

- HELENA COLLEGE -



Annual Report 2019

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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 1

Introduction

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

CURRICULUM

With a focus on whole person development, the College offers the International Baccalaureate (IB) Middle Years Programme for Middle School students in Years 6-9. Year 10 students undertake a transition programme designed to support the change from the IB to that of the Western Australian Certificate of Education (WACE) curriculum. For Year 11-12 students there is a broad offering of ATAR and General courses as they undertake their WACE studies.

The Darlington Campus, with a focus on inquiry based learning, is a candidate school for the International Baccalaureate Primary Years Programme.

INTERNATIONAL BACCALAUREATE MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



STRATEGIC PLAN

During the 2019 school year the College leadership team worked hard to introduce, or update, and implement relevant policies and procedures. The following items were priorities in 2019 at both the Glen Forrest and Darlington Campuses.

Meeting student needs

- To provide a comprehensive Protective Behaviours Framework for students, and child protection training for staff - ensuring all in our community have an understanding of their responsibilities with respect to child safety.
- To ensure that the planning and delivery of lessons are differentiated to meet the learning needs of all students.
- To further understand the mental wellbeing needs of Helena College students and, where appropriate, adjust our services to satisfy these needs.

Quality teaching

- To improve teacher quality (as per the AISTL Standards) via the cyclic Teacher Development Programme (TDP).
- To develop teacher knowledge of concept-based curriculum planning and delivery to ensure inquiry-based learning is central to the daily practice of all teachers as evidenced by the IB consultant.
- To continue to provide a challenging and integrated camp programme.
- Review and update the College laptop programme.
- To use individual teacher annual goal setting to provide a framework of constant improvement for planning and delivery of the education programme.
- To continue to attract and retain quality teaching staff.

Quality learning

- To implement further programmes and courses that foster learning in Innovation and STEM related programmes.
- Embed practices and processes of the International Baccalaureate Primary Years Programme (IB PYP).
- To improve student academic performance through ongoing moderation and monitoring and tracking of student performance data and analysis of results i.e. NAPLAN and standardised tests leading to differentiated teaching and learning programmes.

Use of data

- To use data from NAPLAN for Years 3, 5, 7 and 9 to evaluate whole school learning growth and identify learning experiences that improve student outcomes.
- To use the Somerset Survey to monitor school performance through a comparison of key financial ratios from comparative national and state schools.
- To provide occupational therapy and speech screening (Kindergarten to Year 1) and 'on entry' assessments (Pre-primary).
- To provide teacher access to whole school standardised data and analysis.

Leadership

- To ensure robust financial management and cost mitigation processes.
- To promote the educational benefits of the College through targeted marketing campaigns to attract and retain enrolments through improving teacher feedback to parents and ensuring relevant and challenging course offerings.
- To ensure all facilities are well-maintained, functional, attractive and fit for purpose.
- To provide professional training relating to personal wellbeing for members of staff.
- To achieve a five year registration period by demonstrating full compliance with all the Department of Education Standards.
- Attend to, monitor, review and act upon the ongoing requirements of the National Quality Standards (NQS) in Early Childhood Education and Care and School Aged Care.



At the end of 2019, we were very pleased to be notified that the College was granted re-registration for a period of five years. The process of applying for re-registration involves demonstrating that the school satisfies the myriad requirements and standards set by the Department of Education. It is also a valuable opportunity for the College to examine all practices and identify area for improvement for the benefit of staff and students. Schools may be granted re-registration for a period of between one and five years. To have achieved the maximum time is a credit to everyone at the College.

The College Executive would like to take this opportunity to thank Mr Ian Lyons for 25 years of service to Helena College and his role as College Principal from 2010 to the end of Term Three 2019. Mr Justin Pitt, Deputy Principal - Operations, was appointed Acting Principal and will continue in this role until the new College Principal, Mr Peter Coombs, commences in Semester Two 2020.

College Leadership



ACTING PRINCIPAL (K-12)

Schools are dynamic places where change is a constant. Each year we introduce new cohorts of students at our entry points of Kindergarten, Pre-primary, Year 5 and Year 6 as well as farewelling a final year cohort, many of whom have travelled the full Kindergarten to Year 12 journey with us.

Whilst the student population will alter and there will inevitably be changes to the teaching and learning programme, there is one constant: our core values underpin the daily work of us all.

Integrity and Responsibility, Inclusivity and Participation, Caring and Compassion, and Respect for self, others and our surroundings - these have been College values since its inception and continue to shape who we are. Applying them to our mission - to be a school where students, teachers and parents actively engage as partners in the educational process - emphasises the importance of broad community involvement. In 2019, the College began a strategic planning cycle. Input from all stakeholders is an integral part of developing a strategic direction over the next three years. Family and staff surveys completed at the end of 2019 will help the College continue to provide the educational experience valued by our community.

It is said that employers of the future will want workers who are flexible, creative and demonstrate a willingness to embrace change. The International

Baccalaureate (IB) inquiry-based teaching and learning programmes, at both campuses, require students to question, to construct understandings and to apply knowledge. The IB promotes critical thinking, creativity and innovation along with communication and social skills.

Opportunities for students to develop their academic and social skills extend well beyond the classroom. The comprehensive camp programme, from Pre-primary to Year 12, affords students the chance to be physically and academically challenged whilst developing resiliency that will support them through school and beyond.

Participation in competitions at the primary and secondary levels once again produced outstanding results including in our ACC NEAS sporting competitions where we won a number of divisions in 2019. Other achievements included:

- Years 3-6 students won the state finals and finished seventh nationally in the Wakakirri Story Dance competition.
- Year 7 Opti-MINDS team progressed to national finals of that event.
- Year 11 Engineering students built and raced vehicles in EV Challenge.
- Year 11 girls were successful in the UWA Girls in Engineers competition.

Thank you to staff who give generously of their time and expertise to support extra-curricular programmes. Participation in competitions can be measured by direct achievement but it is hard to measure the many intrinsic benefits from engaging with others in a common pursuit.

In 2019 our students ventured overseas to gain deeper understanding of other cultures. Our tour group to France was fully immersed in the culture, living with host families, attending French schools and engaging with locals at tourist attractions. Our 2019 World Challenge group travelled to Nepal, working with locals on a community project and undertaking an arduous physical adventure.

I thank Helena families for continuing to invest in the future of their children by giving us the opportunity to challenge, stretch and motivate them. We are honoured to play our part in developing these fine young people.

Justin Pitt, Acting Principal

COLLEGE COUNCIL



Last year was one of much change and celebration at the school.

A major focus for the College Council and executive teams through the whole of 2019 was preparation for the re-registration process, in accordance with Department of Education requirements. Meeting the exacting standards to maintain registration is a significant task. Jointly the school Executive and Council are examined to ensure compliance with the Department of Education Service standards for governance and education services. Dependent on the findings, the Minister of Education can award a registration period for between a one to five-year maximum.

