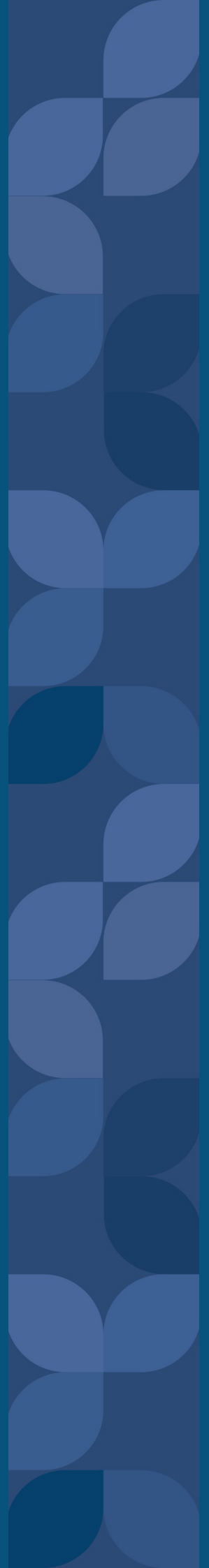




**HELENA COLLEGE**

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**COMMUNITY REPORT 2022**



# ABOUT HELENA COLLEGE

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## 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

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# STUDENT LEARNING GOALS

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## Successful Learners

Helena College students drive their own learning, aiming for personal success through the acquisition of new knowledge and skills

## Skilled Problem Solvers

Helena College students are critical and creative thinkers who respond to challenges with original ideas and solve problems through inquiry and action.

## Effective Communicators

Helena College students use personal and digital modes of communication to share ideas and connect with others.

## Engaged Citizens

Helena College students are inclusive and appreciate the importance of wellbeing while caring for themselves, others and their environment.

## Confident Individuals

Helena College students believe in themselves, show initiative, embrace opportunities for growth and demonstrate resilience when faced with challenges.

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# LEADERS' MESSAGE

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It is our pleasure to present the 2022 Helena College Annual Report. 2022 was once again a successful year for students across the College, albeit with the ongoing interruptions to daily practices and to our calendar of events due to COVID-19 regulations. Throughout this period of uncertainty, however, with the support of our community, and the flexibility and resilience of our staff and students, the College continued to uphold our school's vision and mission, striving to provide a high-quality education that empowers students to become lifelong learners, critical thinkers, and responsible global citizens.

Academically, our students continue to be successful. NAPLAN results show that our students in Years 3, 5, 7 and 9 perform well, in most cases better than students from other schools in our area, on external tests of reading, writing, spelling, grammar and numeracy. We are very pleased that all 71 Year 12 students in our graduating class of 2022 received their Western Australian Certificate of Education (WACE). All of these young adults are to be congratulated on their success in completing a rigorous and challenging Year 12 program.

Each year, the WA Government Standards and Curriculum Authority presents awards to high achieving students, both those on ATAR and General subject pathways. This year, seven Helena College students received Certificates of Distinction and thirteen students received Certificates of Merit. One student received a Subject Certificate of Excellence for English.

Of our graduating class, 45 students completed four or more ATAR courses. Helena College's median ATAR was 90.1 which is well above the state median of 83.45.

Other results included:

3 students (7%) achieved an ATAR of 99 or greater (the top 1% of the state).

8 students (18%) achieved an ATAR of 95 or greater (the top 5% of the state).

23 students (50%) achieved an ATAR of 90 or greater (the top 10% of the state).

33 students (74%) achieved an ATAR of 70 or greater, which gives them direct entry to universities in Western Australia.

Along with academic success, we also sought to improve our services for students and in 2022 we increased our Learning Support staffing levels at both the Glen Forrest and Darlington Campuses. We also employed an additional School Psychologist so that we now have a psychologist located at both campuses. During the year we also undertook building works to convert the old caretaker's house on the Glen Forrest campus into a student services area. This created new spaces for our psychologist and learning support and for the first time, we hired a school nurse to manage our relocated sick bay.

