



School Performance Information
2009

In order to comply with the federal legislation of the *Schools Assistance Act 2004* and the *Schools Assistance Regulations 2005*, all schools are required to make available School Performance Information on an annual basis to parents and prospective parents on request. The material is made available annually and within six months of the end of the previous year.

The information below is in accordance with requirements of the Act and Regulations.

1 Professional Engagement
Staffing Numbers (as per Census August 2009):

Principal	1
Teaching staff	114
Peripatetic staff	23
Non-teaching staff	99
	237

1.1 Staff Attendance:

This includes staff absences from the College due to sick or personal leave. It does not include where staff have been off-campus due to activities such as camps, excursions, professional development or other activities which are part of normal school activity.

The average daily attendance for teaching staff was 86.5%.

1.2 Staff Retention:

The retention rate (teaching staff) from 2008 to the end of the 2009 academic year was 97.5%.

1.3 Teacher Qualifications:

All teaching staff in the College are registered as members of WACOT and are qualified to teach in Western Australian schools.

1.4 Professional Development:

All academic staff undertook professional development either in-house or externally provided.

The cost of provisioning professional development may include registration, travel, accommodation costs as well as costs required to provide teacher relief when appropriate.

The average expenditure per teacher for professional development was \$651.

2 Key Student Outcomes

2.1 Student Attendance

Average daily attendance: 95.2%

2.2 Proportions of Year 3, 5 7 and 9 students meeting national reading, writing, spelling and numeracy benchmarks in 2009 and the percentage change in benchmark results from 2008.

	Numeracy	Reading	Writing	Spelling	Grammar and Punctuation
Year3	96.1% (-3.8%)	100% (same)	100% (same)	100% (same)	100% (same)
Year 5	99.3% (+2%)	100% (+1.4%)	100% (+2.7)	100% (+2.7)	100% (+1.4)
Year 7	100% (+3.3%)	98.8% (+3.1%)	96.1% (-0.6)%	96.83%(-2.07%)	98.8% (+2.1%)
	Maths	Reading	Writing	Spelling	Grammar and Punctuation
Year 9	100% (+3.0%)	100% (+1.8%)	100% (+2.5%)	96.9% (-2.5%)	100% (+0.6%)

Figures in brackets indicate changes in benchmark results from the previous year

2.3 Value added

The College value-adds to its academic curriculum through its pastoral care, faith and values and co-curricular activities and offerings. The activities which are available to students are described on the College website and in other formal publications, such as the prospectus. Regular correspondence with the Penrhos Community via newsletters and news updates on the website provide up-to-date results and upcoming events.

2.4 Senior Secondary Outcomes

Year 12 2009

Cohort size: 158
Number achieving Secondary Graduation; 158
Number of Students with an ATAR: 135
Alternative Pathway (no ATAR) 23

TER Statistics

Distribution of Average Scaled Marks - TEE				
% for Penrhos				
Year	Low	Mid	High	State Rank
2009	8.15	32.59	59.26	9th

TER Range	Number of Students	%
90+	69	44
80-90	38	28.4
70-79	21	15.5
60-69	6	4.4
< 60	1	0.74

TABLE 4
Subjects in the ‘Top Ten TEE Schools 2009’

Art
Biology
Discrete Mathematics
Drama 3A/3B
English 2A/2B
English 3A/3B
English Literature
History
Human Biology
Physical Education Studies 3A/3B

Curriculum Council Exhibitions and Awards 2009

Certificates of Distinction 18

Certificates of Excellence 12

Wholly School Assessed (WSA) Statistics

2009 had a similar number of students studying WSA courses/VET when compared to previous years. The relatively small number of students studying individual WSA subjects/VET at the College continues to make it difficult to draw conclusions as to the relative performance of students in these subjects. To be eligible for recognition in these subjects, schools need to have at least twelve students enrolled in subjects, which in many cases the College does not. It is also difficult to make judgements about this group as a result of changes to senior secondary education and the disappearance of WSA subjects. The Curriculum Council no longer recognises the top WSA schools, a list that Penrhos has dominated in the past.

1. Two subjects, Modelling with Mathematics and Photography, were placed in the Top Ten Schools with the highest percentage of students with an ‘A’ grade in 2009.
2. WACE courses are now being offered at Stage 1, Stage 2 and Stage 3 replacing WSA subjects. The approximate equivalent of the WSA subjects are Stage 1 courses. In 2009 Penrhos had the distinction of achieving the second highest percentage of students awarded with ‘A’ grades in the State for Stage 1 courses

2.5Proportion of Year 9 students retained to Year 12

160 students were enrolled as Year 9 students at the end of the 2006 academic year. Of the total group, 25 students left the College prior to graduation in 2009. This represents a retention rate of 84%.

2.6Post-school Destinations

University

The table below reflects the success of the 2009 cohort in gaining entry into the four public universities in Western Australia. The results are highly pleasing with the percentage of students gaining entry into university well above the State average. Compared with previous years, a 98% acceptance rates highly.

		2009	
		#	%
Total Year 12	Penrhos	158	100
	State		
Number Applied	Penrhos	145	91.2
	State		49
Number Offered	Penrhos	142	97.9
	State		90.8
Number Enrolled	Penrhos	112	78.9
	State		73.4

Closer analysis of the data for individual students shows that:
145 students applied for University and 142 (97.9%) received an offer.

Preference	#	%
1st	106	75
2 nd	20	13.8
3 rd	11	7.6
4 th	4	2.75
5 th	0	0
6 th	1	0.7

- The three students who did not receive an offer of a place were applying through alternative entry pathways.
- All students who applied through the traditional ATAR pathway were successful in receiving an offer.
- 112 students have accepted an offer and enrolled, 17 have deferred.
- 13 students declined an offer.
- Ten students who did not study a TER course and did not sit Tertiary Entrance Examinations applied for entry into the Edith Cowan University Preparation Course or direct entry via the Portfolio Pathway, and as a result of their outstanding performance in their Wholly School Assessed subjects seven were successful.

3 Satisfaction

3.1 Parent, teacher and student satisfaction

The College believes that the level of satisfaction with the College is illustrated by Its enrolment numbers for current and future years and staff and student retention rates
The College surveys its staff, student and parent bodies when specific feedback is required or desirable.