



Annual Report 2022

Clarkson Primary School

D22/0152430
6 April 2023

Annual Report

Clarkson Primary School

School Overview

Our high-quality teachers concentrate on the development of a strong growth mindset and foster a strong 'can do attitude'. Our belief is that all students can learn and achieve at the highest level regardless of their background.

Clarkson Primary School is an Independent Public School catering for students from Kindergarten to Year 6 in the suburb of Clarkson and surrounding areas.

Our school provides evidence based learning programs, promotes community participation and develops a supportive and nurturing school environment for students, parents and staff.

Clarkson Primary School celebrates a rich cultural diversity with a high proportion of our students from language backgrounds other than English. Approximately 18% of our students are Indigenous and many students are from countries such as the UK, New Zealand and Asia.

Our school is supported by a Chaplain, Aboriginal and Islander Education Officer and School Psychologist. A fully established Early Start Program for three-year-olds and their parents helps ensure they are ready for the start of school and is now available for those enrolling in Kindergarten from around the start of Term 3. Support a Reader, Positive Behaviours, Fitness Club, and lunch time programs all combine to create a safe and friendly environment that is designed to engage all students in their learning.

Our specialist areas are Science, Information and Communication Technology, Physical Education and Music and Art, with each area being catered for by high quality educators who specialise in their fields. All the above provide a high care, high performance and supportive environment that enables every student to flourish.

Each classroom is fitted with state-of-the-art interactive panels, and all have access to desktop computers, laptops and iPad. The school has full Wi-Fi access. The school grounds are covered in native trees with four separate garden areas where students plant, nurture, harvest and eventually eat the produce in carefully structured and prepared classes. We have developed our own nature scape playground - The Waugal Trail - focussing on Noongar language, culture, and knowledge through play.

Staff at Clarkson Primary School are committed to the development of the whole child and place students at the centre of all planning. Our school is supported by a school board, representative of the school and the wider community. The board plays a major governance role in the school embracing and supporting the student-centred approach on which the school bases its operations. Clarkson Primary School is also supported by an active Parents and Citizens Association and continues to develop initiatives that encourage the parent community to contribute to engage with the school.

The ongoing growth of Clarkson Primary School will be closely linked to a supportive and interactive partnership with our community. We believe it takes the support and cooperation of the entire school community to raise a child and are proud to say that Clarkson Primary School is a fine example of this.



Student Numbers and Characteristics

Student Number	(FTE)
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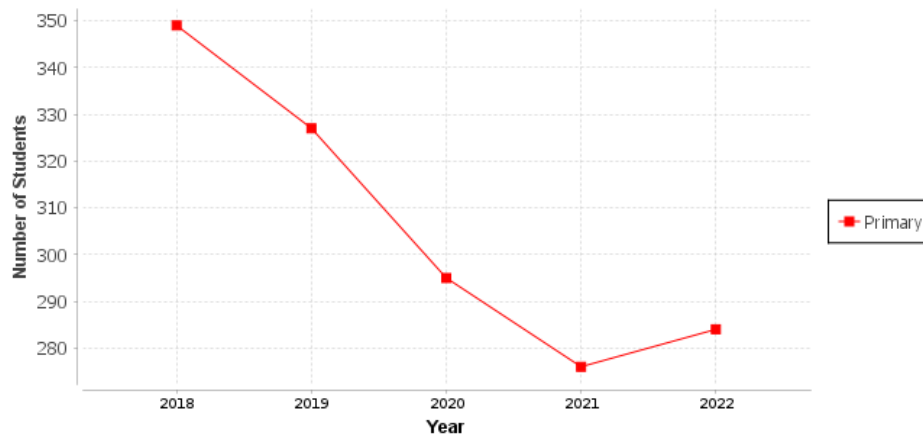
Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(19)	38	33	39	42	38	41	53	303
Part Time	37								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	15	22	121		158
Female	22	16	125		163
Total	37	38	246		321

	Kin	PPR	Pri	Sec	Total
Aboriginal	7	6	34		47
Non-Aboriginal	30	32	212		274
Total	37	38	246		321

Semester 2 Student Numbers



Semester 2	2018	2019	2020	2021	2022
Primary (Excluding Kin)	349	327	295	276	284

Our enrolments have continued to decline as the suburb demographics are changing. Many young families are moving to the newer suburbs to the north, where families can build affordable, brand-new homes.

