



SCHOOL PERFORMANCE INFORMATION
2016 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 with an approximate enrolment in 2017 of 1180 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, including developing STEM labs, 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 99.92%.

2.2 Staff Retention

The retention rate (permanent teaching staff) from 2015 to the end of the 2016 academic year was 88.28%.

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 2016 Census data)

	Number	FTE
Teaching Staff	138	116.78
Male	26	23.84
Female	112	92.94
Indigenous	0	0
Operational Services Staff	111	86.16
Male	26	23.4
Female	85	65.1
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 \$1,178 (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 2016 covered the following broad areas;

- Visible Learning
- 21st Century Learning Design
- Aspirant Leaders and Middle Leaders Development Courses
- Literacy
- Numeracy
- The development of STEM and Design Thinking
- Learning Enhancement strategies
- Technology Integration
- Subject specific pedagogies and content – in all subject areas
- Duty of Care - with a particular focus on First Aid and Bronze Medallion certification
- Changes to legislative requirements via Legal Seminars
- Growth Coaching for College Middle Managers

3 KEY STUDENT OUTCOMES

3.1 Student Attendance

Year	% Attendance
Kindergarten	93.10
Pre-Primary	92.95
Year 1	92.65
Year 2	91.90
Year 3	93.85
Year 4	93.66
Year 5	94.68
Year 6	93.04

Year	% Attendance
Year 7	95.69
Year 8	94.76
Year 9	93.54
Year 10	93.80
Year 11	94.04
Year 12	94.14

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 Percentage of Year 3, 5 7 and 9 students meeting national reading, writing, spelling and numeracy benchmarks in 2016 and the percentage change in benchmark results from 2015.

	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	2015	27	50	23	41	56	20	35	60	5	43	55	2
	2016	48	48	4	21	70	9	42	48	10	43	52	5
		+21	-2	-19	-20	+14	-11	+7	-12	+5	0	-3	+3
Writing	2015	42	54	4	28	70	2	41	56	3	54	44	2
	2016	51	45	4	32	62	6	49	47	4	55	43	2
		+9	-9	0	+4	-8	+4	+8	-11	+1	+1	-1	0
Spelling	2015	15	73	12	26	69	5	23	66	11	36	60	4
	2016	40	60	0	40	54	6	47	45	8	44	49	7
		+25	-13	-12	+14	-15	+1	+24	-21	-3	+8	-11	+3
Grammar & Punctuation	2015	27	54	19	42	50	8	88	1	11	39	55	6
	2016	48	46	6	49	46	5	46	48	6	46	52	2
		+21	+14	-13	+7	-4	-3	-42	+47	-5	+7	-3	-4
Numeracy	2015	15	66	19	29	55	16	25	67	8	32	65	3
	2016	50	44	6	36	48	16	40	54	6	32	65	3
		+35	-22	-13	+7	-7	0	+15	-13	-2	0	0	0

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. The 2016 Annual Report and the Penrhosian Magazines highlight some of the achievements of the College during 2016. These can be found on the College website at www.penrhos.wa.edu.au/community/publications. In 2016, the College underwent the reregistration process and was again awarded the maximum period of registration (5 years), with no conditions applied.

3.1 Senior Secondary Outcomes

SUMMARY YEAR 12 2016

Cohort Size:	148
Number achieving WACE Secondary Graduation:	146
Number of Students with an ATAR:	123
Alternative Pathway (no ATAR)	25

- **98.6%** of students achieved their Western Australian Certificate of Education, thereby successfully achieving graduation.
- The key “League Table” had Penrhos placed **3rd** out of all schools state wide based on the median ATAR achieved.
- **93%** 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 ATAR courses performed above the state average.

ATAR Range	Penrhos %	State %
95-+	38%	13.46%
90-94.99	20%	12.83
80-89.99	22%	25.36%
70-79.99	13%	19.69
60-69.99	5%	12.92 %
< 60	2%	15.11%

COURSES IN THE ‘TOP 15 WACE SCORE SCHOOLS 2016

Accounting and Finance	Geography	Applied Information Technology
Japanese	Biology	Modern History
Chemistry	Physical Education Studies	Design – Photography
Politics and Law	Drama	Mathematics Applications
Economics	Mathematics Specialist	English
Visual Art	French	

Council Exhibitions and Awards 2016

Subject Exhibition	1	Italian as a Second Language
Subject Certificates of Excellence	6	<i>Certificates of Excellence are awarded to eligible students who are in the top 0.5 per cent of candidates based on the examination mark.</i>
Certificates of Distinction	24	<i>Certificates of Distinction are awarded to each eligible student who, in their last three consecutive years of senior secondary WACE enrolment, achieves 190–200 points</i>
Certificates of Merit	18	<i>Certificates of Merit are awarded to each eligible student who, in their last three consecutive years of senior secondary WACE enrolment, achieves 150–189 points</i>

Vocational Education and Training (VET) 2015

	# Students	%
Participation in VET in Year 12	25	17% of total cohort
Achieved AQF Cert 2 or Higher	22	88% of VET cohort

3.2 Proportion of Year 9 students retained to Year 12

The Year 9, 2013 cohort (peer Year 2016) was made up of 159 students.

138 of these students graduated from the College at the end of 2016.

This represents a retention rate of 86.8%.

3.3 Post-school Destinations

University

The table below reflects the success of the 2016 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.

- 123 students received an ATAR and all but 9 students were eligible for entry into at least one public university
- An increase in University cut-off ranks has impacted on the success of students applying for University.
- 118 students with an ATAR and 9 students on the alternate pathway applied for University.
- 119 students received an offer of a place (data includes entry via ATAR, VET or Place previous non-applicants)

Location of our 2016 Leavers

Data derived from responses to 2016 Leavers Survey, conducted by the Marketing and Community Relations Office.

