

SCHOOL PERFORMANCE INFORMATION

2019 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 day and boarding school specialising in the education of girls from Pre-Kindergarten to Year 12.

At Penrhos College, our purpose is clear - 'to inspire girls to become extraordinary women'. From the youngest girl in Pre-Kindergarten, who explores and discovers through play-based discovery in our Early Learning Centre, to the young woman in Year 12 sitting her WACE exams, we deliver an inspirational learning environment in which each individual is encouraged to strive for the highest and achieve her personal best.

Founded in 1952, the College had 1,042 students enrolled in 2019 (August census figures). Penrhos is proud of its reputation as one of Western Australia's most progressive and successful girls' schools, led for the last 10 years by Principal Meg Melville. Learning is organised around each student's Phase of Development, in a positive and inclusive culture, designed to encourage girls to actively model the College's shared values of knowledge, growth, synergy, respect, integrity and empathy.

During 2019, Penrhos College continued to build on its powerful 'Learn Strong – Slaying Stereotypes' advertising campaign, designed to project a College character that is proud and confident. The College is committed to living up to this bold positioning in its everyday behaviours – for example, when Penrhos became the first private girls' school in WA to introduce trousers as an option to its uniform following Year 8 students' feedback and community consultation.

Penrhos College is committed to the benefits of single-sex education. Research clearly shows the positive effects of single-sex schooling in numeracy and literacy testing; we can see that girls benefit from learning environments in which there is no gender stereotyping with regard to subjects of study, activities or career pathways.

Penrhos students achieve consistently high ATAR results – ranked 11th on the ATAR leader board in 2018 and 2019. However, the Penrhos ethos extends far beyond academic credentials, to encompass the 'whole person paradigm' of mind, heart, body and spirit. Our educational philosophy is based on growth in each of these four aspects through a diverse and challenging academic and co-curricular program, a nurturing pastoral care proposition and a wide range of opportunities for community service and contribution.

The College consists of an Early Learning Centre (Pre-Kindergarten to Year 2), a Junior School (Years 3 - 6) and Secondary School (Years 7 - 12).

Penrhos is widely recognised for its ongoing focus in STEM and our next centre of excellence in the College masterplan - the Science Innovation Centre – commenced construction in December 2019. This \$11 million, state-of-the-art facility will be a proud flagship statement – our vision is to inspire and stimulate our students to pursue their personal voyages of discovery in this outstanding learning environment from 2021. Across all areas of the learning experience, Penrhos is committed to providing an inspirational 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 5 - 12 and a 1:2/1:1 in-class device program for Years 2 - 4. A broad range of technology resources such as Vivi, Augmented Reality (AR) and Virtual Reality (VR) materials found are also to be found in our classrooms, STEM labs, along with 21st century teaching and learning facilities in the Library.

Our Menai Boarding House is home to girls from rural Western Australia and overseas, as well as day boarders who join our boarding family for shorter terms. To ensure the most nurturing, intimate and safe home-away-from-home, our boarding facilities are limited to 100 girls from Years 7 - 12. In 2019, the College released a fresh boarding promotional video made in collaboration with the boarding community and to be showcased at major regional Field Day events. For the first time in 2019, Penrhos took its Prepare for Boarding Roadshow north to Port Hedland, to meet prospective families and share information on the opportunities available for a Penrhos boarder.

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 are in line 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;
- the necessary tools and skills for each student to succeed in her chosen endeavours in the 21st Century.

Whether a student attends Penrhos for just one year or from Year One, our graduating Penrhosians enter the next stage of their Penrhos journey as College alumni for life in a community that is now almost 10,000 strong and based in more than 40 countries around the world. Penrhos remained connected with its alumni community through a comprehensive program of events and reunions through 2019.

Find out what makes Penrhos so special by visiting our website at <https://penrhos.wa.edu.au>

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 99.93%.

