



SCHOOL PERFORMANCE INFORMATION 2012 ACADEMIC YEAR

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.

I CONTEXTUAL INFORMATION

Penrhos College is a Uniting Church day and boarding school specialising in the education of girls from Pre-Kindergarten to Year 12.

Founded in 1952, the College is proud of its reputation as one of Western Australia's most progressive and successful girls' schools. Led by Principal Mrs Meg Melville, the College is organised around each student's Phase of Development, and caters for approximately 1200 students.

At Penrhos College, our purpose is clear - 'to inspire girls to become extraordinary women'. In achieving this, we are committed to providing inspirational student experiences, inspirational staff, an inspirational environment and an inspirational and enduring community. Inspired by our motto 'Strive for the Highest', the College is committed to a set of six Core Shared Values: Respect, Integrity, Empathy, Knowledge, Growth and Synergy.

We believe a balanced education involves the development of the whole person. As such, the College's programs are designed to develop each student's mind, body, heart and spirit. Penrhos College offers a diverse and challenging academic and co-curricular program, a nurturing pastoral care program and many opportunities for community service and contribution. Penrhos College students enjoy access to a technology-rich learning environment via the I-to-I Notebook Computer Program. The College's modern Boarding House, Menai, is equipped with the latest technological resources to ensure Boarding students have access to the best study and communication resources available. The College consists of both a Junior School (Pre-Kindergarten - Year 6) and Secondary School (Year 7 - Year 12). Across Junior School and Secondary School the College provides inspirational learning environments and facilities.

The next phase of our dynamic building master plan will see the unveiling of our brand new Creative Arts and Design Centre in the Secondary School. The College campus features a 750-seat theatre, heated Olympic-size swimming pool, extensive playing fields and a state-of-the-art Early Learning Centre. These facilities combine with the College's focus on providing the best possible resources, teachings and experiences, appropriate to each student's development, to give every student the opportunity to explore her own interests and talents, and equip her with the necessary tools to succeed in her chosen endeavours.

2 TEACHER STANDARDS AND QUALIFICATIONS

2.1 Staff Attendance:

This data 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 96.2%.

2.2 Staff Retention:

The retention rate (teaching staff) from 2011 to the end of the 2012 academic year was 89.5%.

2.3 Teacher Qualifications:

All teaching staff in the College are registered as members of the Teacher Registration Board Western Australia and are qualified to teach in Western Australian schools.

2.4 Workforce Composition

(From August 2012 Census data)

	Number	FTE
Teaching Staff	134	112.5
Male	29	28.5
Female	105	84
Indigenous	0	0
Operational Services Staff	99	86.8
Male	22	21.1
Female	77	65.7
Indigenous	0	0

2.5 Staff Professional Learning, Development and Growth:

All staff have the opportunity to undertake professional learning, development and growth. This is offered to staff according to the College's Professional Learning Framework, the College's Leadership Statement and the results of an individual's annual Reflection, Performance and Development program (RPD). Professional learning is a component of the College's commitment to quality teaching and to lifelong learning which is itself a core value of the Uniting Church's Educational Charter.

The College differentiates between Professional Development, Professional Learning and Professional Growth. The strategies to deliver these aspects of professional learning, range, for example, from internal/external knowledge and skill development to mentoring, coaching and professional partnerships. The College considers all staff to be members of a vibrant community of learning within the College itself, and that professional learning may be both formal and informal.

In determining the cost of provisioning professional learning reported below, only sessions of formal, purchased events are included. The costs reflect registration, travel, accommodation costs as well as costs required to provide teacher relief when appropriate. The College has not attempted to cost informal events in this report.

The average expenditure per teacher for professional development was \$1,694.

Professional learning for teaching staff in 2012 covered the following areas;

- Teaching Strategies
- Literacy
- Numeracy
- Subject specific pedagogies and content – in all subject areas
- Learning Enhancement strategies
- Curriculum development – in particular attention to the Australian Curriculum
- Pastoral Care
- Changes to legislative requirements
- Growth Coaching
- Team Building

3 KEY STUDENT OUTCOMES

3.1 Student Attendance

Year	% Attendance
Pre-Primary	91.86
Year 1	90.54
Year 2	94.54
Year 3	92.14
Year 4	94.16
Year 5	94.85
Year 6	95.07
Year 7	95.64
Year 8	94.94
Year 9	93.91
Year 10	93.69
Year 11	94.22
Year 12	94.99

3.2 Proportions of Year 3, 5 7 and 9 students meeting national reading, writing, spelling and numeracy benchmarks in 2012 and the percentage change in benchmark results from 2011.