In December, Council was advised that the College had achieved a registration period for the maximum of five years. This is a considerable achievement for an independent school like ours. On behalf of the Council, I would like to thank everyone involved in ensuring the College was well prepared for this process and in particular to acknowledge the work of my predecessor and long-standing Council member Nathan Johnston, whom I replaced as Chair in August 2019.

In 2019 Council also undertook concrete steps towards formulating a new Strategic Plan, through surveying key stakeholder groups. These types of consultations give us a clear indication of our community's views and expectations and allow the College to:

1. Set out clear, achievable yet stretching targets to ensure the school develops and improves its education of each and every student and
2. Ensure we are ready and able to respond to the changing economic environment expediently and robustly.

Last year was also significant for Council and the College as we embarked on the journey of new and dynamic leadership in our school, recruiting Mr Peter Coombs who will join us in Semester Two 2020 as Principal of Helena College. The Council is grateful for the messages of support and optimism it has received in moving the College forward into a new era.

We continued to see an upward trend in our NAPLAN and ATAR results, and combined with the wonderful camps, sports and extra-curriculum programmes, it's no wonder Helena is developing independent, courageous and resilient leaders of the future. On behalf of Council, congratulations to all the Helenians on their success in 2019.

I'd like to thank all the Council, Executive, parents, guardians and staff for their dedication to our school. The school has dedicated P&F Associations and we thank them also for their contribution in supporting our community. Each student's journey is richer for the generosity and dedication of our Helena community.

We have taken a great deal out of 2019, including creating more opportunities to communicate with the whole school community, an ongoing focus on child safety and striving to keep the College at the forefront of cutting-edge educational change and evolution.

Our priority is to prepare our children for their future and perhaps the best way to do this is to teach them resilience and acceptance of change. The Council is focused on keeping to the core values and vision of the College and ensuring our future strategic plans adhere to these fundamental tenets.

Helena has a bright future ahead and I look forward to seeing you all along the ride.

Ty Theodore

Chair, Helena College Council



COLLEGE COUNCIL

Helena College Council Inc. is responsible for governance at the Darlington and Glen Forrest Campuses. Council members are appointed for their professional knowledge and expertise and passion for high quality education.

In 2019 the Helena College Council was comprised of the following members, who willingly gave of their time to oversee all aspects of the school including the development and implementation of the strategic plan, reviewing and monitoring whole of school finances and strategic risks.

Chair of Council

Tyron Theodore (from Aug 2019)

Education & Leadership

Grad Dip Adult and Voc Ed; Cert IV TAA; Dip Bus; Dip TAA; BA Science

Nathan Johnston (resigned Aug 2019)

Strategy and Innovation

BA Science (Environmental Science);
BA Science (Population, Resources & Tech)

Deputy Chair

Andrew Crean

Law (Corporate)

Grad Dip Law (Commercial Law); BA Laws; BA Art

McKenzie Reed (resigned Feb 2019)

Compliance and Governance

Cert III Policing; Dip Public Safety; Post Grad Compliance; Post Grad Investigations Management; Dip Management; Prince2 Practitioner



Members

Matthew Batchelor (from April 2019)
Infrastructure and Information Technology
Bachelor of Architecture (Honours)

Helena Freeman (from Oct 2019)
Psychology, Marketing, Human Resources, Change Management, Organisational Culture
Bachelor of Science (Honours) and Master of Applied Psychology, Bachelor of Commerce (Marketing and Commercial Law)

Fiona Haynes (resigned Feb 2019)
Human Resources
BA Commerce (Honours)

Amy McEwen (resigned June 2019)
Education
BA Ed (Secondary)

Donna O'Hara (from Jan 2019 - resigned May 2019)
Human Resources and Risk
BA Science, Dip Management

Lara Sappal (resigned Feb 2019)
Secondary Education & Vet
BA Social Work; BA Applied Science; Grad Dip Education (Secondary)

Robyn Smart (from Oct 2019)
Contract Management, Security and Risk Management
AdDip Ldrshp & Mgt; AdDip Public Safety (Emergency Management); Dip Government Security; Dip Security & Risk Management; Cert IV Frontline Management; Workplace Health & Safety; Security & Risk Management; Cert III Government (Aus)

Melissa Strutt
Marketing
BA Commerce - Marketing & Commercial Law; Cert IV TAE

Tyron Theodore
(moved to Chair of Council Aug 2019)
Education & Leadership
Grad Dip Adult and Voc Ed; Cert IV TAA; Dip Bus; Dip TAA; BA Science

Alexander Watt (from Oct 2019)
Mental Health, DSR, Admin, IR and Education
BBus (Accy); Dip Bus (Admin); FCPA; CA; OGC Gateway Accreditation (London); Lean Fundamentals (Cardiff)

Ex-Officio

Mr Justin Pitt (from Term Four 2019)
Acting Principal
BPHEd, GDipEd

Mr Ian Lyons (Terms One to Three 2019)
Principal
DipCivEng, DipEd, MEd

Mr Michael Papali
Business Manager and Secretary to Council
BCom, GDipB (IS), FGIA



DARLINGTON CAMPUS (K-5)

Each academic year brings two distinct characteristics: the freshness of a new year accompanied by professional commitments to strive towards. Put simply, there is nothing better than hitting the recharge button and launching into something new and the commencement of the school year embodies this notion. 2019 was no different and I was thrilled with the successes attained by the collective efforts of our community members.

There was one achievement that captures all that we aim to do well here at Helena College. In December 2019 we received news from the Department of Education that our College had been granted five years re-registration, the maximum that can be awarded. This success is the outcome of many individual and team efforts, which do not end with the granting of re-registration. Our school will always aim to deliver a quality schooling experience and therefore require such efforts to be maintained every year.

The programmes offered at the Junior School continue to be wide and varied, striving to meet the individual needs of each student. From the camps to the Wakakirri performances (in which we most pleasingly placed in the national top ten) through to the Electives Programme, the opportunities provided to the students enable them to engage in areas of personal interest, skill development, creative expression, teamwork and collaboration. This encapsulates our philosophy of whole person development.

Last year, we bid farewell to two long-serving staff members: Mr Anthony Fazioli (Physical Education teacher) and Mrs Kristie Osborn (Education Assistant). Over the years, both staff members inspired and connected with our students, staff and families - making them such well-liked members of the Helena community. Anthony and Kristie are to be thanked for their sterling contributions and wished all the very best in their future endeavours - Anthony in the fitness, health and well-being industry; Kristie in her relocation to Brisbane with her family. The year saw two further staff changes. At the conclusion of Semester One, we farewelled Ms Sarah Riddoch, International

Baccalaureate Primary Years Programme Coordinator and in Semester Two, we said goodbye to Mrs Kylie Beks, manager of the campus canteen who, in a short period of time, brought new ideas and provided delicious menu items to our Gum Leaf Café.

Educational landscapes benefit greatly from valuable partnerships, and a child's education is the shared responsibility between families and the school. Our cooperative and hard-working Parents' and Friends' Association (P&F) bring progress through their fundraising efforts and support of Junior School events, enacting the College motto, *Bringing out the best together*. The P&F meetings held each term are well attended with parents demonstrating a natural interest and keenness into the undertakings that pertain to their child's education and schooling experience.

