



PHOENIX PRIMARY SCHOOL ANNUAL REPORT 2021



"Learn, Grow, Succeed"

Phoenix Primary School Annual Report

Phoenix Primary School (PPS) is a small metropolitan school located in the south-western coastal suburb of Hamilton Hill, bordered by Coogee. The school is an Independent Public School which caters for children from Kindergarten to Year 6 in line with W.A. Department of Education regulations. Throughout our 46-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 and a school of choice. We are proud of our history and acknowledge our achievements. Phoenix is a multicultural school with 28 nationalities represented. We acknowledge and celebrate our diversity.

In 2021 Phoenix enrolled 232 full time students (PP-6) and 36-part time kindergarten students, a decrease of full time students from 2020 of 9 students and an increase of part-time student of 16, with a context of-

- 4.3% students having a disability (*decreased from 2020 by 2.4%*)
- 1.7% students who are Indigenous (*decrease of 2% from 2020*)
- 37% English as an Additional Language (decreased by 6% from 2019. *Data from Myschool website*)

Student transiency rate at Phoenix in 2021 (18.1%) has increased from 2020 (16.3%) by 1.8%. The transiency rate in the two years 2020 and 2021 have been in the decile ranking of 7 which is a shown an increase since 2017 of 1 decile.

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 confident and 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 the Business Plan

Our third Business Plan (2021-2023) was developed by our staff. It is about the school's leadership team, educators and families working together to achieve the best outcomes for all students. This Business Plan is underpinned by professional understandings which are the 3 Overarching Pillars of:

- Visible Learning
- Analysis and discussion of data
- Differentiated teaching and learning.

It was informed by school performance data as well as student, staff, School Board and community feedback.

The format of the third Business Plan reflects the six domains of the Electronic School Assessment Tool (ESAT), a decision to change from the previous Dempster Model by staff. The 4 focus areas in the Business Plan are aligned to the six domains for improvement which are:

1. Relationships and Partnerships
2. Learning Environment
3. Leadership
4. Use of Resources
5. Teaching Quality
6. Student Achievement and Progress

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 between School Reviews.

The ICSEA for Phoenix Primary School has stabilised from 2017 and remains within decile 4. The ICSEA is the Index of Community socio-Economical Advantage which 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.

The school is respected for its friendly and supportive learning environment, working with the Phoenix Community as authentic partners in preparing all students for the future.

FOCUS AREA 1 – NUMERACY

Students to develop skills to be confident and to be able to apply their Mathematical knowledge in all areas of their learning.

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.

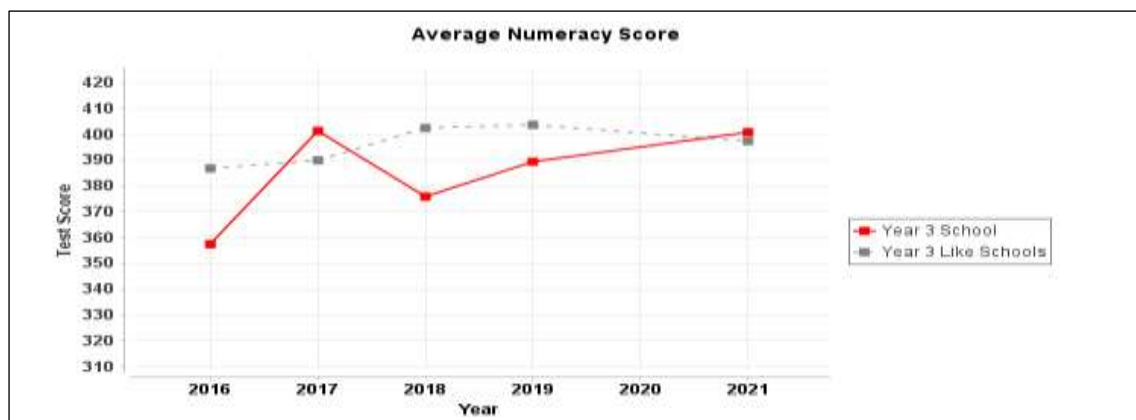
Domains addressed from the ESAT are 2,3,4,5,6.

