



# Phoenix Primary School Annual Report 2016



*"Learn, Grow,  
Succeed"*



## Phoenix Primary School Annual Report

Phoenix Primary School (PPS) is a Level 4 metropolitan school located in the western coastal suburbs which is bordered by Coogee. With a growing population of students, the school caters for children from Kindergarten to Year 6 in line with W.A. Departmental regulations. Throughout our 41 year existence, we have provided a quality education to multiple generations of families, who have positive memories of being educated at this school. Phoenix Primary School is valued as an integral part of the local community. We are proud of our history.

In 2016 Phoenix enrolled 181 full time students, with

- 14.7% having a disability
- 4% aboriginal
- 13% English as an Additional Language and
- 19 part time students (Kindergarten)

Student transiency rate at Phoenix this year was 23.6% which is an increase from 2015 of 2.4%.

### Our Purpose

Our students will become purposeful, valued members of the global community, realising their full potential.

Our motto of *Learn Grow Succeed* encapsulates our ethos and aligns with our vision of building capable, successful students who are ready to embrace their future.





## Development of a Business Plan

In 2015 our first Business Plan was developed and outlines the progressive direction of Phoenix Primary School towards quality improvement in academic and non-academic areas. It was informed by school performance data; student, staff and community feedback, School Board feedback and with the guidance and support of the Fogarty EDvance Program. The focus areas are explicitly aligned to the five domains for improvement in the 'Leading for Learning Framework' by Dempster (2009) which are:

1. Curriculum and Teaching
2. Conditions of Learning
3. Parent and Community Support
4. Professional Development and
5. Leadership

The targets expressed aim to develop a robust process of continual assessment that is based on the collaborative use of evidence related to the strategic improvement targets. This rigorous self-assessment occurs throughout the 3 year cycle of the plan.



## FOCUS ONE

### Curriculum and Teaching

#### *Excellence in teaching*

#### *Success for all students.*

Phoenix has a sequenced plan for curriculum delivery in numeracy and literacy to ensure consistent teaching and learning across the year levels. Phoenix recognises that highly effective teaching is the key to improved learning throughout the school. Evidence based teaching practices are encouraged in all classrooms to maximise learning for student success.

1.1 Strategy		2016 Indicators	Goals for 2017
Implement the Australian Curriculum	Full implementation including teaching, assessing and reporting by school to parents.  Continue the sequential implementation and ensure it is embedded in all teachers' planning, lesson delivery and assessment.	<ul style="list-style-type: none"><li>Teachers are familiar with revised curriculum in English, Mathematics and Science by Semester One.</li><li>Parent reports in English, Mathematics, Science and History Year PP – Year 6.</li></ul>	<ul style="list-style-type: none"><li>Teachers in Year 3 to familiarise themselves with the Languages curriculum for implementation in 2018.</li></ul>

1.2 Strategy		2016 Indicators	Goals for 2017
Develop a comprehensive overview for numeracy and literacy.	A whole school plan to ensure consistent teaching and learning across the year levels.	<ul style="list-style-type: none"><li>Developed a whole school numeracy plan Kindergarten to Year 6.</li><li>Developed a whole school PA to Spelling plan for Kindergarten to Year 6.</li><li>Comprehensive overview for numeracy kindergarten to Year 6 aligned to Australian Curriculum.</li></ul>	<ul style="list-style-type: none"><li>Teachers are familiar with curriculum overviews and moderation documentation through SCSA and CONNECT.</li></ul>

1.3 Strategy		2016 Indicators	Goals for 2017
Develop an explicit, coherent, sequenced plan for curriculum delivery in numeracy and literacy.	A whole school planning document informing teachers of curriculum, assessment and links to First Steps & resource material.	<ul style="list-style-type: none"><li>Collaboratively reviewed and adapted the whole school sequenced numeracy plan for each level in three weekly teaching blocks.</li><li>Final documents available to all staff through shared drive.</li><li>Assessments in numeracy developed by staff for each teaching block to be used collaboratively.</li></ul>	<ul style="list-style-type: none"><li>Assessments and warm up activities developed for each block in Numeracy.</li><li>Collaborative planning time for planning and making consistent judgements.</li><li>Guided reading consistent in all years.</li><li>PL and implementation in Talk4Writing for staff</li></ul>

## FOCUS TWO

### Conditions of Learning

#### ***A safe, supportive and sustainable environment.***

Phoenix will continue to provide a safe, healthy and supportive environment for students and staff. Positive and caring relationships are built and maintained between staff, students and parents. We support a values-rich learning culture that creates positive behaviours.

2.1 Strategy		2016 Indicators	Goals for 2017
Provide a safe and supportive learning environment.	<p>Provide access for staff, students and families to support services such as school psychologist and counselling.</p> <p>Provide cyber safety awareness programs to students and school community.</p> <p>Reduce long service leave (LSL) loads to minimise impact on student education.</p>	<ul style="list-style-type: none"><li>Plans followed for the reduction of LSL of staff. Majority of LSL expended by staff.</li><li>Workforce plan followed for managing staff retirements, sick leave and redeployment.</li><li>One staff retirement and three staff on extended sick leave.</li><li>Review of National Survey regarding perceptions of the school providing a safe and supportive environment.</li><li>School process for accessing support services.</li></ul>	<ul style="list-style-type: none"><li>Final LSL entitlements to be taken.</li><li>Behaviour Management Policy for whole school to be developed.</li></ul>

2.2 Strategy		2016 Indicators	Goals for 2017
Manage future grounds and building needs	<p>Plan for increases in enrolments and the impact on the school's buildings, grounds and classroom structure.</p> <p>Assess the impact of external local infrastructure changes and domestic development on the safety of the school environment.</p>	<ul style="list-style-type: none"><li>Classroom re-allocations due to increased enrolments of over 50 children K-6.</li><li>Review of play areas due to increased enrolments.</li><li>Continue the planting of garden beds outside room C2 through student engagement.</li><li>Maintain the vegetable garden area.</li><li>Erect an outside classroom with seating between the library and the vegetable gardens.</li><li>Re-surface of the basketball court on Phoenix Road due to safety concerns.</li></ul>	<ul style="list-style-type: none"><li>School based beautification committee to develop a plan using National Survey data.</li><li>Student representation on beautification committee.</li><li>Shade structures over play areas.</li></ul>



2.3 Strategy		2016 Indicators	Goals for 2017
Support sustainable environmental practices.	<p>Establish an Environmental Sustainability Committee to develop a whole school plan.</p> <p>Give all classes an opportunity to participate in one area of environmental sustainability each year.</p> <p>Promote our student gardens.</p>	<ul style="list-style-type: none"> <li>Class sustainability projects were developed by the teacher through the garden project for all classes in semester 2.</li> <li>Parents became involved in the sustainability projects with the teacher.</li> <li>Parents accessing the garden for personal use.</li> </ul>	<ul style="list-style-type: none"> <li>Form the Environmental Sustainability Committee to include students and staff.</li> <li>Class sustainability projects to be further developed into batteries, spectacles etc.</li> <li>Parent participation in garden project.</li> </ul>



## FOCUS THREE

### Parent and Community Support

#### ***Strong sustainable partnerships***

The school's success has been supported by an actively involved P&C which works hard to provide additional funding to enrich our school programs and to manage the successful Healthy Canteen and Uniform Shop. Local businesses have been very generous in supporting the P&C with donations.

The School Board has played an integral part in the move to being an Independent Public School and has sought to represent the school parent community in decision making and assuring compliance.

We promote our school through fortnightly assemblies, fortnightly newsletters, Notre Dame University partnership in pre-service training, school web site, coverage in local newspapers of school activities, sporting events and the active promotion of the local high schools.

3.1 Strategy		2016 Indicators	Goals for 2017
Continue to identify and develop community, education and business partnerships to support improved student achievement and well-being.	Maintain existing and develop new external partnerships that can contribute in key areas of: <ul style="list-style-type: none"><li>• Information Communication and Technology (ICT).</li><li>• Resilience and wellness support networks.</li><li>• Outdoor education and sport.</li><li>• Teaching excellence.</li><li>• The Arts</li></ul>	<ul style="list-style-type: none"><li>• Successful submissions by PE teacher to an external sports provider (Sports in Schools) for before school and during PE lessons in -<ul style="list-style-type: none"><li>➢ tennis,</li><li>➢ badminton,</li><li>➢ football.</li></ul></li><li>• Supporting Heart Foundation through 'Jump for Heart'.</li><li>• Pre-service teachers from Notre Dame University.</li><li>• Work experience placements from local secondary schools.</li><li>• Woolworth's supermarket Coogee supplies a tray of fruit weekly for 'Crunch n Sip'.</li><li>• ICT consultant replaced all computers in the IT centre.</li><li>• Pre-primary play area developed with parent involvement and donations.</li></ul>	<ul style="list-style-type: none"><li>• Continue our association with Notre Dame, and other universities re pre-service teachers.</li><li>• Continue our association with Hamilton Hill SHS, South Fremantle SHS, South Metro TAFE and Kennedy Baptist College re work experience placements.</li></ul>



## FOCUS FOUR

### Professional Development

Phoenix will continue to support and build staff expertise for teaching excellence and maintain training and support for staff.

