



MAKYBE RISE

PRIMARY SCHOOL

ANNUAL SCHOOL REPORT



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Principals' Report

It is with great pleasure that I present the Annual Report for Makybe Rise Primary School for 2017. The Annual Report is a summary of our school's achievements and activity over the past year and describes the progress we have made in implementing key strategies outlined in our 2016-2018 Business Plan. Importantly, it also describes the extent to which we have achieved the performance targets we set in our Business Plan.

As an Independent Public School, Makybe Rise is committed to implementing and achieving all the requirements of our 2016-2018 Delivery and Performance Agreement. This document is a signed agreement involving the School Board, the School and the Department of Education. The Annual Report presents a summary of the extent to which we have achieved this.

2017 also marked the consolidation of our second Business Plan, which builds on the work of the previous plan that was reviewed and acknowledged by our External Review in 2015. Our next External Review is scheduled for 2018. In the meantime, we continue to strategically execute our plan and undertake ongoing and rigorous self-assessment of our performance.

The excellence and dedication of our teaching staff was publicly applauded in many different ways this year. Kathryn Sparks' commitment to excellence and school-wide leadership were celebrated in her nomination for the 2017 Women in Leadership awards. Jacki McMahon collaborated with USA AVID Science and Maths Staff Developers to develop a world first AVID STEM professional learning strand and co-presented this course at AVID Australia Summer Institute. Melissa Christmass was selected as an AVID Maths coach and co-writer for the National Myer Maths research project. Charlotte Ferguson was selected as a Level 3 teacher in acknowledgement of her teaching expertise and school leadership. I, myself, was the proud recipient of a \$5000 professional learning grant from the WA Primary Principals Association.

Makybe Rise was invited by AVID Australia to create a 5 minute video of AVID in Action which was showcased at the national AVID Summer Institute opening ceremony in Melbourne, attended by 500 teachers and educational leaders from around Australia. The video was professionally filmed and edited by Year 7 students from Baldvis Secondary College.

Please enjoy reading the 2017 Annual Report. I hope that by reading it you gain an appreciation of the hard work and deep commitment of the staff, students and families of our school who continue to work together to ensure that Makybe Rise Primary remains an outstanding school that continues to achieve our stated purpose of ensuring that every child every day experiences a sense of significance, belonging, enjoyment and challenge so that they may graduate into the wider community with the knowledge and skills to achieve their hopes, dreams and aspirations.

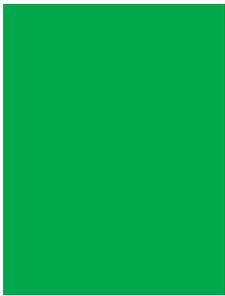
Steph McDonald
PRINCIPAL

Myer Maths Project

Congratulations to Makybe Rise Primary School upon being selected as one of seven primary schools nationally to participate in a primary maths teaching research project.

AVID Australia has been awarded a prestigious Sidney Myer Fund large grant to conduct a trial of a primary maths initiative building on the AVID system of high engagement, explicit teaching and learning strategies developed through AVID's professional learning system.





School Board Chair Report

2017 has proven to be another busy and exciting year for the Board of Makybe Rise. As a school, we are in the second year of our three-year business plan and are already seeing most of the targets of this Business Plan met. Our Board has successfully increased the depth of knowledge we possess about our school and feel that we are in a position of strength for our IPS Review, which is due to take place in 2018.

We embraced a new meeting format in 2017. Co-opted Members were invited to attend all meetings. This gave us the opportunity to check-in with subject matter experts from each area of the curriculum and make sure that our school is delivering an education of the highest standard to the students of Makybe. I have read that no matter how good you think you are as a leader, the people around you will have all kinds of ideas for how you can get better, and that the most fundamental thing about leadership is to have the humility to continue to get feedback and to try and be better. Our new meeting format truly allowed our School to receive valuable feedback from members of our local community and we are so thankful for the time each of these people donated to our School.

The Parents Make Makybe Initiative (PMMI) continued throughout 2017. This program was launched by the Board in 2016 and encourages families to engage in our school in a variety of different ways. Our PMMI events, which take place each term, have had such a positive impact on all students and families of Makybe. We launched 2017 with our annual Family Movie Night. All Makybe Rise families are invited to attend this event, which is supported by Baldivis Events. Our movie night has become a much loved tradition at Makybe and we hope to continue this event long in to the future. It gives our families a chance to come together as a community at the beginning of the year. As a Board we feel it sets the tone for the year, and lets our families know that we are all in this together, we are here to support one another and will work together for the best outcome for each and every child here at Makybe.

For the first time, our Board played an active role in our school Open Night. Classrooms were opened to Board Members, who were able to view students work from throughout the year and allocate awards to selected students displaying AVID successful student skills. These awards were well received by students and their families, and it also gave our Board Members an opportunity to see the work taking place at Makybe in the flesh. This exposure is invaluable to our Board Members, as it deepens our knowledge of the learning taking place at our school. I would like to say a massive thank you to all the staff members that opened their doors to us on this night.

There is no doubt in our minds that the leadership team at Makybe are next to none. We take this opportunity to thank Steph and her team for the endless opportunities they provide to our children. As a Board we really hope that all the staff of Makybe realise how much we appreciate them and know that their sacrifices don't go unnoticed. As a community we play a vital role in showing our appreciation to all the staff at our School and the positive influence they have in our children's lives. With this in mind, as a Board we say thank you, for all that you are and everything that you do that makes us #proudtobemakybe

Sian Lawford
Board Chair



P & C President Report

2017 saw Makybe Rise P&C continue with many much loved events within the school community. Thank you to everyone who has assisted through the year, whether you were able to help with one event right through to being on hand for everything, whatever time and assistance you can give makes a difference in our ability to achieve great things for our community. Since the P&C was established in 2011 we have raised over \$135,000 with the support of the school community, which has been donated back to the school for various equipment and resources, an incredible achievement of the Makybe Rise community.

We began this year aiming to finalise our 2016 goal of installing a Nature Playground. Due to a grant we were awarded by the new State Government, a playground was installed over the summer break. Throughout 2017 we have continued to support the school with donations valued at over \$20,000. These donations include:

- Funding to Art Department - construction and installation of 4 outdoors tables and umbrella's
- Assist Year 6's with re-establishing the kitchen gardens
- Sporting shirts and new Makybe Tents for Interschool events
- Funding towards installation of new trees around our sculpture
- Lapel pins for Year 6 graduating group and fundraising to aid in Graduation events
- Choir shirts and other equipment for Performing Arts
- Donation to Science Department for whole school Science week activities
- Pre-Kindy Program for 2018 Kindy Kids
- Story Dogs Program
- Parents Make Makybe Events
- Makybe Magic Morning Tea Events
- Annual Book Awards
- Annual Makybe Christmas Party

Our amazing Makybe Canteen led by Katie & Laura has continued to a shining star in 2017. Many people have gone through tough times recently and we understand that lunch orders are sometimes a luxury. Katie & Laura work tirelessly to produce healthy, delicious homemade food that is affordable. Our volunteers are so important to being able to keep the cost down while maintaining our amazing menu and we thank those who are able to assist. Makybe Canteen services include 2nd hand uniforms, Makybe hair ties, class cupcakes, birthday cakes and school catering. These additional services provide supplementary income that also assists in keeping lunch order prices as low as possible. While Katie and Laura are paid employees, they also volunteer many hours of their time, so to you both I say thank you! Two small words that can never fully express our gratitude.

Finally, I would like to thank the current Executive Committee as well as the Executive Team members who have stepped down through the year - your support and dedication to the students and school community is appreciated. Thank you also to our financial P&C members, the parents who help out when we ask for assistance and all our amazing staff at this school. Working together we are able to create memories that last a lifetime and connections that create a community.

Jodeen Herbert
President
Makybe Rise P&C Association



Makybe Rise 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.

Makybe Rise Primary School proudly implements the AVID system:



AVID Australia's Mission is to close the achievement gap by preparing all students for **post-secondary education, skills development and work-readiness** so they can participate in a global community as productive citizens.

AVID Australia's Vision:

If we hold all students and teachers **accountable to the highest standards, provide academic and social support, they will rise to the challenge.**



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.

School 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.

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

2017 Enrolment Summary

	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(50)	97	135	131	153	111	122	104	953
Part Time	100								

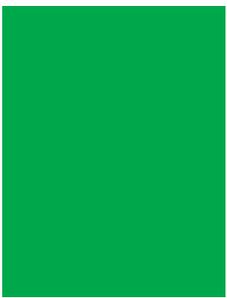
Staffing Profile

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	4	3.4	0
Total Administration Staff	6	4.4	0
Teaching Staff			
Level 3 Teachers	3	3	0
Other Teaching Staff	49	43.6	0
Total Teaching Staff	52	46.6	0
School Support Staff			
Clerical / Administrative	7	5.7	0
Gardening / Maintenance	1	1	0
Other Non-Teaching Staff	28	21.9	0
Total School Support Staff	36	28.6	0
Total	94	79.6	0

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

2017 Attendance Rate

	School	WA Public Schools
2014	92.5%	92.1%
2015	94.0%	92.7%
2016	93.9%	92.6%
2017	94.2%	92.7%



