



PERTH MODERN SCHOOL

Exceptional schooling. Exceptional students.

INDEPENDENT PUBLIC SCHOOL

ANNUAL REPORT 2014





PRINCIPAL'S MESSAGE

2014 was another wonderful year of achievements and accolades for Perth Modern School as we consolidated our reputation as the school of choice for gifted students. It is our consistently outstanding record of academic achievement as well as the multitude of academic, cultural, artistic, sporting, music and social opportunities that makes Perth Modern School renowned as a secondary school of distinction and innovation. Our students are immersed in their areas of interest and allowed to work at a pace best suited to their abilities. Upon graduation, students are well placed both academically and socially to succeed in their chosen field of endeavour and embrace the full spectrum of opportunities on offer.

In 2014, Perth Modern School continued to set the standard for academic excellence. We were named Top Public School for the fourth year in a row, based on West Australian Certificate of Education (WACE) results. The Class of 2014 excelled in 20 WACE courses and achieved the second highest median ATAR in the State with 93.7. Jamin Wu was awarded the Beazley Medal as WA's top student, and is the youngest ever recipient. Students scooped the School Curriculum and Standards Authority awards with 88; the highest of any secondary school. Six students won a General Exhibition and an incredible eight students won a Course Exhibition. In NAPLAN testing, our students continue to greatly outperform State and National benchmarks, and in 2014, our Year 9 students topped Australia in writing and were second for reading. I congratulate students for their continued efforts in striving to be the best they can be, and acknowledge our dedicated teachers for creating a school culture committed to excellence.

Perth Modern School gained Independent Public School (IPS) status in 2011 and has since worked at implementing the Key Focus Areas as set out in the 2012–2014 Business Plan. An independent review panel assessed the School against select criteria to ensure it could demonstrate it is meeting its accountability obligations. The School community can be very proud of the subsequent IPS Review that awarded a commendation, the highest possible result, in each category in which the School was assessed. The review involved a great deal of documentation as well as input from staff, students, parents and the School community during official visits by the reviewing panel. It is very affirming to receive official recognition of the wonderful work the School is doing to provide our gifted students with the support

and opportunities they deserve. I thank Perth Modern School's dedicated staff, from the executive to teaching and support staff, for their outstanding contributions towards the review process.

Our staff continued to be recognised for their commitment to excellence with five teachers recognised for their skills and dedication by being nominated for an ASG National Excellence in Teaching award, with Head of Science Ant Meczes making it through to the finals. Associate Principal Val Furphy was awarded a Churchill Fellowship for demonstrating excellence in her area of expertise, gifted education.

A major highlight of 2014 was the European Music Tour. The Tour was three weeks of frenetic activity for 149 students through delightful towns in Austria, the Czech Republic, France, Hungary and Belgium. To hear our chorale and orchestra students perform so beautifully in amazing venues was a breathtaking experience and all students involved deserve to be congratulated on their fine performances, exemplary behaviour and the 'joie de vivre' they brought on tour. Particularly moving were the performances for ANZAC Day, where our nation's fallen soldiers were honoured, including several former Perth Mod students. I pay tribute to the hard work of Head of Music Roger Hey, who made the experience the tremendous success it was, and gratefully thank the teachers and parent chaperones who ensured a most successful tour.

I would like to express my appreciation to outgoing School Board Chair, Janice Jones, for her commitment throughout the year and I also thank outgoing Board members Warren Tacey and Dr Robyn Fary for their valued contributions.

I would also like to acknowledge and thank the P&C President, Andrew Stevens, and the P&C Executive for their ongoing efforts in helping to build the School community.

On behalf of the Perth Modern School community and School Board, I am pleased to present to you the 2014 Perth Modern School Annual Report.

Lois Joll
PRINCIPAL

SCHOOL BOARD REPORT 2014



I am pleased to take this opportunity to report and reflect on the achievements of the Perth Modern School Board over the past 12 months.

In February the Board welcomed P&C representative and President Andrew Stevens and three new parent representatives, Professor Mark Ogden, Dr Simon Davies and Paula Munt. Head Boy Jamin Wu and Head Girl Jasmine Jansen attended our meetings to report on the Student Council's activities.

In June, the School went through the first formal review of its performance as an Independent Public School. The external panel issued an exceptional report, in which the School received a commendation (the highest possible grading) for every category. The report concluded that **'The provision of exceptional schooling for exceptional students has become a reality at Perth Modern School.'**

The Board wishes to thank all staff, parents, students, Modernians and community members who participated in the review process, throughout which we all demonstrated our common values of respecting self, others and the space in which we live and study. Notably, the review process was unexpectedly interrupted by a full school evacuation and the reviewers were more than impressed with the efficiency of the School and behaviour of the students on that day. The Board acknowledges the significant contribution of Ms Val Furphy, who has managed all aspects of our Business Plan development, implementation and preparation for the review.

During 2014, the Board and School successfully achieved a number of objectives, consistent with the Board's role to support the School to ensure successful outcomes for all students:

- **Build the Dream** has become a reality with the new gymnasium facilities set to be ready for the 2015 school year. This is the result of several years' hard work by the School executive, Physical Education Department, parents, P&C, School staff and the past and present Board members. We appreciate the donations made by our community, including Modernians and students' families past and present. We particularly thank our Patron and Modernian, Mr Malcolm McCusker, and Mrs Tonya McCusker whose generous donation got the project off the ground. Special thanks also go to Modernian Mr Don Tyler whose significant donation will ensure the gym has all the finishing touches. We also thank the Western Australian Government and Department of Education for joining with our school community to ensure the gym became a reality.
- In 2014 the Board consciously sought new ideas to engage the School with the wider community in support of this aspect of the School's Business Plan. These included initiating a partnership with Chevron to offer an optional Year 10 Science subject; contributing to the Modernians' strategic review; engaging with Subiaco Council over the local precinct plan; and investigating ways to share the School's heritage with the wider community. I hope that the 2015 Board extends this role to engage the School with the wider community.

- At each meeting during the year, the Board considered progress made against one of the six key focus areas of the current Business Plan ensuring the School is currently well placed to meet its 2014 objectives. The Board also held a special meeting in November to commence the groundwork for the 2015–17 Business Plan.
- The School Uniform Policy was amended by the Board to update the interschool sports shirt. The goal is a consistent recognisable look for all our students when they represent the School. A rolling program of renewal will commence with the 2015 incoming students and eventually all of the interschool sports specialised uniforms that are owned by the School will reflect the new design.
- The Board reviewed and endorsed the 2015 school budget prepared by the School Executive, within the constraints of the State Government budget announcements for government schools. The Board supported the School's written application for reconsideration of the proposed reduction to our GATE funding and we await the Director-General's response.
- At our final meeting in 2014 we will ratify modifications to our Terms of Reference to accommodate the changing environment for local government representatives and our need for School executive staff to support the workings of the Board. Six parents, five community representatives and four staff will continue to make up the Board membership.



The challenge for the Board is to ensure that it continues to focus on serving and supporting the School and its wider community, especially as it adapts to the expected changes to the School's funding and operating environment.

In the closing months of the year, nominations were called and elections held for three new Board Members from the School Parent community. The Board was delighted with the high level of interest and it is my pleasure to inform you that the new Board Members for 2015 are Mary O'Hanlon Creed, Professor Michael Henderson and Scott Henderson.

As I step down from my three year term, I take this opportunity on behalf of the Board and School community, to express my appreciation to the other outgoing members of the Board, Dr Robyn Fary and Warren Tacey, who have generously contributed their time and experience.

Finally, on behalf of the Board I acknowledge the ongoing dedication and efforts of our Principal, Lois Joll; the School Executive; the teaching staff; and the administrative support team. I congratulate the wonderful student body of Perth Modern School, particularly the graduating year of 2014. I also acknowledge the enthusiasm and contributions of my fellow Board members and thank the wider School community for assisting and supporting the Board during the year.

