

SCHOOL PERFORMANCE INFORMATION

2018 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.

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, with an enrolment in 2018 of 1094 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.

During 2018 Penrhos College released its "Learn Strong – Slaying Stereotypes" campaign.

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, heart, body, 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 an Early Learning Centre (Pre-Kindergarten to Year 1), a Junior School (Year 2 - Year 6) and Secondary School (Year 7 - Year 12). Across all areas of the students' life, the College is committed to providing an inspirational learning environment and state of the art facilities.

Penrhos College students enjoy access to a technology-rich learning environment via its 1-to-1 Notebook Computer Program from Year 4-12 and a 1:2/1:1 in-class iPad program for Years 2 and 3. There is also a huge range of technology 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, whether locally, interstate or globally. Examples of the use of these spaces have included Skype sessions with interstate authors, other schools and Q&A sessions with authors.

The technology resources that the Library provides for students and teachers includes books in digital format (with some including Actual Reality (AR)); Clickview 24/7 for curriculum-based documentaries and television programs; and emerging technologies, such as virtual reality headsets to provide students with an immersive and highly engaging experience of visiting places and historical time periods.

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.

Our Menai Boarding House is home to girls from rural Western Australia and overseas, as well as day boarders who join the boarding family for shorter terms. To create a more nurturing, intimate and safe home-away-from-home, our boarding facilities are limited to 100 girls from Years 7 to 12.

The College campus features a 750-seat theatre and adjoining amphitheatre, heated Olympic-size swimming pool, extensive playing fields, 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 website at www.penrhos.wa.edu.au/community.

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 99.81%.

Staff Retention

The retention rate (permanent teaching staff) from 2017 to the end of the 2018 academic year was 91.67%.

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

	Number	FTE
Teaching Staff	125.0	104.4
Male	30.0	27.9
Female	95.0	76.5
Indigenous	0.0	0.0
Operational Services Staff	88.0	70.9
Male	22.0	19.5
Female	66.0	51.4
Indigenous	0.0	0.0
Non-Census Staff	20.0	12.5
Boarding House	11.0	7.7
Pre-Kinder & Kindy	9.0	4.8
Total Staff employed on census date	233.0	187.8

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.

In determining the cost of providing 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 for professional development (includes registration, accommodation, travel cost) across the College is detailed below:

	2018 Teachers	2018 OSS	2018 Total
Professional Development Cost	\$48,123.72	\$15,781.99	\$63,905.71
Average Investment per staff	\$ 364.57	\$ 156.26	\$ 274.27
Average Investment per FTE	\$ 439.09	\$ 201.82	\$ 340.29

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 (since 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 2018 covered the following broad areas;

- Visible Learning
- 21st Century Learning Design
- Changes to legislative requirements via Legal Seminars

KEY STUDENT OUTCOMES

Student Attendance – 2018: 182 School Days

Year	% Attendance	Year	% Attendance
Kindergarten	90.66	Year 7	95.66
Pre-Primary	93.60	Year 8	92.92
Year 1	89.51	Year 9	94.57
Year 2	94.16	Year 10	93.83
Year 3	93.75	Year 11	94.90
Year 4	94.55	Year 12	94.89
Year 5	94.74		
Year 6	94.17		

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 to 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 students who are frequently late or absent.

NAPLAN Results 2018

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	100
Writing	100
Spelling	100
Grammar & Punctuation	100
Numeracy	100