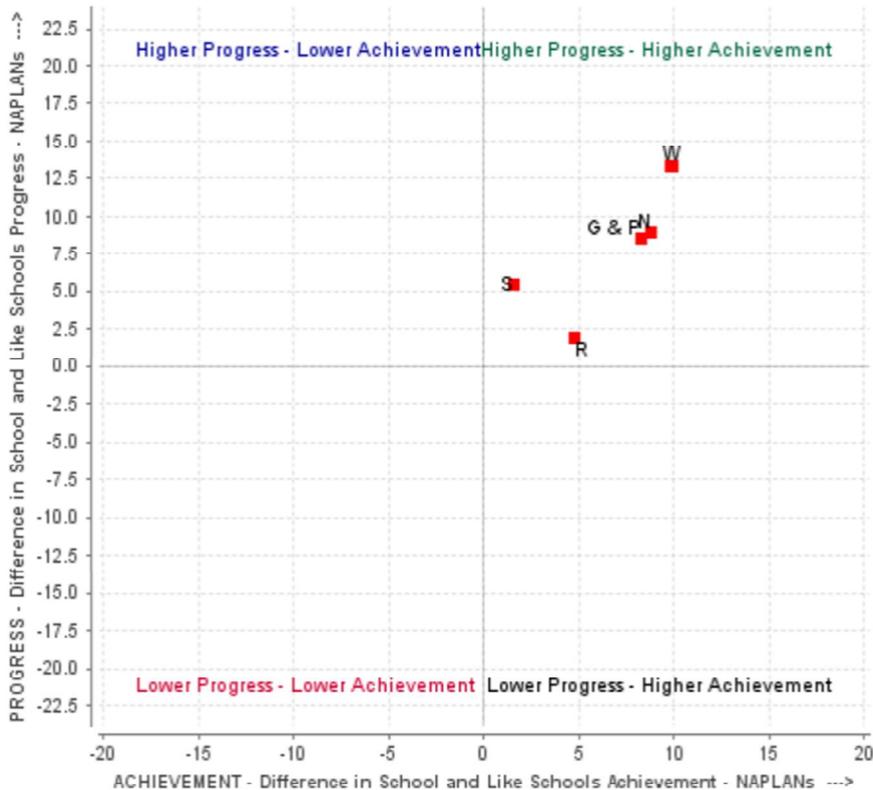
Our 2017 NAPLAN results are the collective product of ALL of our efforts, commitment and perseverance. Every child at Makybe deserves an education that gives them the knowledge and skills to make choices and determine their own futures.

I would like to express a heartfelt thank you to each and every one of you - parents and staff together – our Makybe community really does make a difference: more kids are standing on tippy toes, more doors are being held open, more success is being created!

#proudtobemakybe

Student Progress and Achievement Compared with Like Schools

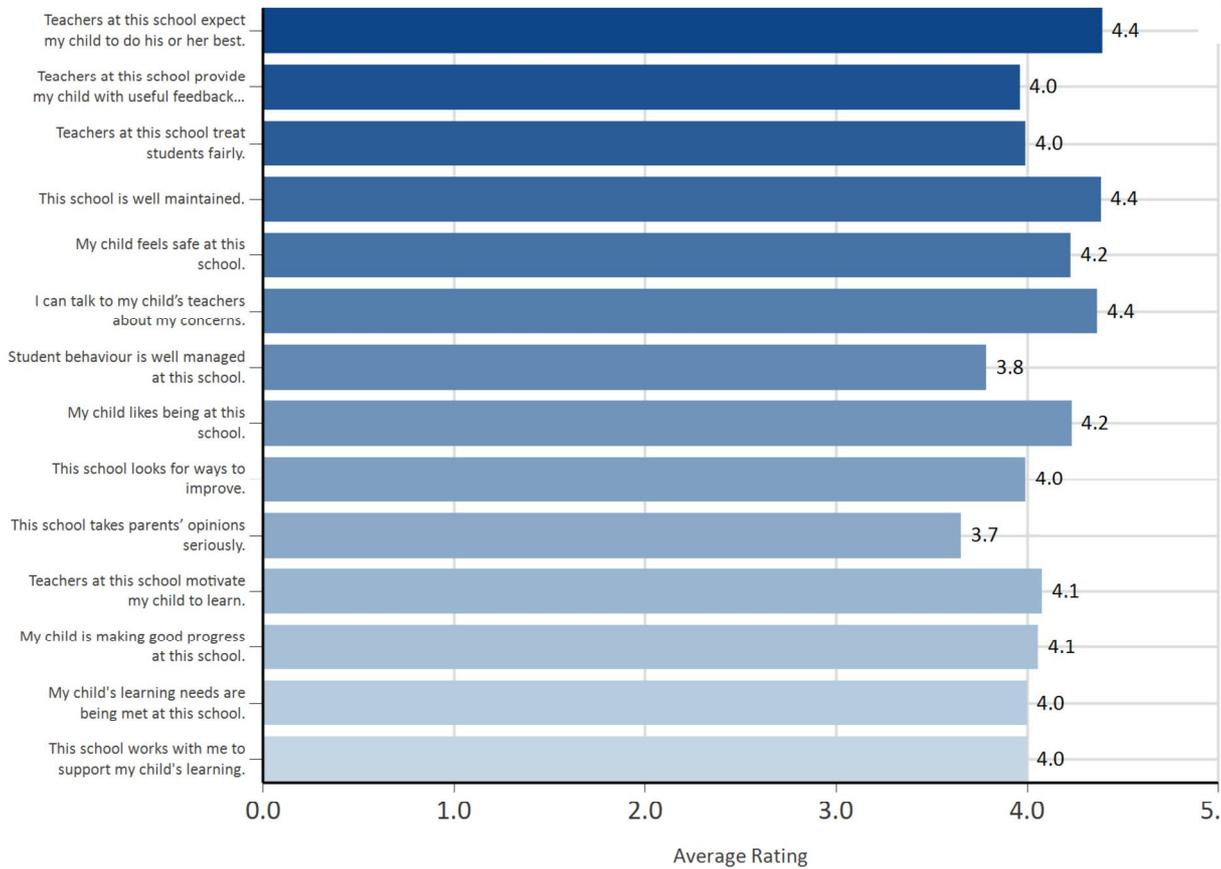
NAPLAN Year 3 2015 to Year 5 2017



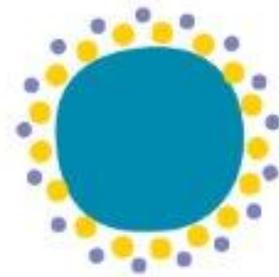
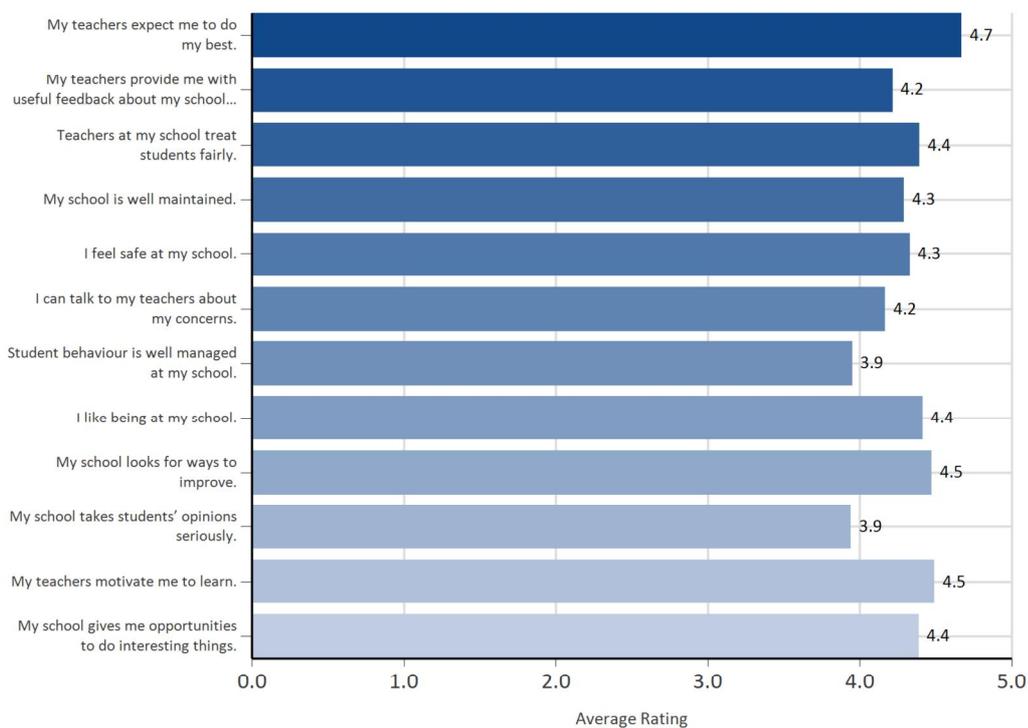
■ Year 3 to 5

