

- HELENA COLLEGE -



# 2020 Annual Community Report



*Bringing out the best together*

## LEADERS' MESSAGE

2020 was a remarkable year. We acknowledge the work of Justin Pitt for serving as Acting Principal for the first two terms of the school year. It was through his leadership, working with the Executive Team, that the College was able to successfully navigate through the challenges of COVID-19 while continuing to provide a safe learning environment for our students and teachers. Of course leadership is important, but it is the efforts of many people who contribute to the success of a school - and the spirit of community among teachers, parents and support staff is very strong at Helena College.

Although COVID-19 presented many challenges for schools during 2020, Helena College continued to deliver high-quality learning programmes across all year levels from K-12. The resilience of our students was exemplified by our graduating class of Year 12 students, of whom 98% were successful in receiving their Western Australian Certificate of Education.

While restrictions to our programmes required changes to our calendar of events, including some events being cancelled, it is pleasing the College's extensive camp programme could be adapted and rescheduled, so all camps could take place throughout the year. These camps make a valuable contribution to 'whole child' development for students and are unique to Helena College from Pre-primary to Year 12.

After several years of hard work and dedication, in 2020 the Junior School reached the goal of being officially authorised to offer the

International Baccalaureate (IB) Primary Years Programme (PYP). It was a rigorous process of continual growth, progress, reflection and achievement - but much was gained in our desire to offer quality inquiry-led learning to the students. Congratulations to the staff, students and parents for a truly collective effort.

Our College's concept-based approach to teaching and learning is specifically designed for preparing our students for success here at school, and for their lives beyond school. Our students are not only acquiring new knowledge and skills, as outlined by the WA Curriculum, but are developing enduring understandings of real-world concepts, they can apply to things they see and experience around them. Key to our approach is also an emphasis on teaching twenty-first century skills. These are the skills employers and others describe as vital for the future workforce and include creativity, collaboration, communication, problem-solving and critical thinking.

In the second half of the year, College Council and Executive worked closely together to develop a Strategic Plan, to direct us for the next three years. As part of the planning process, parents, students and teachers were invited to complete surveys about aspects of the College.

We are confident, with this plan, we will fulfil our Vision for Helena College being a school where all students are inspired to be the best they can be, to enjoy success and to flourish as individuals. The Council would like to thank Peter Coombs for the leadership he has brought to the College, and we would all like to thank our community for their continued

support throughout 2020 and welcome your involvement as we move forward into this next exciting phase for our school.

**Peter Coombs**, Principal  
**Greg Miller**, Head of Junior School  
**Ty Theodore**, Chair of Council

## ABOUT HELENA COLLEGE

### Vision

To be a school where students are inspired to be the best they can be; where they are encouraged to develop confidence, ability and passion to achieve their goals; and to have the skills and commitment to leave a positive footprint on the world.

### Mission

To educate and inspire students to be the best they can be by providing a balanced focus on whole child development.

To be a school where students, teachers and parents actively engage as partners in the educational process.

To be a school with high expectations of learning and achievement by offering creative, engaging and challenging educational experiences in a nurturing environment.







### Values

- Integrity and responsibility
- Inclusivity and participation
- Caring and compassion
- Respect for self, others and our surroundings

# STRATEGIC PLAN 2021 - 2023

Developed in 2020, our Strategic Plan outlines six focus areas fundamental to Helena College's commitment to educating, inspiring and preparing our students for College life and their lives beyond school.