There was an increase in enrolments once the Western Australian Government border restrictions were lifted. The following has been documented:

- School commenced 31 Jan 2022
- 31 enrolments from 1 Feb - 1 Jul 22 (20 up to 31 Mar)
- 48 enrolments from 1 Feb – 14 Dec 22
- 22 students leave during Semester 1
- 28 students leave during the year.

Of note, a local Catholic Primary school, and a WA Public Primary School in a nearby suburb, take a number of students from within the Clarkson PS local intake area.

A focus upon increasing positive relations with the community and subsequently, increase enrolments has occurred with School Leadership reaching out to local childcare centres, attending the playgroup run at the local church and hosting a stall at Ocean Keys Shopping centre, promoting the programs available at Clarkson PS.

Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	1
Associate / Deputy / Vice Principals	2	1.6	0
Total Administration Staff	3	2.6	1
Teaching Staff			
Level 3 Teachers	1	0.4	0
Other Teaching Staff	19	15.2	0
Total Teaching Staff	20	15.6	0
Allied Professionals			
Clerical / Administrative	4	2.2	0
Gardening / Maintenance	2	0.8	0
Instructional	1	0.8	1
Other Allied Professionals	9	6.5	0
Total Allied Professionals	16	10.3	1
Total	39	28.5	2

2022 saw significant changes to School Leadership.

- The substantive Level 4 Associate Principal was seconded to another local Primary School for Semester One.
- The substantive Level 3 Associate Principal was seconded to a school in the Kimberley Education Region from the end of Term One for the remainder of 2022.
- A Level 3 Classroom Teacher from staff was placed into the Level 3 Associate Principal role for 2022, leaving a position available to employ a Graduate Teacher within the Early Childhood Area.
- The Principal, who had led the school for 9 years, was seconded to another Primary School from Semester Two, and subsequently became substantive after a Principal Selection process in Term Three.
- Principal Selection process for Clarkson PS was completed by NMERO, and a new substantive Principal was appointed at the end of Term Four.

COVID-19 had an impact of staffing as staff became unwell and relief staff were difficult to appoint.

A thorough Workforce Plan was developed by MCS with Gap Analysis and strategies, including identification of appropriate staff, allocation of funding for Professional Learning and succession planning for Specialist subject area expertise.

Student Attendance

Attendance Overall

Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	91.9%	91.7%	93.2%	79.4%	82.5%	77.6%	90.1%	90.8%	91.9%
2021	89.2%	90.9%	92.4%	76.2%	79.1%	76.8%	87.2%	89.3%	91.0%
2022	84.3%	85.5%	88.3%	63.9%	68.8%	69.5%	81.5%	83.0%	86.6%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	69.2%	19.5%	6.8%	4.5%
2021	56.5%	28.2%	9.3%	6.0%
2022	31.8%	38.8%	18.1%	11.4%
Like Schools 2022	39.3%	32.8%	19.1%	8.8%
WA Public Schools 2022	51.0%	32.0%	13.0%	5.0%

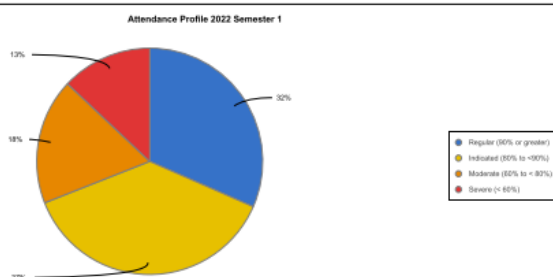


In 2022, attendance (81.5%) was lower than Like Schools (83.5%) and lower again from WA Public Schools (86.6%). Every WA School was affected by COVID-19 in 2022; this accounts for the significant decrease in attendance from 2021 and 2022. Clarkson PS also had a significant number of students with Severe Attendance (12.7%). With a focus upon attendance processes and engagement strategies, this reduced to 6.54% in Semester Two, 2022. School Leadership worked with these families, including a high proportion of Aboriginal students, to increase and support attendance and engagement.

