

SCHOOL PERFORMANCE INFORMATION

2017 Academic Year



In order to comply with the *Australian Education Regulations 2013* 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 following information is in accordance with requirements of the Regulations.

C O N T E X T U A L I N F O R M A T I O N

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 enrolment in 2017 of 1176 students (August census figures).

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.

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.

Penrhos College students enjoy access to a technology-rich learning environment via its 1-to-1 Notebook Computer Program and the resources found in our classrooms, STEM labs and Library.

The Library has many areas that are supported by state-of-the-art technology to facilitate presentations, collaboration and communication with the wider community, both locally, interstate and globally. Examples of the use of these spaces have included Skype sessions with interstate authors, other schools and a Q&A session with David Suzuki.

The technology resources that the Library provides for student and teachers includes books in digital format (with some including Augmented Reality (AR)); Clickview 24/7 for curriculum-based documentaries and television programs; and emerging technologies, such as virtual reality headsets to provide students with the immersive and highly engaging experience of visiting places and historical time periods that they couldn't get to otherwise.

Technology-rich learning experiences in the library include student creation of AR and Virtual Reality (VR) materials which are then be curated by the Library for use by the College.

The Library purchased and successfully used devices such as 360-degree cameras and VR headsets, which enabled Penrhos College to be one of the first schools in WA to be accepted into Google Expeditions to create its own virtual expeditions. Via the Library portal page, the bulk of our resources are accessible digitally 24/7.

The College's modern Boarding House, Menai, is equipped with the current technological resources to ensure Boarding students have access to the best study and communication resources available.

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, 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 learning 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.

TEACHER STANDARDS AND QUALIFICATIONS

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%.

Staff Retention

The retention rate (permanent teaching staff) from 2016 to the end of the 2017 academic year was 90.44%.

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.

Workforce Composition

Data derived from August 2017 Census data

	Number	FTE
Teaching Staff	136	115
Male	30	29.1
Female	106	85.9
Indigenous	0	0
Operational Services Staff	109	75.5
Male	23	20.3
Female	86	55.8
Indigenous	0	0

As per census, includes Principal

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 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 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 from, for example 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.

The College continues to focus its professional learning for staff in areas of Teacher Quality and Numeracy and Literacy. Annual Child Protection training is now mandatory (2017) under the NGS Registration Standards, and covers the areas of child abuse, grooming, mandatory and non-mandatory reporting and staff and student Codes of Conduct.

Professional learning for teaching staff in 2017 covered the following broad areas;

- Visible Learning
- 21st Century Learning Design
- General Fluencies with Lee Crockett (Junior School)
- Elevate (Secondary School)
- Microsoft Office 365
- First Aid Training
- Asthma Training (all staff)
- Subject specific pedagogies and content – in all subject areas
- Changes to legislative requirements via Legal Seminars

KEY STUDENT OUTCOMES

Student Attendance

Year	% Attendance
Kindergarten	87.28
Pre-Primary	92.44
Year 1	93.09
Year 2	93.24
Year 3	91.67
Year 4	95.10
Year 5	94.37
Year 6	94.58

Year	% Attendance
Year 7	95.11
Year 8	95.86
Year 9	94.64
Year 10	93.73
Year 11	94.80
Year 12	95.45

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.

NAPLAN Results 2017

These results show the percentage of Penrhos College students in each cohort who are *above the minimum national standard* for each of the strands.

Year 3	%
Reading	95
Writing	100
Spelling	100
Grammar & Punctuation	95
Numeracy	92

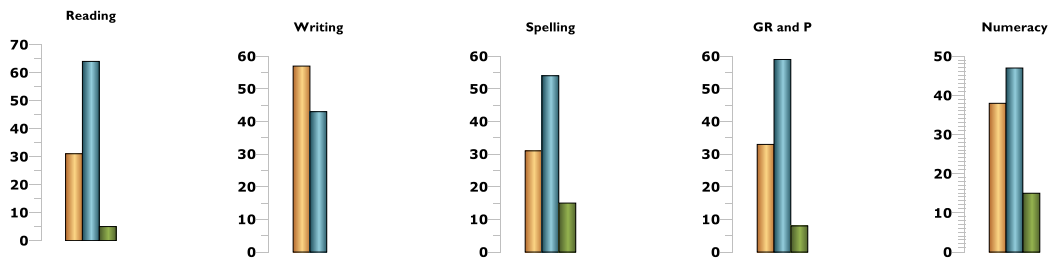
Year 5	%
Reading	96
Writing	98
Spelling	95
Grammar & Punctuation	94
Numeracy	97