Janice Jones

CHAIR
PERTH MODERN SCHOOL BOARD

SCHOOL BOARD MEMBERS

Janice Jones (Chair, Parent)
BA, GDM, FIAA

Warren Tacey (Deputy Chair, Parent)
BSc, MSc (For)

Mark Ogden (Secretary, Parent)
BSc(Hons), PhD

Dr Robyn Fary (Finance Committee, Parent)
PhD, GradDipManipTherapy, BAppSc (Physiotherapy)

Paula Munt (Parent)
BPharm

Andrew Stevens (President P&C, Parent)
BSc (Hons), DIS, PGDM:MMT

Dr Simon Davies (Parent Representative)
BSc(Hons), MPsych(Clinical), PhD

Dr Ken Michael AC (Community, Alumni)

Margaret Nadebaum (Community Alumni)
BA, Dip.Ed.(UWA): M.Ed.Admin.(UNE): FACE: FAIM: FACEA: FIEA(WA)

Cr Garry Trinder (Subiaco Council)

Lois Joll (Principal)
BA(Hons), BEd, MEd, ASDA, LTCL

Val Furphy (Associate Principal)
BEd MBA Grad Cert.Ed. Gifted and Talented
Churchill Fellow

Louise Secker (Head of Social Science, School Representative)
BA (Hons) Dip. Ed

Ross Fuhrmann (Science Teacher, School Representative)
BAppSc Dip.Ed

Stacey Burton (Business Manager)



INDEPENDENT PUBLIC SCHOOL REVIEW

In 2014, Perth Modern School underwent an Independent Public School Review. The purpose of the review is to provide assurance to the School and its community, the Director General of Education and the Minister for Education regarding the extent to which the School has met its commitments as outlined in its Business Plan. The review panel completed a comprehensive examination of the School's processes and documentation as well as speaking with several different groups from the School community. The external panel issued a very complimentary report, in which the School received a commendation in each category assessed, the highest possible result.

Excerpts of the key findings are listed below:

THE SCHOOL'S SELF-REVIEW PROCESS

- The School's self-review cycle is rigorous and documentation is explicit. The discussion of data and the implications of this information for the School and classroom practices occur at every level. Qualitative data such as survey information, small group meetings with all Year 8 and Year 12 students is used to complement quantitative data. Through surveys, the School seeks out and compares the perspectives of parents, staff and students identifying and analysing areas of both consensus and dissent. This approach reflects an ongoing rigorous approach to self-review, with embedded practices that are reflective, thorough and highly valued.

SCHOOL PERFORMANCE—STUDENT LEARNING

- The Perth Modern School Business Plan 2012–2014 clearly articulates what the School values and believes in. The quality and breadth of partnerships add great value, opportunities and personalisation to student learning at Perth Modern School. As part of Perth Modern School's tradition of students giving back to the community, there are many opportunities to engage in personal, social and environmental responsibility.

SCHOOL PERFORMANCE—QUALITY OF THE LEARNING ENVIRONMENT

- Connecting all students to the values of the School on a daily basis occurs through the Advocacy and House programs. The Advocacy program provides the framework for a range of activities, events and learning programs to support the health and wellbeing of students. The School always looks for ways to improve the learning environment. The School has developed strategies that allow greater student choice and freedom in course selection commensurate with their abilities. The School's co-curricular program provides outstanding opportunities for student engagement and participation for both in and out-of-school learning and purposeful activity. Partnerships and community engagement that benefit the learning of students are seen as critical to the School's success.

SCHOOL PERFORMANCE—SUSTAINABILITY

- The focus on enhancing opportunities for academically gifted students is achieved by the School considering academic achievement, the learning environment, quality teaching, leadership development, resources and the role partnerships play in supporting learning and giving back to the community. From the evidence provided, the reviewers are assured of the School's ability to maintain student learning and provide for future improvement through planning, target setting, workforce development and resourcing.

COMMENDATIONS

- Sustained outstanding achievement in all areas of NAPLAN literacy and numeracy and 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 ongoing significant enrichment opportunities for students.
- The engagement of the Board in decision making.
- The use of data and its analysis which has driven meaningful change and created a responsive self-reflective culture and practices that inform interventions and initiative 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 into a selective secondary school.
- Provision of an inclusive and supportive environment for students by all staff and facilitated by the student services team.

CONCLUSION

In summary: Student Learning at Perth Modern School is enhanced and characterised by high expectations for all students; a curriculum which is differentiated, compacted and accelerated; a collaborative, rigorous and challenging self-review which drives the improvement agenda; comprehensive monitoring and analysis of student performance; a reflective and responsive approach to a wide variety of performance information; a clear strategic direction led by the principal; high quality teaching and distributed leadership; well-considered interventions and programs; personalised learning opportunities for students and a multitude of meaningful student co-curricular opportunities leading to learning beyond the classroom.

The outstanding achievement, progress and engagement of Perth Modern School students is a testament to the vital, stimulating and balanced learning environment they experience. Students are accepted as individuals and able to demonstrate their talents and achieve their potential, preparing them for a bright future—the hallmark of a successful education.

The provision of exceptional schooling for exceptional students has become a reality at Perth Modern School.



'I want to note the success of Perth Modern School as the top performing WA public school in the academic table for Stage 3 WACE scores 75+. In 2005, a decision was taken to create a unique school for the most academically gifted students in WA and I'm delighted to see those students continuing to achieve such wonderful results.'

Sharyn O'Neill, Director General, Department of Education, January 2015

KEY FOCUS AREA 1

QUALITY TEACHING AND LEARNING PRACTICE

Student learning is at the core of school planning. Perth Modern School, utilising Gifted and Talented best practice, aims to ensure academic rigour and to meet the needs of individual students through teaching and learning in and beyond the classroom.

WEST AUSTRALIAN CERTIFICATE OF EDUCATION RESULTS 2014

The tradition of high academic performance was upheld by the Class of 2014. In 2014 the School successfully met its targets for Year 12 West Australian Certificate of Education (WACE) results. Perth Modern School was the Top Public School in the State for the fourth year in a row. The Class of 2014 excelled in 20 Stage 3 WACE courses and earned 88 School Curriculum and Standards Authority awards, the highest of any secondary school in the State. The School was ranked second in the State for Median ATAR with 93.7 and was second in the State for percentage of students with a course score of 75+. 28 students achieved an Australian Tertiary Admissions Rank of 99 or higher.

The Class of 2014 achieved six General Exhibitions against a target of four and eight Course Exhibitions against a target of three.

COURSE EXHIBITIONS

| | |
|---------------------|---------------------------|
| ANCIENT HISTORY | ITALIAN |
| BIOLOGICAL SCIENCES | JAPANESE: SECOND LANGUAGE |
| DESIGN | MUSIC |
| ECONOMICS | VISUAL ARTS |