4.1 Strategy		2016 Indicators	Goals for 2017
Continuous professional improvement that includes classroom based learning.	Teachers develop Information and Communication Technologies (ICT) skills.	<ul style="list-style-type: none"> <li>Professional Learning presented in IWB.</li> <li>Years 1-6 engaged in using Mathletics.</li> <li>Years 4-6 using Literacy Pro.</li> </ul>	<ul style="list-style-type: none"> <li>All staff using IWB.</li> <li>All staff communicating using 'CONNECT'</li> <li>Year 3/4 trialling 'Literacy Planet'.</li> </ul>

4.2 Strategy		2016 Indicators	Goals for 2017
Continue to support and build staff expertise for teaching excellence.	Staff will develop language and literacy learning skills	<ul style="list-style-type: none"> <li>Whole School Literacy Plan developed by all staff.</li> <li>All kindergarten children engaged twice weekly in 'Cracking the Code' program.</li> <li>All pre-primary children engaged in 'Words, Grammar and Fun' program.</li> <li>Consistent whole school assessment in vocabulary using Oxford Word List.</li> <li>All children PP-Year 3 engaged in 'Letters &amp; Sounds' program.</li> <li>All children Years 4-6 engaged in 'Sound Waves'.</li> <li>Years 1-3 using PM Benchmarks.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school Literacy Operational Plan developed.</li> <li>Whole school using Guided Reading.</li> <li>Observations of lessons and feedback to teachers.</li> <li>Teacher feedback to students.</li> <li>Student feedback to teachers.</li> <li>All children Years 4-6 engaged in 'Words Their Way'.</li> </ul>

4.3 Strategy		2016 Indicators	Goals for 2017
Continue to support and build staff expertise for teaching excellence.	Staff will develop the skills of how to teach numeracy and how children learn numeracy.	<ul style="list-style-type: none"> <li>Whole School Numeracy Plan developed.</li> <li>Collaboratively reviewed and edited the planning and teaching documents for all year levels in the 3 weekly teaching blocks.</li> <li>Consistent use of SIRENS math kit in early years.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments for each 3 week teaching block.</li> <li>Making Consistent Judgements between classes.</li> <li>Develop a range of warm up activities for each teaching block.</li> <li>Observations of lessons and feedback to teachers.</li> <li>Teacher feedback to students.</li> </ul>



4.4 Strategy		2016 Indicators	Goals for 2017
Continue to maintain training and support for staff.	Staff will engage in understanding the five facets of the Dempster model and how it relates to Phoenix and planning.	<ul style="list-style-type: none"> <li>Teachers understand the terminology of the Dempster model and the 5 domains and their influence on school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Training and support in observation and feedback from staff to staff, staff to students and students to staff.</li> </ul>

4.5 Strategy		2016 Indicators	Goals for 2017
Continue to support and build staff expertise for teaching excellence and maintain training and support for staff.	Early Childhood staff will engage in National Quality Standards learning and assessment.	<ul style="list-style-type: none"> <li>Teachers in years Kindergarten to Year 2 rated the school on the 7 quality areas and prepared the report for submission.</li> <li>Staff selected the area of NQS as their focus area.</li> <li>Pre-primary play area developed according to NQS guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and education assistants K-2 (NQS team) will rate the school on the 7 quality areas and prepare the report.</li> <li>NQS team will develop their plan for improvement.</li> <li>NQS leader (A. McMinigal) will provide PL to all staff.</li> </ul>

4.6 Strategy		2016 Indicators	Goals for 2017
Continue to support and build staff expertise and maintain training for staff.	Teachers will use the 'Australian Professional Standards for Teaching' (AITSL) to evaluate current expertise and plan for future development.	<ul style="list-style-type: none"> <li>School support staff engaged in self-reflection forms based on their JDF to develop their plan for improvement.</li> <li>Teachers used the AITSL website and developed their individual Performance Development Plan using SMART goals.</li> </ul>	<ul style="list-style-type: none"> <li>All staff to meet each semester with their line manager to further develop their Performance Development plan.</li> </ul>



## **FOCUS FIVE**

### **Leadership**

Phoenix has had a stable leadership team for the last two years. In this time we have been building a school wide professional team with staff supported to take active leadership roles.

5.1 Strategy		2016 Indicators	Goals for 2017
Support and develop staff leadership	Staff will be given opportunities to take a responsible school wide role.	<ul style="list-style-type: none"><li>All staff to be responsible for a cost centre and the organisation of that learning area.</li></ul>	<ul style="list-style-type: none"><li>Staff to plan and lead learning activities in their area related to their cost centre.</li><li>Staff to plan and organise special days eg "Harmony Day".</li></ul>

5.2 Strategy		2016 Indicators	Goals for 2017
Encourage staff leadership aspirations	Staff who are choosing to pursue a career as a school administrator will be given opportunities to develop their skills.	<ul style="list-style-type: none"><li>Literacy co-ordinator engaged in leadership Professional Learning through South Metropolitan Regional Education Office.</li></ul>	<ul style="list-style-type: none"><li>To expand the leadership group to give staff an opportunity for leadership in some school areas.</li></ul>

5.3 Strategy		2016 Indicators	Goals for 2017
Highlight and celebrate staff achievements	Staff to share in the achievements of their peers in work and personally	<ul style="list-style-type: none"><li>'WOW' board to celebrate achievements.</li><li>Commended staff on class and school achievements at assemblies.</li></ul>	<ul style="list-style-type: none"><li>Staff to continue to be commended on their achievements.</li><li>3 teachers completing their portfolios for permanency.</li></ul>

5.4 Strategy		2016 Indicators	Goals for 2017
Provide leadership opportunities	Staff to have opportunities to work in school administration due to long service leave.	<ul style="list-style-type: none"><li>Numeracy co-ordinator given opportunity to develop resource materials to support the three weekly teaching blocks.</li><li>Literacy co-ordinator given opportunity to work as deputy principal.</li></ul>	<ul style="list-style-type: none"><li>Numeracy co-ordinator to observe and give feedback to teachers on warm ups.</li><li>Literacy co-ordinator to observe and give feedback on guided reading and 'Letters and Sounds'.</li><li>NQS co-ordinator to observe and give feedback on chosen area.</li></ul>

## **OUR TARGETS**

Phoenix Primary School is developing a robust process of continual assessment that is based on the collaborative use of evidence related to the strategic improvement targets. The whole of school improvement culture is based on an array of targets encompassing the holistic learning of all students in relation to achievement, progress and engagement.

## **STUDENT ACADEMIC IMPROVEMENT TARGETS**

### **ON ENTRY**

The target for Phoenix is to increase the number of students who achieve at the expected progression point of 0.4 – 0.7.

#### **On Entry 2015**

Pre primary	Speaking and Listening		Reading		Writing	
	School	State	School	State	School	State
0.8 – 1.0	7%	13%	0%	19%	4%	9%
0.4 – 0.7	37%	45%	27%	47%	18%	89%
0.0 – 0.3	56%	42%	63%	34%	78%	2%

#### **On Entry 2016**

Pre primary	All Literacy		Speaking and Listening		Reading		Writing	
	School	State	School	State	School	State	School	State
0.8 – 1.0	29%	10%	24%	9%	15%	13%	0%	0%
0.4 – 0.7	25%	49%	24%	45%	34%	47%	15%	9%
0.0 – 0.3	48%	39%	33%	41%	48%	35%	86%	91%

Phoenix Primary School has a larger percentage of students in the lower range overall in Literacy in comparison to the state but also has a higher percentage of students in the top range.

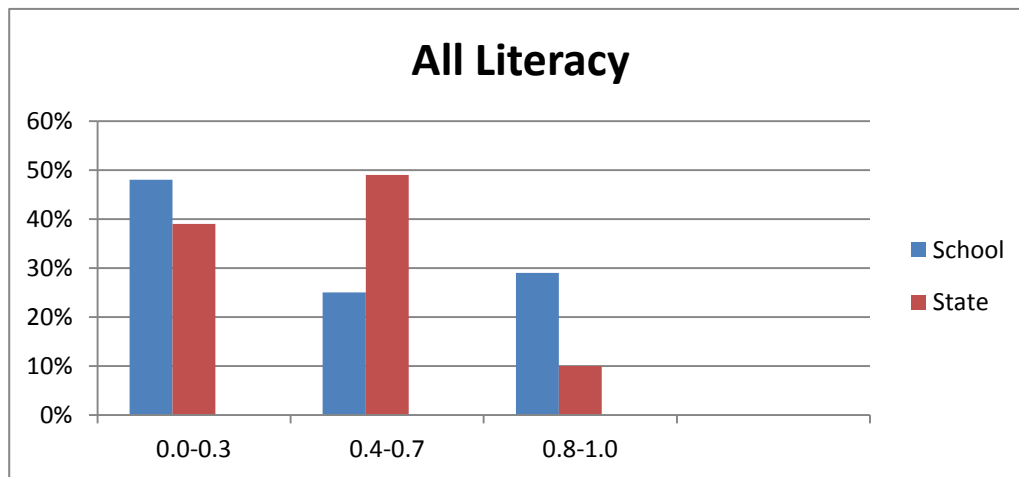
40% of the students in the bottom range had not attended Kindergarten in the previous year.



40% of the students in the bottom range have a language other than English as their first language and English is not the language spoken at home.