1.1 Strategy	2021 Indicators of Success	Rating
Analyse and use whole school data in a Case Management Approach.	<ul style="list-style-type: none">• A consistent approach to data analysis• Whole school implementation of assessments.• Differentiated open ended assessments	Working on
1.2 Strategy	2021 Indicators of Success	Rating
Improve the use of data to collaboratively analyse and inform the Assess-Plan-Act cycle	<ul style="list-style-type: none">• Use data from standardised and whole school testing to plan and differentiate.• Data to identify starting points for improvement.	Working on
1.3 Strategy	2021 Indicators for Success	Rating
Introduce consistent whole school Explicit Teaching Framework using Visible Learning strategies.	<ul style="list-style-type: none">• Model (I do), teach vocabulary, intentional practice (we do, you do)• Use of WALT, WILF, TIB, WAGOLL	Working on
1.4 Strategy	2021 Indicators of Success	Rating
Improve peer support through observation and feedback.	<ul style="list-style-type: none">• Creation of supporting documents• Recording of observations	Working on
1.5 Strategy	2021 Indicators of Success	Rating
Develop and implement a whole school 'language of math' Scope and Sequence document.	<ul style="list-style-type: none">• Consistent vocabulary embedded, practised & visual in all classrooms.• Develop vocabulary bookmarks for parents to support home learning.	Working on
1.6 Strategy	2021 Indicators of Success	Rating
Develop and embed whole school strategies for incorporating math into STEM.	<ul style="list-style-type: none">• Investigate problem solving activities• Use robotic resources during lesson times.	Working on

Our Numeracy Targets

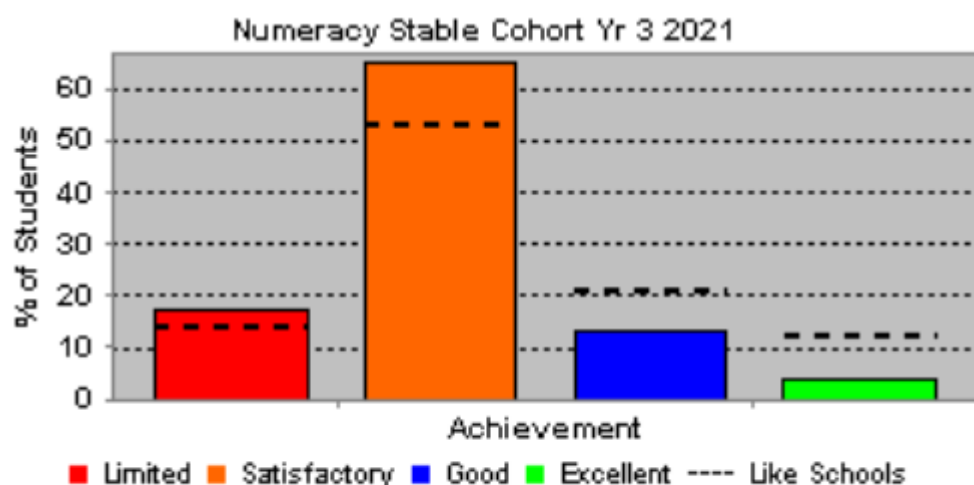
NAPLAN:

Target 1: Year 3 student performance at or above 'like schools'.



**Target 1 has been achieved as the students performed above 'like schools'.*

Target 2: Year 3 student performance at or above 'like schools' in stable cohort.



Achievement Cut Scores (NAPLAN)

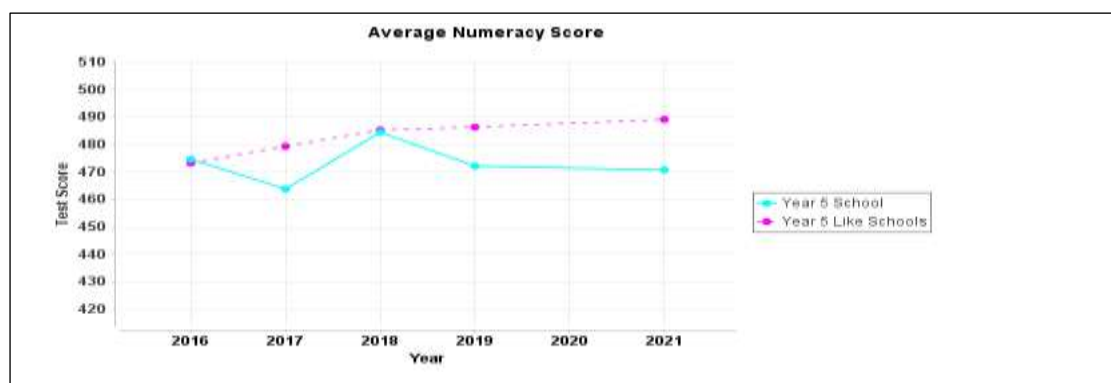
■ < 321 ■ 322 - 425 ■ 426 - 477 ■ 478 <

**Although Target 1 was achieved and the students performed above like schools, this graph of the stable cohort indicates that:*

