

SCHOOL PERFORMANCE INFORMATION

2021 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 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 that celebrates and empowers all girls, in which each individual is nurtured and valued, and where traditional stereotypes are set aside.

Founded in 1952, Penrhos is proud of its reputation as one of Western Australia's most progressive and successful girls' schools. In her first year as Principal of Penrhos College, Kalea Haran focused on how the College can continue to develop changemakers and trailblazers in the context of an unknown future.

Following a comprehensive Registration Renewal process through 2021, Penrhos attained re-registration as an independent school in Western Australia from the Department of Education for a further five years (the maximum term available), with no conditions or recommendations.

Penrhos' international registration, in accordance with the Education Service Providers (Full Fee Overseas Students) Registration Act 1991, is also now approved for a five-year period (until end 2026) – again, this is the maximum term, with no conditions or recommendations attached.

In 2021, the College had 937 enrolled students (August census figures) which, due to increased demand for places, included an additional stream of Year 5 students.

The Penrhos educational philosophy acknowledges student phases of development, across which a balanced and diverse learning experience is delivered, designed to encourage girls to actively model the College's shared values of knowledge, growth, synergy, respect, integrity and empathy.

The powerful 'Learn Strong' advertising campaign continued to focus on the red dragon emblem, as symbolic of the Penrhos College spirit. The College routinely manifests its ground-breaking approach in everyday behaviours – for example, Penrhos became the first private girls' school in WA to introduce trousers as a uniform option 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, consistently illustrating that girls benefit from learning environments in which there is no gender stereotyping in subjects of study, general activities or career pathways.

Penrhos students achieve consistently high ATAR results – ranked once more in the top 10 on the ATAR leader board in 2021. 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), Junior School (Years 3 – 6) and Secondary School (Years 7 – 12).

Penrhos is widely recognised for its ongoing focus on the STEM subjects, in the context of which the College celebrated the opening of its cutting-edge Science Innovation Centre in early 2021. This \$11 million facility, named in honour of the College's sixth Principal Meg Melville, confirms Penrhos as one of WA'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 students enjoy access to a technology-rich learning environment via the 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 tech resources such as Vivi, Augmented Reality (AR) and Virtual Reality (VR) resources are available in classrooms and STEM labs, along with a range of 21st century teaching and learning facilities in the Library.

In 2021, Penrhos celebrated 50 years of boarding for 1,260 girls. Our Menai Boarding House is home to girls from rural WA 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 Penrhos boarding facilities are limited to 100 girls from Years 7 – 12

Our Full Circle wellbeing seminars continued in 2021, providing opportunities for the College to engage with both local and regional communities – including future, current and past boarding families. The program offers parents direct connection with Penrhos' pastoral team, so they may gain first-hand understanding of the support proposition Penrhos offers to both students and parents.

Our 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, Design and Science Innovation Centres, Library, Boarding House, Function Centre and staff areas. Our outstanding facilities are in line with our focus on providing:

- the best possible resources for students and staff
- best practice teaching and learning experiences, appropriate to each student's development
- the opportunity for every student to fully explore her own interests and passions
- the necessary tools and skills for each student to strive for the highest and to achieve her personal best so she may thrive and succeed in her individual endeavours.

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 10,000 strong and based in more than 40 countries around the world. Throughout 2021, 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

Teaching Staff Attendance

This data includes teaching staff absences from the College due to personal, bereavement or leave without pay. 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 during 2021 was 99.92%.

Staff Retention

The retention rate (permanent teaching staff inclusive of Pre-Kinder and Kindergarten) from 2020 to the end of the 2021 academic year was 86.96%.

