



Phoenix Primary School Annual Report 2025

"Learn, Grow, Succeed"



Our Acknowledgement of Country was written by our students:

Hello and welcome to the land of the Whadjuk Noongar owners.

We, the staff, students and community members of the Phoenix Primary School, pay our respects to the traditional owners of the Boodja (land) on which our students live and are educated on, the Boodja of the Whadjuk Noongar people. We recognise their spiritual connection to the land, the water and the sky. We pay our respects to the Elders past, present and emerging. We recognise that they hold the Kaartdijin (knowledge), memories, traditions and culture of the people.

Phoenix Primary School (PPS) is a relatively 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 reflecting W.A. Department of Education regulations. Throughout our 49-year existence, PPS has provided 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 approximately 40 nationalities represented. We acknowledge and celebrate our diversity.

In 2025 Phoenix enrolled 279 full time students (PP-6) and 59-part time kindergarten students, an increase of full-time students from 2024 of 23 students and an increase of part-time students from 40 to 60, within a context of-

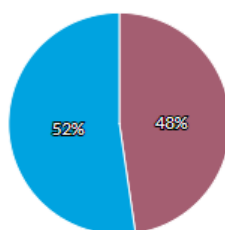
- 3.5% students having a disability (*decrease from 2024 by 1.2 % (Data from SchoolsOnline)*)
- 3.3% students who are Indigenous (*decrease of 0.1% from 2024. (Data from Schools Online)*)
- 36% English as an Additional Language (decreased by 1% from 2024. (*Data from Myschool website*))

Student transiency rate at Phoenix in 2025 (11.7%) has decreased from 2024 (14%) by 2.3%. The transiency rate in the two years 2022 to 2023 has been in the decile ranking of 6 and now is in decile 5 since 2024. This is a decrease since 2021 of 2 deciles (6.4%).

Students

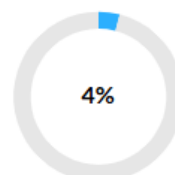
Total enrolments: 344

Boys 180
Girls 164



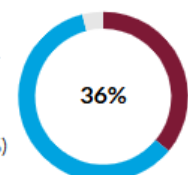
Full-time equivalent enrolments: 320.0

Indigenous students



Language background other than English

Yes (36%)
No (60%)
Not stated (4%)



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. Our values form the basis of all our interactions with students, parents and the community. The following values are interwoven into our teaching and learning programs:

- ❖ **COURAGE**
- ❖ **CREATIVITY**
- ❖ **KINDNESS**
- ❖ **RESILIENCE**
- ❖ **RESPECT**



Our Beliefs

- ❖ We believe in success for all students; that every child is capable of being a successful learner.
- ❖ We are committed to creating a safe, positive and inclusive environment that promotes the development of the whole child.
- ❖ Students and staff deserve to be treated with kindness and respect in a caring environment that celebrates the success of all.
- ❖ We empower creative, independent thinkers who are skilled problem solvers.
- ❖ We believe in providing quality and impactful teaching and learning opportunities with high expectations for everyone.
- ❖ We believe that children learn best through hands on, intentional play-based learning opportunities that encourage them to be curious and explore.
- ❖ We welcome and embrace culture and diversity in our students and school community.
- ❖ We foster genuine, positive relationships with students, families and community.

Development of the Business Plan

This plan, our fourth Business Plan (2025-2028), was again developed by our staff. It encapsulates that the leadership team, educators and families are authentic partners in working together to achieve the best outcomes for all students. The 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 this Business Plan reflects the three focus areas, with the links to the Electronic School Assessment Tool (ESAT) and Teaching for Impact, aligned and acknowledged. The 3 focus areas in the Business Plan are:

1. High Quality Teaching
2. Positive and Engaging Learning Environment
3. Staff and Student Health and Wellbeing

The targets expressed are part of 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 increased from 1016 (2020) to 1041 (2025). Since 2022 the decile has changed from 4 to 3. 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, being 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 – HIGH QUALITY TEACHING

Every child will develop their potential through the delivery of high-quality teaching using evidence-based strategies, acknowledging the diversity of our students and ensuring inclusiveness. We evaluate our own practice to seek improvement and to inform future progress.