Staff Retention

The retention rate (permanent teaching staff inclusive of Pre-Kinder and Kindergarten) from 2018 to the end of the 2019 academic year was 91.04%.

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	2018 / 2019 % FTE variance
Teaching Staff	131.0	106.1	1.63%
Male	31.0	29.0	3.94%
Female	100.0	77.1	0.78%
Indigenous	0.0	0.0	0.00%
Operational Services Staff	91.0	70.1	(1.14%)
Male	24.0	20.2	3.64%
Female	67.0	49.9	(2.96%)
Indigenous	0.0	0.0	0.00%
Non-Census Staff	20.0	11.9	(4.34%)
Boarding House	13.0	7.9	3.40%
Pre-Kinder & Kindy	7.0	4.0	(16.67%)
Total Staff employed on census date	242.0	188.1	0.19%

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 external professional development (includes registration, accommodation, travel cost) across the College is detailed below:

	2019 Teachers	2019 OSS	2019 Total
Professional Development Cost	\$87,668	\$27,950	\$115,618
Average Investment per staff	\$669	\$252	\$478
Average Investment per FTE	\$826	\$341	\$615

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.

External Professional learning for staff in 2019 covered the following broad areas;

- Child Protection and Mandatory Reporting training
- Growth Coaching accreditation
- Mindful Meditation
- Wabisabi Learning
- First Aid Training; in particular CPR training, epilepsy presentation, resuscitation, asthma
- Work Health and Training certificates
- Cyber security, DDLS training,

KEY STUDENT OUTCOMES

Student Attendance – 2019: 183 School Days

Year	% Attendance
Kindergarten	91.83
Pre-Primary	95.16
Year 1	94.18
Year 2	95.54
Year 3	94.48
Year 4	93.88
Year 5	93.88
Year 6	95.26

Year	% Attendance
Year 7	95.06
Year 8	93.80
Year 9	93.47
Year 10	93.61
Year 11	93.88
Year 12	91.09

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 2019

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	98
Writing	100
Spelling	98
Grammar & Punctuation	100
Numeracy	96

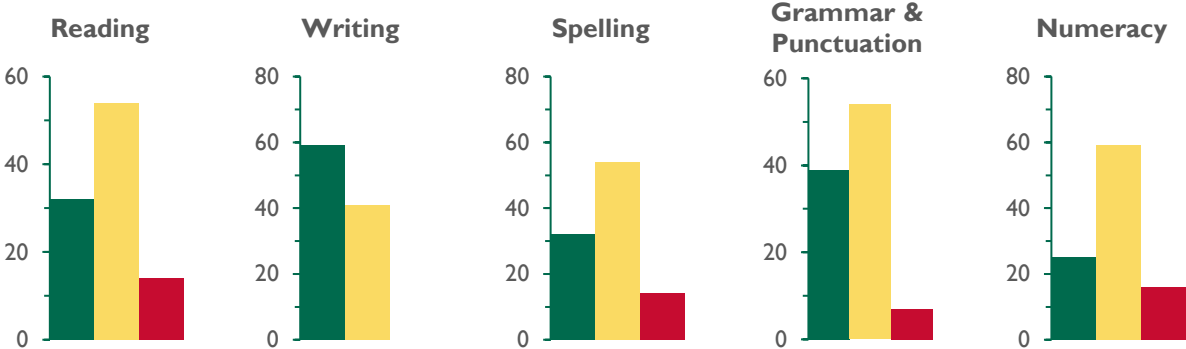
Year 5	%
Reading	100
Writing	100
Spelling	97
Grammar & Punctuation	100
Numeracy	100

