



Perth Modern School
**Annual
Report**
2025



Kadadjiny Dandjoo

Listening, Thinking
and Learning Together



Perth Modern School is Western Australia's only fully selective school for academically gifted and talented students in Years 7 to 12.

The differentiated curriculum focuses on deep learning, extension and enrichment. Professional staff offer a broad range of services, subjects and activities tailored to the needs and talents of gifted learners. Our teachers' extensive knowledge and passion ensure students are challenged and engaged in their learning.

Contents

Message from the Principal	1
Reports from Our Community Partners	2
KEY FOCUS AREA 1: Excellence in Teaching	4
West Australian Certificate of Education (WACE) Results 2025	6
NAPLAN	8
KEY FOCUS AREA 2: Inclusive Learning Environment	10
KEY FOCUS AREA 3: Inspirational Leadership	12
KEY FOCUS AREA 4: Connected Learning Community	14
Gifted and Talented Online	16
Finance	18
Parent, Student and Staff Satisfaction	20

Message from the Principal

2025 HAS BEEN A YEAR OF EXCEPTIONAL ACHIEVEMENT, RENEWAL AND COMMUNITY SPIRIT AT PERTH MODERN SCHOOL.

Across every term, our students, staff and families have demonstrated the values that guide our school, Courage, Curiosity, Compassion, Commitment and Collaboration, while continuing to build on our long tradition of excellence. This year also marked the beginning of our new Business Plan, *Kadadjiny Dandjoo – Listening, Thinking and Learning Together*, which set a clear direction across four key focus areas: **Excellence in Teaching, Inclusive Learning Environment, Inspirational Leadership, and Connected Learning Community**. These pillars have shaped our work and are reflected in the many successes we celebrate.

A defining highlight of the year was the outstanding WACE performance of the Class of 2025, with the school topping 23 subject areas and being named the number one school in Western Australia by *The West Australian*. Ten students achieved a perfect ATAR of 99.95, twenty-two received a General Exhibition, and seven Subject Exhibitions were awarded across a range of disciplines. Eighty-three students achieved an ATAR above 99, forty-nine earned a Subject Certificate of Excellence, and one hundred and twenty-six received a Certificate of Distinction. These results exemplify **Excellence in Teaching**, supported by dedicated staff and families who nurture high expectations, deep learning and academic resilience.

Our commitment to an **Inclusive Learning Environment** was evident through strong student engagement in service, wellbeing and community initiatives. Community Day raised \$13,500 for FightMND, alongside involvement in the World's Greatest Shave, the Push Up Challenge and Interact Club initiatives such as Bake A Wish, WRAP the Love, sandwich making for The Beacon and support for Ronald McDonald House. These acts of compassion strengthened belonging and highlighted the impact of student-led care.

Cultural learning and global engagement continued to grow, reinforcing our **Connected Learning Community**. Experiences including the 50th anniversary NAIDOC Week assembly, Walking on Country incursion, Ancient History Tour, Terracotta Warriors excursion and hosting Japanese exchange students from Hikone Higashi High School deepened students' understanding of identity, history and global citizenship.

The arts flourished across the school, reflecting creativity and **Inspirational Leadership** from staff and students. Highlights included the Harmony Concert, the Year 12 production of *Così*, the Year 10 performance of *Animal Farm*, House Dance and House Drama performances, the Dance Showcase with Bob Hawke College and a strong Visual Arts Exhibition. Student recognition in external exhibitions and the Creative Fusion Festival in Term 4 celebrated creativity across Arts, Technologies and Music.

Excellence in Teaching extended beyond WACE achievements, with students excelling in the Australian Mathematics Competition, the AMOC Senior Contest

and the Numero Secondary Competition, including two grand-final teams. Focus Days across year levels supported both academic progress and wellbeing.

Sport and outdoor learning enriched our **Inclusive Learning Environment**. Parsons House won both the Swimming and Athletics Carnivals, while Perth Modern Volleyball achieved a record-breaking year, including the Volleyball WA Open Boys Championship. Success across SSWA competitions and Outdoor Education camps fostered resilience, teamwork and connection to nature.

It was a sad time as we mourned the passing of long-serving Music Teacher Michael Rogers, whose passion for music and education impacted generations of students. His memorial service filled Beasley Hall with current and former staff and students, led with warmth by his family.

During Term 4, while I recovered from surgery, the school was led with clarity and care by Robyn Verboon, whose leadership modelled **Inspirational Leadership** and ensured continuity across school life. Her support during the Year 12 WACE examinations was especially valued.

I extend my sincere thanks to the many individuals and groups who strengthened our **Connected Learning Community** throughout 2025, including the P&C, School Board, Sphinx Foundation, Perth Modernian Society and Museum Association. I also acknowledge our student leaders, whose service has enriched our school culture. A special acknowledgement is extended to our School Board Chair, Dr Bronwyn Rasmussen, who is stepping down after seven years of dedicated service and thoughtful leadership.

As we look ahead, I am confident that Perth Modern School will continue to thrive as a place where young people are inspired to learn, lead and contribute meaningfully to the world.

Thank you to our students, staff, families and alumni for making 2025 a remarkable year and for upholding the spirit and excellence of our school community.

MITCHELL MACKAY

Principal



Reports from Our Community Partners

The School Board

“A YEAR OF STRATEGIC PROGRESS, HIGHLIGHTED BY THE LAUNCH OF THE NEW BUSINESS PLAN AND THE INAUGURAL CAMPUS MASTERPLAN.”

The Perth Modern School Board continued to support the School throughout 2025 under the leadership of Chair Dr Bronwyn Rasmussen, Deputy Chair Professor Charlie Bond and Secretary Professor Cathryn Trott, focusing on the School’s academic, cultural and wellbeing goals. Key work included finalising and launching the Perth Modern School Business Plan 2025–2029 and the inaugural Campus Masterplan, both major milestones for long-term planning. The Board met eight times during the year, informed by regular reports from the Principal, student representatives, the P&C Association and the Perth Modernian Society.

Throughout the year the Board considered student achievement, including outstanding 2024 WACE results, strong NAPLAN outcomes and high performance in Curtin University extension studies. Other matters included school finances, enrolment demand, student wellbeing initiatives, partnerships with other public schools, and developing a governance framework for the responsible use of Artificial Intelligence. Board members also attended key school events and valued the perspective of student representatives.

A major achievement for 2025 was the completion and launch of the Campus Masterplan, developed with EIW Architects following extensive consultation, including student workshops and surveys. The Masterplan sets out a long-term vision for the evolution of the inner-city campus over the next two to three decades, addressing building condition, student movement and safety, wellbeing, and contemporary learning environments. It outlines a staged program of small, medium and large-scale projects and will guide future investment to ensure the campus continues to support excellence in education.

The Board’s annual effectiveness survey indicated strong performance and a positive culture. The Board also acknowledged the contributions of the P&C Association, Friends of Music, the Perth Modernian Society and the Sphinx Scholarship Fund, all of which supported programs, facilities, scholarships and prizes. Appreciation is extended to the School Executive, teaching and support staff and volunteers for their work throughout the year.

The Board also thanks outgoing Chair Dr Bronwyn Rasmussen for her service from 2018 to 2025, along with Deputy Chair Professor Charlie Bond and student representatives Mahek and Thevindu. The achievements and commitment of Perth Modern students continue to bring great credit to the School.



Board Member

Role

Dr Bronwyn Rasmussen	Community Representative and Chair
Prof. Charlie Bond	Parent Representative and Deputy Chair
Prof. Cathryn Trott	Parent Representative and Secretary
Mr Mitchell Mackay	Principal (Relieved by Ms Robyn Verboon in Term 4)
Mr Peter Farr	Community Representative, Modernians
Ms Sandra Song	Parent Representative
Mr Raymond Loh	Parent Representative
A/Prof. Kati Tonkin	Parent Representative
Mr Monojeet Ghosh	Community Representative, PMS P&C
Ms Monica Franz	Staff Representative
Mr Grant Staffe	Staff Representative
Mr Rick McMahan	Staff Representative
Mahek	Head Prefect 2025
Thevindu	Head Prefect 2025

Above left: The launch of the Perth Modern School Business Plan 2025–2029 and Campus Masterplan included a smoking ceremony conducted by Ash Garlett Penfold.

