

PENRHOS
COLLEGE

STRIVE FOR THE HIGHEST



SCHOOL PERFORMANCE INFORMATION
2013 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 1-to-1 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 College campus features a 750-seat theatre, heated Olympic-size swimming pool, extensive playing fields and a state-of-the-art Early Learning Centre. Under construction and due for completion in 2014 is the Creative Arts and Design Building which will house Food & Textiles, Creative and Visual Arts, Photography and Media departments. These facilities combine with the College's focus on providing the best possible resources, teaching 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 life.

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 96.97%.

2.2 Staff Retention

The retention rate (teaching staff) from 2012 to the end of the 2013 academic year was 84.6%.

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 2013 Census data)

	Number	FTE
Teaching Staff	136	113.13
Male	27	24.42
Female	109	88.71
Indigenous	0	0
Operational Services Staff	99	84.24
Male	23	22.19
Female	76	62.05
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 \$685.

Professional learning for teaching staff in 2013 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

3 KEY STUDENT OUTCOMES

3.1 Student Attendance

Year	% Attendance
Kindergarten	93.31
Pre-Primary	95.39
Year 1	94.66
Year 2	93.91
Year 3	94.84
Year 4	92.52
Year 5	94.79
Year 6	94.84
Year 7	95.20
Year 8	94.80
Year 9	93.85
Year 10	93.64
Year 11	93.54
Year 12	95.43

Parents are requested to notify the College if their daughter will be absent, either by telephone or email by 8.30am.

Attendance is recorded period by period in the Secondary School and twice per day in the Junior School.

Where a Junior School student is an unexplained absence, telephone calls are made to the parents and if necessary emergency contacts to ascertain the reason for the absence.

Where a Secondary School student is an unexplained absence, SMS messages are sent to the parents to ascertain the reason for the absence. If an absence is still unexplained by the following day, email contact with the parent is made requesting an explanation. Weekly reports are provided to Heads of Year for follow up on student's who are frequently late or absent.

3.2 Proportions of Year 3, 5, 7 and 9 students meeting national reading, writing, spelling and numeracy benchmarks in 2013 and the percentage change in benchmark results from 2012

	Numeracy	Reading	Writing	Spelling	Grammar and Punctuation
Year 3	100% (same)	100% (same)	100% (same)	96% (-4%)	100% (same)
Year 5	100% (+1%)	100% (+1%)	99% (-1%)	99% (-1%)	100% (+4%)
Year 7	100% (same)	100% (same)	99% (-1%)	99% (+1%)	99% (same)
Year 9	99% (-1%)	99% (same)	99% (+1%)	100% (+3%)	98% (-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. The key tenet of the College's Pastoral Care philosophy is that students achieve their academic potential when they are part of a positive, safe and vibrant community. Regular correspondence with the Penrhos Community via newsletters and news updates on the portal provide up-to-date results and upcoming events. The activities which are available to students are described on the College website <http://www.penrhos.wa.edu.au/student-life/co-curricular-activities.html> and in other formal publications, such as the prospectus.

3.4 Senior Secondary Outcomes

Summary Year 12 2013

Cohort Size:	152
Number achieving WACE Secondary Graduation:	151
Number of Students with an ATAR:	140
Alternative Pathway (no ATAR)	12

- **99.34%** of students achieved their Western Australian Certificate of Education, thereby successfully achieving graduation.
- The key 'League Table' had Penrhos placed **9th** 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 **6th** in Vocational Education & Training, continuing the outstanding performance in this area over recent years.
- **98%** 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 but one Stage 2 and Stage 3 course performed above the state average.
- In terms of scaled scores, Penrhos' courses were on average **7.2 marks higher** than the State.
- Twelve WACE courses were in the 'Top 15 Schools' in the State.

ATAR Range	Penrhos %	State %
90+	45	24.7
80-90	29	22.94
70-79	45	19.87
60-69	9.5	14.97
< 60	3.5	17.11

Subjects in the 'Top 15 WACE Schools' 2013

Dance 3A/B	Modern History 3A/B
Design (Photography) 3A/B	Physical Education Studies 3A/B
Drama 3A/B	Politics & Law 3A/B
Economics 3A/B	Children, Family & Community 2A/B
French 3A/B	Literature 3A/B
Geography 3A/B	Applied Information Technology 3A/B

Council Exhibitions and Awards 2013

Certificates of Distinction	7
Certificates of Commendation	9

Vocational Education and Training (VET)

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 AQFVET Certificate II or higher qualification.

