
In the Independent Public School (IPS) Review, conducted in mid-2014, Perth Modern School was highly successful, receiving commendations for all aspects with no recommendations for change. The reviewers commended the school for excellence in the following areas:

- sustained outstanding achievement in all areas of NAPLAN literacy and numeracy and in Year 12 academic performance;
- the establishment and embedding of a platform of school-wide expectations and a common language focused on the individual growth of gifted students;
- the extensive range of engaging co-curricular opportunities in response to student interests and needs, reflecting the school’s commitment to developing every student’s talent;
- development of strong and sustainable partnerships over an extended time period, providing on-going significant enrichment opportunities for students;
- the engagement of the Board in decision-making;
- the use of data and their analysis to drive meaningful change and create a responsive self-reflective culture with practices that inform interventions and initiatives across the school;
- the structure of the curriculum and use of technology in learning programs to motivate, extend, differentiate, enrich and accelerate student learning;
- the Year 7 transition program that enables a diverse group of students to integrate academically and socially to a selective secondary school, and
- provision of an inclusive and supportive environment for students by all staff, facilitated by the student services team.

In developing the Perth Modern School Business Plan 2015–2019, the school has conducted a comprehensive self-review process, engaging the School Board, teaching and support staff, leadership groups, student representatives and parents. Students, staff and parents had further input through the whole school surveys conducted in 2013 and 2014. The Perth Modern School Board has endorsed the Business Plan 2015–2019.

**VISION**

Personal best and collective excellence is developed through our vision:

Perth Modern School’s purpose is to nurture a love of learning to help academically gifted and talented students develop their full academic, social and physical potential.

We aspire to develop engaged, creative, independent, lifelong learners who will be contributing and responsible members of the global community.
CONTEXT

Western Australia’s only fully selective school, Perth Modern School, is a public, coeducational school for academically gifted secondary students. We are the leader in the provision of gifted education for secondary students and believe in high standards of achievement for all. We are delighted with our students’ record of achievements in all areas, which we believe reflects the exceptional secondary schooling experience that students enjoy.

Perth Modern School focuses on the development of each student as a well-rounded member of the global community. Our school has strong academic, music, sporting, cultural, leadership and community service programs and our students achieve outstanding results at state, national and international levels. Students hail from city, regional, national and international locations and must sit an entrance test before being offered a place at Perth Modern School. The diverse socio-cultural background of students represents 30 nationalities. As a selective school, students come from over 100 contributory primary schools. Many of the rural students who are accepted into Perth Modern School attend the school’s residential facility at City Beach. In 2015 we welcomed Year 7 students for the first time.

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 fulfilment 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 personal best leading to collective excellence in all endeavours.

Perth Modern School creates a supportive environment of high expectations where students can become resilient, robust, well-rounded high achievers with a keen community and social conscience and a desire to enrich or lead society in the future. We offer extensive co-curricular activities in the areas of sport and the arts and technology, as well as national and international cultural and language tours. 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. The school currently has relationships with local Universities and International Schools. The building of the Tyler McCusker Sports Centre is an example of a community partnership with the facility jointly funded by the school community and the government.

Our professional and enthusiastic teaching staff are selected by merit and have a deep subject knowledge and understanding of the needs of highly able students. All staff contribute to a caring and supportive school community and are responsive to a changing education landscape to meet the needs of gifted learners. The school is well supported by involved parents and community members. Our past students, known as Modernians, provide extensive support through a range of activities to support the heritage of the school and, through scholarships, the incoming students.

Our students, parents and staff express high levels of satisfaction with the school as evidenced by the 2013 and 2014 community surveys. In particular, they cite the range of opportunities available and the individual care provided as key factors.
THE WELL-DEVELOPED YOUNG ADULT

We aspire for every young adult in our care to leave as a sophisticated graduate and global citizen who is:

- a thinker—logical, critical and creative, an entrepreneur and researcher;
- confident, robust, optimistic, compassionate and culturally aware;
- a skilled leader, team player and confident public speaker;
- an achiever of academic excellence, and
- a caring contributor to the community and society.