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

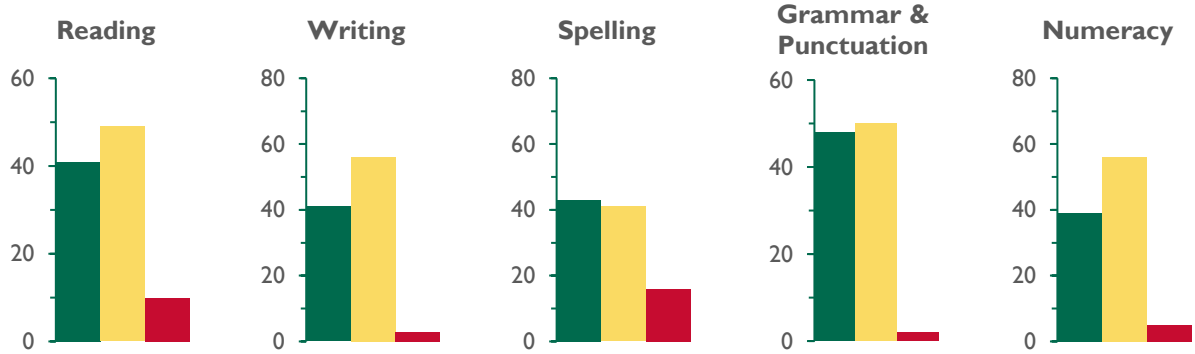
Year 9	%
Reading	100
Writing	99
Spelling	99
Grammar & Punctuation	98
Numeracy	100

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

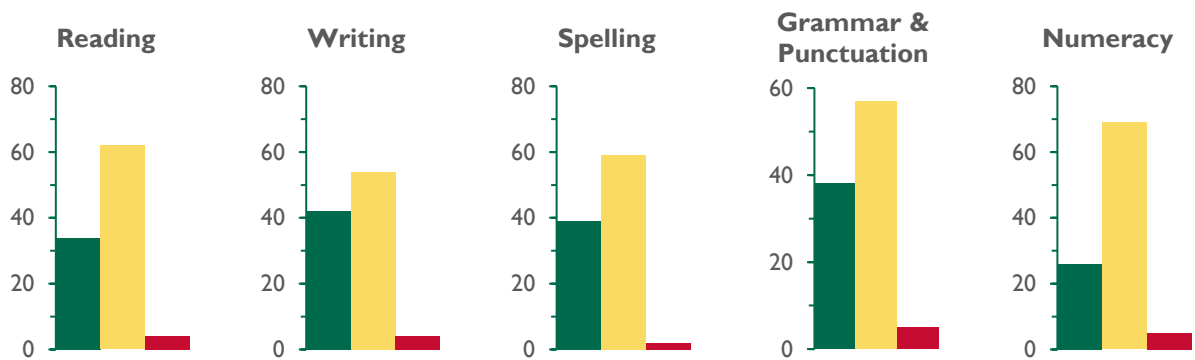
YEAR 3



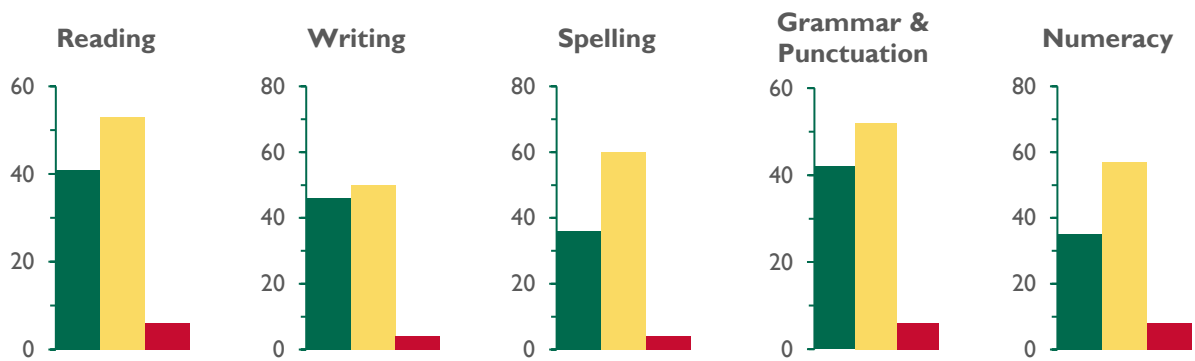
YEAR 5



YEAR 7



YEAR 9



Year 12 2019

Cohort size	119
Number achieving WACE Secondary Graduation	117
Number of students with an ATAR	103
Alternative Pathway (no ATAR)	16

- **98.29%** 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.
- **86%** 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 two performed above the state average.