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	Rating
Creating 'The Phoenix Way'- a whole school pedagogical framework to ensure consistent and connected practice across all classrooms.	Achieved
1.2 Strategy	Rating
Use Teaching for Impact to guide effective teaching practice.	Working On
1.3 Strategy	Rating
Embed analysis of whole school data to drive teaching and learning.	Working On
1.4 Strategy	Rating
Use multi-tiered systems of support to differentiate and target support to meet student needs.	Achieved
1.5 Strategy	Rating
Introduce classroom observation processes to support the delivery of Teaching for Impact and 'The Phoenix Way'.	Not Achieved
1.6 Strategy	Rating
Develop clear processes to promote positive behaviour and restorative approaches.	Working On
1.7 Strategy	Rating
Integrate technology and STEM across all learning areas.	Working On

Effective teachers believe they can unlock the learning potential of every student.	Effective teachers believe they have the responsibility to evaluate the impact of their practice and seek to improve.	Effective teachers believe in inclusion and value student diversity.	Effective teachers believe in preparing students to become their own teachers and successful life-long learners.
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TEACHING FOR IMPACT

FOCUS AREA 2 – POSITIVE AND ENGAGING LEARNING

ENVIRONMENT

To create a positive, inclusive and engaging learning environment by reviewing progress and embracing best practice. Every child will learn in a safe, inclusive supportive learning environment that is culturally responsive. We believe in creating a positive classroom culture of high expectations where students feel challenged and confident to take risks with their learning.

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

2.1 Strategy	Rating
Provide opportunities for students to develop problem solving skills.	Achieved
2.2 Strategy	Rating
Identify and cater to individual student needs including disability and students at educational risk.	Working On
2.3 Strategy	Rating
Promote outdoor learning opportunities.	Working On
2.4 Strategy	Rating
Continue to enhance the outdoor environment of the school.	Working On
2.5 Strategy	Rating
Encourage parents and families to be involved by organising community events such as Harmony Day picnic, open classrooms and End of Year picnic.	Achieved
2.6 Strategy	Rating
Strengthen cultural respect and relationships through our Reconciliation Action Plan.	Working On
2.7 Strategy	Rating
Promote opportunities for student voice both within the classroom and at a whole school level.	Working On

Effective teachers believe they can unlock the learning potential of every student.

Effective teachers believe student wellbeing and engagement are essential to student achievement.

Effective teachers believe in preparing students to become their own teachers and successful life-long learners.

TEACHING FOR IMPACT

FOCUS AREA 3 – STAFF AND STUDENT HEALTH AND

WELLBEING

Every child will have the opportunity to learn in an inclusive learning environment that encourages and promotes diversity and equity through the shared development of a growth mindset which values staff, student, parent and community involvement. We believe in developing social emotional skills in students through a growth mindset and resilience. We foster good positive working relationships with parents to support children.

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 1,2,4,5.

3.1 Strategy	Rating
Embed the Phoenix values into everything we do.	Achieved
3.2 Strategy	Rating
Embed daily mindful meditation into teaching and learning programs.	Achieved
3.3 Strategy	Rating
Ensure Mindful Education is taught across all year levels and promote the use of mindful strategies to help students self-regulate.	Achieved
3.4 Strategy	Rating
Ensure quality teaching of social-emotional learning through consistent practice and explicit planning.	Achieved
3.5 Strategy	Rating
Support students to develop a growth mindset and resilience.	Working On
3.6 Strategy	Rating
Wellbeing officer to continue supporting students, staff and families.	Achieved
3.7 Strategy	Rating
Connecting with families by providing parenting resources and information workshops.	Working On

Effective teachers believe student wellbeing and engagement are essential to student achievement	Effective teachers believe in inclusion and value student diversity.	Effective teachers believe in preparing students to develop a growth mindset to support life-long learning.	Effective teachers believe they share the responsibility for student success with school, families and the broader community.	Effective teachers believe believe in equity and reconciliation.
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TEACHING FOR IMPACT

MEASURING SUCCESS AT PHOENIX

National School Opinion Survey (NSOS)	2016/ 2018 / 2020/ 2023/ 2025	Achieved
School Culture Survey	2026	Not achieved
Friendly School Survey	2026	Not achieved

