In 2014, Makybe Rise PS became the largest primary school in WA and demonstrated that big and student success can, and do, go hand in hand. Once again, the school experienced significant enrolment growth throughout the year.

Our school motto, *every child every day*, underpinned an expansion of our Student Services Team. We appointed a Learning Support Coordinator and a Literacy Specialist teacher and implemented a highly successful Literacy Intervention Program for children in Year 2. Our partnership with Curtin University enabled 140 children in Kindergarten and Pre-primary to access a Speech and Language intervention program from fourth year Speech Therapy students supervised by Speech Therapist and teacher, Kate Walmsley. The Gifted and Talented Committee established a student profile enabling teachers to identify students from Years 1-7 with untapped potential. Selected students were then invited to participate in targeted acceleration programs.

Due to enrolment pressures, the majority of Kindergarten classes were held at the Kindy Annexe at our Smirk Road site. Whilst being off-site presented challenges of isolation, we are proud that our quality Makybe *Early Risers* Kindy Program was successfully maintained.

AVID continued to grow and build a culture of success at Makybe Rise in 2014. Kathryn Sparks became a qualified Staff Developer and this enabled our very first Makybe Winter Institute where every teacher participated in Primary Foundations AVID training. Four students travelled to Melbourne to present the school in the Spring Student Institute along with AVID students from across Australia. Our inaugural Commit to Student Success Week followed.

Student leadership continued to be a key focus. Student Leaders, Sports Captains and Playground Champions embraced the opportunity to grow the school culture of “everyone belongs”. Leaders were particularly active in the playground, intentionally supporting the development of social skills amongst Pre-primary students and supporting older students to make friends and resolve their differences amicably.

There were many opportunities for children to be successful throughout the year and the school celebrated outstanding achievements in Interschool Athletics, choir performances, and through our inaugural Sunset on the Rise Art Exhibition. Student performance in NAPLAN showed very pleasing progress and validated the improvement strategies implemented by all staff.

At Makybe Rise, we know that it is the adults in our community who really make the difference. In 2014, we were unstintingly supported by our P&C, School Board and parent volunteers and this is deeply appreciated. Their combined leadership and actions on our behalf saw our school grow richer in both our collective wisdom and physical resources.

I would like to express my sincere thanks and admiration for our Administration team whose passion and dedication ensured that our further growth into a large school did not dilute in any way the standards of excellence that Makybe Rise Primary School is so well known for.

Steph McDonald
PRINCIPAL
School Mission
At Makybe Rise Primary School, every child belongs; every child excels; and every child rises to challenge. We are all proud to be Makybe Risers.

School Vision
At Makybe Rise Primary School, we are committed to building a genuine sense of community partnership and belonging. Teachers, students and families all enjoy the mutual respect and caring essential for growth and learning. We are committed to explicit teaching and learning with an emphasis on academic excellence and social and emotional growth in a strong and safe school community. We work together to accomplish our mission of growing friendly, thoughtful and active children who know they are part of something bigger than themselves.

Beliefs
Our beliefs inform how we work together as a community and what is important to us as a school.

We believe that:
• The social curriculum is just as important as the academic curriculum.
• How children learn is as important as what they learn: process and content go hand in hand.
• Knowing the children we teach - individually, culturally and developmentally - is as important as knowing the content we teach.
• Knowing the families of the children we teach and working with them as partners is essential to children’s education.
• How the adults in our school community work together is as important as their individual competence. Lasting change begins with the adult community.

A TRIBES Learning Community
The school adopts the TRIBES social model of interaction in order to provide a safe and supportive learning environment for everyone involved in the school.

Four Agreements form this school’s culture. They include:
• Mutual Respect
• Attentive Listening
• Appreciations - No Put Downs
• The Right To Participate/Right to Pass
# SCHOOL OVERVIEW

## Attendance

<table>
<thead>
<tr>
<th>School</th>
<th>Non - Aboriginal</th>
<th>Aboriginal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Like Schools</td>
<td>WA Public Schools</td>
<td>Like Schools</td>
</tr>
<tr>
<td>2012</td>
<td>91.8% 93.6%</td>
<td>93.3%</td>
<td>88.6% 86.3%</td>
</tr>
<tr>
<td>2013</td>
<td>94.0% 93.7%</td>
<td>93.7%</td>
<td>91.5% 84.2%</td>
</tr>
<tr>
<td>2014</td>
<td>92.6% 93.5%</td>
<td>93.2%</td>
<td>86.4% 84.0%</td>
</tr>
</tbody>
</table>

## Enrolment Summary

<table>
<thead>
<tr>
<th>School</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>660</td>
</tr>
<tr>
<td>Part Time</td>
<td>160</td>
</tr>
<tr>
<td>Total</td>
<td>820</td>
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</table>

