



Phoenix Primary School Annual Report 2017

"Learn, Grow, Succeed"



Phoenix Primary School Annual Report

Phoenix Primary School (PPS) is a Level 4 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 42 year existence, we have provided a quality education to multiple generations of families, who have positive memories of being educated at this school. Phoenix Primary School is valued as an integral part of the local community. We are proud of our history and acknowledge our achievements.

In 2017 Phoenix enrolled 222 full time students (PP-6) and 41 part time kindergarten students, with

- 9.5% having a disability
- 3.4% Aboriginal
- 42% English as an Additional Language

Student transiency rate at Phoenix in 2017 was 19.8% which is a decrease from 2016 of 3.8%. Transiency is the measure of student movement at Phoenix during a calendar year, specifically student arrivals and departures.

Our Purpose

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

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

Integrated Priorities for 2015-2017

- ❖ High expectations of student achievement, especially in literacy and numeracy.
- ❖ Motivated and engaged students via appropriate learning programs.
- ❖ Motivated and capable staff members who continually strive to develop best teaching practice.
- ❖ Inclusive, safe and stimulating work environments for the learning, physical, emotional and behavioural needs of all students.



Development of a Business Plan

In 2015 our first Business Plan (2015-2017) 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; student, staff and community feedback, School Board feedback and with the guidance and support of the Fogarty EDvance Program (2014-2016). The focus areas are explicitly aligned to the five domains for improvement in the 'Leading for Learning Framework' by Dempster (2009) which are:

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

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

The review of the 2015-2017 Business Plan was conducted in November 2017 by two experienced reviewers, Margaret Banks and Steve Gibson. The reviewers attended a School Board meeting and met with students, parents/ carers, staff, volunteers (P&C) and administrative staff on their 2 day visit. The review findings were very positive and can be viewed as a public document on 'Schools On-Line' and there is a link on the Phoenix website. The recommendations from the review document will be carried over to the new Business Plan 2018-2020.



FOCUS ONE

Curriculum and Teaching

Excellence in teaching

Success for all students.

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

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

1.2 Strategy		2017 Indicators of Success	
Develop a comprehensive overview for numeracy and literacy.	A whole school plan to ensure consistent teaching and learning across the year levels.	<ul style="list-style-type: none">Comprehensive overview for Language (Phonological Awareness, Semantics and Grammar) developed for Kindergarten to Year 6.Comprehensive overview for numeracy kindergarten to Year 6 aligned to Australian Curriculum.Teachers are familiar with curriculum overviews and moderation documentation through SCSA and CONNECT.	

1.3 Strategy		2017 Indicators for Success	
Develop an explicit, coherent, sequenced plan for curriculum delivery in numeracy and literacy.	A whole school planning document informing teachers of curriculum, assessment and links to First Steps & resource material.	<ul style="list-style-type: none">Collaboratively reviewed and adapted the whole school sequenced numeracy plan for each level in three weekly teaching blocks.Assessments in numeracy developed by staff for each teaching block to be used collaboratively.Assessments and warm up activities developed for each block in Numeracy.Collaborative planning time for planning and making consistent judgements.PL and implementation in Talk4Writing for staffGuided reading consistent in all years.	There will be a continued focus in 2018 on Guided Reading

FOCUS TWO

Conditions of Learning

A safe, supportive and sustainable environment.

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

2.1 Strategy		2017 Indicators for Success	
Provide a safe and supportive learning environment.	<p>Provide access for staff, students and families to support services such as school psychologist and counselling.</p> <p>Provide cyber safety awareness programs to students and school community.</p> <p>Reduce long service leave (LSL) loads to minimise impact on student education.</p>	<ul style="list-style-type: none">Plans followed for the reduction of LSL of staff. All LSL entitlements taken by staff in a timely manner.Workforce plan followed for managing staff retirements and sick leave. Two staff retirements and two staff on extended sick leave managed.School process developed for accessing support services.Behaviour Management Policy for whole school developed collaboratively.	Achieved

2.2 Strategy		2017 Indicators for Success	
Manage future grounds and building needs	<p>Plan for increases in enrolments and the impact on the school's buildings, grounds and classroom structure.</p> <p>Assess the impact of external local infrastructure changes and domestic development on the safety of the school environment.</p>	<ul style="list-style-type: none">Classroom re-allocations due to increased enrolments of over 50 children K-6.Review of play areas due to increased enrolments.Continue the planting of garden beds outside room C2 through student engagement.Plant and maintain the vegetable garden area.Erect an outside classroom with seating between the library and the vegetable gardens.Re-surface of the basketball court on Phoenix Road due to safety concerns.Whole school beautification program to paint insides of classrooms and supply new furniture.Shade structures over play areas in Kindergarten.Nature play area in Kindergarten.	Achieved

