



PHOENIX PRIMARY SCHOOL ANNUAL REPORT 2020



"Learn, Grow, Succeed"

Phoenix Primary School Annual Report

Phoenix Primary School (PPS) is a small metropolitan school located in the south-western coastal suburbs, bordered by Coogee. The school caters for children from Kindergarten to Year 6 in line with W.A. Departmental regulations. Throughout our 45-year existence, PPS has 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 community. We are proud of our history and acknowledge our achievements.

In 2020 Phoenix enrolled 225 full time students (PP-6) and 20-part time kindergarten students, an increase from 2019 of 29 students, with a context of-

- 6.7% students having a disability (*increased from 2019 by 0.9%*)
- 3.7% students who are Indigenous (*decrease of 0.3% from 2019*)
- 43% English as an Additional Language (decreased by 2% from 2018. *Data from Myschool website*)

Student transiency rate at Phoenix in 2020 (16.3%) has decreased from 2019 (21.7%) by 5.4%. The transiency rate has been showing an overall steady decrease from 2016 to 2020.

Our Vision

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.

Our Values

At Phoenix Primary School we promote high expectations and high care. We empower and nurture the minds of our students to surpass their goals and achieve their full potential.

LEARN

We encourage all our students to develop the skills of persistence, goal setting and self-belief in a safe, supported and positive environment.

GROW

Our students will flourish and grow to their full potential. They will develop a strong sense of emotional wellbeing and acceptance of all our school community through honesty, kindness and mutual respect.

SUCCEED

Our students will develop the skills for future success of critical thinking, managing their emotions, self-discipline and be able to adapt to change, be a team player and show respect.

Development of a Business Plan

In 2018 our second Business Plan (2018-2020) was developed which outlined the progressive direction of Phoenix Primary School towards quality improvement in academic and non-academic areas. It was informed by school performance data as well as student, staff, School Board and community feedback.

The format of the second Business Plan (2018-2020) reflected the recommendations of the Business Plan Review of November 2017 by two experienced reviewers, Margaret Banks and Steve Gibson. It also reflected the guidance and support of the Fogarty EDvance Program (2014-2016) which the school engaged with. 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.

Noteworthy is the change in the ICSEA for Phoenix Primary School from 2015 to 2020. ICSEA stands for the Index of Community socio-Economical Advantage. ICSEA provides an indication of the socio-economic backgrounds of students and is not a school rating. It is a scale which allows for fair and reasonable comparisons among schools with similar students. ICSEA is set at an average of 1000, a value which can be used as a benchmark.

In 2015 the ICSEA for Phoenix Primary School was 998. There has been a steady increase since 2015 with 2016 being 1005, 2017 increasing to 1013, 2018 levelling at 1012 and 2019 increasing again to 1016. The ICSEA affects the goals for achievement in the Business Plan, especially the NAPLAN targets, as the 'like schools' continue to change every year as the ICSEA changes.



FOCUS ONE

Curriculum and Teaching *Excellence in teaching*

Success for all students.

Phoenix has a sequenced plan for curriculum delivery to ensure consistent teaching and learning across the year levels. Planning and coordination of the mandated Curriculum is supported through SCSA documents, evidence based programs and the continuous upskilling of staff. Phoenix recognises that highly effective teaching supported by collaboration and feedback is the key to maximise learning for student success.

1.1 Strategy		2020 Indicators of Success	Rating
Reading comprehension	Improve comprehension levels.	<ul style="list-style-type: none"> Whole school comprehension strategy i.e. BLANK levels of questioning →BLOOMs Taxonomy. Whole school assessment using PM Benchmarks and Literacy Pro. Tracking of all students individually. Consistent vocabulary program 	Working on

1.2 Strategy		2020 Indicators of Success	Rating
Writing	Continue to embed a well-researched whole school writing program.	<ul style="list-style-type: none"> Whole school implementation of Talk4Writing. Scope and sequence documentation for whole school planning. Brightpath as an integral component of assessment. Literary Spines for each year level 	Achieved

1.3 Strategy		2020 Indicators for Success	Rating
Social & Emotional	Implement a whole school Social & Emotional program (PATHS)	<ul style="list-style-type: none"> All year levels engage with PATHS (Promoting Alternative Thinking Strategies) program. Consistent vocabulary to promote social and emotional health. Activities in break times to support Social-Emotional health 	Achieved

1.4 Strategy		2020 Indicators of Success	Rating
Numeracy	Increase fluency in numeracy basic facts assessment.	<ul style="list-style-type: none"> Fortnightly competition targeting progress across all classes. Basic facts knowledge building on knowledge year by year. Growth mindset. 	Working on

1.5 Strategy		2020 Indicators of Success	Rating
Numeracy	Improve problem solving skills.	<ul style="list-style-type: none"> Implement 'Back to Front' maths. Staff meetings to develop and share knowledge of planning, teaching and assessment of problem solving skills. Investigate resources to assist in teaching. 	Working on

FOCUS TWO

Conditions of Learning

A safe, supportive and sustainable environment.