SCHOOL VALUES

RESPECT YOURSELF

This can be demonstrated by:
- 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

This can be demonstrated by:
- 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

This can be demonstrated by:
- Care of the environment
- Care of the facilities
- Sustainable practices
- Conservation
- Conduct appropriate to the environment

OVERVIEW OF SELF-ASSESSMENT

Student learning and wellbeing is central to our planning. We measure our performance against the extent to which our students reach their academic goals and are engaged in and enjoying their school experience. The school’s planning and self-review cycle is rigorous and documentation is explicit. The self-assessment focuses on gathering appropriate data within agreed timelines and making judgements about our performance. This then informs our strategies for improvement in the indicated focus areas of this document. Progress in meeting the targets of the two key focus areas in the Business Plan are routinely reported to the School Board as part of formative self-evaluation. This then underpins a summative self-review. Our processes equip us to respond to the evolving needs of the school in a planned and sustainable manner.

Quantitative data from the Annual Report will form the basis for planning each year’s strategies within the key focus areas. The discussion of data, in the context of working with gifted students, and the implications of this information for the school and classroom practices occur at every level: Principal, Associate Principals, executive team, Deputy Principal, Learning Area Directors, Student Services team, Heads of Year, learning area teams and individual teachers. The school-wide analysis of data on student learning and school performance is an integral part of an explicit agenda on maintaining or improving the high level of school performance.

Qualitative data such as the Student, Parent and Staff Survey and individual classroom engagement surveys are examined in detail by the school community to seek and compare the perspectives of parents, staff and students. Small group meetings with all Year 7 and Year 12 students are used to complement quantitative data. Areas of consensus and dissent are identified and analysed. Strategies are then enacted to effect improvement or gather more detailed information to inform conclusions.

The five year Business Plan, along with the outcomes of the analysis of the data, is translated to 12 month operational plans in all learning and priority areas. These priority and learning area plans are implemented and reviewed each year.
**Key Focus Area 1: Quality Teaching and Learning**

**Overarching Outcome**

Student learning is at the core of school planning. Perth Modern School aims to ensure challenge and engagement in every classroom through academic rigour to engage students in the love of learning. Exceptional teaching, based on current research, which meets the learning needs of academically gifted and talented students and prepares them with the skills and understandings to reach their personal best and collective excellence in the academic domain is the essence of this focus area.

The broad strategies are to continue to plan for, develop or enhance:

1. **School-wide curriculum** to meet the needs of academically gifted learners.
2. **Classroom pedagogical practice** which reflects the needs of gifted learners. This encompasses:
   - Teaching and learning strategies for gifted and talented.
   - **Metacognitive strategies** which include critical, creative and logical thinking.
   - The application of **information technologies** within the classroom to enrich student learning.
   - Effective strategies to **support all learners** in the classroom.
3. Extended learning opportunities for students **beyond the classroom**.
4. **Community partnerships** to enhance student learning.
5. A culture of **effective** performance through **staff** leadership and development opportunities.