## *Bringing out the best together*

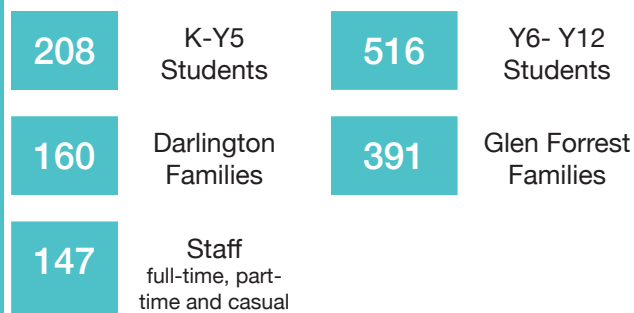
	<p><b>One School</b></p> <ul style="list-style-type: none"> <li>• Develop and implement a process to ensure an articulated K-12 curriculum.</li> <li>• Review the organisational structure across the College to ensure educational excellence is prioritised.</li> <li>• Review policies and procedures across the College in order to establish consistency and maximise operational efficiencies</li> <li>• Review the process of welcoming students into our College</li> </ul>		<p><b>Student Experience</b></p> <ul style="list-style-type: none"> <li>• Ensure Child Protection policies, process and procedures continue to reflect best-practice</li> <li>• Develop and implement a One School (K-12) student support, enrichment and wellbeing programme</li> <li>• Seek to provide greater opportunities for students from across the College to voice their views</li> <li>• Review and assess the offerings of extra-curricular clubs and activities across the College</li> <li>• Develop and implement an effective careers guidance programme</li> </ul>		<p><b>Community Connections</b></p> <ul style="list-style-type: none"> <li>• Assess and seek to improve the communication and the listening processes</li> <li>• Foster positive relationships with the local community and external organisations</li> <li>• Seek to create opportunities for families, alumni and the community members to increase their involvement across the College</li> </ul>
	<p><b>Educational Excellence</b></p> <ul style="list-style-type: none"> <li>• Develop and implement a process for a regular and ongoing review of the K-12 curriculum</li> <li>• Develop and implement a process for the integration of STE(A)M innovation and best practice across the K-12 curriculum</li> <li>• Review our Language Acquisition programme to ensure we are meeting the needs of our students</li> <li>• Review our course offerings in line with emerging trends and educational innovations to provide a variety of pathways for students</li> </ul>		<p><b>Staff Experience</b></p> <ul style="list-style-type: none"> <li>• Develop and implement an ongoing programme for staff wellbeing across the College</li> <li>• Develop and implement a process to ensure timely and relevant professional learning</li> <li>• Encourage opportunities for One School staff engagement and collaboration</li> <li>• Develop a model to recognise staff excellence and achievements</li> <li>• Encourage staff involvement in school-wide decision-making processes</li> </ul>		<p><b>College Sustainability</b></p> <ul style="list-style-type: none"> <li>• Ensure the College is financially compliant and sustainable</li> <li>• Ensure continued strong governance accountability and focus</li> <li>• Develop a whole of school Strategic Infrastructure and Asset Management Plan</li> <li>• Review and promote the Helena College unique points of difference</li> <li>• Enhance and embed a risk management framework</li> <li>• Embed environmental and social responsibility across the College</li> </ul>

## OUR COMMUNITY

Helena College is a values-based school, non-religious, catering for Kindergarten to Year 5 at our Darlington Campus and Years 6-12 at our Glen Forrest Campus.

The College Council has an ethical and financial obligation to act in the best interest of the College and its students. The Council is comprised of members of our community who volunteer to commit their time and expertise to support the College.

Figures based on August 2020 Census



## OUR STUDENTS

Our students continue to excel in academic, sporting and extra-curricular pursuits. Our main intake years are Kindy, Pre-primary, Year 1, Year 4, Year 5, Year 6.

The College has a comprehensive non-attendance management system for daily absentees. Following a student being recorded as absent from a class without an explanation, the College will then contact the parent (or guardian) via telephone and email. Students are required to provide written confirmation of their absence or lateness to school (parent/guardian). This is then registered in the SEQTA.

Executive members would be involved if a student is away for a medium to long period.

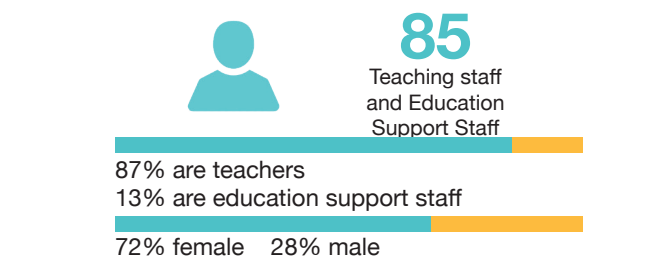
Table shows year level and attendance percentage

Level	Attendance
Kindy	92.86
Pre-primary	90.79
Year 1	93.50
Year 2	91.99
Year 3	94.29
Year 4	94.39
Year 5	93.59
Year 6	94.60
Year 7	91.65
Year 8	93.34
Year 9	91.08
Year 10	93.50
Year 11	94.13
Year 12	93.70

## OUR STAFF

Quality education outcomes are a result of excellence in teaching and learning. Our staffing is a core priority for the College. Professional growth for staff in teaching, education support, administration and facilities has been developed as a result of a collaborative process that enables the needs and College requirements, to be met in a collegial manner.

All teaching staff are registered with the Teachers' Registration Board. All staff hold current Working With Children Checks.



	<b>34%</b> of staff hold <b>1 qualification</b>		<b>41%</b> of staff hold <b>2 qualifications</b>
	<b>20%</b> of staff hold <b>3 qualifications</b>		<b>4%</b> of staff hold <b>4 qualifications</b>
	<b>1%</b> of staff hold <b>6 qualifications</b>		

### Professional Development

Covid limited the ability for more staff to attend professional development opportunities.