Comment: Data from the school National School Opinion Survey (NSOS) has been collected from 2016 to 2025 and analysed. See results below-

NSOS surveys returned

	<u>2016</u>	<u>2018</u>	<u>2020</u>	<u>2023</u>	<u>2025</u>
Students	37	57	73	39 (70%)	52 (73%)
Parents	63	112	89	48 (23%)	73 (29%)
Staff	16	22	18	31 (74%)	38 (82%)

Comment: Students numbers doing the survey have increased steadily until 2023 when they declined substantially due to the survey being completed by years 5/6 instead of Years 4-6. Parent survey numbers increased from 2018 except in 2023, and staff numbers have increased as the school population has increased.

Class Achievement Student Profiles	2021- 2024	Achieved
ELASTIK	2025	Working On

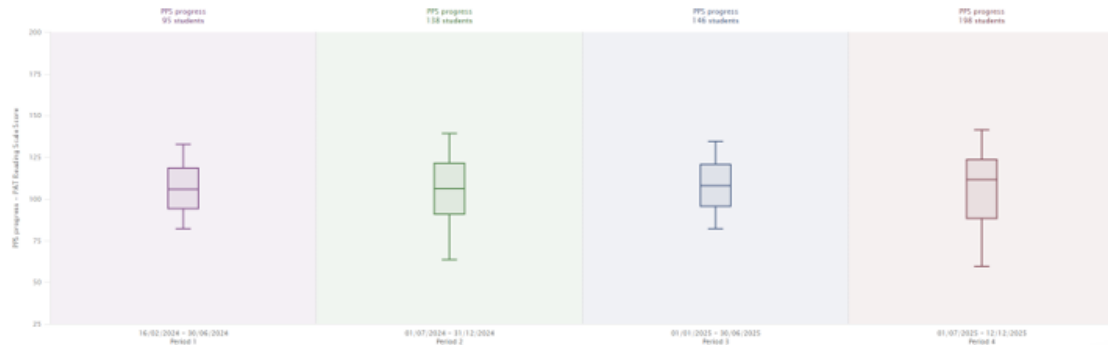
Comment: Phoenix PS teachers elected to begin using ELASTIK in 2025 due to the superior diagnostic graphics for differentiation, assessment and planning.



ACADEMIC TARGETS

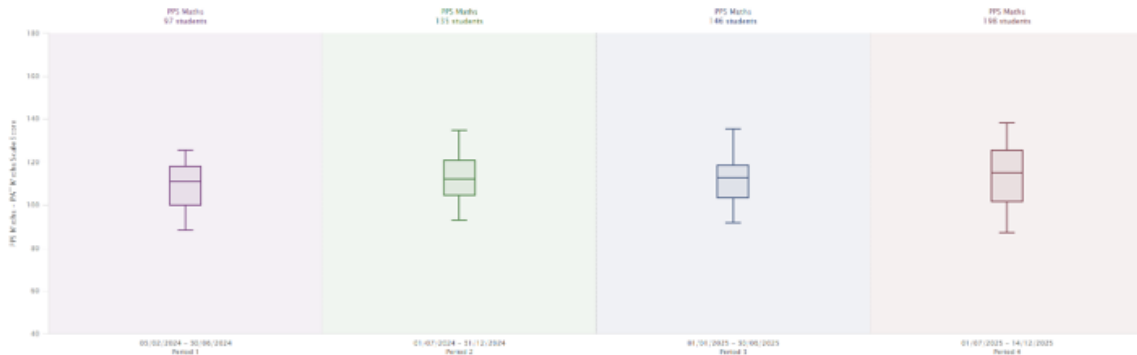
95% of students can articulate what they are learning and identify individual learning goals	Working On
All students demonstrate year on year progress in all learning areas using whole school assessment.	Working On