	Numeracy	Reading	Writing	Spelling	Grammar and Punctuation
Year 3	100% (same)	100% (same)	100% (same)	100% (same)	100% (same)
Year 5	99% (same)	99% (same)	100% (same)	100% (same)	96% (-3%)
Year 7	100% (+1%)	100%(+1%)	100% (+1%)	98% (-1%)	99% (same)
Year 9	100 (+1%)	99% (same)	98% (same)	97% (same)	99% (+1%)

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

3.3 Value added

The College value-adds to its academic curriculum through its pastoral care, faith and values, community service and co-curricular activities and offerings in accordance our philosophy of educating the whole person; mind, heart, body and spirit. It is a key concept of the Pastoral Care philosophy of the College that students achieve their academic potential when they are part of a positive, safe and vibrant community. 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 portal provide up-to-date results and upcoming events.

3.4 Senior Secondary Outcomes

Summary Year 12 2012

Cohort Size:	152
Number achieving WACE Secondary Graduation;	152
Number of Students with an ATAR:	140
Alternative Pathway (no ATAR)	12

- 100% of students achieved their Western Australian Certificate of Education, thereby successfully achieving graduation.
- The key "League Table" had Penrhos placed 6th out of all schools state wide based on the number of Stage 3 enrolments in the school where a WACE course score of 75 or above was achieved.
- Penrhos was placed equal sixth in Vocational Education & Training, continuing the outstanding performance in this area over recent years.
- All of the 140 students who applied for entry into university via achievement of an Australian Tertiary Admission Rank (ATAR) were eligible for entry into one or more of the public universities.
- All Stage 2 and Stage 3 courses performed above the state average.
- In terms of scaled scores, Penrhos' courses were on average 8.2 marks higher than the State
- Seventeen WACE courses were in the "Top 15 Schools" in the State.

ATAR Range	Penrhos %	State %
90+	51.4	24.79
80-90	25	22.92
70-79	15.7	19.91
60-69	5	15.13
< 60	2.9	17.25

Subjects in the 'Top 15 WACE Schools 2012

Dance 3A/B	Modern History 3A/B
Design (Photography) 3A/B	Physical Education Studies 3A/B
Drama 3A/B	Physics 3A/B
Economics 3A/B	Politics & Law 3A/B
French 3A/B	Children, Family & Community 2A/B
Geography 3A/B	Food, Science & Technology 2A/B
Human Biological Science 3A/B	Materials Design & Technology 2A/B
Literature 3A/B	Italian 3A/B
Mathematics Specialist 3C/D	

Council Exhibitions and Awards 2012

Certificates of Distinction	4
Certificates of Commendation	12

Vocational Education and Training (VET)

2012 had a similar number of students studying VET when compared to previous years. The relatively small number of students studying VET at the College continues to make it difficult to draw conclusions as to the relative performance of students in these areas. Penrhos had the distinction of being equal 6th in the "First 50 VET Schools". This recognises the percentage of students who completed at least one AQF VET Certificate II or higher qualification.

3.5 Proportion of Year 9 students retained to Year 12

153 students were enrolled as Year 9 students at the end of the 2009 academic year. Of this group, 16 students left the College prior to graduation in 2012. This represents a retention rate of 90%.

3.6 Post-school Destinations

University

The table below reflects the success of the 2012 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 (100%) well above the State average.