## Staff numbers as at Semester 2 2014

<table>
<thead>
<tr>
<th>No</th>
<th>FTE</th>
<th>ATSI No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>4</td>
<td>3.5</td>
</tr>
<tr>
<td>Total Administration Staff</td>
<td>5</td>
<td>4.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Teaching Staff</td>
</tr>
<tr>
<td>Total Teaching Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Support Staff</th>
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</thead>
<tbody>
<tr>
<td>Clerical / Administrative</td>
</tr>
<tr>
<td>Gardening / Cleaners</td>
</tr>
<tr>
<td>Other Non-Teaching Staff</td>
</tr>
<tr>
<td>Total School Support Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>83</td>
</tr>
</tbody>
</table>
In 2014, Makybe Rise PS surveyed parents, students and staff to seek feedback about the performance of the school across a range of attributes. Results from all three stakeholder groups consistently reflect very high levels of satisfaction.

PARENT SURVEY

- Teachers at this school expect my child to do his or her best: 4.5
- Teachers at this school provide my child with useful feedback: 4.1
- Teachers at this school treat students fairly: 4.1
- This school is well maintained: 4.6
- My child feels safe at this school: 4.5
- I can talk to my child’s teachers about my concerns: 4.6
- Student behaviour is well managed at this school: 4.0
- My child likes being at this school: 4.5
- This school looks for ways to improve: 4.2
- This school takes parents’ opinions seriously: 3.8
- Teachers at this school motivate my child to learn: 4.4
- My child is making good progress at this school: 4.3
- My child’s learning needs are being met at this school: 4.3
- This school works with me to support my child’s learning: 4.2

STUDENT SURVEY

- My teachers expect me to do my best: 4.4
- My teachers provide me with useful feedback about my school: 4.0
- Teachers at my school treat students fairly: 3.8
- My school is well maintained: 4.1
- I feel safe at my school: 4.1
- I can talk to my teachers about my concerns: 3.8
- Student behaviour is well managed at my school: 3.6
- I like being at my school: 4.0
- My school looks for ways to improve: 4.2
- My school takes students’ opinions seriously: 3.6
- My teachers motivate me to learn: 4.2
- My school gives me opportunities to do interesting things: 3.9
WHilst the feedback provided by the School Satisfaction Surveys was very positive from all groups, the number of surveys completed by parents was not statistically significant.

RECOMMENDATIONS FOR 2015

Further exploring parent satisfaction levels will be the work of the School Board in 2015. The Board will also investigate ways to increase parent engagement with the school beyond their child’s immediate classroom.
2013-2015 Business Plan Targets/Milestones;

- Improve the percentage of Year 3 and Year 5 students in the top three proficiency bands for Grammar and Punctuation by 2015 relative to the 2013 data.
- Performance of Year 3 students tested in 2013 will exceed their relative achievement in all areas when tested again in Year 5 (2015).
- Improve the Year 3 and Year 5 trend lines in Reading by 2015 relative to the 2013 data.

Summary of Data
A significant improvement in the school’s NAPLAN results was evident in 2014. The school is expected to achieve within the yellow band as a minimum requirement. The zero line represents the school’s expected performance. Continuing upward trend lines should see the school achieving above expected performance in the near future.

NAPLAN

Year 3 Reading

Year 3 Writing

Year 5 Reading

Year 5 Writing

Year 7 Reading

Year 7 Writing
Strategies To Achieve Reading Success (STARS)

All students from Year 2 to 7 were introduced to this program which focuses on the development of reading comprehension strategies. STARS is a prescriptive reading series that provides essential instruction in 12 reading strategies. It provides precise instruction in and practice with the strategies students need to master in order to achieve reading success. The 12 strategies chosen in the program were based on reviews of current research on reading comprehension and gaps in basal or core reading programs. The strategies cover a range of areas that lead to success in reading comprehension:

- Literal comprehension
- Inferential comprehension
- Text structure and organisational patterns
- Vocabulary and concept development
- Metacognitive strategies

Student performance data was collected through reviews to ascertain the level of student understanding of each of the strategies taught.

Words Their Way

Staff received professional learning modules on this spelling resource. Words Their Way provides a developmental approach towards the integration of phonics, vocabulary and spelling. It is an assessment driven guide to word study instruction and allows for differentiation and student centred activities that develop knowledge of the alphabet, spelling patterns and word meaning.

Student performance data was collected using the Words Their Way Spelling Inventories (PSI, ESI, USI) and this data was used to determine whether or not a student had reached the expected target.

Costa's Levels of Thinking and Questioning

All classes implemented Costa’s Levels of Thinking and Questioning during components of the Literacy Block, including the use of levelled questioning during Shared Book sessions.

Learning Intentions, Success Criteria and Purpose

All classes implemented Learning Intentions (WALT- We Are Learning To), Success Criteria (WILF- What I’m Looking For) and Purpose (TIB- This Is Because) into their literacy instruction and reflected on these during plenary sessions.