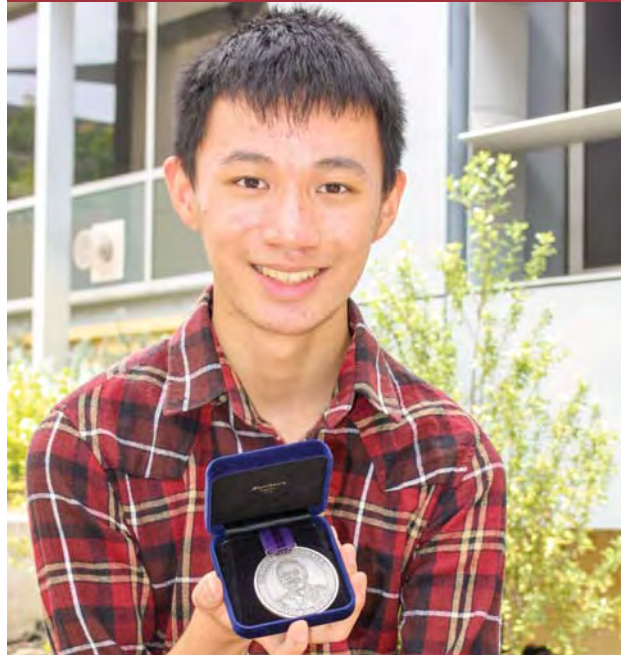
| | |
|-----------------------------|---|
| CERTIFICATES OF DISTINCTION | Certificates of Distinction are awarded to the top 0.5 per cent of candidates in each course, and were achieved in 14 courses. These were Ancient History, Biological Sciences, Chemistry, Design, Economics, English, Italian, Japanese: Second Language, Literature, Mathematics, Mathematics: Specialist, Music, Physics and Visual Arts. |
| SCHOLARSHIPS | <p>Students were offered prestigious scholarships to State and National universities, including:</p> <p>Australia National University Tuckwell Scholarship: Audrey Lee</p> <p>University of Melbourne Chancellor's Scholar Program: Jamin Wu Vice Chancellor's Scholarship: Cara Holland</p> <p>Monash University Scholarship for Exceptional Achievement: Jamin Wu Scholarship for Excellence: Natalie Darmago</p> <p>University of Sydney Chancellor's Award: Jamin Wu</p> <p>The University of Western Australia Fogarty Foundation Beazley Medallist Scholarship: Jamin Wu Vice Chancellor's Award: Cara Holland Vice Chancellor's Merit Scholarship: Helena Nguyen and Daniel Thai Fogarty Scholarship: Helena Nguyen, Adhelia Ebert and Charlotte Glance Alumni Award for Distinction: Elena Ryan and Anirudh Garg</p> <p>Curtin University John Curtin Undergraduate Scholarship: Joycelyn Tang Curtin Excellence Scholarship: Agnes Botman Curtin Excellence Scholarship Principal's Recommendation Award: Fiona Yokohata</p> <p>Note: it was not known at the time of printing which scholarships had been accepted.</p> |

WACE AWARDS

SCHOOL CURRICULUM AND STANDARDS AUTHORITY AWARD WINNERS

BEAZLEY MEDAL: JAMIN WU

The Beazley Medal is awarded to the student who achieved the highest award score in the WACE across five courses.



GENERAL EXHIBITIONS

General Exhibitions are awarded to the 40 eligible students with the highest School Curriculum and Standards Authority WACE award scores based on the average of five scaled scores with at least two from each of the humanities/social science list and the mathematics/science list.

Winners in 2014 were:

| |
|-----------------|
| Jamin Wu |
| Audrey Lee |
| Cara Holland |
| Helena Nguyen |
| Natalie Darmago |
| Daniel Thai |

COURSE EXHIBITIONS

A Course Exhibition is awarded to the top eligible student obtaining the highest combined mark in a WACE course.

Winners in 2014 were:

| COURSE | NAME |
|------------------------------|-------------------------|
| ANCIENT HISTORY | Helena Nguyen |
| BIOLOGICAL SCIENCES | Helen Jiang |
| DESIGN | Aanchal Chopra |
| ECONOMICS | Audrey Lee |
| ITALIAN | Cara Holland |
| JAPANESE: SECOND LANGUAGE | Jamin Wu |
| MUSIC | Jet Kye Chong (Year 11) |
| VISUAL ARTS | Elena Ryan |

CERTIFICATES OF DISTINCTION

A Certificate of Distinction is awarded to an eligible student who is in the top 0.5 per cent of candidates based on the WACE course score or the top two candidates (whichever is greater) in a WACE course.

| COURSE | NAME |
|--|--|
| ANCIENT HISTORY | Helena Nguyen |
| BIOLOGICAL SCIENCES | Liam Finlay Helen Jiang |
| CHEMISTRY | Audrey Lee Daniel Thai Jamin Wu |
| DESIGN | Aanchal Chopra |
| ECONOMICS | Natalie Darmago Audrey Lee Helena Nguyen |
| ENGLISH | Natalie Darmago Isabelle Flynn Charlotte Glance |
| ITALIAN | Cara Holland |
| JAPANESE: SECOND LANGUAGE | Jamin Wu |
| LITERATURE | Rachel Grove |
| MATHEMATICS | Deepaysh Dutt Hui Min Tay (Year 11) Henry Yoo (Year 11) Hyerin Park (Year 11) |
| MATHEMATICS: SPECIALIST | Audrey Lee |
| MATHEMATICS— SPECIAL CERTIFICATE OF DISTINCTION | Hyerin Park |
| MUSIC | Jet Kye Chong (Year 11) |
| PHYSICS | Deepaysh Dutt Audrey Lee Scott Patterson Jamin Wu |
| VISUAL ARTS | Elena Ryan |

99 CLUB

Students who achieved an ATAR of 99+ (top one per cent).

| | |
|-----------------|---------------------|
| Arjun Balaji | Madeleine Ince |
| Nicholas Chan | Helen Jiang |
| Phillip Cheng | Sattya Krishnasavim |
| Aanchal Chopra | Audrey Lee |
| Natalie Darmago | Shihe Lim |
| Henri Do Van | Aleksandra Markovic |
| Deepaysh Dutt | Helena Nguyen |
| Matthew Dutton | Scott Patterson |
| Adehlia Ebert | Elena Ryan |
| Liam Finlay | Titus Tan |
| Isabelle Flynn | Daniel Thai |
| Anirudh Garg | Jamin Wu |
| Cara Holland | Zhixian Wu |
| Andrew Huang | David Xu |

CERTIFICATES OF COMMENDATION

A Certificate of Commendation is awarded to each eligible student who obtains at least 20 grades of 'A' in course units or equivalents and achieves the WACE.

| | |
|---------------------|--------------------------|
| Wayne Adams | Ruchira Jayasena |
| Arjun Balaji | Helen Jiang |
| Megan Barbetti | Sattya Krishnasivam |
| Gurpreet Bhullar | David Lau |
| Samantha Bridgen | Audrey Lee |
| Nicholas Chan | Shihe Lim |
| Aanchal Chopra | Alexander Maouris |
| Deepaysh Dutt | Aleksandra Markovic |
| Jacqueline Darmago | Edward Mikucki |
| Natalie Darmago | Helena Nguyen |
| Henri Do Van | Julia Nunn |
| Matthew Dutton | Tara Ott |
| Adehlia Ebert | Scott Patterson |
| Liam Finlay | Lisa Pegrum |
| Jos Fisher | Uday Rao |
| Isabelle Flynn | Miranda Rooney |
| Anirudh Garg | Evelyn Snook |
| Charlotte Glance | Lauren Street |
| George Green | Jessica Tacey |
| Rachel Grove | Titus Tan |
| Gabriela Guizzo Dri | Joycelyn Tang |
| Beatrice Ho | Michaela Taylor-Williams |
| Cara Holland | Daniel Thai |
| Andrew Huang | Jamin Wu |
| Madeleine Ince | Zhixian Wu |
| Jasmine Jansen | |

NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) is conducted annually and tests all students in Years 3, 5, 7 and 9 in the areas of Literacy (Grammar and Punctuation, Spelling, Reading, and Writing) and Numeracy.

The data from these tests allow comparison of our students' achievements with national standards and student achievement in Western Australia and other States/Territories.

Year 9 Perth Modern School students continue to achieve exceptional results in comparison to State and National averages. The School has successfully met its target of achieving higher than the National and WA Government School average in each area for like schools in NAPLAN testing.

NAPLAN 2014

DATA COMPARISONS

Perth Modern School students continue to display outstanding achievement. Year 9 students in 2014 demonstrated improved results in grammar, spelling, writing and reading, and outstanding results when compared with State or Australian standards.

- **NAPLAN:**
Top School in Australia for Writing.
- **NAPLAN:**
Second in Australia for Reading.