Phoenix Primary School believes that every student is capable of successful learning. Positive and caring relationships are built between students and staff to enhance the physical, social and emotional learning environment to improve learning and wellbeing.

Students are engaged in a values-rich learning culture that supports regular attendance and positive behaviours.

Resources are allocated in a targeted manner to meet the learning needs of students.

2.1 Strategy		2020 Indicators for Success	Rating
Safe and supportive learning environment.	Provide access for staff, students and families to support services such as school psychologist and counselling.	<ul style="list-style-type: none">School process developed for accessing support services.Behaviour Management Policy for whole school developed collaboratively.Providing various supports (e.g. PATHS) to assist in student-student relationships.Provide cyber safety awareness programs to students and school community.Common language throughout programmes.	Achieved

2.2 Strategy		2020 Indicators for Success	Rating
Positive feedback culture.	Develop a formalised goals and feedback culture in which students can set goals and self-reflect.	<ul style="list-style-type: none">Whole school feedback framework developed for 2020.Positive to negative ratio increase of faction tokens.Feedback to students orally and written related to growth mindset.Professional learning about feedback.	Working on



FOCUS THREE

Parent and Community Support ***Strong sustainable partnerships***

Phoenix Primary School actively seeks to enhance student learning and wellbeing by recognising that parents/ carers are authentic partners and value their child's education.

The school and the community interact positively to ensure the learning and life chances of all students are enriched. We engage with our community, professional networks, regional networks, universities, politicians and civil leaders to harness their skills in the interests of the school.

3.1 Strategy		2020 Indicators for Success	Rating
Special Events	Parents engage with the school environment (e.g. garden) for increased community involvement	Parents attend and support <ul style="list-style-type: none"> • Harmony Day assembly and picnic • Book Week assembly and activities • Open classrooms • Easter Parade and activities. • Fathers' Day/ Mothers' Day morning tea at pre-primary and kindergarten. • Fundraising events • Parent meetings and interviews. • Multicultural lunch • Sports Days <i>COVID19 restricted many of these activities.</i>	Achieved

3.2 Strategy		2020 Indicators for Success	Rating
Partnerships	Continue to identify and develop community education and business partnerships to support improved student achievement and wellbeing.	<ul style="list-style-type: none"> • Fruit from Woolworths weekly. • City of Cockburn ceremonies (e.g. Hiroshima Day, ANZAC Day) • Book Week Fair • Fire Brigade • Travel Smart • Incursions and Excursions • Associations with Notre Dame University, South Metro TAFE. • Continued successful submissions by PE teacher for external provider (Sports in Schools) for before school tuition in tennis, badminton, football. • Butterfly project 	Achieved

3.3 Strategy		2020 Indicators for Success	Rating
Sustainability	Support sustainable environmental practices.	<ul style="list-style-type: none"> • Eco-Warriors leadership positions (4) • Worm farms • Vegetable gardens • Recycling batteries • Recycling plastic bottles. • Recycling spectacles • Recycling bottle tops • Plastic free lunchbox days 	Achieved

FOCUS FOUR

Professional Development

Phoenix has a culture of continuous professional learning to build capacity for all staff, in their improvement agenda. The active involvement by school leaders is the most powerful influence on the quality of teaching and therefore on the quality of student learning achievement. These high quality professional development opportunities for all staff include classroom based learning, mentoring, coaching and feedback for improvement. Phoenix will continue to support and build staff expertise associated with students' learning and enhance their life chances.

