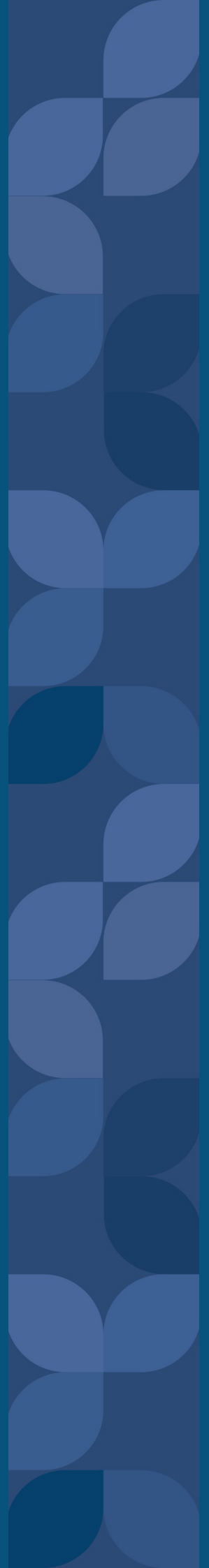




HELENA COLLEGE

COMMUNITY REPORT 2023



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

STUDENT LEARNING GOALS

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.

LEADERS' MESSAGE

It is our pleasure to present the 2023 Helena College Annual Report. As leaders of the College we are proud to be part of a community which continues to strive to uphold our School's vision and mission through providing a high-quality education that empowers students to become lifelong learners, critical thinkers and responsible global citizens.

Academically, our students continue to be successful and grow as learners. While learning looks different for every student, two indicators which we are able to report on are NAPLAN and our Year 12 ATAR results. NAPLAN results show that our students perform well - in most cases better than students from other schools in our area - on external tests of reading, writing, spelling, grammar and literacy. In 2023, 45 students in Year 12 achieved 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 Western Australian Standards and Curriculum Authority presents awards to high achieving students in Year 12. In 2023, fourteen College students received Certificates of Merit, while five students were awarded Certificates of Distinction.

Thirty-eight students completed a full ATAR program in 2023 with 33% of the students achieving an ATAR of more than 90. Over 75% of the students achieved an ATAR above 70, which allows for direct entry into universities in Western Australia.

Along with our academic program, Helena College students enjoyed a wide range of opportunities. From Wakakirri performances, interschool sporting competitions, concerts, the Peter Pan musical, Ski Trip, Canberra Trip, House events, Robotics competitions, school camps and excursions, there was something for everyone to join in and live our College Value of Participation. Of course, the planning, organisation and facilitation of all of these activities requires the talents and efforts of many College staff and parents, and we would like to thank all of those that provide the leadership necessary to provide these wonderful opportunities for our students.

As in previous years, in 2023 many of our actions towards school improvement have been guided by our Strategic Plan. While there have been a number of positive changes across the College through the implementation of the current Strategic Plan, including the introduction of Auslan in the Junior School, the addition of a second school psychologist, the addition of a school nurse, improved ATAR and NAPLAN performances resulting from a greater focus on explicit teaching, and our move away from the International Baccalaureate program, there is still work to be done. I am pleased that the College Council has agreed to extend the current Strategic Plan into

next year. During 2024, the College Council will work with the Executive team on developing a new Strategic Plan for 2025 and beyond.

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 for their guidance and strategic oversight of College operations throughout the year to ensure that the College is meeting its mission and securing long term sustainability of the school. Thank you also to other parent volunteer groups, including the Friends of Helena, who contribute their time, skills and energy 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 a challenging and engaging learning program in a safe and supportive environment.



Ty Theodore
Chair of College Council



Peter Coombs
College Principal



Greg Miller
Head of Junior School

STRATEGIC PLAN 2021-2024

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 2023 Census

167	K-Y5 students
540	Y6-Y12 students
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	96.81
Pre-primary	90.63
Year 1	89.19
Year 2	92.03
Year 3	89.99
Year 4	90.22
Year 5	91.84
Year 6	90.41
Year 7	91.51
Year 8	89.81
Year 9	91.06
Year 10	88.85
Year 11	90.19
Year 12	90.11

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.

85

Teaching staff and Education Support Staff



88.16% are Teachers and 11.84% are Education Support Staff



67% female and 33% male

STAFF QUALIFICATIONS

- 60% of staff hold one qualification
- 30.5% of staff hold two qualifications
- 7.5% of staff hold three qualifications
- 1% of staff hold four qualifications
- 1% of staff hold five qualifications

PROFESSIONAL DEVELOPMENT

We are pleased that our staff continue to develop their skills and expertise. Their commitment to lifelong learning is evident by the number of hours they are putting in to Professional Development.

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

96%

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

99.50 TOP ATAR ACHIEVED BY ONE STUDENT
95+ ATAR ACHIEVED BY FIVE STUDENTS

90+ ACHIEVED BY 12 STUDENTS

85.3 MEDIAN ATAR

47 STUDENTS ELIGIBLE FOR WACE
36 STUDENTS ACHIEVED AN ATAR

POST SECONDARY DESTINATIONS

All 29 students who applied through Tertiary Institutions Service Centre (TISC) were offered a place at University. 14 students received their first preference for Curtin (three deferred) one for Edith Cowan (deferred), one for Murdoch (deferred), one for Notre Dame (enrolled) and nine for UWA (three deferred). A total of 18 student have enrolled and 8 have deferred.

Curtin enrolled courses: Engineering and Related Technologies, Mechanical Engineering, Structural Engineering, Medical Studies, Radiology, Physiotherapy, Speech Pathology, Nutrition and Dietetics, Business Management, Studies in Human Society, Communication and Media Studies, Computer Science, Mining Engineering.

Edith Cowan enrolled courses: Human Movement, Automotive Engineering (deferred)

Murdoch enrolled courses: Human Welfare Studies (deferred)

University of Notre Dame: General Nursing

UWA enrolled courses: Natural and Physical Science, Medical Science, Engineering and Related Technologies, Architecture and Urban Environment (deferred), Philosophy, Creative Arts.

COMMUNITY FEEDBACK

Families	Staff
<p>The feedback from parents was generally consistent with previous years' survey results, with family satisfaction with thier 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>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>
<p align="center">When presented with the question - What does Helena do well? The following are excerpts of the responses for families, students and staff.</p>	
<p><i>Small class sizes, which allows for more individualised attention and fosters a close-knit community.</i></p>	<p><i>The College provides a safe, inclusive, and welcoming environment for students, particularly those who may struggle elsewhere. Staff are friendly, approachable, and genuinely care about the students.</i></p>
<p><i>Teachers and the school keep families informed about their child's progress and school events through newsletters, emails, and direct communication</i></p>	<p><i>Students have access to a range of enriching activities, including camps and electives, which allow them to shine in areas beyond academics.</i></p>
<p><i>Effective learning support for students who need additional assistance, as well as opportunities for academic extension and challenge. Students are supported with constructive feedback and encouragement.</i></p>	<p><i>Staff feel valued, supported, and part of a collaborative team. The College has a positive working environment and leadership is praised for being approachable, responsive, and for promoting a positive school culture.</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.

