



Ms Margaret Pretty
Principal
Phoenix Primary School
28 Phoenix Road
HAMILTON HILL WA 6163

Dear Margaret

I am pleased to advise that the Public School Review of Phoenix Primary School has been completed. I endorse the report and am satisfied it will provide a basis for sustained school improvement.

The timeframe for the next Public School Review for your school has been determined through your self-assessment submission and validated by the review team as three years. The review will be undertaken in Term 3, 2024.

I acknowledge the efforts of you and your staff in creating the conditions for successful students. The areas your school and the review team validated for commendation and those for which there are recommendations for ongoing improvement are noted.

The targeted alignment of operations in the school, such that staff can share the responsibility for student learning and success, is evident. Commitment to the school's moral purpose through working together augurs well for improved outcomes in student achievement and progress.

As stated in the initial correspondence, please make the report available to your staff and school community and upload it to your school website and/or Schools Online for a minimum period of 12 months.

I know you, your staff and school community will take the opportunity to use this report to continually improve outcomes for your students.

Yours sincerely

A handwritten signature in blue ink, appearing to read "Melesha Sands".

Melesha Sands
Deputy Director General, Schools

30 AUG 2021

cc. Ms Raechelle Lee, Executive Director, Strategy and Policy
Mr Ken Perris, Director of Education, South Metropolitan Education Region
Mr Matthew Osborne, Assistant Director of Education, South Metropolitan Education Region
Ms Cheryl Townsend, Assistant Director of Education, South Metropolitan Education Region
Chair, School Board, Phoenix Primary School



Department of
Education

Shaping the future

Phoenix Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review, as well as the Professional Performance Review of the Principal.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Phoenix Primary School is located in the suburb of Hamilton Hill, south of Fremantle and approximately 26 kilometres south-west of the Perth central business district. Opened in 1976, it is situated within the South Metropolitan Education Region.

The school became an Independent Public School (IPS) in 2015 and currently has 245 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1016 (decile 4).

The student population includes a wide range of cultural backgrounds, with approximately 28 nationalities represented. The student transiency rate at the school is relatively high at 16.3 per cent. While steadily increasing over the previous three years, this reduced during 2020 from 21.7 per cent.

Specialist facilities and/or instruction in design and digital technologies, physical education, science, music, Italian and visual arts enhance student learning. Outdoor areas at the school are attractive and well-kept with additional elements added to develop play-based learning.

An energetic School Board and 'Fundraising Group' ensure parent involvement in endorsing the direction of, and support for, the school.

School self-assessment validation

The Principal submitted a transparent school self-assessment detailing evidence to support judgements of school performance.

The following aspects of the school's self-assessment process are confirmed:

- Preparation for the Public School Review commenced with a whole-of-staff reflection on the 'Perspectives on Exemplary School Practice' paper.
- Groups, representative of the phases of learning, developed 'Preparation for School Review' summaries aligned to the domains of the School Improvement and Accountability Framework using a Force Field Analysis.
- The process provided an opportunity for all staff to consider school operations and their impact.
- The Electronic School Assessment Tool (ESAT) submission provided a summary account of the current school context, in a changing demographic.
- A range of interrelated and credible evidence provided a snapshot of school operations.
- General satisfaction with what has been achieved was evident, together with an understanding of the need to continue to embed actions to create sustainable practice across the school.
- A cross-section of school leaders, teachers, allied professionals, students and parent representatives elaborated on the evidence described in the submission, during the validation visit.

The following recommendations are made:

- Continue to review, articulate and embed the consistent practices that have been captured in the current improvement agenda.
- Use the ESAT as a repository for ongoing school self-assessment information aligned to the Standard.

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Relationships and partnerships

The school seeks to enhance student learning and wellbeing by recognising parents/carers as authentic partners in their child's education. The school and the community interact positively to ensure the learning and life chances of all students are enriched.

Commendations

The review team validate the following:

- Communication processes are well-established and respected within the school. Multiple platforms including Connect and Facebook ensure broad avenues for dissemination of information and feedback.
- Strategies are in place to ensure regular, valid feedback from parents. National School Opinion Survey data complements daily 'gate' feedback in endorsing strong parent satisfaction with school operations.
- The School Board provides an effective and positive governance capability. An understanding of its roles, responsibilities and functions, outlined in the terms of reference, enhances oversight of school directions.
- In the absence of an active Parents and Citizens' Association, the proactive school 'Fundraising Group' is a collective of like-minded, positive and effective members that promotes and supports the school financially.
- Professional relationships are evident daily between staff and with the community. A mutually beneficial partnership is maintained with Notre Dame University to provide opportunities for pre-service teachers.
- Positive and caring relationships are built between students and staff to enhance physical, academic and social and emotional student learning.

Recommendation

The review team support the following:

- Maintain current, and develop further, external partnership opportunities.

Learning environment

Staff believe that every student is capable of successful learning. They promote a feeling of belonging and personal wellbeing such that each member of the school community feels safe and secure through a focus on consistency, high expectations, instruction, social stories and restorative justice.

Commendations

The review team validate the following:

- A welcoming, safe, caring and inclusive environment is evident, where staff model professional behaviours, positive social skills and engage in restorative justice dialogue.
- The physical environment adds value to the student learning experience. Well-maintained grounds and engaging classrooms provide spaces for interactive activities to support the academic and social and emotional learning of children.
- The challenge to make areas engaging for students to stimulate social skills and imaginative play has been accepted. Through the National Quality Standard, nature play has guided the school effectively into developing the sand pits, adventure playgrounds and team sport areas, complete with shade.
- Students at educational risk are identified with planning and support strategies enacted to accommodate their individual and/or group needs. Small group work is effective for intervention, support and extension.
- Student voice is recognised as an essential element in the establishment of a responsive learning environment. Leadership opportunities including Prefects, House Captains and Ecowarriors, enhance student development and their impact on decision making.