4.1 Strategy		2020 Indicators for Success	Rating
Whole School Professional Learning	Continue to engage all staff in professional learning in whole school program learning.	Professional learning in programs- <ul style="list-style-type: none"> • Words Grammar Fun • Letters and Sounds • Words Their Way • PATHS • Numeracy • Trauma 	Achieved
4.2 Strategy		2020 Indicators for Success	Rating
System initiated professional learning	Continue to engage all staff in professional learning in system initiated priorities	Professional learning in – <ul style="list-style-type: none"> • Protective Behaviours • Aboriginal Cultural Standards Framework • Focus 2020 • Culture of High Performance High Care 	Achieved
4.3 Strategy		2020 Indicators for Success	Rating
Peer observation and feedback	Engage whole staff in peer observation and feedback framework.	<ul style="list-style-type: none"> • Framework developed by all staff collaboratively. • Peer to peer observation and feedback • Administration team to teacher observation and feedback. • Learning area mentors to engage in teacher observation and demonstration of lesson format. 	Working on
4.4 Strategy		2020 Indicators for Success	Rating
Consistency in grading	Develop a whole school approach to assessing Attitudes, Behaviour and Effort grades for formal reporting to ensure consistency in judgements.	<ul style="list-style-type: none"> • Develop a rubric for assessing attitude. • Develop a rubric for assessing behaviour • Develop a rubric for assessing effort. • Moderation meetings to assess consistency of grading. 	Achieved
4.5 Strategy		2020 Indicators for Success	Rating
Tier 3 Curriculum	Upskill staff in the <i>Arts, Language and Technologies</i> and implement through collaboration.	<ul style="list-style-type: none"> • PL in Italian • PL in music • PL in digital technologies. 	Working on

FOCUS FIVE

Leadership

Phoenix Primary School has a team of professional, highly skilled staff. They share the responsibility for student learning and success and recognise that the school's moral purpose can only be achieved by working together. Through self-reflection and performance management, they know their strengths and continue to grow their capacity as leaders. Staff are encouraged to take active leadership roles beyond their classrooms and have high aspirations.



5.1 Strategy		2020 Indicators for Success	Rating
Leadership	Teachers will be given opportunities to maintain and develop their leadership roles.	<ul style="list-style-type: none"> All staff to be responsible for a cost centre and the responsible management of that learning area. Staff to plan and lead whole school learning experiences in the area related to their cost centre and/ or their interest. 	Achieved

5.2 Strategy		2020 Indicators for Success	Rating
Leadership Planning	Encourage staff leadership aspirations	<ul style="list-style-type: none"> To expand the leadership group to give staff an opportunity for leadership in some school areas. (e.g. NQS) Interested staff to engage with WA Future Leaders Framework. 	Achieved

5.3 Strategy		2020 Indicators for Success	Rating
Mentoring staff	Mentor staff in their leadership roles	<ul style="list-style-type: none"> Staff share in the achievements of their peers in work and personally. WOW board to celebrate achievements and thanks. 	Achieved

5.4 Strategy		2020 Indicators for Success	Rating
Supporting staff	Support staff to identify and access opportunities in the community.	<ul style="list-style-type: none"> Network meetings Moderation meetings Shared PL. Job application reviews 	Achieved

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 learning areas of numeracy and literacy in relation to achievement, progress and engagement.

STUDENT ACADEMIC IMPROVEMENT TARGETS

ON ENTRY

Target 1: All students will be tested in term 1.

44 students in Pre-Primary were tested between February and March 2020.

Target 2: Students who are identified at the Term 1 on-entry testing as 'at risk' will make a minimum of 12 months' progress when retested in term 4 for reading.

On Entry 2020

Pre primary Module 1 Scale Score Range	Speaking and Listening		Reading		Writing		Numeracy	
	School	State	School	State	School	State	School	State
<349	10%	13%	2%	4%	98%	91%	2%	12%
351 - 399	7%	9%	13%	9%	2%	5%	15%	17%
401 - 449	10%	20%	10%	28%	0%	0%	42%	34%
450 - 499	29%	23%	41%	41%	0%	1%	26%	22%
500 - 549	20%	18%	34%	16%	0%	1%	10%	10%
>551	24%	17%	0%	2%	0%	0%	5%	5%

When comparing the results from 2020 to 2019, students scored higher in the following areas –

- Speaking and Listening - 44% scored above 500 in 2020 compared with only 25% in 2019
- Reading – 34% scored above 500 in 2020 compared with only 20% in 2019
- Numeracy - 15% scored above 500 in 2020 compared with only 5% in 2019

Writing remained relatively stable with the majority of students still scoring below 350.

To cater for students who did not attend Kindergarten at Phoenix PS we have provided the explicit evidence-based teaching program, Cracking The Code, to those students in Term 1, 2020 in Pre-Primary. To cater for our high number of EALD students we work closely with the families to support the students at school and our teachers use the EALD Progress Map for planning and reporting.

ON ENTRY	Achieved	Working On	Not Achieved
All students will be tested in term 1.	✓		
Students who are identified at the term 1 on-entry testing as 'at risk' will make a minimum of 12 months progress when re-tested in the following year for reading.	✓		



NAPLAN

Target 1: Maintain 'at' or 'above' WA Public Schools' achievement for Year 3 in all 5 areas of NAPLAN.

Statistically there were no results available for 2020.