PAT Reading Progress 2024 – 2025



Semester 1 2024	Semester 2 2024	Semester 1 2025	Semester 2 2025
95 th percentile: 132.6	95 th percentile: 139.1	95 th percentile: 134.4	95 th percentile: 141.4
75 th percentile: 118.2	75 th percentile: 121.3	75 th percentile: 120.4	75 th percentile: 123.5
50 th percentile: 105.6	50 th percentile: 106.2	50 th percentile: 108.0	50 th percentile: 111.7
25 th percentile: 93.9	25 th percentile: 90.6	25 th percentile: 95.3	25 th percentile: 88.2
5 th percentile: 81.8	5 th percentile: 63.4	5 th percentile: 82.1	5 th percentile: 59.4
95 students	138 students	146 students	198 students

PAT Maths Progress 2024 - 2025



Semester 1 2024	Semester 2 2024	Semester 1 2025	Semester 2 2025
95 th percentile: 125.5	95 th percentile: 134.5	95 th percentile: 135.2	95 th percentile: 138.0
75 th percentile: 117.8	75 th percentile: 120.5	75 th percentile: 118.3	75 th percentile: 125.1
50 th percentile: 111.1	50 th percentile: 112.2	50 th percentile: 112.5	50 th percentile: 114.7
25 th percentile: 99.9	25 th percentile: 104.1	25 th percentile: 103.1	25 th percentile: 101.3
5 th percentile: 88.2	5 th percentile: 92.8	5 th percentile: 91.3	5 th percentile: 87.0
97 students	135 students	146 students	198 students

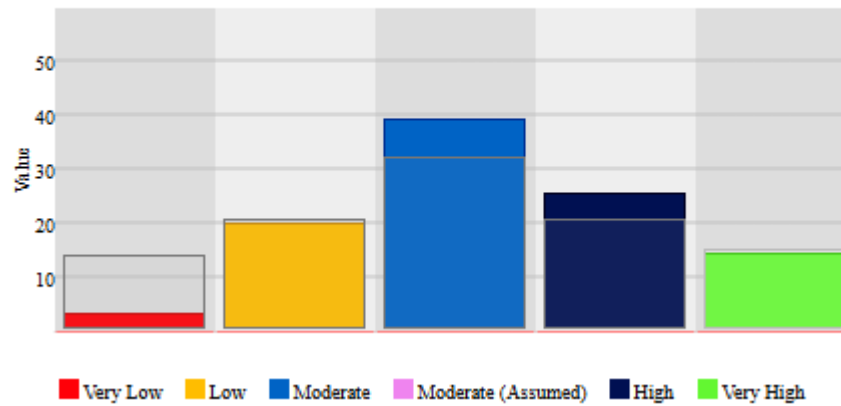
Progress between Year 3 and Year 5 NAPLAN in Reading and Numeracy will be at or above like schools.

Achieved

Numeracy:

Numeracy - Progress

Filters : All Students



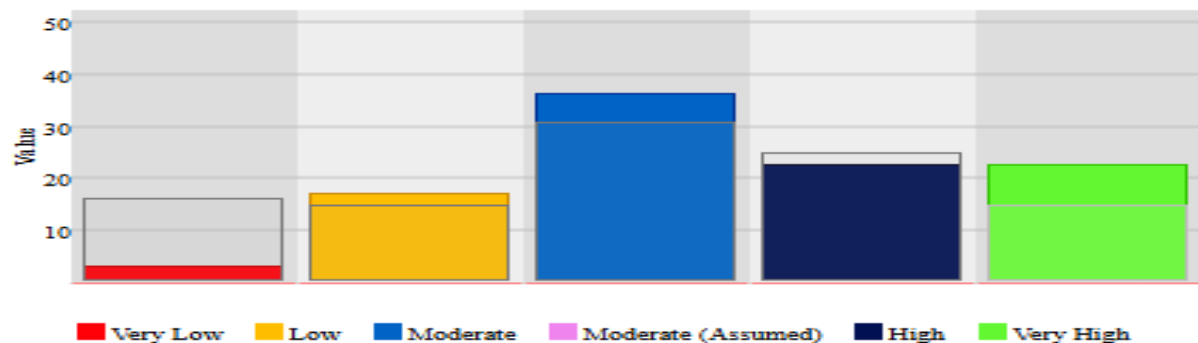
Comment: Phoenix PS mean 402.28, Like schools mean 400.58 – Achieved

Phoenix PS has less students making very low progress (1 student), equal number of students making low progress (7 students), more students making moderate progress (14 students), more students making high progress (9 students) and equal number of students making very high progress (5 students) than like schools.

