The Business Plan provides a strategic direction for Perth Modern School for the next three years. The Business Plan has been developed in consultation with the wider school community, primarily through the Centenary Deliberative Assembly which was held in July 2011. The Deliberative Assembly focused on the future directions of Perth Modern School. Additionally, staff had further input through analysis and review of data and previous directions. The Perth Modern School Board had input into and have endorsed the plan.

**VISION**

Perth Modern School’s purpose is to nurture a love of learning so as to develop academically gifted and talented students to their full academic, social and physical potential. We aspire to develop engaged, creative, independent, life long learners who will be contributing and responsible members of the global community.

**CONTEXT**

Perth Modern School is Western Australia’s only fully academically selective school for gifted secondary students. The academic program returned in 2007, with the first full cohort graduating in 2011. Our school has strong academic, music, sporting, cultural, leadership and community service programs and students achieve outstanding results at the state, national and international level. Students are Australian residents and hail from city, regional, national and international locations. Students must sit an entrance test before being offered a place at Perth Modern School.

The school provides a differentiated and compacted curriculum which focuses on and develops the individual skills and abilities of academically gifted students. Each student, through the fostering of individual talents and interests, is encouraged to realise his or her full potential and achieve success and fulfillment in a rapidly changing world. Students are stimulated to engage in the love of learning, develop creativity and critical thinking skills and aim for their best in academic achievement. Perth Modern School creates a supportive environment of high expectations where students can become resilient, well rounded high achievers with a keen community and social conscience and a desire to enrich and lead society in the future. The Perth Modern School Music program began in 1968 and continues to go from strength to strength. Students excel in a variety of choirs, orchestras, bands and ensembles. Students must be offered an academic place at the school before auditioning for the music program.

Our strengths lie in the school’s capacity to provide an appropriate education for gifted and talented students. The median intake score for enrolling students has increased each year since commencing as a selective school. We believe in the pursuit and celebration of excellence. Our highly able students are engaged in learning, social justice issues and the community. The median Australian Tertiary Admissions Rank (ATAR) of exiting students has increased each year. Due to the multi modal gifted nature of our students, we offer extensive co-curricular activities in the areas of sport, the arts and technology, as well as national and international cultural and language tours. Our teaching staff are employed on a merit-select basis. Our professional and enthusiastic staff members provide a broad range of subjects and activities tailored to the special needs of gifted and talented students. The school is supported by alumni, an involved parent community and partnerships such as those developed with the University of Western Australia and the Telethon Institute for Child Health Research.

Factors impacting on achieving our goals are related to the diverse intake of students, who arrive from over 100 different primary schools. Consequently, we have a number of boarders who have moved away from home for the first time. Whilst students are selected, they are still academically diverse. The school needs to be able to cater for a heterogeneous group—stretching the top students and supporting all other learners. The social and emotional needs of gifted students, particularly in the area of sensitivities, can impact on the learning outcomes of our students. Perth Modern School also provides support to a small number of twice exceptional students. The need for engagement beyond the traditional classroom can make it difficult for students to prioritise activities and for the school to extend resources beyond regular curriculum provision.

Perth Modern School is a leader in the provision of gifted education. The school’s record of achievements in all areas reflects the exceptional secondary schooling experience that is enjoyed by our exceptional students.
Members of the school community share, model and promote the following core values:

**RESPECT YOURSELF**
- Reaching for personal best
- Setting high ethical standards
- Engaging in the love of learning
- Self-acceptance
- Self-responsibility
- Making the most of opportunities
- Celebrating success

**RESPECT OTHERS**
- Care of others
- Valuing individuality and diversity
- Displaying manners
- Celebrating the success of others
- Community mindedness
- Social and civic responsibility
- Being a global citizen

**RESPECT THE SPACE**
- Care of the environment
- Care of the facilities
- Sustainable practices
- Conservation
- Conduct appropriate to the environment

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**VALUES**

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**OVERVIEW OF SELF-ASSESSMENT**

The self-assessment will focus on gathering appropriate data within agreed timelines, making judgements about our performance and informing our strategies for improvement in the indicated focus areas of this document. Data from the annual report will form the basis for planning within the key focus areas. Data from the biennial Student, Parent and Staff Survey will be collected in 2012. Key items as described by the annual report are highlighted in the self-assessment.

A total of 1838 potential students sat the Year 8 entrance test for Perth Modern School for 2012 entry, whilst in Year 6 or Year 7. 1058 had Perth Modern School as their first preference. The median intake score for the 2012 group of Year 8 students is 241. The school currently has 930 students from 33 countries consisting of 483 boys and 447 girls. In 2011 the whole school attendance was 94.7% (State average 87.5%). Perth Modern School was ranked top public school and fourth overall in schools in Western Australia in 2011.