I would like to thank and acknowledge all of our students, staff and families on an admirable year. It continues to be a privilege to hold the position of Head of Junior School and I look forward to working further on our International Baccalaureate Primary Years Programme journey.

During 2019 Helena College Junior School delivered quality teaching and learning programmes designed to develop thoughtful, knowledgeable, balanced, successful and happy young people. Our bushland surroundings and our facilities, with our committed staff members and engaged parents, combined to make 2019 a prosperous year across a range of pursuits, with much to look forward to in 2020 and beyond.

Remember to celebrate milestones as you prepare for the road ahead. Nelson Mandela

Greg Miller

Head of Junior School at the Darlington Campus



Students

STUDENT ATTENDANCE

Attendance across the Darlington Campus:

Kindergarten	89.80 per cent
Pre-primary	92.00 per cent
Year 1	91.20 per cent
Year 2	93.10 per cent
Year 3	93.90 per cent
Year 4	91.90 per cent
Year 5	93.60 per cent

The attendance of all Helena College Darlington Campus students for the 2019 school year averaged 92.21 per cent.

Attendance across the Glen Forrest Campus:

Year 6	92.50 per cent
Year 7	93.10 per cent
Year 8	92.90 per cent
Year 9	93.10 per cent
Year 10	92.90 per cent
Year 11	94.40 per cent
Year 12	93.10 per cent

The attendance of all Helena College Glen Forrest Campus students for the 2019 school year averaged 93.14 per cent.

Justin Hall, ICT Manager

ATTENDANCE MANAGEMENT

The Glen Forrest Campus Deputy Principal - Operations and Darlington Campus Executive Assistant were responsible for all student attendance management in 2019. Both campuses use the SEQTA administration system for attendance management.

Student Attendance Process

Darlington Campus

Classroom teachers check attendance twice per day (start of school and after lunch) students are marked either present, absent or late to class.

- Students arriving late to school are required to be signed in at administration by the parent/caregiver.
- Students departing school during the day are required to be signed out by their parent/caregiver at administration.
- Students attending sick bay for lengthy periods are signed in/out at administration.
- Student records are updated as from the time of sign in/out by attendance officers.



Glen Forrest Campus

Homeroom teachers check attendance during homeroom from 8.40am-8.55am.

- Class teachers mark the roll in the first 10 minutes of each lesson during the day as either present, absent or late to class.
- Students arriving late to school are required to sign in at administration.
- Students departing school during the day are required to sign out at administration.
- Students attending sick bay are signed in/out at administration.
- Student records are updated as from the time of sign in/out by attendance officers.
- Attendance officers on both campuses ensure that every effort is made to find out the whereabouts of each student marked absent. The process is as follows:
 - Reconcile emails and phone calls received regarding daily absences.
 - Contact parents by phone or SMS to advise student is not at school (if no notice has been received).
 - Contact emergency contact phone numbers.
 - Ask siblings and friends at school.
 - Contact police (if required).

STUDENT OUTCOMES IN STANDARDISED NATIONAL TESTING 2019

NAPLAN 2019

NAPLAN data is one of many indicators used by schools to align and compare student performance across states and sectors in literacy and numeracy.

This data is also used to monitor students' academic growth over time, providing teachers and curriculum leaders with feedback about teaching and learning programmes. At Helena College, NAPLAN data is used in conjunction with Progressive Achievement Tests (PAT) in reading and comprehension, the Australian General Ability Test (AGAT) and school based subject data to provide information about student learning needs and programme effectiveness.

Table One: comparison of scores in each strand of the NAPLAN showing Helena College, Western Australia and Australia by cohort.

Topic	Year 3			Year 5			Year 7			Year 9		
	Helena	WA	AUS	Helena	WA	AUS	Helena	WA	AUS	Helena	WA	AUS
Reading	440	427	432	539	504	501	575	546	546	633	589	580
Writing	445	420	423	491	471	474	543	513	513	591	558	549
Spelling	429	412	419	511	500	503	554	547	546	602	587	582
Grammar and Punctuation	450	435	440	541	498	499	563	542	542	620	579	573
Numeracy	429	405	408	534	429	496	586	558	554	627	602	592

As shown, Helena College students consistently outperformed their state and national peers across all five NAPLAN domains in Years 3, 5, 7 and 9.

These results alone are commendable, and the College is justifiably proud of the students and staff whose collective efforts are reflected here.

However, the greatest benefit of NAPLAN data is that it monitors the educational journey of student cohorts over time and it is here that we find insights into the 'value-adding' of the College's educational programmes, as shown in Table Two.

Table Two: comparison of performance variance per strand for cohort at Year 7 2017 and Year 9 2019.

Topic	Helena College			Western Australia			Australia		
	Year 7	Year 9	Variance	Year 7	Year 9	Variance	Year 7	Year 9	Variance
Reading	589	633	+44	537	589	+52	545	580	+45
Writing	543	591	+48	508	558	+50	513	549	+36
Spelling	562	602	+40	547	587	+40	550	582	+32
Grammar and Punctuation	558	620	+62	537	579	+42	542	573	+31
Numeracy	578	627	+49	551	602	+51	554	592	+38
			243			235			182

SENIOR SECONDARY OUTCOMES

Of the sixty seven enrolled Year 12 students, sixty six (99 per cent) were successful in achieving their WACE. Sound performances were achieved by both university bound and non-university bound students with a high proportion receiving offers for their first choice post-secondary destinations.

Ten Helena College students were in the top ten percent of students in the state with an ATAR over 90 and of those, four achieved an ATAR greater than 97. Five Helena students were awarded Certificates of Distinction and eight students received Certificates of Merit from the School Curriculum and Standards Authority based on the grades they achieved across Years 11 and 12.