However our Speaking and Listening results indicate that the strong oral language program that is in place in Kindergarten is having a positive impact on the student outcomes. Our students are achieving at 67% above the required benchmark.

Phoenix Primary School is performing at below state level in reading in the lower and middle ranges.



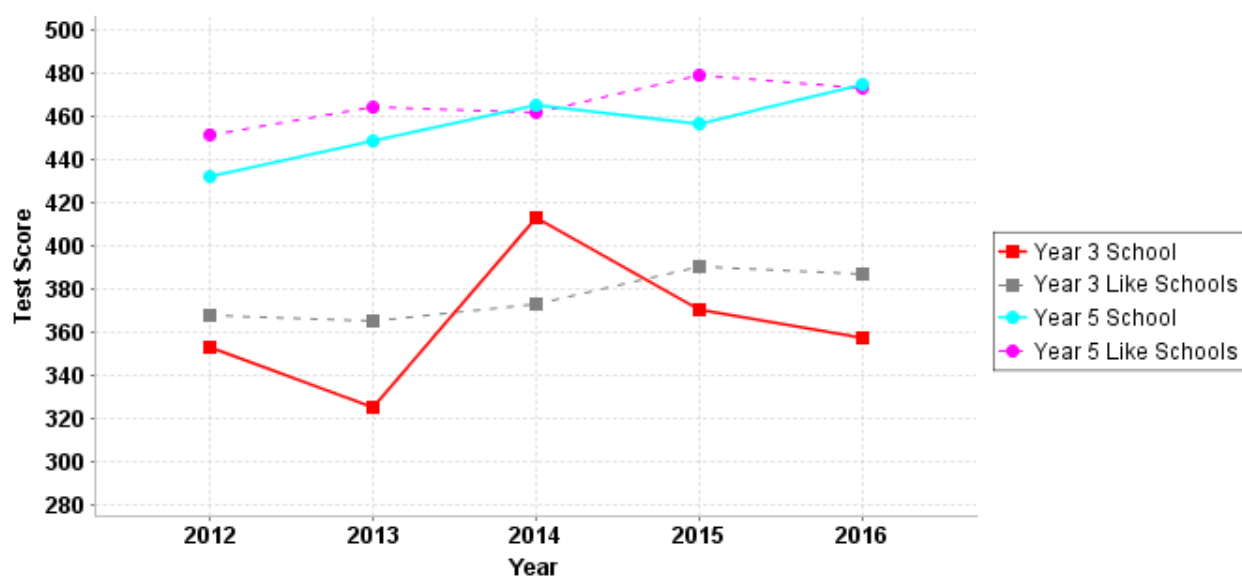
## NAPLAN

⇒ The target for Phoenix is to achieve at or above like schools in all five test areas.

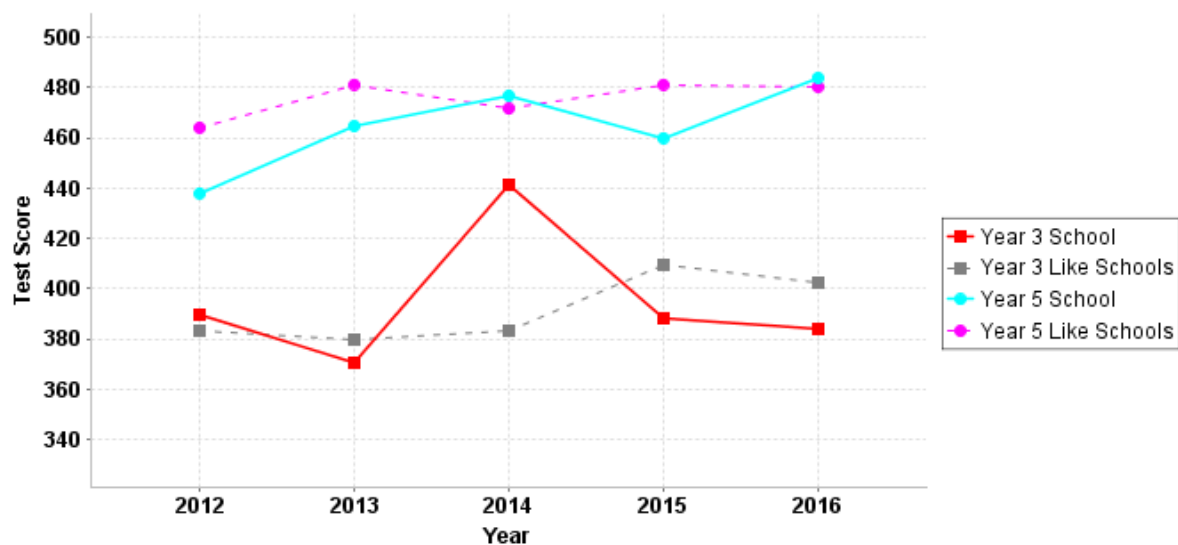
Phoenix achieved their targets in Year Three in Numeracy, Reading, Writing and Spelling.

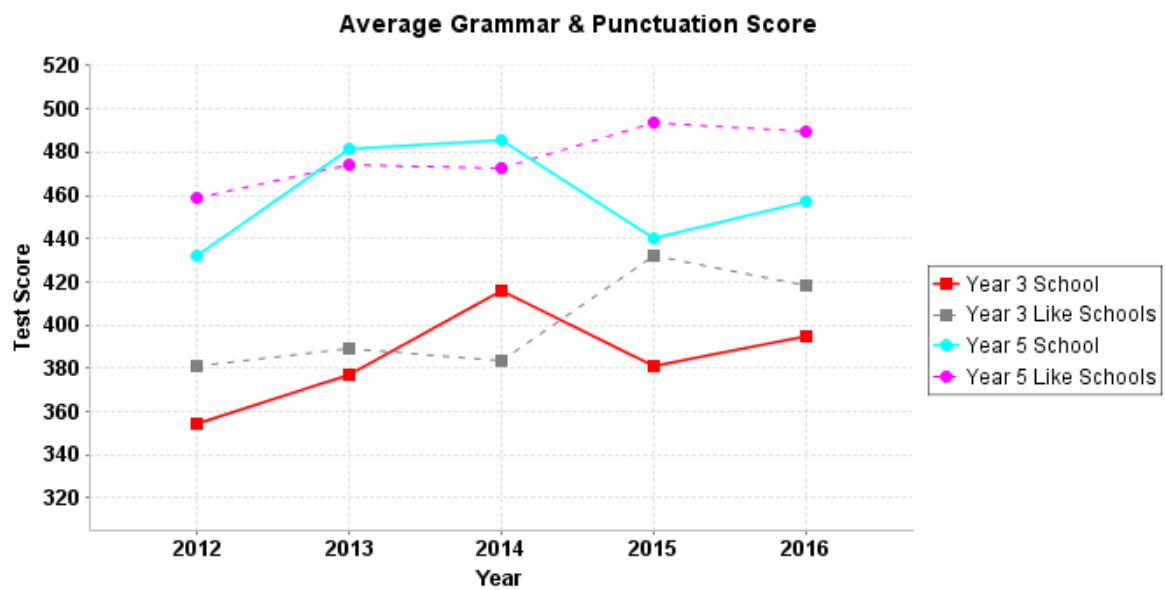
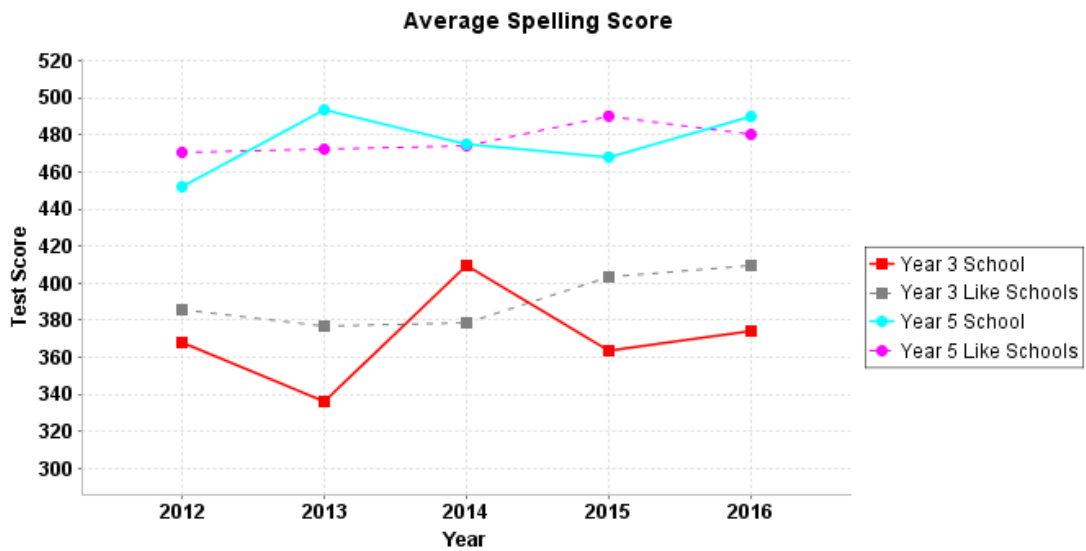
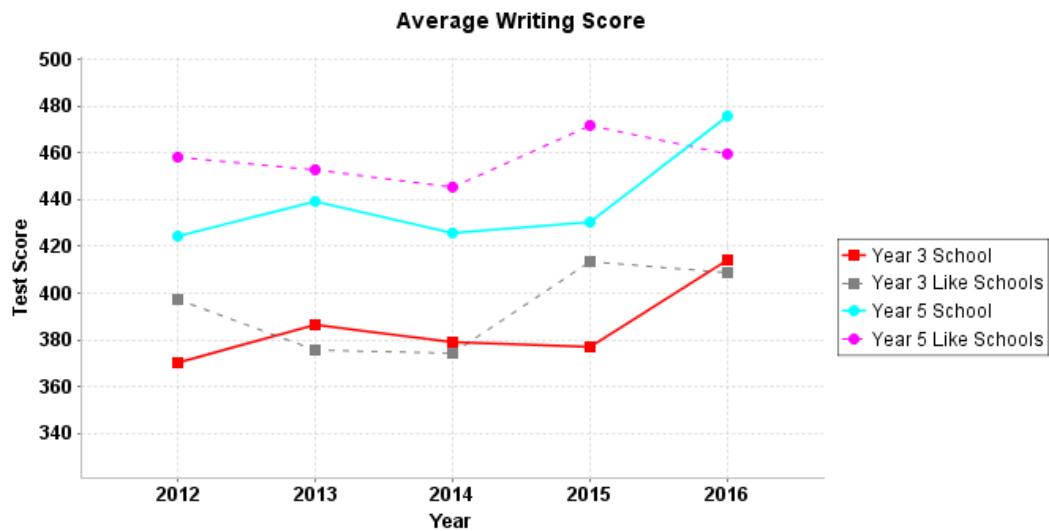
In Year Five Phoenix achieved their target in Writing.