- 17% (4) students performed in a 'limited' capacity which is above like schools
- 65% (15) students performed in a 'satisfactory' capacity which is above like schools
- 13% (3) students performed in a 'good' capacity which is below like schools
- 4% (1) students performed in an 'excellent' capacity which is below like schools

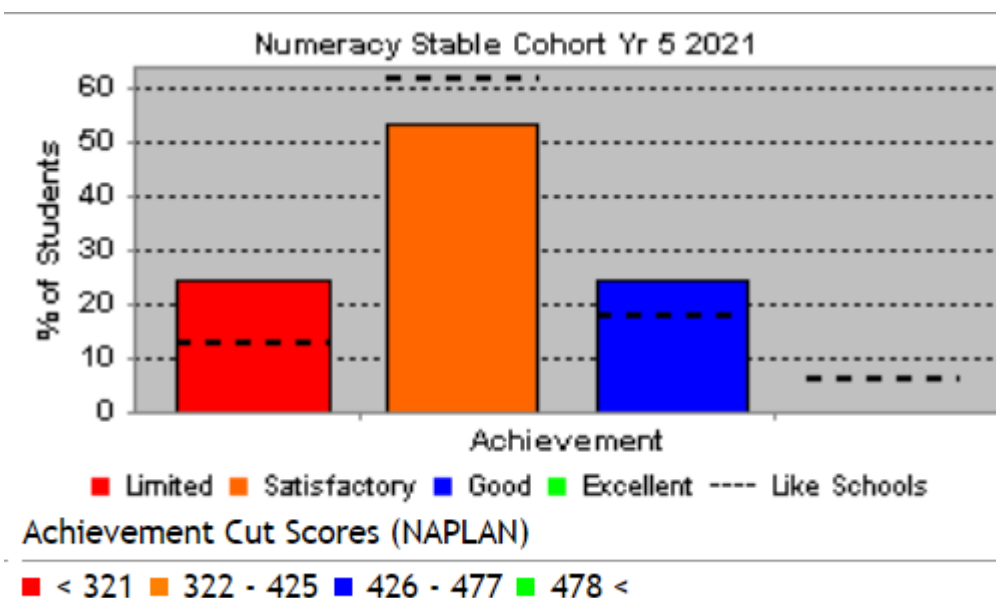
The goal is for more students to achieve within the 'good' level.

Target 3: Year 5 student performance at or above 'like schools'.



*Target 3 has not been achieved as the students performed below 'like schools'.

Target 4: Year 5 student performance at or above 'like schools' in stable cohort.



* Target 4 was not achieved and the students performed below like schools. This graph of the stable cohort indicates that:

- 23% (4) students performed in a 'limited' capacity which is above like schools
- 53% (9) students performed in a 'satisfactory' capacity which is below like schools
- 23% (4) students performed in a 'good' capacity which is above like schools
- No students performed in a 'excellent' capacity which is below like schools

The goal is to decrease the number of students at the 'limited' level and for more students to achieve within the 'satisfactory' and 'excellent' levels.

FOCUS AREA 2 – LITERACY

Students read and interpret and understand a range of texts to make connections across multiple learning areas and their personal experiences.

Phoenix Primary School believes that every student is capable of successful learning. Language development and literacy are a critical part of every child's overall learning progress. Effective literacy teaching gives students the ability to communicate clearly and effectively and forms the foundation of their future as a lifelong learner.

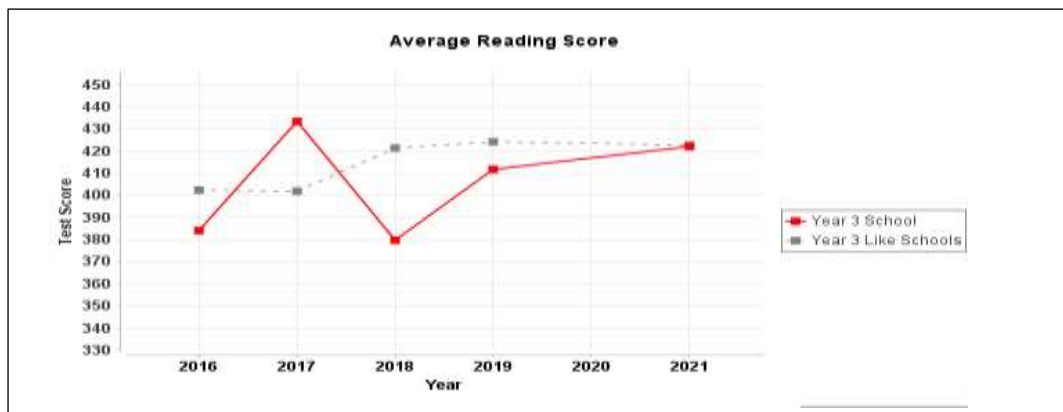
Domains addressed from the ESAT are 2,3,4,5,6.