Year 3	Numeracy		Reading		Writing		Spelling		Grammar	
	Phoenix	Like Schools	Phoenix	Like Schools	Phoenix	Like Schools	Phoenix	Like Schools	Phoenix	Like Schools

NOTE: There is no NAPLAN data 2020 due to COVID19.

Target 2: *By 2020 Year 5 NAPLAN Numeracy achievement will be above 'like schools'.*

In 2020 the Year 5 Numeracy results were unavailable:

Year 5 Numeracy	Phoenix	Like Schools
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NOTE: *There is no NAPLAN data 2020 due to COVID19.*

Target 3: *By 2020 Year 5 NAPLAN Reading and Writing will equal or exceed expected achievement.*

In 2020 the Year 5 Reading and Writing results were unavailable:

	Reading		Writing	
Year 5	Phoenix	Like Schools	Phoenix	Like Schools

NOTE: *There is no NAPLAN data 2020 due to COVID19.*



Target 4: Maintain at or above 'like schools' achievement for Year 5 NAPLAN Spelling.

In 2020 the Year 5 Spelling results were unavailable:

Year 5 Spelling	Phoenix	Like Schools
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NOTE: *There is no NAPLAN data 2020 due to COVID19.*

Analysis of the 2019 school data established that the areas of weakness were addressed as a priority in 2020, this decision being made in recognition of the student results. In 2020 the focus continued to be on Literacy and Numeracy, embedding the PATHS and 'Talk for Writing' programs, improving reading comprehension and making progress in numeracy problem solving, HASS and observation and feedback.



STUDENT NON-ACADEMIC IMPROVEMENT TARGETS

ENGAGEMENT

Target: *Engagement of students in extra-curricular activities.*

In 2020 students had a choice of engaging in activities during break times as well as playing in the playground. These activities continued with consideration to the guidelines from the Department of Education, the Health Department and the needs of the school. These activities addressed the issue of social-emotional wellbeing and supported the school wide PATHS Program which was originally introduced in 2018. The activities included:

DAY	BREAK	ACTIVITY	AGE GROUP	TEACHER
Monday	1 st break	Travel Smart Tennis	Years 3-6 Years 3-6	Ms Read Mr Walsh
	2 nd break	Tennis	Years 5-6	Mrs Pretty
Tuesday	1 st break	Suitcase Play Bowls Social Clubs	Years 1-3 Years 5-6 Years 1-3	Mrs McMinigal Mr Walsh Ms Sedgwick Mrs Railton
	2 nd break	Bowls	Years 4-6	Mr Walsh
Wednesday	1 st break	Games	Years 1-3	House Captains
	2 nd break	Netball Coding Chess	Years 4-6 Years 1-6 Years 3-6	Miss Read Mr Walsh Miss Van
Thursday	1 st break	Art	Years 4-6	Mrs Lynch
	2 nd break	Music Jump Rope		Ms Brokken Mrs Williams
Friday	1 st break	Tennis Games	Years 4-6 Years 1-3	Mr Walsh House Captains
	2 nd break	Tennis		Mrs Pretty

These activities were all attended by students and led by staff during their breaks.

ENGAGEMENT	Achieved	Working On	Not Achieved
Engagement of students in extra-curricular activities.	✓		

SOCIAL AND EMOTIONAL WELL-BEING

Target 1: *Monitor and implement PATHS (Promoting Alternative Thinking Strategies) strategies to promote students' health and well-being as a whole school approach.*

PATHS program was implemented on a whole school basis in 2018. The monitoring of PATHS continued in 2020.

The National Survey (2020) indicated that 84% of the students felt safe at school, an increase of 4%, 84% liked being at school, a decrease of 4%, and 80% felt that their teachers cared about them, a decrease of 6%. The same questions were asked in the 2016 and 2018 surveys (see the comparison of results in this report).

Target 2: *Chaplain to support emotional social wellbeing of students.*

Kathryn (Kat) Halifax, the school chaplain, worked in the school on Thursday of each week for the year, taking some time out for her studies in Term 3. Kat has been a positive influence in the school and has worked in classrooms, sat with students during break times, attended meetings and attended professional learning.

Target 3: *Development of a whole school language targeting the emotional well-being of students.*

A whole school language was being developed in 2020, based on the PATHS programme, the Virtue promoted each fortnight and the specific feedback to students.

SOCIAL AND EMOTIONAL WELLBEING	Achieved	Working On	Not Achieved
Monitor and implement PATHS strategies to promote students health and well-being as a whole school approach.		✓	
Chaplain to support emotional social wellbeing of students.	✓		
Development of a whole school language targeting the emotional well-being of students.		✓	



ATTENDANCE

NOTE: Phoenix has 32 cultures represented and many families travel to their land of origin for extended holidays. COVID19 has impacted the travel of students in 2020 and also there is no data.