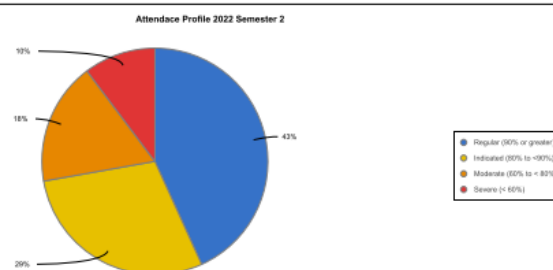
In relation to managing students' attendance, Clarkson PS shared information with families via the newsletter and class Seesaw.

A targeted approach for monitoring Attendance will be the focus for 2023, with the development of CPS Attendance Policy and Guidelines, reflective of DOE Policy and procedures.

Attendance data - 2022 Semester 1

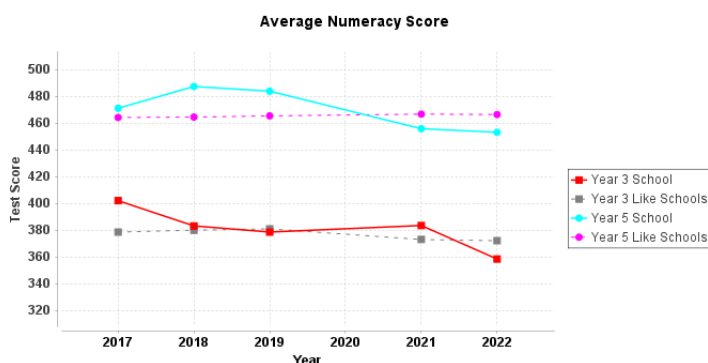


Attendance data - 2022 Semester 2



Student Achievement and Progress

NAPLAN (Data) (source: Schools Online, SAIS)

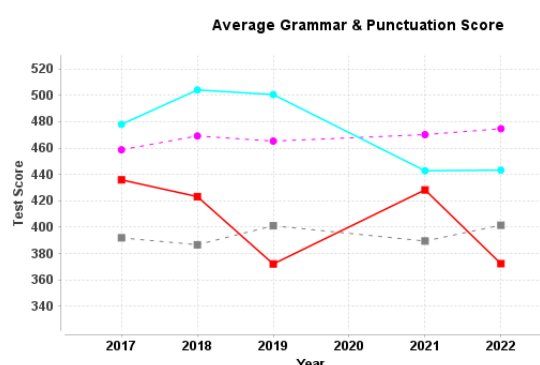
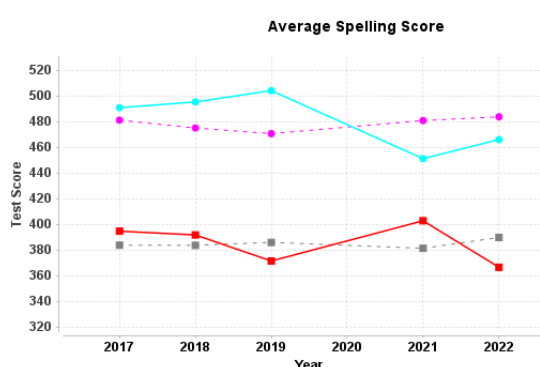
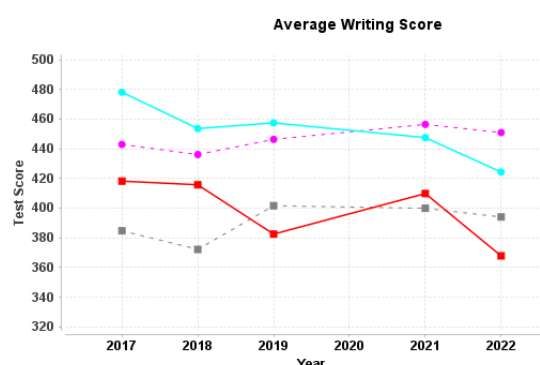
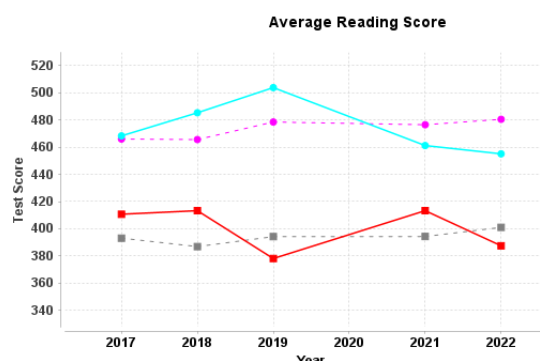