Five (5) of a possible sixteen (16) 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 2019	State 2019
95 -+	21.4%	13.75%
90-94.99	21.4%	13.56%
80-89.99	25.61%	23.3%
70-79.99	19.4%	19.58%
60-69.99	7.8%	12.81%
< 60	6.8%	15.07%

COURSES IN THE TOP 15 WACE SCORE SCHOOLS 2019

Drama
Human Biology
Mathematics Specialist

French – Second Language
Mathematics Applications

COUNCIL EXHIBITIONS AND AWARDS 2019

Subject Exhibition	2	<i>Subject Exhibitions are awarded to the student with the highest examination mark in an ATAR course.</i>
Subject Certificates of Excellence	3	<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	16	<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	26	<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) 2019

	# Students	%
Participation in VET in Year 12	16	13.4% of total cohort
Achieved AQF Cert 2 or Higher	16	100% of VET cohort

PROPORTION OF YEAR 9 STUDENTS RETAINED TO YEAR 12

The Year 9, 2016 cohort (peer Year 2019) comprised of 126 students as per the August 2016 census. Of these 17 students did not complete their Year 12 graduation with the College. This represents a retention rate of 86.51%.

LOCATION OF OUR 2019 LEAVERS

Data derived from responses to 2019 Leavers Survey - 100% response rate

Destination	Response Count
University	94
University (Deferred Offer)	6
TAFE or RTO	10
Apprenticeship or Traineeship	1
Gap Year	4
Full time or Part time work	4
Grand Total	119

BREAKDOWN BY INSTITUTION

Curtin University Courses and Majors			
Actuarial Science	1	Health Science (Psychology and Human Resources)	1
Advanced Science (Chemistry)	1	Human Biology Preclinical	1
Arts (Fine Arts)	1	Law	1
Arts (Screen Arts/Journalism)	1	Law/Arts	2
Arts (International Relations/Journalism)	1	Law/Commerce	1
Commerce (Accounting)	1	Medical Radiation Science	1
Commerce (Business/Marketing)	1	Nursing	1
Commerce (Marketing/Entrepreneurship)	1	Occupational Therapy	3
Education (Primary)	1	Physiotherapy	1
Education (Secondary)	1	Psychology	2
Engineering (Electrical)	1	Speech Pathology	3
Engineering (Mining)	1	Uniready (Enabling)	1
Exercise and Sport Science	3		
Health Science	5		

UWA Courses and Majors

Arts:	
Communication and Media	1
English	1
International Relations and Political Science	1
Music Studies	2
Biomedical Science:	
Neuroscience	2
Neuroscience and Italian	1
Medical Science + Direct Entry to Medicine	2
Pharmacology/Pathology and Laboratory Science	1
Commerce:	
Accounting/Business Law	1
Philosophy:	
Music	1
Psychology	2
Science:	
Chemistry/Pharmacology	1
Engineering Studies/Neuroscience	1
Psychology	1

ECU and WAAPA Courses and Majors

Diploma of Acting	1
Arts Management	1
University Preparation Course	1

Notre Dame Courses and Majors

Arts (Film and Journalism)	1
Behavioural Science	1
Biomedical Science	2
Education (Primary)	2
Exercise and Sports Science	1
Laws/Arts	2
Laws/Behavioural Science	1
Nursing	5
Tertiary Pathway Program	1

Murdoch Courses and Majors

Animal Health/Animal Science	2
Chiropractic Science	1
Creative Media and Communication (Graphic Design and Strategic Communication)	1