2.3 Strategy		2017 Indicators for Success	
Support sustainable environmental practices.	<p>Establish an Environmental Sustainability Committee to develop a whole school plan.</p> <p>Give all classes an opportunity to participate in one area of environmental sustainability each year.</p> <p>Promote our student gardens.</p>	<ul style="list-style-type: none"> • Sustainability sensory garden project developed jointly by parents and teacher in semester 2. • Parents involved in the garden and extended sustainability project with the teacher. • Class sustainability projects to be further developed into batteries, spectacles etc. • Environmental Sustainability to include students and staff. 	Achieved



FOCUS THREE

Parent and Community Support

Strong sustainable partnerships

The school's success has been supported by an actively involved P&C which works to support our school programs and enhance our school environment. The management of the successful canteen provides healthy lunches twice weekly and engages our multicultural parents in preparing their local food to our students. Local businesses have been very generous in supporting the P&C with donations.

The School Board has played an integral role in guiding Phoenix as an Independent Public School and has sought to represent the school parent community in decision making and assuring compliance.

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

3.1 Strategy		2017 Indicators for Success	
Continue to identify and develop community, education and business partnerships to support improved student achievement and well-being.	Maintain existing and develop new external partnerships that can contribute in key areas of: <ul style="list-style-type: none">• Information Communication and Technology (ICT).• Resilience and wellness support networks.• Outdoor education and sport.• Teaching excellence.• The Arts	<ul style="list-style-type: none">• Continued successful submissions by PE teacher to an external sports provider (Sports in Schools) for before school lessons in -<ul style="list-style-type: none">○ tennis,○ badminton,○ football.○ gymnastics• Supporting Heart Foundation through 'Jump for Heart'.• Work experience placements from local secondary schools.• Woolworth's supermarket Coogee Continues to supply a tray of fruit weekly for 'Crunch n Sip'.• All computers replaced in the IT centre.• Pre-primary play area developed with parent involvement and donations for nature play .• Continue our association with Notre Dame University, Fremantle College and South Metro TAFE• Choir performances at Port Coogee Shopping Centre and Villa Dalmatia.	Achieved



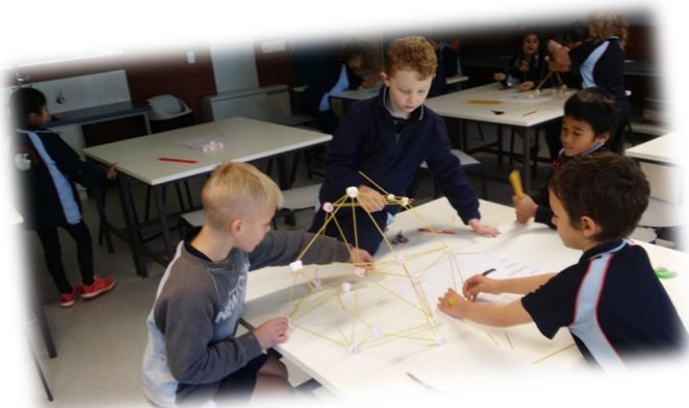
FOCUS FOUR

Professional Development

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

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

4.2 Strategy		2017 Indicators for Success	
Continue to support and build staff expertise for teaching excellence.	Staff will develop language and literacy learning skills	<ul style="list-style-type: none"> Whole School Language Plan developed by all staff. All kindergarten children engaged twice weekly in 'Cracking the Code' program- small group work. All children PP-Year 3 engaged in 'Letters & Sounds' program- small group work. All children Years 4-6 engaged in 'Words Their Way' or Morphographic Spelling. All pre-primary children engaged in 'Words, Grammar and Fun' program twice weekly- small group work. Consistent whole school assessment in vocabulary using Oxford Word List. Years 1-3 using PM Benchmarks. Years 4-6 using Literacy Pro. Whole school using Guided Reading. Observations of lessons and feedback to teachers- teacher feedback to students and student feedback to teachers. 	Achieved
			Working Towards



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

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

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

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

FOCUS FIVE

Leadership

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

5.1 Strategy		2017 Indicators for Success	
Support and develop staff leadership	Staff will be given opportunities to take a responsible school wide role.	<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 learning activities in their area related to their cost centre. Staff to plan and organise special days e.g. "Harmony Day". 	Achieved

5.2 Strategy		2017 Indicators for Success	
Encourage staff leadership aspirations	Staff who are choosing to pursue a career as a school administrator will be given opportunities to develop their skills.	<ul style="list-style-type: none"> Deputy Principal engaged in leadership Professional Learning through DoE. To expand the leadership group to give staff an opportunity for leadership in some school areas. 	Achieved