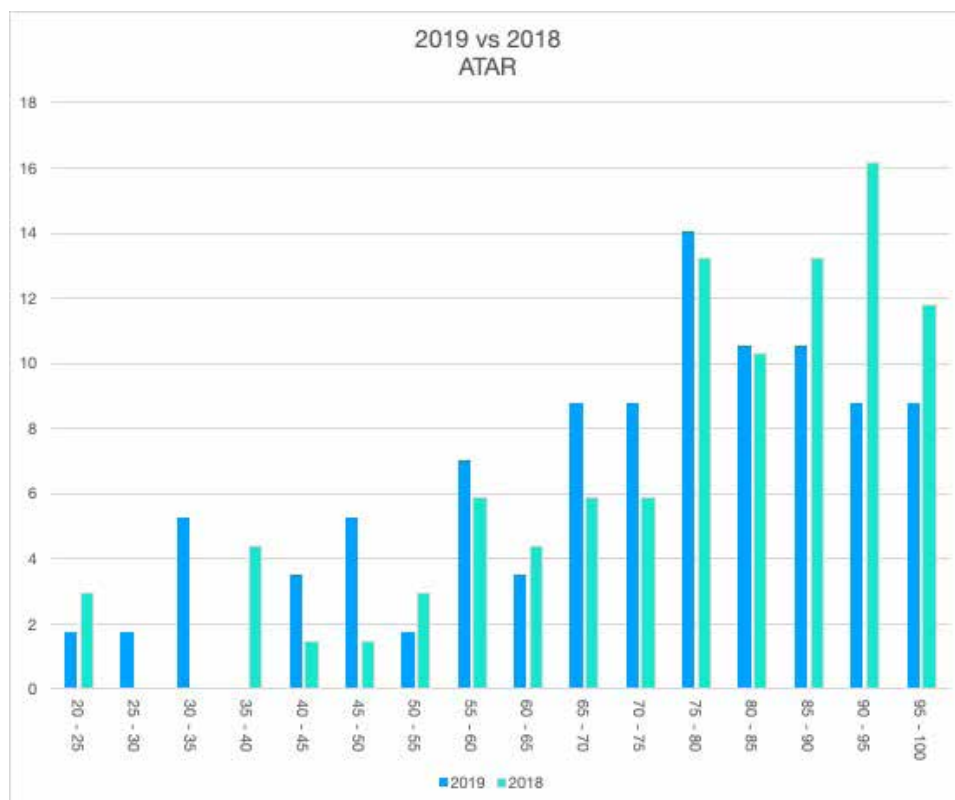
Table One below shows the percentage of our ATAR students within prescribed bands of ATAR.

TABLE ONE	99.95 - 97.60	97.50 - 91.0	90.9 - 79.6	79.5 - 65.0	less than 65
N° students (with ATAR)	7%	8.8%	22.8%	31.6%	29.8%

Table Two provides a five year statistical comparison of year cohort performance in WACE examinations.

TABLE TWO	2019	2018	2017	2016	2015
N° students (with ATAR)	56	68.0	67.0	60.0	66.0
School mean ATAR	71.4	76.4	73.4	74.5	80.6
School median ATAR	75.9	80.3	77.5	78.0	81.5
State median ATAR	81.0	81.8	82.5	82.0	80.2

The data in the table below shows the percentage of 2018 ATAR students within prescribed bands of ATAR. The graph below provides a visual representation of the distribution of ATARs across the 57 students undertaking an ATAR programme of study in 2019.



This academic performance is pleasing in light of Helena's enrolment policy where students are not selected on academic ability; rather, financial resources are available for all students and not directed to academic scholarships for the elite few. Helena has consistently maintained a policy of not excluding students from selecting university bound programmes of study.

Bob Simpson, Deputy Principal - Curriculum



POST SECONDARY DESTINATIONS

Post-secondary destination information was collated for 97 per cent of the 2019 cohort of graduating students.

Two students were unable to be contacted for information on their post-school destination.

Of the 64 students whose destinations are known:

- 86 per cent are enrolled in, or deferred enrolment at, university.
- 5 per cent are studying at TAFE or with a Registered Training Organisation (RTO).
- 9 per cent are working full-time.

Where are they now?

Destination	Students
University	55
Working full-time	6
TAFE/Registered Training Organisations	3

Breakdown by University	Students
Curtin University	19 (3 deferred)
Murdoch University	18 (1 deferred)
Edith Cowan University	12 (4 deferred)
Interstate Universities	2
Australian Defence Force Academy	2
University of Western Australia	1
WA Academy of Performing Arts	1

Staff

WORKFORCE

Helena College has a combined total of 146 employees across both campuses. The workforce is made up of 66 per cent female and 34 per cent male. A list of staff and their qualifications is provided on pages 13 - 16.

COMPOSITION	FULL-TIME		TOTAL FULL-TIME	% F	% M*	PART-TIME		TOTAL PART-TIME	% F	% M
	F	M				F	M			
Executive	3	6	9	33%	67%					
Middle Management	1	2	3	33%	67%	1		1	100%	
Teaching	26	19	45	58%	42%	13	4	17	76%	24%
Non-teaching	14	5	19	74%	26%	21	10	31	68%	32%
Peripatetic Tutors						14	5	19	74%	26%
TOTAL NUMBERS	44	32	76	53%	47%	49	19	68	69%	31%

F - Female M - Male

ALLOCATION	EXECUTIVE		MIDDLE MANAGEMENT		TEACHING STAFF		NON TEACHING STAFF		PERIPATETIC TUTORS	
	I	NI	I	NI	I	NI	I	NI	I	NI
Full-time		9		4		47		17		
Part-time				1		16		29		23
TOTAL NUMBER OF STAFF		9		5		63		46		23

I - Indigenous NI - Non-indigenous

Michael Papali, Business Manager



TEACHER STANDARDS AND QUALIFICATIONS

All teaching staff at Helena College have the appropriate tertiary teaching qualifications and have the necessary Teachers' Registration Board of WA (TRBWA) and Working with Children's Check (WWCC) accreditation.

Qualifications

Assoc Degree	Bachelor	Bachelor (Hons)	Grad Dip	Dip	Masters	Phd	Cert
	80	9	37	16	5	2	32

STAFF QUALIFICATIONS

Executive

Principal (K-12)

Mr Ian Lyons (Terms One to Three)
DipCivEng, GDipEd, MEd

Principal (Acting) (K-12)

and Health & Physical Education Teacher
Mr Justin Pitt (Term Four)
BPHEd, GDipEd

Deputy Principal - Operations

and Health & Physical Education Teacher
Mr Justin Pitt (Terms One to Three)
BPHEd, GDipEd

Deputy Principal - Operations

and Business Studies & Vocational Education Teacher
Mr Craig Hillman (Term Four)
BA(Ed), DipBus, GDipEd (Leadership)

Deputy Principal - Curriculum

and Humanities Teacher
Mr Bob Simpson
BA, GDipEd, Cert AGSM, Cert AOS

Business Manager

Mr Michael Papali
BCom, GDipB (IS), FGIA

Director of Middle School

and English & Literature Teacher
Ms Cathy Light
BEd (Hons)

Director of Upper School

and Business Studies & Vocational Education Teacher
Mr Craig Hillman (Terms One to Three)
BA(Ed), DipBus, GDipEd (Leadership)

Director of Upper School

Mr Tim Hayward (Term Four)
BComp & MathSc, GDipEd

Director of Student Services

and College Counsellor
Mrs Susan Boyett
BPsych, DipEd

Head of Junior School (K-5)

Mr Greg Miller
BEd

Deputy Head of Junior School -

Teaching & Learning and Academic Support
and PYP Coordinator
Mrs April Ledger
DipT, COGE, MGEd

Darlington Campus

Kindergarten Teacher

Miss Kate Hill
BEd (ECE)

Pre-primary Teacher

Mrs Kellie Sorensen
BEd (ECE)

Year 1 Teacher

Mrs Dallas Gomes-Rebello
BEd, (ECE)