**Average Numeracy Score**



**Average Reading Score**







### ***Statistically***

Year 3	Numeracy	Reading	Writing	Spelling	Grammar
Below Minimum Standard	1	2	0	1	1
At Minimum Standard	3	1	3	4	2
Above Minimum Standard	15	17	17	15	17
Absent	1	0	0	0	0

Comment: *there were 20 students in the year 3 cohort in 2016.*

### ***Statistically***

Year 5	Numeracy	Reading	Writing	Spelling	Grammar
Below Minimum Standard	2	2	0	1	2
At Minimum Standard	2	1	2	3	3
Above Minimum Standard	16	18	19	17	16
Absent	4	3	3	3	3

Comment: *there were 24 students in the year 5 cohort in 2016.*



⇒ Increase the percentage of students in band 6 in Year 3 and Band 8 in Year 5 for all test areas.

## Numeracy

In Year 3 the percentage of students in Band 6 decreased by 5% from 2015 to 2016 and in Year 5 the percentage of students in Band 8 decreased by 3%.

Band	Numeracy							
	Year 3				Year 5			
	2015		2016		2015		2016	
	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10								
9								
8					8%	7%	5%	9%
7					0%	12%	10%	11%
6	10%	11%	5%	11%	23%	28%	38%	23%
5	10%	21%	10%	18%	46%	30%	24%	30%
4	25%	26%	15%	25%	15%	19%	14%	21%
3	30%	25%	40%	27%	8%	3%	10%	6%
2	15%	14%	25%	15%				
1	10%	4%	5%	4%				

Copy Options ▼

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

## Reading

In Year 3 the percentage of students in Band 6 remained at 14% from 2015 to 2016 and in Year 5 the percentage of students in Band 8 increased by 5%.

Band	Reading							
	Year 3				Year 5			
	2015		2016		2015		2016	
	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10								
9								
8					0%	9%	5%	9%
7					8%	18%	27%	20%
6	14%	21%	14%	18%	33%	25%	32%	23%
5	24%	20%	24%	20%	25%	24%	18%	23%
4	19%	24%	24%	21%	33%	19%	9%	15%
3	10%	22%	10%	22%	0%	6%	9%	11%
2	29%	7%	14%	14%				
1	5%	6%	14%	5%				

Copy Options ▼

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

## Writing

In Year 3 the percentage of students in Band 6 increased by 19% from 2015 to 2016 and in Year 5 the percentage of students in Band 8 remained at 0%.

Band	Writing							
	Year 3				Year 5			
	2015		2016		2015		2016	
	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10								
9								
8					0%	3%	0%	3%
7					0%	12%	23%	9%
6	5%	11%	24%	9%	8%	31%	27%	27%
5	9%	36%	24%	35%	58%	36%	36%	38%
4	32%	29%	33%	32%	17%	10%	14%	16%
3	45%	17%	0%	16%	17%	8%	0%	8%
2	5%	6%	14%	5%				
1	5%	2%	5%	2%				

Copy Options ▼

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

## Spelling

In Year 3 the percentage of students in Band 6 increased by 1% from 2015 to 2016 and in Year 5 the percentage of students in Band 8 increased by 14%.

Band	Spelling							
	Year 3				Year 5			
	2015		2016		2015		2016	
	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10								
9								
8					0%	7%	14%	9%
7					17%	24%	18%	13%
6	9%	20%	10%	19%	25%	27%	32%	31%
5	14%	22%	29%	25%	25%	25%	14%	26%
4	14%	19%	10%	26%	33%	13%	18%	13%
3	36%	22%	24%	15%	0%	5%	5%	8%
2	18%	12%	14%	10%				
1	9%	5%	14%	5%				

Copy Options ▼

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard



## Grammar and Punctuation

In Year 3 the percentage of students in Band 6 increased by 1% from 2015 to 2016 and in Year 5 the percentage of students in Band 8 increased by 14%.

Band	Grammar & Punctuation							
	Year 3				Year 5			
	2015		2016		2015		2016	
	School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10								
9								
8					0%	12%	14%	14%
7					8%	18%	9%	15%
6	9%	30%	10%	25%	17%	25%	27%	24%
5	23%	21%	38%	19%	42%	25%	23%	28%
4	32%	24%	10%	21%	25%	13%	14%	15%
3	14%	13%	24%	25%	8%	7%	14%	5%
2	14%	8%	14%	6%				
1	9%	5%	5%	5%				

Copy Options ▼

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard



⇒ Decrease the percentage of students below the national minimum in all test areas.

*\*22 students tested in 2015 and 22 students tested in 2016.*

*In comparing 2015 to 2016 data, the target was reached in 'numeracy' and 'grammar and punctuation.'*

Year 3	2015	2016
Numeracy	9%	5%
Reading	4%	14%
Writing	4%	4%
Spelling	9%	14%
Grammar and Punctuation	9%	4%

*\*14 students tested in 2015 and 26 students tested in 2016.*









*In comparing 2015 to 2016 data, the target was reached in 'writing.*

<b>Year 5</b>	<b>2015</b>	<b>2016</b>
Numeracy	7%	7%
Reading	0%	7%
Writing	16%	0%
Spelling	0%	3%
Grammar and Punctuation	8%	11%









Analysis of the school data established that the areas of weakness had to be addressed as a priority in 2016. This decision was made in recognition of the student results. In 2017 the focus will continue to be on Literacy and Numeracy as well as Writing for sustainable improvement. We have a clear purpose and the school is addressing the weaknesses.

## **STUDENT ACHIEVEMENT 1-6**

⇒ The target is to increase the percentage of students achieving A and B grades in Literacy and Numeracy.

	<b>Literacy</b>	<b>Numeracy</b>
<b>Year 3:</b>		
2016	 38.1%	 19%
2015	 28%	 12%
<b>Year 5:</b>		
2016	 34.8%	 12.5%
2015	 7.1%	 21.4%

⇒ The target is to decrease the percentage of students achieving D and E grades in Literacy and Numeracy.

	<b>Literacy</b>	<b>Numeracy</b>
<b>Year 3:</b>		
2015	 28%	 16%
2016	 28%	 38%
<b>Year 5</b>		
2015	 7.1%	 28.6%
2016	 21.7%	 16.7%

## **STUDENT NON-ACADEMIC IMPROVEMENT TARGETS**

### **ENGAGEMENT**

⇒ Increase the percentage of students achieving 'often' in attribute data 'sets goals and works towards them with perseverance'.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015	No data	12.5%	No data	No data	31.6%	28.6%
2016	15%	45%	No data	5%	25.9%	47.8%

⇒ Increase the percentage of students achieving 'consistently' in attribute data 'sets goals and works towards them with perseverance'.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015	No data	81.3%	No data	No data	57.9%	57%
2016	80%	40%	No data	85%	59.3%	47.8%

⇒ Decrease the percentage of students achieving 'seldom' in all attribute data.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015	No data	0%	No data	No data	0%	4.8%
2016	0%	0%	No data	10%	0%	0%

