



SCHOOL PERFORMANCE INFORMATION

2015 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 and adjoining amphitheatre, heated Olympic-size swimming pool, extensive playing fields and state-of-the-art Early Learning and Creative Arts and Design Centres, Library, Boarding House, Function Centre and staff areas. These facilities combine with the College's focus on providing:

- the best possible resources for students and staff
- 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.

The extensive cultural and sporting activities which take place each year are designed to develop our students in mind, heart, body and spirit and to build and maintain our relationships with our community. To see the environment and activities which take place at Penrhos visit our video blog on our website at www.penrhos.wa.edu.au/community/video-blogs

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 99.4%.

2.2 Staff Retention

The retention rate (permanent teaching staff) from 2014 to the end of the 2015 academic year was 89.29%.

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 2015 Census data)

	Number	FTE
Teaching Staff	144	119
Male	32	28.6
Female	112	90.4
Indigenous	0	0
Operational Services Staff	112	86.38
Male	27	23.4
Female	85	56
Indigenous	0	0

- As per census, includes Principal

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, and accommodation costs. Costs required to provide teacher relief when appropriate are not included. The College has not attempted to cost informal events in this report.

The average expenditure per teacher for professional development was \$1,036 (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 2015 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 and WACE requirements
- Pastoral Care – in particular changes to Child Protection requirements
- Changes to legislative requirements
- Growth Coaching for College Middle Managers

3 KEY STUDENT OUTCOMES

3.1 Student Attendance

Year	% Attendance
Kindergarten	92.91
Pre-Primary	93.01
Year 1	88.70
Year 2	93.10
Year 3	93.08
Year 4	93.07
Year 5	92.28
Year 6	93.14
Year 7	95.05
Year 8	93.84
Year 9	93.23
Year 10	93.33
Year 11	93.84
Year 12	93.79

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 2015 and the percentage change in benchmark results from 2014.

The data in brackets indicates the results achieved in the previous year.

	YEAR	YEAR 3			YEAR 5			YEAR 7			YEAR 9		
		Top 20%	Middle 60%	Bottom 20%	Top 20%	Middle 60%	Bottom 20%	Top 20%	Middle 60%	Bottom 20%	Top 20%	Middle 60%	Bottom 20%
Reading	2014	(46)	(46)	(8)	(31)	(54)	(15)	(36)	(59)	(5)	(45)	(54)	(1)
	2015	27	50	23	41	56	20	35	60	5	43	55	2
Writing	2014	(17)	(83)	(0)	(29)	(61)	(10)	(34)	(66)	(0)	(58)	(40)	(2)
	2015	42	54	4	28	70	2	41	56	3	54	44	2
Spelling	2014	(33)	(67)	(0)	(34)	(50)	(16)	(32)	(60)	(8)	(43)	(50)	(7)
	2015	15	73	12	26	69	5	23	66	11	36	60	4
Grammar & Punctuation	2014	(46)	(50)	(4)	(21)	(66)	(13)	(44)	(50)	(6)	(48)	(50)	(2)
	2015	27	54	19	42	50	8	88	1	11	39	55	6
Numeracy	2014	(21)	(71)	(8)	(23)	(58)	(19)	(34)	(62)	(4)	(46)	(50)	(4)
	2015	15	66	19	29	55	16	25	67	8	32	65	3

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 and in other formal publications, such as the prospectus.

3.1 Senior Secondary Outcomes

SUMMARY YEAR 12 2015

Cohort Size:	159
Number achieving WACE Secondary Graduation:	159
Number of Students with an ATAR:	143
Alternative Pathway (no ATAR)	16

- **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.
- **97.9%** 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 Stage 2 and all Stage 3 courses except 2, performed above the state average.
- Fourteen WACE courses were in the “Top 15 Schools” in the State.

ATAR Range	Penrhos %	State %
95-+	31%	12.39%
90-94.99	14%	12.05
80-89.99	30%	23.31%
70-79.99	14%	20.11
60-69.99	7%	15 %
< 60	4%	17.4%

COURSES IN THE ‘TOP 15 WACE SCORE SCHOOLS 2015 – STAGE 2 & 3

Applied Information Technology 3A/B	Modern History 3A/B
Biological Sciences 3A/B	Physical Education Studies 3A/B
Design Photography 3A/B	Politics & Law 3A/B
English 3A/B	French 3A/B
Human Biological Sciences 3A/B	Mathematics 3A/B
Literature 3A/B	Geography 3A/B
Drama 3A/B	Food Science & Technology 3A/B

Council Exhibitions and Awards 2015

Certificates of Distinction	7
Certificates of Commendation	12

Vocational Education and Training (VET) 2015

	# Students	%
Participation in VET in Year 12	14	8.86% of total cohort
Achieved AQF Cert 2 or Higher	13	92.86% of VET cohort

3.2 Proportion of Year 9 students retained to Year 12

159 students graduated from the College at the end of 2015.