Criminology	3
Nursing	2
Psychology/Criminology	1
On Track Enabling	1

Courses at Interstate and International Universities

University of Adelaide: Commerce (International Business)	1
Australian Maritime College (Tasmania)	1
University of Melbourne: Biomedicine (Neuroscience)	1
University of Melbourne: Engineering (Mechatronic Systems)	1
Monash University: Arts (Architecture)	1
Monash University: Foundation Year	1
University of Oklahoma: Science (Applied Exercise Science)	1
University of Sydney: Commerce/Advanced Studies (Economics/Financial Economics)	1
Texas State University: Education (Elementary)	1

Deferred Courses by University

Curtin: Arts/ Science (Japanese/Chemistry)	1
Curtin: Arts/Commerce (Creative Writing/Marketing)	1
Curtin: Uniready	1
ECU: Costume Design	1
UWA: Arts (Law and Society/Political Science)	1
UWA: Science (Psychology)	1

TAFE/RTO Courses

AVT: Cert II Animal Care	1
FEC: Cert IV Education Support	1
North Metro TAFE: Diploma Early Childhood Education and Care	1
North Metro TAFE: Cert IV Dental Assisting	1
North Metro TAFE: Cert IV Visual Arts	1
North Metro TAFE: Cert III Commercial Cookery	1
Queensland TAFE: Diploma Mental Health/Alcohol	1
South Metro TAFE: Cert IV Education Support	1
South Metro TAFE: Cert IV Preparation for Health and Nursing	1
South Metro TAFE: Cert III Hospitality	1

PARENT, TEACHER AND STUDENT SATISFACTION

Each year, the College surveys approximately half of its parent population as part of a regular review of community sentiment, along with a wellbeing survey with students in Years 5-12. The frequency and segmentation of these 'sentiment / pulse' surveys is based on parent feedback, with regard to how often they wish to be surveyed.

Every 4 – 5 years, Penrhos additionally engages a specialist external market research agency to undertake a more in-depth review across its full parent population. In 2020, Penrhos will for the first time engage MMG to undertake an extended survey across alumni, parents, prospective families and staff in order to inform important enrolment and retention strategies, also to provide key insight for the incoming Principal. MMG is the recognised market leader in the field of market research across the private school sector in Australia; their knowledge base means that part of their offering includes valuable benchmarking insight and information.

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

- measure satisfaction and performance
- determine drivers of satisfaction
- identify drivers of dissatisfaction
- identify and understand any trends, shifts and changes from previous years
- inform strategic priorities

Parent Satisfaction Survey 2019

Coming from a high base of satisfaction levels across areas surveyed in previous years, the College invited parents of alternate years (Years PP, 2, 4, 6, 8,10, 12) to respond to a sentiment / pulse survey. The College received 220 responses, equating to a response rate of 29.5%. This response rate was an increase of 0.1% from 2018.

RESULTS

The overall satisfaction level (out of 10) for 2019 was 7.46 (2018: 7.75).

Parents were asked to indicate what areas they liked:	# responses
Staff	132 (60%)
Facilities	91 (41%)
Co-curricular	81 (36%)

Staff

There was overwhelming feedback on how inspiring our people are as well as the quality of teachers.

Facilities

General comments of the state-of-the-art facilities available and the vast array of opportunities this provides for the students. Feedback was received on the beautiful grounds.

Co-curricular

Feedback was received on the range of co-curricular programmes available for holistic education and for most girls to find their personal strengths. Other comments included the travel opportunities, music and drama programs and sport and recreational offerings.

Parents were asked to indicate what areas they would like changed:	# responses
Academic program	99 (45%)
Academic and pastoral communication	72 (32%)
Culture	58 (26%)

Academic program

An increased academic focus was being felt amongst parents and feedback highlighting the need for more opportunities for less academically gifted girls or the “average” student.

Academic / Pastoral communication

Parents would like more frequent updates about curriculum being taught and how their daughter’s are progressing; including areas of strength and improvement needed. More information sessions starting from Year 8 to provide insight into different career paths.