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 | 2020 / 2021 % FTE variance |
|--|------------|---------------|-------------------------------|
| Teaching Staff | 115 | 93.00 | (3.13%) |
| Male | 30 | 27.60 | 6.15% |
| Female | 85 | 65.40 | (6.57%) |
| Indigenous | 0 | 0.00 | 0.00% |
| Operational Services Staff | 83 | 68.80 | (0.72%) |
| Male | 17 | 17.00 | (5.56%) |
| Female | 66 | 51.80 | 0.97% |
| Indigenous | 0 | 0.00 | 0.00% |
| Non-Census Staff | 19 | 10.45 | (0.38%) |
| Boarding House | 15 | 7.25 | 2.26% |
| Pre-Kinder & Kindy | 4 | 3.20 | (5.88%) |
| Total Staff employed on census date | 217 | 172.25 | (2.01%) |

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:

| | 2021 Teachers | 2021 OSS | 2021 Total |
|-------------------------------|---------------|----------|------------|
| Professional Development Cost | \$54,909 | \$17,857 | \$72,766 |
| Average Investment per staff | \$477 | \$175 | \$335 |
| Average Investment per FTE | \$590 | \$225 | \$422 |

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 2021 was reduced due to COVID-19 restrictions, however the below broad areas were covered:

- IGSSA Workshop
- Compass Training
- Coach the Coach

KEY STUDENT OUTCOMES

Student Attendance – 2021

| Year | % Attendance |
|--------------|--------------|
| Kindergarten | 93.83 |
| Pre-Primary | 94.69 |
| Year 1 | 94.29 |
| Year 2 | 96.2 |
| Year 3 | 94.57 |
| Year 4 | 95.92 |
| Year 5 | 95.24 |
| Year 6 | 93.82 |

| Year | % Attendance |
|---------|--------------|
| Year 7 | 94.14 |
| Year 8 | 92.94 |
| Year 9 | 92.17 |
| Year 10 | 91.90 |
| Year 11 | 89.97 |
| Year 12 | 90.03 |

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 2021

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

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 | 97 |
| Spelling | 100 |
| Grammar & Punctuation | 100 |
| Numeracy | 100 |

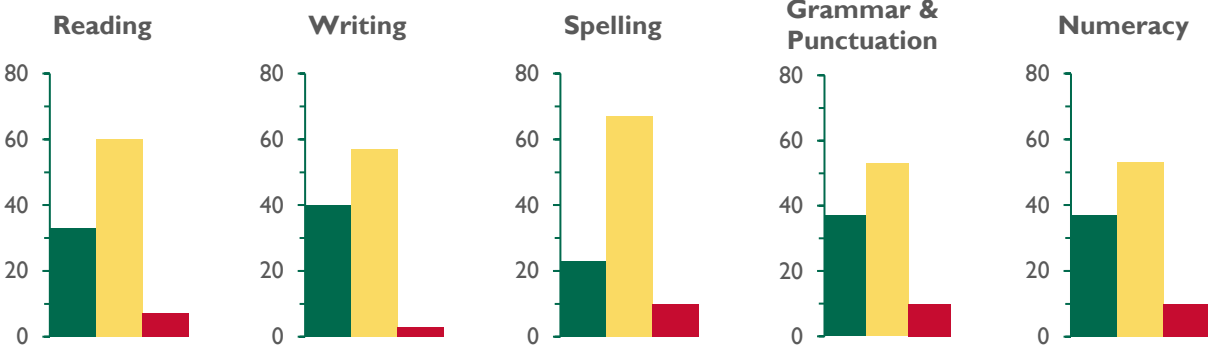
| Year 5 | % |
|-----------------------|-----|
| Reading | 100 |
| Writing | 100 |
| Spelling | 98 |
| Grammar & Punctuation | 98 |
| Numeracy | 100 |