Recommendation

The review team support the following:

- Develop a formalised pathway for student voice to enhance input into school decision-making.

Leadership

Staff share the responsibility for student learning and success and recognise that the school's moral purpose can only be achieved through working together. Reflective practices assist staff to know their strengths and continue to grow their capacity as leaders.

Commendations

The review team validate the following:

- Whole-school plans are developed collaboratively to ensure clarity of strategic vision, aligned to Department directions, in meeting the contextual needs of students.
- Staff are encouraged actively to have high aspirations and take leadership roles beyond their classrooms. A stable, distributed leadership model empowers staff, providing opportunities to build leadership capabilities.
- Formal avenues for staff to develop their leadership skills include access to Department, Leadership Institute and the Cockburn-Fremantle Network professional development opportunities such as the WAFLF¹.
- Leaders provide guidance and instructional and emotional support to staff, with professional review affording performance feedback for them. Experienced staff, mentor those less experienced, providing quality instructional and curriculum leadership with a school-wide focus on improvement.
- Quality performance management systems aligned to a knowledge of the AITSL² Australian Professional Standards for Teachers ensure staff development is monitored regularly. Performance development goals (SMART goals) are linked to professional knowledge, practice, engagement and health and wellbeing.

Recommendation

The review team support the following:

- Continue to embed inclusive, distributed leadership focused on continuous school improvement, guided by the business plan and with attention to staff opportunity and development.

Use of resources

Resource planning, budgeting, deployment and management practices are aligned strategically to both current and future school needs, prioritising optimal conditions for student learning.

Commendations

The review team validate the following:

- The school values its IPS status and accepts its local responsibility for resource planning and deployment, aligned to the Funding Agreement for Schools. Effective monitoring and management is provided by the manager corporate services (MCS) and Principal in collaboration with the Finance Committee and School Board.
- The Finance Committee, led by the MCS, functions under established policy and practices, meeting regularly, to manage a balanced budget efficiently. Resources are allocated in line with planned intentions, and cater flexibly for prioritised opportunities that arise throughout the year.
- Budgets are based on data related to the needs of students and the school, with reserves guiding a strategic approach for future directions.
- The school deploys resourcing, through student characteristics and targeted initiatives funding, to support differentiation and small group work aligned with student needs.
- Resources are allocated according to funding received with consideration of annual cost centre submissions, operational plans, and the professional learning needs of staff.
- The Workforce Plan is detailed and specific to the school context, with strategic human resource processes.

Recommendations

The review team support the following:

- Maintain the alignment of resourcing to planned intentions with the management of expenditure targeted to ensure optimal student development.
- Continue to attend to succession planning as part of ongoing workforce planning.

Teaching quality

Staff recognise that highly effective teaching supported by collaboration and feedback is the key to optimising learning for student success. The school has a sequenced plan for curriculum delivery to ensure consistent teaching and learning across the year levels.

Commendations

The review team validate the following:

- Teachers plan and continually adjust their teaching and learning programs to ensure all students are catered for differentially. Small group work and individualised teaching programs are a feature.
- Staff have a culture of high standards and expectations articulated in the school motto of 'Learn, Grow, Succeed'. The Virtues Program is the umbrella for the moral compass of school.
- Visible learning strategies including use of WALT³ and WILF⁴ and teacher and peer feedback, ensure an environment which celebrates values and the potential for every student to succeed.
- A shared pedagogical belief among staff is embedded in school-wide planning and practice. There is a strong link between whole-school planning, operational plans, scope and sequence documents and classroom planning and assessment.
- Teachers plan collaboratively for student learning and achievement through assessments aligned to the Western Australian Curriculum. Assessment and reporting is supported by moderation, especially in writing through BrightPath.

Recommendation

The review team support the following:

- Provide professional learning and embed practices for assessment of impact at the individual, group and whole-school levels.

Student achievement and progress

Long-term student performance data (2015 to 2019) in NAPLAN⁵ has fluctuated, generally within the expected range, aligned to like schools.

Commendations

The review team validate the following:

- A clear, effective, documented schedule for the collection of systemic and school-based data to assess student progress and achievement is evident.
- Staff collect, analyse and utilise student and systemic data including PAT⁶, PM Benchmarks and Literacy Pro, to inform planning. Data walls indicate progress and comparison for individual students.
- Staff demonstrate a commitment to student achievement through consistent processes to plan for, act on and assess student performance. Class achievement profiles underpin student tracking mechanisms.
- Disciplined dialogue on data for the assessment of and for learning, provides the framework for analysing groupings, progress and achievement.
- On-entry Assessment Program data are analysed to identify gaps for targeted intervention in literacy and numeracy. These data were supplemented by assessments for groupings in Cracking the Code, Words Grammar Fun (Pre-primary) and Letters & Sounds (Pre-primary to Year 2).
- Student performance data in numeracy demonstrate improvement with staff collaboration for moderation enhancing understandings and instructional responses.

Recommendations

The review team support the following:

- Continue to collect, analyse and utilise school-based and systemic student achievement data to inform planning and the assessment of instructional impact.
- Continue to embed moderation practices for writing through BrightPath, and planning for liaison with nearby schools in the network for interschool comparisons.

Reviewers

Brett Hunt
Director, Public School Review

Michelle Murray
Principal, Aveley Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 3, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 Western Australian Future Leaders Framework
- 2 Australian Institute for Teaching and School Leadership
- 3 We are learning to
- 4 What am I looking for
- 5 National Assessment Program – Literacy and Numeracy
- 6 Progressive Achievement Tests