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With the reduction of COVID-19 restrictions in schools for the second half of the year, we were able to reintroduce many of our extracurricular activities such as camps, excursions, sporting carnivals and performances. This included the very popular Wakakirri production for students from Years 3 to 6 who had the opportunity to perform at the Perth Concert Hall. It is important that we acknowledge the flexibility and organisational talent of our teachers and staff who were able to ensure that all of our camps took place from Pre-Primary to Year 12, despite the COVID-19 regulations.

2022 was the second year of implementation of our 2021-2023 College Strategic Plan. Our action steps for the year included a review of our teaching and learning program which culminated in a decision to discontinue our connection with the International Baccalaureate in delivering the Primary and Middle Years Programs. While we will continue to utilise a concept-based approach to teaching in the future, our desire to give our teachers a greater level of autonomy about when and how they deliver the Western Australian curriculum, along with providing more transparency for students and parents about student learning, were the key factors in this decision.

Other actions guided by our strategic plan in 2022 included a review of our Languages curriculum which culminated in the decision to introduce Auslan into the Junior School program in 2023 and the introduction of a full day parent-teacher conference in the Junior School in order to provide parents with additional information about their child's progress at school.

Successful schools are supported by an involved community and this is very much the case at Helena College. Our thanks go to our voluntary College Council who provided guidance and strategic oversight of College operations throughout the year in order to ensure that the College is meeting its mission and also ensuring the long term sustainability of the school. Thank you also to our parent volunteer groups, including the Parents and Friends Association who contribute time, energy and talent to the life of the school. Finally, thank you to our Executive team, teachers and support staff who all work to ensure that our students are provided with challenging and engaging learning opportunities in a nurturing and supportive environment.

Ty Theodore

**Chair of College Council**

Peter Coombs

**College Principal**

Greg Miller

**Head of Junior School**

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# 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.

## ONE SCHOOL

- Develop and implement a process to ensure an articulated K-12 curriculum.
- Review the organisational structure across the College to ensure educational excellence is prioritised.
- Review policies and procedures across the College in order to establish consistency and maximise operational efficiencies
- Review the process of welcoming students into our College.

## EDUCATIONAL EXCELLENCE

- Develop and implement a process for a regular and ongoing review of the K-12 curriculum
- Develop and implement a process for the integration of STE(A)M innovation and best practice across the K-12 curriculum
- Review our Language Acquisition program to ensure we are meeting the needs of our students
- Review our course offerings in line with emerging trends and educational innovations to provide a variety of pathways for students

## STAFF EXPERIENCE

- Develop and implement an ongoing program for staff wellbeing across the College
- Develop and implement a process to ensure timely and relevant professional learning
- Encourage opportunities for One School staff engagement and collaboration
- Develop a model to recognise staff excellence and achievements
- Encourage staff involvement in school-wide decision-making processes

## STUDENT EXPERIENCE

- Ensure Child Protection policies, process and procedures continue to reflect best-practice
- Develop and implement a One School (K-12) student support, enrichment and wellbeing program
- Seek to provide greater opportunities for students from across the College to voice their views
- Review and assess the offerings of extra-curricular clubs and activities across the College
- Develop and implement an effective careers guidance program.

## COMMUNITY CONNECTION

- Assess and seek to improve the listening and communication processes
- Foster positive relationships with the local community and external organisations
- Seek to create opportunities for families, alumni and the community members to increase their involvement across the College.

## COLLEGE SUSTAINABILITY

- Ensure the College is financially compliant and sustainable
- Ensure continued strong governance accountability and focus
- Develop a whole of school Strategic Infrastructure and Asset Management Plan
- Review and promote the Helena College unique points of difference
- Enhance and embed a risk management framework
- Embed environmental and social responsibility across the College

## OUR COMMUNITY

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.

The College Council have 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 are based on August 2021 Census

197	K-Y5 students
535	Y6-Y12 students
156	Darlington families
434	Glen Forrest families
188	Staff (full-time, part-time and casual)



## 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/carer). This is then registered in SEQTA the College management system.

Executive staff would be involved if a student is away for an extended absence or where a pattern of non-attendance is noted. Attendance was impacted by COVID-19

Kindy	89.1
Pre-primary	86.4
Year 1	87.84
Year 2	87.3
Year 3	91.73
Year 4	89.05
Year 5	91.44
Year 6	90.53
Year 7	89.84
Year 8	89.61
Year 9	88.11
Year 10	87.8
Year 11	91.37
Year 12	91.74

# 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 the staff, teaching, education support, administration and facilities have been developed as a result of collaborative process that enables the staff 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 Check and are fully vaccinated as per COVID-19 regulations.