Tested 2022	Yr 3 Clarkson PS	Yr 3 Like schools	Yr 5 Clarkson PS	Yr 5 Like schools
Numeracy	358	372	453	467
Reading	388	401	455	481
Writing	387	394	424	451
Spelling	367	390	466	484
Grammar & Punctuation	372	402	443	475

When interpreting NAPLAN Data, Clarkson Primary School uses data of 'Like Schools' to make judgements about performance.

Like schools are grouped according to a school's Index of Socio-educational Advantage (ICSEA). Data for this index is drawn from many sources, principally census information. Clarkson PS's ICSEA in 2022 was 954 (8), the bracket representing the decile. Based on this, our Like Schools are:

Banksia Grove Primary School, Belmay Primary School, Boddington District High School, Cervantes Primary School, Cunderdin District High School, Dongara District High School, Donnybrook District High School, East Maddington Primary School, Embleton Primary School, Kingsley Primary School, Leeman Primary School, Manjimup Primary School, Millars Well Primary School, Mundijong Primary School, North Tom Price Primary School, Northam Primary School, Pinjarra Primary School, South Lake Primary School, Tambrey Primary School, Tom Price Primary School, Toodyay District high School, Wagin District High School, Wongan Hills District High School and York District High School.



The 2022 NAPLAN results for Clarkson PS show students achieved at a lower rate in all assessments than like schools, often by a significant margin. The 2021- 2023 Business Plan target of 'All aspects of NAPLAN performance will be equal to or above Like Schools' has not been achieved.

There is no Comparative Performance data available for 2022.

Reasons for this downward trend, in addition to the ongoing demands faced by all schools due to COVID and attendance, may include a disrupted year in both the Year 3 and Year 5 cohorts due to changes in staff.

There was also significant student transiency (20%) in both cohorts assessed, with several new students coming to the school with challenging behaviours and low academic levels.

Students Achieving the National Minimum Standard

Year 3	Clarkson PS			Like Schools		
	Above	At	Below	Above	At	Below
Numeracy	67%	20%	13%	75%	18%	7%
Reading	70%	22%	8%	75%	18%	7%
Writing	78%	15%	7%	84%	11%	5%

Year 5	Clarkson PS			Like Schools		
	Above	At	Below	Above	At	Below
Numeracy	63%	30%	7%	74%	20%	6%
Reading	79%	13%	16%	80%	12%	8%
Writing	64%	17%	19%	69%	18%	13%

The above tables further illustrate the comparison of Clarkson PS students to 'Like Schools' with higher percentages of students At or Below the National Minimum Standard across the board.

Where to from here?

Numeracy

1. Introduce and support 'Prime Maths' as the whole of school maths program. This is expected to address the need to deliver a differentiated, structured maths program which integrates problem solving and concrete manipulatives in the delivery of the program.
2. Utilisation of data software, *Elastik*, to enable teachers to delve deeper into the data the school to clearly identify gaps and teach to those gaps.
3. Continue whole school focus on the vocabulary of maths across the school and the use of Paul Swan activities.



Literacy

1. Consolidation of the use of Sounds Write as a means of explicit instructional practice in the area of phonics. This will be delivered with fidelity across the school and supported through collaborative practice and classroom observation.
2. Utilisation of data software, *Elastik*, to enable teachers to analyse data regularly and support gaps in student learning. This will be done in individual classes, within cohorts and across the school.
3. Support the consistent use of high impact lesson delivery through the ongoing implementation of the Clarkson PS Lesson Plan that includes an introduction/daily review, "I do, we do, you do" Gradual Release Model, opportunities for practice and application of skills and a plenary.
4. Monitoring of whole school writing data, with particular focus upon online writing assessment vs written writing assessment in order to identify and close gaps between Year 3 and Year 5, and between Clarkson PS students and 'Like Schools' students.