5.3 Strategy		2017 Indicators for Success	
Highlight and celebrate staff achievements	Staff to share in the achievements of their peers in work and personally	<ul style="list-style-type: none"> 'WOW' board to celebrate achievements. Staff commended on class and school achievements at staff meetings and assemblies. 1 teacher completed her portfolio for full registration. 3 teachers gained their permanency at Phoenix PS. 2 teachers retiring celebrated with a school retirement function. 	Achieved

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

OUR TARGETS

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

STUDENT ACADEMIC IMPROVEMENT TARGETS

ON ENTRY

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

On Entry 2017

Pre primary	Speaking and Listening		Reading		Writing	
	School	State	School	State	School	State
0.8 – 1.0	12%	10%	16%	13%	0%	0%
0.4 – 0.7	31%	39%	31%	46%	15%	8%
0.0 – 0.3	54%	42%	51%	36%	85%	91%

Phoenix Primary School has a larger percentage of students in the lower range in Reading and Speaking and Listening but also has a higher percentage in the higher range.

To cater for students who did not attend Kindergarten at Phoenix PS we have provided the explicit teaching of Cracking The Code to those students in Term 1, 2018. 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.



NAPLAN

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

In 2017, Phoenix achieved their targets in Year Three in Numeracy, Reading, Writing, Grammar and Punctuation and Spelling (all five test areas).

In Year Five Phoenix achieved their target in Spelling.

Statistically

Year 3	Numeracy		Reading		Writing		Spelling		Grammar	
	Phoenix	Like Schools	Phoenix	Like Schools	Phoenix	Like Schools	Phoenix	Like Schools	Phoenix	Like Schools
Below National Minimum Standards	4%	4%	0%	7%	0%	3%	4%	6%	4%	12%
At National Minimum Standard	7%	14%	0%	12%	8%	7%	8%	15%	12%	12%
Above National Minimum Standard	89%	82%	99%	82%	91%	89%	88%	80%	85%	76%

Comment: *there were 28 students in the year 3 cohort in 2017.*

Statistically

Year 5	Numeracy		Reading		Writing		Spelling		Grammar	
	Phoenix	Like Schools	Phoenix	Like Schools	Phoenix	Like Schools	Phoenix	Like Schools	Phoenix	Like Schools
Below National Minimum Standard	6%	4%	13%	5%	26%	9%	6%	5%	13%	7%
At National Minimum Standard	23%	15%	26%	16%	10%	14%	6%	11%	29%	23%
Above National Minimum Standard	70%	82%	62%	80%	65%	78%	87%	83%	59%	69%

Comment: *there were 31 students in the year 5 cohort in 2017.*

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

Numeracy

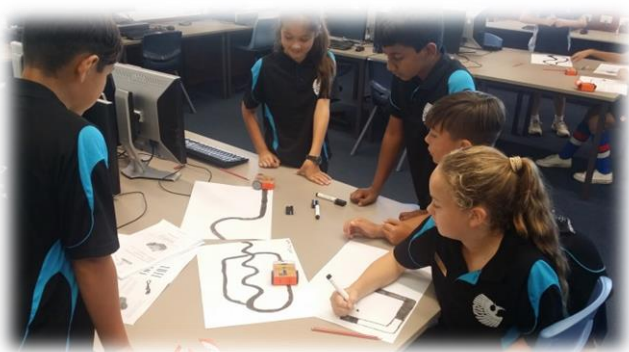
In Year 3 the percentage of students in Band 6 increased by 9% from 2016 to 2017 and in Year 5 the percentage of students in Band 8 increased by 1%.

Proficiency Band Summary

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2016		2017		2016		2017	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					5%	9%	6%	6%
7	530 - 581					10%	11%	6%	16%
6	478 - 529	5%	11%	14%	13%	38%	23%	29%	30%
5	426 - 477	10%	18%	18%	15%	24%	30%	29%	30%
4	374 - 425	15%	25%	39%	29%	14%	21%	23%	15%
3	322 - 373	40%	27%	18%	25%	10%	6%	6%	4%
2	270 - 321	25%	15%	7%	14%				
1	Up to 269	5%	4%	4%	4%				

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



Reading

In Year 3 the percentage of students in Band 6 increased by 1% from 2016 to 2017 and in Year 5 the percentage of students in Band 8 increased by 5%.

