

Phoenix

Primary School

Business Plan 2021-2023



LEARN GROW SUCCEED



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



We acknowledge the traditional owners and custodians of the land, the Whadjuk people of the Noongar nation.

We respect their enduring culture and acknowledge their elders-past, present and emerging



Our School Context

Phoenix Primary School (PPS) is proud to be an Independent Public School which is valued as an integral part of the local community and respected for its friendly and supportive learning environment. The school is highly regarded in the community for its rich history and achievements.

In recent years, as the school has become more culturally diverse, we continue to embrace the sharing of cultures as students are actively encouraged to participate, achieve their best and value their learning. Student achievement and progress is supported by a positive, safe learning environment with a strong focus on Visible Learning, Values Education and the use of technology as a tool for learning.

Curriculum delivery is informed by the Western Australian Curriculum and supported by the Department of Education initiatives and resources. The school strives to provide opportunities for all children to learn that are challenging, engaging, meaningful, respectful and empowering. A broad and balanced curriculum is provided through evidence-based programs, specialist teaching areas (music, Italian, physical education, design and digital technologies) instrumental music lessons through Fremantle College and academic extension. The key skills of STEM (problem solving, analytical thinking, ability to work independently, creativity, curiosity and flexibility) are also a focus.

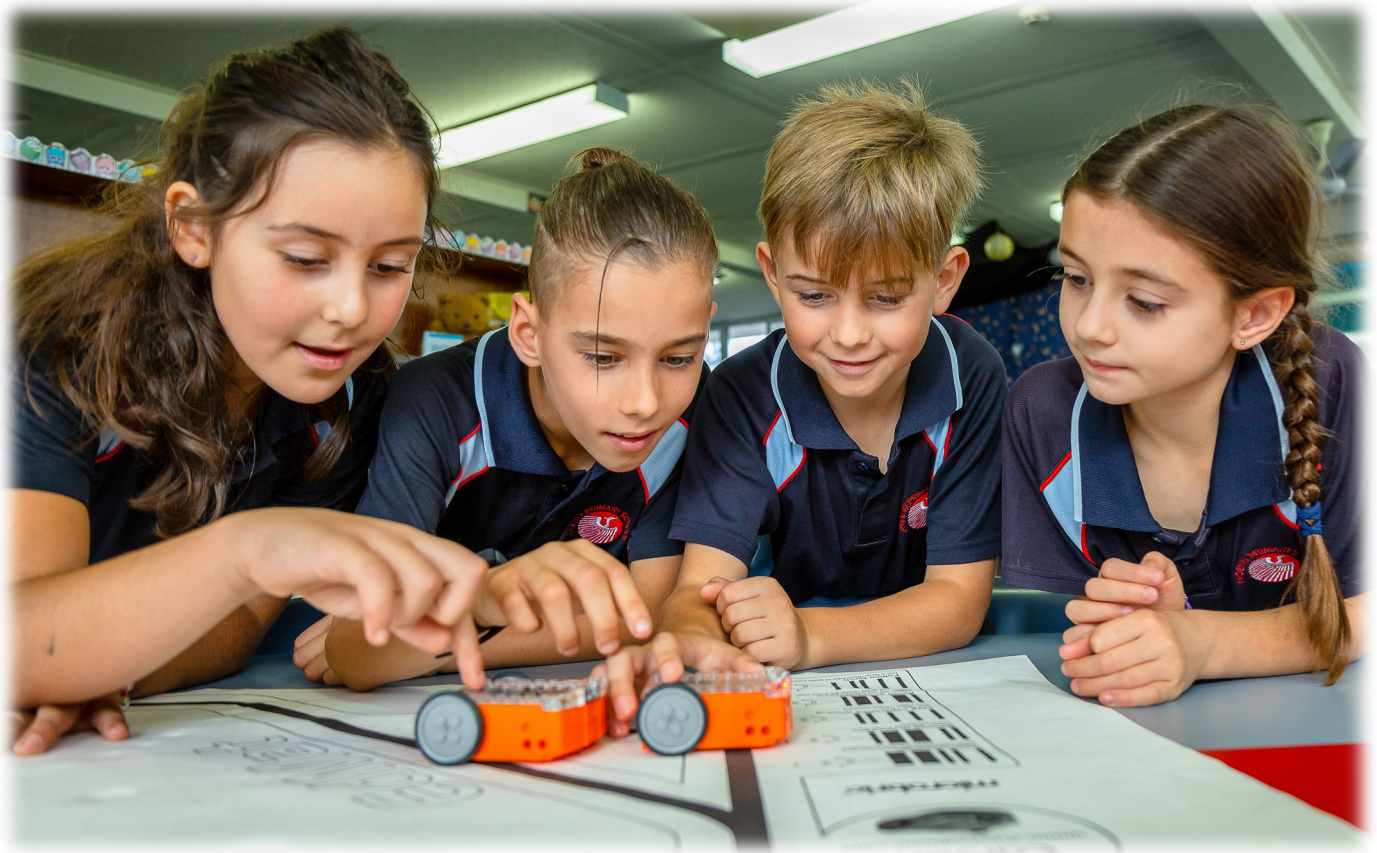
Parents and teachers work as authentic partners in ensuring the whole school community encourages our students to engage in opportunities for their growth and to achieve their personal best. Staff and students work cooperatively to create a positive school environment in which every student is a successful student and every teacher is a highly effective teacher.

