



SAINT HELENA'S
Catholic Primary School

Something Beautiful for God

Saint Helena's Catholic Primary School 2018 School Performance Report



St Helena's Catholic Primary School

Annual Report 2018

The Annual Report provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister of Education.

The Report also outlines information about initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementations of the School's Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office of Western Australia.

Further information about the school or this report may be obtained by contacting the school.

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PART ONE: Publication of Information Relating to School

1. CONTEXTUAL INFORMATION

St Helena's Catholic Primary School is a co-educational primary school of approximately 540 students from Pre-Kindergarten to Year 6. The school provides a strong foundation for children's spiritual, intellectual, social, moral, physical and aesthetic development by providing a supportive and nurturing environment which contributes to each student's sense of self-worth, enthusiasm and optimism for future learning and discovery.

St Helena's is a community that places Jesus Christ at its centre. We strive to live like Jesus. Our school motto, "Something Beautiful for God", is a reminder for the school community of its Catholic, Christian identity and of the lives we are called to lead. Together, staff, families, students, priests and the parish community work to make St Helena's a place where all are welcomed and where each individual can realise their fullest potential.

Students are seen as individuals with unique needs, interests and characteristics. We are committed to supporting and nurturing students to develop as an individual and as a member of our school and wider community. We regard each child as a precious gift, filled with the life and love of God.

Our aim at St Helena's is to give our children a thirst for learning that continues with them throughout their future school experiences and lives. We recognise that parents are the first and foremost educators and strive to work in partnership with them in providing an education program that meets the needs of every child. At St Helena's, learning is strongly focused on the development of literacy and numeracy skills.

Our staff at St Helena's has a thorough and up-to-date knowledge of the primary school curriculum and a deep understanding of how students learn. We know our students well: their individual interests, backgrounds, motivations and learning styles. We are committed to providing a faith-filled community in which a safe, positive and creative learning environment is nurtured and sustained. While we are dedicated to academic excellence and vitality, we promise so much more; a balanced educational experience for body, mind, heart and spirit. We teach our students the importance of caring for each other, for all humanity, and for the natural world.

2. TEACHER STANDARDS AND QUALIFICATIONS

Teaching Qualification	Number of Staff
Bachelor of Education	25
Graduate Diploma in Education	2
Diploma in Education	1
Bachelor of Arts	6
Master of Religious Education	1
Master of Education	5
Bachelor of Science	1
Bachelor of Education (Early Childhood)	1
Graduate Certificate in Education	2
Honours Bachelor Degree	1

3. WORKFORCE COMPOSITION

	Male	Female
Teaching Staff	5	25
Non-teaching Staff	1	24
Indigenous	0	1

4. STUDENT ATTENDANCE AT SCHOOL

Year Level	Attendance Rate (%)
Pre-Kindy	88.72
Kindergarten	90.64
Pre-Primary	92.50
Year 1	92.88
Year 2	92.55
Year 3	94.26
Year 4	92.13
Year 5	93.47
Year 6	92.97
Whole School Attendance Rate	92.24

Non-attendance is recorded electronically on SEQTA and is managed by the administration staff and classroom teachers. Administration staff contact families who have not provided an explanation for absences prior to recess each day. Any outstanding, unexplained absences are followed up by classroom teachers and administration staff.

5. NAPLAN ANNUAL ASSESSMENTS

Year 3

	School Mean	Like Schools Mean	Australian Mean
Reading	412	441	434
Writing	410	413	407
Spelling	416	423	418
Grammar & Punctuation	419	439	432
Numeracy	395	415	408

Year 5

	School Mean	Like Schools Mean	Australian Mean
Reading	503	511	509
Writing	450	467	465
Spelling	513	503	502
Grammar & Punctuation	496	506	504
Numeracy	485	493	494

6. PARENT, STUDENT AND TEACHER SATISFACTION

In 2018, the school conducted a survey across three groups, teachers, students and parents. The survey, Tell Them From Me, was used across a variety of CEWA schools. These were conducted electronically, and the results were collated by the School Improvement Team. The results were measured against the averages of other regional schools.

The elements surveyed in the teacher component were, Leadership, Collaboration, Learning Culture, Data Informs Practice, Teaching Strategies, Technology, Inclusive School and Parent Involvement. The school's data showed strengths compared to regional schools in Leadership, Collaboration, Inclusivity and Teaching Strategies.

In the student survey, strengths highlighted were a sense of belonging and having positive relationships. Students felt that the classroom instruction was well organised, had a clear purpose and they were provided with immediate feedback to help them learn. Students felt that they had someone that consistently provided encouragement, and there was someone available to turn to for advice.

The elements surveyed in the parent component were, Parents Feel Welcome, Inclusive School, Positive Behaviour, Learning at School and Home, and Communication. The school's data highlighted that parents feel welcome and student safety is paramount. Another strength was inclusivity, which aligns with the results from the teacher survey.