Students earned 91 Curriculum Council Awards in the WACE examinations, 314 WACE scores of 75 or higher and 18 students achieved an Australian Tertiary Admissions Rank of 99 or higher. Additionally students achieved three Course Awards, 20 Certificates of Distinction and 68 Certificates of Commendation. The median ATAR was 94.05, compared to a State median of 78.55. The WACE graduation rate was 100% (State 97.4%).

Destination data available for the 2010 cohort entering tertiary institutes in 2011 showed that 74% of students entered the university pathway.

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**KEY FOCUS AREAS**

In light of the Deliberative Assembly, school context and the 2011 Annual Report data, Perth Modern School is concentrating on six key focus areas to maintain or improve outcomes for students. The focus areas are instrumental in the school accountability and reporting cycle and have been identified as important by the school community. The school intends to focus on these areas over the next three years.
**QUALITY TEACHING AND LEARNING PRACTICE**

Student learning is at the core of school planning. Perth Modern School aims to ensure academic rigour and to meet the needs of individual students through teaching and learning in and beyond the classroom. Key strategies are to continue to plan for, develop or enhance:

- principles of gifted and talented teaching and learning that support all learners
- responsiveness to new technologies including integration into classroom practice
- thinking skills for students
- implementation of the National Curriculum (commencing July 2012 for phase I)
- an appropriate curriculum for Year 7 students
- extension for students beyond the classroom including national and international competitions
- assessment which extends and challenges PMS students
- provision of endorsed programs.

**MILESTONES**

- All teachers have completed GERRIC training or similar.
- Implementation of the Year 9 project (3CTP) to promote thinking skills (2012) and Year 8 (2013).
- All teachers have completed the school required professional development for Information and Communication Technologies (2012).
- All teachers have completed Habits of the Mind training and are implementing in the classroom (2012).
- All teachers plan for implementation of the National Curriculum (2012).
- All HOLAs have used whole school planning to develop appropriate curriculum for Year 7 students.
- All HOLAs to embed and identify further competition opportunities for students and facilitate participation.
- All HOLAs to have strategies in place to monitor the quality and quantity of assessments and moderation.
- All Learning Area plans to be developed after analysis of data as described in improvement targets.
- Head of Life Long Learning to oversee the development of opportunities for endorsed programs.

**IMPROVEMENT TARGETS FOR SUCCESSFUL STUDENTS**

**Satisfaction survey data**

Students and parents—increasing trend in degree of satisfaction with teaching/learning experience 2012–2014.

**Year 12 data (as reported in Annual Report)**

- Ranking (based on 75+ course score) remain in top 5 of all schools.
- Certificates of Distinction—trend of improvement.
- Median ATAR—above 95 by 2014.
- Graduation—at 100%.

**Year 12 destination data**

Increasing trend in percentage of first or second choice for post school destinations.

**Other academic data as reported in Annual Report**

- NAPLAN—achieve higher than the national and WA Government School average for like schools for each of the areas.
- WAMSE—achieve higher than the national and WA Government School average for like schools for each of the areas.

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**QUALITY LEARNING ENVIRONMENT**

Perth Modern School aims to provide a supportive learning environment where every student is respected as an individual within a caring school community. Students who feel valued and connected are more likely to achieve their individual goals. Key strategies are to continue to plan for, develop or enhance:

- embedding the school values of respect across the school community
- the Advocacy Program
- the Emotional wellbeing and resilience of students
- an inclusive environment for all students (including ethnicity and gender)
- a culture of community service
- appropriate use of the ICT environment in relation to ethical practices and awareness of cyber safety
- opportunities for the development of student leadership
- the House System
- co-curricular opportunities
- effective transition into and out of the school.

**MILESTONES**

- School values are articulated to and demonstrated by students, staff and the school community.
- All staff are engaged in the mentoring role within the advocacy program.
- All staff are actively engaged in supporting the House System.
- Advocacy program developed to highlight issues around ICT use and cyber safety (2012).
- Professional learning identified and provided to staff in the area of emotional wellbeing and resilience of gifted students.
- HOLAs to develop and implement plan for incoming Year 7 transition.
- Student Services to develop procedures for university scholarship applications (2012).
- Youth Ambassadors program established (2012).

**IMPROVEMENT TARGETS FOR SUCCESSFUL STUDENTS**

**Satisfaction survey data**

Students and parents—increasing trend in degree of satisfaction with the learning environment within the school from 2012–2014.

**Attendance**

At least 5% above state average for Department of Education schools.