2.1 Strategy Analyse and use whole school assessment data in a Case Management Approach.	2021 Indicators for Success <ul style="list-style-type: none">• Use of data walls to monitor & track students• Transfer of data over the years through Class Achievement Profiles.• Profile and track SAER students.	Rating Working on
2.2 Strategy Embed consistent whole school reading and comprehension strategies.	2021 Indicators for Success <ul style="list-style-type: none">• Evidence based whole school programs in PA, Phonics, Spelling & Semantics.• Guided reading guidelines for school and home.	Rating Working on
2.3 Strategy Implement whole school questioning strategies using Blooms and BLANK	2021 Indicators for Success <ul style="list-style-type: none">• Implement a whole school scope and sequence for questioning strategies• Support resources to teachers using Blooms & Blank.	Rating Working on
2.4 Strategy Consistently analyse whole school assessments and monitoring to inform the Assess-Plan-Act cycle.	2021 Indicators for Success <ul style="list-style-type: none">• Whole school assessments analysed for progress – PM Benchmarks/ Literacy Pro/	Rating Working on
2.5 Strategy Consolidate the use of feedback to students to support Visible Learning and improve progress	2021 Indicators for Success <ul style="list-style-type: none">• Use language of BrightPath for feedback to students in writing.• Maintain Talk4Writing in a sequenced way.	Rating Working on
2.6 Strategy Develop and implement a whole school balanced literacy focus across all Learning Areas.	2021 Indicators for Success <ul style="list-style-type: none">• Develop year level key vocabulary list/ scope and sequence related to learning areas.	Rating Working on

Our Literacy Targets

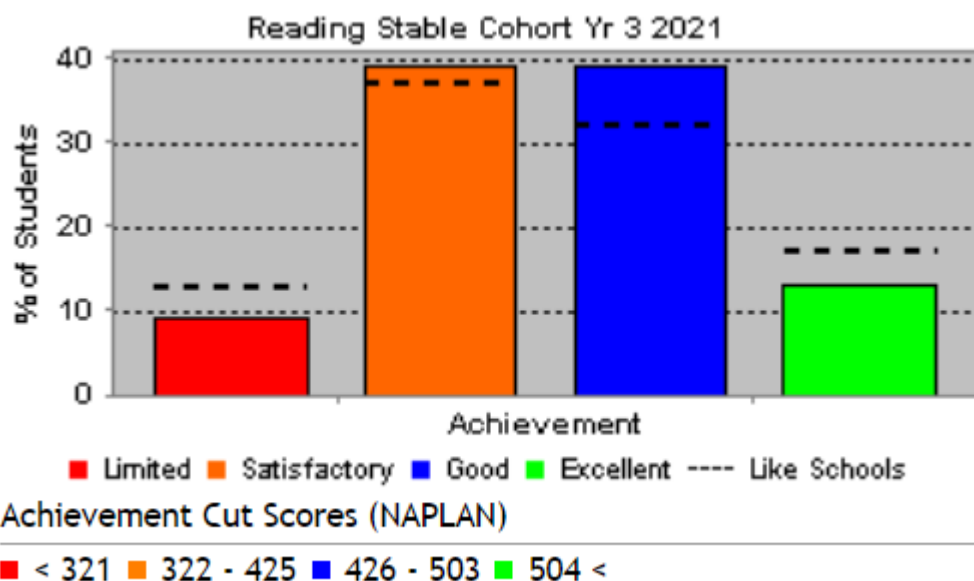
NAPLAN:

Target 1: Year 3 student performance at or above 'like schools'.



**Target 1 has been achieved as the students performed at 'like schools'.*

Target 2: Year 3 student performance at or above 'like schools' in stable cohort.