English (Reading):

Reading - Progress

Filters : All Students



Comment: Phoenix PS mean 406, Like schools mean 402- Achieved

Phoenix PS has less students making very low progress (1 student), more students making low progress (6 students), more students making moderate progress (12 students), less students making high progress (8 students) and more students making very high progress (8 students) than like schools.

NON ACADEMIC TARGETS

Student attendance rate of 92% or better

Working On

Comment: 2025 attendance rate was 91%.

Achieve a rating of meeting or exceeding in at least 5 out of 7 quality areas of the National Quality Standards

Achieved

Comment: Target achieved 2025.

Early Childhood Education

<input checked="" type="checkbox"/> National Quality Standard	2025
QA1 - Educational Program and Practice	M
QA2 - Children's Health and Safety	WT
QA3 - Physical Environment	M
QA4 - Staffing Arrangements	M
QA5 - Relationships with Children	M
QA6 - Collaborative Partnerships with Families and Communities	M
QA7 - Leadership and Service Management	M
Verification Status	In progress



FINANCIAL REPORTS

ONE LINE BUDGET - Dec 2025 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	65,164	65,164
Carry Forward (Salary):	177,181	177,181

INCOME

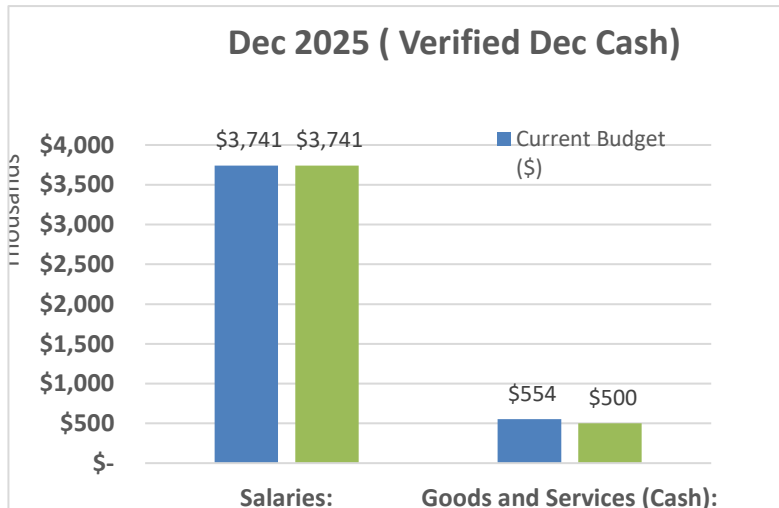
Student-Centred Funding (including Transfers & Adjustments):	4,066,643	4,066,643
Locally Raised Funds:	207,194	211,381
Total Funds:	4,516,181	4,520,369

EXPENDITURE

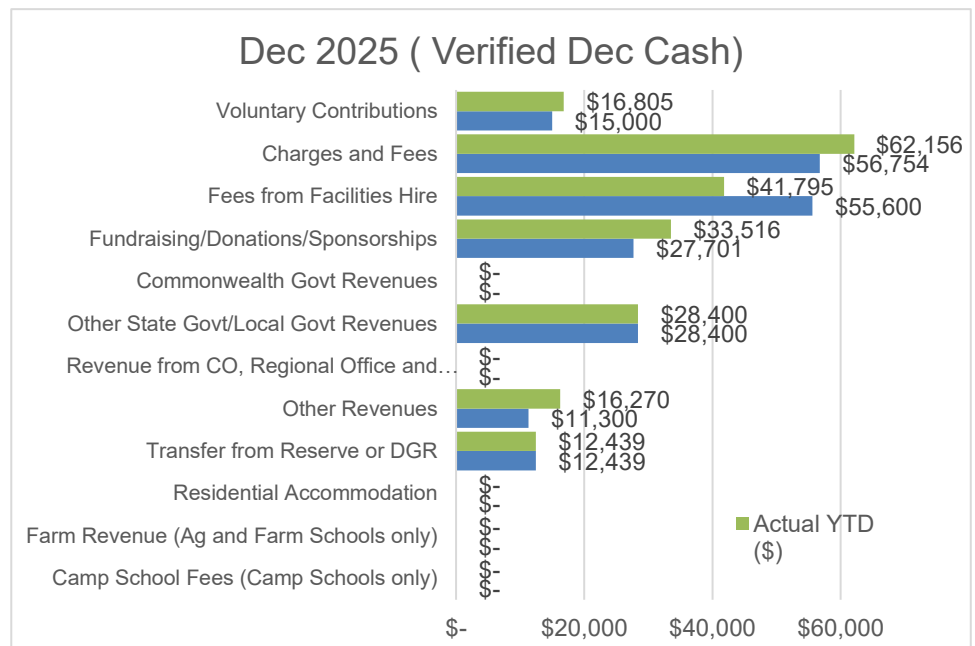
Salaries:	3,741,109	3,741,109
Goods and Services (Cash):	554,071	500,255
Total Expenditure:	4,295,180	4,241,364