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

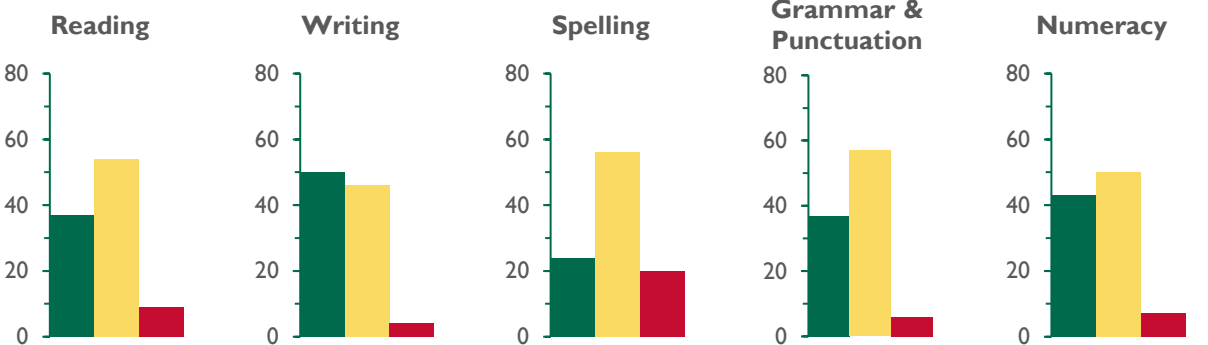
| Year 9 | % |
|-----------------------|-----|
| Reading | 98 |
| Writing | 99 |
| Spelling | 100 |
| Grammar & Punctuation | 99 |
| Numeracy | 100 |

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.

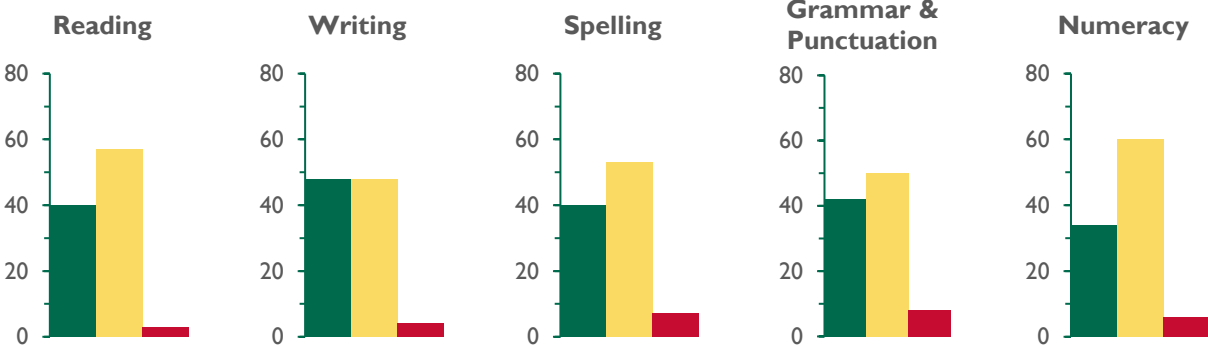
YEAR 3



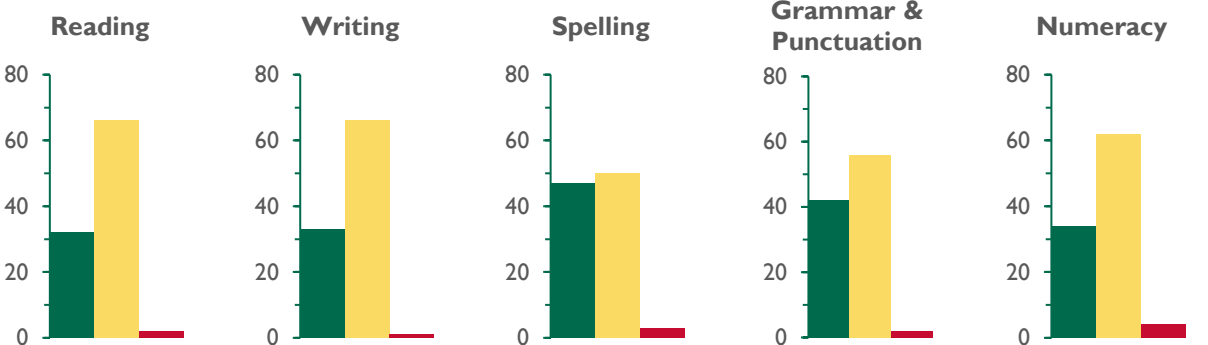
YEAR 5



YEAR 7



YEAR 9



Year 12 2021

| | |
|--|-----|
| Cohort size | 108 |
| Number achieving WACE Secondary Graduation | 107 |
| Number of students with an ATAR | 84 |
| Alternative Pathway (no ATAR) | 24 |

- **99%** of students achieved their Western Australian Certificate of Education, thereby successfully achieving graduation.
- The key “League Table” had Penrhos placed **5th** out of all schools state-wide based on the median ATAR achieved.
- **90%** 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.