Target 1: *Maintain attendance rate above that of 'like schools' and 'WA Public Schools'.*

	TOTAL		
	Phoenix	Like Schools	WA Public Schools
2017	94.4%	93.4%	92.7%
2018	93.3%	93.2%	92.6%
2019	93%	92.5%	91.6%
2020	94.1%	No data available	No data available

Attendance rate in 2020 was 94.1%. There has been an increase in the overall attendance rate from 2019 to 2020 of 1.1%.

No other data is available due to COVID19.

Target 2: *Continue to follow the 'Phoenix Attendance Policy' and Operational Plan to track and increase attendance of students deemed 'at risk'.*

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2018	76.3%	15.1%	8.2%	0.5%
2019	77.4%	14.1%	6.0%	2.5%
Like Schools 2019	74.9%	18.6%	5.3%	1.2%
WA Public Schools 2019	73.0%	19.0%	6.0%	2.0%

No other data is available due to COVID19.

ATTENDANCE	Achieved	Working On	Not Achieved
Maintain attendance rate above that of 'like schools' and 'WA Public Schools'.	✓		
Continue to follow the 'Phoenix Attendance Policy' and Operational Plan to track and increase attendance of students deemed 'at risk'.	✓		

STAFF IMPROVEMENT TARGETS

PERFORMANCE AND DEVELOPMENT

Target 1: *All staff to engage in performance management process twice yearly, based on the AITSL Standards, job descriptions and SMART goals.*

All teachers engaged in the Performance Management (PM) process twice in 2020 through a discussion of the progress of their SMART goals with the Principal. The PM process was based on personal self-reflection and the subsequent 3 SMART goals were developed on the areas of Professional Knowledge, Professional Practice and Professional Engagement in relation to the Business Plan.

All education assistants engaged in the Performance Management process twice in 2020 through a discussion of the progress of their SMART goals with the Principal. This process was based on their job descriptions and subsequent SMART goals being developed in relation to their role in the school.

Most of the administration and support staff engaged in the Performance Management process twice in 2020 through a discussion of the progress of their SMART goals with the Principal. This process was based on their job descriptions and subsequent SMART goals being developed.

Target 2: *All staff to increase their knowledge of Phase 3 Western Australian curriculum learning areas.*

This target will be addressed in 2020.

PERFORMANCE AND DEVELOPMENT	Achieved	Working On	Not Achieved
All staff to engage in performance management process twice yearly, based on AITSL Standards, job descriptions and SMART goals.	✓		
All staff to increase their knowledge of Phase 3 Western Australian curriculum learning areas.	✓		

EFFECTIVE PEDAGOGICAL PRACTICES

Target 1: *Implement an agreed consistent approach to lesson formats in all Learning areas.*

This target was addressed in 2020 through the Numeracy Learning Area. Consistent lesson formatting will be implemented in the Business Plan 2021-2023.

Target 2: *Implement an agreed whole school Visible Learning format.*

This target was addressed and discussed extensively in 2020 through professional learning on Visible Learning, observation and feedback. Visible Learning will be implemented in the Business Plan 2021-2023.

Target 3: *Teacher survey by Zbar every two years 2018 & 2020.*

The Zbar Teacher survey was distributed to all staff in 2020 and the results recorded and shared with the School Board and the staff. The data will be used in the assessment of goals in the Social-Emotional focus of the Business Plan 2021-2023.

EFFECTIVE PEDAGOGICAL PRACTICES	Achieved	Working On	Not Achieved
Implement an agreed consistent approach to lesson formats in all Learning Areas.		✓	
Implement an agreed whole school Visible Learning format.		✓	
Teacher survey by Zbar every two years 2018 & 2020.	✓		

COMMUNITY TARGETS

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

Target 1: *Provide professional learning to members for a functional School Board.*

School Board professional learning was on 23 May 2018 from 6.30pm-8.30pm. Neighbouring schools were invited to attend as well as individual staff from other schools. No further training was offered in 2019. Further training has been offered through Fremantle College for 2021.

Target 2: *Board agenda, minutes and decisions to be published in newsletter and website.*

The minutes of the School Board meetings have been published on the website after all meetings in 2018-2020. The meetings have been noted in the Principal's newsletter contribution.

Target 3: *Implement a self-review process for the School Board.*

Another self-reflection document will be given to School Board members in 2021 as new members were elected in 2020.