Proficiency Band Summary

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2016		2017		2016		2017	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					5%	9%	10%	10%
7	530 - 581					27%	20%	10%	19%
6	478 - 529	14%	18%	15%	18%	32%	23%	26%	31%
5	426 - 477	24%	20%	38%	19%	18%	23%	16%	20%
4	374 - 425	24%	21%	15%	24%	9%	15%	26%	16%
3	322 - 373	10%	22%	31%	21%	9%	11%	13%	5%
2	270 - 321	14%	14%	0%	12%				
1	Up to 269	14%	5%	0%	7%				

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

Writing

In Year 3 the percentage of students in Band 6 decreased by 9% from 2016 to 2017 and in Year 5 the percentage of students in Band 8 remained at 0%.

Proficiency Band Summary

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2016		2017		2016		2017	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					0%	3%	0%	2%
7	530 - 581					23%	9%	0%	7%
6	478 - 529	24%	9%	15%	7%	27%	27%	23%	29%
5	426 - 477	24%	35%	38%	30%	36%	38%	42%	40%
4	374 - 425	33%	32%	15%	26%	14%	16%	10%	14%
3	322 - 373	0%	16%	23%	26%	0%	8%	26%	9%
2	270 - 321	14%	5%	8%	7%				
1	Up to 269	5%	2%	0%	3%				

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

Spelling

In Year 3 the percentage of students in Band 6 increased by 9% from 2016 to 2017 and in Year 5 the percentage of students in Band 8 increased by 2%.

Proficiency Band Summary

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2016		2017		2016		2017	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					14%	9%	16%	9%
7	530 - 581					18%	13%	13%	19%
6	478 - 529	10%	19%	19%	15%	32%	31%	42%	31%
5	426 - 477	29%	25%	38%	23%	14%	26%	16%	24%
4	374 - 425	10%	26%	19%	24%	18%	13%	6%	11%
3	322 - 373	24%	15%	12%	18%	8%	8%	6%	5%
2	270 - 321	14%	10%	8%	15%				
1	Up to 269	14%	5%	4%	6%				

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

Grammar and Punctuation

In Year 3 the percentage of students in Band 6 increased by 13% from 2016 to 2017 and in Year 5 the percentage of students in Band 8 decreased by 4%.

Proficiency Band Summary

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2016		2017		2016		2017	
		School	Like Sch	School	Like Sch	School	Like Sch	School	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					14%	14%	10%	10%
7	530 - 581					9%	15%	10%	14%
6	478 - 529	10%	25%	23%	24%	27%	24%	23%	27%
5	426 - 477	38%	19%	31%	23%	23%	28%	16%	18%
4	374 - 425	10%	21%	12%	17%	14%	15%	29%	23%
3	322 - 373	24%	25%	19%	12%	14%	5%	13%	7%
2	270 - 321	14%	6%	12%	12%				
1	Up to 269	5%	5%	4%	12%				

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

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

**22 students tested in 2015, 22 students tested in 2016 and 28 students in 2017.*

In comparing 2016 to 2017 data, the target was reached in numeracy, reading, writing, spelling and grammar and punctuation.

Year 3	2015	2016	2017
Numeracy	9%	5%	3.5%
Reading	4%	14%	0%
Writing	4%	4%	0%
Spelling	9%	14%	3.8%
Grammar and Punctuation	9%	4%	3.8%

**14 students tested in 2015, 26 students tested in 2016 and 31 students in 2017.*

In comparing 2016 to 2017 data, the target was reached in 'writing.

Year 5	2015	2016	2017
Numeracy	7%	7%	6.5%
Reading	0%	7%	12%
Writing	16%	0%	19%
Spelling	0%	3%	6%
Grammar and Punctuation	8%	11%	12%

Analysis of the school data established that the areas of weakness had to be addressed as a priority in 2017. This decision was made in recognition of the student results. In 2017 the focus continued to be on Literacy and Numeracy as well as Writing for sustainable improvement, the Talk for Writing program was implemented whole school. In 2018 our focus will continue to be on embedding the Talk for Writing program and on improving reading comprehension.



STUDENT ACHIEVEMENT 1-6

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

In comparing 2016 to 2017 data, the target was reached in numeracy for Year 3 and Year 5.

	Literacy	Numeracy
Year 3:		
2017	32.3%	29.4%
2016	38.1%	19%
2015	28%	12%
Year 5:		
2017	16.7%	25.9%
2016	34.8%	12.5%
2015	7.1%	21.4%

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

In comparing 2016 to 2017 data, the target was reached in literacy and numeracy for Year 3 and Year 5.