VARIANCE:	221,001	279,005
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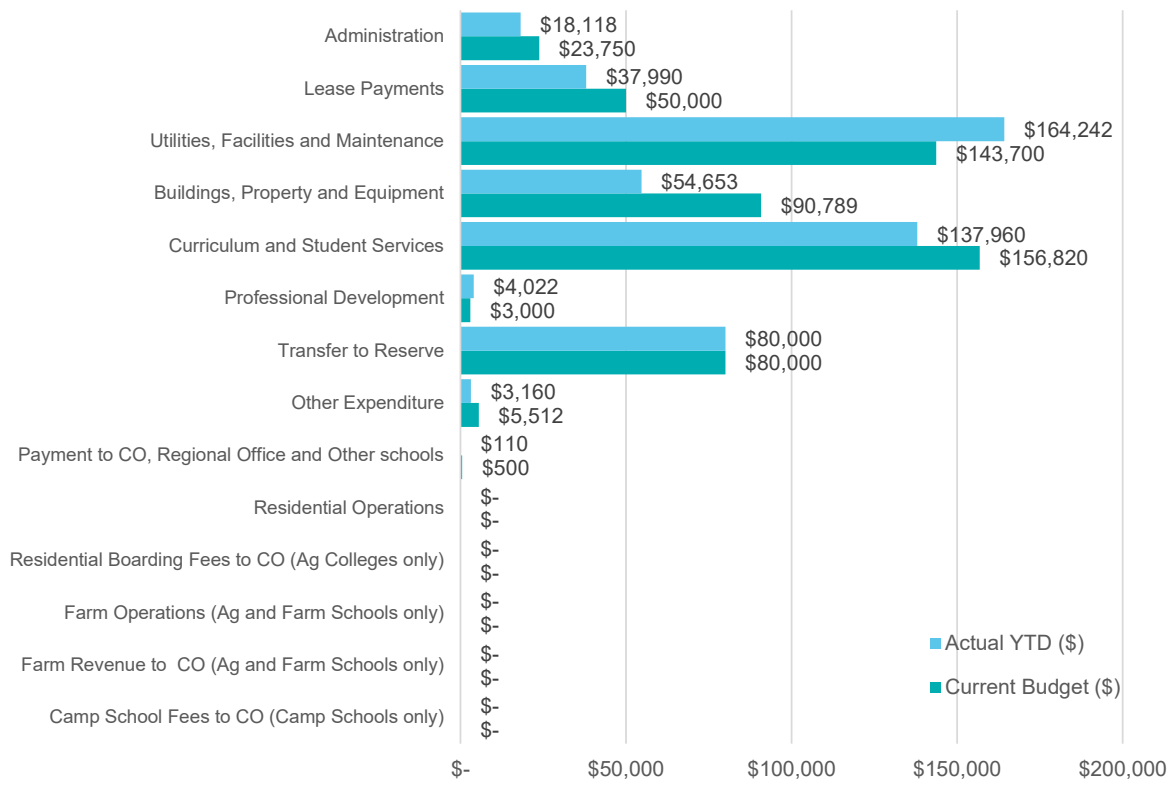
Goods and Services vs Salary Expenditure



Locally Generated Revenue – Budget vs Actual



Dec 2025 (Verified Dec Cash)



Goods and Services Expenditure – Budget vs Actual