Year 7	%
Reading	99
Writing	94
Spelling	95
Grammar & Punctuation	98
Numeracy	98

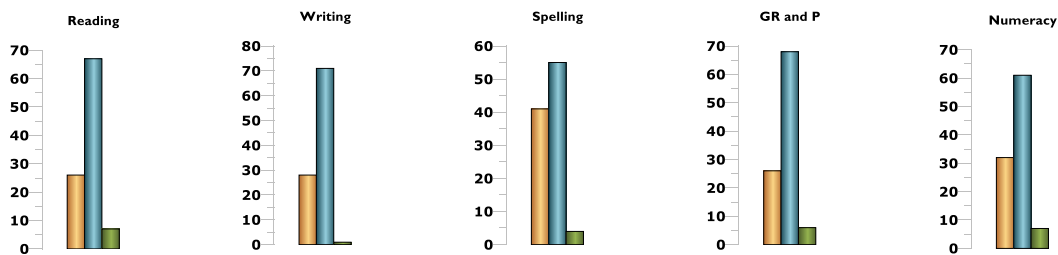
Year 9	%
Reading	96
Writing	93
Spelling	93
Grammar & Punctuation	90.5
Numeracy	96

The graphs below show the percentage of Penrhos College students in the Top (20%), Middle (60%) and Bottom (20%) levels of the national cohort results.

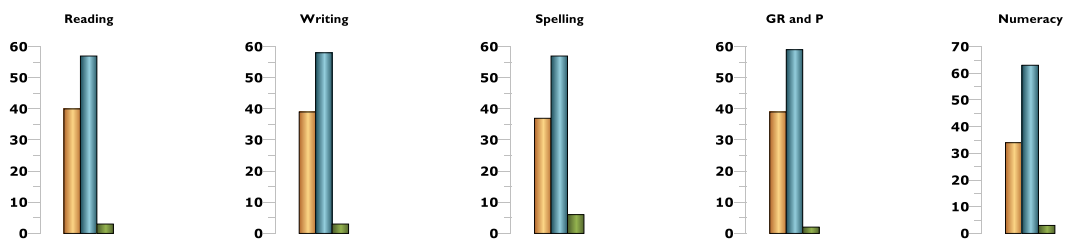
YEAR 3



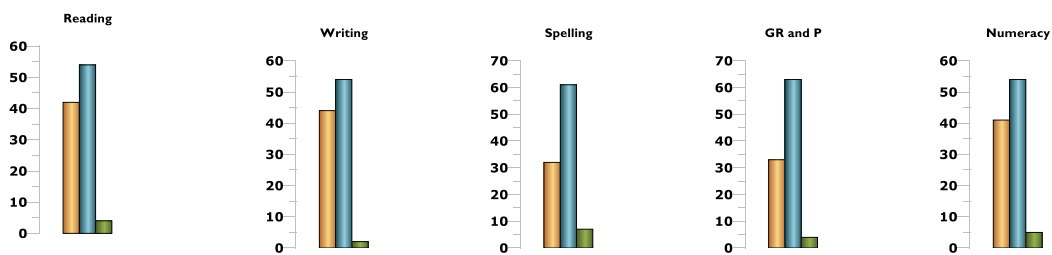
YEAR 5



YEAR 7



YEAR 9



Year 12 2017

Cohort Size	138	Number of Students with an ATAR	119
Number achieving WACE Secondary Graduation	138	Alternative Pathway (no ATAR)	19

- **100%** of students achieved their Western Australian Certificate of Education, thereby successfully achieving graduation.
- The key “League Table” had Penrhos placed **4th** out of all schools state wide based on the median ATAR achieved.
- **92.5%** 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 except one performed above the state average.

Eighteen (18) of a possible twenty four (24) WACE courses were in the “Top 15 Schools” in the State, (based on the percentage of students whose marks were in the top 15% of all students state-wide taking that course. Eligibility is based on there being 10 or more students in that course.