Responses received: 112. Note that not all responses answered all questions on the survey.

Destination	Response Percentage	Response Count
Tertiary study	83.0%	93
Vocational Training	1.8%	2
Gap Year	5.4%	6
Work	6.3%	7
Travel	1.8%	2
Deferred study	1.8%	2
Other		3
Grand Total		112

University Choice of our 2016 Leavers

Institution	Response Percentage	Response Count
Curtin University	40.2%	43
University of Western Australia	27.1%	29
The University of Notre Dame Australia	14%	15
Murdoch University	5.6%	6
Edith Cowan University	1.9%	2
Australian National University	1.9%	2
Monash University	1.9%	2
Melbourne University	0.9%	1
Universities elsewhere in Australia	0.9%	1
TAFE	5.6%	6
Other		1
Grand Total		107

Courses of Study of our 2016 Leavers

Course	Response Percentage	Response Count
Architecture/Design	1.0%	1
Arts	13.6%	14
Biological/Environmental Sciences	1.0%	1
Commerce, Accounting and Economics	15.5%	16
Education	13.6%	14
Engineering	5.8%	6
Health Sciences	23.3%	24
Information Technology	1.9%	2
Law	8.7%	9
Marketing and Communications	5.8%	6
Medicine and Dentistry	2.9%	3
Nursing	12.6%	13
Psychology	8.7%	9
Science	15.5%	16

Visual or Performing Arts	3.9%	4
Other		12
Grand Total		103

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 next round of surveys for staff and parents will be conducted in Term 3, 2017. The College also conducts a well-being survey with students Years 5-12 each year.

The results below detail the process and outcomes of the most recent parent satisfaction survey undertaken in **October 2015**. The survey was conducted by an independent research organisation and the survey questions were repeated from previous surveys to determine the effects of the changes the College management has undertaken in response to the previous 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

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.

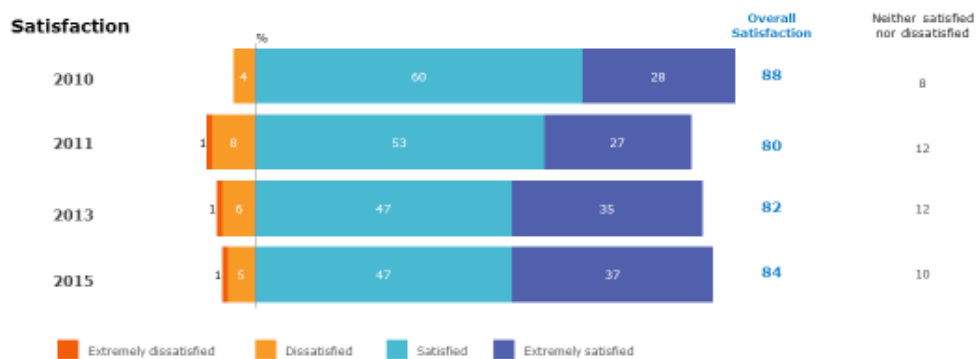
In order to effectively measure parental satisfaction within the education context the following factors are examined:

- 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.

Since 2015 the Pastoral Care Team has utilised the Assessing Wellbeing in Schools (AWE) survey to measure the wellbeing and happiness levels of students in Years 6-12. In 2016, the student survey was administered in May and again in August. Just under 800 students completed the survey. The first section of the survey investigated global aspects of wellbeing, eg, life satisfaction, as well as levels of happiness. The second section assessed the individual's wellbeing in the following 5 life domains – education, family, physical health, friendships and social life, and fun and leisure. AWE provided a report that summarised the overall results as well as sent an alert for any individual registering low wellbeing and low levels of happiness. As in 2015, most of the students requiring social and/or emotional support/intervention had already been identified by the Pastoral Care Team or her family. Overall results were used to assess our programs, practices and curriculum.

A comparison of the 2015 and 2016 results shows that there has not been any significant shift in global wellbeing, levels of happiness and wellbeing levels in the other domains. Individual satisfaction remains at its highest in the following 3 domains: education, family, friendships and social life and overall happiness levels continue to be reasonably high. The Wellbeing Committee established in 2015 continues to work to create experiences and opportunities that promote happiness and, in 2017, the creation of a 'Chill Out Space' for the Year 12 students has been well received and utilised daily. The opportunity to increase happiness and build resilience remains a priority and, the Pastoral Care Team, in consultation with students, will continue to work to create experiences and connections that support the wellbeing and personal growth of each girl.

In addition to the AWE Survey with Year 6 students, all students from Year 1 to Year 6 completed surveys for the You Can Do it social-emotional wellbeing program that is taught throughout the year. The surveys provided a measure of the students' perceptions of themselves in the areas of confidence, persistence, organisation, getting along and resilience. These are the five foundations and goals of the program. Overall, the results were positive, but teachers used this information to direct their program to areas of need at a classroom level as well as identify individual students who perceived themselves as struggling in any of these areas. This then enabled the teacher to work with individual students at an informal level to address their concerns. Surveying the students themselves is very revealing and valuable to teachers as often the students' perceptions are different to those of the adults in their lives.

4 SOURCES OF FUNDING

	000's	%
INCOME		
Fees	26,398	69%
Commonwealth Grants	5,177	14%
State	2,718	7%
Other	3,819	10%
	38,112	
EXPENDITURE		
Salaries	23,709	65%
Departmental	5,559	15%
Other	4,470	12%
Depreciation	2,674	8%
	36,412	
CAPITAL EXPENDITURE 2015		
Australian Government Capital Grant Income	-	-
Income Allocated to Capital Projects	4,435	100%

Rob Taylor
Acting Principal
June 2016