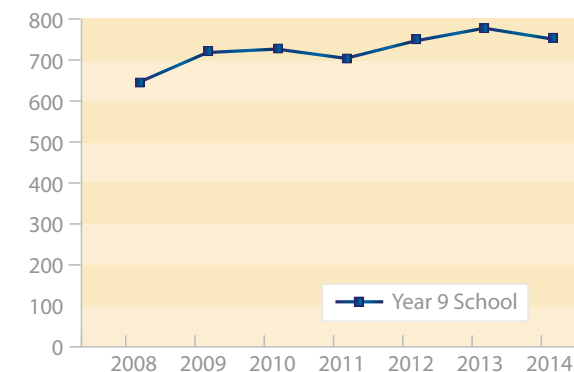
COMPARISON WITH PERTH MODERN SCHOOL STUDENTS IN PREVIOUS YEARS

NUMERACY

Proficiency bands comparison 2010 to 2014

| Band | School (%) | | | | | State (%) | | | | |
|------|------------|------|------|------|------|-----------|------|------|------|------|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2010 | 2011 | 2012 | 2013 | 2014 |
| 10 | 72 | 69 | 82 | 86 | 88 | 6 | 7 | 9 | 11 | 10 |
| 9 | 22 | 26 | 15 | 12 | 9 | 10 | 12 | 11 | 12 | 13 |
| 8 | 6 | 5 | 2 | 2 | 3 | 22 | 19 | 19 | 20 | 25 |
| 7 | 0 | 0 | 1 | 0 | 0 | 29 | 28 | 30 | 26 | 28 |
| 6 | 0 | 0 | 0 | 0 | 0 | 22 | 23 | 23 | 21 | 21 |
| 5 | 0 | 0 | 0 | 0 | 0 | 9 | 8 | 6 | 10 | 4 |

Average numeracy score 2008–2014

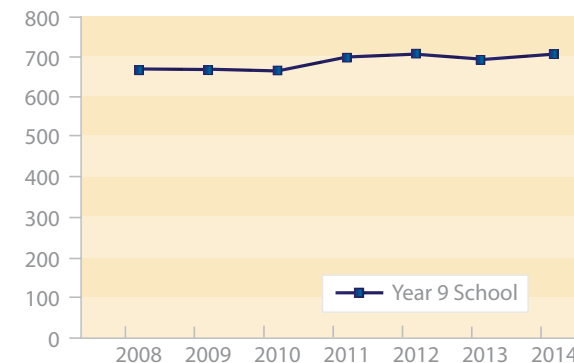


LITERACY

Reading: Proficiency bands comparison 2010 to 2014

| Band | School (%) | | | | | State (%) | | | | |
|------|------------|------|------|------|------|-----------|------|------|------|------|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2010 | 2011 | 2012 | 2013 | 2014 |
| 10 | 34 | 59 | 61 | 62 | 54 | 3 | 5 | 5 | 5 | 6 |
| 9 | 53 | 31 | 34 | 31 | 42 | 12 | 12 | 12 | 12 | 16 |
| 8 | 13 | 9 | 5 | 7 | 4 | 20 | 21 | 22 | 23 | 25 |
| 7 | 0 | 0 | 1 | 0.5 | 0 | 25 | 26 | 27 | 26 | 26 |
| 6 | 0 | 0 | 0 | 0 | 0 | 25 | 23 | 20 | 22 | 18 |
| 5 | 0 | 0 | 0 | 0 | 0 | 14 | 10 | 11 | 12 | 9 |

Average reading score 2008–2014



STATE AND NATIONAL COMPARISONS 2014

Top 20 per cent comparison

| Area | State/Australia (%) | Perth Modern School (%) |
|----------|---------------------|-------------------------|
| Numeracy | 20 | 97 |
| Grammar | 20 | 95 |
| Spelling | 20 | 93 |
| Writing | 20 | 82 |
| Reading | 20 | 95 |

Mean score comparison

| Area | State | Australia | Perth Modern School |
|----------|-------|-----------|---------------------|
| Numeracy | 591 | 588 | 749 |
| Writing | 560 | 550 | 673 |
| Reading | 585 | 580 | 700 |
| Grammar | 574 | 574 | 700 |
| Spelling | 582 | 582 | 706 |



LEARNING AREA HIGHLIGHTS

ARTS AND TECHNOLOGY

- Course Exhibition winner for Design: Aanchal Chopra.
- Course Exhibition winner for Visual Arts: Elena Ryan.
- Identified as being amongst the top schools for performance in Stage 3 Computer Science, Design, Drama and Visual Arts.
- Perspectives Exhibition: art work by Joshua Nairn and Agnes Botman selected with Joshua Nairn winning the 'Packer's Prize'.
- metaMORPHis competition: Elena Ryan and Agnes Botman.
- Young Originals Exhibition: Anuki Jagodage and Irene Zhang selected to exhibit.
- *The West Australian* Young Writer/Photographer Awards: Patrick Morrison.
- 25 Under 25 Art Exhibition: Elena Ryan.
- Perth Centre for Photography Contemporary Landscapes Award: Chelsea McCann.
- Whole school musical: *Wizard of Oz*.
- Master Classes designed and delivered for the transition programs.
- Arts and Technology Festival and Year 12 Arts Showcase.
- Participation in the Youth on Health Festival.
- Drama excursions: *An Iliad*, *Situation Rooms*, *Black Rock*, *A Streetcar Named Desire*, *The Seagull*.
- Drama performances: TheatreSports Evening, *Urbs Urbis*, *Check Please*, *Away*, *Threepenny Opera*.
- House Drama competition in its second year.
- Exhibitions: Arts Showcase, Kings Park Compilation, Fremantle Urbanscape.
- South-West Photography Camp.
- Swan Valley Taste Bud Food and International Foods City Tours.
- NIDA Drama Tour.
- Master Classes in Drama, Visual Art, Food Technology, Computer Science and Design (Photography).

ENGLISH

- Three Certificates of Distinction.
- Identified as being amongst the top schools for performance in Stage 3 courses in English and Literature.
- NAPLAN: Top School in Australia for Writing.
- NAPLAN: Second in Australia for Reading.
- English International Competitions and Assessments for Schools (ICAS): Top Year 12 student in the State: Beth Crowley.
- ICAS: Top Year 11 student in the State: Hui Min Tay.
- ICAS: Top Year 10 student in the State: Natasha Bruce.
- ICAS: Top Year 9 student in the State: Oksana Polyakova.
- ICAS: Top Year 8 student in the State: Daniel Ng.
- Children's Book Council Storybook Competition: First place: Aron Thian; Second place: Jessica Nguyen; Third place: Orlagh Latawski.
- Children's Book Council Picture Book Competition: Second place: Pieta Sparrow.
- Write-a-Book-in-a-Day Competition: two Commended awards and Most Sponsorship award.
- Teacher Development School: delivered professional Development and supported English teachers across WA in their implementation of the Australian Curriculum.
- Incredible art made through the AiR grant culminating in an exhibition at UWA.



HEALTH AND PHYSICAL EDUCATION

- 'A' Division School Sport Swimming Carnival: Meritorious School for the third consecutive year.
- Promoted to A Division Champion Schools Track and Field.
- National Rowing Championships gold medal: Georgia Wheeler.
- Year 11 Boys' Under 18 Volleyball Junior league: champion team.
- School Sport WA Cross Country: four top 10 place getters.
- School Sport WA tennis: highest number of qualifying teams.
- Girls' Netball Cup: all year groups qualified with the Years 8 and 9 teams making the Grand Final.
- Australian Junior Volleyball Championships: two students achieved silver medals.
- Senior Boys' Cricket Shield: quarter finalist.
- Senior Boys' netball: grand finalist.
- School Sport WA Junior Boys' Basketball: finalist.
- Three State Fencing Champions.
- WA All Schools Championships: Year 9 student won gold in javelin and silver in discus.
- Australian Institute of Sport: Year 9 student invite to attend.
- Leeuwin Adventure: Year 8 Health class participated.
- Keys for Life: inaugural winner of the 'Keys for Life' award.
- Year 9 Health Expo: involvement of several community organisations and guest speaker Professor Mike Daube.