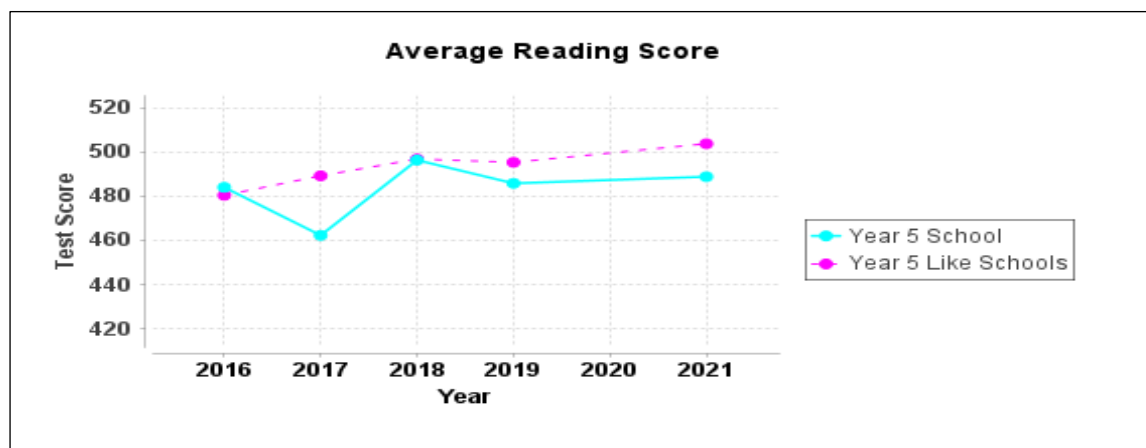


**Although Target 1 was achieved and the students performed above like schools, this graph of the stable cohort indicates that:*

- 8% (2) students performed in a 'limited' capacity which is below like schools
- 39% (9) students performed in a 'satisfactory' capacity which is above like schools
- 39% (9) students performed in a 'good' capacity which is above like schools
- 13% (3) students performed in a 'excellent' capacity which is below like schools

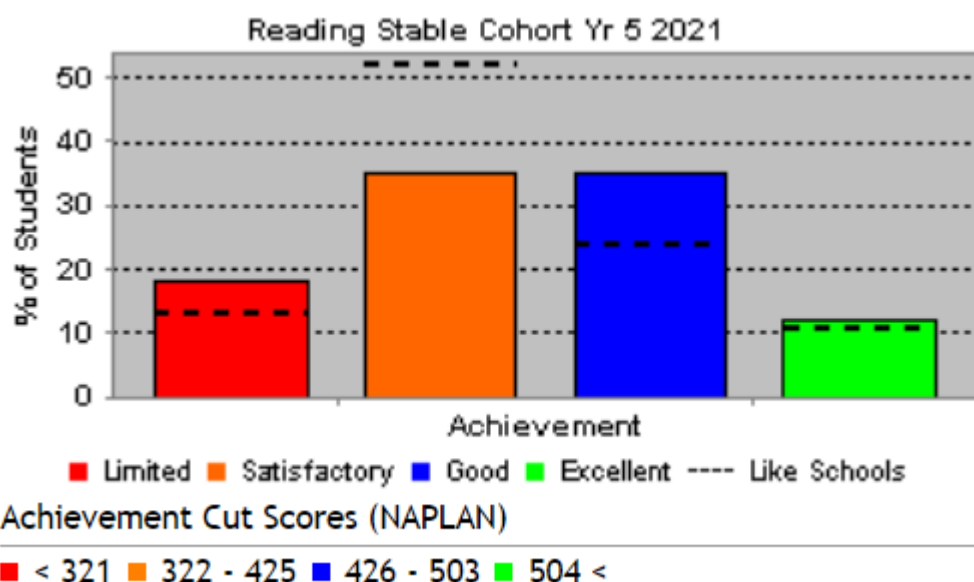
The goal is for more students to achieve within the 'excellent' level.

Target 3: Year 5 student performance at or above 'like schools'.



*Target 3 has not been achieved as the students performed below 'like schools'.

Target 4: Year 5 student performance at or above 'like schools in stable cohort'.



* Target 4 was not achieved and the students performed below like schools. This graph of the stable cohort indicates that:

- 18% (3) students performed in a 'limited' capacity which is above like schools
- 35% (6) students performed in a 'satisfactory' capacity which is below like schools
- 35% (6) students performed in a 'good' capacity which is above like schools
- 12% (2) students performed in a 'excellent' capacity which is at like schools

The goal is to increase the number of students at the 'satisfactory' level.

Target 5: *Student achievement to be at or above mean scale score in Progressive Achievement Tests (PAT)- Reading.*

Year Level	Number of Students Tested	Below Mean Scale	At Mean Scale	Above Mean Scale
1	38	31%	24%	45%
2	23	26%	35%	39%
3	25	40%	0%	60%
4	11	27%	46%	27%
5	27	37%	15%	48%
6	33	36%	3%	61%

The priority for the school is to improve the percentage of students in the 'at mean scale' column and decrease the percentage of students in the 'below mean score' column. As the number of students are quite low, especially in Year 4, the per student percentages have greater weight.