Writing Warm Ups

These were trialled in a number of classes across the school and complemented the Warm Up at the beginning of the Literacy Block previously established.
Literacy Intervention Program (Year 2-4)

The intervention program consisted of 2 teachers and 1 education assistant. The program was arranged to run three times a week with each group having 3 x 30 min sessions per week for 8 weeks of each term. 68 children from Years 2-4 were selected to participate in the 2014 intervention program based on their 2013 Literacy data. A selection of appropriate, effective teaching pedagogies with a heavy focus on Multi Sensory Learning and direct instruction were used.

Over the past 3 terms, all students have made improvements to their spelling and their decoding skills due to the independent literacy program each student has been instructed upon. This has been closely monitored for mastery and has been assessed upon on a termly basis. As well as literacy improvements students with anxiety or poor self-esteem have begun to believe in themselves and have begun to look forward to attending the regular classes. This has been evident during intervention classes, as their handwriting and overall attitude has improved throughout the year.

Speech and Phonological Awareness Intervention (K/PP)

In 2014 Makybe Rise employed a speech pathologist to improve speech, language and literacy skills within the school. The role of the speech pathologist within Makybe Rise Primary School includes:

- Consultative support to teachers and education assistants regarding:
  - Individual students with speech and language needs.
  - Whole class trend analysis of speech and language strengths and weaknesses.
  - Providing up to date research and evidence-based strategies to support speech and language development in the classroom.
- Supervision of 4th Year Curtin Speech Pathology Students who implement individual assessment and intervention to Kindergarten and Pre-Primary students identified with a range of speech and language difficulties.
- Small Group Assessment and Intervention.
- Whole Class Observation, Modelling and Planning.
- Resource Creation.
- Research.
- Professional Learning for Teachers and Education Assistants.

The outcomes for students and teachers have been extremely positive.

Students within Kindergarten and Pre-primary have been quickly identified if they required speech and language intervention, with the aid of the speech pathologist. These children have then been offered a range of services, including immediate referral to child development services, individual assessments and weekly intervention, parent training and consultation in regards to their difficulties, group intervention sessions, and referral to Peel Language Development School (where appropriate). A total of 44 Kindergarten and Pre-Primary students have received individual speech and language intervention, and a further 40 students have received group intervention targeting their pre-literacy skills. These children can now be tracked as they progress through school, and future teachers are made aware of their difficulties quickly. Within a cohort of 375 children in Kindergarten and Pre-primary, it is likely that the positive results in working with these children will have long-term effects as they progress through school. Four students were assessed and accepted for the Peel Language Development Centre.

Teachers have also reaped positive benefits from the program. They have received multiple professional learning sessions regarding a range of speech and language areas, including ‘how to identify and refer children with speech and language skills’, ‘typical development of speech and language’, ‘the pathway to spelling success (best practice in teaching phonological awareness, concepts of print, alphabet knowledge, synthetic phonics, spelling and word study)’, ‘teaching semantic skills’ and ‘the explicit teaching of grammar’. Teachers have also been up-skilled in using a range of evidence-based programs including ‘Words, Grammar & Fun’, and ‘Words Their Way’, and have been able to consult the speech pathologist regularly regarding children’s progress and how best to implement the programs. The outcomes on a range of whole class/school spelling and language assessments have been markedly improved from previous years, and these changes should begin to show long term effects as the program continues.
LITERACY REPORT: KEY ACHIEVEMENTS

Spelling: Teacher Handbook

Developed this year, the document complements the other Teacher Handbooks in the English series; Reading Comprehension, Home Reading, Synthetic Phonics. This handbook explicitly unpacks the whole school approach to the teaching and learning of Spelling.

Bookflix (K-2)

Bookflix is an interactive literacy program based on themes. A series of texts, both fiction and non-fiction are presented. There is capacity to highlight key words and other aspects of the texts.

Coaching and Peer Observation

Regular feedback about instructional practice in English was provided through observations conducted by line managers and peers.

Student Performance Data

Students’ literacy progress was continually monitored through data collection in a variety of areas. Effect sizes were calculated for individual students, classes and cohorts.

Words, Grammar, Fun (PP)

This grammar and semantics program sets goals to be achieved in a variety of areas, including labelling, identifying attributes and functions, identifying similarities and differences, categories, pronouns and plurals.

Lexile Trial

All students from Year 3-7 are placed on the Lexile Framework, but for the first time, selected student in Year 1 and 2 were given access to accelerate their reading development.

Collaborative Planning

All year levels worked collaboratively to develop a number of English planning documents, including Shared Book Programs.

Whole School Strategic Planning and Review

The National School Improvement Tool (2012) was used as a means of reviewing the school’s English practices and protocols.

Every child writes every day
LITERACY REPORT: 2015 RECOMMENDATIONS

- Extend the coaching program for the teaching and learning of English; including the videoing of best practice and experts working alongside classroom teachers. Appointment of 0.5 staffing as an English Coordinator/Coach.

