



# SCHOOL PERFORMANCE INFORMATION

## 2014 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.

## 1 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 1260 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 2016 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
- the best possible teaching and experiences, appropriate to each student's development
- the opportunity for every student to explore her own interests and talents
- every student with the necessary tools and skills to succeed in her chosen endeavours in the 21st Century.

A virtual tour of the campus can be found on our College website:

[www.penrhos.wa.edu.au/about-penrhos/map-virtual-tour](http://www.penrhos.wa.edu.au/about-penrhos/map-virtual-tour)

## 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 99.08%.

### 2.2 Staff Retention

The retention rate (permanent teaching staff) from 2013 to the end of the 2014 academic year was 92.43%



### 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 2014 Census data)

	Number	FTE
<b>Teaching Staff</b>	143	118.28
Male	31	29.12
Female	112	89.16
Indigenous	0	0
<b>Operational Services Staff</b>	102	86.38
Male	23	21.72
Female	79	64.66
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 \$1,402 (includes registration, accommodation, travel cost).

The College continues to focus its professional learning for staff in areas of Teacher Quality and Numeracy and Literacy.

Professional learning for teaching staff in 2014 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	92.63
Pre-Primary	93.28
Year 1	93.79
Year 2	95.13
Year 3	93.31
Year 4	93.16
Year 5	93.55
Year 6	93.77
Year 7	95.33
Year 8	94.42
Year 9	94.11
Year 10	93.74
Year 11	94.79
Year 12	94.47

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 2014 and the percentage change in benchmark results from 2013

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

2014	Numeracy	Reading	Writing	Spelling	Grammar and Punctuation
Year3	100% (same)	100% (same)	100% (same)	100% (+4%)	100% (same)
Year 5	97% (-3%)	95% (-5%)	100% (+1%)	97% (-2%)	100% (same)
Year 7	99% (-1%)	100% (same)	100% (+1%)	99% (same)	98% (-1%)
Year 9	100% (+1%)	100% (+1%)	98% (-1%)	100% (same)	99% (+1%)

*The data in brackets indicates the results achieved in 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. 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 [www.penrhos.wa.edu.au/student-life/co-curricular-activities](http://www.penrhos.wa.edu.au/student-life/co-curricular-activities) and in other formal publications, such as the prospectus.

### 3.1 Senior Secondary Outcomes

#### SUMMARY YEAR 12 2014

Cohort Size:	111
Number achieving WACE Secondary Graduation:	110
Number of Students with an ATAR:	96
Alternative Pathway (no ATAR)	15

- **99.1%** 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.
- **98.9%** of 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 two Stage 2 and Stage 3 courses performed above the state average.
- Eleven WACE courses were in the “Top 15 Schools” in the State.

ATAR Range	Penrhos %	State %
90+	45.8%	24.62
80-90	27%	23.07%
70-79	14.6%	20.16
60-69	11.5%	15.09%
< 60	1%	17.06%

#### COURSES IN THE ‘TOP 15 WACE SCORE SCHOOLS 2014 – STAGE 2 & 3

Design (Photography) 3A/B	Modern History 3A/B
Drama 3A/B	Physical Education Studies 3A/B
French 3A/B	Politics & Law 3A/B
English 3A/B	Mathematics 2C/D
Human Biological Science 3A/B	Mathematics 3A/B
	Mathematics 3C/D

#### COUNCIL EXHIBITIONS AND AWARDS 2014

Certificates of Distinction	4
Certificates of Commendation	5

#### Vocational Education and Training (VET)

Note: As a result of the half cohort of Year 12 students, Penrhos College, which would normally appear in the results tables has not been included. In 2014, Penrhos College had fewer than 20 full-time eligible Year 12 students or fewer than 10 students enrolled in a least 1 VET unit of competency.

### 3.2 Proportion of Year 9 students retained to Year 12

111 students graduated from the College at the end of 2014. Of this group, 107 were enrolled in the College as Year 9 students in 2011 and 98 of these students graduated in Year 12. This represents a retention rate of 91.58%.