LANGUAGES

- Course Exhibition in Italian: Cara Holland.
- Course Exhibition in Japanese: Second Language: Jamin Wu.
- Identified as being amongst the top schools for performance in Stage 3 Italian and French.
- Jenesys 2.0 program: Emily Jiang.
- Dante Alighieri Middle Years examination prize winner: Arun Jha.
- WA Japanese Speech Contest: second place Peter Humboldt; special award: Emily Jiang.
- Dante Alighieri Senior examinations prize winners: Aleksandra Markovic, Cara Holland and Elena Ryan.
- City of Belmont Cultural Exchange Program: Rohit Khanna.
- Alliance Française poetry recitation winner: Poojah Ramesh.
- WAATI Italian examinations: Stage 3 first prize Cara Holland; Stage 2 third prize Priya Fisher.
- WA Chinese Language Competitions: first place for writing; fourth prize for speaking.
- WA Chinese Background Story Competition: second prize.
- Alliance Française winners: Year 8 Poojah Ramesh and Year 10 Rebecca Green, Stage 3 fifth prize Hannah O'Sullivan.
- Language Perfect: WA Champion School.
- Education Perfect World Series: Bronze medallist.
- Italian and Japanese Exchange programs.
- Tours of Italy, Japan, France and China.

MATHEMATICS

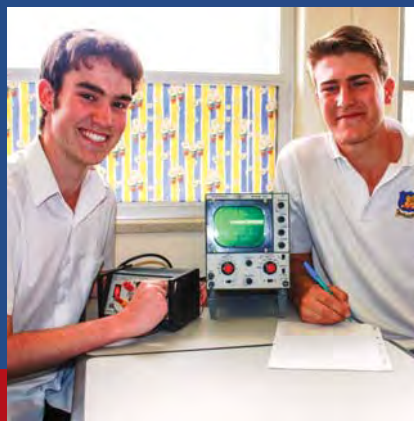
- Four Certificates of Distinction and one Special Certificate of Distinction.
- Identified as being amongst the top schools for performance in Stage 3. WACE courses in Mathematics 3AB and Mathematics Specialist 3CD.
- National Maths Summer School Larry Blakers Scholarship: Henry Yoo.
- Continuation of the Thinking Program for Year 8 and the highly successful 'Festival of Mathematics'.
- Australian Mathematical Olympiad: eight students invited to sit the exam with a Year 11 student being invited to sit the Asian Pacific Mathematics Olympiad.
- Australasian Mathematics Competition: 78 High Distinctions and 288 Distinctions achieved with two medals and 14 prizes awarded.
- Maths Enrichment Program: over a hundred participants across Years 8–10.
- Western Australian Junior Mathematics Olympiad: Seven participating teams with the Year 9 team placing second and two students achieving individual prizes.
- Have Sum Fun Quiz Night: Senior School division champion team and second place for the Middle Years team.
- Have Sum Fun Online Problem Solving Quiz: seven teams participated.
- The Maths Club continued to attract a large attendance of regular participants.



MUSIC

- Course Exhibition in Music: Jet Kye Chong.
- WA Pianist Competition Under 15 winner: Sophia Park.
- 2014 European Music Tour included ANZAC Day services in Belgium and concerts in Prague, Vienna and Budapest.
- Senior and Junior Concerts.
- Senior Wind Orchestra and Percussion students performed in the annual Opus Concert at the Perth Concert Hall.
- Chamber Choirs performed at the St Georges Cathedral Lunchtime Concert.
- Chamber Choirs performed at the Ross Memorial Church fundraising concert.
- String Quartet performances at the Official Farewell to the Retiring Governor, Malcolm McCusker.
- ABODA Festivals: Concert Bands and Orchestra achieved Outstanding ratings.
- Guitar Festival: Ensembles achieved Outstanding and Excellent ratings.
- Jazz Festival: Jazz Bands achieved Outstanding and Excellent ratings.
- Rhythm of Life Concert at the Perth Concert Hall: 450 music students in a combined performance.
- Junior Concerts.
- Senior Orchestra/Band performance at the Modernian Reunion Concert.
- String Quartet performance at the Official Opening of Fiona Stanley Hospital.
- Performances at Year 12 Graduation and Pin Ceremonies.
- Chamber Ensembles: percussion, string, saxophone and wind quintet performances in and out of school.





SCIENCE

- Certificates of Distinction in Biological Sciences (two), Chemistry (three) and Physics (four).
- Identified as being amongst the top schools for performance in Stage 3 WACE courses in— Biological Sciences, Chemistry, Human Biological Science, Psychology and Physics.
- ICAS: Top Year 10 student in State: Alan Cheng.
- ICAS: Top Year 9 student in State: Arun Jha.
- ICAS: Top Year 8 student in State: Daniel Ng.
- Science Olympiads gold medals: Aston Taminsjah (2), Hui Min Tay (2), Michael Hou, Sean Li, Henry Yoo and Hyerin Park.
- Beijing Youth Science Creation Competition gold medals: Jack Menera and Georgia Brand and silver medals: Emma Downing and Nripan Wilson.
- Australian Science Summer School: five students invited to attend.
- Participation in the 2014 Pedal Power Prix.
- Australian Institute of Policy and Science Young Tall Poppy Science Awards: one student award in Life Sciences and one award in Physical Sciences.
- BHP Billiton Science and Engineering awards: one student attended finalist camp.
- National Youth Science Forum participants sponsored by Rotary: Jack Manera and Patrick Morrison.
- HGSA Australasian DNA Day Essay Contest third place: Shibi Doss.
- Student selection and participation in Cooperative Research Centres Conference; National Youth Science Forum; ANC Quiz; Australian Science Olympiads; Huntington's Disease Forum; Cooperative Research Centres Conference; Chemistry Olympiad; Youth ANZAAS; Australian Science Summer School.
- Science Talent Search: two students selected with one achieving second place.
- Skills Week: 27 Year 10 students involved in research projects at various institutions including the Telethon Kids Institute, UWA, Curtin University and ECU.
- Baba Brinkman concert.
- Physics breakfast for Year 11 and 12 students with guest speakers.

SOCIAL SCIENCE

- Course Exhibition winner for Economics: Audrey Lee.
- Course Exhibition winner for Ancient History: Helena Nguyen.
- Certificates of Distinction in Ancient History and Economics.
- Identified as being amongst the top schools for performance in Stage 3 WACE courses in—Ancient History, Economics, Modern History, Politics and Law and Philosophy and Ethics.
- 2015 Premier's ANZAC Tour selection: Connor Shaw.
- National Geography Competition Junior Division State winner: Anuki Jagodage.
- National History Competition Certificates of Excellence: Mathilda Hunt and Madeliene Ince.
- UNVoice junior winner: Shraddha Bose-Mandal and UNYouth senior winner: Angela Le.
- Geography's Big Week Out State winner: Jason Michael.
- The Hague International Model United Nations (THIMUN) representatives: Molly Brand and Jason Russell.
- Western Australian Debating League: Senior Champions, Junior runner-up Champions, Novice Champions.
- British Parliament Debating Competition: runner-up.
- Mock Trial Competition: runners-up.
- UNSW Business and Economics Competition: Junior State winner and two Senior State winners.
- Simpson Prize WA runner-up: Laney Gould.
- SCRAM: Grand Finalists.
- Evatt Trophy Competition: two students in the National Finals.
- Francis Burt Law Society excursion for all Year 9 students.
- Development of a Year 9 Role Play game.
- PACER Program: 40 students visited Canberra and Sydney.