Post School Destination

Destination Schools - 2022 Cohort

Destination School	Male	Female	Total
Clarkson Community High School	17	10	27
Kinross College	4	2	6
Butler College	9	2	11
Balcatta Senior High School	1	1	2
Belridge Secondary College	1		1
Ocean Reef Senior High School	1		1
Woodvale Secondary College	1		1
Alkimos Baptist College	1		1
Irene McCormack Catholic College		1	1
Northshore Christian Grammar School	1		1
Peter Moyes Anglican Community School		1	1
Quinns Baptist College	1		1

90% of Year 6 students enrolled in a WA public secondary school in 2022.

Of this cohort, 50% enrolled at Clarkson Community High School, the local in-take secondary school.



Parent/student/teacher satisfaction with the school

In 2022, The National School Survey was completed for Community and Staff. The **Community Survey** was distributed to families via Seesaw, newsletter and Facebook (both School and P&C). 7 responses were received. When presented to the School Board, it was agreed that there was not enough data for informed reflection and planning.

For increased participation in the future, it is planned that the survey “window” is extended and access to iPads is provided and monitored at school gates and whole school events, such as Assembly. With this, and the implementation of Connect, it is expected that greater take up will occur in 2023.

For the **Staff Survey**, 20 responses were completed. In relation to the strengths of Clarkson PS, staff commented on the supportive nature of their professional relationships and creating positive relationships with students and families. For example:

- *“All members of staff are very supportive of each other, no matter what role they perform”*
- *“Programs are put in place to support teachers”*
- *“Having a supportive team to work with”*
- *“Positive interactions with students and parents at the gate each morning”*
- *“Supporting the whole child, helping families support their child’s education”*

With matters around areas for improvement, two major areas can be identified:

- Student Behaviour Management
- Communication

These are both acknowledged as areas of importance and staff have held many discussions around these areas since completing the survey. In 2023, the Department of Education will release a new Behaviour Management in Schools - Policy and Procedures. This will be utilised to address and refine behaviour management processes at Clarkson PS. The establishment of a Behaviour Team, to drive these changes will be implemented in Term One, 2023. To support Behaviour Management, 1.0FTE EA has been employed for support in the Senior School, Chaplaincy has increased to 0.6FTE and the employment of an AIEO at 0.8FTE, to accommodate the needs of our community. Communication as an area for improvement is also noted. Whole school Connect will be implemented in 2023. Staff reflection within the survey note that staff have felt that decisions have been made, without consultation or discussion with staff. Opportunities for whole staff reflection, review and input into decision making processes is a priority for 2023.