Note: Half-cohort year. These students were the first group of students subject to the new school entry age which commenced in 1997.

### 3.3 Post-school Destinations

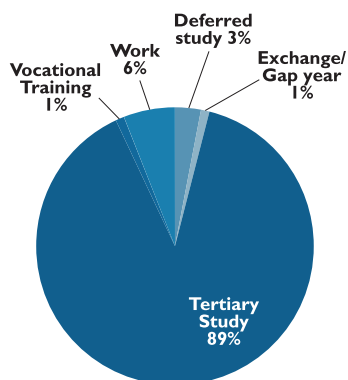
#### University

The table below reflects the success of the 2014 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 (98.9%) well above the State average.

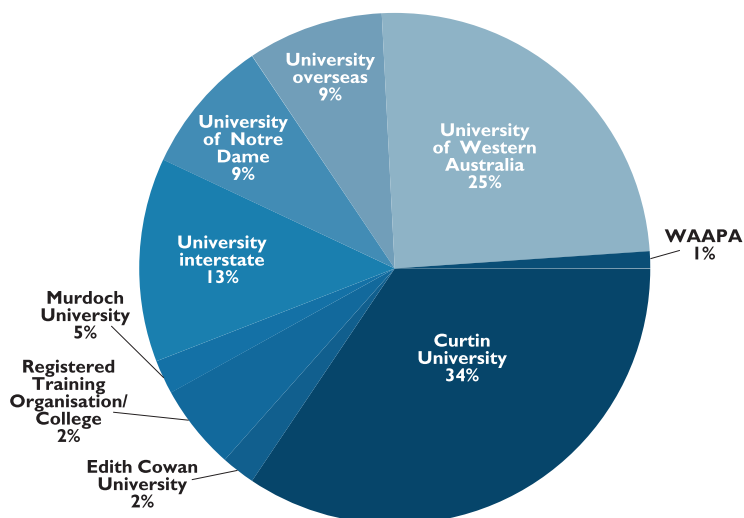
- 96 students receive an ATAR and all bar one were eligible for entry into at least one public university
- 90 students with an ATAR and 6 students on the alternate pathway applied for University. 92 received an offer of a place.
- To date 65% of students have accepted an offer.

#### Location of our 2014 Leavers

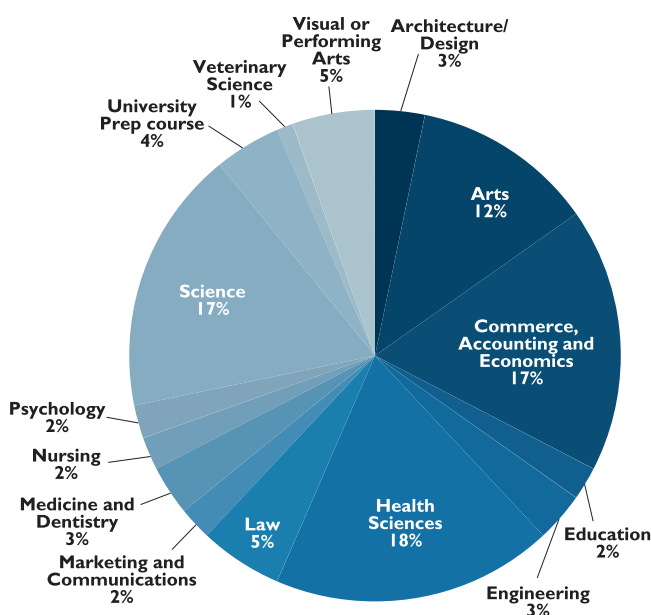
Data derived from responses to 2014 Leavers Survey, conducted by the Marketing and Development Office



#### University Choice of our 2014 Leavers



#### Courses of Study of our 2014 Leavers



Note: Only interstate and international Medicine/Dentistry enrolments are shown as no WA universities currently offer these courses at undergraduate level.