Year 1 Teacher & Indonesian Teacher

Mrs Robin Hunt
BA, GDipEd

Year 2 Teacher

Mrs Geraldine Berry
DipT BEd

Year 3 Teacher

Mr Alexander Cook
BEd

Year 4 Teacher

Mr Andrew Barclay
BSci, DipEd

Year 5C Teacher

Mr Peter Cumming
BBus, DipEd

Year 5M Teacher

Miss Adriana Martino
BEd

Academic Support

Moira Doyle
Cert III Social Training

Education Assistants

Mrs Danielle Cornthwaite
Cert III TA

Mrs Michelle Ferraro
Cert III Ed Support - Disability

Mrs Camille Mason
Cert III TA

Mrs Rosalie Walton
Cert III TA

Karen Teraci
Cert CC

Connie Kennedy
Cert IV in Community Services

Donna Fox
Cert III Ed Support
Lauren Bates (Relief)
BA Ed (Primary)
Cert III (TA)

Candice Demascio (Relief)
Cert III Ed Support
Cert IV Ed Support

Teacher-Librarian

Emma Debnam
BA Ed; Grad Dip Science (IS)

Library Officer

Mrs Leigh Thevissen
Dip Lib & Inf Sc

Computing Teacher

Mrs Linda Thompson
BEd

Performing Arts Teacher

Ms Alysha McGreevy
BEd

Physical Education Teacher

Mr Anthony Fazioli
BEd

Glen Forrest**Academic Support Assistant**

Mrs Sarah Manassah
CertIV EdAss

Academic Support Teacher

Mrs Chris Stachowicz
BPsych, DipT

Archivist

Mrs Lucy Smith
BA(Hons), GDip(InfLibSt)

Community Relations Manager

Mrs Sherene Strahan
BA, BEd, AssocDipBroadcasting

Design & Engineering Teacher

Mr Sam Davy
BEd

Design & Engineering Assistant

David Castaldini
Cert IV (Training and Assessment), Ad Cert Mech Eng

Drama Teacher

Ms Thea O'Keeffe (Semester Two)
BEd, CertTESOL, CertCELTA

Lisa Di Mambro (Semester One)
BEd, BA

Executive Assistant

Mrs Lorelle Bannister
Cert III EdAss, DipEventMan

Finance Manager

Ms Karen Adams
BBus (Acc), DipEd

Food Science Technology Teacher

Mr Matt Zarb
MEd (Leadership), BTh, DipEd, Dip Th

Ms Jenna Vermeltfoort
CertIV Hospitality; BEd

Humanities Teacher

Mr Ashley Hosken - Head of Department
BA, GDipEd

Mr David Bannister
BA, GDipEd, DipC&HMngt

Mrs Antonia Goode
BSc, GDipEd

Ms Diane Parker
BA, GDipEd

ICT Manager and Timetabler

Mr Justin Hall
BSc, CCNA, CNA, MACS, ACHDS

ICT Support Technician

Mr Ben Johnson
Cert III Network Admin

Laboratory Assistants

Dr Judith Odgaard
BA, GMVisArts, PhD

Mrs Jenny Corbitt
BSc

Language and Literature Teacher

Mr Steve Smith
BA(Hons), CELT, DipEFL, GDipEd

Ms Mia van Kann
BA, GDipEd

Ms Sarah Walker
BA, GDipEd

Language and Literature and Vocational Education Teacher

Mrs Corrie Hellema
BA, GDipEd

Language and Literature, IB Support

Ms Laura Wright
BA(Ed/Eng)

Languages

Ms Danielle Horne - Head of Department
BA, GDipEd, DipModLang

HayLey Ettridge
BA, GDTL

Ms Beatrice Archambaud
BA, VPE, PGCE

Ms Nathalie Korfanty
BEd

Ms Terry Daly
BA(Hons), GDipEd, BEd, Cert TESOL

Library Officers

Mrs Lucy Smith
BA(Hons), GDip(InfLibSt)

Mathematics

Mr Tim Hayward - Head of Department
(Terms One to Three)
BComp & MathSc, GDipEd

Mr Warren Beckwith - Head of Department
(Term Four)
BSc, DipEd

Mr Shane Gray
BSc, GDipEd, GDipMaths

Mr Warren Beckwith (Terms One to Three)
BSc, DipEd

Mrs Lyndsey Moffitt
BE(Hons), BCom, GDipEd

Ms Amy Bennett
BSc, GDipEd

Ms Sarah Ferreira
BSc, GDipEd

Ms Tracey Wood
BA(Ed)

Media and Film

Mrs Heather Owen
BCom, GDipEd

Mr Daniel Hortense
BSc, GDipEd

Music

Mrs Helena Jeffrey
BMus, GDipEd

Ms Kirsten Greenshaw
BEd

Outdoor Education

Mr Jonty Fidge
BA Outdoor Rec; Grad Dip Ed (Secondary)

Mr Robbie Myers
Cert IV TAA

Physical Education and Health

Mr Joe Kendall - Head of Department
BSc, BEd

Mr James Waterhouse
BA(Ed), BSci

Mr Steven Emanuele
BEd

Emma Hayward
BA (Primary Ed); BA (Secondary Ed)

Mrs Belwyn Fairclough
BSc, GDipEd

Risk and Compliance Officer

Mrs Nyaree Blakeney
GradDip HR Management, DipBus

Science

Mr Geoff Quinton - Head of Department
BSc(Hons), PostGrad CertEd

Mr Deven Reddy
BSc, HED, BEd(Hons)

Mrs Leanne Davy
BSc, GDipEd

Ms Deanna Wright
BSc, GDipEd

Ms Vanessa Reddy
BSc, BEd(Hons)

Teacher-Librarian

Ms Rebecca Murray (Jan- Sept)
BEd (TLib), BLaws(Hons)

Josie Chow (Oct - Dec)
BA (SecTeach); GCert (Art & Des)

Visual Arts

Mr Christian Hansen - Head of Department
BA, GDipEd



Visual Arts

Ms Jasmine Jordan
BA Ed (Art), Grad Cert Ed (Design and Technology)

Ms Sandra-Lee Mackey
MEd, BA(Hons), BEd, Cert IV Training & Assessment, CertMusSt, AssDipRecSt, GDipEd (Leadership), MEdLeadership

Visual Arts Assistant

Mrs Louise Cook
BEd(Hons) CertArtDesStudies

Year 6 Team Leader

Mrs Anne-Marie Lee
BArts, GDipEd, MEdLeadership

Year 6 Teachers

Mr Iain Ford
BA

Mr Davidson Lloyd
BA, MTeach, GCertLearnTech, GDipEd (Leadership)

Mr Derry Phipps
DipT (Primary)



PROFESSIONAL DEVELOPMENT

Members of the teaching and non-teaching staff continue to engage in a wide variety of professional development activities. The ongoing professional learning of all staff was supported by the Council with a strong allocation of funds from the tuition budget towards staff professional learning in 2019. This is comprised of professional development specific to each Campus, as well as the whole school professional development in first-aid and the Term Two Staff Conference held annually.

