2014-2015
Business Plan

MAKYBE RISE
PRIMARY SCHOOL

every child every day

Every Child Every Day

School Vision

At Makybe Rise Primary School, we are committed to building a genuine sense of community partnership and belonging. Staff, 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 nurturing friendly, thoughtful and resilient 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.

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 Context

At Makybe Rise Primary School we are committed to building a genuine sense of community partnership and belonging. We work together to accomplish our shared mission of growing friendly, accomplished and active children who know they are part of something bigger than themselves. Our community is committed to work together in ways that create a safe and nurturing space for our children to grow and learn. We believe that whilst our children are at the centre of all that we do, we are all central. We know that it is the adults in our community that make the difference.

Makybe Rise PS commenced in 2011 with students from Kindergarten to Year 2, expanded in 2012 to include students in Year 3, and in 2013 the school doubled in size to encompass students K-Year 7. Makybe Rise successfully became an Independent Public School in 2013 and also became the first West Australian AVID primary school. Implementation of AVID has focused on growing student success skills, including resiliency through a growth mindset, skills to organize thinking and physical belongings, and the explicit teaching of reading and writing strategies.

Makybe Rise Primary School has a culturally diverse community. We value parent participation and support. Staff and parents are committed to work together in ways that create a safe and nurturing space for our children to grow and learn. At Makybe Rise, we believe that whilst our children are at the centre of all we do, we are all central.

Makybe Rise Primary School is committed to excellence in academic and social achievement, to building a culture of community belonging and to growing the leadership capacities of our community. The school has established proactive partnerships ensuring curriculum at every year level is researched based and interrogated for validity and efficacy and is based on our firm belief that every child can learn and that every child brings a contribution to our community.

At Makybe Rise Primary School, our measure of success is for every child every day to experience a sense of significance, belonging, fun, and challenge, so that they may graduate into the wider community with the knowledge and skills to achieve their hopes, dreams and aspirations.

TARGETS 2014 - 2015

Academic & Instructional Excellence

Learning/Focus Area	Targets 2014- 2015
English NAPLAN	◉ 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.
Mathematics NAPLAN	◉ 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 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.

Culture and Community

Attendance	◉ Increase rate of attendance to compare favourably with regional and state attendance rates ◉ Decrease the percentage of students who are categorised as 'at risk' with their attendance.
AVID	◉ Increase the number of students rated most highly for effort and student success skills.
Finance	◉ Increase the percentage of families paying the voluntary contributions.

Leadership

Expert Teachers	All teachers to: ◉ Increase the number of AVID coaches within the school ◉ Increase the number of Level 3 classroom teachers ◉ Use and reflect on the AITSL Standards as part of the Performance and Development Process.

MILESTONES

Academic and Instructional Excellence

Broad Strategies	Milestones
Implement effective pedagogy throughout the school.	Implement a whole school approach towards teaching and learning using these evidence based instructional strategies and skills: ◉ TRIBES co-operative learning strategies ◉ Classroom Management Strategies (CMS) ◉ Explicit/Intentional Teaching. ◉ AVID instructional strategies and (WICOR & LWICOR) ◉ Responsive Classrooms Build staff capacity to implement high level instructional skills and strategies: ◉ Performance and development processes are aligned to the AITSL Standard and the Education Department's Performance Management and Staff Development policy ◉ Staff members regularly participate in a suite of professional learning sessions provided by both school and outside personnel that are aligned with school priority/focus areas ◉ Implementation of a school-based coaching model that involves classroom observations, peer feedback and conferencing with an assigned coach.
Use school and system assessment data to inform and enhance teaching and learning programs.	Implement a whole school data collection schedule which includes English, Mathematics, Science and History. A robust Plan, Teach, Assess cycle which encompasses diagnostic, formative and summative assessment is embedded across the whole school. A Disciplined Dialogue process is embedded across the school and is used to inform priority areas for teaching and learning. Families are informed regularly about student progress. Ensure that all assessment data is transparent, accurate, reliable, valid, timely and relevant to decision-making.
Implement whole school Literacy & Numeracy Blocks.	Maintain a whole school approach toward the teaching of English and Mathematics that feature daily Literacy and Numeracy Blocks for all classes: ◉ Warm Ups ◉ Essential Question, Learning Intentions, Success Criteria, Learning Purpose ◉ Gradual Release Model ◉ Plenary Increase staff instructional capacity in English and Mathematics through professional learning, coaching, peer observation feedback and Performance Development process.
Differentiate the Curriculum to meet the learning needs of all students.	Student Services Team to provide support to students at risk: ◉ Professional Learning is provided to teaching and non-teaching staff to address the social, behavioural and academic needs of the students ◉ A case management approach is implemented for all students identified as being at educational, behavioural or social-emotional risk which includes the writing of documented plans ◉ Intervention program run to meet the academic needs of students who have been identified as being at risk.
Engage and challenge academically talented students.	Establish a school based register to identify academically talented students. Participation in Nautilus Program, Master Class, PEAC and SIM. Documented plans are developed for those students that are talented and gifted. Professional Learning is provided to staff on talented and gifted students. Negotiated access to the Lexile reading program for students in PP-2.
Use explicit teaching strategies to improve Science & History skills across the school.	Implement PRIMARY Connections (P-6) in Science. The Science and History Committees develop a Scope and Sequence for Science and History supported through professional learning workshops and classroom resources. Develop common assessment tasks aligned to the Australian Curriculum and participate in moderation to ensure consistent judgements.
Implement a whole school physical education program that promotes physical activity and self-management skills.	Students participate in a range of physical activities through a combination of Physical Education classes and classroom based programs. All students in PP – 6 participate in 2 hours of scheduled physical activity each week. Students participate in a range of interschool events with schools in the Baldivis cell. Develop and refine a recess and lunch time Sport Program that is implemented and run by TRIBE Sport Captains. Implement the Friendly Schools Plus program supported by professional learning workshops. Staff will participate in Restorative Practice Professional Learning.
Implement a whole school Arts program that encourages community participation.	Students participate in both Visual Arts and Performing Arts. The Arts Committee develops a Scope and Sequence for The Visual Arts and the Performing Arts. Encourage community participation in school and community arts events.
Information and Communication Technologies (ICT) are usedto enhance student learningoutcomes.	Teachers use ICT in innovative ways to engage students and increase learning outcomes: ◉ Connect ◉ Literacy and Numeracy Warm Ups ◉ Digital learning Objects. ◉ Nelson Maths, PAT Maths, JEMM and EMM, Literacy Directions, Lexile and Book Flix are seamlessly integrated into the teaching and learning programs.