KEY FOCUS AREA 2

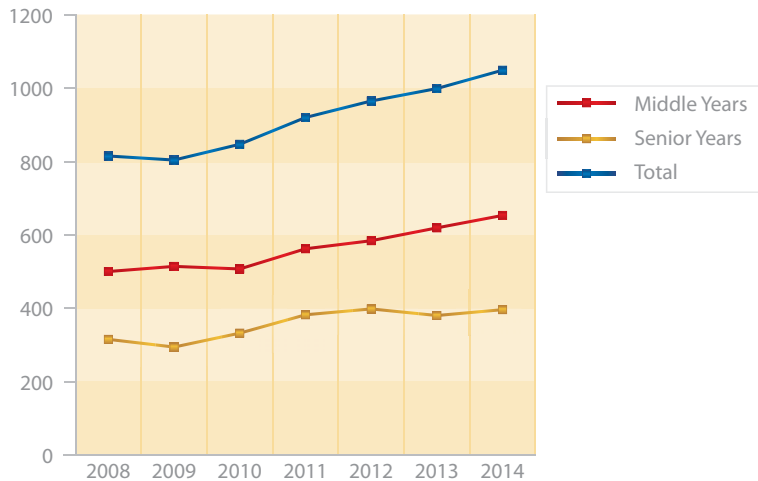
QUALITY LEARNING ENVIRONMENT

Students who feel valued and connected are more likely to achieve their individual goals. Perth Modern School aims to provide a supportive and rich learning environment where every student is respected as an individual within a caring school community.

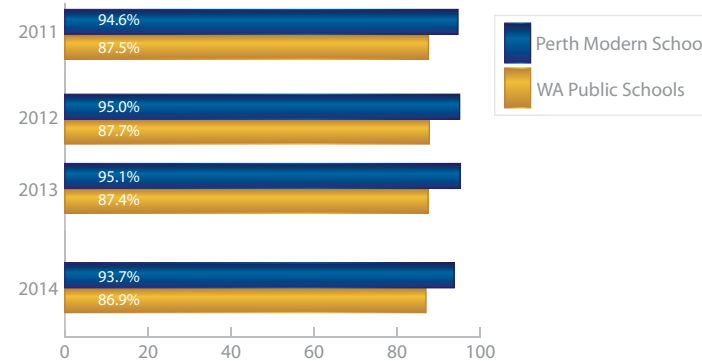
STUDENTS

The School had 1049 students enrolled from Years 8 to 12. The multicultural campus consists of students from over 30 countries. Students come from a wide variety of metropolitan and regional locations throughout Western Australia.

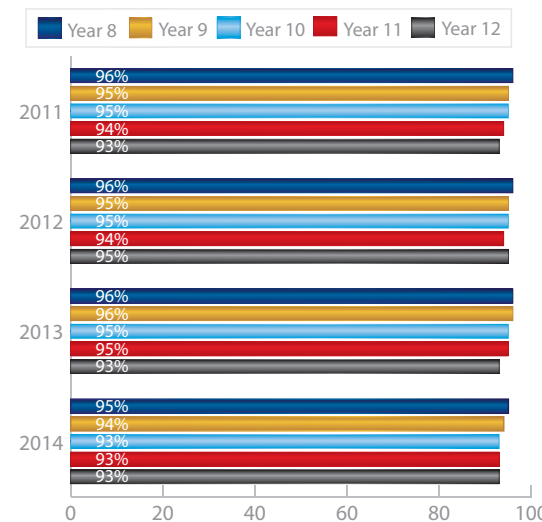
STUDENT ENROLMENT TREND



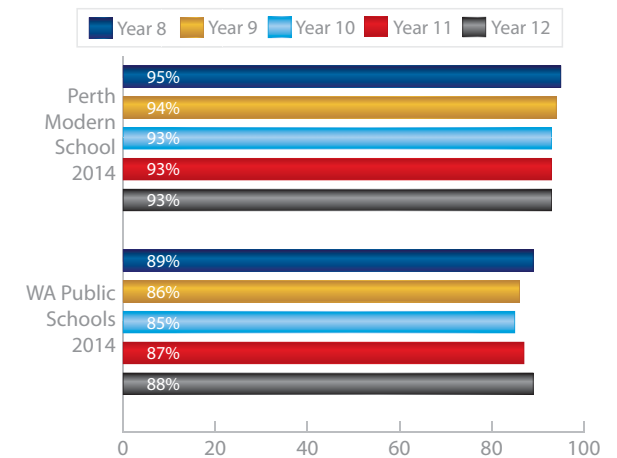
ATTENDANCE RATE (%)



ATTENDANCE RATE BY YEAR (%)



PERTH MODERN SCHOOL ATTENDANCE RATE BY YEAR GROUP IN COMPARISON TO WA PUBLIC SCHOOLS



STUDENT SERVICES HIGHLIGHTS

In 2014 the Student Services team continued to provide a diverse range of support to meet both the academic and pastoral needs of students. The Student Services team consists of an Associate Principal, Deputy Principal: Manager of Student Services Senior Years; Manager Middle Years; Program Coordinator, five Heads of Year, House Coordinator, Careers and Course Counsellor, Community Nurse, Chaplain, School Psychologist, Learning Support Coordinator, Youth Education Officer, two Education Assistants, and a School Officer.



The Student Services Team led:

- The embedding of the school values of respect across the school community through the advocacy program.
- The planning and writing of the advocacy program for incoming Year 7 students based around social and emotional needs and the school value of respect.
- Support for the emotional wellbeing and resilience of students through:
 - Students at Educational Risk (SAER) meetings
 - School Psychologist and School Nurse
 - Mindfulness Attention Training (MAT).
- The monitoring of student attendance and lateness to school.
- The promotion of community service through Youth Ambassadors and the chaplaincy program.
- The education of all students of appropriate use of ICT and awareness of cyber safety.
- The provision of many opportunities for student leadership through Form Representatives, House Captains and Peer Skill Leaders.
- The provision of student leadership training through:
 - House Captain Leadership Training Day
 - Peer Skills training
 - High Resolves Global Citizenship and Leadership program
 - Global Leaders Conference.
- The promotion and running of the House system through:
 - House competitions
 - Whole school House Carnivals
 - House Assemblies
 - House Captain elections
 - House Leadership Day
 - House Reward Day
 - Annual House Day
 - Diamond Sphinx awarded in 2014
 - House Spirit Transition activities for incoming Years 6 and 7 students.
- The extensive academic and artistic transition and orientation programs for Years 6 and 7 students.
- The transition and orientation programs for incoming Years 9–11 students.
- The organisation of camps: Year 8 Camp—Woodman Point 'Getting to Know You' and Year 9 Camp—Ern Halliday 'Wellbeing'.
- The Chaplaincy program:
 - Community Service
 - Prayer group meetings
 - Supporting students socially and emotionally.
- Organisation of Focus Day and course counselling for Years 9 and 10 students.
- Professional Learning identified and provided to staff in the areas of emotional wellbeing and resilience of gifted students.
- Academic Honour Awards presentations.
- Sphinx Society: Membership and Guest Speaker Program.
- Year group social events: Roller Disco, River Cruises, Dinner Dances, Year 12 Ball.
- Presentation Ceremony.

HIGHLIGHTS

- Sustainability advocacy group formed to work with the wider school community on the school's sustainability plan and garden.
- New Manager of Middle Years position created to oversee Years 7–9.
- Introduction of the Mindfulness Attention Training (MAT) program to develop the skill of paying attention in the present moment with an attitude of curiosity and receptivity.

KEY ACHIEVEMENTS

- The Class of 2014 achieved over 18,000 hours of community service over the last three years.
- Assistance to students in gaining significant tertiary scholarships.
- Providing new student leadership opportunities:
 - Global Leaders Conference
 - High Resolves Global Citizenship and Leadership program.



PRIORITY AREA HIGHLIGHT

MINDFULNESS ATTENTION TRAINING

In 2014, Mindfulness Attention Training (MAT™) was introduced at Perth Modern School. MAT is essentially the skill of present moment focus. It includes being able to selectively focus on a particular task and also to sustain focus in the face of distraction.

The MAT™ program contains a series of Inner Attention Trainings which strengthen neural circuitry to promote cognitive function and also to develop inner resources such as stress resilience, optimism, confidence and well-being.

The Inner Attention Trainings are coupled with class discussion and activities designed to inform students about the science and processes underlying mental and emotional fitness.

