

# SCHOOL PERFORMANCE INFORMATION

2020 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 987 students enrolled in 2020 (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, who retired mid-2020. The seventh Principal of the College, Kalea Haran will bring an exciting new vision in 2021, whilst delivering the same strong values. 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 2020, Penrhos College continued to build on its powerful 'Learn Strong' 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 4th on the ATAR leader board in 2020. 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, most recently celebrated with the completion of its cutting-edge Science Innovation Centre. This \$11 million facility positions the College as having one of Western Australia's most advanced STEM facilities for girls, providing a versatile and flexible learning space that is resilient to future change and supportive of fast-evolving pedagogy. 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 Years 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 are also available in our classrooms and 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 2020, the College took its Penrhos Full Circle wellbeing seminar to regional communities to engage with future, current and past boarding families. The program provided parents with the opportunity to connect with Penrhos' pastoral team and gain an understanding of the support offered to both students and parents by the College. A new Head of Boarding, Liz Langdon was also appointed in 2020 to commence in Term 2, 2021.

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
- best in practice 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. Throughout 2020, Penrhos remained connected with its alumni community through a comprehensive program of events, including milestone reunions.

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 99.91%.

## Staff Retention

The retention rate (permanent teaching staff inclusive of Pre-Kinder and Kindergarten) from 2019 to the end of the 2020 academic year was 86.99%.

## 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	2019 / 2020 % FTE variance
<b>Teaching Staff</b>	<b>119</b>	<b>96.0</b>	<b>(9.52%)</b>
Male	27	26.0	(10.34%)
Female	92	70.0	(9.21%)
Indigenous	0	0.0	0.00%
<b>Operational Services Staff</b>	<b>84</b>	<b>69.3</b>	<b>(1.13%)</b>
Male	18	18.0	(10.94%)
Female	66	51.3	2.85%
Indigenous	0	0.0	0.00%
<b>Non-Census Staff</b>	<b>19</b>	<b>10.5</b>	<b>(11.92%)</b>
Boarding House	13	7.1	(10.37%)
Pre-Kinder & Kindy	6	3.4	(15.00%)
<b>Total Staff employed on census date</b>	<b>222</b>	<b>175.8</b>	<b>(6.54%)</b>

## 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 Professional Review (previously known as 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:

	2020 Teachers	2020 OSS	2020 Total
Professional Development Cost	\$45,354	\$17,006	\$62,360
Average Investment per staff	\$363	\$175	\$281
Average Investment per FTE	\$456	\$223	\$355

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 2020 was reduced due to COVID-19 restrictions, however the below broad areas were covered:

- IGGSA Workshop
- Compass Training
- Coach the Coach
- Lee Crockett

## KEY STUDENT OUTCOMES

### Student Attendance – 2020: 178 School Days

Year	% Attendance	Year	% Attendance
Kindergarten	87.65	Year 7	87.02
Pre-Primary	85.07	Year 8	86.88
Year 1	90.20	Year 9	85.12
Year 2	86.68	Year 10	83.84
Year 3	94.43	Year 11	84.59
Year 4	93.07	Year 12	81.51
Year 5	89.34		
Year 6	91.13		

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 2020**

NAPLAN test results provide information on how students are performing in the areas of literacy and numeracy and support improvements in teaching and learning. The data from NAPLAN test results gives the College the ability to measure students' achievements against national minimum standards and student performance in other states and territories.

The Assistant Dean of Academic Administration presents NAPLAN data to the College Board annually. Included in the presentation is a list of strategies that are implemented.

NAPLAN and all associated testing events did not proceed for 2020 due to COVID-19.

## Year 12 2020

Cohort size	135
Number achieving WACE Secondary Graduation	135
Number of students with an ATAR	116
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.
- **87%** 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 three performed above the state average.