ATAR Range	Penrhos %	State %
> 95	31%	13.8%
90-94.99	23%	13.69%
80-89.99	24%	25.5%
70-79.99	13%	19.69%
60-69.99	3%	12.7 %
< 60	7%	14.85%

COURSES IN THE TOP 15 WACE SCORE SCHOOLS 2017

Accounting and Finance	Economics	Media Production and Analysis
Applied Information Technology	English	Mathematics Applications
Chemistry	Food Science and Technology	Mathematics Specialist
Dance	French: Second Language	Modern History
Design – Photography	Geography	Politics and Law
Drama	Human Biology	Physics

COUNCIL EXHIBITIONS AND AWARDS 2017

General Exhibition	2	<i>General Exhibitions are awarded to the 50 eligible students with highest scores based on five examination scores in ATAR courses with at least two from List A and two from List B.</i>
Subject Certificates of Excellence	10	<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	29	<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	31	<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) 2017

	# Students	%
Participation in VET in Year 12	19	14.3% of total cohort
Achieved AQF Cert 2 or Higher	19	100% of VET cohort

PROPORTION OF YEAR 9 STUDENTS RETAINED TO YEAR 12

The Year 9 cohort, 2014 comprised 146 students. Of these 20 students did not complete their Year 12 graduation with the College. This represents a retention rate of 86%.

LOCATION OF OUR 2017 LEAVERS

Data derived from responses to 2017 Leavers Survey

Destination	Response Count
Tertiary study	109
Vocational Training	7
Gap Year or Deferred	12
Work	8
Travel	1
Other	1
Grand Total	138

BREAKDOWN BY INSTITUTION

Curtin University Courses and Majors			
Arts	2	Health Science	2
Biomedicine	1	Human Biology Preclinical	1
Commerce (Accounting)	2	Mass Communication (Graphic Communication)	2
Commerce (Accounting/Business Law)	1	Medical Radiation Science	1
Commerce (Event Management)	1	Midwifery	1
Commerce (Human Resources)	1	Nursing	2
Commerce (Marketing/Management)	1	Occupational Therapy	4
Commerce/Arts (Marketing/Literacy and Cultural Studies)	1	Pharmacy	3
Construction Management	1	Physiotherapy	3
Education (Primary)	2	Psychology	3
Engineering	2	Science (Computer Science)	1
Engineering/Commerce	1	Speech Pathology	4
Exercise, Sport and Rehabilitation	1	Uniready (Enabling)	3

UWA Courses and Majors

Arts: Asian Studies/Music	1
Communication and Media Studies/Marketing	1
English/Art History	1
French	1
Law in Society/Psychology	1
Law in Society/Political Science	1
Political Science & International Relations/German	1
Psychology in Society/English and Cultural Studies	1
Biomedical Science: Genetics/Finance	1
Medical Science + Direct Entry to Medicine	2
Medical Science	2
Anatomy and Human Biology/Sport Science	1
Physiology	1
Commerce: Economics/Finance	1
Economics/Biomed	1
Economics/Chinese	1
Economics/French	1
Economics	2
Philosophy: Assured Pathway Master of Engineering	1
Science: Data Science/Finance	1
Engineering Science	1
Engineering Science/Chemistry	1
Marine Science	1
Neuro Science and Human Anatomy/Biology	1
Physics/Japanese	1
Zoology/Agriculture	1

ECU and WAAPA Courses and Majors

Diploma of Music Theatre	2
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Notre Dame Courses and Majors

Commerce	2
Communications and Media	1
Education/Behavioural Science (Primary)	1
Health and Physical Education (Secondary)	1
Nursing	6
Outdoor Education	1
Physiotherapy	1
Science: Human Biology + Pre-med Certificate	1
Human Biology	1
Science	1
Biomed + Pre-med Certificate	1

Murdoch Courses and Majors

Animal Health/Animal Science	1
Animal Health/Animal Science/Sport Science	1
Criminology	1
Journalism	1
Media Studies and Journalism	1
Primary Education	1
Science	1
Veterinary Science/DVM	1

Courses at Interstate and International Universities

Bond University: Exercise and Sport Science	1
Charles Sturt University: Agricultural and Business Management	1
Converse College (South Carolina USA): Interior Design	1
Deakin University: Criminology/Cyber Security	1
University of Melbourne: Biomed	1
University of Sydney: B(Science) Chemistry through Dalyell Scholar Program	1

Deferred Courses by University	
Curtin: Commerce (Accounting)	1
Commerce/Psychology	1
Creative Advertising and Graphic Design	1
Health Science	2
Nutrition	1
Nursing	2
Psychology	1
ECU: Early childhood Education	1
Notre Dame: Nursing	1
UWA: Commerce	1

North Metro TAFE	
Diploma in Events	1
Diploma in Graphic Design	1
Cert IV Music	1
Diploma of Photography and Photo Imaging	1

South Metro TAFE	
Diploma in Event Management	1
Cert IV Maritime Studies	1

P A R E N T , T E A C H E R A N D S T U D E N T S A T I S F A C T I O N

In 2017, the College surveyed its parent and staff populations as part of a regular review of community sentiment. The College also conducts a well-being survey with students Years 5-12 each year.

