNITY?

Question: *Do you think this school considers the wishes of the school community in decision-making?*

		Question Number	All of the time	Nearly all of the time	Sometimes	Not at all
PARENTS	FEBRUARY	5	21	39	36	3
	DECEMBER	5	26	48	21	5

Question: *Do you think this school considers the wishes of the school community in decision-making?*

		Question Number	All of the time	Nearly all of the time	Sometimes	Not at all
STAFF	FEBRUARY	5	11	42	44	3
	DECEMBER	5	19	42	34	6

Observations

- Clear improvement in the perceptions of community participation in decision making, especially parents.

2.11: RELEVANCE OF THE SCHOOL CURRICULUM

Question: *To what extent do you think the school curriculum is relevant to the students?*

		Question Number	All of the time	Nearly all of the time	Sometimes	Not at all
PARENTS	FEBRUARY	6	20	59	20	2
	DECEMBER	6	18	50	32	0

Question: *'Do you think this school considers the wishes of the school community in decision-making?'*

		Question Number	All of the time	Nearly all of the time	Sometimes	Not at all
STAFF	FEBRUARY	6	10	49	41	0
	DECEMBER	6	15	48	35	2

Observations

- Parent perceptions about the relevance of the curriculum have slipped, but overall there has been little change.



SCHOOL MANAGEMENT: SURVEYS

STUDENT COMMENT SUMMARY:

Question: What are some things that make this a safe and friendly school (safe places to play, teachers on duty, someone at school to talk to)?

Comments	% FEB	% DEC
Teachers on duty with walkie talkies and wearing fluoro vests.	25	27
Students being able to sit with friends for security.	24	11
Teachers are available to talk to.	11	8
Nice and safe areas to go and sit or play, including the fence to make it safe.	8	8
Chaplain is approachable and nice to talk to.	3	4
Security guards		1
Security camera		4
Sport		1
Student services		1
Informal	30	34

Question: What would make this school more safe and friendly (for example, more lunchtime activities, duty teachers, different play areas for different Year levels)?

Comments	% FEB	% DEC
More lunchtime activities (sporting and social).	12	10
School to get serious about bullies and bad behaviour.	12	4
More teachers on duty.	11	4
Larger areas for play at break times including oval (and not in Year levels).	8	3
Further develop separate Year level safe areas with facilities.	7	8
Teachers to be more responsive, compassionate and sympathetic to student concerns.	6	2
Nothing, everything is ok.	6	1
Longer break times.	5	5
Allow iPods in class and computer games at lunchtime		2
Build swimming pool		3
Start speciality sport academies		2
Informal	32	42



Clarkson
COMMUNITY HIGH SCHOOL

SCHOOL MANAGEMENT:

FINANCES

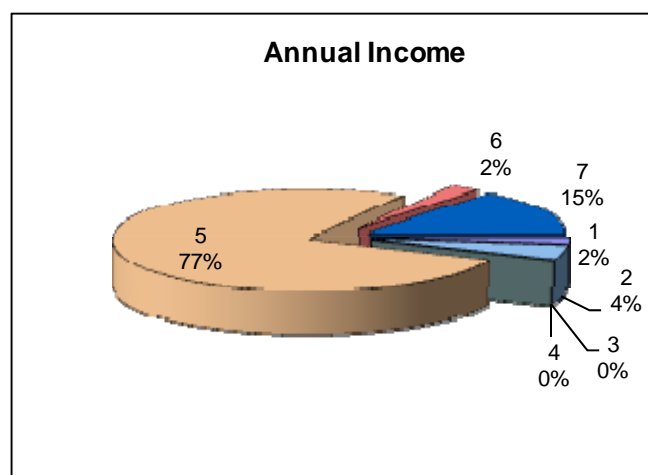


SCHOOL MANAGEMENT: FINANCES

SCHOOL BUDGET AND ANNUAL ACCOUNTS FOR 2010

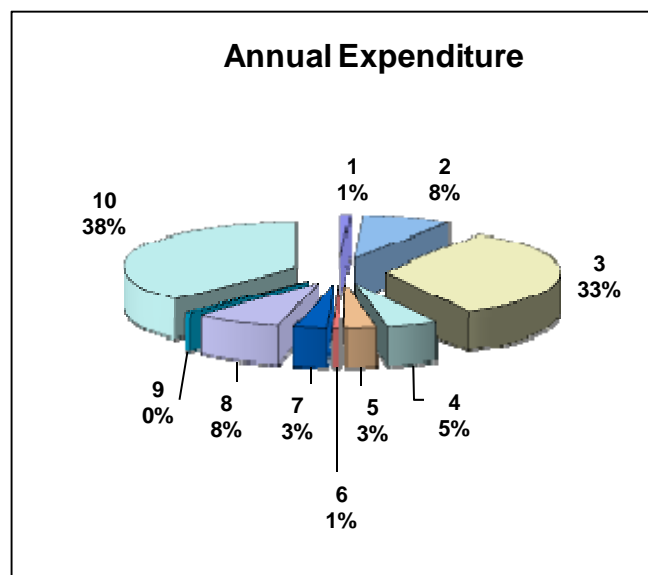
Annual Income

	Budget	Actual
Voluntary Contributions	\$120,195	\$30,539
Charges and Fees	\$139,870	\$67,160
P & C Contributions	\$0	\$0
Fundraising and Donations	\$0	\$0
State Government Grants	\$1,434,648	\$1,197,413
Commonwealth Govt Grants	\$37,625	\$37,914
Miscellaneous	\$176,950	\$225,638
Total Income	\$1,909,288	\$1,558,664
Transfer from Reserves/Gift Funds	\$617,382	\$617,382
Opening Balance	\$704,875	\$704,875
Total Funds Available	\$3,231,545	\$2,880,921



Annual Expenditure

	Budget	Actual
Administration	\$12,033	\$14,792
Utilities	\$281,317	\$147,518
Repairs and Maintenance	\$604,210	\$585,296
Capital Works	\$84,900	\$84,900
Assets and Resources	\$51,839	\$51,839
Leases	\$15,817	\$11,863
Professional Development	\$78,765	\$55,148
Education Programs	\$670,231	\$145,523
Student Services	\$9,706	\$9,168
Miscellaneous	\$881,907	\$666,665
Total Expenditure	\$2,690,725	\$1,772,712
Transfer to Asset Reserves	\$125,566	\$125,566
Total Funds Carry Forward	\$415,254	\$982,643



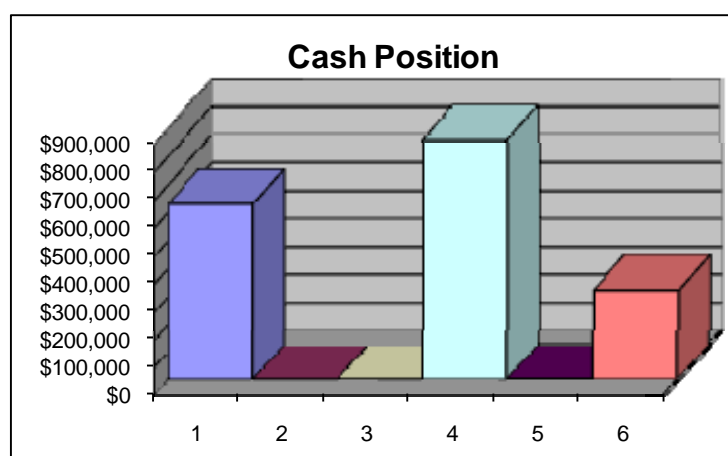


SCHOOL MANAGEMENT: FINANCES

SCHOOL BUDGET AND ANNUAL ACCOUNTS FOR 2011

Cash Position as at 31 December 2010

Bank Balance	\$1,818,615
Made up of:	
Carry Over Grants (committed)	\$631,706
Deductible Gift Funds	\$0
Trust Funds	\$0
Asset Replacement Reserves	\$859,150
Suspense Accounts	\$2,511
Uncommitted Funds	\$325,248
Total Bank Balance	\$1,818,615



Other financial information			
Voluntary contributions collection rate	35.6 per cent	Total creditors as at 31 December	\$11,084
Total bad debts written off for the year	\$32,120	Total Debtors as at 31 December 2010	\$81,321
Total assets/resources written off for the year	N/A	Total value of new leases for the year	N/A



Clarkson
COMMUNITY HIGH SCHOOL

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