Left: Principal Mitchell Mackay speaking at the launch of the Business Plan and Campus Masterplan.

Parents and Citizens' Association Report

The Perth Modern School Parents and Citizens' Association (P&C) plays an important role in supporting the school by fostering positive partnerships between parents, staff, students and the wider community. The P&C's focus remains on promoting student wellbeing, supporting educational opportunities, and contributing to the provision of resources, facilities and amenities that enhance learning outcomes.

In 2025, the P&C continued to prioritise student safety and school planning, with a particular focus on pedestrian safety and the impact of surrounding development on the school community. Pedestrian safety remains a pressing concern for students travelling to and from school.

The P&C maintained ongoing engagement with school leadership, local government and relevant agencies to advocate for safe access to and from the school, and to ensure community perspectives were considered in planning and development discussions affecting the school precinct.

The P&C also made a valuable contribution to the life of the school through its sub-committees and volunteer activities. The Friends of Music sub-committee continued to provide assistance to the school's music program, supporting rehearsals, performances and events.

The Second-Hand Uniform Shop remained a sustainable and cost-effective service for families, providing affordable uniform options while generating funds to support school initiatives. Parent volunteers contributed to school activities and events throughout the year, strengthening community connection and engagement.

Financially, the P&C continued to provide significant support to the school. Funds raised through parent contributions and fundraising activities enabled the P&C to approve projects that enhanced curriculum delivery, student wellbeing, co-curricular programs and learning environments.

A TOTAL OF \$197,101 OF FUNDING WAS APPROVED TO IMPROVE RESOURCES FOR STUDENTS IN MULTIPLE LEARNING AREAS.

The P&C acknowledges the ongoing commitment and professionalism of school staff and thanks parents and carers for their continued support and involvement. The P&C remains committed to working collaboratively with the school community to support positive outcomes for all students.

Perth Modernian Society: Council Report

The Perth Modernian Society marked its 30th anniversary in 2025, continuing its strong support for alumni, the School and the wider community. Quarterly eNewsletters reached around 1,800 alumni, keeping members connected with School developments and each other.

Following the May AGM, the Council, led by President Hon Daryl Williams and Vice President Dr Robyn White, worked closely with Principals Mitchell Mackay and Robyn Verboon to maintain strong communication and effective governance.

A celebratory high tea preceded the AGM, and membership growth remained a priority, with Council reaffirming that all staff are Modernians and encouraged to join. The Museum Association continued integrating the Perth Mod Museum into learning programs and preserving the School's 114-year history.

A WA Community Heritage Grant will support a new QR-coded digital Heritage Trail, further enhancing public access to the School's heritage.

Dr Robyn White was honoured as a Modernian Fellow for her exceptional leadership and long-standing contributions to the School and Museum. The fifteenth Annual Oration featured architect Sandy Anghie, who spoke on purposeful careers and praised the School's inspiring blend of heritage and contemporary spaces.

The Sphinx Foundation's Scholarship Fund grew to \$1.5 million and has now supported 650 scholarships, surpassing \$1 million in total awards.

IN 2025, 103 SCHOLARSHIPS WERE GRANTED, SUPPORTED BY PHILANTHROPIC PARTNERS AND ENABLING RECORD PARTICIPATION IN LEADERSHIP AND ENTREPRENEURSHIP PROGRAMS.

The Foundation appointed its first part-time Executive Officer, Jordan Moro, marking a significant governance milestone. The Foundation collaborates with philanthropic partners including the Fogarty, Mannkal, McCusker Charitable and Malka Foundations.

The Society mourned the loss of 32 members, including esteemed Modernian Fellows Sallie Davies and Barrie Baker.

Looking ahead, the Society's ongoing work across alumni engagement, the Museum, the Annual Oration and the Scholarship Fund will continue to grow with the support of volunteers, donors and the involvement of younger alumni.

Excellence in Teaching

Overarching Outcome

We are committed to ensuring every student benefits from high-impact gifted education. This encompasses quality teaching, enrichment and extension opportunities, and a strong values-driven learning environment.



Excellence in Teaching across the Curriculum

Throughout 2025, the school maintained a strong focus on academic excellence, creativity and engagement across all learning areas.

Teaching programs reflected high expectations, coherent curriculum design and enriching learning experiences that challenged students to apply learning in meaningful contexts. Students benefited from expert instruction and targeted enrichment, supported by partnerships with universities, cultural institutions and industry professionals that extended learning beyond the classroom.

Collaboration across learning areas supported consistent, high-quality practice, while co-curricular programs, academic competitions and experiential learning—including research projects, performances, exhibitions and fieldwork—developed independence, critical thinking and creativity.

The depth and breadth of opportunities offered across our curriculum reflect a whole-school commitment to curiosity, wellbeing and excellence.

THE SCHOOL'S 2025 ACADEMIC OUTCOMES REFLECT THIS CULTURE OF HIGH-QUALITY TEACHING AND GIFTED EDUCATION, WITH OUTSTANDING WACE RESULTS, TERTIARY SCHOLARSHIP OFFERS AND STRONG NAPLAN PERFORMANCE ACROSS LEARNING AREAS.

Learning Areas

Arts and Technologies flourished through masterclasses and workshops with professional practitioners, exhibitions, the Creative Fusion Festival and major drama and dance performances. Student success in external competitions reflected strong engagement and teaching quality.

English was enriched by visiting presenters, guest authors and university-led extension opportunities. Students performed strongly in state and national literacy competitions, while collaborative practice ensured continuity through staffing changes.

Health and Physical Education saw strong student participation and success across a wide range of sports, including championship results in volleyball, with Outdoor Education and Aquatic Recreation reinforcing teamwork, wellbeing and active engagement.

Humanities and Social Sciences sustained high achievement across multiple disciplines, with strong performances in competitions, national programs, debating and public speaking highlighting students' critical thinking, civic understanding and global awareness.

Languages recorded strong outcomes across French, Italian, Japanese and Chinese, with success in external examinations and competitions supported by cultural enrichment and Languages Week activities.

Mathematics provided extensive enrichment through competitions, Olympiads and modelling challenges, fostering deep problem-solving, collaboration and analytical thinking.

Music delivered a rich program of specialist workshops, ensemble coaching and performances across multiple concerts, festivals and recital opportunities, strengthening technical skill and creativity.

Science encouraged inquiry and real-world investigation through competitions, Olympiads, national challenges, Science Week activities, research partnerships and field-based learning experiences.



Our Staff

In 2025, Perth Modern School was supported by a highly qualified and stable workforce of **159 staff (136.3 FTE)** whose expertise strengthened excellence in teaching, inclusive learning and school leadership.

THE SCHOOL BENEFITED FROM DEEP PROFESSIONAL KNOWLEDGE ACROSS ALL LEARNING AREAS, INCLUDING SEVERAL TEACHERS AND LEADERS WITH DOCTORAL QUALIFICATIONS AND SPECIALIST EXPERTISE IN GIFTED EDUCATION.

The school's commitment to gifted and talented education was further reinforced by the leadership of an **Associate Principal with a PhD in Gifted Education**, supporting strong instructional practice and high-quality pedagogy.

All teaching staff meet the requirements of the Teacher Registration Board of Western Australia.

Administration Staff 17 staff (16.6 FTE)

- Principal: 1 (1.0 FTE)
- Vice/Deputy Principals: 5 (5.0 FTE)
- Heads of Learning Areas: 8 (8.0 FTE)
- Program Coordinators: 3 (2.6 FTE)

Teaching Staff 108 staff (92.5 FTE)

- Level 3 Teachers: 8 (6.5 FTE)
- Other Teaching Staff: 100 (86.0 FTE)

Allied Professionals 34 staff (27.3 FTE)

- Clerical/Administrative: 21 (16.9 FTE)
- Gardening/Maintenance: 3 (2.6 FTE)
- Other Allied Professionals: 10 (7.8 FTE)

Perth Modern School continues to attract and retain highly accomplished educators appointed on merit, contributing to a culture grounded in evidence-informed practice, professional integrity and continuous improvement.