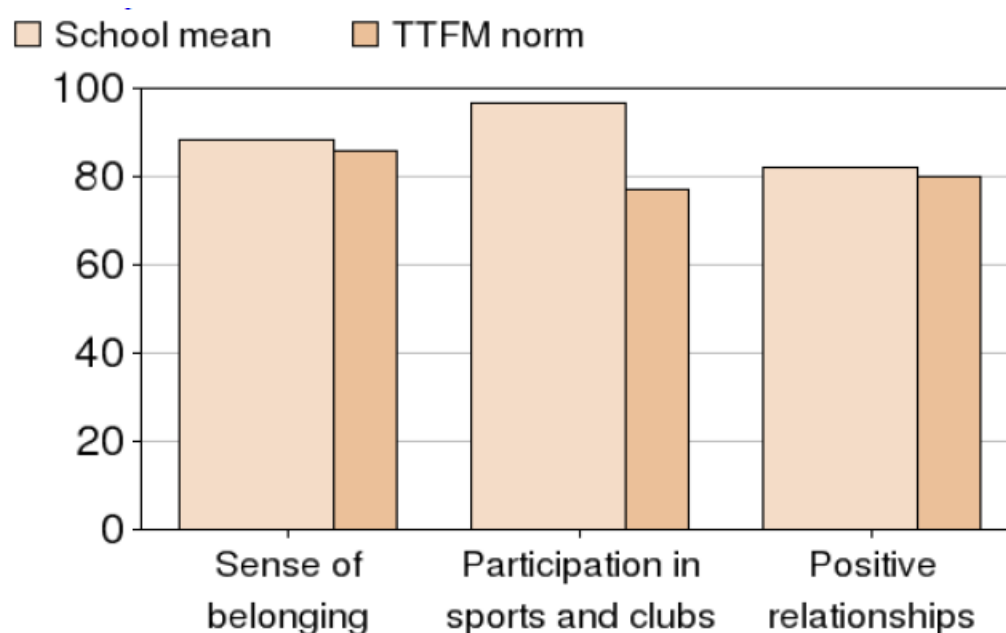


In the 2016 survey 'Tell Them From Me', student engagement was analysed and compared against like schools in the Fogarty EDvance Program.

- Student Engagement (Student Survey report) is "a disposition towards learning, working with others, and functioning in a social institution." These aspects of engagement can be classified as social engagement, institutional engagement and intellectual engagement. The nine measures of engagement and learning go hand-in-hand.

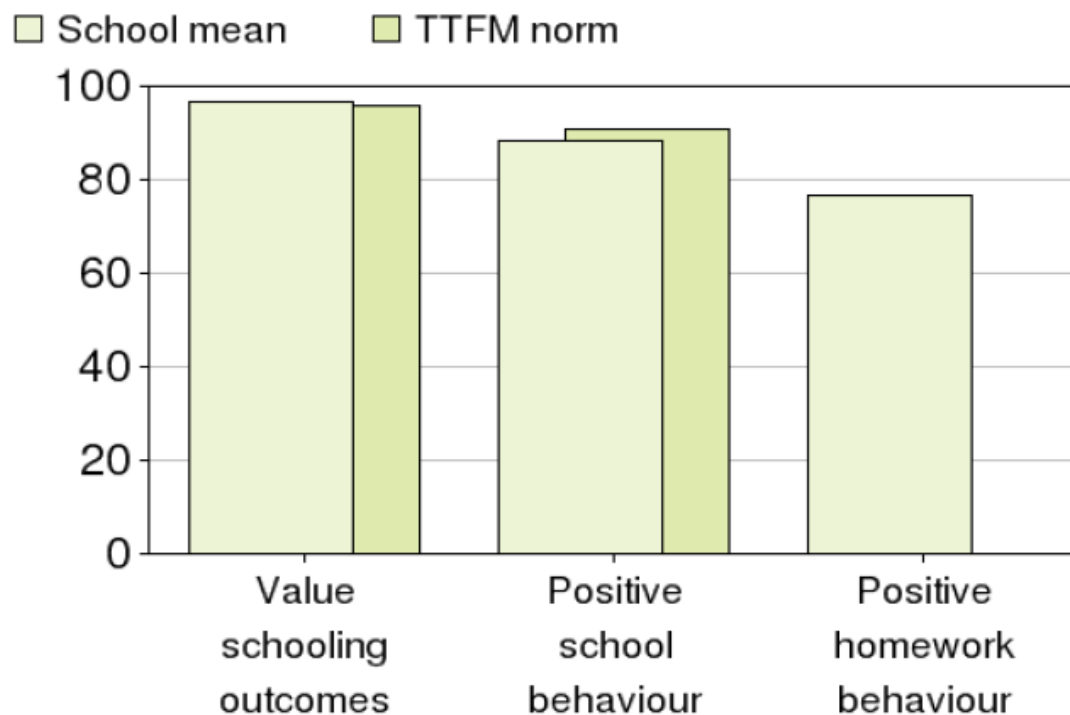
Social Engagement	Institutional Engagement	Intellectual Engagement
Sense of Belonging at School	Values Schooling Outcomes	Interest and Motivation
Participation in Sports and Clubs	Positive School Behaviour	Effort
Positive Relationships at School	Positive Homework Behaviour	Quality Instruction

### Percentage of students socially engaged at Phoenix Primary School

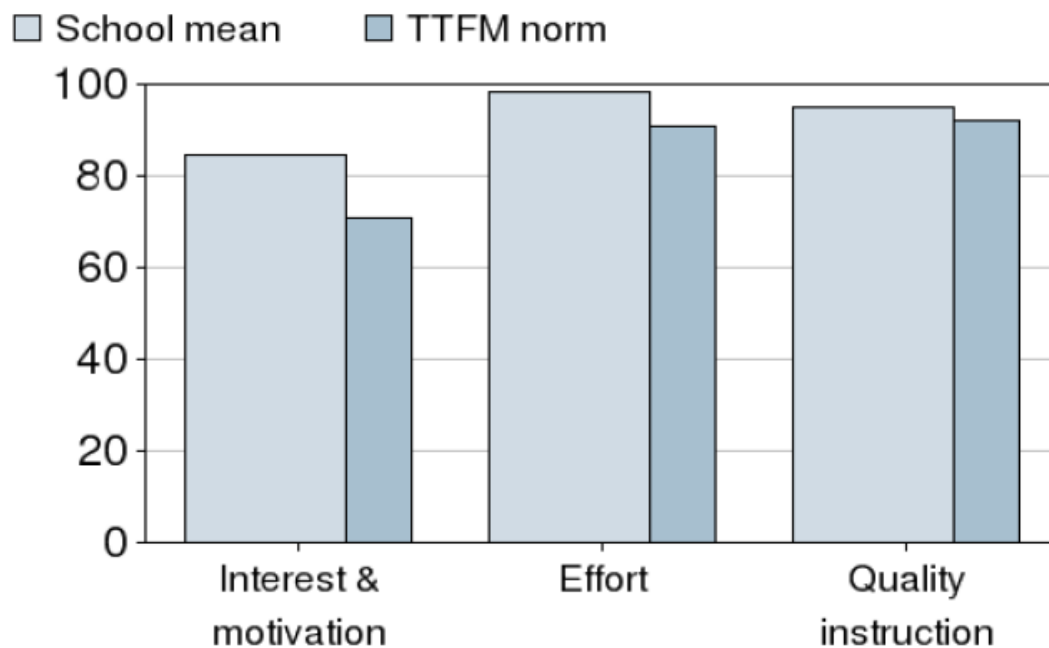




### Percentage of students institutionally engaged at Phoenix Primary School

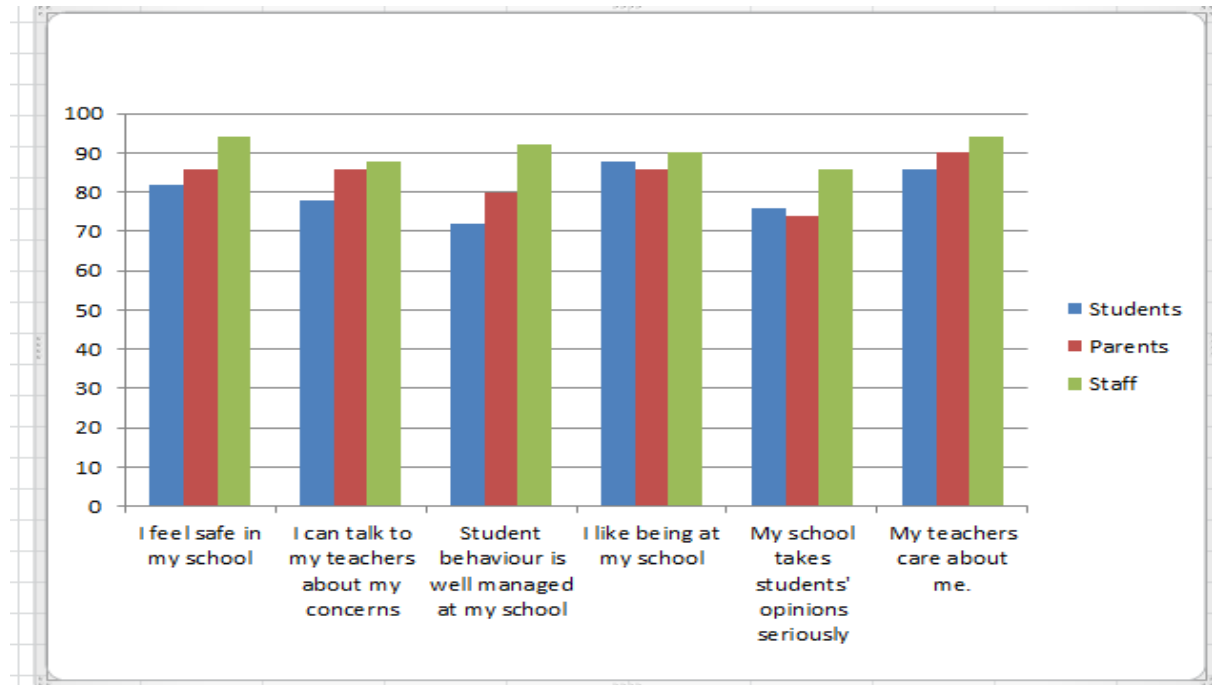


### Percentage of students intellectually engaged at Phoenix Primary School



## **SOCIAL AND EMOTIONAL WELL-BEING**

Maintain and improve student well-being as measured by students, parent and staff surveys. The results below from the National School Survey 2016 indicated that students, parents and staff at Phoenix Primary School are of similar mind.