Culture

General comments on the school needing to evolve quicker. The College failing to meet their own core shared values and accept girls who don’t fit the perfect Penrhos ideal.

Staff Survey 2019

In 2019, during Term 1, the College sought feedback from staff regarding key issues identified to the Principal. Actions as a consequence of the survey findings were enacted by the end of the 2019 Academic year.

Student Survey 2019

In Term 2, during weeks 2 and 3, Year 7-12 students completed our College generated online survey. The survey provides the Pastoral Care Team with a snapshot of student impressions of school life at a point in time. The survey comprises 22 statements where students are asked to respond using a likert scale. At the end of the survey, students are provided with the opportunity to comment.

RESULTS

Number of students who completed the survey:

Year	7	8	9	10	11	12
Number	127 (100%)	99 (86%)	97 (92%)	98 (90%)	98 (71%)	104 (87%)
Total	127	115	106	109	139	119

Year 7

- You are encouraged to do your best
- Teachers, subjects and learning
- Friends
- Academic and co-curricular opportunities
- Amount of homework
- Timetable
- More fun in the day

Year 9

- Friends
- The wide range of co-curricular opportunities available
- The learning and level of education provided
- The negative talk between students and their unkind/disrespectful treatment of each other
- The strict uniform standards
- The pressure and number of assessments

Year 11

- The positive impact of teachers on their school experience
- Social connection, belonging and friendship
- Co-curricular opportunities
- Increased pressure and stress from Year 11 academic workload
- Timing of assessments
- The busyness of the college calendar
- More fun, more chill activities

Year 8

- Breadth of co-curricular opportunities
- Teachers
- The learning environment
- Exclusivity of MESH-Ex
- Strict uniform policy
- Length of the school day/week
- Amount of homework

Year 10

- Friends
- Opportunities available and co-curricular activities
- Teachers
- Assessments – many comments made in terms of amount of assessments, pressure around assessments and timing
- Uniform and uniform standards

Year 12

- Teachers and their collective helpfulness
- Co-curricular activities
- Positive environment
- Ability to choose the teacher you want
- Get rid of strict dress code
- Include sport again

PRINCIPAL'S KPIS

The following questions elicited positive responses from across the Secondary School;

1. I believe Penrhos has a good Principal
2. I feel proud of my school
3. I would recommend Penrhos to someone my age

Of note, more students chose the neither agree or disagree category than in previous years, and the Year 9 and Year 11 results tended to be less positive than those of the other year groups.

The following table shows the number of students who agreed or very much agreed with the three statements above:

	I believe Penrhos has a good Principal	I feel proud of my school	I would recommend Penrhos to someone my age
Year 7 (127)	105	108	113
Year 8 (99)	92	87	85
Year 9 (97)	81	54	46
Year 10 (98)	92	78	57
Year 11 (98)	76	70	61
Year 12 (104)	91	87	77
Total (%)	75%	68%	61%
Total students	537 / 715	484 / 715	439 / 715

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 Pastoral Care and Co-Curricular sections. See <https://www.penrhos.wa.edu.au/student-life/pastoral-care.html> and <https://www.penrhos.wa.edu.au/student-life/co-curricular-activities.html>.

The 2019 Annual Report and the half-yearly Penrhosian Magazines highlight some of the achievements of the College during 2019. These can be found on the College website at <https://www.penrhos.wa.edu.au/community/publications.html>.

SOURCES OF FUNDING

	000's	%
Income		
Tuition & Boarding Fees	24,364	68
State & Federal Grants	7,878	22
Other	3,460	10
	35,702	100
Expenditure		
Salaries	22,863	66
Departmental	3,727	11
Other	4,971	15
Depreciation	2,829	8
	34,390	100
Capital Expenditure 2019		
Payment for property, plant and equipment	\$2,945	100

Meg Melville
Principal
June 2020

