



ANNUAL REPORT
2008
IN BRIEF



OUR PRINCIPAL SAYS...

Our school is about hard work, serious fun and good old-fashioned common sense. Parents want to see high-quality opportunities open for their kids and the school to provide fundamental life skills, such as literacy and numeracy.

Working alongside parents, we know that a fundamental goal is to provide a vocational outcome—a successful job pathway—for all our students.

They gain the skills and support they need to find a career in the trades or professions.

The State government has agreed to fund a \$21.6 million TAFEWA annexe on our campus. This will provide an outstanding resource to equip kids with the skills to succeed in the slowing WA economy and their lives beyond school.

Clarkson Community High School and its partners in trades training facility The Shed won the 2007 Prime Minister's Award for Excellence in Community Business Partnership for their work on the project. We partnered with the Satterley Property Group in establishing the facility, with training delivered jointly by Swan TAFE and West Coast TAFE. We were also supported by the Building and Construction Industry Training Fund, Alcock Brown-Neaves Training Group, City of Wanneroo and the Brighton Estate Residents' Association. The school and business partnership was rewarding for students and staff and we were pleased their hard work was recognised

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

2008 In Brief summarises the story we tell at somewhat greater length in our full school report, which is available at http://www.clarkson.wa.edu.au/documents/public/cchs_annual_report08.pdf.

I commend both reports to our parents, caregivers and other members of the school and Clarkson community.

John S. Young.



OUR SCHOOL

Our school was established in 1996 to provide a high-quality education to young people in the north-western suburbs of Perth.

Since the completion of the building program in 1999, our students have been able to study at one of the most modern, technologically-advanced schools in Western Australia. They 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 Clarkson 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.

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.

There are some 985 students at our school.





OUR SCHOOL COMMUNITY

Clarkson Community High School serves the suburbs of Brighton, Butler, Clarkson, Merriwa, Mindarie, Ridgewood and Quinns.

This area is relatively young, with new housing developments in all of these suburbs.

A number of low-fee-paying private schools compete with us for students.

About one-third of our parents and caregivers receive the State government's secondary assistance allowance.

In 2008, 90 per cent of school charges and contributions were paid.





OUR SCHOOL'S 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 strive to encourage students' self esteem and enhance in them the development of a positive attitude to lifelong learning.

Community Involvement: we strive 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 context;
- 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.





OUR SCHOOL'S 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.





OUR 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 Training; and
- be listened to at the appropriate place and time.





OUR SCHOOL'S 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 program.

Other programs that enhance students' opportunities include:

- Specialist Music
- Soccer Program
- State Emergency Service Cadets Corps
- English as a Second Language (ESL) Support
- Vocational Education and Training (VET)
- Aboriginal School Based Traineeships
- Indigenous Tutorial Assistance Scheme (ITAS)
- Challenge
- Skills Passport (in collaboration with West Coast TAFE)
- Profile-funded TAFEWA courses
- Virtual Infant (VIP)
- You Can Do It
- The Real Game

- Commonwealth Literacy and Numeracy (CLNP)
- Getting It Right – Literacy
- Road Awareness
- School Accountability to Improve Learning (SAIL)

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Year 8 Soccer Program Team



THE SHED: Nigel Satterley, Education Minister Mark McGowan, West Coast TAFE Joondalup Campus managing director Sue Slavin, Dale Alcock, Clarkson principal John Young, Swan TAFE managing director Wayne Vollmer and Clarkson students Jake Fowles (left), Jeremy Lokovanic and Stefan Messham.

OUR STUDENTS

Attendance

Year	CCHS Non-Indigenous students	State	CCHS Indigenous students	State	CCHS All students	State
2006	87.0%	89.6%	76.6%	68.6%	86.4%	88.0%
2007	87.7%	89.9%	74.3%	69.4%	87.1%	88.4%
2008	86.3%	89.1%	64.5%	67.4%	85.5%	87.6%

Year	Y8	Y9	Y10	Y11	Y12
2006	91%	87%	84%	83%	89%
2007	91%	87%	84%	86%	89%
2008	90%	87%	83%	83%	82%
State 2008	90%	88%	86%	86%	88%



Participation

Second semester enrolments, 2008

	Year 8	Year 9	Year 10	Year 11	Year 12	All
Female	107	108	104	71	38	428
Male	115	130	117	84	34	480
Indigenous	10	15	23	24	13	85
Education support	1	2	3	5	4	15
Totals	233	335	247	184	89	1008

Second semester enrolments, 2002-2007

	2002	2003	2004	2005	2006	2007
Years 8-10	731	672	680	677	667	681
Years 11-12	329	204	179	206	223	227
Totals	1 060	876	859	883	890	908