The 'Tell Them From Me' survey (completed through the Fogarty EDvance Program in 2016) indicated that the parents felt that they would like to be further informed about their child's social and emotional development. This is an area for improvement for the school.

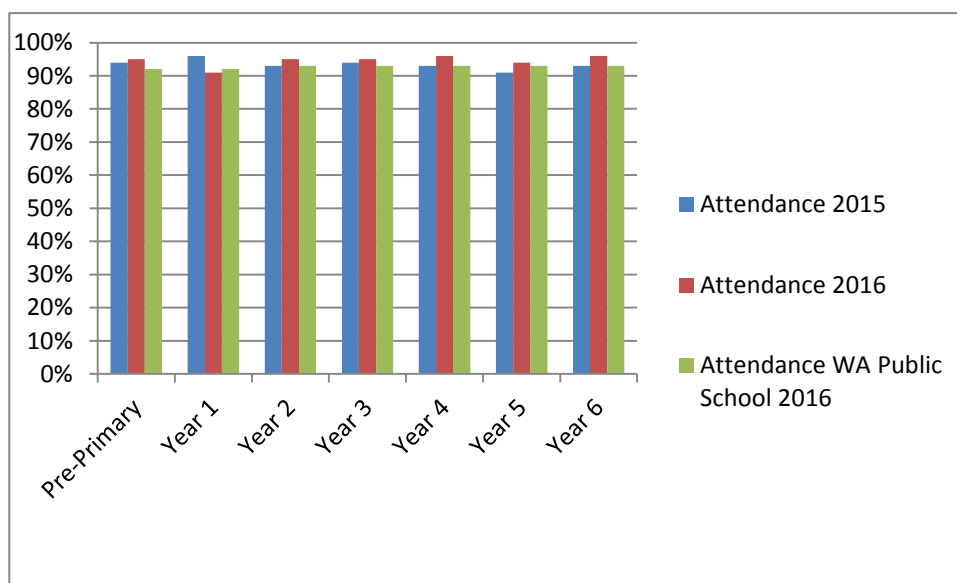


## ATTENDANCE

Attendance rate in 2016 was 94.4% with 85% of the students attending regularly. This is above the 92.6% rate for WA Public Schools.

There is a 0.9% reduction in the overall attendance rate from 2015 to 2016 and an increase of 4% in the proportion of students attending 90% or more of the time.

From 2015 to 2016 the attendance percentages are:



**NOTE:** Phoenix has 28 cultures represented and many families travel to their land of origin for extended holidays.

- Attendance of 90% and above was 84.5%

WA Public Schools 2016 percentage 77%.



This is a school improvement of 3.2% from 2015

- Attendance at 80% - 90% was 12%

WA Public Schools 2016 percentage 15%.



This is a school improvement of 0.4% from 2015.

- Attendance at 60% - 80% was 2.8%

WA Public Schools 2016 percentage 2%.



This is a school improvement of 0.5% from 2015

- Attendance at less than 60% was 0.5%

WA Public Schools 2016 percentage 2%.



This is a school improvement of 2.3% from 2015.

## **STAFF IMPROVEMENT TARGETS**

### **PERFORMANCE AND DEVELOPMENT**

- All teaching staff have engaged in self-reflection using the Australian Professional Standards for Teachers to evaluate their personal 'areas of strength' and 'areas for development' in the three areas of
  - Professional Knowledge
  - Professional Practice
  - Professional Engagement.

From this information teachers have developed a personal SMART goal for each area to plan for their personal improvement, with a focus on school priorities.

- All school support staff has engaged in self-reflection using documents based on their job description. From this self-reflection they have developed their personal plan for improvement. In 2017 they will develop their goals as SMART goals.
- This data has been reported to the Department of Education through a compulsory survey.

### **USE OF ICT**

In 2016, 90% of the teachers and 20% of the Education Assistants were using innovative technological practices to enhance their curriculum delivery.

For teachers, this has been an increase of 60%.

## **COLLABORATION, MODERATION AND FEEDBACK**

### **STAFF USE FEEDBACK TO IMPROVE TEACHING PRACTICES**

The administration team engaged in professional learning in the area of 'observation and feedback' through the Department of Education and subsequently provided professional learning to staff. Observation protocols have been established and observations began, focussing on the numeracy warm up session in each classroom. Future feedback to teachers, from observations, will continue in 2017.

Two staff, student and parent surveys were completed in 2016.



1. In the compulsory *National Schools Survey 2016*, 80% of the students and 80% of the parents felt their teachers provided useful feedback to them, whilst 82% of the teachers felt they provided useful feedback to the children.
2. In the survey - *Tell Them From Me* – from the Canadian Research Institute for Social Policy at the University of New Brunswick (conducted through the Fogarty Foundation EDvance program), teachers and students felt that feedback was an area for improvement, with teachers giving written feedback on student work weekly and students giving teachers feedback about their teaching.

## **STAFF USE COLLABORATION AND MODERATION IN PLANNING AND ASSESSING**

Staff have been engaged in professional learning which took place at School Development Days, staff meetings and after school sessions. 'Observation and Feedback' has begun to be integrated into the whole school improvement planning in numeracy and literacy.

Staff spent considerable time revising the whole school curriculum planning documents in numeracy in term 4 to be used in 2017. Supporting assessments are collaboratively being developed and staff are moderating student results in teams.

Staff are working on planning collaboratively in the learning areas of Literacy and Numeracy for consistent curriculum delivery. Moderation regarding assessments is continuing and more work is occurring in this area.

## **EFFECTIVE PEDAGOGICAL PRACTICES**

Staff use effective evidence based teaching practices as evidenced through staff and student surveys.

Whole school practices and evidence based programs have been implemented in the curriculum areas of:

Phonological awareness → Phonics → Spelling –

- Cracking the Code in Kindergarten
- Letters and Sounds pre-primary to Year 4.
- Words Their Way Year 4-6.

Reading and Comprehension focus

- Guided Reading
- Vocabulary



## Numeracy

- Year planner
- Term planner
- Consistent assessments
- Moderation in grade allocations.
- Consistent grade allocation sheets



## **COMMUNITY TARGETS**

### **School Board raises awareness within the parent group and wider Phoenix community of its role and operations**

The School Board has been fully functional in 2016. Meetings have taken place twice a term at 7.30am. The first meeting of the year is the open meeting in which interested people can attend. The minutes of the meetings are available on the website. The composition of the School Board has been stable this year.

### **Maintaining Positive Parent Satisfaction as evidenced in survey data**

Two community surveys were completed in 2016. Both surveys were based on feedback from teachers, parents and students.

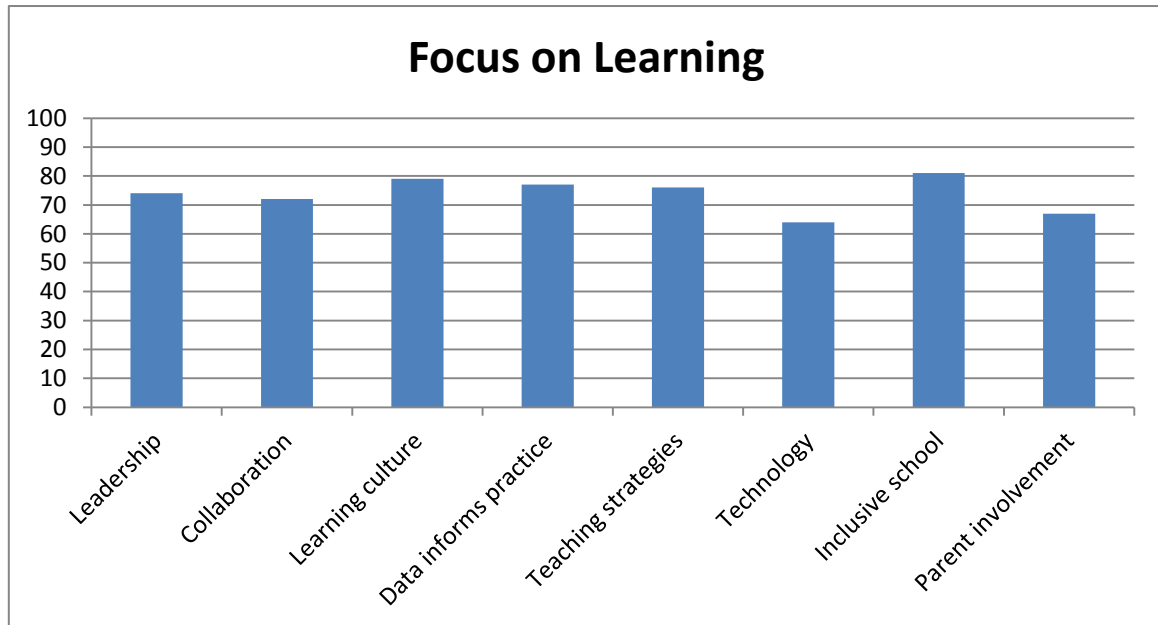
The first was 'Tell Them From Me,' a survey from the Canadian Research Institute for Social Policy, conducted through our participation in the Fogarty Foundation EDvance program from 2014 to 2016.