For youth, the benefits include improved concentration and academic performance, decreased stress and anxiety, prevention of depression and increased well-being.

The MAT™ Toolbox is being implemented across all years. The objective is for students by Years 11 and 12 to have internalised the skills as positive habits of well-being and to be able to independently draw from the Toolbox in response to a range of situations.

Students participating in Mindfulness Attention Training.



KEY FOCUS AREA 3

STAFF DEVELOPMENT AND LEADERSHIP

Perth Modern School staff members are highly qualified, enthusiastic and hold high expectations of themselves and their students. In 2014, staff continued to demonstrate a commitment to the ethos of the school. Leadership and staff development focus on effective pedagogy and data analysis.

STAFF

More than 130 dedicated teaching and school support staff worked together to create a learning environment where each student could strive for personal excellence.

All teaching staff met the professional requirements to teach in Western Australia and are listed on the public register of teachers of the Western Australian College of Teaching.

Teachers at Perth Modern School are merit selected and the school recruits and trains the best available teaching staff who possess specialist skills and experience in teaching gifted and talented students. Teaching staff are highly qualified with an array of academic qualifications including those specific to Gifted and Talented education. Two staff have been awarded a PhD and nine staff have completed a Master's degree. One staff member was awarded a Churchill Fellowship. Many staff members are in the process of obtaining a Masters.



NEITA teaching award nominees.

Teaching staff undertook a variety of professional development opportunities during 2014:

- Growth Coaching.
- Mindfulness Attention Training.
- Professional Learning Communities (PLC's) focussing on the needs of gifted and talented learning in the classroom.
- Information and Communication Technology (ICT).
- Cultural Awareness.

In 2014 teaching staff included 12 Level 3 classroom teachers and 21 teachers with Senior Teacher status. Teaching experience ranged from one year to 40 years.

Six teaching staff left the school in 2014, with two retiring and four coming to the end of their contract period.

Perth Modern School maintained a stable and experienced team of school support staff.

| Administrative Staff | | Teaching Staff | | School Support Staff | |
|------------------------|----|------------------|----|------------------------|----|
| Principal | 1 | Level 3 Teachers | 12 | Administrative | 15 |
| Associate Principals | 2 | Teachers | 76 | Cleaning and gardening | 15 |
| Heads of Learning Area | 10 | | | Curriculum | 9 |
| Program Coordinators | 3 | | | | |



Associate Principal Val Furphy.
PHOTO COURTESY OF COMMUNITY NEWSPAPER GROUP.

STAFF AWARDS

Associate Principal Val Furphy was awarded a Churchill Fellowship.

Five teachers were nominated by members of the community for an ASG NEITA (National Excellence in Teaching Awards) Inspirational Teacher award and one was a finalist. These were:

- Science teacher Ant Meczes (finalist).
- Science teacher Nina Nash.
- Mathematics teacher Jacqui Carter.
- Mathematics teacher Quita Berry.
- Drama teacher Lisa Andrews.

In 2014, teachers continued to share their professional knowledge and skills in a range of educational settings. They:

- Spoke at professional workshops to colleagues from around the State.
- Spoke at state and national forums and conferences.
- Were WACE chief examiners and markers for Stage 2 and 3.
- Chaired the executive of professional associations.
- Coordinated sporting activities for Western Australian schools.
- Organised State seminars.



KEY FOCUS AREAS 4 AND 6

RESOURCES

Perth Modern School aims to utilise resources effectively to provide a welcoming environment for optimal teaching and learning outcomes for students.

SUSTAINABILITY

Perth Modern School aims to engage the school community in supporting sustainable environment, resources and work practices.

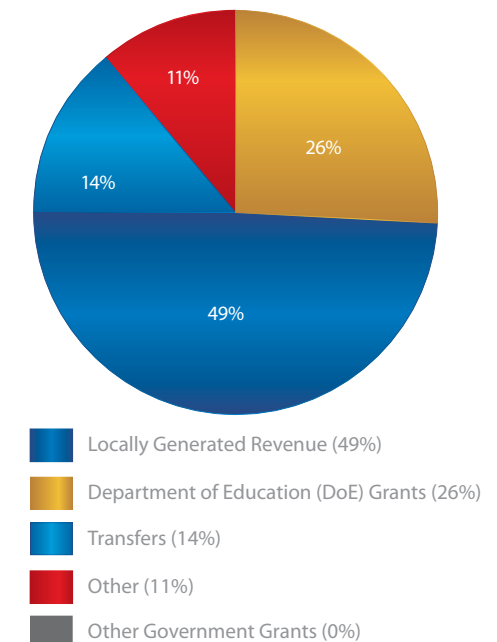
The financial data for 2014, when compared to previous years, demonstrates a substantial upward trend in revenue for the hire of our facilities. This revenue stream assists the school in funding the refurbishment of School facilities. In addition, the School has continued to demonstrate a decreasing trend in the use of all utilities, underpinning the School's Key Focus Area of Sustainability.

FINANCIAL SUMMARY

REVENUE

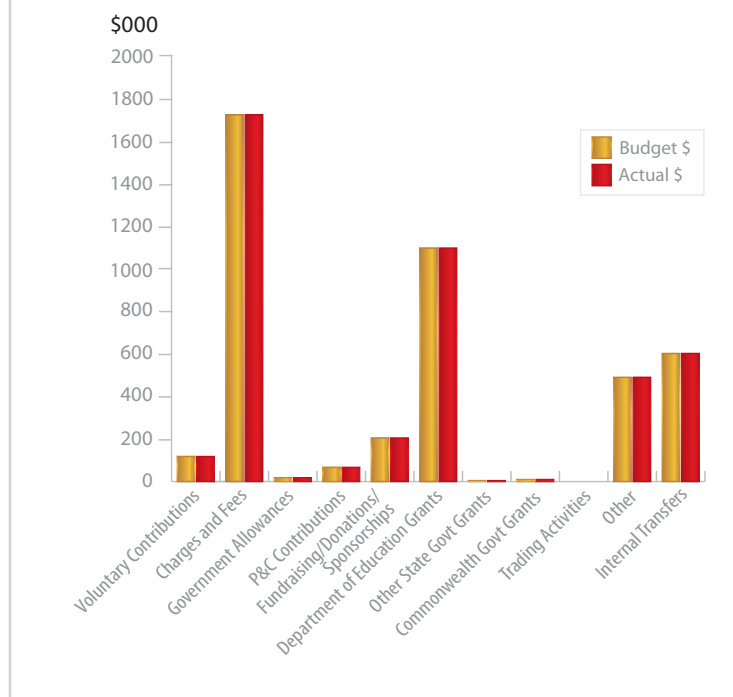
| Revenue – Cash | Budget \$ | Actual \$ |
|--|----------------------|----------------------|
| 1 Voluntary Contributions | 117,722.00 | 117,721.65 |
| 2 Charges and Fees | 1,724,411.00 | 1,724,411.11 |
| 3 Government Allowances | 17,625.00 | 17,625.00 |
| 4 P&C Contributions | 66,689.00 | 66,689.25 |
| 5 Fundraising/Donations/Sponsorships | 204,800.00 | 204,799.69 |
| 6 DoE Grants | 1,097,948.00 | 1,097,947.37 |
| 7 Other State Govt Grants | 4,437.00 | 4,437.00 |
| 8 Commonwealth Govt Grants | 9,600.00 | 9,600.00 |
| 9 Trading Activities | --- | --- |
| 10 Other | 490,150.00 | 490,153.48 |
| 11 Internal Transfers | 602,301.00 | 602,301.27 |
| Total | 4,335,683.00 | 4,335,685.82 |
| Opening Balance | 615,708.00 | 615,707.65 |
| Total Contingency Funds Available | 4,951,391.00 | 4,951,393.47 |
| Total Salary Allocation | 10,960,634.00 | 10,960,634.00 |
| Total Funds Available | 15,912,025.00 | 15,912,027.47 |