## LITERACY AND NUMERACY BENCHMARKS

NAPLAN was cancelled for 2020 due to COVID restrictions.

### OLNA

An online literacy and numeracy assessment (OLNA). It is designed to enable students to successfully meet the Western Australian Certificate of Education (WACE) requirement of demonstrating the minimum standard of literacy and numeracy.

At the conclusion of 2020 the following percentage of students had demonstrated the standard at each year level.

(Please note in 2020, year 9s had access to OLNA testing as NAPLAN did not run)

	Year 9	Year 10	Year 11	Year 12
Numeracy	79%	96%	97%	100%
Reading	88%	100%	100%	100%
Writing	88%	100%	100%	100%

## YEAR 12 RESULTS

- HELENA COLLEGE -

98%

YEAR 12 STUDENTS ACHIEVED THEIR WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)



90+ TOP ATAR

ACHIEVED BY SIX HELENA STUDENTS

89+

ATAR ACHIEVED BY EIGHT HELENA STUDENTS



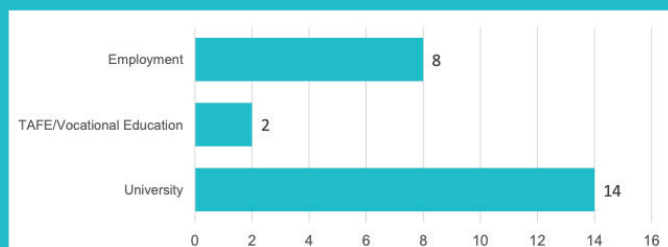
77.35 MEDIAN ATAR

## POST SECONDARY DESTINATIONS

A total of 66 students from the 2020 graduating class were invited to participate in the 2021 alumni survey. Of those invited, 24 participants (9 male; 14 female) (37%) responded. This is consistent with the participation rate of the same cohort when they were last surveyed as exiting students at the end of 2020 (21 responses).

Overwhelmingly the majority of respondents were from the ATAR pathway at Helena College, with only two alumni indicating that they had been enrolled in the general pathway in 2020.

University was the most common post-year 12 destination with only two respondents indicating that their pathway at Helena College failed to get them where they wanted to go after year 12 (University and TAFE).



Those who are attending university went to the following institutions;

- University of Western Australia (5)
- Curtin University (4)
- Murdoch University (2)
- Edith Cowan University (1)
- Australian National University (1)
- Notre Dame University (1)

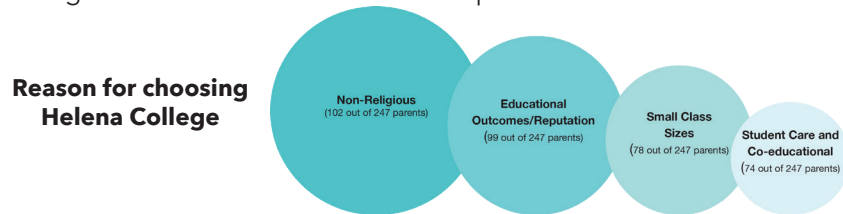
Only one respondent attending university stated they did not receive their first preference – direct entry into Medicine. This student is, however, on a pathway which will lead to qualifications as a Doctor.

Two students deferred their university commencement. Of those attending university nine applied direct to the University with five applying through TISC.

## COMMUNITY SATISFACTION

Helena College surveyed parents, staff and students to assist in better understanding our school community and to identify strengths and areas of opportunity. This information assists with our future plans and continued improvements.

The **Family Experience Survey** was open to all parents from both campus, the following are combined results. 50.5% response rate.



96% thought the College has a positive and welcoming atmosphere
93% thought people are polite to each other
92% felt the College's grounds are tidy and well maintained
88% said the camps programme at Helena supported their child's development

The **Student Experience Survey** was open to all Year 5 and Year 12 students. 31% response rate.

86% felt teachers had encouraged them to take responsibility for their learning
86% thought they were encouraged to participate in sporting programmes
86% felt the expectations for student behaviour are clear
81% agreed teachers at Helena helped them with work if they needed it

The **Employee Experience Survey** was open to all teaching and non-teaching staff with an 84% response rate.

100% felt they had opportunity to keep parents updated on student progress beyond end of term reports
97% believed Helena College provides a safe place for students
93% said the camps programme at Helena College supports the development of students
92% said their role gave them a sense of accomplishment

## COLLEGE OPERATIONS

Helena College is a non-for-profit organisation but seeks to generate an annual surplus from operating activities in order to adequately invest in the ongoing development and enhancement of the College, facilities, buildings and programmes.