Eight (8) 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 2021 | State 2021 |
|------------|--------------|------------|
| 95 -+ | 35.7% | 14.8% |
| 90-94.99 | 15.5% | 14.5% |
| 80-89.99 | 23.8% | 26.1% |
| 70-79.99 | 15.5% | 18.4% |
| 60-69.99 | 4.75% | 12.1% |
| < 60 | 4.75% | 14.1% |

COURSES IN THE TOP 15 WACE SCORE SCHOOLS 2021

| | |
|------------------------|------------------|
| Chemistry | Geography |
| Drama | Modern History |
| English | Physics |
| French Second Language | Politics and Law |

COUNCIL EXHIBITIONS AND AWARDS 2021

| | | |
|---|----|--|
| 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 | 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> |
| Certificates of Distinction | 24 | <i>Certificates of Distinction are awarded to each eligible student who, in their last three consecutive years of senior secondary WACE enrolment, achieves 190–200 points</i> |
| Certificates of Merit | 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) 2021

| | # Students | % |
|--|------------|-----------------------|
| Participation in VET in Year 12 | 24 | 13.5% of total cohort |
| Achieved AQF Cert 2 or Higher | 23 | 100% of VET cohort |

PROPORTION OF YEAR 9 STUDENTS RETAINED TO YEAR 12

The Year 9, 2018 cohort (peer Year 2021) comprised of 112 students as per the February 2018 census. From this cohort, 21 students did not complete their Year 12 graduation with the College. This represents a retention rate of 81.25%.

LOCATION OF OUR 2021 LEAVERS

The Class of 2021 comprised 108 students. Most of the Class (90.75%) have chosen to continue with study in 2022. University study was the most popular choice with 90 attending a university. Of the students attending university or TAFE, 85.2% achieved their first preference transition option.

| Destination | Response Count |
|--|----------------|
| University | 90 |
| TAFE or RTO | 8 |
| Deferred from university | 2 |
| GAP Year (not Deferred) | 2 |
| Full time work (not deferred) | 2 |
| Part time work (not deferred) | 2 |
| Other (Navy – Intelligence Officer and Maritime Technician) | 2 |
| Number of students doing an Apprenticeship or Traineeship | 0 |
| Grand Total | 108 |

BREAKDOWN BY INSTITUTION

| Curtin University Courses and Majors | | |
|---|---|----------------------|
| Agribusiness | 2 | Occupational Therapy |
| Applied Science – Architectural Science | 1 | Oral Health Therapy |
| Arts (Japanese/Graphic Design) | 1 | Pharmacy |
| Biomed Sciences | 1 | Physiotherapy |
| Commerce (Human Resources) | 1 | Psychology |
| Design (Graphic Design) | 1 | Speech Pathology |
| Engineering/Science | 1 | Uniready (Enabling) |
| Health Science | 1 | |
| Laws/Arts (Journalism) | 2 | |
| Laws/Psychology | 1 | |
| Laws/Science | 1 | |
| Medicine/Surgery | 2 | |
| Nutrition and Food Science | 1 | |

| UWA Courses and Majors | |
|--|---|
| Advanced Computer Science: | |
| Artificial Intelligence | 1 |
| Arts: | |
| Assured Pathway to Juris Doctor (Law and Society/French) | 1 |