7. SCHOOL INCOME

A Summary of school income can be found on the Australian Government's My School website at www.myschool.edu.au by searching for St Helena's Catholic Primary School, Ellenbrook.

8. POST-SCHOOL DESTINATIONS

Secondary schools attended by Year 6 students:

Destination School	Number of Year 6 Students
Holy Cross College	17
La Salle College	29

Swan Valley Anglican Community School	2
Ashdale Secondary	1
Aveley Secondary College	6
Belridge High School	1
Chisolm Catholic College	1
Denmark Senior High School	1
Ellenbrook Christian College	1
Emmanuel Catholic College	1
Unknown	3

9. ANNUAL SCHOOL IMPROVEMENT

In 2018, our focus was on the following objectives:

Enrich and improve student learning by leveraging the use of ICT.

The Digital Technologies subject was implemented into teaching and learning programs for the first time in 2018. St Helena's made significant upgrades to the school's IT infrastructure and introduced new devices. Included in this was the purchase and deployment of new servers, switches and wireless upgrades. New devices included the purchase of over two hundred iPads and one hundred two-in-one touch screen laptops for student use. Several staff devices were refreshed to align with new curriculum demands. As well as the new devices, many classrooms had their digital displays updated to allow for easy technology integration and to enhance teaching and learning.

At St Helena's, technology integration has also been a key focus. Staff and students have enjoyed integrating the Microsoft Office365 suite. In Years 3-6, they have implemented Microsoft Teams, a dynamic platform that allows for collaboration and integration into their learning. Included in their class team is their Class Notebook. This is a OneNote tool that acts as a digital notebook for content creation and storage of their learning. Classes have also experimented with Microsoft Sway, a digital tool used to create a story or present information. One key benefit of the Office365 platform is the ability for students to work cross platform on both Microsoft and Apple devices; this also includes the ability to continue working on projects at home via cloud storage technologies.

Teaching staff were surveyed at the start and end of the year around their perceptions and use of technology, some key findings from the survey were:

- 86% of staff believe student use of technology enhances student performance, compared to only 60% at the start of the year.
- 93% of staff believe they have adequate opportunities for training at St Helena's, compared to only 35% at the start of the year.
- 71% of staff believe they are developing expertise in the use of technology in teaching, compared to 25% at the start of the year.

Promote positive mental health and well-being for students and staff.

Staff completed Schools Plus PD. Now being implemented in classes. Surveys conducted with students and staff re: prevalence of bullying. Teachers collaboratively planning Health program to ensure adequate coverage of all requirements and expectations.

Bullying Policy redeveloped with expert input. Staff working with students to establish consistent understanding. To be communicated to parents. Will be a focus in 2019 within the CEWA Safe Schools Framework.

Provide a broad, balanced and developmentally appropriate curriculum that utilises the best practices of teaching and learning, making use of the latest technologies and educational research/ development.

Considerable professional learning across staff. Excellent engagement by staff and implementation is progressing. Students responding positively. School planning document developed and being trialled in 2019. To be core focus in 2019 with all Semester 1 PLCs focussed on IBL.

Consistently and comprehensively implement requirements of the National Quality Standard (NQS) across Kindergarten to Year 2.

Our early years staff (Pre-Kindergarten to Yr 2) collaborated to grow their understanding of the Early Years Learning Framework and the National Quality Standard, the latter in particular setting a high benchmark for early childhood education and care in Australia. Our team worked extremely hard to ensure St Helena's was working towards meeting each standard to the highest level through changed practices and resourcing. Our early years provide a strong foundation for student development and learning.

Enhance communication within and beyond the school community.

A survey of staff, students and parents was conducted around communication and 'Why choose St Helena's'. The general outcome was: 92 parents, and we can assume 92 families, have answered the Parents' survey. This is a very strong result and show a very strong support for the work performed at St Helena's. Staff, students, and the wider community have also

shown remarkable support toward the school. All groups surveyed have complete faith that the school has a great reputation, and provides great quality of education, and exceptional individual care and support.

Establish a strategic approach to marketing with a view to maximising enrolments and maintaining a positive public profile.

As a result of parent surveys, the following recommendation was made:

The school's website needs a complete review on the user experience side of things. The event calendar in particular was mentioned several times as not accurate and losing its relevance. Also, Online Enrolment, Canteen Ordering, PD and Pupil Free Days, Uniform trading post, were more suggestions to improve the school's website. Website to be redeveloped with proposed launch mid-2019.

PART TWO: School Community Report

A report by the Board Chair to the School Community can be found here:
http://www.sthelenas.wa.edu.au/images/our_school/Community/2018_AGM_Chair_and_Treasurers_Report.pdf

A report by the Principal to the School Community can be found here:
http://www.sthelenas.wa.edu.au/images/our_school/Community/2018_AGM_Principals_Report.pdf

Other reports to the School Community can be found here:
<http://www.sthelenas.wa.edu.au/community/school-board>