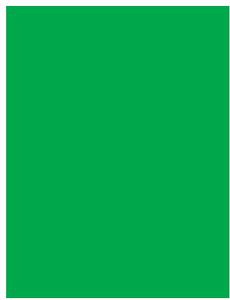


National School Opinion Survey: Parents

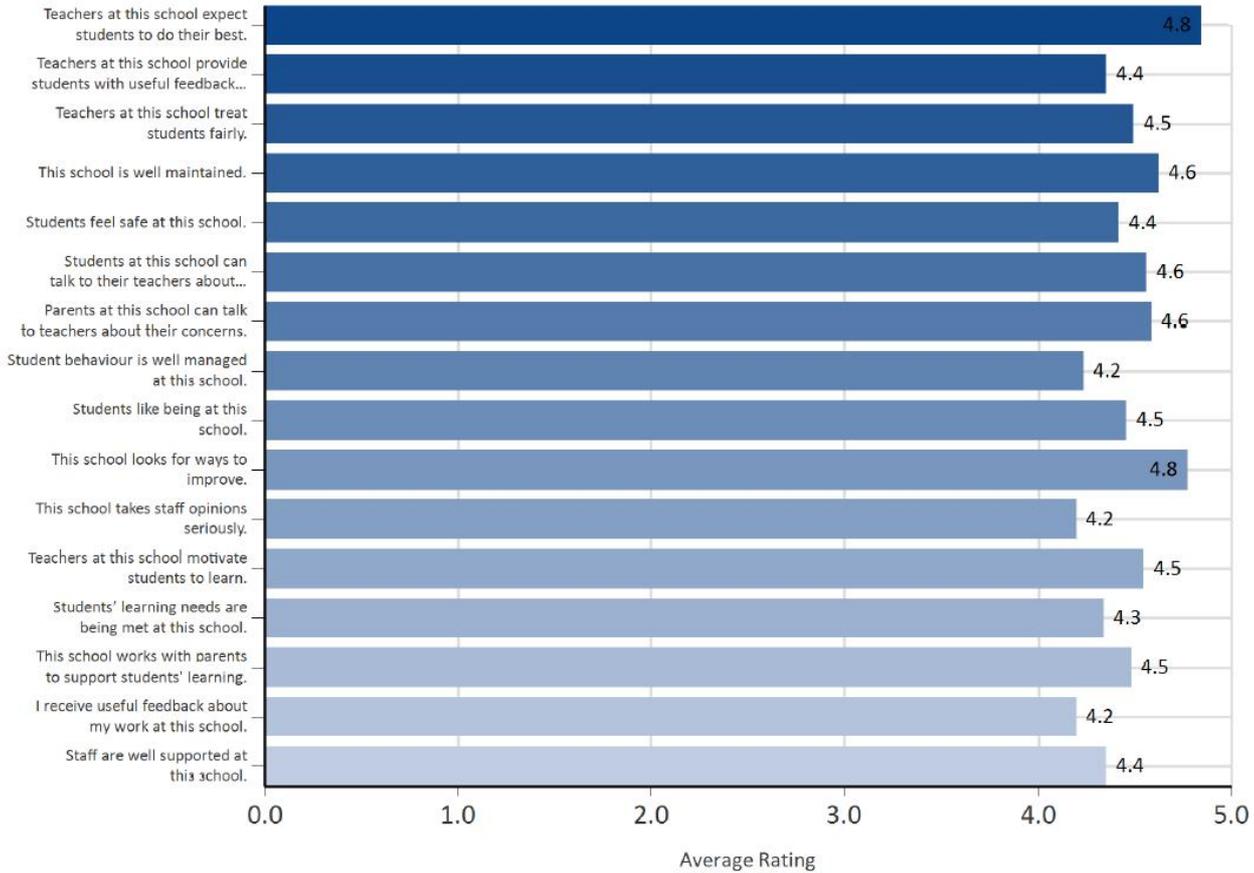


National School Opinion Survey: Students





National School Opinion Survey: Staff



2017 Highlights

Illuminate: Nextgen Challenge

The 2017 Nextgen Challenge used a “sustainability” theme to encourage the children to think of ways they could make a difference! Nextgen necessitated them using their AVID WICOR skills to create a Business Model including Business Plans, Financial Viability Statements, and Marketing Strategies. Our final day of the Nextgen challenge was a very busy one where students had to Pitch their Business to a Community Panel, complete a Pressure Cooker Challenge under challenging conditions and Set Up and run their Trade Displays. The school was invited through to look at the businesses and vote for their favourite idea. Students returned to school in the evening to run their Trade Displays again for the families, who also voted for their favourites.

Congratulations to all the students who participated in the week long challenge. You all showed grit, creativity, enthusiasm and persistence and should be very proud of your efforts.

Nextgen Award Presentations:

Best Business Plan: Paws & Claws

Best Pitch Deck Presentation: Solar Camping Centre

Short Challenges Award: Big Old Tree Community

Pressure Cooker Award: Environment Experts

Best Marketing Package: Neverland Adventures

Best Trade Display: Grenergy

Student Choice – Best Idea: Juice Junky

Student Choice – Best Business: Pet’z and Paw’z

Runner Up Best Business: Healthy Homes

Overall Best Business: Solar Tag



AVID Commit to Student Success Week

Commit to Student Success Week was the perfect way to cap off a fantastic Term 3 at Makybe Rise PS. Student Success Week is all about celebrating the effort and achievements of each and every one of our amazing students. The week was full of events for our entire Makybe community - the Makybe Magic Morning Tea, Open Night, the Great Makybe Rise Spelling Bee, Careers Dress Up Day, the Fully SIC Performance Festival and our very first community Wellness Fair.



Science Week

During Science Week children in Pre-Primary to Year Six took part in the 'Magical World of Crazy Science' incursion and we displayed the wonderful Sustainable Scarecrows that each class had been busy making over the term. As an accredited eco-friendly school, Makybe Rise is working hard to educate our students on the benefits of sustainability and the importance of recycling, with our scarecrows making excellent use of our old rubbish. The winning scarecrows competed against other schools at the Perth Royal Show in the Sustainable Scarecrows competition run by the Royal Agricultural Society.



Scitech Brainstorm Challenge Year Six

In October, nine Year Six students and Ms Alderdice went to Scitech to compete against other primary schools in the annual 'Brainstorm Challenge Day'. The 'Brainstorm Challenge Day' provides a platform for students to increase their confidence and team building skills while participating in a range of science, engineering, technology and maths challenges. Students were selected due to their keen interest and abilities in Science classes. The challenges included a CSIRO Lab challenge, Space challenge, Robotics challenge, Maths and Engineering challenge. Although we did not win, we had a great day and all the students did a fantastic job of working as part of a team to solve the challenges.

Scitech Reward Day

In Semester Two we acknowledged student achievement and effort in the Science Learning Area by offering a reward excursion to the most deserving Science students in the school from Years 1-6. We headed to Scitech where we spent time exploring the exhibits, including the current 'Bionic Me' exhibition that explores the inventive and ingenious medical and industrial breakthroughs that have helped humans change how they experience the world. We also visited the Planetarium where we joined scientists in their hunt to solve the answer to the question: Are we alone or is there life beyond Earth? We looked at recent discoveries of microscopic life forms on Earth and how Scientists apply this knowledge in their search for similar conditions on other planets.



MAKYBE RISE

PRIMARY SCHOOL

Parents Make Makybe Reward Events

PMM is a School Board initiative designed to increase the participation of parents in school activities which contribute to the education of their children. We would like to thank the staff and students of Baldivis Secondary College for their generous support of our PMM Reward events.

Makybe Magic Morning Tea

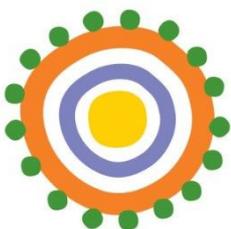
It is a Makybe tradition to host the Makybe Magic Morning Tea each term, to acknowledge the student from each class who best demonstrates Makybe's Four Tribes Agreements. Students are treated to a delicious morning tea, cupcake decorating activity and presented with a certificate to commemorate the special occasion.



Book Week

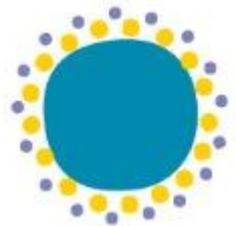


Performing Arts

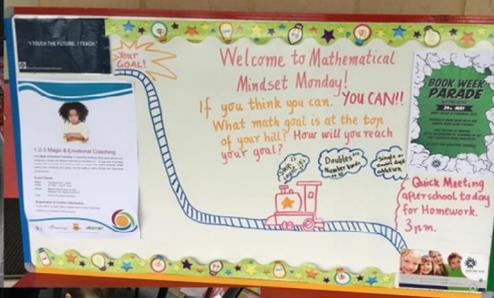


every child every day

Year 6 Difference Makers



Numeracy Week



State Cross Country



Mathematics 2016 – 2018 Business Plan Targets

1. IMPROVE THE PERCENTAGE OF YEAR 3 AND YEAR 5 STUDENTS IN THE TOP THREE PROFICIENCY BANDS FOR NUMERACY BY 2018 RELATIVE TO THE 2015 DATA.
2. PERFORMANCE OF YEAR 3 STUDENTS TESTED IN 2015 WILL EXCEED THEIR RELATIVE ACHIEVEMENT WHEN TESTED AGAIN IN YEAR 5 (2017).
3. IMPROVE THE YEAR 3 AND YEAR 5 TREND LINES IN NUMERACY BY 2018 RELATIVE TO THE 2015 DATA.

TARGET 1: IMPROVE THE PERCENTAGE OF YEAR 3 AND YEAR 5 STUDENTS IN THE TOP THREE PROFICIENCY BANDS FOR NUMERACY BY 2018 RELATIVE TO THE 2015 DATA.

Percentage of students in each Proficiency Band

Band	Year 3 Numeracy								
	School			Like Schools			WA Public Schools		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
6 to 10	7.53%	9.43%	17.48%	12.24%	13.5%	15.69%	14.1%	15.2%	17.5%
5	16.43%	12.26%	19.58%	17.39%	16.24%	19.92%	17.3%	17.8%	18.4%
4	34.24%	27.35%	27.97%	23.42%	23.6%	29.81%	22.9%	22.1%	27.7%
3	26.02%	29.24%	20.27%	27.5%	27.57%	21.63%	23.6%	26.1%	19.2%
2	13.01%	16.98%	11.88%	14.28%	15.48%	10.15%	15.4%	14.1%	12.5%
1	2.73%	4.71%	2.79%	5.15%	3.58%	2.77%	6.6%	4.8%	4.7%

THE PERCENTAGE OF STUDENTS IN BANDS 4, 5 & 6 ALL INCREASED FROM 2016.