Target 4: *Community member invited to be a School Board member.*

Mr Ron Addison nominated and was elected to the Phoenix School Board in 2018 for a 3-year term. Mr Addison has completed his 3-year term and decided not to re-apply. A member of City of Cockburn staff has indicated interest in the role.

School Board raises awareness within the parent group and wider Phoenix community of its role and operations.	Achieved	Working On	Not Achieved
Provide professional learning to members for a functional School Board.	✓		
Board agenda, minutes and discussions to be published in newsletter and website.	✓		
Implement a self-review process for the School Board.	✓		
Community member invited to be a School Board member.	✓		



Maintaining positive parent satisfaction as evidenced in survey data.

Target 1: Compare feedback from National Survey 2018 and 2020.

The National Survey was completed in 2018 and 2020 by the school and the comparison of the results of 2018 and 2020 are below.

**Comparison of National Schools Survey 2016 / 2018 / 2020 for
Phoenix Primary School**

Surveys returned

	<u>2016</u>	<u>2018</u>	<u>2020</u>
Students	37	57	73
Parents	63	112	89
Staff	16	22	18

Comment: Students numbers doing the survey have increased steadily across the years. Parent survey numbers decreased from 2018 to 2020 and staff numbers have remained relatively stable.

Statistics:

<u>Students</u>	<u>2016</u>	<u>2018</u>	<u>2020</u>
	38% male	51% male	52% male
	62% female.	47% female	48% female
	57% Year 5	46% Year 5	47% Year 5
	43% Year 6	54% Year 6	53% Year 6
	5% Aboriginal	6% Aboriginal	3% Aboriginal
	3% Torres Strait Islander	0% Torres Strait Islander	1% Torres Strait Islander

Comment: There was a consistency in the number of male and female students from 2018 to 2020. There is a decrease in the number of aboriginal students. These statistics do not take into account the multicultural nature of this school.

<u>Parents</u>	<u>2016</u>	<u>2018</u>	<u>2020</u>
	30% male	Unknown	Unknown
	70% female.	Unknown	Unknown
	8% Kindergarten	8% Kindergarten	16% Kindergarten
	15% Pre-Primary	15% Pre-Primary	25% Pre-Primary
	5% Year 1	11% Year 1	4% Year 1
	8% Year 2	11% Year 2	11% Year 2
	12% Year 3	8% Year 3	20% Year 3
	25% Year 4	13% Year 4	12% Year 4
	21% Year 5	15% Year 5	7% Year 5
	5% Year 6	19% Year 6	4% Year 6

Comment: We have seen an increase in engagement of parents doing the survey in Kindergarten and Year 3, and a substantial decrease in Year 1, Year 5 and Year 6.

Staff	2016	2018	2020
Worked 0-5 Years	19%	41%	28%
Worked 6-10 Years	19%	14%	22%
Worked 11-20 Years	19%	18%	17%
Worked 21-30 Years	19%	5%	6%
Worked > 31 Years	25%	23%	28%
Permanent	69%	77%	72%
Fixed Term	25%	23%	28%
Temporary	6%	0%	0%
Male	13%	14%	10%
Female	88%	86%	90%
Leadership	13%	14%	17%
Non-leadership	88%	86%	83%

Comment: There has been a decrease in the number of staff who have been working 0-5 years and the other statistics remain stable.

Survey Results:

Students	2016	2018	2020
My teachers expect me to do my best	96%	88%	90%
My teachers provide me with useful feedback about my school	80%	84%	80%
Teachers at my school treat students fairly	76%	78%	74%
My school is well maintained	86%	82%	84%
I feel safe in my school	82%	80%	84%
I can talk to my teachers about my concerns	78%	78%	68%
Student behaviour is well managed at my school	72%	72%	70%
I like being at my school	88%	88%	84%
My school looks for ways to improve	92%	90%	86%
My school takes students' opinions seriously	76%	78%	74%
My teachers motivate me to learn	92%	90%	80%
My school gives me opportunities to do interesting things	88%	88%	78%
My teachers are good teachers	84%	88%	86%
My teachers care about me	86%	86%	80%

Comment: There is a noticeable decrease in the perception that the students felt they could talk to their teachers about their concerns, teachers motivating them to learn and the school giving them opportunities to do interesting things between 2018 and 2020.