- Review this year’s implementation of the STARS program for Year 2 to 7. Investigate the development of each comprehension strategy over a two week period across the school.

- Update the Makybe Rise Word List (PP-Year 3). Re-arrange the order of words to suit the needs of Pre-Primary classes.

- Purchase additional resources (including storage); magenta, red and yellow levels of Key Links, additional Dandelion Readers for Pre-Primary and Year 1 and Chapter Books for Year 2; Reading a-z licences for each year level and STARS Teacher Guides and Student Workbook for each Pre-Primary and Year 1 class.

- Provide funding for selected teachers to attend professional learning modules conducted by John Fleming.

- Tailor school based professional learning to meet teacher need and those of the students. Development of a professional learning program.

- Review Makybe Rise English Scope and Sequence.

- Inform on-going planning (e.g. Operational Plans) based on the review of English practices carried out in 2014 and the associated recommendations.
2013-2015 BUSINESS PLAN TARGETS/MILESTONES;

- Improve the percentage of Year 3 and Year 5 students in the top three proficiency bands for Numeracy by 2015 relative to the 2013 data.
- Performance of Year 3 students tested in 2013 will exceed their relative achievement in all areas when tested again in Year 5 (2015).
- Improve the Year 3 and Year 5 trend lines in Numeracy by 2015 relative to the 2013 data.

SUMMARY OF DATA
Improvement in the school’s NAPLAN results was evident in 2014. The school is expected to achieve within the yellow band as a minimum requirement. The zero line represents the school’s expected performance. Continuing upward trend lines should see the school achieving above expected performance in the near future.

NAPLAN

Year 3 Numeracy

Year 5 Numeracy

Year 7 Numeracy
Pre-Primary
At the beginning of the year, all Pre-Primary students in Western Australia were tested on an on-entry, online interview. This assessment profiles a student’s ability in Number to recognise and name numerals, recall number sequences, continue patterns, make or draw collections, solve small-number story problems and share items equally. In Geometry and Measurement the assessment focused on knowledge of the names and features of familiar shapes and objects, drawing simple maps and using informal units to measure familiar objects. By the end of Pre-Primary, students are expected to achieve a progression point of 1.0. At Makybe Rise PS, it was decided that if a child achieved a progression point of 0.3 or below at the time of testing, then they were identified as requiring a group education plan to ensure they met the 1.0 standard by the end of the year.

The focus in our Early Childhood Program is in the acquisition of early number skills. Research indicates that the acquisition of these number skills is a strong determiner of future Maths success. The 2014 results clearly indicate the success of this approach as at the time of testing in Term One over 45% of students were already at or above the end of year standard of 1.0. It was particularly pleasing to note that the cohort performed above expectations, with a smaller percentage of students in the 0.0-0.3 progression points than the State average. The cohort of students also performed more favourably in the higher progression points (0.8-1.2) than the State average. These results are reflective of the strong mathematical foundations the students are receiving in Kindergarten at MRPS and are expected to positively influence school results in coming years. They also provide teachers with meaningful data to guide their Plan Teach Assess cycle with a focus on extending students to reach higher levels of mathematical achievement.

SIREN: Screening and Intervention Resource for Early Number
Continuation of the implementation of the Screening and Intervention Resource in Early Number (SIREN) in year levels PP-1. Professional learning for teachers and the development of resources to support the consistent use and interpretation of SIREN provided by in-school expertise.

JEMM: Junior Elementary Maths Mastery
JEMM was successfully trialled in a Year One classroom in first semester, then trialled in Numeracy Blocks in Year One and Two; and as an acceleration program for Pre-Primary in second semester. Professional learning was provided by a teacher leader with follow up coaching from line managers through Collaborative meetings.

Intervention Measures
For those students across the school identified as performing below expected levels Student Plans were written. Individual Education Plans (IEPs) were written for students experiencing significant developmental and learning delays. Personal Education Plans (PEPs) were written for those students who required specific learning adjustments to ensure they reached year level standards. Group Education Plans (GEPs) were developed for groups of students who had similar numeracy needs. Specific measurable goals were set and effective strategies for remediation were implemented to assist students in closing the gaps in their maths education. Regular review dates were set to allow student progress to be closely monitored.

Numeracy Blocks
A research based Numeracy Block format and supporting planning proforma was developed and embedded across the school.

Coaching and Peer Observation
Regular feedback about instructional practice in Mathematics was provided through observations conducted by line managers and peers.

RUCSAC
Professional learning was provided for teachers and a trial of the RUCSAC strategy as a school wide (K-7) process for teaching problem solving was implemented. The RUCSAC Committee trialed and developed resources to support this implementation. Coaching of teaching practice and feedback was provided through Collaborative Teams by Line Managers.
MATHEMATICS REPORT: KEY ACHIEVEMENTS

Disciplined Dialogues

Disciplined Dialogues were utilised to support teacher analysis of Westwood Basic Number Fact data and Pat-Maths.