Target 6: *Student achievement to be at or above appropriate levels in whole school assessments in Reading, Spelling, Writing.*

Reading: Whole school reading assessment for Years 1 and 2 is PM Benchmarks and Literacy Pro for Years 3,4,5,6. The focus in the future is on improving comprehension. Results are displayed on data walls.

Below appropriate levels	At appropriate levels	Above appropriate levels
31%	32%	37%

Spelling: Whole school spelling assessments for Pre-Primary to Year 2 is 'Letters & Sounds' and 'Words Their Way' for Years 3,4,5,6. Intervention programs are initiated according to the needs of the different groups of children for that year. Results are displayed on data walls.

Below appropriate levels	At appropriate levels	Above appropriate levels
15%	58%	27%

Writing: Whole school writing assessment for Years 1 to 6 is BrightPath. Results are displayed on data walls for narrative, persuasive, recount and information reports.

	MEAN	30TH PERC.	MEDIAN	80TH PERC.	SD	N
Phoenix Primary School	282	190	290	360	102	107
All Schools	310	235	320	390	97	127314

Phoenix Primary School's profile in BrightPath is very positive in relation to the 'all schools' data across all year levels of the school.

FOCUS AREA 3 – SOCIAL-EMOTIONAL

Students are Supported to build independence, resilience and confidence in their ability to approach a range of situations.

Positive and caring relationships are built and maintained between students and staff to enhance the physical, social and emotional learning environment which improve wellbeing and learning. Students are engaged in a values-rich learning culture that supports regular attendance and positive behaviours. High quality social emotional learning is at the core of the school curriculum.

Domains addressed from the ESAT are 1,2,3,6.

3.1 Strategy	2021 Indicators for Success	Rating
Create safe, engaging and inclusive learning environments using the BeYou framework.	<ul style="list-style-type: none">Promote Growth Mindset throughout the schoolVisible learning (WALT, WILF, feedback)Staff to complete surveys and professional learning to support their knowledge.	Working on

3.2 Strategy	2021 Indicators for Success	Rating
Develop whole school common social-emotional language based on PATHS.	<ul style="list-style-type: none">Early Childhood common social-emotional language for Years K-2.Middle and Upper school common social-emotional language for Years 3-6.	Working on

3.3 Strategy	2021 Indicators for Success	Rating
Implement a whole school assessment tool for social-emotional skills.	<ul style="list-style-type: none">Investigate available assessment tools with school psychologist.Trial chosen assessment tool led by school psychologist.	Working on

3.4 Strategy	2021 Indicators for Success	Rating
Build effective working relationships with parents and the school community.	<ul style="list-style-type: none">Parent information sessions to address student health and wellbeing.Investigate community programs e.g. The Fathering Project	Working on



Our Social-Emotional Targets

Target 1: *Improvements in ZBar ratings for safety/ happiness for teachers.*

The ZBar survey is done every 2 years. The last results available are from 2020. Since the first survey in 2018, which indicated 92% agreed and 8% (1 teacher) disagreed on the safety and happiness of teachers, an improvement was obvious in 2020 with 100% agreeing that they felt safe and happy.

Target 2: *Improvements in National Surveys for Schools for safety/ happiness.*

The National School Survey is done every 2 years. The last results available are from 2020. Since the first survey in 2018, there have been no substantial differences in the area of the safety and happiness of teachers, though there is a trend of stability and gradual improvement in this area to be within the 90%+ range.

Target 3: *National School Opinion Survey (NSOS): The NSOS results for parents and students to remain positive (>4) for 'The school takes my opinion seriously.'*

The National School Survey is done every 2 years. The last results available are from 2020 and have shown an increase from parents and students to remain within the positive range (>4).

Parents

This school takes parents' opinions seriously	74%	76%	82%
---	-----	-----	-----

Students

My school takes students' opinions seriously	76%	78%	84%
--	-----	-----	-----

This objective has been achieved from 2020 data.

Target 4: *National School Opinion Survey (NSOS): The NSOS results for staff to remain positive (>4) for 'I receive useful feedback about my work.'*

The National School Survey is done every 2 years. The last results available are from 2020 and remain positive (>4).

Teachers at this school provide children with useful feedback	82%	84%	94%
---	-----	-----	-----

This objective has been achieved from 2020 data showing considerable improvement.



FOCUS AREA 4 – EARLY CHILDHOOD

Provide each child with opportunities to engage in meaningful and productive play sessions within a safe learning environment, using appropriate resources where students can actively develop oral language, social and problem solving skills.

Inquiry based learning (play) is active learning that starts by posing questions, problems or scenarios. This approach to learning emphasises the child's role in the learning process as they are encouraged to explore the material, ask questions and share ideas. The teacher develops the idea, theme or concept and then engages the children through targeted questioning which increases oral language development.