82

Teaching staff and Education Support Staff



85.4% are Teachers and 14.6% are Education Support Staff



67% female and 33% male

# STAFF QUALIFICATIONS

- 35% of staff hold 1 qualification
- 37.5% of staff hold 2 qualifications
- 16% of staff hold 3 qualifications
- 6.6% of staff hold 4 qualifications
- 2.5% of staff hold 5 qualifications
- 1.2% of staff hold 6 qualifications
- 1.2% of staff hold 7 qualifications

# PROFESSIONAL DEVELOPMENT

COVID-19 limited the ability for more staff to attend professional development. The below figure does not include the staff conference day for all staff. below figure does not include the staff conference day for all staff.

139

Staff (all)

1301

Hours

# LITERACY AND NUMERACY BENCHMARKS

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 programs. 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 program effectiveness. The table below shows a comparison of scores in each strand of the NAPLAN showing Helena College and Western Australia by cohort.

	YEAR 3		YEAR 5		YEAR 7		YEAR 9	
Topic	Helena	WA	Helena	WA	Helena	WA	Helena	WA
Reading	479	428	555	505	569	541	626	586
Writing	444	419	531	480	553	527	607	565
Spelling	436	414	523	505	570	549	601	581
Grammar and Punctuation	488	424	545	496	557	532	626	580
Numeracy	436	395	531	487	576	549	630	595



# YEAR 12 RESULTS

100%

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

99.45 TOP ATAR ACHIEVED BY ONE STUDENT  
95+ ATAR ACHIEVED BY EIGHT STUDENTS

90+ ACHIEVED BY 23 STUDENTS

90.1 MEDIAN ATAR

## POST SECONDARY DESTINATIONS

All 37 students who applied through Tertiary Institutions Service Centre (TISC) were offered a place at University. 16 students received their first preference for Curtin (9 enrolled), six for Edith Cowan (5 enrolled), three for Murdoch (1 enrolled), and 12 for UWA (1 enrolled).

**Curtin enrolled courses:** Biological Science, Pharmacy, Business Management, Society and Culture, Creative Arts, Marketing and Commerce.

**Edith Cowan enrolled courses:** Mechanical Engineering, Psychology, Learning Skills Programs

**Murdoch enrolled courses:** Teacher Education

**UWA enrolled courses:** Management and Commerce

# COMMUNITY FEEDBACK

Families	Students	Staff
<p>The feedback from parents was generally consistent with previous years' survey results, with family satisfaction with their and their children's experiences at the College remaining positive. The areas for improvement are being monitored closely to ensure that changes being made at the College have the desired impact.</p>	<p>Graduating students and their parents/careers were invited to participate in the exit surveys. Overall, the graduating students who responded were satisfied they were able to get into the courses they were seeking, and felt that the educational programs at Helena College supported their ability to follow their desired pathway.</p>	<p>The feedback from staff echoed previous surveys: safety climate, job and role, parents and community, and facilities and resources factored were rated highly overall. Generally, staff satisfaction with their employment at the College has increased.</p>

**When presented with the question - What does Helena do well?  
The following are excerpts of the responses for families, students and staff.**

<p><i>Helena College nurtures students, encouraging them to be true to themselves, and teaching them to present their best self in every situation.</i></p>	<p><i>Makes coming to school a good experience and a good community for the lower school.</i></p>	<p><i>Camps- No other school that I know of does the camps program as well as Helena, they are sufficiently challenging for the students and are an environment to create strong bonds among students.</i></p>
<p><i>It feels like a good well-rounded environment, a positive place to be.</i></p>	<p><i>Clean and nice facilities.</i></p>	<p><i>Great support system for students who may need guidance and extra assistance!</i></p>
<p><i>Provides the children with the confidence to do well outside of school no matter what their learning ability is.</i></p>	<p><i>Helena is organised when it comes to events and announcements.</i></p>	<p><i>All staff are friendly and supportive.</i></p>

# 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 programs.