Professional Learning

Professional learning and leadership development in 2025 were closely aligned with the school's strategic priorities, supporting high-quality teaching, a supportive learning environment and the growth of strong, effective leadership across the school.

Across the year, School Development Days featured a broad suite of teacher-led concurrent workshops designed to build collective expertise. Staff selected from a wide range of sessions aligned to school priorities. In Terms 1 and 3, all staff participated in two professional learning sessions per School Development Day, selected from a suite of concurrent workshops.

Workshops focusing on the learning environment included *Embracing Neurodiversity in the Classroom*, *Shared Method of Concern*, *Wellbeing Through Curriculum*, *Culturally Responsive Environment*, and *Building a Classroom Culture*, providing practical strategies to support diverse learners and strengthen inclusive classroom practices.

Sessions strengthening pedagogical practice included *The Perth Modern School Pedagogical Playbook*, *Teach Brilliantly*, *Metacognition*, and *SOLO & the Learning Pit*, supporting teachers to refine instructional approaches and deepen cognitive challenge.

Best practice in gifted education was further strengthened through staff participation in *GERRIC Mini-COGE* and *GERRIC Differentiation*, supporting strategies for gifted and twice-exceptional learners.

To support curriculum design and assessment, staff engaged in workshops such as *Compass Essentials*, *Compass: Give Me More*, *AI Enabled Assessment*, and *AI Continues to Advance*. These sessions provided opportunities to streamline planning processes, strengthen assessment practices, and explore the use of emerging technologies, including AI, in teaching and learning.

Staff also attended subject-specific professional learning and conferences including JLTWA, AATE, BEWA, HTAA, MAWA, ACHPER, UWA Future Science, DATTA, GAWA, and HEIA FST, supporting curriculum development within learning areas.

West Australian Certificate of Education (WACE) Results 2025

The West Australian Certificate of Education results achieved by the Class of 2025 provide strong evidence of Perth Modern School's excellence in teaching and the effectiveness of its whole-school approach to gifted education.

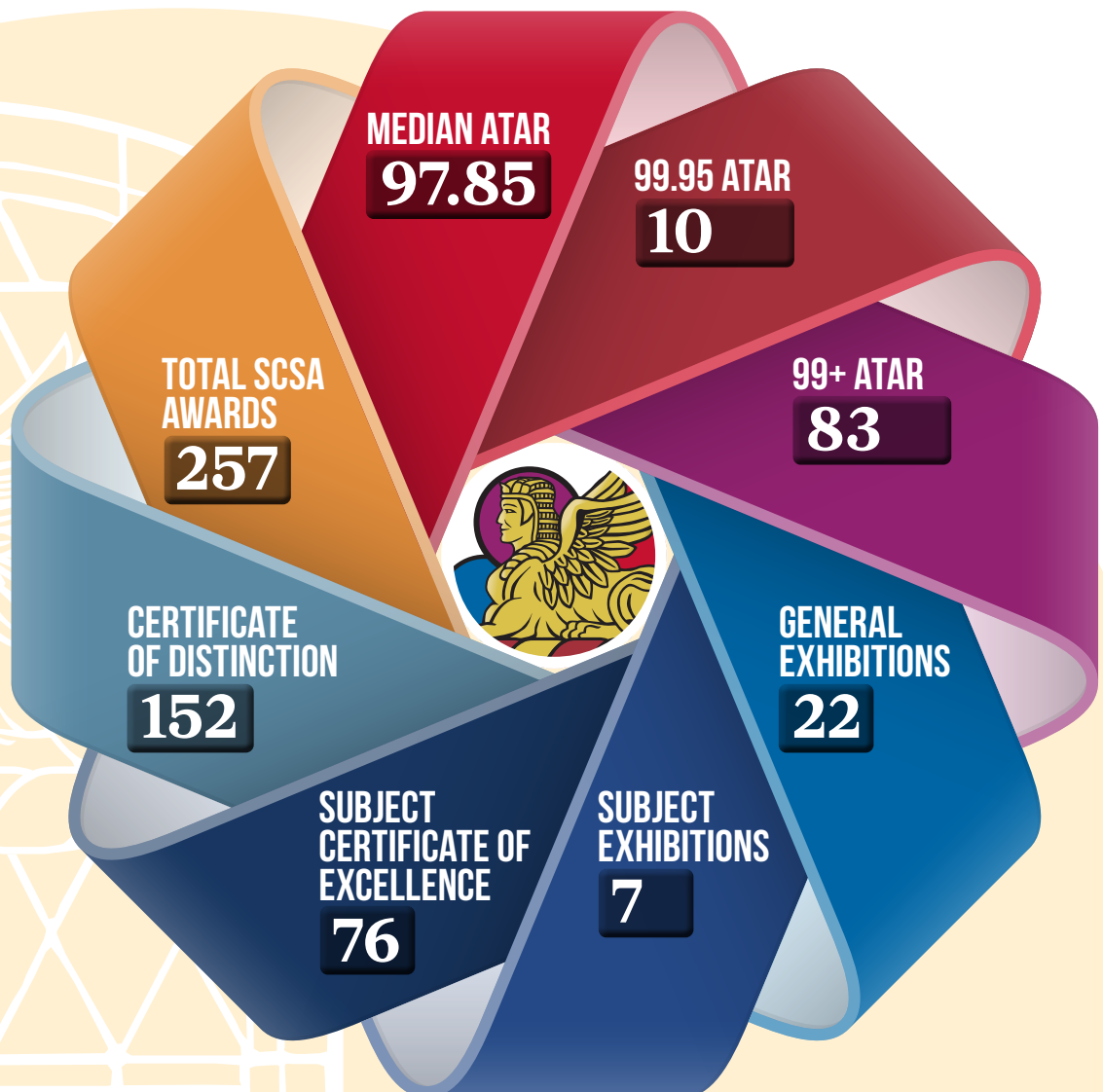
These outcomes reflect consistently high-quality, evidence-informed teaching practices that challenge students academically while responding to diverse learning needs.

Across a broad range of subjects, students demonstrated deep disciplinary understanding, sustained engagement and the capacity to perform at the highest levels, indicating that classroom practice is both rigorous and appropriately differentiated.



Nine of the 99.95 ATAR achievers

THE STRENGTH AND BREADTH OF WACE ACHIEVEMENT AFFIRMS THAT PROFESSIONAL COLLABORATION, CURRICULUM COHERENCE AND A CULTURE OF HIGH EXPECTATIONS ARE TRANSLATING INTO MEASURABLE ACADEMIC SUCCESS FOR STUDENTS.





From left: Winners of General Exhibitions, and some of the Subject Exhibition winners.

Top WACE Subjects

Perth Modern School was also recognised by *The West Australian* as the top performing school in the WACE, based on its analysis of subject-level performance across the curriculum.

- Ancient History
- Biology
- Chemistry
- Chinese: Second Language
- Design
- Drama
- Economics
- Engineering Studies
- English
- French: Second Language
- Geography
- Japanese: Second Language
- Literature
- Mathematics Applications
- Mathematics Methods
- Mathematics Specialist
- Modern History
- Philosophy and Ethics
- Physics
- Politics and Law
- Psychology

Tertiary Scholarships

The Class of 2025's tertiary scholarship success showcases the strength of our teaching and gifted education programs.

Students secured highly competitive scholarships across leading WA and national universities, reflecting their academic excellence and the high-impact learning environment that prepares them for demanding tertiary pathways.

These achievements highlight our ongoing commitment to excellence in teaching and the opportunities it creates for our gifted learners.