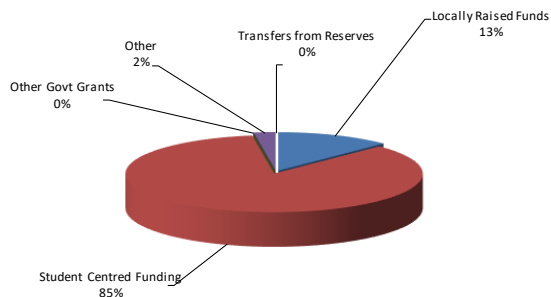


School Income by Funding Source

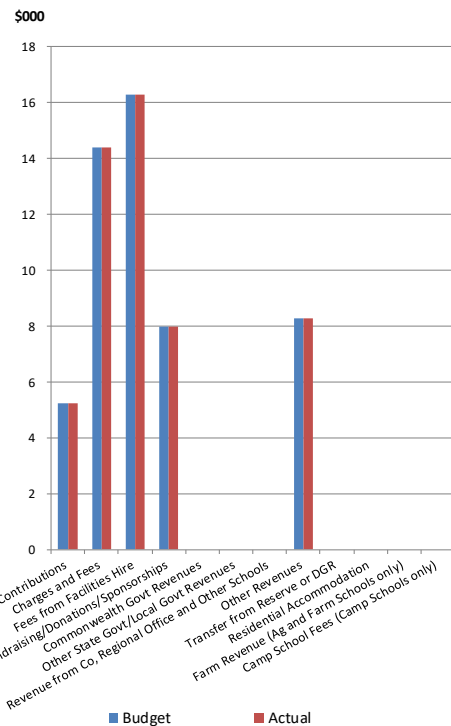
Clarkson Primary School Financial Summary as at 31-December-2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 5,238.00	\$ 5,238.00
2	Charges and Fees	\$ 14,408.00	\$ 14,408.00
3	Fees from Facilities Hire	\$ 16,286.00	\$ 16,286.36
4	Fundraising/Donations/Sponsorships	\$ 7,983.00	\$ 7,983.39
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 8,274.00	\$ 8,274.93
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 52,189.00	\$ 52,190.68
	Opening Balance	\$ 279,637.00	\$ 279,637.49
	Student Centred Funding	\$ 298,075.72	\$ 298,075.72
	Total Cash Funds Available	\$ 629,901.72	\$ 629,903.89
	Total Salary Allocation	\$ 3,463,236.00	\$ 3,463,236.00
	Total Funds Available	\$ 4,093,137.72	\$ 4,093,139.89

Actual Year to Date by funding sources

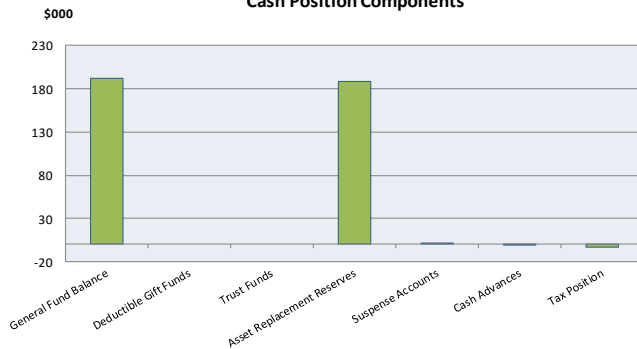


Locally Raised Revenue - Budget vs Actual

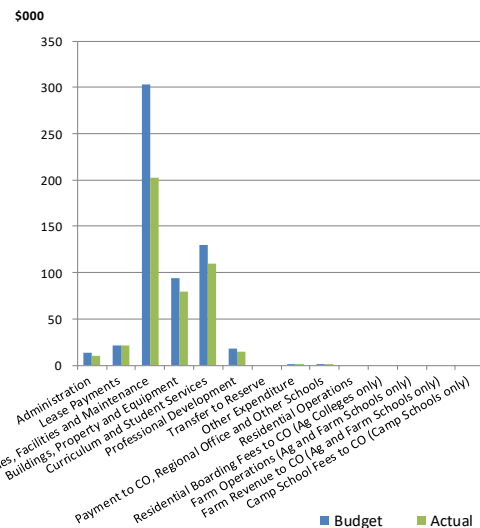


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 13,700.00	\$ 10,267.11
2	Lease Payments	\$ 21,507.00	\$ 21,215.41
3	Utilities, Facilities and Maintenance	\$ 303,298.00	\$ 202,251.44
4	Buildings, Property and Equipment	\$ 94,200.00	\$ 79,611.50
5	Curriculum and Student Services	\$ 129,494.00	\$ 109,791.66
6	Professional Development	\$ 17,665.00	\$ 15,062.52
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 107.00	\$ 111.72
9	Payment to CO, Regional Office and Other Schools	\$ 1,000.00	\$ 25.70
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 580,971.00	\$ 438,337.06
	Total Forecast Salary Expenditure	\$ 3,273,199.00	\$ 2,998,588.00
	Total Expenditure	\$ 3,854,170.00	\$ 3,436,925.06
	Cash Budget Variance	\$ 48,930.72	

Cash Position Components



Goods and Services Expenditure - Budget vs Actual



Cash Position Components

Bank Balance	\$ 377,431.98
Made up of:	
1 General Fund Balance	\$ 191,566.83
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 188,624.15
5 Suspense Accounts	\$ 20.00
6 Cash Advances	\$ (100.00)
7 Tax Position	\$ (2,679.00)
Total Bank Balance	\$ 377,431.98