A total of 148 students were retained in Year 12. This represents a retention rate of 93.1%.

3.3 Post-school Destinations

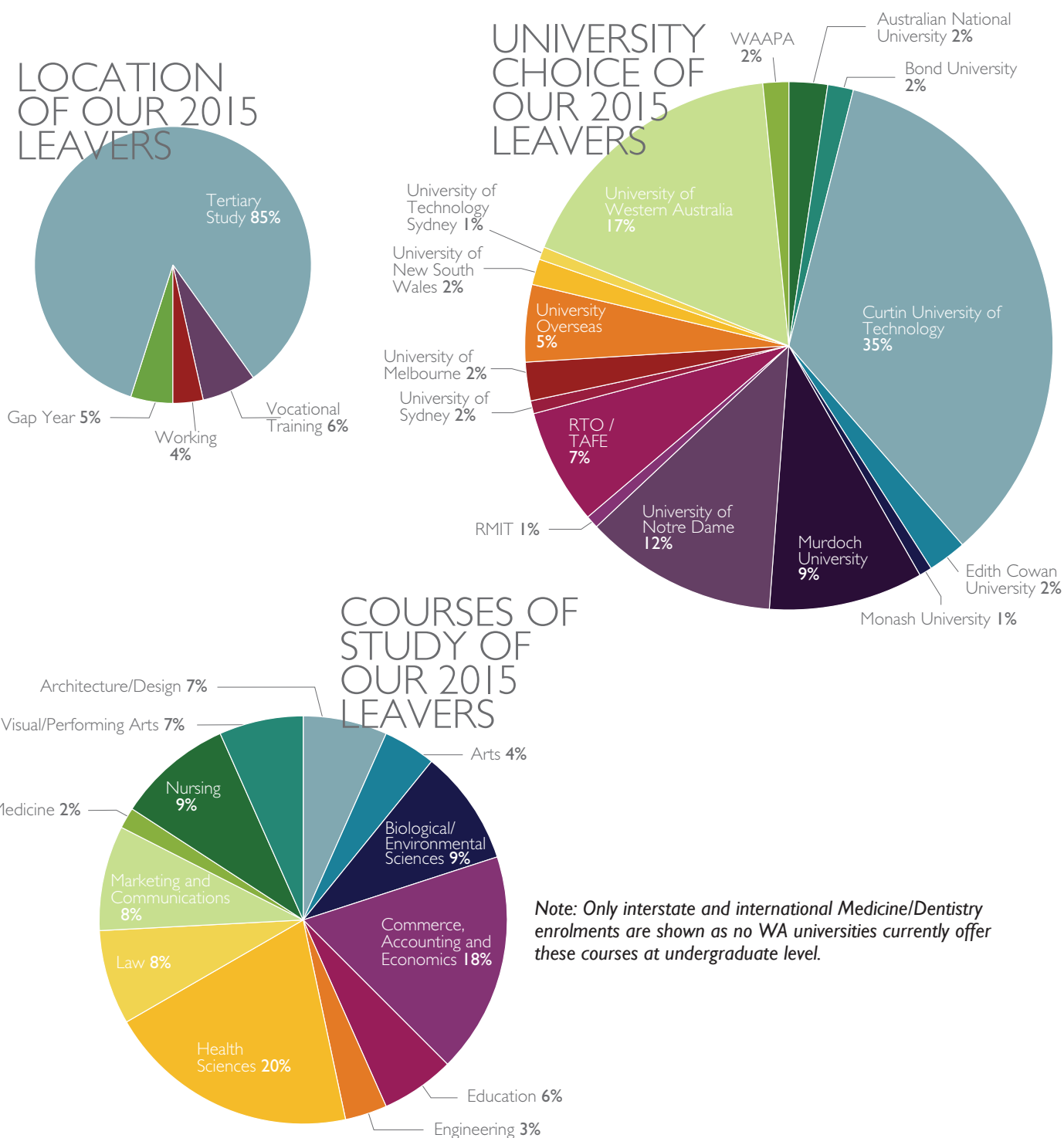
University

The table below reflects the success of the 2015 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 (98.6%) well above the State average.

- 143 students receive an ATAR and all bar two were eligible for entry into at least one public university
- 136 students with an ATAR and 5 students on the alternate pathway applied for University. 141 received an offer of a place

Location of our 2014 Leavers

Data derived from responses to 2015 Leavers Survey, conducted by the Marketing and Community Relations Office



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.

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.

The College uses parent satisfaction surveys as a credible and reliable instrument to:

- Measure satisfaction and performance
- Determine drivers of satisfaction
- Identify the drivers of dissatisfaction
- Understand changes from previous years
- Prioritise strategic priorities

The most recent parent satisfaction survey was undertaken in **October 2015**. Previous surveys were undertaken in 2013, 2011 and 2010. The surveys are conducted in accordance with the National Privacy Act by an independent research company, TNS Social Research. Results are communicated back to the College at an overall-aggregate level rather than as individual results and full anonymity is maintained for those who complete the survey.