Our staff has a strong sense of common purpose. Their talents are valued and they are empowered to deliver excellence in teaching. We support our educators to become leaders by using a leader-leader model and a distributed leadership structure which gives opportunities to use their skills and initiative to target school priorities. We are a school with the reputation of caring for and about our students.

Together as the Phoenix Community, we are building the foundations of learning for the futures of our children. We believe every child deserves an education that brings them closer to opportunity, by providing them with the skills and knowledge they need to make their own choices and determine their future.

Our Vision

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



Our Beliefs

Success for all students—we believe that every child is capable of being a successful learner. A high priority is to provide every child at Phoenix Primary with opportunities to learn so that they can grow to be independent, lifelong learners. “Every student, every classroom, every day” (Strategic directions for public schools 2020-2024).

Every child is supported every day so that they experience a strong sense of belonging, a confidence in their growing capacity as a leader and the lifelong success skills needed to embrace challenge and achieve their hopes and dreams.



About the Business Plan

This Business Plan is about Phoenix Primary School's leadership team, educators and families working together to achieve the best outcomes for our students.

Our Business Plan was developed during 2020/2021 through a collaborative process with the leadership team, educators, School Board and the wider school community.

Developing the plan entailed a review of the previous Business Plan, meetings and workshops to identify priorities and the improvement agenda.

The Business Plan is underpinned by professional understandings (**Overarching Pillars**) that support our educators in delivering teaching, learning and nurturing overall wellbeing.

Our school community- being leadership, educators and families – will work together to deliver this plan over the ensuing three years.

OVERARCHING PILLARS

Phoenix has a coherent, sequenced plan for the curriculum delivery of evidence based programs that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. Consistent visible lesson planning and collaboration provides a vision for curriculum practice.

**Visible
learning**

A high priority is given to school-wide data analysis and discussion of systemically collected data on student achievement and outcomes. Data analyses consider overall performance as well as performance of individual students, evidence of progress over time, like-school comparisons and measures of growth across the years of schooling.

**Analysis and
discussion of
data**

Phoenix places a high priority on ensuring that in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and differentiate classroom activities to levels of readiness and need. Phoenix differentiates our teaching through a Case Management Approach.

**Differentiated
Teaching and
Learning**

The Phoenix Primary School Business Plan references and seeks to implement the [*Department of Education Strategic Directions for public school 2020 – 2024*](#), the ‘*Building on strength, future directions for the Western Australian public school system*’ rational. **“Every Student, every classroom, every day”** is the foundation of the intent of this plan.

This plan outlines an overview of strategic intent by the school towards key improvement strategies that we will focus on to ensure every child reaches their full potential and strives to meet high standards of achievement, academic and non-academic.

The school will use the Department of Education’s Electronic School Assessment Tool (ESAT) against the following six domains:

- 1 RELATIONSHIPS AND PARTNERSHIPS**
- 2 LEARNING ENVIRONMENT**
- 3 USE OF RESOURCES**
- 4 LEADERSHIP**
- 5 TEACHING QUALITY**
- 6 STUDENT ACHIEVEMENT AND PROGRESS**



This Business Plan has been informed by school performance data; student, staff and community feedback and findings from the previous Independent Public School Review. The plan forms part of a selection of documentation including annual Learning Area Operational Plans, Annual Report, Workforce Plan and the Statement of Expectations document.

Each year the school completes a cycle of self-assessment, review, annual reporting and planning. Quality performance information assists the setting of priorities and decisions related to targets, strategies, resourcing as well as monitoring and evaluation measures within school planning.



FOCUS AREA 1—NUMERACY

Phoenix Primary School 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 by the SCSA documents, evidence based programs and the upskilling of staff. Phoenix recognises that highly effective teaching supported by collaboration and feedback is the key to maximise learning for student success. Resources are allocated in a targeted manner to meet the learning needs of students.