The following scholarships were self-reported by the Class of 2025 cohort:

University of Western Australia

- Winthrop Scholarship (1)
- Delano Music Scholarship (1)
- Lawrence Scholarship (7)
- Engineering Excellence Scholarship (12)

Curtin University

- Excellence Scholarship (7)
- Rio Tinto Engineering Tomorrow (1)

Edith Cowan University

- Executive Dean Elite Engineering Scholarship (1)

Murdoch University

- Nglā Kwop Biddi Brighter Futures Scholarship (1)

University of Melbourne

- Chancellor's Scholarship (4)
- Naarm Scholarship: (1)

Australian National University

- Tuckwell Scholarship: (1)

University of New South Wales

- Co-op Program Scholarship (1)

NAPLAN

The annual NAPLAN assessment provides valuable information about student achievement in literacy and numeracy.

IN 2025, PERTH MODERN SCHOOL RECORDED CONSISTENTLY HIGH ACHIEVEMENT IN NAPLAN ACROSS BOTH YEAR 7 AND YEAR 9.

The majority of students achieved in the Exceeding proficiency band across all literacy and numeracy domains, with Year 7 results ranging from 91–98% Exceeding and Year 9 results from 84–99% Exceeding. Across both cohorts, no students were identified in the Needs Support category.

Mean scale scores in all assessed areas were well above State and National averages, placing Perth Modern School significantly above national Top 20% benchmarks. These results demonstrate strong academic attainment and reflect effective curriculum delivery and alignment between teaching practice and student learning outcomes.

Note: As of 2023, the NAPLAN data was presented in a different way and proficiency bands were changed. This information is now presented as four proficiency levels—Needs Support, Developing, Strong and Exceeding.

2025 Year 7 NAPLAN Data

In 2025, Year 7 students at Perth Modern School achieved exceptional outcomes across all NAPLAN domains, with 91–98% of students in the Exceeding band for Numeracy, Reading, Writing, Spelling and Grammar. No students were identified in either the Developing or Needs Support categories.

Mean scale scores were substantially above State and National averages in every area, placing Perth Modern School well above national top-20-per-cent benchmarks and reflecting consistently high achievement.

Numeracy

Band	School	National
Exceeding	98%	20%
Strong	2%	60%
Developing	0%	10%
Needs Support	0%	10%

Average Numeracy score	School	State
	732	545

Spelling

Band	School	National
Exceeding	91%	20%
Strong	9%	60%
Developing	0%	10%
Needs Support	0%	10%

Average Spelling score	School	State
	671	542

Grammar

Band	School	National
Exceeding	93%	20%
Strong	7%	60%
Developing	0%	10%
Needs Support	0%	10%

Average Grammar score	School	State
	718	539

Writing

Band	School	National
Exceeding	93%	20%
Strong	7%	60%
Developing	0%	10%
Needs Support	0%	10%

Average Writing score	School	State
	695	538

Reading

Band	School	National
Exceeding	95%	20%
Strong	5%	60%
Developing	0%	10%
Needs Support	0%	10%

Average Reading score	School	State
	679	538

Year 7 State and National Comparisons 2025

Top 20 percent comparison

Area	Perth Modern	Australia
Numeracy	98%	20%
Writing	91%	20%
Reading	93%	20%
Spelling	93%	20%
Grammar	95%	20%

Mean score comparison

Area	Perth Modern	State	Australia
Numeracy	732	541	545
Writing	695	535	538
Reading	679	532	538
Spelling	671	542	542
Grammar	718	533	539

2025 Year 9 NAPLAN Data

In 2025, Year 9 students at Perth Modern School recorded very strong achievement across all NAPLAN literacy and numeracy domains. Between 84% and 99% of students achieved in the Exceeding proficiency band across Numeracy, Reading, Grammar, Spelling and Writing.

Mean scale scores were well above both State and National averages in every assessed area, with no students identified in the Needs Support category. These results reflect consistently high attainment and strong alignment between teaching programs and student outcomes.

Numeracy

Band	School	National
Exceeding	99%	20%
Strong	1%	60%
Developing	0%	10%
Needs Support	0%	10%

Average Numeracy score	School	State
	758	573

Writing

Band	School	National
Exceeding	84%	20%
Strong	15%	60%
Developing	1%	10%
Needs Support	0%	10%

Average Writing score	School	State
	704	575

Spelling

Band	School	National
Exceeding	92%	20%
Strong	7%	60%
Developing	1%	10%
Needs Support	0%	10%

Average Spelling score	School	State
	687	569

Reading

Band	School	National
Exceeding	93%	20%
Strong	7%	60%
Developing	0%	10%
Needs Support	0%	10%

Average Reading score	School	State
	691	568

Grammar

Band	School	National
Exceeding	94%	20%
Strong	6%	60%
Developing	0%	10%
Needs Support	0%	10%

Average Grammar score	School	State
	736	559

Year 9 State and National Comparisons 2025

Top 20 percent comparison

Area	Perth Modern	Australia
Numeracy	99%	20%
Writing	84%	20%
Reading	93%	20%
Spelling	92%	20%
Grammar	94%	20%

Mean score comparison

Area	Perth Modern	State	Australia
Numeracy	758	581	573
Writing	704	581	575
Reading	691	576	559
Spelling	687	572	569
Grammar	736	565	559

Inclusive Learning Environment

Overarching Outcome

We nurture a strong sense of belonging by fostering a safe, supportive and inclusive environment. Through shared responsibility and meaningful partnerships, learners are encouraged to challenge themselves, advocate for their learning and embrace opportunities to thrive—academically and personally. Our programs celebrate and support each learner’s unique background, talents and identity, ensuring they feel valued, respected and empowered to fully engage in their education.

School staff continued to play a central role in fostering a safe, supportive and high-performing school environment. Working closely with staff, students and families, teachers and support staff ensured every young person felt known, valued and equipped to thrive.

Collaboration with the Teaching for Impact team strengthened whole-school practice through the development of the Pedagogical Playbook, FRAME, with a particular focus on cultivating positive learning environments.

Staff capability was further enhanced through targeted professional learning, including Youth Mental Health First Aid, Gatekeeper training, First Aid and participation in the Positive Education Conference, reinforcing the close connection between wellbeing and high-quality teaching.

Creating an inclusive and welcoming culture remained a priority throughout the year. Harmony Week, NAIDOC Week, Wellbeing Week and other themed events celebrated diversity and deepened cultural understanding across the school.

The school values continued to be embedded through assemblies and whole-school activities aligned with the annual “Sense of…” themes.

Insights from the Mi7 student survey confirmed that students feel safe, supported and connected, while strong participation in Focus Days, House activities and whole-school carnivals, including an increase in Swimming Carnival participation from 67% in 2024 to 80%, reflected a vibrant sense of belonging.



Transition programs for new students further strengthened connections, and the House system continued to unify students through competitions, assemblies and community service initiatives.

Throughout the year, the Allied staff and Student Services team provided targeted and individualised support, ensuring documented plans were implemented effectively and attendance closely monitored. The team also continued to advocate for cyber-safety education, particularly in response to the social media ban introduced at the end of 2025.

TOGETHER, THESE EFFORTS REFLECT A SCHOOL COMMUNITY DEEPLY COMMITTED TO INCLUSION, WELLBEING AND THE HOLISTIC DEVELOPMENT OF EVERY YOUNG PERSON.