PAT Maths: Progressive Achievement Test Mathematics

Implementation of PAT Maths across Years 1-7 proved an effective diagnostic tool of individual student areas of strength and relative weakness. Teachers were provided with electronic access and results were used to guide teacher intervention and their Plan, Teach & Assess cycle. This was supported through the MRPS coaching model and opportunities for peer feedback.

Maths Committee

The Maths Committee was particularly active in 2014 and involved in a consultative process to review the Business Plan, Operational Plan and whole school Numeracy documents.

Mathematics Vocabulary

Maths vocabulary lists were compiled for use on Maths Word Walls and in Warm Ups.

2015 RECOMMENDATIONS

• Timetabled opportunities to ‘unpack’ curriculum documents with teachers.
• Maths Coordinator time funded to coach teachers in Mathematics, particularly instructional capacity and curriculum differentiation. Opportunities for Coordinator and teacher leaders to work alongside colleagues in classrooms to model best practice.
• Develop a consistent approach across Collaborative Teams to the monitoring of cohort and classroom planning to ensure recommendations from the Disciplined Dialogue process are implemented into classrooms
• Targeted professional learning to meet the needs of specific collaborative learning teams.
• The continuation of the reprioritisation of Mathematics across the school including an ongoing focus on implementing RUCSAC throughout the school, utilising PAT-Maths and SIREN to guide planning and embedding JEMM in Junior Primary.
• Collaboration and alignment of Mathematics and English data collection through a whole school database.
• Development of Mathematics Pillars and their incorporation in the Staff Development process.
BUSINESS PLAN TARGET 2014—2015: ENGLISH

- Increase the number of students rated most highly for effort and student success skills.
- Increase the number of AVID coaches within the school.

SUMMARY OF DATA

- The number of AVID coaches increased from 8 to 12
- Personal Coaching Plans for AVID implementation for 51 teachers
- Data collected in Term 1 and Term 3 for students in Year 4-7 demonstrated growth in all key areas of AVID strategies with the most significant growth in students’ note-taking processes and understandings.
- Although Levels of Thinking and Questioning showed growth, the data showed that only 4 out 11 classes had this as a focus for their AVID Coaching goals.

![Average growth for AVID strategies](image)

**Average growth for AVID strategies**

**Organizational Tool**

**Agenda/Planner**

**Note-taking**

**Levels of thinking and Questioning**

3 coaching cycles Term 1, Term 3, Term 4 for 51 teachers

- New format for coaching following the GROWTH model
- Resource sharing folder created on the share drive
- Implementation of AVID Year Level Expectations across the school, including agenda use across the school
- Implementation of AVID binders for year 4 to year 7
- 2 day implementation of AVID Elementary to 61 teachers
- Participation in the AVID Spring Student Institute in Melbourne with 4 student leaders
- Creation of the ECU Masters program for AVID research
- Visitors from Victoria University to research AVID implementation
- Visitors from Northern Territory and New South Wales to view AVID implementation
- First Australian Primary Staff developer trained in San Diego
- Involvement of Settlers and Baldivis Primary School in Professional Learning
- Participation in ‘Commit to Student Success’ week from September 22-26
- Committee to change booklist to meet the organisational requirements for AVID implementation
RECOMMENDATIONS FOR 2015

- Finalise ‘elevator speech’ to describe AVID and then communicate this to the school community
- To present parent workshops to share the AVID message and expectations
- Refine and add to Year Level Expectations to include Inquiry expectations
- To create a Makybe Rise Primary School AVID diary
- Explicitly include AVID strategies into the ‘First six weeks of school’ package
- Design an AVID data collection tool for Kindergarten to Year 3
- To formalise ‘Commit to Student Success’ week into a community based showcase
BUSINESS PLAN MILESTONES 2014—2015

- Create and maintain a safe, supportive learning environment
- Implement a whole school program that promotes self management skills

KEY ACHIEVEMENTS

- Creation of links with the broader school community through various strategies, community programs and events:
  - SDERA Road Safety Incursion
    Makybe Rise has used this comprehensive resource to promote a whole-school approach to road safety.
  - Life Education Program
    The mission of Life Education is to empower the young to make the best choices for a safe life through leading drug and health education programs. Students participated in interactive programs combining special effects and exciting story lines which engaged students to challenge their values and attitudes, expand on their knowledge, and develop skills to empower them to make the best choices for a healthy future.
  - Establishing home-school links through the Health “Connect” page
    Health teachers have been working together to ensure parents are informed about the Health curriculum and school events via the Connect page.
  - Positive Parenting program
    The Positive Parent program is one of the most effective evidence-based parent programs in the world. The program gave parents simple and practical strategies to help them confidently manage their children’s behaviour, prevent problems developing and build strong, healthy relationships.

- Whole school implementation of Friendly Schools Plus:
  Friendly Schools Plus is a curriculum that addresses the social and emotional learning of young people, both formally through explicit classroom pedagogy and learning strategies and informally through the development of a whole-school culture, organisation and structures that reinforce and uphold the essential understandings, skills and competencies. All staff participated in professional learning and implemented the curriculum.