	Literacy	Numeracy
Year 3:		
2017	8.8%	5.9%
2016	28%	38%
2015	28%	16%
Year 5		
2017	16.7	16.1%
2016	21.7%	16.7%
2015	7.1%	28.6%



STUDENT NON-ACADEMIC IMPROVEMENT TARGETS

ENGAGEMENT

Target: Increase the % of students achieving 'Often' in attribute data 'sets goals and works towards them with perseverance.'

In comparing 2016 to 2017 data, the target was reached in Year 3 and Year 5.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015	24%	25%	24%	24%	27%	38%
2016	51%	35%	9%	31%	36%	41%
2017	18%	27%	24%	25%	44%	21%

Target Achievement

Comparison Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015-2016						
2016-2017						

Target: Increase the % of students achieving 'Consistently' in attribute data 'sets goals and works towards them with perseverance.'

In comparing 2016 to 2017 data, the target was reached in Year 1, Year 2, Year 4 and Year 6.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015	70%	65%	69%	67%	69%	50%
2016	20%	40%	73%	58%	55%	50%
2017	68%	65%	65%	61%	41%	55%

Target Achievement

Comparison Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015-2016						
2016-2017						



Target: Decrease % of students achieving 'seldom' in all attribute data

In comparing 2016 to 2017 data, the target was reached in Year 1, Year 2, Year 3 and Year 6.

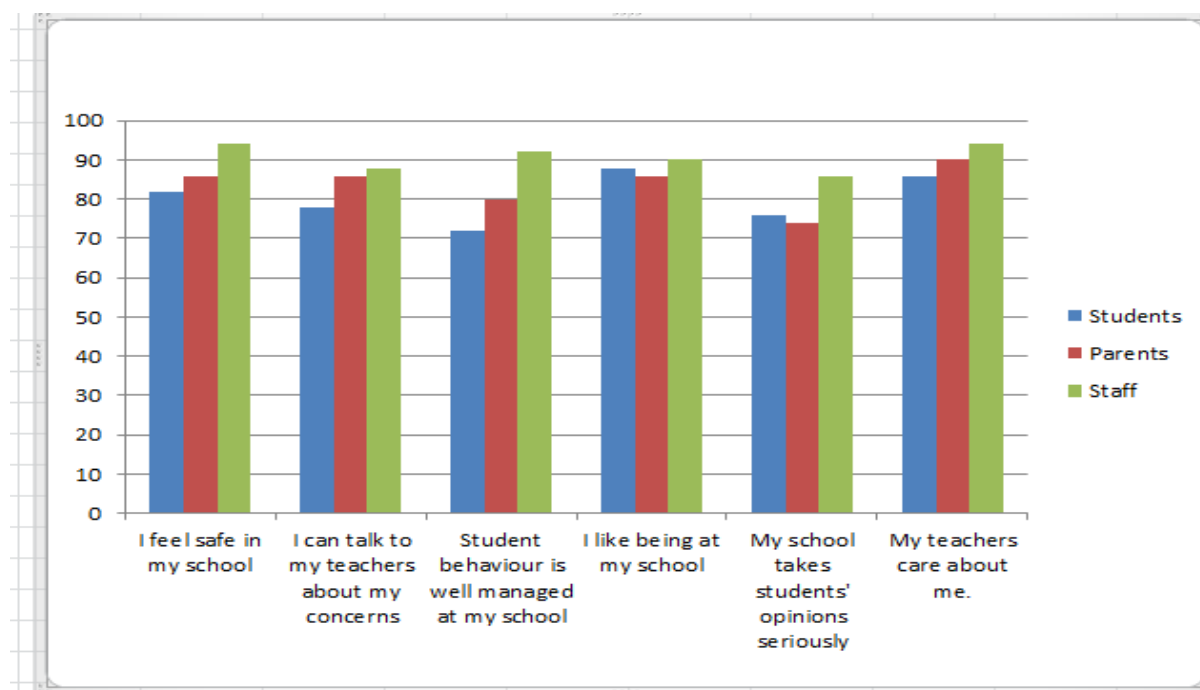
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015	0%	0%	1.8%	2.2%	0%	0%
2016	2.6%	2.2%	2.8%	0%	0%	3.1%
2017	0%	0%	0%	3.1%	3%	0%

Target Achievement

Comparison Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015-2016						
2016-2017						

SOCIAL AND EMOTIONAL WELL-BEING

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



The next National School Survey is in 2018.

ATTENDANCE

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

Attendance rate in 2017 was 94.4% with 84% of the students attending regularly. This is above the 92.7% rate for WA Public Schools and the 93.4% rate for 'like schools'.

There has been no change in the overall attendance rate from 2016 to 2017 though there is a reduction of 0.5% in the proportion of students attending regularly.