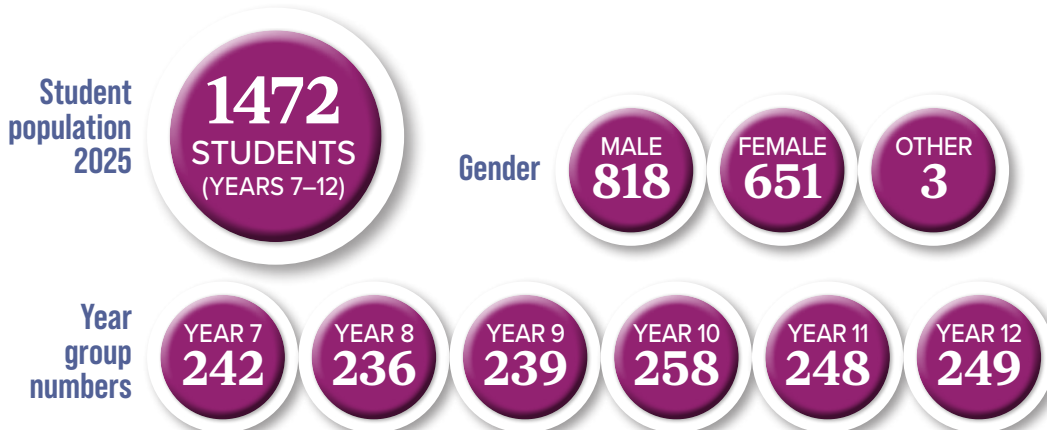
Our Learning Community

Perth Modern School continues to strengthen its commitment to an inclusive learning environment where every student feels a strong sense of belonging. Our diverse community, representing more than 40 cultural backgrounds and families from both metropolitan and regional Western Australia, contributes to a rich and connected school culture.

HIGH LEVELS OF ENGAGEMENT AND EXCEPTIONAL ATTENDANCE ACROSS ALL YEAR GROUPS REFLECT THE TRUST STUDENTS PLACE IN THEIR SCHOOL AND THE SUPPORTIVE RELATIONSHIPS THAT UNDERPIN THEIR LEARNING.

With enrolments steady across Years 7–12 and students pursuing meaningful pathways that align with their aspirations, the school remains a vibrant, welcoming community where young people feel valued, respected and empowered to thrive.

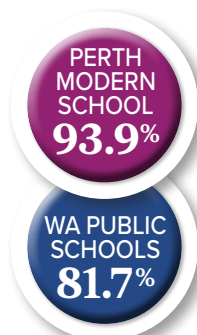
Students



Attendance

Attendance remains exceptionally high and well above State averages.

Overall Secondary Attendance 2025



Attendance by Year Level 2025



Year 12 Pathways—2025 cohort



Inspirational Leadership

Overarching Outcome

We empower individuals and teams to demonstrate leadership capability and a commitment to lifelong learning. This fosters a collaborative culture shaped by high expectations, inclusion and community engagement. Through inspirational leadership, we aim to ignite purpose, drive innovation and strengthen connection across our school community.

Student Leadership and Service

Student leadership at Perth Modern School continued to deepen in 2025, with students driving initiatives that strengthened wellbeing, harmony, inclusion, sustainability, arts, service and whole school engagement.

The Student Council played a central strategic role, leading Community Day and hosting the annual Student Council Leadership Camp. At the camp, Councillors refined committee structures, strengthened communication processes, and developed initiatives aligned with the school's Business Plan, while learning from alumni in a leadership Q&A. Councillors also served as MCs for school ceremonies, coordinated Honours Assemblies, assisted with volunteer recognition events, helped lead Harmony Week activities, and supported major community celebrations such as the Pin and Presentation Ceremonies.

Student leadership also extended to governance, with Head Prefects representing the entire student body on the School Board and participating strongly in meetings, contributing student perspectives to school level decision-making.

SERVICE LEADERSHIP REMAINED A DEFINING STRENGTH OF THE SCHOOL CULTURE.

The Interact Club led multiple community initiatives, including Bake A Wish, Wrap with Love, sandwich making for The Beacon, the Ronald McDonald House collection drive, and the weekly breakfast fundraiser at Stirling Farmers Market. Students also supported mental health causes by participating in the Push-Up Challenge, a national wellbeing initiative that combines physical activity with mental health awareness and fundraising, as well as the annual Anglicare Sleepout, raising both funds and awareness for youth homelessness.

The Wellbeing Committee played an important leadership role in fostering inclusion, connection and positive mental health outcomes across the school. Members coordinated Wellness Week, Harmony Week, R U OK? Day, and the Harmony Concert, leading activities, performances and awareness initiatives that strengthened student wellbeing and school connection.

Peer leadership and mentoring were also key focus areas. Year 9 Peer Support Leaders designed and delivered the Year 9 Transition Program, involving multiple days of activities implemented over a twelve-month period to support student engagement, connection and confidence. IMPact Mentors, trained through a University of Western Australia program, worked with Year 8 students to support the development of social skills and academic achievement. In addition, MOD Mentors in Years 11 and 12 ran academic tutoring sessions for Middle Years students, supporting learning, organisation and study habits.

Specialist and interest groups provided further avenues for students to lead. Sustainability leaders expanded the wellness garden, managed composting systems, trialled native plant propagation and ran a successful Community Day plant stall. Robotics, STEM and Computer Science leaders guided peers in competitions including RoboCup, FIRST® LEGO® League and Tournament of Minds, with several teams qualifying for national and international finals.

Students in the arts also demonstrated leadership through directing House Drama, choreographing House Dance and YohFest items, leading rehearsal teams for major concerts, and supporting backstage, technical and exhibition roles. Languages and cultural ambassadors facilitated Languages Week activities, exchange programs and cultural immersion experiences.

Leadership through sport was equally evident. Students captained teams in volleyball, rowing, futsal, basketball, athletics and water polo, with many taking on coaching or officiating roles for younger year groups.

Students also led through academic enrichment and representation. Many acted as ambassadors during STEM workshops, university outreach visits, debating programs, Brain Bee challenges, innovation competitions, entrepreneurship programs and the Young Geographer, Young Historian and Edstart leadership awards. Tour Guides supported school engagement by leading prospective parents and students on campus tours, confidently representing the school community.

Together, these contributions reflect a vibrant school culture where student voice is valued, leadership is nurtured and students are empowered to make a positive difference within Perth Modern School and the wider community.



System Leadership and Professional Learning

Leadership capability was strengthened through Learning Area collaboration, whole-school planning and engagement in system networks. Learning Area Leaders drove curriculum refinement and consistency, including cross-year alignment of gifted and talented programs.

WHOLE-SCHOOL LEADERSHIP WAS SUPPORTED THROUGH INSPIRATIONAL LEADERSHIP WORKSHOPS AND COLLABORATIVE DEVELOPMENT OF THE 2026 OPERATIONAL PLAN AND KEY FOCUS AREA DOCUMENTATION.

Staff also represented the school in Quality Teaching Strategy forums and leadership development programs, supporting both individual growth and system improvement.

Staff Leadership

Staff demonstrated strong professional leadership throughout 2025, contributing to high-quality teaching, whole-school improvement and rich learning experiences. Leadership was evident across curriculum development, co-curricular programs, wellbeing initiatives, community partnerships and system-level engagement.

Systemic leadership was strengthened through strategic partnerships with other secondary schools, alongside the provision of targeted sporting support to schools participating in gifted and talented education programs.

Teachers coordinated major schoolwide events including Languages Week, Wellness Week, Community Day, arts and technologies exhibitions, the Creative Fusion Festival, large-scale music performances and student-directed dance and drama productions, requiring significant collaboration and coordination.

In STEM, staff guided students through competitions such as RoboCup, *FIRST*® LEGO® League, Science Week, Brain Bee and Tournament of Minds, modelling excellence in inquiry-based learning, design thinking and digital technologies.

Outdoor Education and Health and Physical Education staff demonstrated strong pedagogical and pastoral leadership through camps, supervised high-risk activities, first aid training and state-level sport, fostering resilience, teamwork and wellbeing.

Staff also led key wellbeing and transition initiatives, including Focus Days, Year 7 transition programs, R U OK? Day and student-led wellness projects, strengthening connection and belonging.

Level 3 Leadership in action

Level 3 teachers continued to drive instructional improvement and professional learning, leading curriculum innovation, facilitating collaboration and strengthening gifted education programs. Their contributions reflect Perth Modern School's commitment to shared leadership, capability building and sustained excellence in teaching and learning.