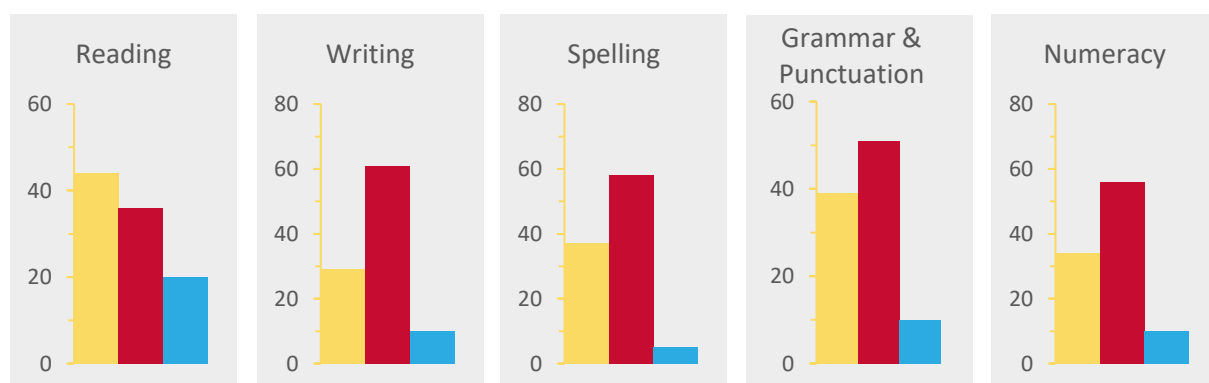
Year 5	%
Reading	100
Writing	99
Spelling	100
Grammar & Punctuation	99
Numeracy	100

Year 7	%
Reading	99
Writing	99
Spelling	99
Grammar & Punctuation	99
Numeracy	100

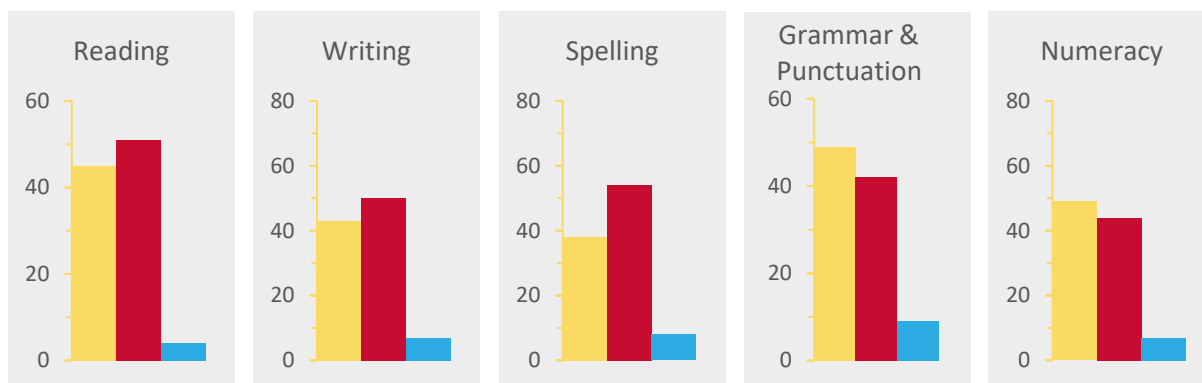
Year 9	%
Reading	100
Writing	99
Spelling	99
Grammar & Punctuation	99
Numeracy	100