CURRENT YEAR ACTUAL CONTINGENCIES REVENUE SOURCES



REVENUE (CONTINUED)

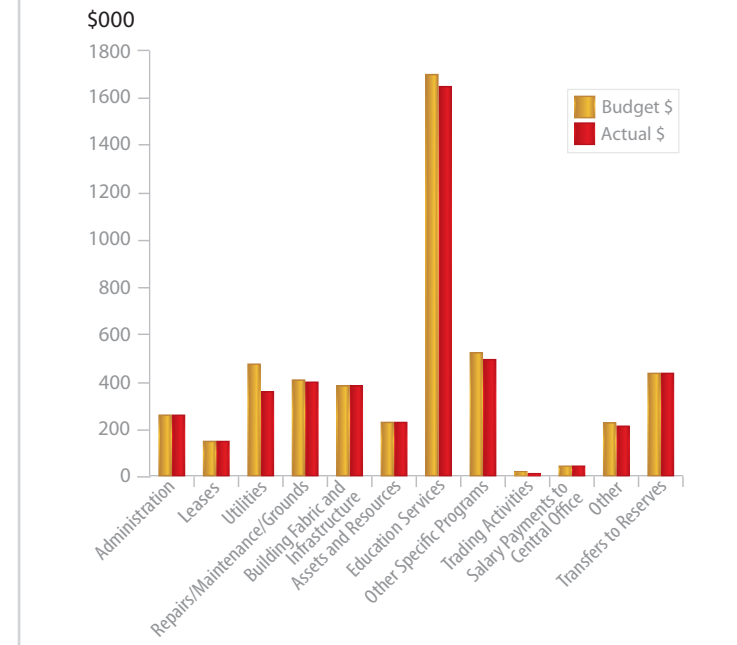
CONTINGENCIES REVENUE – BUDGET VS ACTUAL



EXPENDITURE

| Expenditure | Budget \$ | Actual \$ |
|--|----------------------|----------------------|
| 1 Administration | 255,655.00 | 255,657.34 |
| 2 Leases | 144,738.00 | 144,738.27 |
| 3 Utilities | 471,786.00 | 355,252.78 |
| 4 Repairs/Maintenance/Grounds | 404,330.00 | 395,372.38 |
| 5 Building Fabric and Infrastructure | 380,415.00 | 380,415.15 |
| 6 Assets and Resources | 225,195.00 | 225,194.87 |
| 7 Education Services | 1,697,523.00 | 1,646,510.31 |
| 8 Other Specific Programs | 520,232.00 | 491,055.36 |
| 9 Trading Activities | 16,814.00 | 8,461.82 |
| 10 Salary Payments to Central Office | 40,000.00 | 40,000.00 |
| 11 Other | 223,226.00 | 209,158.93 |
| 12 Transfers to Reserves | 432,970.00 | 432,970.00 |
| Total Contingencies Expenditure | 4,812,884.00 | 4,584,787.21 |
| Total Salary Expenditure | 10,960,634.00 | 10,891,041.00 |
| Total Expenditure | 15,773,518.00 | 15,475,828.21 |

CONTINGENCIES EXPENDITURE – BUDGET VS ACTUAL

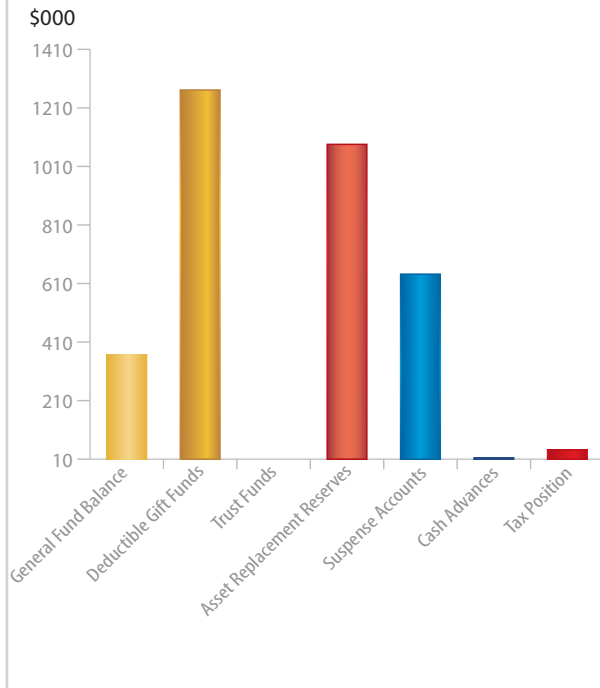


EXPENDITURE (CONTINUED)

CASH POSITION

| Cash position | \$ |
|------------------------------|-----------------------|
| Bank Balance | 3,322,090.51 |
| Comprising: | |
| 1 General Fund Balance | 366,606.26 |
| 2 Deductible Gift Funds | 1,271,124.50 |
| 3 Trust Funds | - |
| 4 Asset Replacement Reserves | 1,085,347.40 |
| 5 Suspense Accounts | 641,936.35 |
| 6 Cash Advances | 1,450.00 |
| 7 Tax Position | 41,474.00 |
| Total Bank Balance | \$3,322,090.51 |

CASH POSITION



KEY FOCUS AREA 5

PARTNERSHIPS

Perth Modern School aims to develop sustainable partnerships that engage the whole school community and enhance the academic experience of students.

The values espoused in the 2012–2014 Business Plan embrace personal, social and environmental responsibility. Providing students with ongoing opportunities to engage in or demonstrate these values is an important element of the ongoing tradition of students giving back to the community.

Perth Modern School has several long-running, official partnerships with a number of community institutions. Perth Modern School has established sister school relationships with Liceo Guglielmo Marconi in Parma, Italy and with six Middle Schools in Akishima, Japan.

The school has also established a partnership with Chevron Australia, which will involve Year 10 students working with Chevron in the Powering Careers in Energy and Women in Future Leadership programs.

COMMUNITY SERVICE

The Youth Ambassador Program in its third year was a wonderful success story with students participating in, raising money or offering their time for the following events and organisations:

- 40 Hour Famine
- Mufti Day raising funds for the Royal Flying Doctor Service
- Red Cross Schools Challenge

- City to Surf
- Clean up Australia
- Oxfam
- Cat Haven
- Girl Guides
- YMCA Youth Parliament
- Heart Foundation
- HBF Run for a Reason
- Kanyana Black Cockatoo
- Pink Ribbon Day
- Red Poppy/Remembrance Day
- Daffodil Day
- Bandana Day
- RU OK? Day
- Salvation Army Food Drive
- Oaktree Foundation
- ANZAC Music Tour
- Sustainability Club
- Tasmanian Devil Quiz Night
- Radio Lollipop
- SIDS and Kids Sunshine Beach Run
- Potter House
- Aged care
- Step Up for Multiple Sclerosis
- Homeless shelters
- Sporting activities involving mentoring, training and coaching
- Animal Care
- Child Care
- Subiaco Young Leaders.



COMMUNITY SERVICE

| YEAR | TOTAL NUMBER OF HOURS | NUMBER OF STUDENTS | AVERAGE COMMUNITY SERVICE PER STUDENT IN HOURS |
|-----------------------------|-----------------------|--------------------|--|
| 10 | 11,331 | 229 | 49 |
| 11 (in Years 10 and 11) | 18,005.6 | 210 | 87.74 |
| 12 (in Years 10, 11 and 12) | 21,592.7 | 177 | 121.9 |

THE CLASS OF 2014 CONTRIBUTED A COMBINED TOTAL OF MORE THAN 21,500 HOURS OF COMMUNITY SERVICE ACCUMULATED OVER YEARS 10, 11 AND 12. THIS REPRESENTS AN INCREASE OF 6500 HOURS FROM 2013.



PERTH MODERN SCHOOL

Exceptional schooling. Exceptional students.

INDEPENDENT PUBLIC SCHOOL

SCHOOL VALUES

Members of the school community share, model and promote the following core 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



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