Connected Learning Community

Overarching Outcome

We foster meaningful partnerships between staff, students, families and the broader community to build an inclusive educational experience that honours our heritage, embraces diversity and enhances student success.



Partnerships that enrich learning

Partnerships with cultural institutions, universities, industry organisations and community groups continued to enrich learning across the school. Our connection with the Follow the Dream program continues to enrich learning by providing targeted support for Aboriginal students while strengthening access to authentic Aboriginal knowledge and experiences that deepens cultural understanding and shapes an inclusive learning environment for all students. Students engaged with the Art Gallery of Western Australia, Murdoch University, Co:3 Contemporary Dance, professional theatre companies, the NEXTDC Data Centre, the Nostalgia Box Museum and the Harry Perkins Institute of Medical Research. These collaborations provided authentic, real-world learning experiences that connected classroom learning to broader community contexts.

Humanities students deepened their understanding of civics, democracy and global issues through national conventions, mock trials, debating competitions and UN Youth programs. Music students performed at community events including Anzac Day and Remembrance Day services, lunchtime concerts and state festivals, strengthening the school's presence within Western Australia's cultural landscape.

Languages students engaged with cultural organisations through competitions and events that celebrated multilingualism and global citizenship. Excursions across all learning areas, to theatres, museums, natural

environments, design precincts and scientific institutions, broadened students' understanding of the world and strengthened their connection to Perth's creative, scientific and cultural communities.

The continuation of the Studio 64 community mural project further demonstrated the school's commitment to civic engagement and creative contribution.

Celebrating community through Creative Fusion

A major highlight of the year was the inaugural Creative Fusion Festival, which brought together students, families, alumni and the wider community for a vibrant celebration of the arts.

Across multiple performance stages, curated exhibitions and hands-on creative activities, visitors explored music, dance, design and technologies, drama and visual arts in an inviting and interactive atmosphere.

The festival showcased strong collaboration between Arts and Technologies and Music, with installations, performances and open classrooms highlighting the innovative technologies and creative practices that shape learning at Perth Modern.

Students described the event as "lively and relaxed," "a great experience," and "the ideal whole-school festival," reflecting the pride and joy felt across the community.





THE FESTIVAL STOOD AS A POWERFUL EXAMPLE OF HOW SHARED CREATIVE EXPERIENCES CAN CONNECT THE SCHOOL COMMUNITY AND CELEBRATE THE ARTISTIC SPIRIT THAT DEFINES PERTH MODERN.

Students and families connect

Connection was strengthened through a rich calendar of camps, excursions and social events that brought students together beyond the classroom. Camps at Ningaloo, Canberra, Dwellingup and Ern Halliday fostered teamwork, resilience and personal growth. Social events such as Adventure World, river cruises, movie nights and the Year 12 School Ball added joy and connection to the school year. These shared experiences helped students build friendships across year groups and develop a strong sense of belonging.

Parents were actively engaged in school life through a range of presentations, workshops and community events focused on supporting student wellbeing and success. These sessions addressed key areas including emotional wellbeing, cyber-safety and academic pathways, equipping families with the knowledge and confidence to support students both socially and academically, and to make informed decisions about academic pathways.

Parents were also welcomed as audience members at school concerts, music and theatre productions,

strengthening connections through the celebration of student achievement. In addition, parents participated in two Progress Review Days to discuss their child's academic and social-emotional development, with students encouraged to attend.

Parents of incoming Year 7 students were further welcomed through a special Pin Ceremony, marking the beginning of their secondary school journey.

Parents were also invited to attend the Open School Board Meeting.

Strengthening connections with Alumni and Community Partners

Connections with alumni and community partners remained strong.

The Perth Modernian Society celebrated its 30th anniversary, continued its quarterly eNewsletters to 1,800 alumni and expanded the Museum's integration into learning programs. The Sphinx Foundation's Scholarship Fund grew to \$1.5 million, supporting 103 scholarships and enabling record participation in leadership and entrepreneurship programs.

The School Board also played a significant role in strengthening community connections, launching the new Business Plan and the inaugural Campus Masterplan, both shaped through extensive consultation, including staff, student and parent workshops and surveys.

Sister School relationships

International partnerships broadened students' global awareness and cultural understanding.

Perth Modern School maintained a strong relationship with Liceo Cambi-Serrani in Falconara Marittima, Italy, fostering meaningful cultural exchange. The partnership with Luhe Middle School in Beijing supported cross-cultural learning, language development and shared educational activities. Connections with the Akishima City Junior High School Network and Hikone Higashi High School in Japan further strengthened opportunities for cultural exchange, friendship and mutual learning.

These relationships enriched the school's global outlook and reinforced its commitment to international engagement.

A community united by purpose

Together, these initiatives reflect a school community deeply committed to connection across learning areas, year groups, families, alumni networks and community partners.

In 2025, Perth Modern School demonstrated that when relationships are strong, learning is enriched, wellbeing is supported and every student is empowered to contribute meaningfully to the world around them.



Gifted and Talented Online

The Gifted and Talented Online (GT Online) program is an academically selective initiative based at Perth Modern School, providing students in regional and remote Western Australia with access to the Gifted and Talented Secondary Selective Entrance Program. Perth Modern School receives annual funding to staff and resource the program.

Entry to GT Online requires students to achieve a minimum score of 209.50 in the Selective Entrance Test administered by the Gifted and Talented Selection Unit. The program caters for identified students in Years 7 to 10 enrolled in government schools across regional and remote Western Australia. In 2025, 88 students were enrolled, representing 29 locations across WA.

GT Online students are enrolled as external students of Perth Modern School, where specialist teachers deliver a differentiated online curriculum designed to meet the needs of gifted learners.

THE PROGRAM ENABLES STUDENTS TO REMAIN IN THEIR LOCAL COMMUNITIES WHILE ACCESSING EXTENSION LEARNING OPPORTUNITIES.

Courses are delivered in the four core learning areas of English, Mathematics, Science, and Humanities and Social Sciences, with all teaching and learning resources accessed through an Open LMS Moodle platform.

Each subject includes two scheduled Webex lessons and two independent learning sessions per week. Students do not attend mainstream classes in the subjects studied through GT Online. Timetabling is designed to minimise disruption to students' local school programs, with detailed analysis of school timetables undertaken to maximise participation. Multiple class times are offered to accommodate varying school schedules.

Two five-day residential camps were held in Perth in May and December 2025, achieving a 96% attendance rate. The residential camps support students' academic, social and personal development through:

- practical and enrichment learning experiences
- positive teacher–student interactions that strengthen engagement and outcomes
- opportunities for social connection with like-minded peers.

Teachers work collaboratively with local schools to support student wellbeing, ensuring each student is known, challenged and supported to thrive academically, socially and emotionally.

THE DEVELOPMENT OF INDEPENDENT, MOTIVATED AND LIFELONG LEARNERS REMAINS A KEY PRIORITY, SUPPORTED THROUGH HIGH-QUALITY TEACHING IN A STRUCTURED AND ENGAGING LEARNING ENVIRONMENT.