Staff attending SSASS education seminar: Back row, from left to right - Melanie Hindley, Madonna Valentine; front row - Stan Koios, Susanne Vaughan, David Martin

Retention

Percentages of students retained from one Year level to another, second semester, 2005-2007

Year levels	2006	2007	2008
8-10	104	100	115
8-12	39	39	40
10-11	63	71	38
10-12	35	34	61
11-12	68	54	54





Year 9 achievement

DRAMA STUDENTS: Front, from left, Teegan Vitali and Natasha Zarbcousin. Rear, from left, Nathan Heaton, Rachel Howe, Jordan Tosley and Domine Potter

National Assessment Program – Literacy and Numeracy Testing (NAPLAN)

As with Monitoring Standards in Education (MSE) tests, NAPLAN tests assess student knowledge and skill in numeracy, reading, writing, spelling, punctuation and grammar. The results of the tests provide information for students, parents, teachers and principals about student achievement which can be used to inform teaching and learning programs

NAPLAN tests provide point-in-time information regarding student progress across Australia in literacy and numeracy and are intended to compliment teacher judgement and the wide range of formal and informal testing programs that are already used in schools. As with all single assessments, NAPLAN test results are not intended to be used in isolation from other school-based assessment programs



	Performance			
	2005	2006	2007	2008
Numeracy	2	2	2	3
Punctuation & Grammar				2
Reading	2	2	2	2
Spelling				2
Writing	2	2	3	2

1 = Above expected 2 = Expected 3 = Below expected

	Students			
	2005	2006	2007	2008
Numeracy	216	207	234	185
Punctuation & Grammar				185
Reading	216	210	226	186
Spelling				185
Writing	202	205	231	183



Year 12 achievement

It is important to note that only 7 per cent of our Year 12 students studied Tertiary Entrance Examinations (TEE) subjects in 2008.

Most Clarkson students are not university bound, but are seeking enrolment at TAFEWA, placements in apprenticeship or traineeship programs or employment.

Percentages of Year 12 students choosing various post-school destinations, 2007-2008

Destination	Intended destination 2007	Actual destination 2008
University	18.3	18.2
TAFEWA	29.6	23.6
Apprenticeship	14.1	3.6
Traineeship	2.8	0.0
Other training	5.6	0.0
Work	23.9	47.3
Employment assistance	0.0	0.0
Other	5.6	7.3

Consequently our programs reflect students' needs and we have four excellent Vocational Education and Training (VET) programs: Building and Construction, Business, Hospitality and Child Care.

We also offer a wide range of Wholly School Assessed subjects that are not linked to specific programs but allow students to enter TAFE WA courses.

Tertiary Entrance (TEE) and Wholly School Assessed (WSA) Subjects, 2008

	2005	2006	2007	2008
Eligible Year 12 students	68	72	68	73
Studying four or more TEE subjects	10	5	15	13
Percentage achieving one or more scaled TEE scores of 75+	20	0	0	15.38
Median Tertiary Entrance Score	274	282	235	200
Studying three or more WSA subjects	57	66	46	32
Percentage achieving Secondary Graduation	93	97	97	91.78



OUR SCHOOL ADDS VALUE

We are confident that our school adds value in many different ways to each student's individual learning journey. This belief is derived from learning area data and student and parent surveys that are conducted throughout the year.

In 2008, a significant number of notable achievements occurred in academic fields of knowledge and community activity including:

Kira McPherson:

- Long Tan Defence Award
- Dux Award
- Excellence Award in TEE for achieving 10 A grades
- Distinction Award in TEE English
- Excellence Award (Fogarty Foundation UWA)