Percentage of students in each Proficiency Band

Band	Year 5 Numeracy								
	School			Like Schools			WA Public Schools		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
8 to 10	1.0%	8.91%	7.62%	6.56%	6.61%	7.29%	9.1%	10.8%	9.4%
7	10.0%	6.93%	13.55%	13.43%	13.02%	16.14%	14.6%	12.9%	16.4%
6	27.0%	24.75%	33.89%	27.79%	28.78%	30.85%	24.4%	25.6%	28.5%
5	35.0%	34.65%	28.81%	30.87%	33.77%	29.42%	26.9%	28.0%	26.1%
4	26.0%	18.81%	15.25%	18.05%	13.93%	13.41%	20.0%	16.0%	14.6%
1 to 3	1.0%	5.94%	0.84%	3.28%	3.86%	2.86%	5.1%	6.7%	5.0%

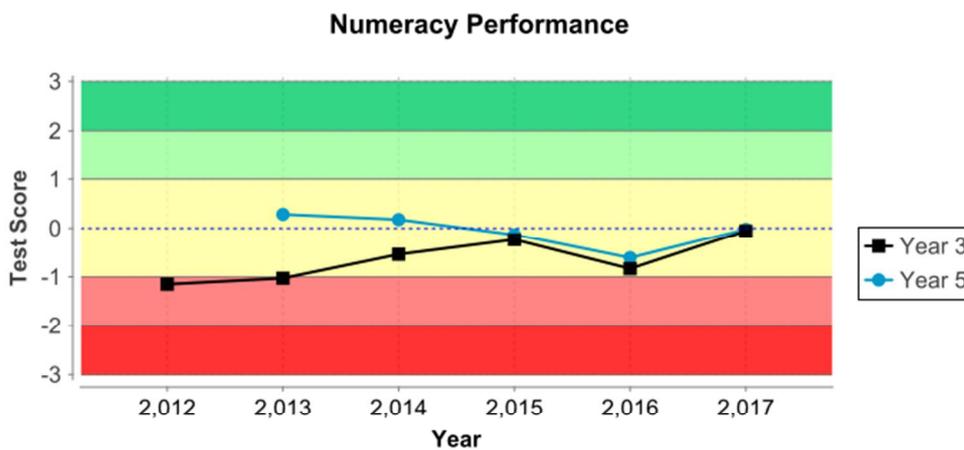
THE PERCENTAGE OF STUDENTS IN BAND 6 & 7 INCREASED FROM 2016. THERE WAS A SLIGHT DECREASE IN THE PERCENTAGE OF STUDENTS IN BAND 8 FROM 2016.

TARGET 2: PERFORMANCE OF YEAR 3 STUDENTS TESTED IN 2015 WILL EXCEED THEIR RELATIVE ACHIEVEMENT WHEN TESTED AGAIN IN YEAR 5 (2017).

Relative Achievement (Year 3 2015- Year 5 2017)		
Assessment	Year 3 2015	Year 5 2017
Numeracy	-0.2	-0.0
Reading	0.3	-0.0
Writing	-0.0	0.6
Spelling	-0.4	0.1
Grammar and Punctuation	0.0	0.3

This target was achieved in 2017

TARGET 3: IMPROVE THE YEAR 3 AND YEAR 5 TREND LINES IN NUMERACY BY 2018 RELATIVE TO THE 2015 DATA.



THE TREND LINE FOR NUMERACY HAS IMPROVED FOR BOTH YEAR 3 & 5 IN 2017, WHEN COMPARED TO 2015 & 2016.

The trend lines for Years 3 & 5 Numeracy improved from 2016 to 2017, exceeding the achievement in 2015. This indicates that we are on track to meet this target in 2018.

English 2016 – 2018 Business Plan Targets

1. IMPROVE THE PERCENTAGE OF YEAR 3 AND YEAR 5 STUDENTS IN THE TOP PROFICIENCY BANDS FOR WRITING AND SPELLING BY 2018, RELATIVE TO 2015 DATA (I.E. YEAR 3- BAND 6; YEAR 5- BAND 8)
2. PERFORMANCE OF YEAR 3 STUDENTS TESTED IN 2015 WILL EXCEED THEIR RELATIVE ACHIEVEMENT IN ALL AREAS WHEN TESTED AGAIN IN YEAR 5 (2017)
3. IMPROVE THE YEAR 3 AND YEAR 5 TREND LINES IN SPELLING BY 2018 RELATIVE TO 2015

TARGET 1: IMPROVE THE PERCENTAGE OF YEAR 3 AND YEAR 5 STUDENTS IN THE TOP PROFICIENCY BANDS FOR WRITING AND SPELLING BY 2018, RELATIVE TO 2015 DATA (I.E. YEAR 3- BAND 6; YEAR 5- BAND 8)

Band	Year 3 Writing								
	School			Like Schools			WA Public Schools		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
6 to 10	9.93%	10.47%	11.88%	7.89%	10.21%	8.69%	10.8%	12.2%	10.9%
5	33.77%	40.0%	34.26%	34.01%	35.19%	36.36%	33.8%	33.9%	34.1%
4	33.77%	36.19%	33.56%	29.82%	33.3%	28.45%	25.0%	29.9%	24.3%
3	13.9%	9.52%	18.18%	19.98%	15.13%	20.68%	19.3%	14.5%	20.9%
2	3.97%	3.8%	2.09%	5.06%	4.63%	3.68%	6.4%	6.3%	6.0%
1	4.63%	0.0%	0.0%	3.21%	1.51%	2.1%	4.7%	3.1%	3.9%

The percentage of students in the top band for Year 3 (Band 6-10) has increased steadily since 2015.

Percentage of students in each Proficiency Band

Band	Year 3 Spelling								
	School			Like Schools			WA Public Schools		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
6 to 10	9.86%	20.0%	18.18%	16.21%	17.84%	18.76%	20.3%	20.4%	20.1%
5	21.71%	22.85%	21.67%	18.05%	24.17%	26.37%	18.6%	25.0%	23.0%
4	30.26%	35.23%	22.37%	23.2%	26.62%	23.75%	20.9%	23.3%	22.8%
3	21.71%	5.71%	25.87%	23.88%	15.2%	17.45%	20.3%	13.8%	16.4%
2	12.5%	14.28%	8.39%	14.46%	12.08%	10.62%	12.8%	11.9%	12.1%
1	3.94%	1.9%	3.49%	4.17%	4.06%	3.01%	7.1%	5.7%	5.6%

The percentage of students in the top bands (Bands 6-10) for Year 3 Spelling increased markedly from 2015 to 2016. The 2017 result indicated a slight drop from 2016.

Percentage of students in each Proficiency Band

Band	Year 5 Writing								
	School			Like Schools			WA Public Schools		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
8 to 10	1.0%	1.98%	4.13%	3.9%	1.1%	2.34%	3.8%	3.2%	3.2%
7	10.0%	5.94%	11.57%	9.46%	10.44%	8.35%	11.6%	10.9%	9.5%
6	30.0%	32.67%	28.09%	30.45%	31.42%	33.15%	27.3%	30.0%	28.2%
5	43.0%	49.5%	42.14%	40.53%	35.14%	40.6%	35.7%	34.6%	37.7%
4	9.0%	6.93%	9.09%	9.67%	16.46%	9.39%	11.1%	13.9%	11.2%
1 to 3	7.0%	2.97%	4.95%	5.96%	5.42%	6.13%	10.5%	7.4%	10.2%

The percentage of students in the top bands (Bands 8-10) for Year 5 Writing increased steadily since 2015.

Percentage of students in each Proficiency Band

Band	Year 5 Spelling								
	School			Like Schools			WA Public Schools		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
8 to 10	0.99%	6.93%	9.91%	4.81%	7.2%	11.34%	7.9%	10.4%	12.8%
7	22.77%	10.89%	18.18%	23.25%	14.91%	19.29%	22.8%	14.7%	18.7%
6	30.69%	36.63%	33.05%	27.04%	32.23%	31.81%	25.5%	31.0%	29.6%
5	24.75%	26.73%	24.79%	26.33%	28.52%	23.2%	23.0%	24.8%	21.6%
4	15.84%	15.84%	11.57%	13.72%	11.11%	10.03%	13.2%	11.3%	9.8%
1 to 3	4.95%	2.97%	2.47%	4.81%	6.0%	4.3%	7.6%	7.8%	7.6%

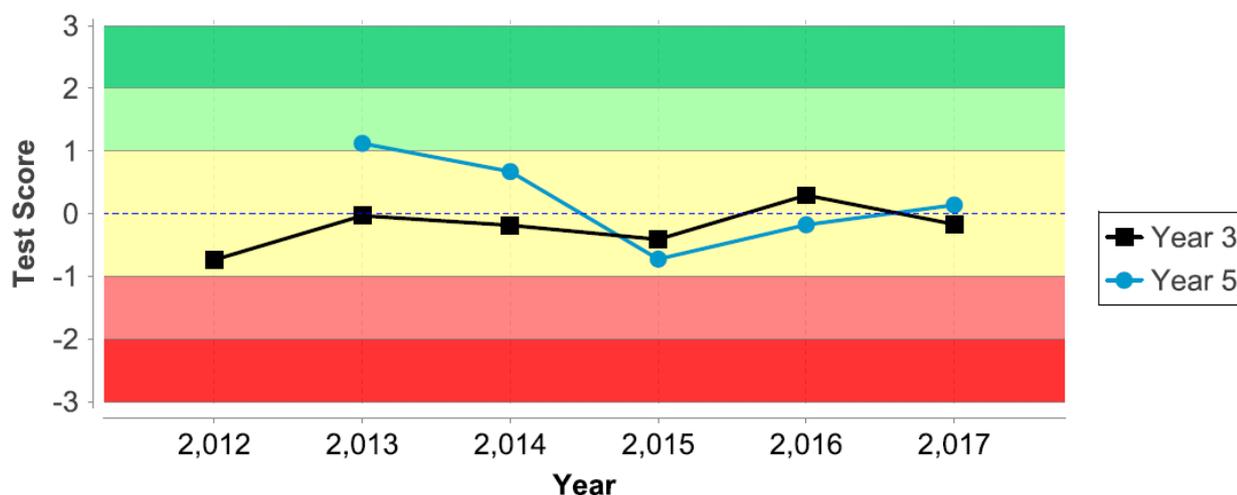
The percentage of students in the top bands (Band 8-10) for Year 5 Spelling increased markedly from 2015 to 2016. A further significant rise in the percentage of students in these bands was seen in 2017.