- Whole School Training on Restorative Practices:
  All staff were trained on a whole school approach to implementing Restorative Practices. Restorative Practice enables teachers to assist students to build, maintain and especially to restore relationships when conflict has occurred.

- Committees:
  Committees actively addressed the Health curriculum, social and emotional learning, and staff wellbeing.

- Down South Therapy Partnership:
  Makybe Rise Primary School has established a partnership with Down South Therapy enabling professional learning for Education Assistants and teachers on understanding students’ sensory profile and implementing sensory breaks in support of students with special needs.

Recommendations for 2015

- Further develop the use of Connect as a communication tool with parents and students.
- Investigate cross-curricular links with Friendly Schools Plus.
- Implement Brainology - Growth Mindset Program.
- Improve and increase the Health resource library.
- Continue to develop community links:
  - Jump Rope for Heart
  - Life Education Van
  - SDERA Road Safety
  - The Great Aussie Crunch
  - The Great Lunch Box Dilemma
Attitude Behaviour Effort Report Card Data
Data collected from the 2014 Semester 2 report cards indicates that the majority of our students demonstrate high levels of attitude, behaviour and effort. This can perhaps be attributed to the explicit instruction provided to student in the Tribes 4 Learning Agreements, AVID, co-operative learning, problem solving skills and the focus on developing a safe and supportive learning environment.

Table 1 Attitude, Behaviour and Effort Key

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Works to the best of their ability.</td>
</tr>
<tr>
<td>2</td>
<td>Shows self respect and care.</td>
</tr>
<tr>
<td>3</td>
<td>Shows courtesy and respect for the rights of others.</td>
</tr>
<tr>
<td>4</td>
<td>Participates responsibly in social and civic activities.</td>
</tr>
<tr>
<td>5</td>
<td>Cooperates productively and builds positive relationships with others.</td>
</tr>
<tr>
<td>6</td>
<td>Is enthusiastic about learning.</td>
</tr>
<tr>
<td>7</td>
<td>Sets goals and works towards them with perseverance.</td>
</tr>
<tr>
<td>8</td>
<td>Shows confidence in making positive choices and decisions.</td>
</tr>
</tbody>
</table>

Every child shares every day
BUSINESS PLAN TARGET 2013—2015: SCIENCE

- Achievement of Year 5 students in assessments in 2014 and 2015 will match or exceed the performance of Year 5 students in WA like schools in each year.

SUMMARY OF DATA

2014 reflects a positive upward trend in achievement standards with a significant increase in achievement of B grades and a corresponding decrease in achievement of D grades.

KEY ACHIEVEMENTS

- Science taught for one hour per week to all classes in Pre-primary to Year Seven by specialist Science teachers in specialist Science rooms.
- The use of the Primary Connections program enabled Science to be linked with literacy and the Australian Curriculum and two incursions boosted interest and engagement amongst students.
- Promotion of Science to parents and students on Connect and in the school newsletter.
- Science Week activities that included a whole school incursion and science project as well as parent workshop aimed to raise the profile of Science at the school.
- Science staff attended Science network meetings with Science teachers from other schools enabling the implementation of new ideas and strategies into the Science classroom.
- Strengthened community links through presentation of a Science workshop for members of the Baldivis Girl Guides.

2015 RECOMMENDATIONS

- Focus on Science Inquiry Skills, in particular conducting fair tests, recording data and drawing conclusions, in Years 4-6, in order to continue upward achievement trends and meet Business Plan milestones and targets.
- Implement common assessment tasks and conduct moderation among Science staff to ensure consistent judgements and identify most effective instructional strategies.
BUSINESS PLAN BROAD STRATEGY 2014—2015: The Arts

• Implement a whole school Arts program that encourages community participation.

KEY ACHIEVEMENTS

Performing Arts

• Junior and Senior school choir developed and performed at school and community events, including the Cockburn/Fremantle Singing Festival and the local Christmas carols.
• Makybe Rise’s Got Talent ran with Student Leader facilitation. Included over one hundred participants and a whole school finale concert with a successful voting system to establish the winner.
• Received $2000 grant from WAGSMS for percussion instruments for the Performing Arts room.
• Whole school ‘Music: Count Us In’ performance project and whole school Christmas Community Singing event.
• Introduced SIM program (Beginner Brass).