Pre-Primary: decrease of regular attendance by 1% from 95% to 94%.
Above WA Public Schools 2017 by 2%. *WA Public Schools 2017: 92%.*

Year One: increase of regular attendance by 1% from 91% to 94%.
Above WA Public Schools 2017 by 1%. *WA Public Schools 2017: 93%*

Year Two: decrease of regular attendance by 2% from 95% to 93%.
Equal to WA Public Schools 2017. *WA Public Schools 2017: 93%*

Year Three: decrease of regular attendance by 1% from 95% to 94%.
Above WA Public Schools 2017 by 1%. *WA Public Schools 2017: 93%*

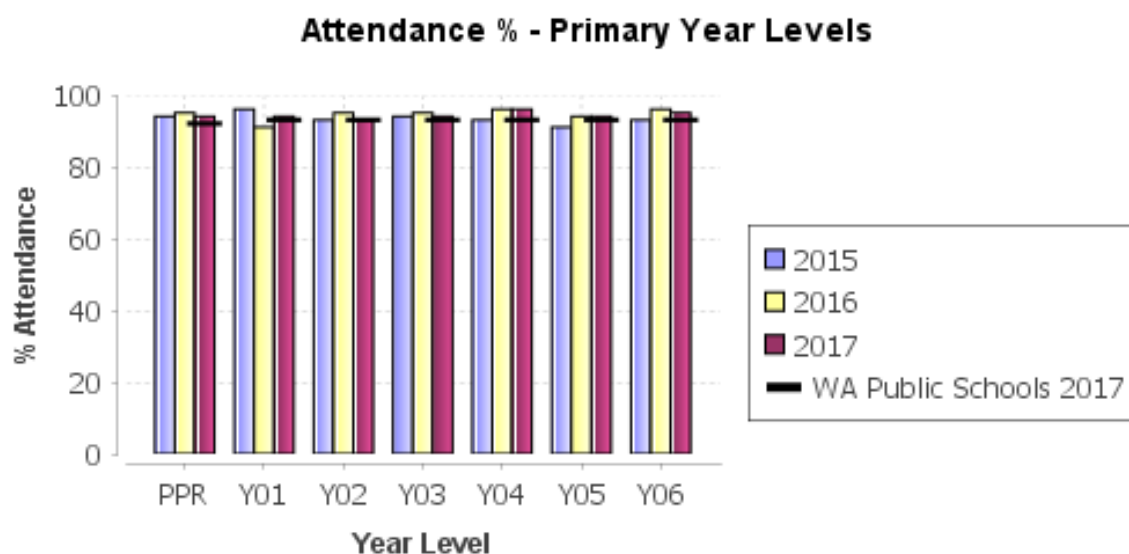
Year Four: stable at 96%
Above WA Public Schools 2017 by 3%. *WA Public Schools 2017: 93%*

Year Five: stable at 94%
Above WA Public Schools 2017 by 1%. *WA Public Schools 2017: 93%*

Year Six: decrease of regular attendance by 1% from 96% to 95%.
Above WA Public Schools 2017 by 2%. *WA Public Schools 2017: 93%*



From 2016 to 2017 the attendance percentages are:



Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2015	94%	96%	93%	94%	93%	91%	93%
2016	95%	91%	95%	95%	96%	94%	96%
2017	94%	94%	93%	94%	96%	94%	95%
WA Public Schools 2017	92%	93%	93%	93%	93%	93%	93%

There are three categories in which students are considered 'at risk' which is dependent on their attendance. The three 'at risk' categories are indicated, moderate and severe.

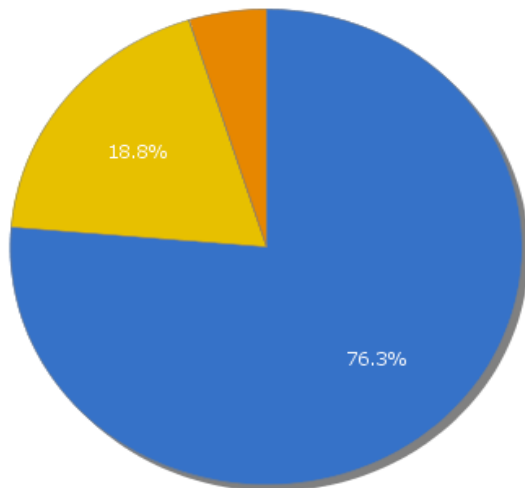
- 'Indicated' category has shown a decrease of 2.6% between 2016 and 2017.
- 'Moderate' category has shown an increase of 3.8% between 2016 and 2017.
- 'Severe' category has shown a decrease of 0.5% between 2016 and 2017.