Rachael Howe - Vocational Excellence Award

Toni Cunningham - West Scheme Vocational & Training Award

2008 Subject Award Recipients:

English - Kira McPherson

History - Kira McPherson

Work Studies - Ethan Hawkins

Geography - Jessie Marshall

Outdoor Education - Tannika Biggs

Physical Education Studies - John Byrne

Sport Specific Skills & Training (Soccer) - Ashlee Bager

Certificate II in Information Technology - Rachael Howe

Applied Information Technology - Pijitra Sangkorn

Materials Design & Technology - Tyler Langford

Food Production - Jessie Marshall

Biology - Jesse Marshall

Discrete Mathematics - John Byrne

Modelling With Mathematics - Laura Langmaid

Senior Science - Zoe Hammond

Computer Fundamentals - Toni Cunningham

Career & Enterprise - Toni Cunningham

Certificate II in Business Services - Toni Cunningham

Certificate II in Community Services (Childcare) - Sandy Hunton

SWL Business - Elicia Radford

SWL Community Services (Childcare) - Sandy Hunton

Media Production & Analysis - Tom Cottrell

Drama Studies - Kira McPherson

Drama - Rachael Howe

TEE Music - John Byrne

Music In Society - Tammie Cole

Art & Design - Tannika Biggs

Dance Studies - Sarah Stone

2008 Special Awards:

Principal's Award - Rachael Howe

Caltex Best All Rounder - Ashlee Bager

Parents and Citizens' Care About People Award - Nichola Phillips

Citizenship Award (Male) - James Desilva

Citizenship Award (Female) - Paije Flynn

Westscheme VET Award - Toni Cunningham

ECU Business Award - Sandy Hunton

Art Acquisition Award - Ashley Baxter



OUR SCHOOL STAFF

Percentages of possible attendance hours, 2005-2008

	2005	2006	2007	2008
Teaching staff	97	95	97	99
Support staff	96	95	97	95
All staff	97	95	96	97

Teaching staff retained from 2007 to 2008

Total teaching staff in 2008	86
Teaching staff retained from 2007	62
Retention rate (percentage)	72.1

Teachers' qualifications

All our teaching staff meet the professional requirements to teach in Western Australian schools and are registered with the Western Australian College of Teaching.

Teachers' professional learning, 2008

Learning area	Allocation (\$)	Spent (\$)	Balance (\$)
Non-teaching	840	749	91.
Student Services	120	-	120
Applied Technologies (6.6 staff)	840	492	348
Humanities (7.6 staff)	1 080	580	500
Arts (6.8 staff)	840	150	690
Health and Physical Education (2.8 staff)	600	-	600
Applied Science (7.6 staff)	960	960	0
VET (5.8 staff)	960	240	720
Library (1.7 staff)	240	242	2
Education Support (3.6 staff)	480	821	341
Blue Community (6 staff)	840	535	305
Grey Community (7 staff)	840	507	333
Jade Community (6 staff)	720	627	93
White Community (6 staff)	720	473	247
MACS Committee	1 650	391	1 259
Whole School	10 600	10,042	558
Total salary pool	22 330	16 809.	5 521



OUR SCHOOL'S FINANCES

Income (selected items) 2007	(\$)
Contributions and Charges	124 204
State Government Subsidy	96 900
Secondary Assistance	36 249
Approved Charges	10 865
School Grant	215 244
Utilities Grant	96 443
Behaviour Management Grant	73 181
Vet in Schools Grant	21 604
Other Grants	68 843
Investment Interest	83 317
Facilities Hire	7 080
Total	833 930

Expenditure (selected items) 2007	(\$)
School Operations	326 758
Salary Pool Contributions	119 000
Maintenance (Buildings & Grounds)	12 021
Minor Works	122 104
Professional Development	6 724
Public Utilities	120 941
Information Technology	111 583
Library	26 133
Learning Area Expenditure	185 051
Other Specific Expenditure	86 877
Student Services	51 243
Total	1 168 435



OUR PARENTS SAY...

In a survey conducted by Clarkson Community High School in conjunction with Research Australia Development and Innovation Institute, parents indicated a high level of satisfaction with the standard of education delivered by the school.

In summary:

- 72 percent believed skills and understandings taught would help facilitate life-long learning and that the school had a strong ethos of care;
- 70 percent considered that the rules and consequences relating to discipline were well understood by students and staff and that the school encouraged a sense of pride in achievement and a sense of self worth;
- 65 percent agreed that they received helpful information about their children's progress and achievement levels; and
- 68 percent thought that the school had clear goals and a positive identity.



Cameron James (with drill) and Sam Bray fix the dedication sign to the wall they have built at The Shed



OUR SCHOOL'S DIRECTIONS...

Our staff continues to work closely with West Coast TAFE on issues such as certification, profile courses, engaging the disengaged and broadening the range of TAFEWA options for students.

Our connection with West Perth Rotary in a wide range of co-sponsored activities provides significant opportunities for our students.

School grounds and classrooms continue to be the focus for improvement initiatives.

Compliance with new DET policies on school uniforms has been very pleasing.

2009 DIRECTIONS...

The school will continue 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 Plan for Public Schools 2008 – 2011 has the following 6 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.

Our school Strategic Plan is available at:

http://www.clarkson.wa.edu.au/documents/public/CLARKSON_CHS_Strategic%20Plan_2008.pdf



HARD FISTED: *Darren Hartnett, Teegan Vitali and Sharudin Jumani*