Seven (7) of a possible twenty-six (26) ATAR 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 2020	State 2020
95 -+	26.0%	14.3%
90-94.99	25.0%	13.9%
80-89.99	23.0%	26.2%
70-79.99	13.0%	18.9%
60-69.99	8.6%	12.3%
< 60	4.4%	14.42%

## COURSES IN THE TOP 15 WACE SCORE SCHOOLS 2020

Accounting & Finance  
Biology  
English  
Modern History

Food Science & Technology  
Italian Second Language  
Mathematics Specialist  
Physical Education Studies

## COUNCIL EXHIBITIONS AND AWARDS 2020

<b>Subject Exhibition</b>	1	<i>Subject Exhibitions are awarded to the student with the highest examination mark in an ATAR course.</i>
<b>Subject Certificates of Excellence</b>	4	<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>
<b>Certificates of Distinction</b>	20	<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>
<b>Certificates of Merit</b>	27	<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) 2020

	# Students	%
<b>Participation in VET in Year 12</b>	19	13.5% of total cohort
<b>Achieved AQF Cert 2 or Higher</b>	19	100% of VET cohort

## PROPORTION OF YEAR 9 STUDENTS RETAINED TO YEAR 12

The Year 9, 2017 cohort (peer Year 2020) comprised of 139 students as per the February 2017 census. Of these 20 students did not complete their Year 12 graduation with the College. This represents a retention rate of 85.61%.

## LOCATION OF OUR 2020 LEAVERS

Data derived from responses to 2020 Leavers Survey – 98.5% response rate

The Class of 2020 saw 87.96% of students achieve their first preference transition option.

Destination	Response Count
<b>University</b>	111
<b>University (Deferred Offer)</b>	5
<b>TAFE or RTO</b>	7
<b>Apprenticeship or Traineeship</b>	1
<b>Gap Year</b>	4
<b>Full time or Part time work</b>	5
<b>Grand Total</b>	<b>133</b>

## BREAKDOWN BY INSTITUTION

Curtin University Courses and Majors			
		Education (Primary)	2
Advanced Science (Chemistry)		Engineering (Mining)	1
Advanced Science (Computing)		Engineering/Commerce (Mechanical/Management)	1
Advanced Science (Molecular Genetics)		Exercise and Sport Science	1
Architecture		Health Science	3
Biochemistry		Medicine/Surgery	2
Biomed Sciences		Nursing	4
Commerce (Human Resources/Anthropology and Sociology)		Nutrition and Food Promotion	1
Commerce (Property/Marketing)		Occupational Therapy	4
Commerce/Arts (Economics/ Anthropology and Sociology)		Pharmacy	4
Commerce/Law Human Resources/Law)		Physiotherapy	1
Commerce/Law (Accounting/Law)		Psychology	4
Commerce/Science (Marketing/Psychology)	2	Physics	1
Commerce/Science (Psychology/Industrial Relations Human Resources)	1	Uniready (Enabling)	3
Creative Arts (Theatre Arts)	1		

### UWA Courses and Majors

#### Arts:

Anthropology/Political Science	1
Criminology	1
Law and Society	1
I.R. and Political Science/Japanese	1
Psychology	1

#### Biomedical Science:

Anatomy and Human Biology	2
Genetics	1
Medical Science +Direct Entry to Medicine	1

#### Commerce:

Accounting/Business Law	2
Accounting and Economics	1
Business Law and Finance	1
Business Law and Marketing	1
Economics	1
Economics and Psychology	1
Management	1

#### Philosophy:

Environmental Science and Marine Biology	1
Neuroscience	1
Politics and Economics	1

#### Science:

Agricultural Science	1
Computer Science and Classics and Ancient History	1
Conservation Biology and Fine Art	1
Engineering Science	1
Physiology	1
Psychology (Double Major)	2
Sports Science, Exercise and Health	3

### ECU and WAAPA Courses and Majors

Diploma in Live Production (Stage Management)	1
Arts/Media and Communication (Screen Production)	1

### Notre Dame Courses and Majors

Biomedical Science	2
Biomedical Science/Commerce	1
Education (Early Childhood)	1
Education (Primary)	1
Laws/Behavioural Science	1
Media and Communication (Screen Arts)	2
Media and Communication (Screen Production and Theatre)	1

Nursing	2
Physiotherapy	3
Physiotherapy/Exercise and Sport Science	2
TTP	1

### Murdoch Courses and Majors

Arts (Psychology)	1
Criminology (Crime Science and Criminal Behaviour)	1
Information Technology (Computer Science/Games Technology)	1
Laws/Arts (International Aid and Development)	1
Laws/Global Securities (Terrorism and Counter-terrorism studies)	1
Nursing	1
Science (Marine Biology/Conservation and Wildlife Biology)	1
Science (Psychology)	1

