



SAINT HELENA'S
CATHOLIC PRIMARY SCHOOL

Something Beautiful for God

2019
School Performance Report

St Helena's Catholic Primary School

Annual Report 2019

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.

School Contact Details:

St Helena's Catholic Primary School

55 Fortescue Place

Ellenbrook WA 6069

Phone: (08) 9297 7500

Email: admin@sthelenas.wa.edu.au

Web: <http://sthelenas.wa.edu.au>

PART ONE: Publication of Information Relating to Schools

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	24
Graduate Diploma in Education	5
Diploma in Education	2
Bachelor of Arts	5
Master of Religious Education	1
Master of Education	3
Bachelor of Science	1
Bachelor of Education (Early Childhood)	4
Graduate Certificate in Education	3

3. WORKFORCE COMPOSITION

	Male	Female
Teaching Staff	5	29
Non-teaching Staff	1	25
Indigenous	0	1

4. STUDENT ATTENDANCE AT SCHOOL

Year Level	Attendance Rate (%)
Pre-Kindy	92.94
Kindergarten	89.59
Pre-Primary	90.18
Year 1	92.43
Year 2	92.70
Year 3	92.66
Year 4	92.84
Year 5	92.08
Year 6	92.19
Whole School Attendance Rate	91.96

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	435	432	432
Writing	443	427	422
Spelling	422	418	419
Grammar & Punctuation	459	444	440
Numeracy	406	402	408

Year 5

	School Mean	Like Schools Mean	Australian Mean
Reading	502	517	506
Writing	476	484	474
Spelling	504	510	501
Grammar & Punctuation	501	508	499
Numeracy	488	498	496

6. PARENT, STUDENT AND TEACHER SATISFACTION

In 2019, the school conducted the Friendly Schools Plus survey with students from Year 4 to Year 6. The survey data was gathered electronically and the results were aggregated into year level reports that provided a student perspective on pastoral care practices and bullying related issues. The data was analysed and communicated back to staff. When compared to 2018, a reduction in all bullying behaviours was noted in the Year 6 cohort. A reduction in students reporting cyberbullying was also noted from the previous year. The overall impression of the data was that students were generally satisfied with the school's approach to bullying.

In 2019, parent feedback about the school's areas of strength and development was collected through parent forums and a survey as the school prepared to write its new Strategic Plan. The data indicated that a significant number of parents felt their children were safe and included at school and that staff were generally easy to approach, responsive to parent concerns and understood the individual needs of students. Parents reported satisfaction with the quality of learning at St Helena's and the communication to parents. Satisfaction was also expressed with the opportunities to celebrate and connect in the school community.

As part of developing our Strategic Plan, staff feedback was also gathered through a whole-staff workshop. The overwhelming sentiment was positive and directions for the future were highlighted and included in the Strategic Plan. Teacher satisfaction was supported through feedback about the school's strengths.

Overall satisfaction across the school community is also supported by strong enrolments and informal feedback from parents, students and staff through conversations, emails and social media likes and comments.

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

Year 6 students from St Helena's Catholic Primary School in 2019 went on to the following secondary schools:

Destination School	Number of Year 6 Students
Holy Cross College	18
La Salle College	23
Aveley Secondary College	11
Ellenbrook Secondary College	4
Swan Valley Anglican Community School	2
Ellenbrook Christian College	1
Mercy College	1
Newman College	1
Belridge Senior High School	1
Unknown	10

9. ANNUAL SCHOOL IMPROVEMENT

In 2019, our focus was on the following objectives:

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

Our work on enriching and improving student learning by leveraging the use of ICT continued in 2019. A proposal for the rollout of one-to-one devices in the Year 4 group for 2020 and beyond was written and passed by the School Board. Parents

were informed and a parent information session was conducted. The appropriate devices and accessories were sourced and a parent handbook for the program was written and distributed to parents of Year 4 students for 2020.

Support from the school's Digital Technologies Lead Teacher was provided to all teaching staff throughout the year to continue to enrich and improve student learning through the use of the school's devices and equipment, as well as to continue to support the implementation of the Digital Technologies curriculum across all year levels. The Microsoft Office365 suite, as well as other Microsoft and Apple applications, were utilised across the school. Professional Learning Community meetings were used to share practice amongst teachers and develop skills and knowledge around Digital Technologies.

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.

Professional Learning Community meetings in Semester 1 of 2019 focused on the implementation of the model of Inquiry Based Learning developed for St Helena's. Teaching staff continued working in classrooms and year groups to develop and refine their practice in this area. Teachers also shared their classroom practice with others across the school. Coordinators for Inquiry Based Learning were appointed and worked with teachers to support its implementation in classrooms.

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

Following the collection of information from parents regarding the school's website, a team worked on rebuilding the school's website. The website was launched and is regularly updated. The website includes a marketing video on the home page, as well as enrolment information and the new 'Parent Hub' for current parents to access relevant and up-to-date information.

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

Staff were engaged in professional development around the Keeping Safe Child Protection Curriculum, which is to be implemented in 2020. Teachers collaboratively planned Health programs to ensure all requirements and expectations are covered. The Friendly Schools Plus survey was conducted to monitor the prevalence of bullying and the pastoral response of the school.

Parent workshops on childhood anxiety were presented by a Senior Psychologist from the CEWA Psychology Team, which included the identification of childhood anxiety as well as some strategies to reduce anxiety in children.

PART TWO: School Community Report

A report by the Board Chair to the school community can be found [here](#).

A report by the Principal to the school community can be found [here](#).

Other reports to the school community can be found on our [school website](#).