Parents	2016	2018	2020
Teachers at this school expect my child to do their best	86%	88%	90%
Teachers at this school provide my child with useful feedback:	80%	84%	84%
Teachers at this school treat students fairly	82%	84%	88%
This school is well maintained	84%	86%	90%
My child feels safe at this school	86%	90%	90%
I can talk to my child's teachers about my concern	86%	92%	88%
Student behaviour is well managed at this school	80%	80%	84%
My child likes being in this school	86%	90%	92%

This school looks for ways to improve	80%	82%	86%
This school takes parents' opinions seriously	74%	76%	82%
Teachers at this school motivate my child to learn	84%	88%	88%
My child is making good progress at this school	82%	84%	90%
My child's learning needs are being met at this school	82%	82%	86%
This school works with me to support my child's learning	80%	82%	84%
This school has a strong relationship with the local community	76%	76%	82%
This school is well led	76%	78%	88%
I am satisfied with the overall standard of education achieved at this school	76%	82%	86%
I would recommend this school to others	80%	84%	88%
My child's teachers are good teachers	88%	90%	90%
Teachers at this school care about my child	90%	90%	92%

Comment:. There are no substantial differences between 2018 and 2020 though there is a trend of slow improvement in most areas.

Staff	2016	2018	2020
This school has a strong relationship with the local community	78%	78%	78%
This school is well led	88%	88%	92%
I am satisfied with the overall standard of education achieved at this school	82%	86%	90%
I would recommend this school to others	82%	90%	92%
Teachers at this school are good teachers	88%	94%	98%
Teachers at this school care about their students	94%	94%	98%
Teachers at this school expect students to do their best	92%	92%	96%
Teachers at this school provide children with useful feedback	82%	84%	94%
Teachers at this school treat students fairly	92%	86%	94%
The school is well maintained	82%	88%	96%
Students feel safe at this school	94%	90%	94%
Students at this school can talk to their teachers about their concerns	88%	88%	94%
Parents at this school can talk to the teachers about their concerns	88%	84%	92%
Student behaviour is well managed at this school	86%	86%	88%
Students like being at this school	90%	90%	92%
This school takes staff opinions seriously	86%	88%	88%
Teachers at this school motivate students to learn	88%	90%	92%
Students' learning needs are met at this school	82%	86%	86%
This school works with parents to support students' learning	78%	80%	88%
I receive useful feedback about my work at this school	80%	86%	86%
Staff are well supported at this school	82%	88%	88%
This school looks for ways to improve	Not asked	96%	96%

Comment: There are no substantial differences between 2018 and 2020 though there is a trend of stability and gradual improvement in most areas.

Target 2: *Making the community aware of the results of the surveys.*

The community was made aware of the results of the 2020 National Schools Survey through the newsletter and the website as well as noted at the school assembly. The comparison of the 2018 and 2020 National School Survey was presented at the School Board meeting and made available to the community through the website.

Maintaining positive parent satisfaction as evidenced in survey data.	Achieved	Working On	Not Achieved
Compare feedback from National School Survey 2018 and 2020.	✓		
Making the community aware of the results of surveys	✓		

Resourcing

Target 1: *Increase the percentage of parents paying voluntary school contributions to 94%.*

The percentage of students for which contributions were received is 71.8%, which was an increase of 0.82% from 2018.

<u>Year</u>	<u>Contributions paid</u>	<u>Increase/ Decrease</u>
2017	91%	5%
2018	65.26%	25.74%
2019	70.98%	5.72%
2020	71.8%	0.82%

Kindergarten parents (95%) were the highest paying this year of school contributions with 19 out of the 20 paying. Year 6 were the lowest (41%) with 13 out of the 32 students' parents paying contributions. This was reported to the School Board at their last meeting 2020.

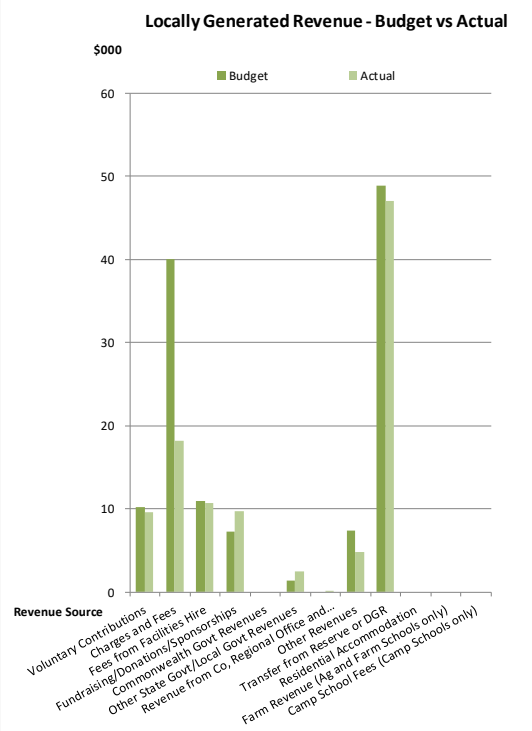
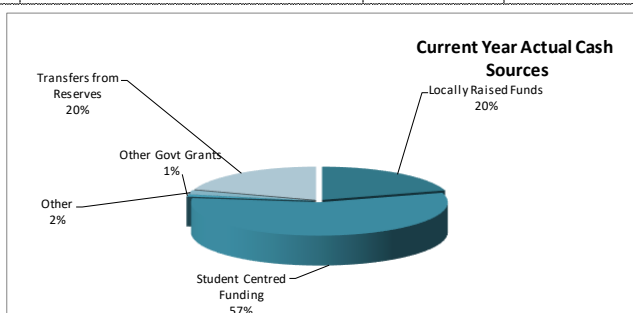
Resourcing The percentage of students for which voluntary contributions are received.	Achieved	Working On	Not Achieved
Increase the percentage of parents paying contributions to 94%.		✓	