### Courses at Interstate and International Universities

Australian National University: Commerce	1
Australian National University: Engineering/Science	1
Bond University: Global Studies (Sustainable Global Business)	1
University of Melbourne: Arts (History)	1
University of Melbourne: Science (Chemical Systems)	1
University of Melbourne: Science	1
Queensland University: Psychological Science	1

### Deferred Courses by University

Curtin: Chemical Engineering	1
Murdoch: Forensic Biology	1
Notre Dame: Primary Education	1
SAE: Game Design	1
Swinburne University: Criminology and Criminal Behaviour	1

### TAFE/RTO Courses

AVT: Cert II Animal Care	1
AVT: Cert III Animal Care	1
FIT College: Cert IV Fitness	1
North Metro TAFE: Cert IV Hospitality	1
North Metro TAFE: Cert III Make-up	1
REIWA: Cert II Real Estate	1
South Metro TAFE: Diploma in Events	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 are 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, engaged MMG Education (MMG) for the first time, 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 insights 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 insights and information.

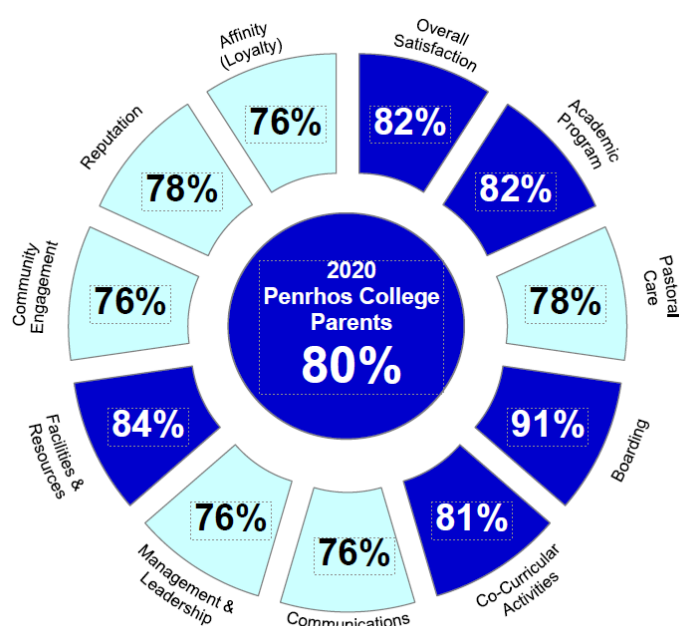
The College uses satisfaction surveys as a credible and reliable instrument to:

- 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 MMG Survey 2020

Pre-Kindergarten to Year 12 current Parents were surveyed with 463 of 826 families responding, a response rate of 56%.

### RESULTS – ALL PARENTS



The 'MMG Wheel' reflects the average scores for parents across key areas.

Parents noted 'very high' scores for 5 of the 11 areas and 'high' scores for the remaining 6 areas.

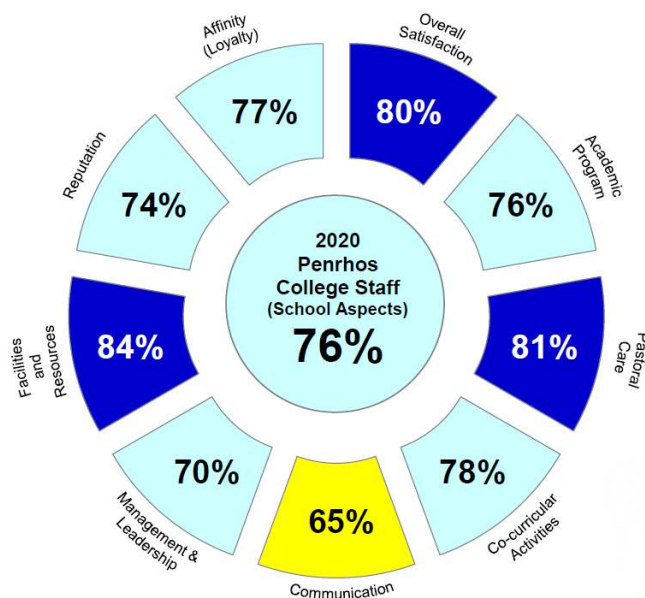
The overall score is 'very high' (80%). This score suggests that, from a parent perspective, the College is in 'very good' overall health and is equal to the 80% overall MMG hurdle level.