TARGET 2: PERFORMANCE OF YEAR 3 STUDENTS TESTED IN 2015 WILL EXCEED THEIR RELATIVE ACHIEVEMENT IN ALL AREAS WHEN TESTED AGAIN IN YEAR 5 2017

Relative Achievement (Year 3 2015- Year 5 2017)			
Assessment	Year 3 2015	Year 5 2017	Fall or Gain
Reading	0.3	-0.0	0.3 fall
Writing	-0.0	0.6	0.6 gain
Spelling	-0.4	0.1	0.5 gain
Grammar and Punctuation	0.0	0.3	0.3 gain

TARGET 3: IMPROVE THE YEAR 3 AND YEAR 5 TREND LINES IN SPELLING BY 2018 RELATIVE TO 2015

Spelling Performance



The Spelling Trend Line for Year 3 Spelling improved from 2015 to 2016 but a fall of approximately 0.2 standard deviations was observed from 2016 to 2017.

The Trend Line for Year 5 Spelling has increased markedly over the last three years with approximately 0.8 standard deviations being gained from 2015 to 2017.



NSIT - Domain 1: An Explicit Improvement Agenda

Makybe Rise PS has established and is driving a strong improvement agenda, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear targets for improvement have been set and communicated.

MAKYBE FOCUS AREAS	SELF ASSESSMENT SUMMARY	2018 RECOMMENDATIONS
<ul style="list-style-type: none"> Align Operational Plans and Learning Area Plans to the nine focus areas. 	<ul style="list-style-type: none"> Alignment of Operational and Strategic planning documents to the nine focus areas was achieved in 2017 for all learning areas. All learning areas have reviewed Strategic and Operational Plans in 2017. 	
<ul style="list-style-type: none"> Strengthen the school culture of data informed practice by monitoring progress towards targets and systematically evaluating initiatives and programs, including disaggregating data for student sub-groups. 	<p>AVID Essentials data collection:</p> <ul style="list-style-type: none"> AVID Australia certified school status continued. Completion of Certification Self Study. CSS rubric completed Semester 1 and 2 by all teachers. Data shared with School Board. AVID Expert teacher group to strengthen the AVID site team and empower leaders within collaborative teams. <p>Literacy Student Performance Data:</p> <ul style="list-style-type: none"> The English Leadership Team liaised with their Collaborative Teams to moderate student work samples based on collected student performance data. Year level cohort targets and benchmarks were set, aligned with the data sets collected and student progress and achievement was analysed to identify cohort and whole school trends and to monitor individual student performance. Data analysis informed on-going professional learning and coaching opportunities, including data workshops and group and individual planning sessions. Some student performance data was disaggregated for student sub-groups Effect Sizes were calculated for Intervention Groups to determine the effectiveness of the program- against others in their year level participating in the program. <p>Mathematics Student Performance Data:</p> <ul style="list-style-type: none"> New Mathematics Targets were designed and implemented based on collected baseline data and the whole school Mathematics Program (Stepping Stones). Year level cohort targets and benchmarks 	<ul style="list-style-type: none"> Continue with CSS rubric for coaching and professional learning emphases. Strengthening of AVID Expert Teacher group with expectations and school based certification. Further develop disaggregation of data e.g. those students involved in the Nautilus Program; PEAC; Gifted and Talented Register. Develop Data Profiles of those students involved in the Literacy Intervention Program. Maintenance – baseline date collected in 2017. Progress against the targets will be measured in 2018. Add targets for M&G in 2018 and S&P in 2019. Analyse all collected student performance data

	<p>were set, aligned with the data sets collected and student progress and achievement were analysed to identify cohort and whole school trends and to monitor individual student performance.</p> <ul style="list-style-type: none"> • Data Workshops were held with Collaborative Teams about the student performance data sets. • 2017 NAPLAN data group coaching sessions were conducted. A workshop on the use of the CNAP platform (Best Performance) was conducted to allow for effective analysis of the NAPLAN results and to generate Learning Plans. • A Disciplined Dialogue process was followed to analyse collected student performance data. This process focused on interpretation of the data in terms of achievement and progress. <p>Science Data Monitoring:</p> <ul style="list-style-type: none"> • A whole school approach to Science was developed that involves classroom teachers revising concepts and vocabulary taught in Science. Science and classroom teachers discussed cross-curricula approaches for areas such as data collections and graphing, writing procedures, reports, explanations etc Resources to be developed by Science Leadership team for classroom teachers to implement <p>HASS Data Monitoring:</p> <ul style="list-style-type: none"> • Evaluated and modified each year level's scope and sequences according to feedback from teachers. For example we altered the Year 4 Scope and Sequence so that the HaSS topics complemented the English plan, allowing for the two subjects to be integrated- writing plans were aligned with HaSS and HaSS texts were used in for critical Reading. • Used 2016 Annual Report recommendations to set new targets- we noticed that we had fewer A and B grades than like schools and more C grades than like schools so the new target is A and B grades will be equal or greater than 'like' schools and overall students achieving C grade or above are equal to or greater than like schools. • The HaSS Leadership team used feedback from staff to set an improvement target against the Aboriginal Cultural Standards Framework. 	<p>in terms of sub-groups: Intervention Students, Documented Plans, ESL, ATSI, Boys/Girls, G&T, Stable Cohort</p> <ul style="list-style-type: none"> • Greater percentage of students achieving B or A grades than in 2017 • Students achieving C grade or above should be equal to or greater than Like Schools • Develop posters for classroom display for students in years 3-6 that give 'I can' statements and grade exemplars. • Sub-aggregation of Science data (break data groups down to sub-groups i.e. boys/girls, students with disabilities, Aboriginal students etc. <ul style="list-style-type: none"> • Monitor progress towards targets and evaluate teaching program and school wide approach; evaluate and adjust whole school planning documents - use survey monkey and HaSS team to also feedback from Collaborative Teams in Meetings.
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	<p>ICT Data Monitoring:</p> <ul style="list-style-type: none"> • Key documents updated in collaboration with ICT Leadership Team. <p>Friendly Schools plus Map the Gap data comparison:</p> <ul style="list-style-type: none"> • In Term 3 our Friendly Schools Plus comparative provided us with ideas for action across the school community. • This data indicated that: <ul style="list-style-type: none"> ○ We have a supportive school culture. ○ We are doing better at supporting students with social interactions. ○ We have effective structures and processes for early identification of students, families and staff that are in need of support. <p>Health Data Monitoring:</p> <ul style="list-style-type: none"> • Designed a Health Common Assessment criterion that facilitated a higher percentage of A and B grade allocations across the PP to Year 6 cohorts. • Designed a rigorous assessment schedule that collected targeted data on; <ul style="list-style-type: none"> ○ Cyber Safety for Year 5 and 6 during Term 4. ○ Protective Behaviours for Pre-Primary to Year 6 during Term 3. • Implemented the Makybe Rise three phase planning structure, to ensure a rigorous and consistent planning approach across the Health team. <p>Phys Ed Data Monitoring:</p> <ul style="list-style-type: none"> • Implemented termly data collection of FMS skills across Year 1-6 to measure students' progress over time. • Collection of data from students whom participate in after school sports and target non-active participants with Sporting Schools Funding. • Participated in BASSA moderation. <p>The Arts Data Monitoring:</p> <ul style="list-style-type: none"> • Began data collection for Making and Responding strands for each subject and assessment completed against the SCSA Assessment Pointers. 	<ul style="list-style-type: none"> • Monitor progress towards targets and evaluate teaching program and school wide approach; evaluate and adjust whole school planning documents. ICT team to get feedback from Collaborative Teams in Meetings. • Continuation of analysis of the FSP data collection from parents, students and staff will be collated to help drive the direction of the committee in 2018. • Learning opportunities around bullying are provided to families to increase their skills to support their child. • School action to reduce bullying involves the support of student services teams (e.g. school chaplain, school nurse, school psychologist). • Disaggregate data Semester One and Semester Two, to identify the progress of subgroups (gender etc). • Broaden data collection of Cyber Safety to include Year 3 and Year 4 cohorts due to their consistent iPad use. • Create a spread sheet which allows students to track and see their own progression using FMS data from Year 1-6. • Use the data collected from the FMS skills to create norms and targets for specific age groups. • Performing Arts shifting to a Music focus to achieve depth of learning. Dance and Drama experiences will be available throughout the year. • Have Arts programmes for individual grade levels.
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NSIT - Domain 2: Analysis and Discussion of Data

A high priority is given to school-wide analysis and discussion of systematically collected data on student 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.