Insert your School
Logo Here or
Delete if not
required

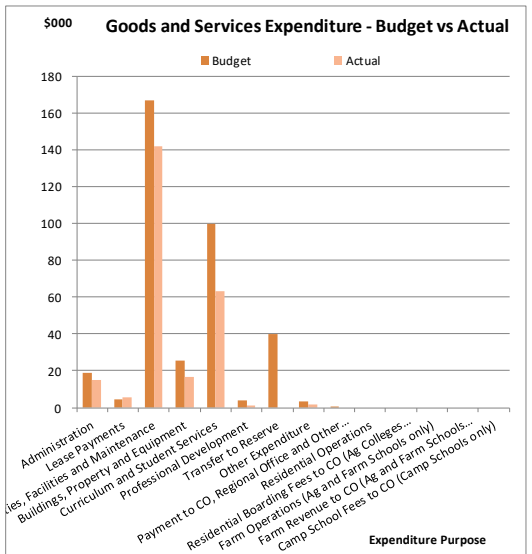
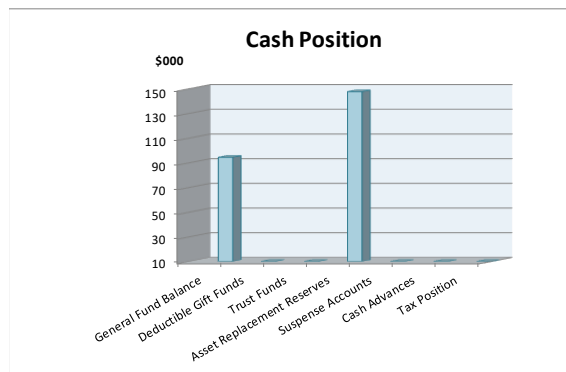
Phoenix Primary School

Financial Summary as at December 31 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 10,215.00	\$ 9,588.00
2	Charges and Fees	\$ 39,988.00	\$ 18,210.00
3	Fees from Facilities Hire	\$ 11,000.00	\$ 10,696.37
4	Fundraising/Donations/Sponsorships	\$ 7,220.00	\$ 9,719.60
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,350.00	\$ 2,450.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ 60.50
8	Other Revenues	\$ 7,449.00	\$ 4,844.29
9	Transfer from Reserve or DGR	\$ 48,900.00	\$ 47,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 126,122.00	\$ 102,568.76
	Opening Balance	\$ 102,740.00	\$ 102,740.43
	Student Centred Funding	\$ 133,899.00	\$ 133,898.61
	Total Cash Funds Available	\$ 362,761.00	\$ 339,207.80
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 362,761.00	\$ 339,207.80



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 18,575.00	\$ 14,935.35
2	Lease Payments	\$ 4,638.00	\$ 5,737.19
3	Utilities, Facilities and Maintenance	\$ 166,903.00	\$ 142,019.35
4	Buildings, Property and Equipment	\$ 25,500.00	\$ 16,407.31
5	Curriculum and Student Services	\$ 99,485.00	\$ 63,095.17
6	Professional Development	\$ 4,000.00	\$ 884.93
7	Transfer to Reserve	\$ 40,000.00	\$ -
8	Other Expenditure	\$ 3,560.00	\$ 1,734.37
9	Payment to CO, Regional Office and Other Schools	\$ 100.00	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 362,761.00	\$ 244,813.67
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 362,761.00	\$ 244,813.67
	Cash Budget Variance	\$ -	\$ -



Cash Position as at:	
Bank Balance	\$ 246,372.52
Made up of:	-
1 General Fund Balance	\$ 94,394.13
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 147,578.97
5 Suspense Accounts	\$ 8,422.42
6 Cash Advances	\$ (500.00)
7 Tax Position	\$ (3,523.00)
Total Bank Balance	\$ 246,372.52