Domains addressed from the ESAT are 1,2,3,4,5,6.

4.1 Strategy	2021 Indicators for Success	Rating
Use data results to inform planning for a differentiated curriculum.	<ul style="list-style-type: none">• Use 'Cracking the Code' data to differentiate small group work in the K program.• Use AELD data from 2021 to show improvement over 3 test periods (4 years apart) in Pre-Primary.• Utilise 'on-entry' data to differentiate small group work in Pre-Primary.• Utilise 'Words Grammar Fun' data to differentiate areas of need for future intervention.	Working on
4.2 Strategy	2021 Indicators for Success	Rating
Develop open-ended theme-based questions using the BLANK model of questioning.	<ul style="list-style-type: none">• Develop play structured theme based units (boxes) involving hands-on activities and literature to encourage oral language using the BLANK levels of questioning.	Working on
4.3 Strategy	2021 Indicators for Success	Rating
Collate role play situations for social skills development linked to PATHS	<ul style="list-style-type: none">• Develop scenarios for role play situations in which students have opportunities to problem solve, learn to negotiate conflict resolution situations, share and respect differences.	Working on
4.4 Strategy	2021 Indicators for Success	Rating
Improve oral language development through themes.	<ul style="list-style-type: none">• Develop theme based boxes with hands-on materials to support tactile learning.• Develop theme based literacy resources to support 'Talk4Writing'.	Working on
4.5 Strategy	2021 Indicators for Success	Rating
Use on-entry data to plan for progress and achievement.	<ul style="list-style-type: none">• 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.	Working on

OUR EARLY CHILDHOOD TARGETS

Target 1: Meet at least four (4) of the seven (7) National Benchmarks in all 7 quality areas in the National Quality Standards (NQS) self-assessment and external reviews.

NATIONAL QUALITY STANDARDS	Achieved	Working On	Not Achieved
Quality Area 1: Educational program and practice			
Quality Area 2: Children's health and safety			
Quality Area 3: Physical Environment			
Quality Area 4: Staffing arrangements			
Quality Area 5: Relationships with children			
Quality Area 6: Collaborative partnerships with families and communities.			
Quality Area 7: Governance and leadership			

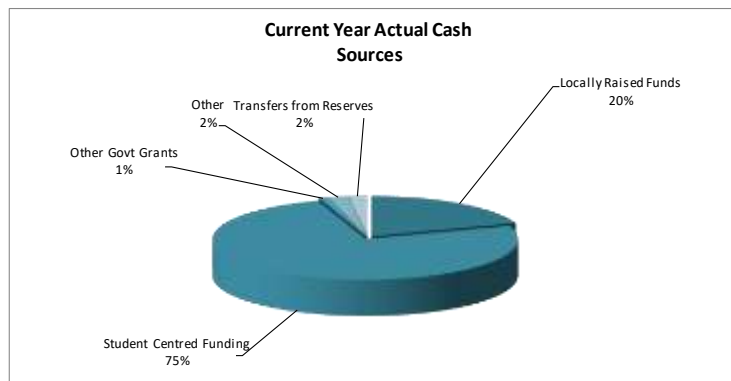
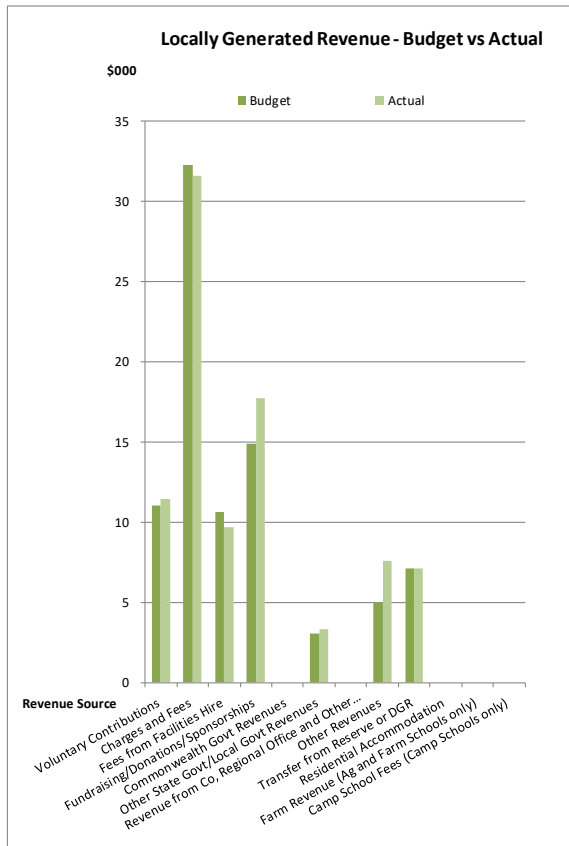
The NQS committee ascertained in their audit summary dated 30 July 2021 that they had met five of the seven National Benchmarks in the 7 quality areas through self-assessment. The 2022 Operational Plans will address Quality Areas 1 and 3.