| | |
|--|--|
| Assured Pathway to Juris Doctor (Political Science and International Relations/Management) | |
| English and Literary Studies/Communication and Media Studies | |
| Criminology/Law and Society | |
| French/Linguistics | |
| History/Law and Society | |
| Communication and Media Studies | |
| Political Science and International Relations | |
| Political Science and International Relations/Criminology | |
| Political Science and International Relations/Law and Society | |
| Biomedical Science: | |
| Anatomy and Human Biology | |
| Genetics | |
| Pharmacy Assured Pathway (Pharmacology/Microbiology and Immunology) | |
| Chemistry: | |
| Extended chemistry | |
| Commerce: | |
| Human Resource Management | |
| Political Science and International Relations/Business Law | |
| Engineering: | |
| Biomedical Engineering | |
| Mechanical Engineering | |
| Engineering/Commerce: | |
| Mechanical Engineering/Business Management | |
| Sports Science and Exercise Sciences: | |
| Sport and Exercise Sciences Extended major | |
| Philosophy: | |
| Integrated Medical Sciences and Clinical Practices | |
| Philosophy/Politics and Economics | |
| Psychology: | |
| Psychology/Pharmacology | |
| Science: | |
| Computer Science /Japanese | |
| Marine Biology/Music | |

ECU and WAAPA Courses and Majors

| | |
|--------------------------------------|--|
| Diploma in Live Production (Costume) | |
|--------------------------------------|--|

Murdoch Courses and Majors

| | |
|---|---|
| Agricultural Science (Animal Health/Animal Science) | 2 |
| Arts (Global Politics and Policy) | |
| Arts (Screen Production) | |
| Business (Marketing) | |
| Business (Sustainable Development) | |
| Criminology Criminal Behaviour) | |
| Education (Early Childhood) | |
| Education (Primary) | |
| Laws/Arts (International Aid and Development) | |
| Veterinary Science | |

Notre Dame Courses and Majors

| | |
|--------------------------------|---|
| Arts (Politics and Journalism) | |
| Biomedical Science/Commerce | |
| Education (Primary) | 3 |
| Exercise and Sport Science | |
| Nursing | 5 |
| Nursing/Midwifery | |
| TPP | 4 |

Courses at Interstate and International Universities

| | |
|--|---|
| University of Melbourne: Biomedicine | 2 |
| CQU: Enabling course | |
| Queensland University: Exercise and Nutritional Sciences | |

TAFE/RTO COURSES

| | |
|---|--|
| Torrens Uni: Bachelor of Design | |
| Open College: Cert III Ages Care | |
| North Metro TAFE: Diploma of Enrolled Nursing | |
| North Metro TAFE: Cert IV Interior Design | |
| North Metro TAFE: Cert IV Robotics | |
| South Metro TAFE: Cert IV Education Support | |
| South Metro TAFE: Cert III Patisserie | |

Deferred Courses by University

| | |
|---|--|
| Curtin: | |
| Commerce/Arts (Marketing/Screen Arts) | |
| Laws/Arts (Law/International Relations) | |

PARENT, STAFF AND STUDENT SATISFACTION

Parent Satisfaction Survey 2021

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 of students in Years 5-12. The frequency and segmentation of these 'sentiment / pulse' surveys is based on parent feedback on how often they wish to be surveyed.

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

In 2021, parents of alternate years (Year PP, 2, 4, 6, 8, 10, 12) were invited to respond to the regular sentiment / pulse survey.

129 responses were received, equating to a response rate of 15.94%.

RESULTS

The overall parent satisfaction level (out of 10) for 2021 was 7.6.

| Parents were asked to indicate what areas they liked: | # responses |
|---|-------------|
| Staff | 80 |
| Co-curricular programs | 42 |
| Pastoral care program | 34 |

Staff

Feedback was overwhelmingly positive on how caring our teachers are, as well as the high calibre of teachers and staff at Penrhos College.

Co-curricular program

Parents acknowledged the vast array of co-curricular programs available, allowing the girls to find activities they can pursue and enjoy.