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<thead>
<tr>
<th>Outcome</th>
<th>Measurement tools</th>
<th>Targets for Successful Students</th>
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</thead>
<tbody>
<tr>
<td><strong>Academic Excellence</strong></td>
<td>Year 12 data as reported in the Perth Modern School’s Annual Report:</td>
<td>Perth Modern School to maintain its position in the top five of all high schools in Western Australia.</td>
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<td>• Median ATAR</td>
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<td>• 75+ Tables</td>
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<td></td>
<td>• number of General Exhibitions</td>
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<td></td>
<td>• number of Course Exhibitions</td>
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<tr>
<td><strong>Academic Excellence</strong></td>
<td>Sphinx Society membership data.</td>
<td>The extent to which students achieve Sphinx Society Membership over four semesters in Years 11 and 12 (improvement trend).</td>
</tr>
<tr>
<td><strong>Academic Excellence</strong></td>
<td>My Schools Website.</td>
<td>Perth Modern School to remain in the top five of all schools in Western Australia. Aspirational target: Perth Modern School to be in the top 10 of all schools in Australia in all domains of NAPLAN data.</td>
</tr>
<tr>
<td><strong>Satisfaction of students, parents and teachers with teaching and learning</strong></td>
<td>National School Survey 2014, 2016 and 2018, Destination data.</td>
<td>The extent to which parents, students and staff rate Perth Modern School’s teaching and learning at a high level of satisfaction (75 per cent high and very high level of satisfaction on relevant items).</td>
</tr>
<tr>
<td><strong>Student challenge and engagement</strong></td>
<td>Survey (school-based quality of teaching survey).</td>
<td>90 per cent of students complete the survey. Items for consideration are actioned within six months. Review data collection after two years.</td>
</tr>
<tr>
<td><strong>Student challenge and engagement</strong></td>
<td>Student Council, Year 7 and Year 12, Form and House Captain meetings with executive.</td>
<td>Items for consideration are actioned within six months. Review data collection after two years.</td>
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**Key Focus Area 2: Quality Learning Environment for Students**

**Overarching Outcome**
Perth Modern School aims to provide a supportive learning environment where everyone is respected within a caring school community. Students who feel valued and connected are more likely to achieve their individual goals. The school community will demonstrate commitment to developing a sustainable, caring and inclusive learning environment which reflects the school values, welcomes the community and encourages the development of well-rounded, resilient, optimistic students.

**The broad strategies** are to continue to plan for, develop or enhance:

1. **Student connectedness** to the school, staff and each other to encourage wellbeing, optimism and resilience to support the development of ‘the well-rounded student’.
2. **Opportunities** beyond the classroom to promote:
   - A culture of community service and ‘giving back’.
   - Transition and career education.
   - Student leadership opportunities.
3. Community partnerships which contribute to the ethos of the school.
4. **Facilities** which enrich the school environment to support wellbeing.
5. The commitment and professionalism of staff through development and leadership opportunities.

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<tr>
<td><strong>Quantitative Measures</strong></td>
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<tr>
<td>Satisfaction of students, parents and teachers with learning environment</td>
<td>National School Survey 2014, 2016 and 2018.</td>
<td>The extent to which parents, students and staff rate Perth Modern School’s learning environment at a high level of satisfaction (75 per cent high and very high level of satisfaction on relevant items).</td>
</tr>
<tr>
<td>Satisfaction of students, parents and teachers with learning environment</td>
<td>Student retention data. Department of Education annual intentions and destinations data report for Year 12 students.</td>
<td>The extent to which students are satisfied with the school environment (relevant items).</td>
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<tr>
<td>Student participation</td>
<td>Pegasus Society (Years 7–9). Perth Modern School Diploma (Years 10–12). House awards and badges. (Measuring participation in extracurricular activities, competitions, leadership opportunities for students and student community service hours.)</td>
<td>Increasing number of students awarded membership in Pegasus or Sphinx Societies.</td>
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<tr>
<td><strong>Qualitative Measures</strong></td>
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<tr>
<td>Community participation</td>
<td>Reports from Board, P&amp;C, Modernians and ‘Friends of’ groups.</td>
<td>The extent to which the school uses opportunities to support student learning.</td>
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<tr>
<td>Satisfaction of students with learning environment</td>
<td>Student Council, Year 7 and Year 12 cohort meetings with Executive.</td>
<td>The extent to which students express satisfaction with the total learning environment.</td>
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<tr>
<td>Students achieving goals</td>
<td>Year 12 destination data.</td>
<td>The extent to which students achieve first or second preference university course.</td>
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