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

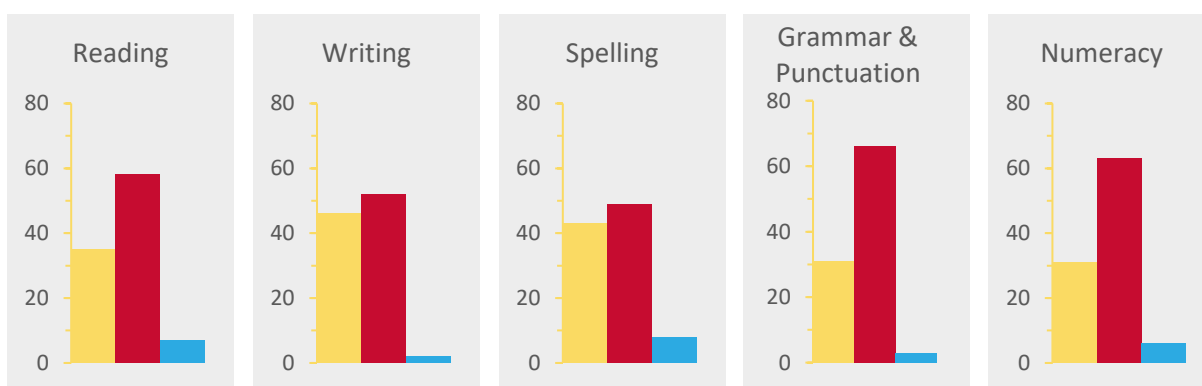
YEAR 3



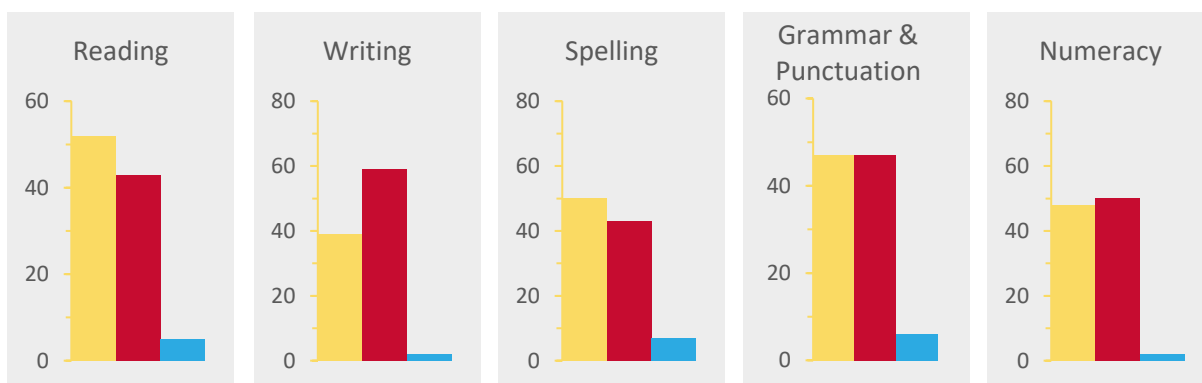
YEAR 5



YEAR 7



YEAR 9



Year 12 2018

Cohort size	154
Number achieving WACE Secondary Graduation	153
Number of students with an ATAR	138
Alternative Pathway (no ATAR)	16

- **99.3%** of students achieved their Western Australian Certificate of Education, thereby successfully achieving graduation.
- The key “League Table” had Penrhos placed **11th** out of all schools state wide based on the median ATAR achieved.
- **91.0%** 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.

Twelve (12) 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 Bands	Penrhos 2018	State 2018
95 -+	25%	14.28%
90-94.99	18%	14.13%
80-89.99	31%	25.86%
70-79.99	17%	19.64%
60-69.99	5%	11.6%
< 60	4%	14.49%

COURSES IN THE TOP 15 WACE SCORE SCHOOLS 2018

Accounting and Finance	Geography
Applied Information Technology	Human Biology
Chemistry	Media Production & Analysis
Design – Photography	Modern History
Drama	Physical Education Studies
Economics	Politics and Law

COUNCIL EXHIBITIONS AND AWARDS 2017

General Exhibition	0	<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	5	<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	28	<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	40	<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) 2018

	# Students	%
Participation in VET in Year 12	16	10% of total cohort
Achieved AQF Cert 2 or Higher	16	100% of total cohort

PROPORTION OF YEAR 9 STUDENTS RETAINED TO YEAR 12

The Year 9, 2015 cohort (peer Year 2018) comprised of 153 students as per the August 2015 census. Of these 14 students did not complete their Year 12 graduation with the College. This represents a retention rate of 90.85%.