Attendance Profile

Enrolments	Regular Total (%)	Indicated Total (%)	Moderate Total (%)	Severe Total (%)
Current	155 (76%)	39 (19%)	10 (5%)	0 (0%)
Former	3 (100%)	0 (0%)	0 (0%)	0 (0%)
All	158 (76%)	39 (19%)	10 (5%)	0 (0%)

Attendance Profile 2017 Semester 2



- Regular (90% or greater)
- Indicated (80% to <90%)
- Moderate (60% to <80%)
- Severe (<60%)



STAFF IMPROVEMENT TARGETS

PERFORMANCE AND DEVELOPMENT

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

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

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

USE OF ICT

In 2017, 90% of the teachers were using innovative technological practices to enhance their curriculum delivery. This is a stable percentage from 2016 to 2017.

100 % of the Education Assistants have engaged with beginning to use innovative technology to support teachers as per their Performance Management agreement.

COLLABORATION, MODERATION AND FEEDBACK

STAFF USE FEEDBACK TO IMPROVE TEACHING PRACTICES

The administration team engaged in professional learning in the area of 'observation and feedback' through the Department of Education and subsequently provided professional learning to staff. Observation protocols have been established and observations began, focussing on the numeracy warm up session in each classroom. Future feedback to teachers, from observations, will continue in 2018.

Two staff, student and parent surveys were completed in 2016. They were the 'Tell Them from Me' survey and the 'National Schools Survey 2016.'

1. In the compulsory *National Schools Survey 2016*, 80% of the students and 80% of the parents felt their teachers provided useful feedback to them, whilst 82% of the teachers felt they provided useful feedback to the children.

STAFF USE COLLABORATION AND MODERATION IN PLANNING AND ASSESSING

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

Staff in 2017 are teaching to the whole school curriculum planning documents in numeracy that they developed. Supporting assessments are collaboratively being developed and staff are moderating student results in teams.

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

EFFECTIVE PEDAGOGICAL PRACTICES

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

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

Phonological awareness → Phonics → Spelling –

- Cracking the Code in Kindergarten
- Letters and Sounds pre-primary to Year 3.
- Words Their Way Year 4-6.
- Morphographic Spelling Year 5-6.

Reading and Comprehension focus

- Guided Reading
- Vocabulary

Numeracy

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



COMMUNITY TARGETS

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

The School Board has been fully functional in 2017. Meetings have taken place at least once a term at 7.30am. The first meeting of the year was the open meeting in which interested people could attend. This first meeting was not attended by any member of the Phoenix community other than the School Board. The minutes of the meetings are available on the website. The composition of the School Board has been stable this year.

Maintaining Positive Parent Satisfaction as evidenced in survey data

Two community surveys were completed in 2016. Both surveys ('National Schools Survey 2016' from the WA Department of Education and 'Tell Them from Me' through Fogarty EDVance 2014-2016) were based on feedback from teachers, parents and students and the feedback from these surveys have formed the basis of the improvement plan for the school.

The National Survey through the WA Department of Education will be done again in 2018.



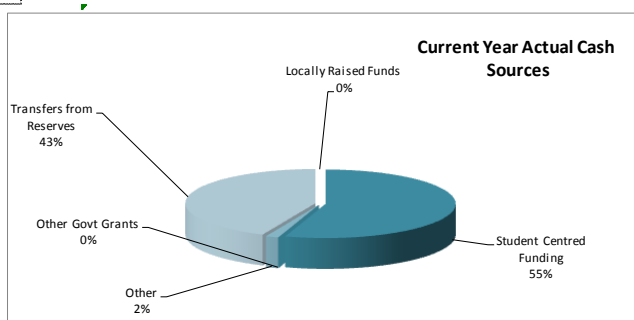
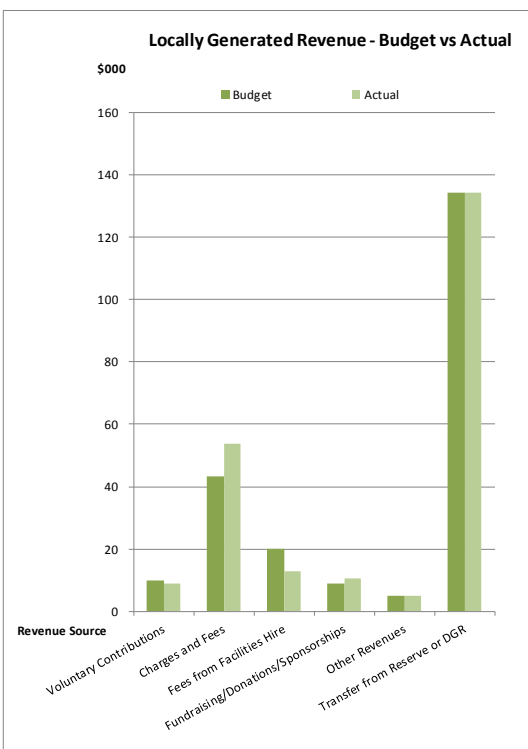
Resourcing

The percentage of students for which contributions were received is 91%, which was an increase of 5% from 2016.