Culture and Community

Broad Strategies	Milestones
Provide an Induction program to ensure all new staff transition successfully to the school.	All new staff members participate in an induction program upon appointment to the school. A School Handbook will be developed for all staff members. Staff TRIBES actively work to build a sense of community and belonging for every staff member. Graduate teacher workshops are held with Administration. New staff members have a 'buddy' to help with transition. Collaborative Team and Year Level Leaders provide ongoing support.
Create and maintain a safe, supportive learning environment.	All members of the school community attend to the 4 TRIBES Learning Agreements. Every child begins their school day with the Morning Meeting. Teachers implement Tribes strategies to develop inclusion, facilitate influence, and build a sense of community and collaboration within each class and across the school community. Implement Friendly Schools Plus program. Playground Champions are trained to provide social support at playtimes.
Provide opportunities for the school community to participate in school decision making processes.	Communication through Connect, newsletters and school website to ensure the parent community is informed of school events and issues. The School Board is elected and parent representatives participate in Department of Education Training. School Board working parties/committees are formed to support aspects of school activity and student welfare e.g. voluntary contributions, sponsorship. Bi-annual surveys are conducted. Parents and Citizens (P&C) form working parties and sub committees to support aspects of school activity and student welfare.
Develop mutually beneficial partnerships with other educational institutions.	Work in partnership with other schools in the Baldivis area: ◉ Implementation of the AVID strategies across Makybe PS and Baldivis SC ◉ Upper school students transition programs with Baldivis SC ◉ Shared use of facilities ◉ Shared executive meetings and professional learning programs with Harmony PS. Develop partnerships with ECU and Murdoch Universities: ◉ Murdoch and ECU practical supervision, Murdoch Teachers as Tutors program ◉ Shared use of facilities ◉ Community Project and AVID joint projects with ECU ◉ Shared professional learning with ECU and Victoria University ◉ Curtin speech therapy students practical supervision ◉ ECU Master of Education program.
Create a Professional Learning Community culture within the school.	Teachers participate in the following ongoing professional learning: ◉ Weekly collaborative meetings ◉ Modelled Lessons ◉ Peer Conferencing ◉ Disciplined dialogues about student data ◉ AVID Coaching ◉ CMS Conferencing. Teachers participate in a range of professional learning workshops aligned to school priority and focus areas.

Leadership

Broad Strategies	Milestones
Provide opportunities for students to develop their leadership skills.	Students in Years 5, 6 and Year 7 have the opportunity to fulfil leadership roles in the school – TRIBES Captains, Student Leaders, Junior School Mentors. Develop a Community Service student program including academic tutoring, Kindergarten volunteers, interest groups, PP break time support. The school provides training for Playground Champions and ongoing support from staff. Student representatives attend AVID Student Spring Institutes and lead an action learning process with Student Leaders.
Provide opportunities for parents to develop their leadership skills as partners in the child's education.	Staff present 'Parents Make A Difference' workshops. Parent volunteer opportunities are promoted across the school community including academic and non-academic support roles. An annual Positive Parenting Program is facilitated by the school nurse.
Enhance and provide leadership opportunities for all staff members.	A distributed leadership model provides all staff members with the opportunity to lead and participate in multiple aspects of the school: ◉ School committees, working parties, professional learning sessions, learning area coordinators, phase of schooling teacher leaders, AVID coaches and hosting pre-service teachers. Level 3 Classroom Teacher Aspirant program provides staff with support in their professional growth and the application process.

Makybe Rise Primary School

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