LOCATION OF OUR 2018 LEAVERS

Data derived from responses to 2018 Leavers Survey

Destination	Response Count
Tertiary study	123
Vocational Training	2
Gap Year or Deferred	16
Work	12
Travel	1
Other	0
Grand Total	154

BREAKDOWN BY INSTITUTION

Curtin University Courses and Majors			
Advanced Science (Computing)	1	Arts (Urban & Regional Planning)	2
Advanced Science (Chemistry)	1	Arts/Science (Geography/Environmental Biology)	1
Arts (Fine Arts)	1	Commerce	3
Arts/Commerce	2	Commerce (Administration)	1
Arts/Commerce (Theatre Arts/ Public Relations)	1	Commerce (Accounting/Economics)	1
Arts (Creative Writing)	1	Commerce (Accounting and Finance)	1
Arts (Journalism and Public Relations)	1	Commerce (Public Relations & Marketing)	3
Arts(Mass Communication)	1	Commerce (Tourism & Hospitality/ Marketing)	1
Arts (Theatre Arts & Screen Arts)	1	Commerce/Law	2
		Computer Science/Electronic Engineering	2

Design (Fashion Design)	1
Design (Graphic)	2
Education (Primary)	1
Engineering	1
Engineering/Commerce	1
Health Science	1
Law	1
Science (coastal & Marine Biology)	1
Medical Imaging	3
Medical Radiation Science	1
Nursing	4
Occupational Therapy	8
Physiotherapy	3
Psychology	4
Speech Pathology	2
Uniready (Enabling)	2

UWA Courses and Majors

Arts:	
Architecture	2
Law in Society/Business Law	1
Law in Society/Political Science & International Relations	1
Political Science & International Relations/Italian	1
Psychology in Society/ Psychological Science	2
Psychology/Marketing	1
Psychology in Society/Marketing	1
Biomedical Science:	
Anatomy and human Biology	1
Medical Science + Direct Entry to Medicine	1
Microbiology & Immunology	1
Pathology and Laboratory Science	1
Neuroscience/Biochemistry & Molecular Biology	1

Physiology	1
Commerce:	1
Business Law	
Philosophy:	
Economics/Environmental Science	1
Mathematics and Statistics/French Studies	1
Science:	
Neuro Science and Human Anatomy/Biology	1
Psychology/Music	1
Psychological Science and Psychology in Society	1

ECU and WAAPA Courses and Majors

Arts/Broadcasting	1
Education – Early Childhood	1

Notre Dame Courses and Majors

Education (Primary)	1
Education (Primary/Behavioural Science)	1
Education (Secondary – English)	2
Education (Secondary -Media Production)	1
Education (Secondary – Health & Physical Education)	1
Exercise and Sports Science	1
Law	1
Media & Communication – Journalism & Film	1
Nursing	7
Physiotherapy/Exercise and Sports Science	1
Tertiary Pathway Program	2

Murdoch Courses and Majors

Animal Health/Animal Science	1
Arts/Law (Global Politics/History)	1
Criminology	1
Games Arts and Design	1

Indonesian, Tourism and Events Management	
Law/Criminology	
Nursing	
Science (Forensic Biology/Toxicology)	

Courses at Interstate and International Universities

ANU: Political Science/Criminology	
Federation University Ballarat: Musical Theatre	
RMIT: B(Commerce) Accounting and International Business	
University of Melbourne: B(Arts) Psychology/Anthropology	
University of Melbourne: B(Arts) Political and International Studies	
University of Melbourne: B(Arts) Fine Arts	
University of Melbourne: B(Science) Bioengineering Systems	
University of Sydney: B(Arts) Photography	

Deferred Courses by University

ANU: Psychology	
Curtin: (Not known)	2
Curtin: Architecture	
Curtin: Business (International Business/Relations)	
Curtin: OT	
Melbourne: Not known	
Murdoch: Biomedical Science	
Notre Dame: Not known	
Notre Dame: Physio	
Notre Dame: Biomedical Science	
University of Queensland: B(Science) Geography	
UWA: B(Art)s	

North Metro TAFE

Diploma in Business	
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PARENT, TEACHER AND STUDENT SATISFACTION

In 2018, the College surveyed its parent population as part of a regular review of community sentiment. The College also conducts a well-being survey with students in 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 2018

Coming from a high base of satisfaction levels across areas surveyed in previous years, the College invited parents of alternate years (Year PP, 2, 4, 6, 8, 10, 12 and parents of new students) to respond to a sentiment / pulse survey. The College received 309 responses, equating to a response rate of 29.4%. This response rate was an increase of 8.6% from 2017.