Visual Arts

• Hosted the inaugural Sunset on the Rise, whole school student art exhibition.
• Completed a successful application for Makybe Rise to enter the Rockingham Council ‘Act-Belong-Commit Banner Competition’, and worked with Pre-Primary students from across the school to create the banner.
• Completed a successful application for Makybe Rise to enter the Rockingham Council Castaways Sculptures by the Sea and entered in a whole school collaboration piece.
• Planned and executed Visual Arts in-school incursion through a Kindy and Year Seven Buddy Program. The Mural Project consisted of a design process and ‘Art in the Park’ sessions with all students involved to complete the project. After the mural was finished, follow up art activities were completed in class, both independently and collaboratively.
• Hosted an Artist-in-Residence to work with students in the Art Room.
• Collaborated with the Performing Arts teacher to create whole school collaborative painting activities for the ‘Music: Count Us In’ performance project of Paint Me a Song.
• Established and created art portfolios for each student.
• Attended Visual Arts professional development and implemented new techniques and strategies into class work.

RECOMMENDATIONS FOR 2015

The Arts

• Develop a Makybe Rise Arts Scope and Sequence, outlining Arts content for PP through to Year 6 aligning with cross-curricula ideas for classroom teachers.

Performing Arts

• Continue school choir and whole school performance projects
• Plan and execute a whole school Opera performance incursion
• Plan and execute a whole school songwriting incursion to develop a school song
• Take school choir to the Fremantle/Cockburn Singing Festival and WAGSMS to perform
• Further develop SIM program

Visual Arts

• Annual art exhibition as part of Commit to Student Success Week
• Art Auction
• Act-Belong-Commit Banner Competition - Rockingham Council Project
• Kindy and Year Six art project
• Whole school art exhibition
• Artist-in-Residence
BUSINESS PLAN BROAD STRATEGY 2014—2015: ICT

- Information and Communication Technologies are used to enhance student learning outcomes.

KEY ACHIEVEMENTS:

The use of electronic and online resources supported students’ learning outcomes across several learning areas:

- Lexile access provided for all students Years 3-7 to improve reading comprehension skills.
- Cyber bullying and online safety education provided to students via Friendly Schools Plus curriculum and Life Education incursion.
- Challenge and extension in Mathematics provided to students in PP-3 via the implementation of Junior Elementary Maths Mastery program in classrooms.
- Extension of literacy resources available through the provision of Bookflix PP-2.
- Online Pat Maths assessments and rigorous analysis of data informed teaching and learning programs Years 1-7.

Three teachers were selected to participate in Department OF Education ICT Peer Coaching enabling:

- Professional learning in the use of ICT.
- Professional learning in the coaching of peers in the use of ICT and development of coaching plans.
- Access to ICT discussion forums.

RECOMMENDATIONS FOR 2015:

- Connect access to be provided for all students Years 3-6 with accompanying professional learning for teachers
- Independent use of Lexile Years 3-6
- Year 5/6 to complete online safety education, correct use of the internet and cyber bullying education
- Tech support to be provided for students and teachers
- Ongoing teacher support in using Connect and ICT
BUSINESS PLAN BROAD STRATEGY 2014—2015

- Engage and challenge academically talented students.

**Key Achievements**

- Whole school collection of class and individual checklists to identify students with gifted and talented characteristics in Term 2 2014.
- Data collected was used to establish a whole school Gifted and Talented Register.
- Development and implementation of class and individual checklists.
- Establishment and running of Acceleration Classes for Years 2,3 & 4.

**Recommendations for 2015**

- Continue ongoing identification process of Gifted and Talented Students through individual checklists.
- Support and guidance provided to teachers to accelerate individual students in the classroom.
- All students on Gifted and Talented Register to have individualised PEPs or GEPs, monitored by the committee, to accelerate students' learning.
- Investigate external partnerships to further value add to school programs and opportunities.

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**GIFTED AND TALENTED REPORT**

**PHYSICAL EDUCATION REPORT**

**2013-2015 BUSINESS PLAN BROAD STRATEGY 2014—2015**

- Implement a whole school physical education program that promotes physical activity and self-management skills.

**SUMMARY OF DATA**

All students in PP – Year 7 participated in a minimum of 2 hours of scheduled physical activity each week and also a range of interschool events with schools in the Baldivis cell. Staff developed and refined a recess and lunch time Sport Program that was implemented and run by Tribe Sport Captains.

Students participated in a range of physical activities through a combination of Physical Education classes and classroom based programs. In addition, Running Club, Basketball Program, and Body Breaks were accessed by selected students.

<table>
<thead>
<tr>
<th>Physical Education Activities</th>
<th>K</th>
<th>PP*</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makybe Fun Run – All K-7 students (1 hour)</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Cross Country Carnival – Year 1-7 (30 minutes)</td>
<td></td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Makybe Athletics/Sports Carnival</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Friday Sport Cricket Season – Year 5,6,7 (4 hours)</td>
<td></td>
<td></td>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday Sport AFL/Netball Season – Year 5,6,7 (4 hours)</td>
<td></td>
<td></td>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri Rugby/Basketball/Soccrosse Season – Year 6/7 (9 hrs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Year 5 Wednesday Sport Soccrosse, Volleyball, Soccer (4 hrs)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Athletics Training – Year 1-7 (4 hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>4</td>
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</tr>
<tr>
<td>Pre-Primary FMS – (30 mins per week)</td>
<td></td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Swimming Lessons – PP-7 (6.5 hours)</td>
<td></td>
<td>6.5</td>
<td>6.5</td>
<td>6.5</td>
<td>6.5</td>
<td>6.5</td>
<td>6.5</td>
<td>6.5</td>
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</tr>
</tbody>
</table>

**Total (hours)**

- 63.5
- 49
- 49
- 49
- 49
- 61
- 66
- 66

**KEY ACHIEVEMENTS**

- Interschool Athletics Champion School and champions in all year levels.
- Revised Athletics Carnival format, Cross Country Carnival, Fun Run, Handball at play times, Running Club, Cricket / AFL / Netball Intra-school competitions.