The second was the compulsory National Survey 2016 through the WA Department of Education.

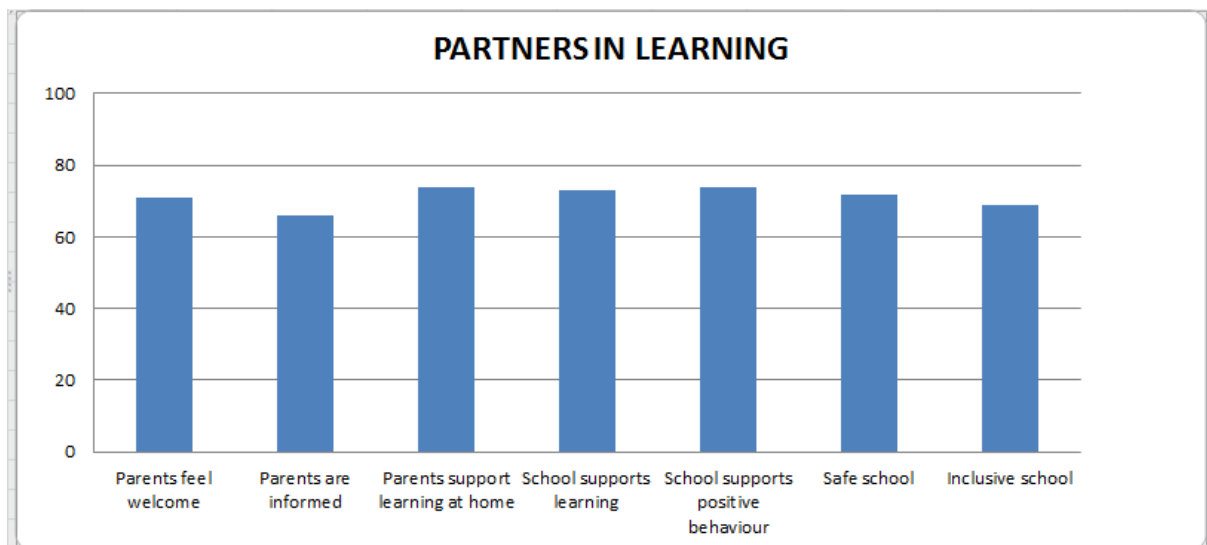


## 1. Tell Them From Me

- 102 respondents to the survey- 25 parents, 61 students and 16 teachers.
- **Focus on Learning** (Teacher Survey report) is based on the eight drivers of student learning which are *leadership, collaboration, learning culture, data informs practice, teaching strategies, technology, inclusive school practices and parent involvement*.

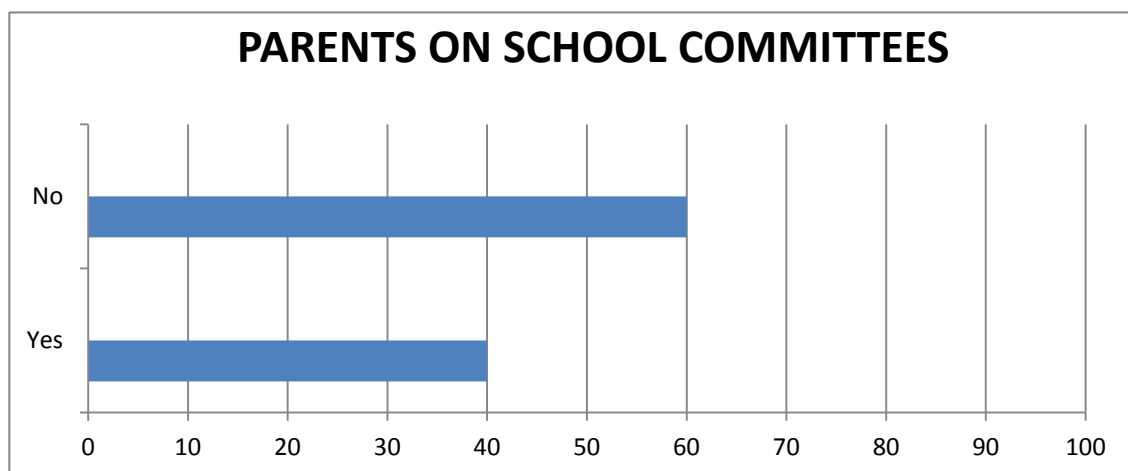
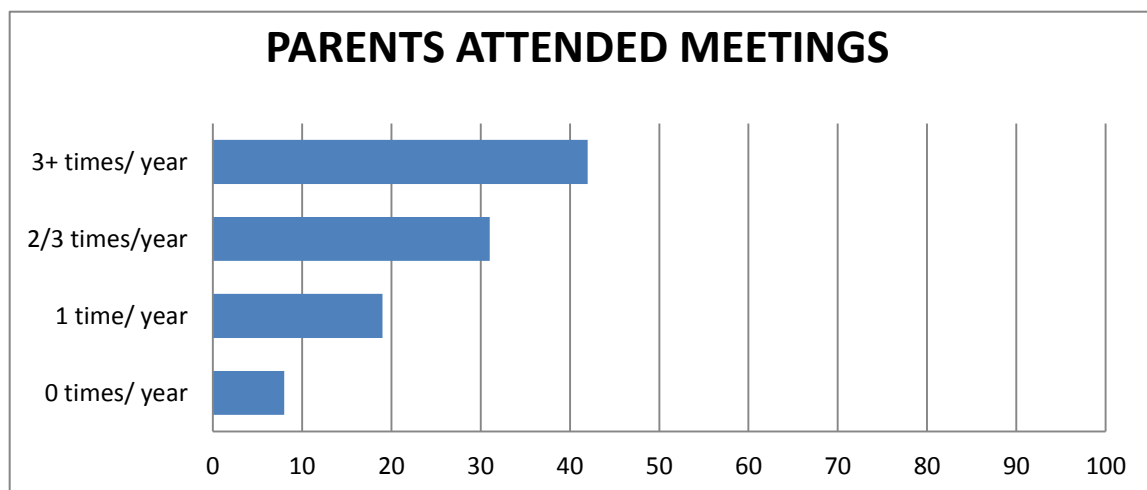
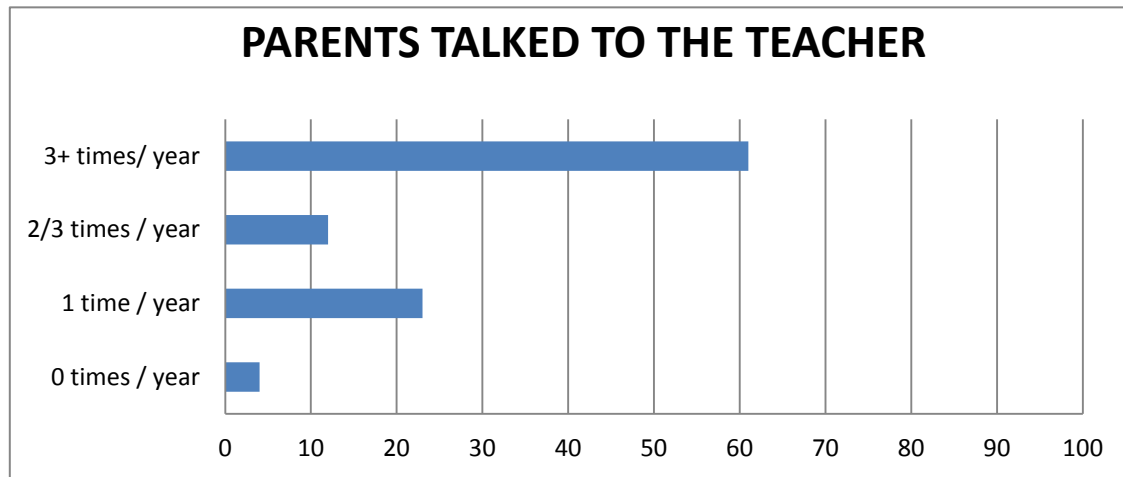


- **Partners in Learning** (Parent Survey Report) was based on the parents' perceptions of their children's experiences at home and school, using seven separate measures.