RESULTS

The overall satisfaction level (out of 10) for 2018 was 7.75

Parents were asked to indicate what areas they liked:	# responses
Staff	140
Academic program	93
Facilities and resources	69

Staff

There was overwhelming feedback on how caring and dedicated our people are as well as the high calibre of staff.

Academic program

Parents spoke highly of the support we provide the girls (particularly extension and enhancement) and the general academic excellence.

Facilities and resources

General comments regarding great facilities and resources were received.

Parents were asked to indicate what areas they would like changed:	# responses
Academic Program	90
Communication	72
Cost	69

Academic program

Overly academic focus, leading to great academic pressure on students.

Communication

Parents would like more frequent updates on their daughters' progress. More notice for events would also be appreciated.

Cost

General comments regarding high fees

Overall indicators were very similar to 2017.

Staff Survey 2018

In 2018, the College decided not to circulate a Staff Survey due to the timing of Teaching Staff and Operational Services Staff enterprise bargaining.

Student Survey 2018

Students in Year 8, 10 and 12 completed the survey in Term 1 and Students in Year 7, 9 and 11 completed the survey in Term 2.

In total, **650** (2017: 746) Secondary School students completed the survey: **Year 7: 95** (2017: 110), **Year 8: 107** (2017: 116), **Year 9: 103** (2017: 111), **Year 10: 103** (2017: 134), **Year 11: 99** (2017: 121), **Year 12: 143** (2017: 154)

Relationship with School	Very much agree	Agree	Neither agree nor disagree	Disagree	Very much disagree
I believe Penrhos has a good Principal	53	36	9	1	1
I feel proud of my school	28	54	15	2	1
I would recommend Penrhos as a school to someone my age	26	38	30	5	1
At school, I can develop my strengths	23	61	13	2	1
I enjoy being at school	13	46	30	7	4
Penrhos has high standards of student behaviour	46	41	9	3	1
At school, I feel I belong	16	56	22	4	2
At school, I feel acceptable for who I am	21	52	21	4	2
At school, I learn things to help me achieve my best	26	58	12	3	1

Relationship with Teachers	Very much agree	Agree	Neither agree nor disagree	Disagree	Very much disagree
I feel I have good relationships with my teachers	25	56	16	2	1
I feel at least one teacher knows me well	41	41	12	5	1
I feel teachers and students respect each other	21	46	27	5	1
I feel there are adults I can talk to for help	23	50	20	6	1
I am encouraged to achieve my best	35	55	9	1	0
I feel most of my teachers notice when I am doing my best	14	48	29	7	2

Relationship with Peers	Very much agree	Agree	Neither agree nor disagree	Disagree	Very much disagree
I feel other students listen to me	12	56	25	6	1
I feel I have friends at school	54	38	6	1	1
I feel students in my year are friendly with each other	10	47	33	8	2
I feel if I ask, other students will help me	19	60	19	2	0
I help other students who need it	41	55	4	0	0
Students in my year are respectful to each other	8	47	36	8	1
I enjoy activities that allow me to get to know students in other year groups	17	37	26	17	3
I feel other students listen to me	12	56	25	6	1
I feel I have friends at school	54	38	6	1	1

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 with its 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 Student Life sections. See penrhos.wa.edu.au/thrive and penrhos.wa.edu.au/student-life.

The 2018 Annual Report and the half-yearly Penrhosian Magazines highlight some of the achievements of the College during 2018. These can be found on the College website at penrhos.wa.edu.au/publications.

SOURCES OF FUNDING

	000's	%
Income		
Fees	25,405	70
Commonwealth Grants	5,484	15
State	2,544	7
Other	3,089	8
	36,522	100
Expenditure		
Salaries	22,870	67
Departmental	4,374	13
Other	4,193	12
Depreciation	2,648	8
	34,085	100
Capital Expenditure 2017		
Australian Government Capital Grant Income	-	-
Income Allocated to Capital Projects	5,220	100

Meg Melville
Principal
June 2019