**RECOMMENDATIONS FOR 2015**

- Develop a broader Interschool Sport Program for senior students.
- Support classroom teachers to deliver short and effective physical activities that can fit in easily with their existing classroom timetable.
- Continue the variety of existing Physical Activity programs happening at Makybe Rise.
## Financial Summary as at 31 December 2014

### Revenue - Cash

<table>
<thead>
<tr>
<th>Item</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary Contributions</td>
<td>$32,982.00</td>
<td>$32,982.50</td>
</tr>
<tr>
<td>Charges and Fees</td>
<td>$68,430.00</td>
<td>$68,429.96</td>
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<tr>
<td>Government Allowances</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>DoE Contributions</td>
<td>$20,810.00</td>
<td>$20,810.00</td>
</tr>
<tr>
<td>Fundraising/Donations/Sponsorships</td>
<td>$14,448.00</td>
<td>$14,447.96</td>
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<tr>
<td>Dot Grants</td>
<td>$277,547.00</td>
<td>$277,546.54</td>
</tr>
<tr>
<td>Other State Govt Grants</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Commonwealth Govt Grants</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Trading Activities</td>
<td>$5,665.00</td>
<td>$5,665.25</td>
</tr>
<tr>
<td>Other</td>
<td>$50,213.70</td>
<td>$50,213.25</td>
</tr>
<tr>
<td>Transfers</td>
<td>$32,641.79</td>
<td>$32,641.79</td>
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<tr>
<td>Total</td>
<td>$502,737.49</td>
<td>$502,737.25</td>
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</tbody>
</table>

### Locally Generated Revenue

- $142,335.67

### DoE Grants

- $277,546.54

### Other Govt Grants

- $(0)

### Other

- $50,213.70

### Transfers

- $32,641.79

### Total

- $502,737.25

### Total Salary Allocation

- $53,682.00

### Total Funds Available

- $556,419.49

### Locality

- $502,737.25

### Bank Balance

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>General Fund Balance</td>
<td>$179,733.44</td>
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<tr>
<td>Deductible GST Funds</td>
<td>$50,213.70</td>
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<tr>
<td>Trust Funds</td>
<td>$-</td>
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<tr>
<td>Asset Replacement Reserves</td>
<td>$234,580.71</td>
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<tr>
<td>Expense Accounts</td>
<td>$-</td>
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<tr>
<td>Cash Advances</td>
<td>$-</td>
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<tr>
<td>Cash Advances</td>
<td>$-</td>
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<tr>
<td>Tax Position</td>
<td>$4,520.00</td>
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<tr>
<td>Total Bank Balance</td>
<td>$420,520.53</td>
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</tbody>
</table>

### Expenditure - Budget vs Actual

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget</th>
<th>Actual</th>
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</thead>
<tbody>
<tr>
<td>Administration</td>
<td>$46,794.00</td>
<td>$28,866.47</td>
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<tr>
<td>Leases</td>
<td>$7,957.00</td>
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<tr>
<td>Utilities</td>
<td>$5,672.00</td>
<td>$4,672.20</td>
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<tr>
<td>Repairs/Maintenance/Grounds</td>
<td>$49,500.00</td>
<td>$61,260.31</td>
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<tr>
<td>Building Fabric and Infrastructure</td>
<td>$29,088.00</td>
<td>$29,523.44</td>
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<tr>
<td>Assets and Resources</td>
<td>$25,035.00</td>
<td>$17,274.58</td>
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<tr>
<td>Education Services</td>
<td>$190,775.93</td>
<td>$158,556.17</td>
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<tr>
<td>Other Specific Programs</td>
<td>$86,963.79</td>
<td>$40,400.97</td>
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<tr>
<td>Trading Activities</td>
<td>$8,665.00</td>
<td>$8,271.05</td>
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<tr>
<td>Salary Payments to Central Office</td>
<td>$41,473.00</td>
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<tr>
<td>Other</td>
<td>$20,867.77</td>
<td>$22,565.90</td>
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<tr>
<td>Total Contingencies Expenditure</td>
<td>$512,751.49</td>
<td>$376,813.11</td>
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</tbody>
</table>

### Cash Position

- $420,520.53

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*every child every day*