**Student intake data**

Median intake score is maintained or increased. Number of applications with Perth Modern School as first choice is maintained or increased.
KEY FOCUS AREA

STAFF DEVELOPMENT AND LEADERSHIP

Perth Modern School staff members are highly qualified, enthusiastic and hold high expectations for themselves and their students. Staff demonstrate a commitment to the ethos of the school. Leadership and staff development will focus on effective pedagogy and data analysis. Key strategies are to continue to plan for, develop or enhance:

- induction of staff and relief teachers
- recruitment strategies for, and retention of, quality staff
- mentoring for beginning teachers
- promoting and celebrating staff excellence and achievements
- identifying leadership opportunities
- staff wellness
- identifying and supporting aspirant staff
- providing appropriate professional development
- nominating staff and the school for awards.

Specific to teaching staff:

- capacity for excellence in Gifted and Talented teaching through relevant professional development
- effective use of Level 3 and senior teachers within the school
- experts to share their skills—i.e. ICT, classroom practice.

MILESTONES

- Performance Management of all staff is aligned to Business Plan (2012).
- Induction coordinator to evaluate current induction procedures. All teachers access adequate induction (2012/3).
- All Level 3 teachers to negotiate a specific leadership role within the school.
- Wellness Coordinator appointed (2012).

IMPROVEMENT TARGETS FOR SUCCESSFUL STUDENTS

Satisfaction survey data
Students and parents—increasing trend in degree of satisfaction from 2012–2014.
Staff—increasing trend in degree of satisfaction with opportunities provided for development from 2012–2014.
Attendance data—remains 5% above state average.

Staff qualifications and awards
Increase in number of teaching staff with Gifted and Talented Education qualifications.
Increase in number of level 3 teachers.
Increase in number of staff promotional appointments.

KEY FOCUS AREA

RESOURCES

Perth Modern School aims to utilise resources effectively to provide a welcoming environment for optimal teaching and learning outcomes for students. Key strategies are to continue to plan for, develop or enhance:

- effective monitoring of the financial plan to maximise and grow resources
- a facilities plan
- the physical environment of the school
- the provision of a Health and Wellness Centre (Gym)
- Information and Communication Technologies (ICT) infrastructure to support teaching, learning and communication
- workforce planning to maintain subject specialisation, gender and age balance as appropriate.

MILESTONES

- Executive to finalise workforce and financial plan (2012).
- Facilities plan to be developed by Business Manager (2012).
- Buildings and Grounds Committee to identify areas for improvement around the school and report to school executive.
- ICT Committee to explore options for intranet and seek executive approval (2012).

IMPROVEMENT TARGETS FOR SUCCESSFUL STUDENTS

Satisfaction survey data
Students and staff—increasing trend in degree of satisfaction with amenities from 2012–2014.

Utilities
Reducing trend in utilities cost.

Hire of facilities
Increasing trend in revenue from facilities hire.
**KEY FOCUS AREA**

**PARTNERSHIPS**

Perth Modern School aims to develop sustainable partnerships that engage the whole school community and enhance the academic experiences of students and attract appropriate funding. **Key strategies** are to continue to plan for, develop or enhance:

- further parent involvement in the school through the P&C, School Board and Friends Of Perth Modern initiative
- support of Alumni to engage proactively with the school community
- relationships with the wider community, specifically the University of Western Australia and the Telethon Institute
- sister school relationships with relevant, international schools Japan (2012) and China (ongoing)
- communication of school vision to the broader community through consistently high standards of marketing.

**MILESTONES**

- Alumni liaison appointed at the school level (2012).
- Marketing to implement a ‘get together’ function for students 12 months after leaving school—to be developed with Alumni (2012).
- Level 3 teacher appointed to develop partnerships with appropriate agencies (2013).
- Marketing plan developed (2012).
- All staff and students aware of values (2012).
- Develop a tool to measure the extent to which the school is engaged with formal partnerships within the community.

**IMPROVEMENT TARGETS FOR SUCCESSFUL STUDENTS**

Satisfaction survey data
Students and parents—increasing trend in degree of satisfaction for community service.
Student, staff and parents—increasing trend in degree of awareness of school values.

Student data
Increase in student’s community service hours as reported in WACE.

**KEY FOCUS AREA**

**SUSTAINABILITY**

Perth Modern School aims to engage the school community in supporting a sustainable environment, resources and work practices. **Key strategies** are to continue to plan for, develop or enhance:

- the modelling of sustainable practices, including facilities and utilities use
- staff and student understanding of sustainable practices.

**MILESTONES**

- Environmental sustainability strategy developed by Sustainability Club (2012) and implemented (2013).
- A plan for ‘balance’ as identified by the Deliberative Assembly.

**IMPROVEMENT TARGETS FOR SUCCESSFUL STUDENTS**

Certification
Maintain AuSSi School Status.