<ul style="list-style-type: none"> ☀ Summarise, display and communicate data to parents and to the school community. ☀ Review and implement the plan for the systematic collection of student outcome data, providing professional learning to build staff skills in analysing data and applying strategies for improved student outcomes. 	<p>AVID Data:</p> <p>Communication to Parents</p> <ul style="list-style-type: none"> • Classroom Meetings included the sharing of AVID and Student Success Skills with parents. • Connect messages and Makybe Facebook Page celebrated and shared AVID successes and events with the Makybe community • WICOR Connect messages during Student Success Week to all families. <p>Performance Data</p> <ul style="list-style-type: none"> • Essentials showed growth from Term 1 to Term 4 in 2017 • Students demonstrated a significant increase in their understanding and use of note taking throughout 2017 • Year 1 students had the biggest increase in Growth Mindset effect size from Term 1 to Term 4 2017 • CSS Survey identified improvement in teacher understandings of AVID implementation for each of the AVID domains <p>English:</p> <ul style="list-style-type: none"> • Some student performance data was shared with the parents and broader community through the school newsletter and class Connect pages (e.g. NAPLAN Progress and Achievement against Like Schools). • Student performance data (Department of Education mandated assessments and school based assessments) was presented to the School Board. • Professional Learning on the school's 'new' Writing Rubric (NAPLAN Narrative Rubric). The English Leadership Team representatives attended professional learning through the Baldivis Literacy Teachers Group (cell network) and lead moderation sessions on its use in their Collaborative Teams. • Disciplined Dialogue process continually refined to focus on progress as well as achievement. This process was tailored to better meet the components of particular data set, rather than using a generic format. • NAPLAN results were analysed by 	<ul style="list-style-type: none"> • Investigation of a more strategic data collection process to better demonstrate students' understanding of AVID and also to inform classroom practice and improve teaching and learning foci. • Investigate ways to strengthen Inquiry and support a whole school approach, including embedding strategies with-in the STEM Learning Project. <ul style="list-style-type: none"> • Develop a timetable for regular newsletter articles highlighting student achievement in English. • Investigate the use of Brightpath to replace the school's current data collection related to writing samples. • Develop a moderation process and protocols for the use of footage to moderate and examine 'best practice' in English. Prosody Assessment to be aligned with the Written Retell (narrative) in 2018.
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	<p>Collaborative Teams (led by Line Managers and/or Curriculum Coach) - focus on progress (from On- entry to Year 3 NAPLAN; from Year 3 NAPLAN to Year 5 NAPLAN) and achievement (First Cut). Triangulated against reporting grades. Action plans developed.</p> <ul style="list-style-type: none"> • First Cut data analysed for students in Intervention Program by Intervention Co-ordinator. • Prosody moderation videos were filmed by teachers. The videos and accompanying rubrics are stored on the school's N:Drive as tool for leading prosody moderation within collaborative teams. <p>Mathematics:</p> <ul style="list-style-type: none"> • An initial class meeting was held by each teacher at the beginning of the year, where the expectations for numeracy homework and learning goals and concepts to be taught in the Mathematics Learning Area were shared. This was followed up with a Connect notice at the beginning of each term. • Student performance data (Department of Education mandated assessments and school based assessments) was presented to the School Board. • Significant changes to the Data Collection Schedules have been made which now includes Westwood Basic Facts Test; Problem Solving; Origo Quarterly Assessment; Off Years NAPLAN Testing (Year 2 & 4) and Kindergarten On-entry Test (school designed). • Disciplined Dialogue process continually developed and refined to focus on progress as well as achievement. This process was tailored to better meet the components of particular data set, rather than using a generic format. • NAPLAN results analysed by Collaborative Teams (led by Line Managers and/or Curriculum Coach) - focus on progress (from On- entry to Year 3 NAPLAN; from Year 3 NAPLAN to Year 5 NAPLAN) and achievement (First Cut). Triangulated against reporting grades. Action plans developed. • Expectation that pre-assessment is used to inform differentiated planning for the Stepping Stones Modules. • Newman Analysis trial conducted by the Mathematics Leadership Team. Discussion on Connect to share feedback and findings from the trial in Term 4. 	<ul style="list-style-type: none"> • Investigate the use of Stepping Stones Quarterly Assessments to compare annual achievement over time. Curriculum Coordinator to work with Mathematics Leadership Team to develop the use of pre-assessment in collaborative teams for Stepping Stones. Relate to the development of pre-assessment for Flexible Grouping sessions. • Newman Analysis to be trialled school-wide. MLT to coach their collaborative teams and lead discussions about interpreting the results.
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	<p>Science Data:</p> <ul style="list-style-type: none"> • Disciplined dialogues to identify areas for growth. Used to guide planning for 2018. • Post assessment meetings with Science Team to discuss student outcomes and where changes may be needed to improve learning in particular year groups • Implemented the Science Literacy 2012 National Assessment Program for all Year 6 students. <p>HASS Data:</p> <ul style="list-style-type: none"> • Collaborative teams administered Common Assessment Tasks each term with corresponding rubrics see example- Year 3 Term 2 Assessment. • Each year level collaborative team evaluated their HaSS assessments with disciplined dialogue process each term. • Collaborative teams used this information to plan future assessments that allow for support E.G. oral interviews and extension. • HaSS Leader ran a Year 3 moderation session in Term 1 as a model for other HaSS Leadership team members to use when moderating with their year levels. • HaSS Leader presented HaSS data/ information to the school board. • Used grade distribution graphs to compare Makybe Rise with like schools and all WA schools and set targets- Students achieving a C grade or above will be equal to or above 'like' schools. A decrease in C grades and corresponding increase in B grades was achieved. <p>ICT Data:</p> <ul style="list-style-type: none"> • ICT Leadership team administered Common Assessment tasks using the judging standards. • Technologies curriculum now incorporated into Layer 1 and Layer 2 planning. • ICT Leaders presented ICT data/ information to the school board. <p>SEL Data:</p> <ul style="list-style-type: none"> • Parents across the school community were encouraged to respond to our Friendly Schools Plus parent survey for the second year. 	<ul style="list-style-type: none"> • All data regarding student performance in Science is to be analysed for each cohort and areas of strength and weakness to be targeted in teacher planning documents • Refine post and pre-tests and trail setting targets for individual students. • Participate in Network moderation to ensure balanced judgements • Continue to implement the Science Literacy 2012 National Assessment Program (under NAPLAN like conditions) for all Year 6 students. Compare year to year achievement and measure improvements. <ul style="list-style-type: none"> • Publish grade distribution graphs. • Participate in Network Moderation to ensure balanced judgements. • Create and trial pre- and post-tests across year levels. • Work with Teacher Development Schools to design whole school data collection schedule and CAT's. <ul style="list-style-type: none"> • Integrate Technologies into Layer 3 planning. • Create and trial pre assessment tasks for Technologies across year levels. • In Collaboration Meetings have moderation meetings using STEM project rubrics. • Collect reporting data after first semester to check distribution of grades. • Connect used to communicate with students and families. • Use school newsletter to communicate to parents what each year level is learning about in Technologies. <ul style="list-style-type: none"> • Continue this survey in 2017.
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	<p>Health Data:</p> <ul style="list-style-type: none"> • The Health CONNECT page was used effectively to communicate the termly focus, report achievements, lead relevant discussions and share community events and student work samples. • Health team utilised common DOTT to participate in moderation on a termly basis which ensured the consistency and validity of student results. • The Health specialist team continued the implementation of disciplined dialogue process, to measure instructional effectiveness and identify areas of strength and weakness when analysing grade allocation data per semester, which in turn informed future planning. • Improvements in Cyber Safety understandings, specifically in the areas of ownership of sent images and data and ways to identify safe sites and reliable information. • Protective behaviours data showed improvement in Pre-Primary and Year 1 in the personal identification of the trusted adults they can approach should they feel unsafe. All year groups showed improvements in Early Warning Signs and Personal Space. <p>Phys Ed Data:</p> <ul style="list-style-type: none"> • Summarised and displayed active vs non active participants data via Connect to parents. • Collated FMS skills data and analysed the results and progression from 2017 onwards. <p>The Arts Data:</p> <ul style="list-style-type: none"> • Baseline data collected for Making and Responding strands for Performing Arts and Visual Arts. • Implementation of SCSA Assessment Pointers. • SCSA Professional Learning day completed by both Arts teachers. 	<ul style="list-style-type: none"> • Due to changes in Health being taught as a specialist subject after Year 2, collaborate with the Physical Education leadership team, to create a combined CONNECT page when communicating with the school community. <ul style="list-style-type: none"> ◦ Also encourage classroom teachers to utilise their class Connect pages to share Health related communications. • Health Leadership team is to meet once a term to ensure consistency across all year groups. Year representatives to report back to their cohorts about the term focus during their collaborative meetings. • Adapt the CAT's to provide more opportunity for Pre-Primary and Year 4 to demonstrate their understandings. • Although there have been improvements in the percentage of students that can identify safe sites and reliable information, this is still an area of focus in future planning. • Identification and management of cyberbullying are also areas for improvement. • A more intensive focus on Persistence and the safety continuum for all year groups. The difference between safe and unsafe secrets is to be a focus for the Year 4, 5 and 6 cohorts and the trusted adults of their Helping Hand Network, are areas of focus for the Pre Primary students. • Conduct data at the beginning of the year to encourage parents to engage in after school sport. • Display FMS comparative data to parents via connect. • Participate in moderation tasks among Art Networks. • Disciplined dialogues completed for each year level. • Analyse Arts Response data from 2017 to find trends and formulate a plan to improve performance. • Begin tracking data for Arts Responses using spread sheets. • Design and trial The Arts marking rubrics for consistency across Performing Arts and Visual Arts.
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NSIT - Domain 3: A culture that promotes learning

We believe that every child is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