The College uses 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 and;
- prioritise strategic priorities

Parent Satisfaction Survey 2017

Coming from a high base of satisfaction levels across areas surveyed in previous years (2010, 2011, 2013 and 2015), the College was interested to note parent satisfaction levels in those areas which were highlighted in the 2015 survey. All parents of the College were invited to respond to the survey. 397 responses were received, equating to a response of 21%.

RESULTS

	% Extremely Satisfied or Satisfied	% Neither Satisfied nor Dissatisfied	% Not Satisfied or Extremely Dissatisfied
Penrhos is meeting my expectations	81.84	9.46	8.69
I am satisfied that my daughter is stimulated through Penrhos' co-curricular activities (such as sport, drama, STEM, music, dance).	83.08	10.51	6.41
I am satisfied that my daughter achieves academically at Penrhos.	78.3	11.37	10.34
I am satisfied with the leadership and teaching staff at Penrhos.	78.01	11.76	10.23

	% Very much agree or agree	% Neither agree nor disagree	% Disagree or Very much disagree
Penrhos is committed to a whole-person paradigm approach which focuses on the development of my daughter's mind, heart, body and spirit.	81.59	11	7.41
Communication with the College is good and my family and I feel part of the community.	76.03	14.95	9.02
At Penrhos my daughter is always inspired to achieve her personal best.	79.03	12.79	8.18

As a consequence of this survey, in Term 2 2018, the Director of Marketing and Development conducted voluntary parent forums to discuss the issue of communication and what they considered would be required to improve communication between themselves and the College. These results are currently being investigated.

Staff Survey 2017

This survey asked staff to describe 3 things they like about working at Penrhos and 3 things they would change if they could. All staff of the College were invited to respond to the survey. 163 responses were received, equating to a response of 47.4%. 108 (66.25%) of these respondents were teaching staff, and 55 (33.75%) respondents were operational services staff.

RESULTS

What 3 things do you like about working at Penrhos? (Teaching Staff) (Responses of 20 or more):

	# Responses
My Colleagues	92
The Students	72
Resources and Facilities	32
The Environment	25

What 3 things would you change if you could? (Teaching Staff)

	# Responses
Pressure/Work Life Balance	57
Flexibility/Working Hours	28
Communication	26
Clarify the Vision	22

What 3 things do you like about working at Penrhos? (Operational Services Staff) (Responses of 10 or more):

	# Responses
My Colleagues	47
The Environment	32
Sense of Community	10

What 3 things would you change if you could? (Operational Services Staff)

	# Responses
Communication	13
Flexibility/Working Hours	12

The recognition of pressure and work life balance is being addressed in 2018 with the conclusion of several significant teacher development programs and changes to the communication strategies within the College.

Student Survey 2017

In 2017 the College decided to move from an external provider to conduct its Student satisfaction Surveys to a school based survey with questions relating to student sentiment and determined by the College's Pastoral Care team.

A trial with two cohorts was run in Term 4, 2017. The data was deemed to be useful information for the Pastoral Care Team to evaluate wellbeing/sentiment of cohorts, effectiveness of programs and curriculum and to address areas to address.

Full implementation of this survey will be undertaken in Semester One, 2018 with a formal report produced by Term 3, 2018.

Student Wellbeing

The College enhances 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 structures and activities which are available to students are described on the College website on the Pastoral Care and Co-Curricular sections. See www.penrhos.wa.edu.au/student-life/pastoral-care and www.penrhos.wa.edu.au/student-life/co-curricular-activities.

The 2017 Annual Report and the Penrhosian Magazines highlight some of the achievements of the College during 2017. These can be found on the College website at www.penrhos.wa.edu.au/community/publications.

SOURCES OF FUNDING

	000's	%
Income		
Fees	25,798	70
Commonwealth Grants	5,086	14
State	2,637	7
Other	3,113	9
	36,634	100
Expenditure		
Salaries	23,406	68
Departmental	4,644	13
Other	3,993	12
Depreciation	2,522	7
	34,565	100
Capital Expenditure 2017		
Australian Government Capital Grant Income	-	-
Income Allocated to Capital Projects	4,621	100

Meg Melville
Principal
June 2018