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

DOMAINS

1 2 3 4 5 6

STRATEGIES

- ♦ Analyse and use whole school assessment data in a Case Management Approach.
- ♦ Improve the use of data to collaboratively analyse and inform the Assess-Plan-Act cycle
- ♦ Introduce consistent whole school Explicit Teaching Framework using Visible Learning strategies.
- ♦ Improve peer support through observation and feedback
- ♦ Develop and implement a whole school 'language of math' Scope and Sequence document.
- ♦ Develop and embed whole school strategies for incorporating math into STEM.

TARGETS

NAPLAN:

- ♦ Year 3 student performance at or above 'like schools'.
- ♦ Year 3 student performance at or above 'like schools' in stable cohort.
- ♦ Year 5 student performance at or above 'like schools'.
- ♦ Year 5 student performance at or above 'like schools' in stable cohort.

Student achievement to be at or above mean scale score in Progressive Achievement Tests (PAT) – Mathematics

FOCUS AREA 2—LITERACY

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 life-long learner.

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



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

DOMAINS

1	2	3	4	5	6
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STRATEGIES

- ♦ Analyse and use whole school assessment data in a Case Management Approach.
- ♦ Embed consistent whole school reading and comprehension strategies
- ♦ Implement whole school questioning strategies using Blooms & BLANK
- ♦ Consistently analyse whole school assessments and monitoring to inform the Assess-Plan-Act cycle
- ♦ Consolidate the use of feedback to students to support Visible Learning and improve progress
- ♦ Develop and implement a whole school balanced literacy focus across all Learning Areas

TARGETS

NAPLAN:

- ♦ Year 3 student performance at or above 'like schools'.
- ♦ Year 3 student performance at or above 'like schools' in stable cohort.
- ♦ Year 5 student performance at or above 'like schools'.
- ♦ Year 5 student performance at or above 'like schools' in stable cohort.

Student achievement to be at or above mean scale score in Progressive Achievement Tests (PAT) – Reading.

Student achievement to be at or above age appropriate levels in whole school assessments in Reading, Spelling and Writing.

FOCUS AREA 3—SOCIAL-EMOTIONAL

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.

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



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

DOMAINS

1 2 3 4 5 6

STRATEGIES

- ♦ Create safe, engaging and inclusive learning environments using the BeYou framework.
- ♦ Develop whole school common social-emotional language based on PATHS.
- ♦ Implement a whole school assessment tool for social-emotional skills
- ♦ Build effective working relationships with parents and the school community.

TARGETS

Improvement in ZBar ratings for safety/happiness for teachers/ students.

Improvement in National Survey of Schools for safety/ happiness. National School Opinion Survey (NSOS)

- ♦ The NSOS results for parents and students to remain positive (>4) for 'The school takes my opinion seriously'
- ♦ The NSOS results for staff to remain positive (>4) for 'I receive useful feedback about my work.'

FOCUS AREA 4—EARLY CHILDHOOD

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.

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



TARGETS

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.

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.

DOMAINS

1 2 3 4 5 6

STRATEGIES

- ♦ Use data results to inform planning for a differentiated curriculum
- ♦ Develop open-ended theme-based questions using the BLANK model of questioning.
- ♦ Collate role play situations for social skills development linked to PATHS.
- ♦ Improve oral language development through themes.
- ♦ Use on-entry data to plan for progress and achievement.

GLOSSARY

ACER — Australian Council For Education Research

AITSL — Australian Institute for Teaching and School Leadership

Case Management Approach — Tracking of individual student progress

Class Achievement Profile — The Class Achievement Profiles collate information on individual student performance from various sources (e.g. in-class test scores, NAPLAN results, ACER testing, BrightPath, On Entry testing, Letters and Sounds) to provide educators with the ability to build an accurate data-driven picture of each student's capabilities. The data is cumulative year to year

Explicit Teaching Framework — A teaching structure that involves directing student attention towards specific learning in a structured environment.

Like Schools — Schools deemed similar to one another based on their ICSEA (Index of Community Socio-Economic Advantage) value

NAPLAN — National Assessment Program—Literacy and Numeracy

NQS - National Quality Standards sets a high national benchmark for early childhood education and care outside school hours care services in Australia. The NQS includes 7 quality areas that are important outcomes for children.

PPS - Phoenix Primary School

PATHS — Promoting Alternative Thinking Strategies in a social and emotional teaching program.

School Board - A decision-making body made up of parent, community and staff representatives: required and regulated by the school Education Act 1999.

SCSA - School Curriculum and Standards Authority



**Every student,
Every classroom,
Every day.**



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