### 3.4 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:

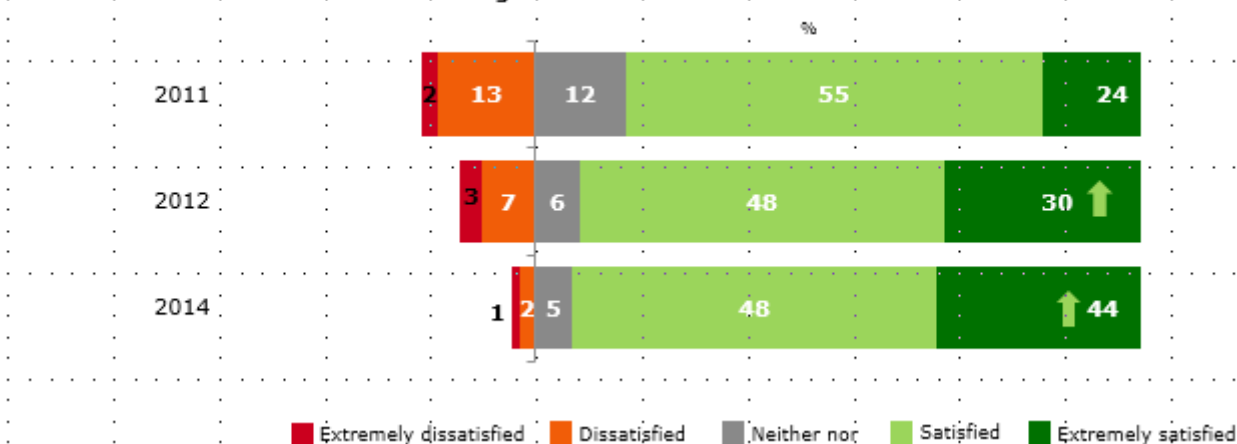
- School leadership
- School Culture and Values
- Academic Standing
- Teaching Staff
- Communication
- Co-curricular activity
- Service delivery

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, we completed our third Parent Satisfaction Survey. Due to parent 'fatigue' in responding to 3 surveys over the previous 4 years, the College Management has decided that parent satisfaction will be measured in future years using different tools, such as Parent forums and feedback forms.

In 2014 the third Staff Satisfaction Survey was undertaken. This survey was conducted as indicated above. The figures from the third survey are shown below and indicate that staff satisfaction was strong in 2010 and has strengthened in 2012 and further strengthened in 2014.

**Overall satisfaction with Penrhos College**



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

The questionnaire targeted all students in Years 5 through to 12. The survey consisted of a Likert scaled questionnaire consisting of 27 items. These questions covered three main areas of student wellbeing:

- Relationship with the College
- Relationship with the teachers (and coaches)
- Relationship with peers

Some changes were made to the questionnaire to remove ambiguity for students and to provide more freeform responses. While this has improved the validity of the survey results, it has limited comparisons to previous results.

The survey results are reviewed by an independent analyst and recommendations for action suggested. Both Junior and Secondary School pastoral care teams initiate action plans for the following year.

The 2014 Student Satisfaction Survey has produced predominately positive results. Students from Years 5 – 12 have expressed positive relationships with the school, their teachers and their peers. This positive trend has not significantly changed over the years the survey has been conducted.

#### 4 SOURCES OF FUNDING

	000's	%
<b>INCOME</b>		
Fees	24,359	78%
Commonwealth Grants	4,593	15%
State	2,538	8%
Other	3,070	10%
	<b>34,559</b>	
<b>EXPENDITURE</b>		
Salaries	22,617	76%
Departmental	4,451	15%
Other	4,350	15%
Depreciation	2,237	8%
	<b>33,656</b>	
<b>CAPITAL EXPENDITURE 2014</b>		
Australian Government Capital Grant Income	0	0%
Income Allocated to Capital Projects	3,419	100%
	<b>3,419</b>	



**Meg Melville**  
June 2015