School of first choice, strong advocacy and loyalty, positive word of mouth and strong conversion of waiting lists result from schools achieving overall 'very high' status.

## Staff MMG Survey 2020

Teaching & Non-teaching staff were surveyed with 138 of 299 responding, a response rate of 46%

### RESULTS – “SCHOOL ASPECTS”

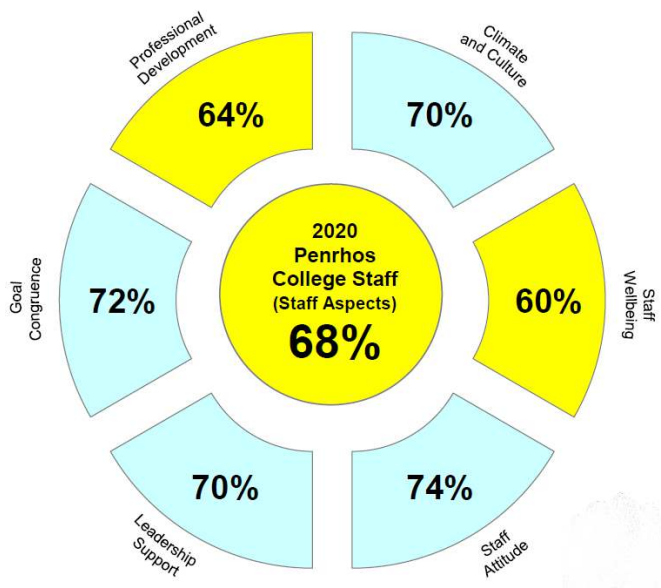


The 'MMG Wheel' reflects the overall staff scores (mean) across key areas for school related aspects.

Staff noted 'very high' scores for 3 of the 9 key areas, 'high' scores for 5 areas and a 'moderate' scores for the remaining area. The overall staff score is 'high' (76%).

These scores suggest that from a staff perspective, the College is in 'good' overall health (in relation to school related areas) and is below the 80% overall MMG 'hurdle' level.

### RESULTS – “STAFF ASPECTS”



The 'MMG Wheel' reflects the overall staff scores (mean) across key areas for staff related aspects.

Staff noted 'high' scores for 4 of the 6 key areas and 'moderate' scores for the remaining 2 areas.

The overall score is 'moderate' (68%). These scores suggest that from a staff perspective, the College is in 'moderate' overall health (in relation to staff related areas) and is below the 80% overall MMG 'hurdle' level.

## **Student Survey 2020**

Students are surveyed every year by the College's Dean of Pastoral Care (wellbeing, overall satisfaction) and the Dean of Teaching and Learning (learning in the classroom and teaching).

Student surveys were not completed during 2020 due to COVID-19. The annual survey will recommence and has been scheduled for Term 2/3 for 2021.

## **Student Wellbeing**

Our PreK-Year 12 Wellbeing Framework CONNECT enhances our academic curriculum through experiences and opportunities that reflect the importance we place on educating the whole person: mind, heart, body and spirit. Our PreK-Year 12 Wellbeing Framework CONNECT and the themes that drive it: Relationships, Emotions, Health, Engagement, Meaning and Accomplishments; are key to creating a sense of belonging and supporting students achieve their academic potential. Regular correspondence with the Penrhos Community via the PCN and Compass Newsfeeds, provide up-to-date news and upcoming events.

The structures and activities which are available to students are described on the College website in 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 2020 Annual Report and the half-yearly Penrhosian Magazines highlight some of the achievements of the College during 2020. These can be found on the College website at <https://www.penrhos.wa.edu.au/community/publications.html>.

# SOURCES OF FUNDING

	000's	%
<b>Income</b>		
Tuition & Boarding Fees	22,788	69.1
State & Federal Grants	8,011	24.3
Other	2,177	6.6
	<b>32,976</b>	<b>100</b>
<b>Expenditure</b>		
Salaries	22,332	68.2
Departmental	3,409	10.4
Other	4,413	13.5
Depreciation	2,591	7.9
	<b>32,745</b>	<b>100</b>
<b>Capital Expenditure 2020</b>		
Payment for property, plant and equipment	\$8,719	100



**Kalea Haran**  
Principal  
May 2021