Preparedness for ATAR Pathways

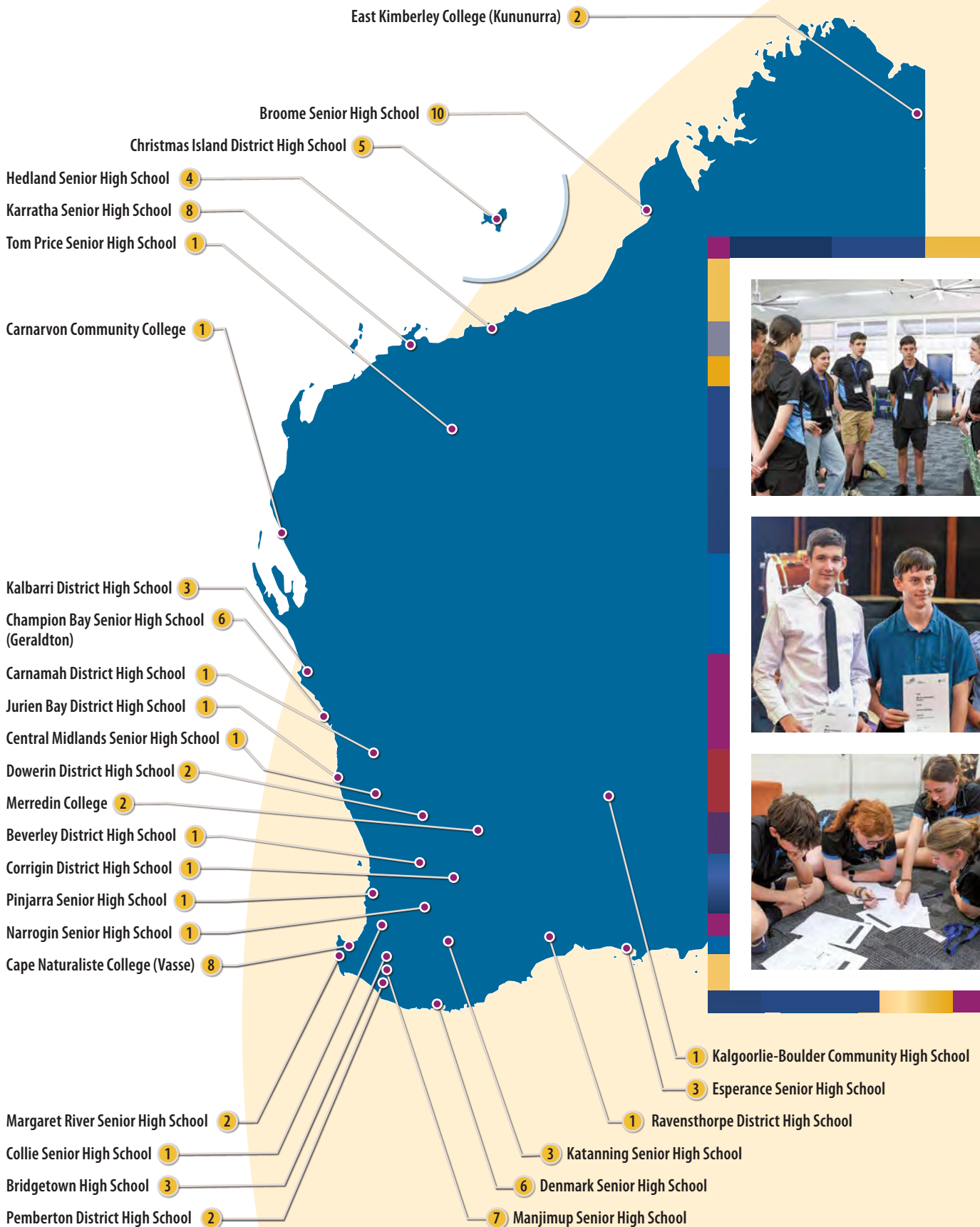
- Seventeen former GT Online students completed WACE courses in 2025, achieving an average ATAR of 91.6.
- Three students were recognised as Dux of their local school.
- Students achieved two Certificates of Excellence and five Certificates of Merit.



Key Initiatives in 2025

- Further integration into Perth Modern School systems, including Compass, Progress Review Days, and professional learning programs.
- Enhanced induction process for students and parents.
- School Coordinator participation and attendance at camps (Broome SHS).
- Subscription to the Study Skills Handbook for students, teachers and parents.
- Upgrade of the Open LMS platform.
- Upgrade of the GT Science teaching room.

Regional Schools where GT Online students originate from:



1 Number of students

Finance

2025 School Site Expenditure Highlights

Strengthening our commitment to **Excellence in Teaching**, staff were provided with targeted gifted and talented professional development, including GERRIC, James Nottingham, Impact Cycle coaching, along with the development of a pedagogical playbook. Teachers were also supported to access specific learning area professional learning and to facilitate and engage in excursions that provide extension for students. Significant improvements across the school have ensured learning spaces are modern, functional, and well-equipped. Upgrades such as new projectors in the Stokes building, a Smartboard in ML12, and additional whiteboards in music and classroom spaces enhance teaching delivery and student engagement. New desks in Stokes, collaborative seating in the Andrews building, and the refreshed Parsons Library further support effective and interactive learning environments.

Our focus on an **Inclusive Learning Environment** is reflected in additional staffing in Student Services, funding of the Advocacy program, partially funding Focus days, and providing opportunities for staff to attend professional learning in culturally responsive environments. Upgrades that prioritise comfort, accessibility, and safety included air conditioning repairs across key areas, fluoro tactiles in the Agora and improved lighting around the Irene Greenwood building. The reconfiguration of staff workspaces and upgrades to specialist facilities, alongside safer gym flooring, ensure all students and programs are well supported.

A strong commitment to **Inspirational Leadership** is evident with funding for the Teaching for Impact roles, supporting leadership of the quality teaching strategy lead school initiative which impacts teaching pedagogy within and beyond Perth Modern. The school has also supported staff in attending the Emerging Leaders and Leading School Improvement programs and provided opportunities for students to attend programs to develop

their leadership skills, including public speaking, IMPact and the GRIP conference. Student initiatives were strongly supported through resourcing and logistical assistance, empowering students to take authentic leadership roles and contribute meaningfully to school culture.

Our focus on building a **Connected Learning Community** is supported through the creation of welcoming and functional spaces that encourage collaboration and connection. Our community was supported through access to authentic cultural experiences, with immersion opportunities such as NAIDOC Week and strong support for Harmony Week activities enriching student and staff understanding and inclusion. A highlight of the year was our first Creative Fusion evening, which showcased our music, arts and technology programs while bringing together staff, students and families. Enhancements to shared spaces, staff facilities, and key community hubs such as the library and canteen have further supported opportunities for interaction and engagement.

ONE LINE BUDGET

DECEMBER 2025 (VERIFIED DECEMBER CASH)

	Current Budget \$	Actual YTD \$
Carry Forward (Cash):	1,045,318	1,045,318
Carry Forward (Salary):	470,376	470,376
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	18,571,936	18,571,936
Locally Raised Funds:	3,060,522	3,021,870
Total Funds:	23,148,152	23,109,499
EXPENDITURE		
Salaries:	17,533,558	17,533,558
Goods and Services (Cash):	4,600,864	3,556,410
Total Expenditure	22,134,423	21,089,968
VARIANCE:	1,013,730	2,019,531



INCOME

DECEMBER 2025 (VERIFIED DECEMBER CASH)

	Current Budget \$	Actual YTD \$
Carry Forward (Cash)	1,045,318	1,045,318
Carry Forward (Salary)	470,376	470,376

STUDENT-CENTRED FUNDING

Per Student	15,604,092	15,604,092
School and Student Characteristics	583,777	583,777
Disability Adjustments	22,741	22,741
Targeted Initiatives	2,357,019	2,357,019
Operational Response Allocation	12,979	12,979
Total Funds:	18,580,608	18,580,608

TRANSFERS AND ADJUSTMENTS

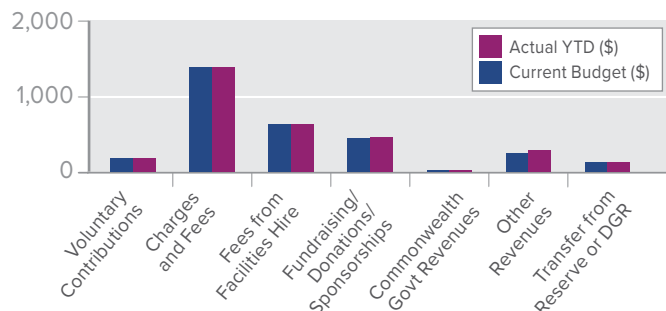
Regional Allocation	0	0
School Transfers—Salary	(601,320)	(601,320)
School Transfers—Cash	600,000	600,000
Department Adjustments	(7,353)	(7,353)
Total Funds:	(8,673)	(8,673)