12 students received Vocational Education and Training Qualification

Qualification	Number of students
Certificate 4 : Business	5
Certificate 3 : Education Support	1
Certificate 3 : Media – Film and Design	3
Certificate 2 : Retail, Makeup and Skin Care	1
Certificate 2 : in Workplace Practices	2

3.5 Proportion of Year 9 students retained to Year 12

151 graduated from the College at the end of 2013. Of this group, 132 were enrolled in the College as Year 9 students in 2010. This represents a retention rate of 87.4%.

3.6 Post-school Destinations

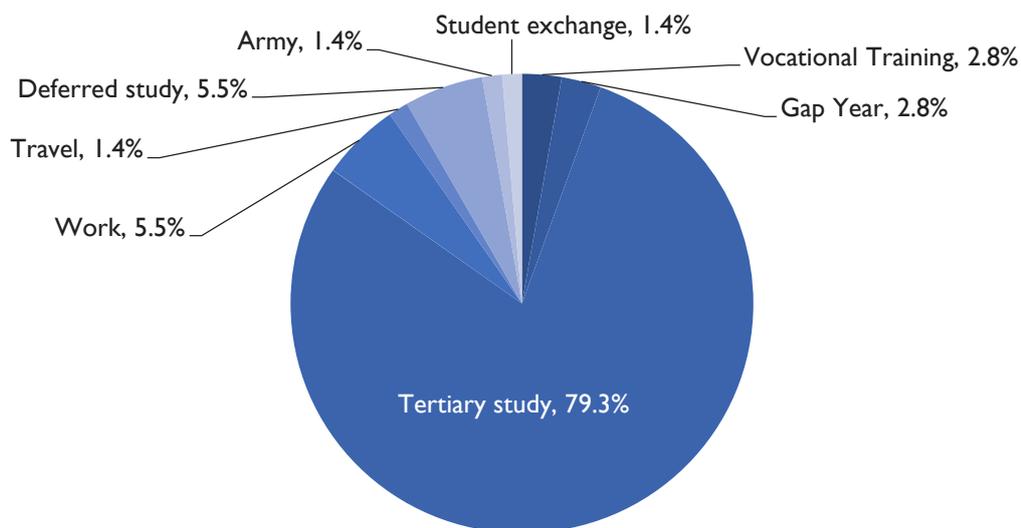
University

The table below reflects the success of the 2013 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.

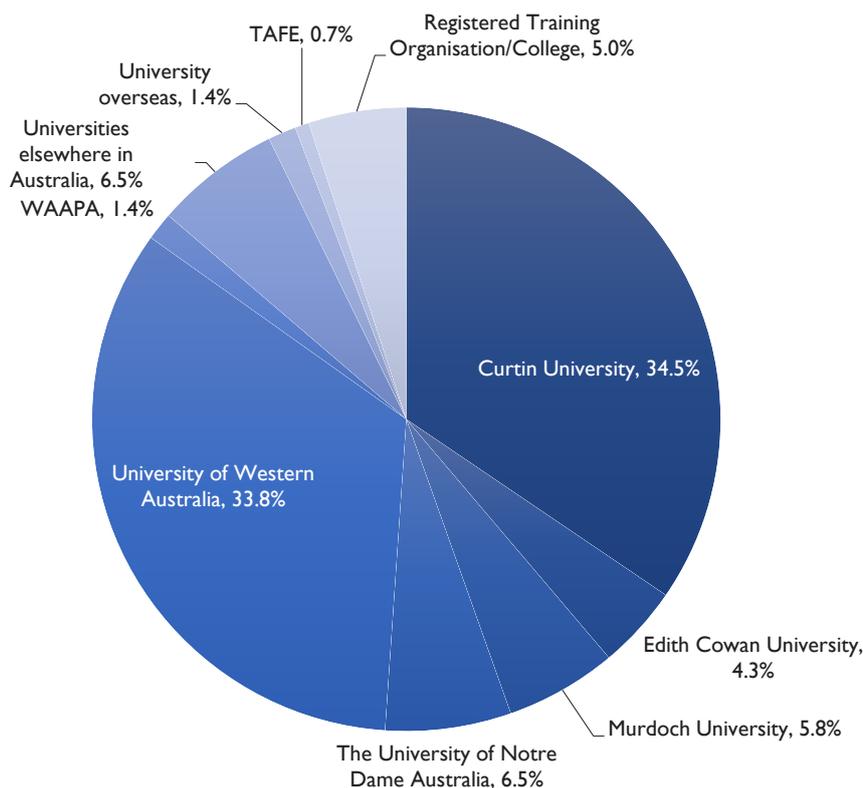
- 129 of a possible 140 students applied for University and all received an offer of a place.
- Of the 126 students who received an offer, 106 (84%) did so for their 1st preference, much higher than the State where 70% of students received their 1st preference.
- 91 students have accepted an offer.