MAKYBE FOCUS AREAS	SELF ASSESSMENT SUMMARY	2018 RECOMMENDATIONS
<ul style="list-style-type: none"> ☼ Improve the physical environment to further support and encourage learning. ☼ Promote the achievements of the school to parents and the community. 	<p>Connect, newsletters, assemblies, local news articles and Facebook were all used to promote the achievements of the school to parents and the community.</p> <p>AVID Student Success Week:</p> <ul style="list-style-type: none"> • Term 3, Week 10 celebration of AVID Student Success Skills. • Open night with '#thereisnoplacelikemakybe • Nextgen challenge for 133 students from Years 4 to 6. • WICOR display and yellow brick road. <p>AVID Showcases:</p> <ul style="list-style-type: none"> • Reciprocal showcases with Baldivis Secondary College. • Visitors – Reece Whitby, South Coast Baptist, Roleystone DHS. • Newspaper article –Reece Whitby. • AVID in Action video project for 2017 Summer Institute opening. <p>AVID Student Success Book Awards:</p> <ul style="list-style-type: none"> • End of Year award ceremony to celebrate Student Success Skills. <p>English:</p> <ul style="list-style-type: none"> • Classroom observations in Term One focussed partly on the physical classroom learning environment to support and further encourage learning- e.g. print rich environment and use of Anchor Charts. • Class Connect pages were used extensively to promote student progress. <p>Mathematics:</p> <ul style="list-style-type: none"> • Term One classroom observation focusses partly on the physical classroom learning environment to support and further encourage learning- e.g. print rich environment and use of Anchor Charts. • AVID - Word Walls, WICOR Wall, Success Criteria and Learning Intentions are displayed in many classrooms. This includes the utilisation of vocabulary cards for the development and understanding of Mathematics vocabulary. 	<ul style="list-style-type: none"> • Parent workshops with a focus on AVID, WICOR run by teachers and some by students. • More frequent Connect messages sharing significant articles to support parents. • Review and update of AVID on the school website. • Continued partnership with Baldivis Secondary College for AVID videos. <ul style="list-style-type: none"> • English Leadership Team to develop a timetable for contributions to the school newsletter with a literacy focus. <ul style="list-style-type: none"> • Create a bank of 'best practice' resources in the way of photos or examples of vocabulary cards and anchor charts for strategies in Mathematics. • Further develop the use of Connect by sharing assessment data on a termly basis. • MLT member to write a short paragraph for school newsletter outlining what is happening in Mathematics in their classrooms. • All teachers to have a formal lesson observation of a Numeracy Block with a focus on the incorporation of Stepping Stones and Problem

roles for 2018.

SEL Newsletter & Displays:

- In 2017 a SEL newsletter was promoted monthly to promote SEL and Wellbeing practices. This was done in conjunction with the release of the Healthier Workplaces WA Newsletter.
- Each class developed a SEL informational/display that was revised each term.

Healthier Workplaces:

- SEL Leadership team have developed a Healthier Workplaces Policy for the school.

Promoting HEALTH:

- To consolidate their understandings of Nutrition, our Year 5 students created a number of informative Sugar and Healthy lunchbox displays. The displays were available for parents and wider community to view at the front office and also on show during Student Success Week.
- Nude Food Monday was a success. In collaboration with the sustainability committee and ECO schools, the message for waste free lunch boxes on a Monday was met through regular communication from the Health Connect page displaying pictures of proud students and staff members with their Nude food lunch boxes.
- Every week, one successful student from every Health specialist class went into the running to be nominated as the Health Superstar of the week and announced on the Health CONNECT page.
- The Health team communicated upcoming events including Paul Litherland's Cyber Safety workshops and Andrea Musulin's Protective Behaviours workshops through the school electronic newsletter.
- Formal reporting to advise both students and parents/carers, of their progress in developing understandings in Health and lifestyle related topics, was delivered during Semester one and Semester 2.

Promoting Phys Ed:

- Display lesson essential question as a visual reference for students with the inclusion of levelled 'I can statements'.
- Term Planner displayed in the Undercover Area outlining upcoming dates and events for Physical Education.
- Utilised the Physical Education Connect page to promote achievements, upcoming events and important information to parents, teachers and students

- Develop a SEL newsletter for parents via the newsletter to continue to strengthen the partnership with parents.

- Paul Litherland to conduct Student and Parent workshops. More rigorous programming is required in the areas of Cyber Bullying, digital imagery and data ownership, digital footprint along with the dangers associated with anonymity in social media and ways to identify safe and reliable information online.
- Whole school challenge: which cohort can be the most ECO friendly?
- Ambassador from 'That Sugar Film' to conduct a Question & Answer session at a screening for parents and students.
- Development of a variety of informative displays and discussions through Connect. Focuses include:
 - Managing conflict and bullying, Protective Behaviours, Cyber Safety, Road, Pedestrian and Sun and Playground Safety.

- Display "athlete in focus" questionnaire in undercover area and via connect to highlight students' involved in sport outside of school.
- Promote visual posters and banners for local sporting clubs and associations.

	<ul style="list-style-type: none"> Created a Goal Setting Wall for students to display their short term goal specific to Physical Education for each term. <p>Promoting The Arts:</p> <ul style="list-style-type: none"> Visual Arts – Artist in Residence promoted on Connect. Performing Arts – Artist in Residence promoted on Connect. Continuation of Performance Choir. Christmas Choir in Term 4 included junior students. Use of MRPS Facebook page, Connect pages and newsletter to communicate achievement. Year 6 students supported to gain places in specialist Arts high school programs. Art Room courtyard tables built and umbrellas (donated by P & C.) School mural completed (using AiR Visual Arts) Weekend Artist programme implementation. 	<ul style="list-style-type: none"> Continue to develop extension programs for The Arts, such as Concert Band, Guitar Ensemble, Performance Choir. Continue to support students aspiring to Arts Specialist High School Programs Increase the use of Connect Arts pages, particularly through student discussions using dedicated iPads for The Arts. Approach Visual Arts scholarship and specialised school for information. Design and commission another school mural. Participation in additional The Arts curriculum professional learning of the SCSA curriculum. Visual Arts incursion. Excursion to WA Art Gallery (1 per semester) for 1 student in each class.
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NSIT - Domain 4: Targeted Use of School Resources

Makybe Rise applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. The school has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

MAKYBE FOCUS AREAS	SELF ASSESSMENT SUMMARY	2018 RECOMMENDATIONS
<ul style="list-style-type: none"> Recruit and harness staff expertise to lead and develop school programs and approaches. 	<p>AVID Professional development:</p> <ul style="list-style-type: none"> Four AVID staff developers presenting at Summer and/or Winter Institute. Baldivis K-12 Professional Learning Conference with a menu of strands and workshops for 71 staff at Makybe Rise PS, Baldivis Secondary College, John Tonkin College and South Coast Baptist College. <p>Resource Creation:</p> <ul style="list-style-type: none"> 1 AVID Staff Developer presenting the new STEAM strand at Summer Institute Creation and supply of AVID diaries for students in years 1 to 6 AVID WICOR strategies scope document for whole school <p>AVID Coordinator:</p> <ul style="list-style-type: none"> Co-ordinated Student Success Week Developed coaching processes and scripts Prepared data collection processes Supported showcase development 	<ul style="list-style-type: none"> Continue Western Australian AVID Professional Learning series. AVID WICOR scope document to be detailed by year level and supporting resources embedded.

and the content ranged from Pre-primary level through to Year 6. The intervention students were given the opportunity to demonstrate their mathematical knowledge and understandings in the year levels preceding their current grade and in the years above, if they felt comfortable enough to do so. This information was then used to plan targeted learning goals for each student. Supplementary Learning Plans (SLP's) for each student were communicated to both parents and teachers. Fortnightly feedback regarding student progress was sent to teachers via email along with suggested resources or activities to implement back in the classroom. Anecdotal notes were taken during each session and work samples were collected. Data was continually monitored through student tracking sheets and school based/standardised testing. At the end of each learning cycle, students sat a post-test. The intervention students showed a huge improvement across a number of areas, particularly in place value. SLP reviews were then completed and parents/teachers were required to sign off on them.

Mathematics Coaching:

- Appointed a Curriculum Co-ordinator/ Coach (Teacher FTE 1.0). In 2017, 119 individual coaching sessions were held with teachers, 28 group sessions were conducted and 45 sessions with collaborative year level groups were held. These focused on developing the instructional capacity of staff, effective pedagogy and data coaching. For example individual coaching sessions were held to upskill teachers in whole school teaching and learning practices in Mathematics (Warm Up); group sessions were held to incorporate differentiation into planning documents and regular data coaching sessions were held with year level groups to set goals for improvement.

Planning Framework:

- An Education Consultant was contracted to visit the school to regularly work with individuals and groups of teachers, on differentiating the curriculum and collaborative planning. She presented a workshop on differentiation to all teachers.

Leadership Team:

- A Mathematics Leadership Team was established, rather than a committee - utilising expertise to up-skill teachers. A planning day was used to work with members to develop resources for Literacy and Numeracy Week 2017, with the focus this year on celebrating Mathematics at Makybe.
- Another planning day was used to develop the Flexible Grouping initiative. A Newman Analysis trial was conducted in Term 4 by the leadership

- Working party on Problem Solving Assessments, developing the use of Pre-Assessment, Flexible Grouping.