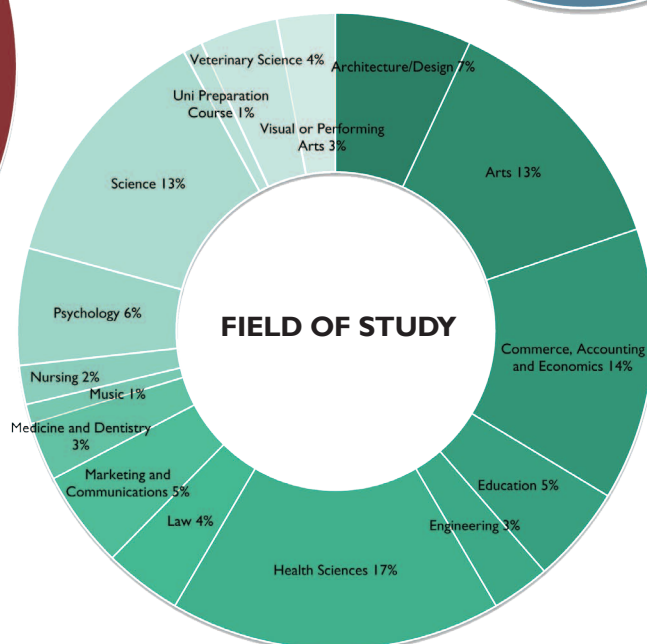
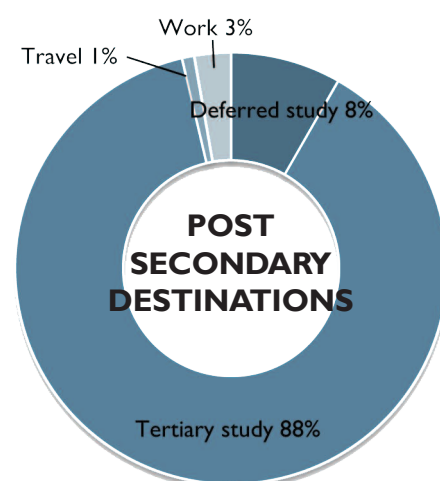
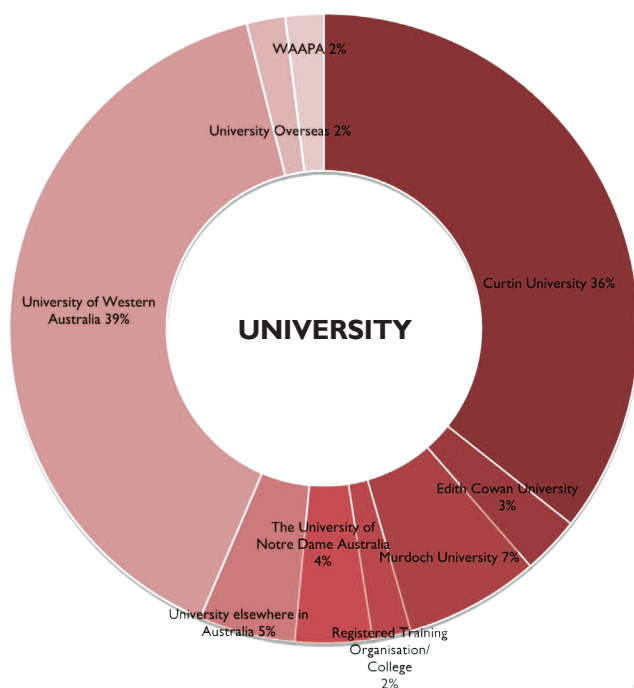
- 140 of a possible 140 students applied for University and all received an offer of a place.
- Of the 140 students who received an offer, 115 (82%) did so for their 1st preference, much higher than the State where 70% of students received their 1st preference.
- 109 students have accepted an offer.

Closer analysis of the data for individual students shows that:

Students receiving an offer on their 1st Preference

Preference	#	%
1st	115	82

Note: data on students receiving 2nd to 5th preference offers is no longer available



3.7 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 and through the results of the independently conducted satisfaction surveys for both parents and staff. The College also conducts a well-being survey with students Years 5-12 each year.

Since 2010 the College has undertaken independent surveys of its parent and staff satisfaction levels, covering the areas of:

- School leadership
- School Culture and Values
- Academic Standing
- Teaching Staff
- Communication
- Co-curricular activity
- Service delivery

In 2012, staff were again surveyed to ascertain satisfaction levels. The response rate was good with 61%, a total 152 employees responding to the request for feedback.

Staff engagement (satisfaction, motivation, recommendation, re-joining, delivery on vision, comparative standing) has remained strong among all staff from 2011 to 2012. This has increased from 84% in 2011 to 87% in 2012. Comparatively, this places Penrhos just outside the top 10% of employers in Australian benchmarks.

The College takes the results of the survey seriously and the results are used to further develop planning for future years. These results are communicated to staff. The survey will be issued to parents again in 2013.

The Parent Satisfaction Survey will be conducted again in 2013.

4 SOURCES OF FUNDING

	000's	%
Income		
Fees	21,208	74%
Commonwealth Grants	4,276	15%
State Grants	2,298	8%
Other	920	3%
	28,702	
Expenditure		
Salaries	19,434	70%
Departmental	2,326	8%
Other	4,050	15%
Depreciation	2,116	8%
	27,926	
Capital Expenditure 2012		
Aust Govt Capital Grant Income	0	0%
Income Allocated to Capital Projects	9,173	100%
	9,173	



Meg Melville
June 2013