LOCALLY RAISED FUNDS (REVENUE)

Voluntary Contributions	175,000	173,620
Charges and Fees	1,377,932	1,377,574
Fees from Facilities Hire	632,478	632,479
Fundraising/Donations/Sponsorships	450,538	445,438
Commonwealth Govt Revenues	20,400	20,400
Other State Govt/Local Govt Revenues	0	0
Revenue from CO, Regional Office and Other Schools	0	0
Other Revenues	280,682	248,867
Transfer from Reserve or DGR	123,492	123,492
Residential Accommodation	0	0
Total Funds:	3,060,522	3,021,870
TOTAL	23,148,151	23,109,499

INCOME

\$000s



EXPENDITURE

DECEMBER 2025 (VERIFIED DECEMBER CASH)

SALARIES

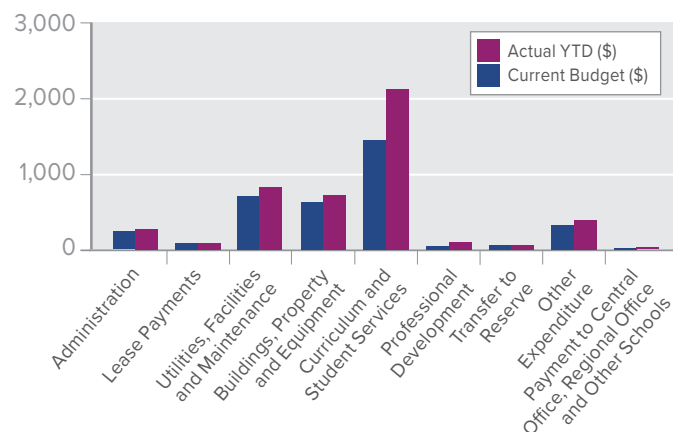
	Current Budget \$	Actual YTD \$
Appointed Staff	16,335,485	16,335,485
New Appointments	0	0
Casual Payments	1,100,683	1,100,683
Other Salary Expenditure	97,390	97,390
Total Funds:	17,533,558	17,533,558

GOODS AND SERVICES (CASH EXPENDITURE)

Administration	268,116	237,955
Lease Payments	85,000	83,542
Utilities, Facilities and Maintenance	828,195	705,251
Buildings, Property and Equipment	714,777	624,429
Curriculum and Student Services	2,123,970	1,445,544
Professional Development	105,057	51,755
Transfer to Reserve	55,800	55,800
Other Expenditure	393,925	330,235
Payment to Central Office, Regional Office and Other Schools	26,024	21,900
Residential Operations	0	0
Total Funds	4,600,864	3,556,411
TOTAL	22,134,422	21,089,969

EXPENDITURE

\$000s



Parent, Student and Staff Satisfaction

(Source: National School Opinion Survey and Mi7 Student Wellbeing Survey)

Overview and Participation

Perth Modern School continues to use multiple data sources to inform strategic planning, teaching practice and wellbeing initiatives. In 2025, the National School Opinion Survey (NSOS) achieved strong participation, with responses from 838 students, 258 parents and 75 staff. This is complemented by 1080 student responses in the Mi7 Student Wellbeing Survey, now in its third year of implementation at Perth Modern School.

Together, these datasets provide valuable insight into the experiences of students, families and staff, supporting continuous improvement while affirming many areas of strength.

KEY FOCUS AREA

1

Excellence in Teaching

Survey data shows strong confidence in teaching quality and academic expectations. In the NSOS, 87% of students agreed or strongly agreed that teachers expect them to do their best, and 82% agreed that teachers are good teachers. Parent responses reflect similarly high levels of confidence, with 94% agreeing that teachers expect their child to do their best and 94% satisfied with the overall standard of education. Staff responses align closely (96% and 93%).

Mi7 data further indicates strong student engagement. More than 85% report trying hard and enjoying learning, and more than 80% persist when they make mistakes, reflecting a strong culture of effort and resilience.

Feedback remains an identified area for improvement. While 68% of students and 79% of parents agreed that feedback supports learning, this is lower than staff perceptions of approximately 85% suggesting a need for strengthened consistency and clarity in feedback practices. Strengthening teacher–student relationships remains central to this work, ensuring high expectations are supported by strong classroom connections.

KEY FOCUS AREA

2

Inclusive Learning Environment

The 2025 data confirms that students continue to experience the school as a safe and inclusive environment. In the NSOS, 83% of students reported feeling safe, with this reinforced by parent and staff perceptions. 92% of parents agreed that their child feels safe while 93% of staff shared this view, indicating strong alignment across the school community.

Mi7 data reinforces these positive outcomes, with 85–93% of students reporting feeling safe at school and more than 90% reporting they are not bullied. Students also report strong levels of encouragement, alongside respect and inclusion, reflecting a positive school culture. These outcomes reflect the school's sustained investment in its wellbeing framework, including the Advocacy Program, Thriving Minds approach, year group focus days, peer support structures, and targeted wellbeing initiatives embedded across year levels.

Clear and encouraging developmental patterns are evident across year levels. While the middle years show reduction in measures such as belonging, confidence and positive emotions, these indicators strengthen in the senior years. This progression reflects the cumulative impact of the school's structures, programs and targeted supports over time. Ongoing focus remains on ensuring all students experience these benefits consistently, with continuing emphasis on identity, connection and confidence.

Student wellbeing remains a key focus area. Fewer than 25% of students report low stress related to schoolwork, and fewer than 50% report getting enough sleep. Building students' capacity to manage academic demands, maintain healthy sleep routines and sustain positive habits remains a priority to further enhance engagement and wellbeing.

KEY FOCUS AREA **3**

Inspirational Leadership

Survey data indicates positive perceptions of inspirational leadership across the school. In 2025, 90% of staff agreed that the school looks for ways to improve and 82% agreed that it is well led. Staff also reported feeling supported (84%) and receiving useful feedback (76%), supporting leadership development and progression pathways.

Parent responses reflect similar confidence, with 85% agreeing that the school is well led. Students also recognise this focus on improvement, with 73% agreeing that the school looks for ways to improve.

Mi7 student data complements these findings through student-reported indicators of aspiration and purpose. In 2025, more than 80% of students reported confidence in their ability to persist with challenges and improve through effort, and more than 80% indicated that they keep trying even when they make mistakes. At the same time, students report lower confidence in decision-making, highlighting an opportunity to further develop independence, agency and confidence when navigating complex situations.

These outcomes reflect a school culture that promotes effort, personal agency and sustained motivation alongside strong organisational leadership.

KEY FOCUS AREA **4**

Connected Learning Community

The 2025 NSOS surveys indicate positive engagement with families and the broader community. In the parent survey, 79% agreed that the school works with them to support their child's learning, and approximately 90% would recommend the school to others.

Staff responses show moderate confidence in community connection (around 65%), highlighting an opportunity to strengthen the visibility and impact of community partnerships.

Mi7 data highlights strong engagement beyond the classroom, with more than 90% of students reporting participation in activities outside school and placing high value on extracurricular involvement. Around 50 to 60% of students reported that improving the school community is important to them, suggesting further opportunities to strengthen students' sense of responsibility, agency and their belief that they can make a positive contribution to the school community.

Summary

THE 2025 NATIONAL SCHOOL OPINION SURVEY AND MI7 DATA COLLECTIVELY AFFIRM PERTH MODERN SCHOOL AS A HIGH-EXPECTATIONS, INCLUSIVE AND FORWARD-FOCUSED LEARNING COMMUNITY.

Strong levels of satisfaction among staff, parents and students reflect confidence in the school's academic standards, leadership and commitment to student wellbeing.

Alongside these strengths, the data provides clear direction for continued improvement. Key priorities include strengthening feedback practices, supporting student wellbeing balance across the secondary years, strengthening student voice, agency and decision making, and increasing the visibility and coherence of community partnerships.

Perth Modern School remains committed to using these insights to guide improvement and ensure that all students are supported to thrive academically, socially and emotionally.



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