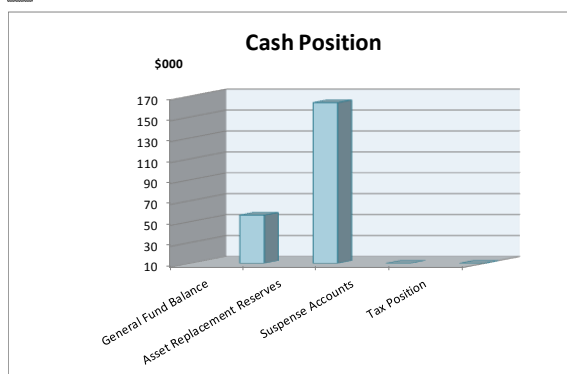
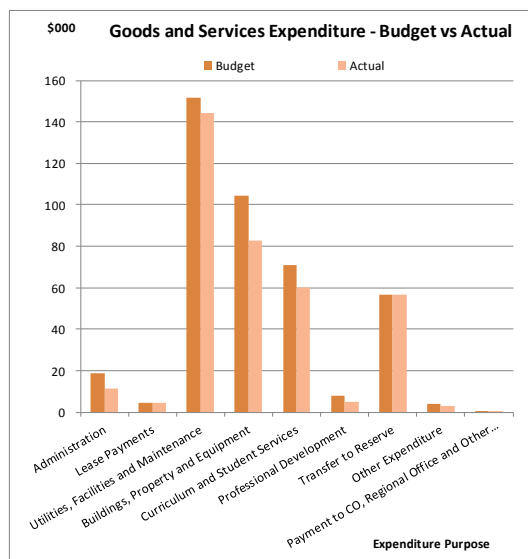
<u>Year</u>	<u>Contributions paid</u>	<u>Increase</u>
2015	83%	
2016	86%	3%
2017	91%	5%

Phoenix Primary School
Financial Summary as at
December 31 2017

	Revenue - Cash Allocation	Budget	Actual
1	Voluntary Contributions	\$ 9,828.00	\$ 8,988.45
2	Charges and Fees	\$ 43,233.00	\$ 53,793.54
3	Fees from Facilities Hire	\$ 20,000.00	\$ 12,968.50
4	Fundraising/Donations/Sponsorships	\$ 8,916.00	\$ 10,440.18
5	Other Revenues	\$ 5,091.00	\$ 4,931.39
6	Transfer from Reserve or DGR	\$ 134,178.00	\$ 134,178.00
	Total Locally Raised Funds	\$ 221,246.00	\$ 225,300.06
	Opening Balance	\$ 27,002.00	\$ 27,001.79
	Student Centred Funding	\$ 170,280.78	\$ 170,280.78
	Total Cash Funds Available	\$ 418,528.78	\$ 422,582.63
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 418,528.78	\$ 422,582.63



	Expenditure - Cash and Salary	Budget	Actual
	Administration	\$ 18,690.26	\$ 11,161.95
1	Lease Payments	\$ 4,638.00	\$ 4,266.48
2	Utilities, Facilities and Maintenance	\$ 151,478.00	\$ 144,294.22
3	Buildings, Property and Equipment	\$ 104,268.00	\$ 82,714.93
4	Curriculum and Student Services	\$ 70,817.52	\$ 59,827.55
5	Professional Development	\$ 8,000.00	\$ 4,815.00
6	Transfer to Reserve	\$ 56,500.00	\$ 56,500.00
7	Other Expenditure	\$ 3,737.00	\$ 2,831.21
8	Payment to CO, Regional Office and Other Schools	\$ 400.00	\$ 100.00
	Total Goods and Services Expenditure	\$ 418,528.78	\$ 366,511.34
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 418,528.78	\$ 366,511.34
	Cash Budget Variance	\$ -	\$ -



Cash Position	
Bank Balance	\$ 222,321.27
Made up of:	
1 General Fund Balance	\$ 56,071.29
4 Asset Replacement Reserves	\$ 163,580.77
5 Suspense Accounts	\$ 3,641.95
7 Tax Position	\$ 972.74
Total Bank Balance	\$ 222,321.27

Destination Schools

2017 school destinations of the 2016 student cohort

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

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