## **Parent Participation at Phoenix Primary School**

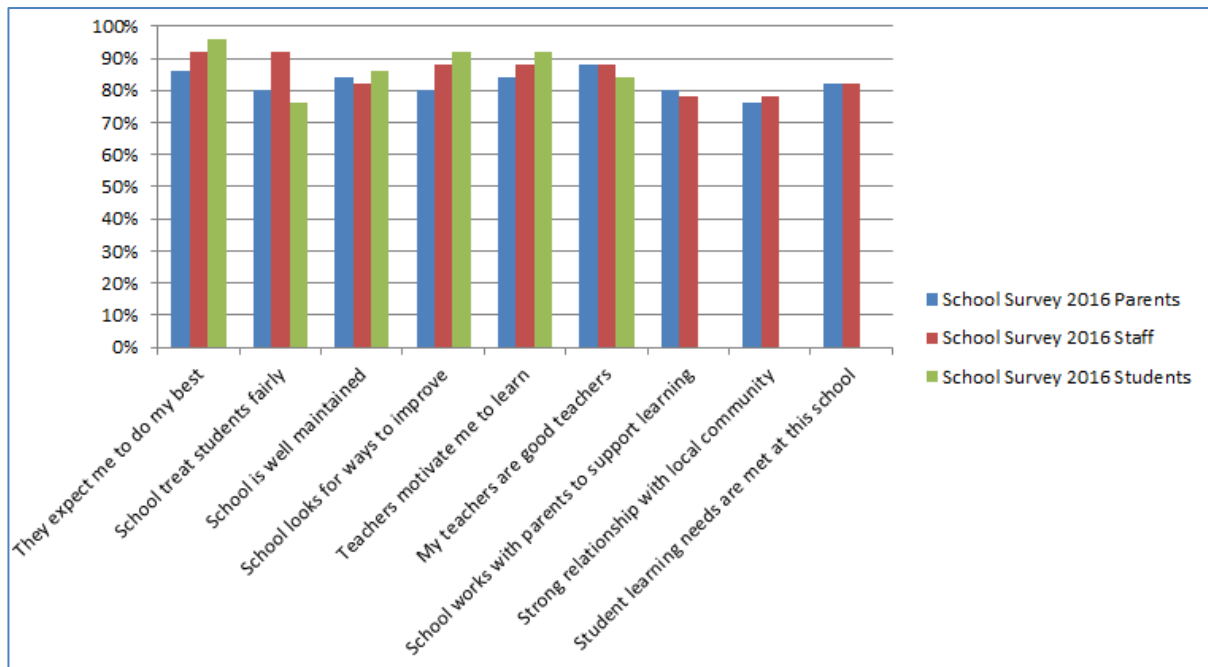
There are 3 aspects to this section - talking to the teacher, attending meetings and being involved in committees.





## 2. National School Survey 2016

- 116 respondents to the survey- 63 parents, 37 students and 16 teachers.



- Surveys returned were paper-based (87%) or on-line (13%).

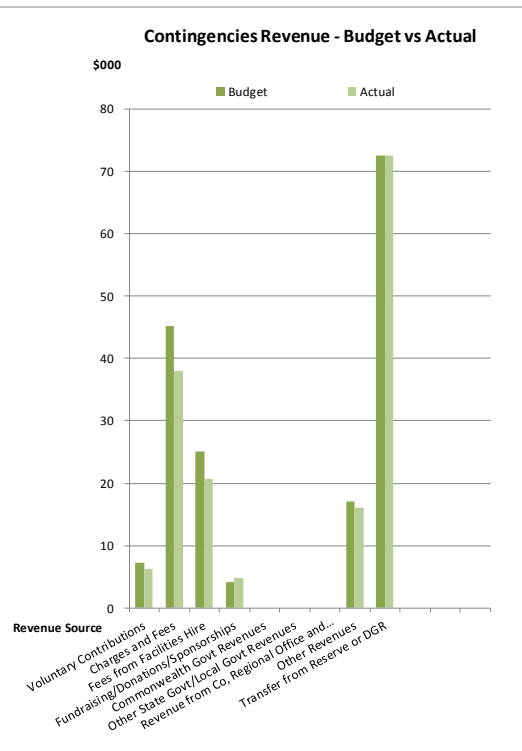
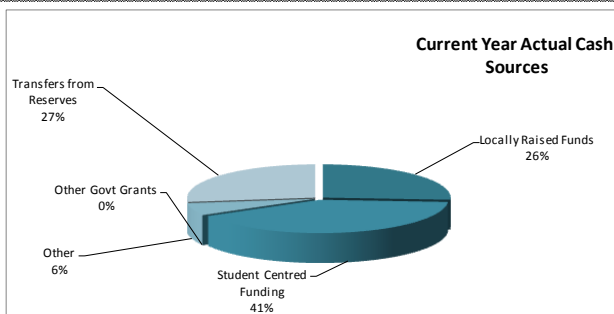


### **Resourcing**

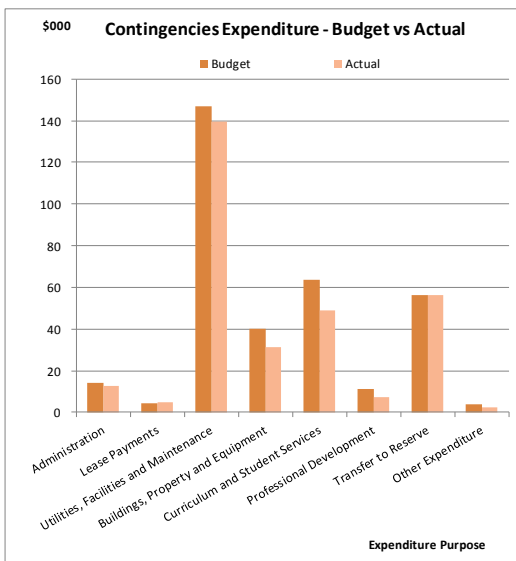
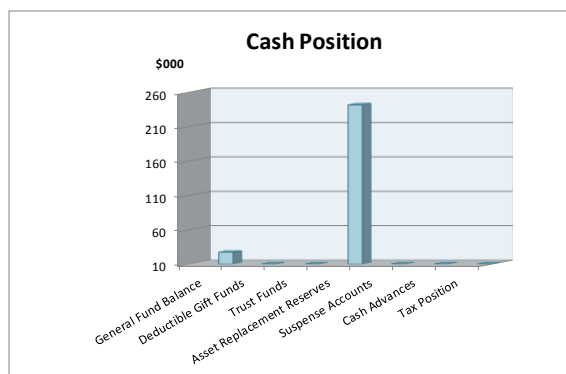
The percentage of students for which voluntary contributions were received is 86%, which was an increase of 3% from 2015.

**Phoenix Primary School**  
Financial Summary as at  
December 31 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 7,266.00	\$ 6,242.50
2	Charges and Fees	\$ 45,200.00	\$ 38,015.65
3	Fees from Facilities Hire	\$ 25,000.00	\$ 20,716.59
4	Fundraising/Donations/Sponsorships	\$ 4,130.00	\$ 4,761.50
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 17,056.00	\$ 16,091.35
9	Transfer from Reserve or DGR	\$ 72,500.00	\$ 72,500.00
	<b>Total Locally Raised Funds</b>	<b>\$ 171,152.00</b>	<b>\$ 158,327.59</b>
	<b>Opening Balance</b>	<b>\$ 63,141.88</b>	<b>\$ 63,141.88</b>
	<b>Student Centred Funding</b>	<b>\$ 107,883.00</b>	<b>\$ 109,382.90</b>
	<b>Total Cash Funds Available</b>	<b>\$ 342,176.88</b>	<b>\$ 330,852.37</b>
	<b>Total Salary Allocation</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Funds Available</b>	<b>\$ 342,176.88</b>	<b>\$ 330,852.37</b>



	Expenditure	Budget	Actual
1	Administration	\$ 13,985.00	\$ 12,853.89
2	Lease Payments	\$ 4,500.00	\$ 4,638.15
3	Utilities, Facilities and Maintenance	\$ 146,900.00	\$ 139,833.36
4	Buildings, Property and Equipment	\$ 40,245.00	\$ 31,418.90
5	Curriculum and Student Services	\$ 63,455.00	\$ 48,728.41
6	Professional Development	\$ 11,000.00	\$ 7,422.86
7	Transfer to Reserve	\$ 56,500.00	\$ 56,500.00
8	Other Expenditure	\$ 3,790.00	\$ 2,455.01
	<b>Total Goods and Services Expenditure</b>	<b>\$ 340,375.00</b>	<b>\$ 303,850.58</b>
	<b>Total Forecast Salary Expenditure</b>	<b>\$ -</b>	<b>\$ -</b>
	<b>Total Expenditure</b>	<b>\$ 340,375.00</b>	<b>\$ 303,850.58</b>
	<b>Cash Budget Variance</b>	<b>\$ 1,801.88</b>	



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 269,116.17</b>
Made up of:	
1 General Fund Balance	\$ 27,001.79
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 241,258.77
5 Suspense Accounts	\$ 3,086.61
6 Cash Advances	\$ -
7 Tax Position	\$ 2,231.00
<b>Total Bank Balance</b>	<b>\$ 269,116.17</b>

## Destination Schools

Year Level : Y06 ▼ Male: 9 Female: 7 Total: 16

Destination Schools	Male	Female	Total
4045 South Fremantle Snr High School	6	2	8
1351 Fremantle Christian College	1	1	2
4034 Melville Senior High School		2	2
1368 Seton Catholic College	1	1	2
1405 Divine Mercy College	1		1
4150 Lakeland Senior High School		1	1