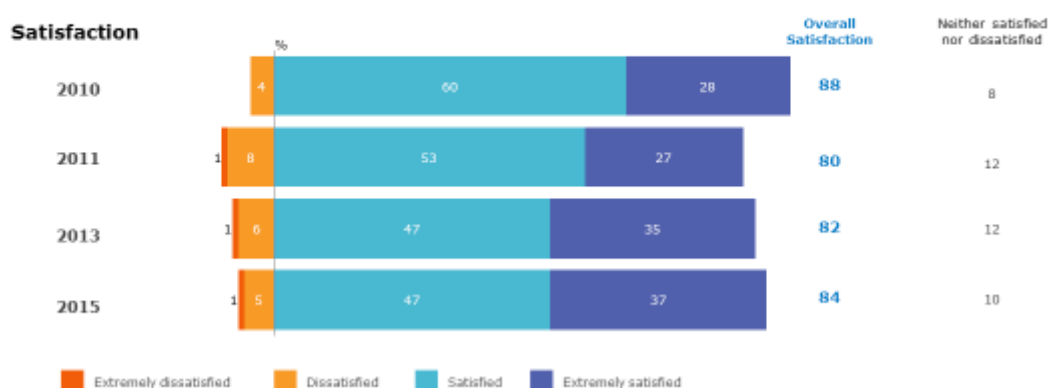
In order to effectively measure parental satisfaction within the education context the following factors are examined:

- Academic results/academic standing at a school level
- Physical aspects of the school
- Academic results of their child
- School leadership
- School communication and parental involvement/engagement with the school
- School's image (both experiential and attitudinal factors)

In 2015, we completed our fourth Parent Satisfaction Survey.

This survey was conducted as indicated above. The figures from the fourth survey are shown below and indicate that parent satisfaction has continued to strengthen over time.

The overall levels of satisfaction reflect the stability seen in the school with the school leadership and the structure of the school now well established



Results

As this was the fourth such survey conducted by TNS Social Research, results were able to be benchmarked against data from 2010, 2011 and 2013. 2015 saw the highest parent response of the four years, with a 58 per cent response rate. The results also showed the highest level of satisfaction rating in the past four surveys. The survey focused on the same key result areas as the previous years. The College Leadership Group is always keen to see where our strengths lie and where the potential for improvement is seen by parents. We look for trends on what our parents most and least value, and how this might guide our forward planning.

- Communication: readership of the PCN is very high; parents always welcome teacher communication about their daughter's academic progress and would love to see more of this; there is limited appetite for a Penrhos mobile app.
- School Leadership: seen as a strength across all areas of the College; the challenge will be to maintain this.
- Academic Standing: seen as a great strength of the College and remains of great importance to parents when choosing a school; parents believe that their daughters are supported and encouraged academically by the teaching staff.
- Teaching Staff: rated by parents as the most important element of their daughter's school experience, with satisfaction ratings at high; parents would always welcome more individual student attention; parents would like as little disruption as possible to teacher continuity in their daughters' classes.
- School Culture and Values: parents are highly satisfied with this aspect of the College and recognise the positive influence it has on the students. Parents would welcome more equitable attention to be given to students, irrespective of academic performance.
- Co-curricular Activities: parents are highly satisfied with the range of co-curricular activities and believe that we have the balance right, but would like to see more academic extension opportunities on offer.
- Service Delivery: parents expressed satisfaction with the level of service delivery and would like to see classroom upgrades; the refurbished Library has been very well received.

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. In 2015, the Pastoral Care staff utilised a new instrument to measure student wellbeing

In Term 3, just over 800 Year 6-12 students completed the online Assessing Wellbeing in Schools (AWE) Survey. The survey measures responses in the following domains: happiness, family, school, health and lifestyle 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.

AWE provided a report that summarised the overall results. While they were generally positive, what was noted was the opportunities to increase happiness and build resilience would be welcome. Individual student feedback indicated a willingness to provide ideas and suggestions to develop and support social and emotional wellbeing. In 2016 a student Wellbeing Committee (with the guidance of our upper Secondary Counsellor) has been established with the goal of creating positive experiences for students and to organise fun activities during the school day that increase happiness levels. The girls have been very successful in achieving their objective.

4 SOURCES OF FUNDING

	000's	%
INCOME		
Fees	26,491	71%
Commonwealth Grants	5,096	14%
State	2,617	7%
Other	3,183	8%
	37,387	
EXPENDITURE		
Salaries	23,399	67%
Departmental	4,573	13%
Other	4,398	13%
Depreciation	2,629	7%
	34,999	
CAPITAL EXPENDITURE 2015		
Australian Government Capital Grant Income	0	
Income Allocated to Capital Projects	5,370	

Meg Melville

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June 2016