Pastoral care program

There were many positive comments on the high quality of our pastoral care, which is recognised as enabling the girls to adopt a holistic approach to their education, as well as helping them to feel connected and supported.

| Parents were asked to indicate what areas they would like to change: | # responses |
|--|-------------|
| Communication | 30 |
| Technology | 20 |
| Staff | 15 |

Communications

Parents would like regular updates on the curriculum and on what the girls are learning in class. There were requests for more information sessions (starting from Year 8) on different career paths. Parents would like more feedback on how individual girls are progressing (including areas of strength and areas for improvement) each term, also for teachers to provide more detailed insight to students' ongoing overall development.

Technology

Parents find the current Compass education system cumbersome and difficult to use, the main issue being too many repetitive notifications. Parents also found some of the girls' laptops unreliable.

Staff

There were some general comments around how students' feedback on staff should be considered - that there should be a process for understanding what happens after students submit negative feedback about staff.

Staff Satisfaction Survey 2021

The College invited staff to participate in an anonymous inhouse survey during November 2021.

Staff were asked to indicate their satisfaction across the below areas:

- Academic provision
- Communication
- People Services
- IT
- Penrhos as a place to work
- Leadership

RESULTS

The overall staff satisfaction level was measured by the below two Net Promoter Scores:

| Question | Answer | NPS |
|---|--------|-----|
| On a scale from 0-10, how likely is it that you would recommend Penrhos College to others for their daughter? | 8 | 8 |
| On a scale from 0-10, how likely is it that you would recommend Penrhos College to others for employment? | 7 | -20 |

Student Sentiment Survey 2021

The Student Sentiment Survey is an inhouse survey designed by the Pastoral Care Team to gain a snapshot of the students’ impressions of school life across the domains: relationship with school; relationship with teachers; relationships with peers. The secondary school survey comprises 20 statements and students respond using a number rating scale of 1-10. There are 3 open ended questions and students are given the option to follow up with a member of the Pastoral Care Team to discuss the survey and their responses.

In 2021, Year 7-12 students completed the survey in Term 3, during weeks 2-4.

| Year Level | No. of students who responded | % of students who responded |
|------------|-------------------------------|-----------------------------|
| 7 | 100 | 93% |
| 8 | 106 | 91% |
| 9 | 115 | 87% |
| 10 | 100 | 88% |
| 11 | 78 | 83% |
| 12 | 96 | 89% |

Each Head of Year analysed results from their year group and reported on the top 3 “things I like”, bottom 3 “things I would change” and “the main reason for recommending Penrhos to someone the same age”. From these answers the Head of Year created a priority list of actions for that year group for 2022.

The below is a snapshot of secondary school answers and drivers for the Pastoral Care Team’s priorities and actions for 2022.

| “Things I like” – areas to build on | “Things I would change” – areas to work on |
|---|---|
| Opportunities available to each student | Relationships and interactions between students in the year group and across other year groups. |
| Programs and opportunities (existing and new) that foster friendships, connection, and cohesion | Increase awareness and understanding of policies. Why these exist and the need for these to be adhered to and consistently applied. |
| Relationships with peers and staff | Provide more opportunity for student voice. |
| | Upskill students to better manage stress and worry. |

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. 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 2021 Annual Report and the half-yearly Penrhosian Magazines highlight some of the achievements of the College during 2021. These can be found on the College website at <https://www.penrhos.wa.edu.au/community/publications.html>.

S O U R C E S O F F U N D I N G

| | \$ 000's | % |
|---|---------------|------------|
| Income | | |
| Tuition & Boarding Fees | 21,962 | 69.7 |
| State & Federal Grants | 7,068 | 22.4 |
| Other | 2,465 | 7.9 |
| | 31,495 | 100 |
| Expenditure | | |
| Salaries | 21,971 | 66.9 |
| Departmental | 3,690 | 11.2 |
| Other | 4,361 | 13.3 |
| Depreciation | 2,843 | 8.6 |
| | 32,865 | 100 |
| Capital Expenditure 2021 | | |
| Payment for property, plant and equipment | 1,309 | 100 |



Kalea Haran
Principal
May 2022