Teacher Participation

During 2019, college staff took part in 1959 hours of professional development, not including the full day Staff Conference.

STAFFING

Darlington Campus

Throughout the academic year, we bid farewell to Anthony Fazioli (Physical Education Teacher), Ms Sarah Riddoch (Primary Years Programme Coordinator), Kristie Osborn (Education Assistant) and Kylie Beks (Canteen Manager) - as they concluded their time at Helena College.

We thank all four members of staff for their valued contributions to the College and wish them well and much success for the adventures that lay ahead.

Glen Forrest Campus

Over the course of the year, there were the following departures from the teaching staff - Josie Chow (Teacher-Librarian maternity relief), Lisa DiMambro (Drama Teacher maternity relief) and Paul Turner (Mathematics Teacher maternity relief). We also saw the departure of Ian Lyons (Principal).

Leadership and Values

Whole School

Anzac Assembly and Sustainability Assembly for Years 1-12; Helena Walk involving Pre-primary to Year 12.

Darlington Campus

- Bush Dance to welcome all new families
- Mother's and Father's Day activities - early years
- Grandparents' and Special Friends' Days
- Christmas carols evening
- Student showcase performances - Arts and Music
- Year 5 celebration evening and awards for Citizenship, the Endeavour Award and the Helena College Award
- School swimming and athletics carnivals
- Junior years Water Fun Day
- ELC 'ninja warrior' activity morning
- Parents' and Friends' Association evenings
- New parent's welcome morning tea
- Assemblies with class performances
- Wakakirri and One Big voice performances
- Fundraisers for Telethon

Year 5 Leadership

The Year 5 leadership programme is part of the Term One Unit of Inquiry into Australian systems of government. Following an excursion to Parliament House and the Electoral Commission early in 2019, the students ran their own campaigns for election as Junior School House Captains and Ministers.

All students from Years 1-5 were able to vote for their preferred House Captain, hearing the campaign speeches the day before. The Leadership team was completed by a range of Ministers covering diverse portfolios from Environment and Sport to Technology and Transport. Much responsibility is placed on these young leaders and once again, we were impressed by their sterling efforts in fulfilling their duties.

Glen Forrest Campus

Through 2019, students planned and attended assemblies highlighting values, culture and wellbeing with themes including leadership, compassion, responsibility, participation, integrity and teamwork.

At each assembly, Director's Awards were presented to individual students to acknowledge student effort and achievement at school and in the wider community.

Many assemblies included guest speakers but the students provided most of the content including musical performances and presentations about school experiences such as camps and study trips.

The assemblies provide the students with valuable experience in public speaking and performing.

Year 6 Leadership

The Year 6 Leadership Programme has continued to strengthen. Commencing in Term One each homeroom voted for representatives to join the Year Leadership Group. These individuals took responsibility for both engaging the cohort in competitive house-based activities, while supporting individuals in their classes.

The group also hosted well-received Semester One Showcase, Peace and End-of-Year assemblies, exhibiting a sense of the people and place unique to Helena College's Year 6 area.

Year 10 Peer Support Leaders

The Peer Support Leaders programme begins at the end of Year 9 when students apply to be trained as peer support leaders at a two-day camp held in Term Four. The leaders are chosen for their suitability to facilitate peer support activities with incoming Year 6 students.

Our 2019 Peer Support Leaders were supportive, reliable, enthusiastic and great role models for their Year 6 charges. We were delighted to see all 24 students grow their leadership skills and confidence, from presenting activities during the Year 6 Orientation Day 2018 to preparing and running weekly sessions designed to build resilient Year 6 students during Term One 2019. Well done - we are incredibly proud of you all.

Year 12 Student Council

The 2019 Student Council worked tirelessly in their development of school spirit at the College and we are proud of the way our student leaders contributed to the school.

Our Student Councillors modelled our school values through their behaviour and lived our motto of Bringing out the best, together. They were creative and generous with their time and met with members of the school executive team, other College staff members and students to discuss and plan ideas. They worked to provide thought provoking assemblies as well as run Middle School socials.

Our student leaders have worked to assist broader community members in need through their support of:

- Jeans for Genes
- Anaphylaxis Awareness Australia
- The Blue Tree Project.

Community Engagement

COMMUNITY SERVICE

Darlington Campus

Helena College students share a commitment to assist in community projects both in the local area and in the global community - and this philosophy will continue to be ongoingly enacted in future years.

The Darlington Campus (DC), in collaboration with the Parents' and Friends' Association (P&F), supported several local worthy organisations. This was achieved through donations / fundraising events and community participation.

- Mitchell (Year 5 student) aimed to raise over \$1000 for Australia Zoo Wildlife Warriors which he was able to reach with the assistance of a dress up fundraiser that raised over \$293.
- Bush Dance - \$270 paid to Dolly's Dream, raising money for victims of bullying and cyber bullying.
- Disco - \$346 raised for the Alannah & Madeline Foundation (partnered with Dolly's Dream) whose key objectives are to care for children who have experienced or witnessed violence, and to reduce incidence of bullying and cyber bullying.
- Recycle for Sight - Year 5 Environment Ministers collected 66 pairs of reading glasses and donated them to Lions Eye Institute who re-conditioned them before distributing them to people in need.
- Hannah and Kate - Year 5 Environment Ministers - recycling programme for pens and markers.
- Lapathon - raised over \$6552 for Telethon. This brings the total donations to Telethon to over \$12,000 over the last three years.
- Improvements to the Early Learning Centre grounds (\$30 000 donated by P&F).
- Christmas Festival - raffle to raise money for future nature play area development (\$2296).
- P&F donations to external charities totalling over \$7884 in 2019.

Glen Forrest Campus

Years 6-9 IB MYP Service and Action

As part of the IB MYP, students in Years 6-9 are required to complete Service and Action activities and projects. These are unpaid and voluntary exchanges that support the local, national or global community and have learning benefits for the students. Most students completed the minimum five hours and many more logged far in excess with some recording over 50 hours of service in the community.

Year 10 Community Service

Each year, in Terms Two and Three, our Year 10 students participate in community service as part of their Vocational Education course. They must complete 15 hours of service - a time commitment that also meets the number of hours required for the Duke of Edinburgh's Award (Bronze level). The International Baccalaureate Middle Years Programme also encourages all students to participate in community service to develop leadership skills, social responsibility and citizenship.

These programmes allow students to participate in an activity that will help make their local or global community a better place. Participants learn more about community service, their local area and its needs while gaining valuable skills and experience in developing a project, which may include personal initiative.

Boomerang Bags

For the second year in a row, our students have made reusable 'boomerang bags' from recycled materials. Boomerang Bags is a grassroots movement tackling plastic pollution at its source by providing the free bags to shoppers as an alternative to plastic bags. The finished bags were donated to local businesses in Mundaring, with the assistance of the Wasteless Pantry.



Sustainability Project - Potato Houses

There are many negatives to shopping for food. These include the energy cost of transporting food to the shops, use of pesticides and synthetic fertilisers in the conventional growing process and plus the waste from packaging.