Location of our 2013 Leavers

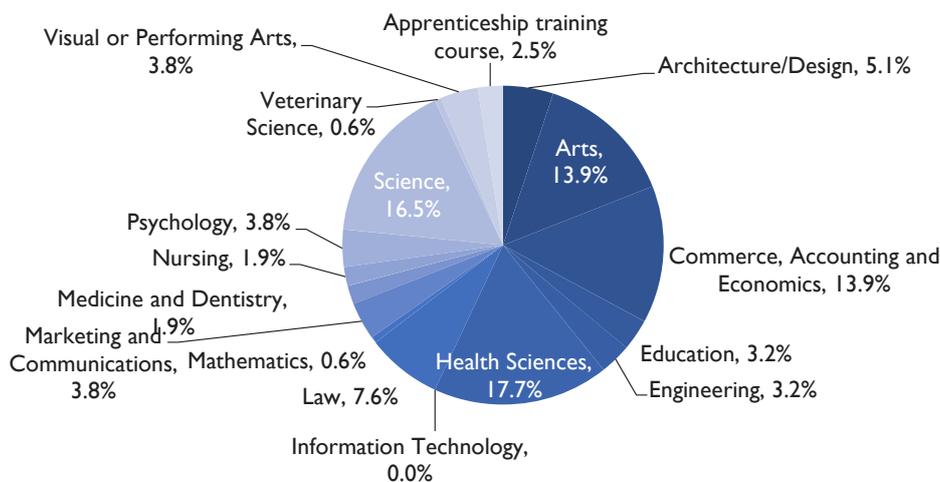
Data derived from responses to 2013 Leavers Survey, conducted by the Marketing and Community Relations Office



University Choice of our 2013 Leavers



Courses of Study of our 2013 Leavers



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 wellbeing survey with students in 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

The survey is conducted by an independent research organisation and the survey questions have been repeated to determine the effects of the changes the College management has undertaken in response to the survey results.

In 2013, the third Parent Satisfaction Survey was conducted.

The results showed consistent growth in satisfaction levels in each of the above areas – with the exception of Academic Standing which dropped slightly. In light of the increase in satisfaction levels in each of the other areas; the research company report ascribed this result as “*Affected by wording change to one of the statements in 2013.” This is in light of the College placing in the top 10 of Western Australian schools in the ATAR results in 2011 and 2012.

The College takes the results of the survey seriously and the results are used to further develop planning for future years.

The next Staff Satisfaction Survey will take place in 2014.

The Pastoral Care staff conduct annual Student Satisfaction Surveys with students in Year 5 to Year 12. Analysis of the results assists in setting the focus of the Pastoral Care program each year.

The areas covered by the surveys are:

Relationship with the College

- Student View of Penrhos College
- Student View of their Relationship with the College

Relationship with Teachers

- Security and Communication
- Positive Regard

Relationship with Peers

- Security and Communication
- Positive Regard

The Student Survey conducted in Term 3, 2013 yielded predominantly positive results, with students generally reporting good relationships with Penrhos College, its staff, and its students. The positive nature of the results has not changed significantly over the three years the survey has been conducted. In some areas the 2013 survey results indicate slight improvements from the 2012 responses.

4 SOURCES OF FUNDING

	000's	%
Income		
Fees	22,183	71%
Commonwealth Grants	4,540	15%
State Grants	2,465	8%
Other	1,843	6%
	31,031	
Expenditure		
Salaries	20,771	70%
Departmental	1,240	4%
Other	5,700	19%
Depreciation	1,872	6%
	29,583	
Capital Expenditure 2012		
Aust Govt Capital Grant Income	0	0%
Income Allocated to Capital Projects	5,824	100%
	5,824	



Meg Melville
June 2014