In relation to the previous audit results, 5 Quality Areas have now been achieved in 2021 compared to 2 Quality Areas in 2020.

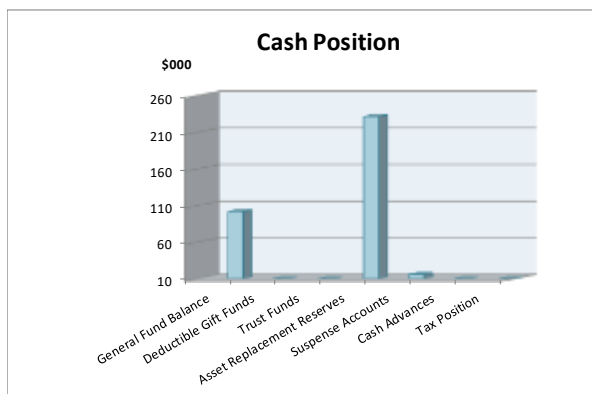
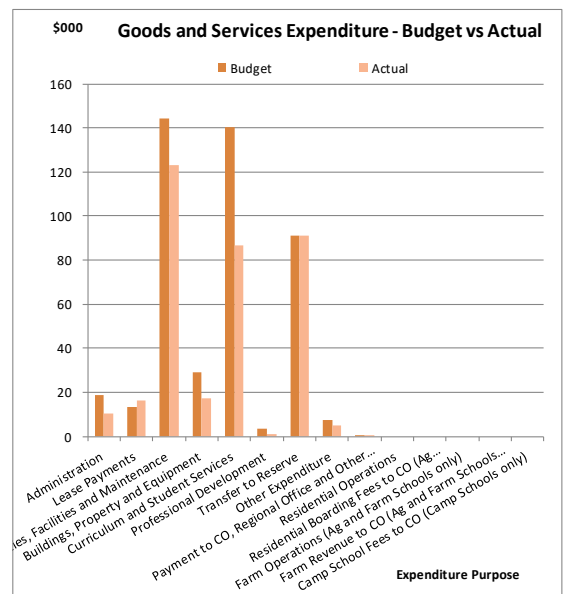


Phoenix Primary School
Financial Summary as at
31/12/2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 11,035.00	\$ 11,411.50
2	Charges and Fees	\$ 32,226.84	\$ 31,611.65
3	Fees from Facilities Hire	\$ 10,600.00	\$ 9,681.82
4	Fundraising/Donations/Sponsorships	\$ 14,857.05	\$ 17,728.35
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 3,075.00	\$ 3,325.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 5,039.53	\$ 7,607.81
9	Transfer from Reserve or DGR	\$ 7,106.00	\$ 7,106.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 83,939.42	\$ 88,472.13
	Opening Balance	\$ 94,394.00	\$ 94,394.13
	Student Centred Funding	\$ 269,570.22	\$ 269,570.44
	Total Cash Funds Available	\$ 447,903.64	\$ 452,436.70
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 447,903.64	\$ 452,436.70



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 18,620.00	\$ 10,575.17
2	Lease Payments	\$ 13,491.00	\$ 16,173.96
3	Utilities, Facilities and Maintenance	\$ 144,404.05	\$ 122,946.93
4	Buildings, Property and Equipment	\$ 29,063.00	\$ 17,217.96
5	Curriculum and Student Services	\$ 140,372.00	\$ 86,832.79
6	Professional Development	\$ 3,528.44	\$ 1,188.13
7	Transfer to Reserve	\$ 90,853.00	\$ 90,853.00
8	Other Expenditure	\$ 7,471.53	\$ 4,977.73
9	Payment to CO, Regional Office and Other Schools	\$ 100.00	\$ 45.00
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	\$ 447,903.02	\$ 350,810.67
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 447,903.02	\$ 350,810.67
	Cash Budget Variance	\$ 0.62	



Cash Position as at:	
Bank Balance	\$ 344,036.80
Made up of:	
1 General Fund Balance	\$ 101,626.03
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 231,325.97
5 Suspense Accounts	\$ 15,972.80
6 Cash Advances	\$ (500.00)
7 Tax Position	\$ (4,388.00)
Total Bank Balance	\$ 344,036.80