To avoid the negative side to shopping for food, our students built and planted out Potato Houses, with organic potatoes available for use by Food Science and the canteen.



Yallambee Village Aged Care Facility

Our students have been visiting Yallambee since 2003 and the residents really look forward to their visits. Our students spent time interacting with a group of elderly residents - playing games and talking in sessions that were enjoyed by all. Simple interactions of this nature can significantly increase mental and physical health, and quality of life for the elderly.



Sustainability Project - Solar Buddies

Our students participated in the Australian Solar Buddy programme by assembling solar lights that help children in poorer countries. The lights prevent people who don't have electricity from dying from burns and smoke inhalation as well as enabling children to complete their homework and study for a better education.



Rehabilitation Project - Local Bushland

Working with the Friends of Darlington Station and the Eastern Metropolitan Regional Council, students assisted with the rehabilitation of the station reserve and the Glen Forrest Superblock. Helena students have been helping to beautify the Darlington area for three years as part of our community service programme, looking after local bushland through weeding and planting native trees and shrubs.

Craig Hillman

Year 10 Community Service Coordinator



EVENTS AND ACTIVITIES 2019

Academic Support Programmes	DC/GFC	Leadership Development (Year 5) House Captains and Ministers	DC
After School Sports Programmes	GFC	House Captains programme (Year 11)	GFC
Alliance Francaise Competition	GFC	Inter-house and Inter-school carnivals (swimming, athletics, lightning, cross-country)	DC/GFC
Assemblies - general	DC/GFC	Inter-house Music Carnival	GFC
Assemblies – Whole School (Anzac and Sustainability)	DC/GFC	IB MYP parent evenings	GFC
Australian Maths Competition	GFC	IB MYP community project exhibition	GFC
Author Incursions	GFC	IB PYP parent evenings	DC
Awards Night (Years 6-11)	GFC	Language Ambassador Leadership Prog.	DC/GFC
Book Fair	DC	Language Week	DC/GFC
Bush Dance	DC	Language World Perfect Championships	GFC
Camps - Pre-primary-Year 12	DC/GFC	Lapathon Telethon Fundraiser	DC
Campus Tours	DC/GFC	Laptop evenings for new parents	GFC
Casual Dress Days fundraising projects	DC/GFC	Leadership Programme (Year 6)	GFC
Celebration Evening (Year 5)	DC/GFC	Life Drawing (evening classes)	GFC
Children's Book Week	DC	Medieval Incursion	GFC
Christmas Market & Carols Evening	DC/GFC	Meet the Teacher (Year 6)	GFC
Clubs – Cards, Drama, Gaming, Robotics, Media	DC	Mothers' Day, Fathers' Day, Grandparents' events	DC
Community Fundraising Events	GFC	Middle School Socials	GFC
Community Service Prog. (Year 10)	DC/GFC	Music Concerts (Autumn and Spring)	GFC
Darlington Arts Festival Performances	GFC	Music Instrumental Development Prog.	GFC
Disco	DC/GFC	NAPLAN (Years 3, 5, 7 and 9)	DC/GFC
Drama Incursion	DC/GFC	National competitions for History, Geography and Mathematics	GFC
Drama, Media and Film Showcase	GFC	National Youth Science Forum participation	GFC
Drama Productions for Middle School and Years 11-12	GFC	New parents' P&F welcome morning teas	DC/GFC
Duke of Edinburgh's Award Expeditions (Years 9-10)	GFC	Old Helenians – alumni reunions	
Family Fun Afternoons – sporting events for all ages	GFC	Opti-MINDS and da Vinci Decathlon enrichment activities	
Electives Programme Showcases Arts, Drama and Music	DC/GFC	Orientation days for incoming students	
Exams (Years 11-12)	GFC	Outdoor Education excursions and camps	
Excursions	GFC	P&F meetings (twice per term)	GFC
French Tour	GFC	P&F Biggest Morning Tea - Cancer Council	DC/GFC
Gaming Club – Gaming Night	GFC	P&F Secondhand Uniform Sales	DC/GFC
Graduation (Year 12)	GFC	Parent-teacher evenings and afternoons	DC/GFC
Helena Walk - community event	DC/GFC	Peer Support Programme - (Year 10)	GFC
Holocaust speaker	GFC	Photo Days	DC/GFC

Reading Club	GFC	Swimming Lessons (Years 1-6)	DC/GFC
Reflections yearbook	DC/GFC	Titration Stakes Competition (Year 12 Chemistry)	GC
Rehabilitation planting programmes in the local community	GFC	Tree Planting (Year 7)	GFC
Rich Tasks (Years 7 and 8)	GFC	Visual Arts Exhibitions (Graduation and Awards night)	GFC
River Cruise (Year 10)	GFC	Volunteers' Morning Tea	DC
RoboCup	GFC	Wakakirri and One Big Voice performances	DC/GFC
Senior Ball for Years 11-12	GFC	Water Fun Days	DC
Showcase Assemblies (Year 6)	GFC	Work Experience Programme (Year 10)	GFC
Ski Trip	GFC	Workplace Learning (Years 11-12)	GFC
Staff Professional Development Conference	DC/GFC	World Challenge Expedition	GFC
Student Council - Leadership Forum	GFC	World Teachers' Day Celebrations	DC/GFC
Students-in-Residence Programmes (Balinese students)	GFC		



COLLEGE COMMUNITY

College Volunteers

At Helena College parents and guardians, grandparents and friends support the College in many ways. They help in the classrooms and the canteens at both campuses, the libraries and the P&F's Secondhand Uniform Stall. Many volunteers give their time to coach and umpire sporting teams.

The College appreciates and acknowledges the value of this volunteer support.

Helena Sporting & Cultural Association (HS&CA)

The Helena Sporting and Cultural Association exists to provide support for various sporting and cultural groups in our community. The main emphasis and support continues to be for netball and basketball. Additional community groups are encouraged to become involved.

Old Helenians

The Old Helenians Alumni community continues to grow. The one, ten and twenty year reunions provide an excellent opportunity for Old Helenians to re-connect with their peers and with College staff. The Old Helenians' Facebook page remains a strong connection platform used by many alumni to stay in touch with the College and each other.

P&F

The Parents' & Friends' Associations are voluntary organisations that focus on making a positive contribution to the students and their experience of College life by:

- Fostering close communication between parents, guardians, other citizens and teachers, for the benefit of the students.
- Providing facilities and amenities for the students at the College through fundraising.
- Making a contribution to, and fostering community interest in, the educational work of the College.

The Parents' and Friends' Associations at both campuses had another busy year in 2019, with parent engagement as strong as ever.



COMMUNITY SATISFACTION

Feedback on the College's performance is primarily gathered through online surveys, although families, students and visitors to the College provide feedback throughout the year in other informal ways.

New Families Survey

- *Exceptionally thankful for all the support and encouragement that has been given to my daughter since she started at Helena. The biggest difference by far is her huge improvement in her confidence and zest for life.*
- *I appreciate that everything that we were told would happen when he started has happened, from the way he has been included in the class, to the academic testing, to the management of his allergy.*
- *My son loved going on his school camp. It was his first time away from home, but he was very comfortable with the experience and had a great time. It shows that Helena College has put a lot of effort into arranging things, so it runs well, and the teachers are committed to the experience of the kids.*
- *The staff are extremely welcoming, very approachable and I have found a true sense of interest in not only academic performance but also ensuring that the children are doing ok emotionally and socially.*

Top 5 reasons for choosing Helena College

- **College ethos and values**
- **Reputation in the community**
- **Location**
- **Co-educational**
- **College size**

Year 5 parents exit survey

- *An affordable private school in the Hills following the IB Program. The school has very good facilities and academic support; the Head of School knows every child's name, and the teachers care about the children's welfare and learning.*
- *I feel he has come a long way academically and socially since the start of the year and is very well prepared to start year 6 next year. Starting him in year 5 at Helena was the best decision we made for his education, so thank you!*
- *Year 5 was amazing and energised and engaged our children in so many ways. Our children felt cared for, and were well supported, while being encouraged to always do their best.*
- *They have a fabulous community presence and encourage family gatherings and so on to build a real sense of community. I love how we as parents are appreciated for our involvement and our child isn't just a number. All in all, an absolutely fantastic school with an amazing program that works along with lots of fabulous opportunities for the kids.*

Year 12 parents exit survey

- *Both of my sons attended Helena for 14 years each. We found that the boys were greatly supported by staff and peers in all areas. Academic support throughout both the Junior and Senior school allowed my children to fully reach their potential and allowed for them to achieve well enough to follow their dreams into the future. The support of staff and peers for my boys allowed them to develop into the helpful, well rounded young men they are today.*
- *Pastoral care at a school is not always high on a parent's list of priorities - but it's not until you need it that you realise it is the number one thing you want for your child. The culture at Helena enabled (my child) to feel safe enough to ask for the help she needed, trusting she would be heard, supported and not judged.*
- *The school supports the 'whole' individual. You end up with well-rounded students who are good citizens.*
- *For both students and parents, the K to 12 experience at Helena College is a delightful experience. You send your child off each morning knowing he or she will be safe, happy and cared for, and that they will have a true sense of belonging in their school community - which becomes their family away from home, where they flourish because they are relaxed and feel safe.*
- *Helena College has been an excellent investment, as the school has gently guided them to reach their true potential and has prepared them to be able to meaningfully contribute to society as young adults.*

Year 12 students exit survey

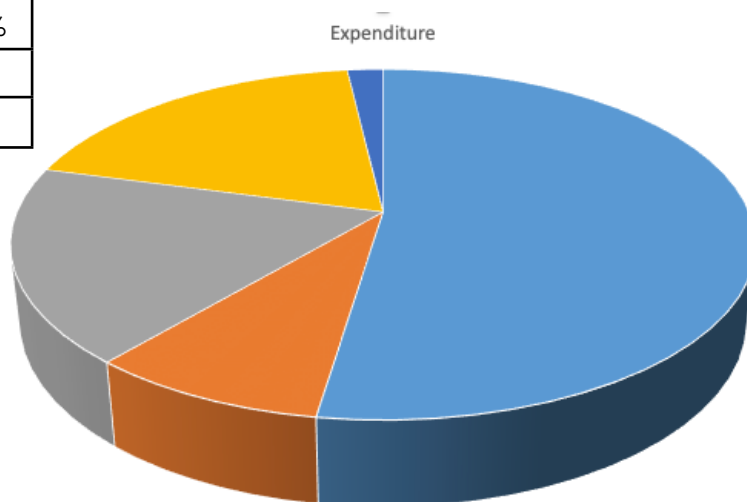
- *Helena College has been a fostering environment with a welcoming and caring community. It has supported me through the hardest part of schooling and has given me with the confidence I need to fulfil my goals in life.*
- *I loved my time at Helena. Not only are all the students kind, considerate and pretty funny, the staff are overwhelmingly supportive. I've had a rough few years and it has been the support and care of the staff that have really helped me with these times. All teachers at the school are wonderful people.*
- *All the experiences I've had at Helena have helped me understand a bit about how things work in the world, what kind of people are out there and what kind of person I want to be going forward.*
- *I believe I have become a more confident, capable and enriched person throughout my years at Helena and I put this down not only to the incredible support from the teachers, but also to the numerous opportunities to extend myself, both in leadership and otherwise. Peer Support, Student Council and Language Ambassadors, as well as Opti-MINDS and the French Tour have helped to develop me into a very different person to the somewhat shy, nervous Year 7 that I was.*

Sherene Strahan

Marketing & Community Relations Manager

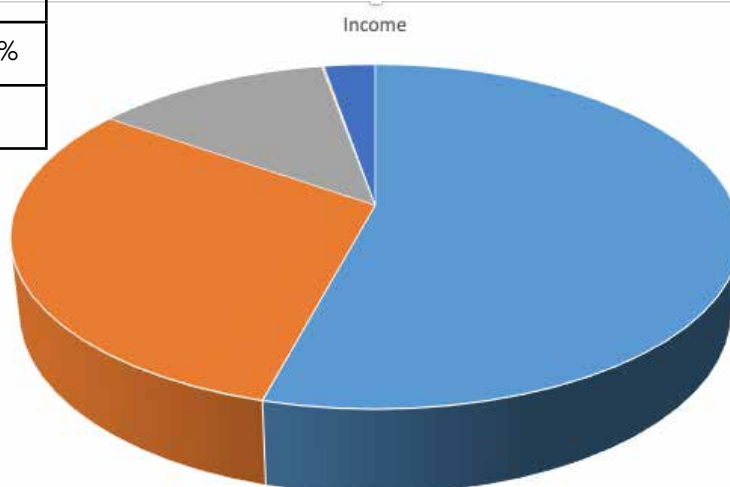
Financial Information

Expenditure		
Tuition Salaries	\$ 8,431,081	52%
Tuition Costs	\$ 1,418,854	9%
Adm Salaries	\$ 2,900,557	18%
Admin Costs	\$ 3,044,927	19%
Other Costs	\$ 299,276	2%
TOTAL	\$ 16,094,695	



■ Tuition Salaries (55%) ■ Tuition Costs (7%) ■ Administration Salaries (18%) ■ Administration Costs (19%) ■ Other Costs (2%)

Income		
Tuition Fees	\$ 8,742,808	54.2%
Federal Govt Grants	\$ 4,935,309	30.6%
State Govt Grants	\$ 2,008,069	12.4%
Misc Grants	\$ 17,041	0.1%
Other Income	\$ 435,443	2.7%
Donations	\$ 1,000	0.0%
TOTAL	\$ 16,139,670	



■ Tuition Fees ■ Federal Government grants ■ State Government grants ■ Miscellaneous grants ■ Other income ■ Donations



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