	<p>team, as a precursor to furthering our whole school approach to Worded Problem Solving in 2018.</p> <p>Science Leadership Team:</p> <ul style="list-style-type: none"> • Provided classroom teachers with whole school science plan to allow for integration in to numeracy, literacy and HASS. • Layered planning documents created that included differentiated learning activities. • WIFI in Science rooms upgrade granted and iPads purchased for use in Science lessons next year. <p>ICT Leadership Team:</p> <ul style="list-style-type: none"> • ICT Leader created a Connect Community just for the Makybe Rise ICT Leadership team to share feedback and planning. <p>HASS Leadership Team:</p> <ul style="list-style-type: none"> • Updated key documents in response to feedback from teachers and school administration: Operational Plan, 2016-18 Strategic Plan. • Reviewed and modified year level Scope and Sequence documents for K- Year 6 according to teacher feedback (new versions allow for greater integration). • Reviewed and modified support documents for teachers: Unit planning template, Example lesson plans (see domain 3) and lesson plan format, list of online and hard copy resources. <p>SEL Leadership Team:</p> <ul style="list-style-type: none"> • DP and Principal attended Wellness Conference in Darwin. • DP and Louise Reich attended the 2018 Positive Schools Conference. • School Psychologist ran Mindfulness Group for staff. <p>Health Leadership Team:</p> <ul style="list-style-type: none"> • A series of before school workshops were conducted with both the Health leadership team and Education Assistants focusing on the Protective Behaviours curriculum. • A document displaying all health resources (Protective Behaviours, Meebie dolls and Cyber Safety resources) was created and uploaded to the Shared drive. • First Aid classes for Year 4-6 during Term 2. A continuation of this course was continued Term 4, with previous attendants to expand their knowledge in eight modules rather than four. • Coaching opportunities were provided for Graduate teachers focusing on three layered planning and best teaching practice. 	<ul style="list-style-type: none"> • Build capacity of ICT Leadership Team with Professional Learning through TDS and State-wide Services. • HaSS Leadership Team to share Assessment PL with Collaborative teams. • Build capacity of HaSS Leadership Team with Professional Learning through TDS and Sate-wide Services. • Provision to be made in the 2018 SEL budget for Leadership x2 to attend the 2018 Positive Schools Conference. This knowledge will be shared with the SEL committee and school community. • In 2018 utilise the Positive Detective Resource with teachers developed by Dr Lea Waters from Wellness Conference in Darwin. • Organise Andrea Musulin, a representative of Protective Behaviours WA, to conduct a workshop for all staff, as the Protective Behaviours Health curriculum is to be explicitly taught by classroom teachers in 2018. • All additional Health resources to be added and staff notified of document location on the shared drive. • Continuation of extra-curricular First Aid classes in collaboration with Amanda Rice and Louise Reich, after school. Classes to extend to Year 2 and 3 also. • Continue coaching opportunities for new PE specialists in relation to best teaching practice.
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	<p>Phys Ed Leadership Team:</p> <ul style="list-style-type: none"> • Utilise Sporting Schools funding to target non-active students and bring in external coaches to up skill Physical Education Teachers. • Utilise funding to purchase Shane Pill's Physical Education Resource book to help further develop our lower primary planning. • Use funding to send 2 teachers from P.E team to ACHPER 2 day conference to build on current knowledge and practice. <p>The Arts Leadership Team:</p> <ul style="list-style-type: none"> • Participated in The Arts curriculum professional learning of the SCSA curriculum DRAFT updates. • Fortnightly collaboration between The Arts teachers to plan and implement an integrated program – Japanese Art and Drama techniques - and monitor the Operational Plan implementation. • Participation in The Arts curriculum professional learning of the SCSA curriculum. • Integration of Digital Technologies outcomes into The Arts learning area. • Performing Arts trialled Interactive Notebooks for Years 3-6. • Artist in Residence to enhance learning programs and provide Professional Development for Arts Teachers. 	<ul style="list-style-type: none"> • Purchase of outdoor hockey equipment to support inclusion of hockey in BASSA Winter Carnival. • Purchase of numbered magnets to support self-assessment. • Utilise funding to send teachers from P.E team to Assessment in H/PE PL. <ul style="list-style-type: none"> • Integration of STEM and Digital Technologies outcomes using dedicated iPads for The Arts. • Further development of Interactive Notebooks in Music to encourage metacognition, goal setting and success skills. • Commission of another school mural.
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NSIT - Domain 5: An Expert Teaching Team

Makybe Rise has built a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

MAKYBE FOCUS AREAS	SELF ASSESSMENT SUMMARY	2017 RECOMMENDATIONS
<p>☀ Increase consistency of teaching practice among staff by promoting collaboration, a culture of sharing and provision of feedback.</p>	<p>AVID coaching:</p> <ul style="list-style-type: none"> • Whole school coaching process for consistency of coaching and AVID implementation. • 4 cycles of coaching throughout 2017. • Teacher self-assessment survey conducted Term 1 and Term 4. <p>AVID Professional Learning:</p> <ul style="list-style-type: none"> • Workshops for Critical Reading, Differentiated Learning. • All 71 staff attended Western Australian 	<ul style="list-style-type: none"> • Expert Teaching Team to complete demonstration lessons/strategies through observations and video filming. • AVID Coaching to continue as whole school with a focus on goal setting aligned with clear behaviours, emotional connections and a supportive environment to support change.

<p>☼ Strengthen the leadership development model to encourage innovation and embed sustainability.</p>	<p>Professional Learning series.</p> <ul style="list-style-type: none"> • 8 teachers attended Summer Institute <p>Baldivis AVID Site Team</p> <ul style="list-style-type: none"> • AVID Leaders from Makybe Rise PS and Baldivis Secondary College conducted regular meetings to promote collaboration and support for AVID implementation <p>Literacy Coaching:</p> <ul style="list-style-type: none"> • Four coaching sessions and professional learning workshops were carried out for Provisionally Registered Teacher to aid in the collection of evidence against the AITSL standards. • Level Three teachers assisted with modelling best practice. Level Three Aspirants were supported by the Curriculum Co-ordinator with both portfolio development and preparation for Stage 2. • Staff Induction sessions were carried out for new teachers to the school, focussing on the Warm Up, English documents and AVID expectations and the pillars of teaching and learning at Makybe Rise PS. <p>Collaborative Teams:</p> <ul style="list-style-type: none"> • Collaborative year level planning is continuing to develop at three levels- yearly overview, term overview and unit (individual lessons). <p>Classroom Observations:</p> <ul style="list-style-type: none"> • Regular classroom observations were carried out by Line Managers to monitor and provide feedback on English pedagogy and classroom practice (e.g. Warm Ups and Literacy Block). <p>Mathematics:</p> <ul style="list-style-type: none"> • Regular classroom observations were carried out by Line Managers to monitor and provide feedback on Mathematics pedagogy and classroom practice (e.g Warm Ups and Numeracy Blocks). • Staff Induction sessions were carried out for new teachers to the school, focussing on the Warm Up, Mathematics documents, Stepping Stones and AVID expectations and the pillars of teaching and learning at Makybe Rise PS. • Four coaching sessions and professional learning workshops were carried out for Provisionally Registered Teacher to aid in the collection of evidence against the AITSL standards. • Level Three teachers assisted with modelling best practice. Level Three Aspirants were supported by the Curriculum Co-ordinator with both portfolio development and preparation for Stage 2. • Regular collaborative planning and review 	<p>Maintenance</p> <ul style="list-style-type: none"> • Ensure timetabling of formal observations and feedback by line managers with a particular focus on the incorporation of Stepping Stones and Problem Solving. • Focus on reteach and enrich model for Flexible Grouping. Importance of collaborative year level planning, instead of shared planning. Revision on planning and integration with STEM and the Technologies curriculum. • Continue to add video of best practice to this Library. Place 'filming days' on the Term Planner. • Professional Learning will be provided to all staff regarding the incorporation of AVID Critical Reading Skills into our whole school Worded Problem Solving approach.
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	<p>meetings with classroom teachers were held to ensure a common approach to Mathematics teaching and learning. Collaborative year level planning is continuing to develop at three levels- yearly, term and unit (individual lessons).</p> <ul style="list-style-type: none"> • The Mathematics Leadership Team were further developed as leaders through working parties, planning days and data analysis. • Video Library was established on the N drive which includes vision of best practice. <p>Science Leadership:</p> <ul style="list-style-type: none"> • Science Leadership team met regularly to monitor the Operational Plan implementation. • Tamara Standley attended the AVID Summer Institute (STEM focus). • Sarah Alderdice and Melissa Christmass attended Armadale PS Science lessons to observe best practice and differentiated learning outcomes. <p>HASS Leadership & Professional Learning:</p> <ul style="list-style-type: none"> • HASS Leadership Team regularly updated Collaborative Teams with the new planning requirements and resources ; clear guidelines for teaching HaSS set out in whole school overview and scope and sequence documents. • Each year level conducted disciplined dialogue on assessment data and used this to give teachers feedback on Common Assessment Tasks. • HaSS Leader met with Cell Principals and agreed on a strategic plan for the Baldivis HaSS Cell which will be moving forward in 2018. • HaSS Leadership Team members attended 2 Day AVID HaSS Professional Learning session at BSC in Term 3 2017; the AISWA HaSS Conference; Francis Burt Law Society Civics and Citizenship PL HaSS leaders PL facilitated by SCSA and State-wide Services and shared back to the team. • HaSS Leader met with PP staff to discuss and support with pre-primary planning. <p>ICT Leadership & Professional Learning:</p> <ul style="list-style-type: none"> • ICT Leaders attended STEM Conference. • Leadership Team members went to ICT leaders PL facilitated by SCSA and State-wide Services in Term 1 and shared back to the team. • Leadership Team members went to Bertram's iPad PL in term 2 and shared back 	<ul style="list-style-type: none"> • Peer observation using the swivel tool to film lessons and feedback focusing on the teaching of Science Inquiry Skills. • Science Leadership team to meet with Mathematics Leadership team to discuss concerns and steps that can be taken by both classroom and Science teachers to address areas of concern in graphing and table construction. • Tammy Standley to gain her Master of Education (focusing on Primary Science teaching). <p>Maintenance</p> <ul style="list-style-type: none"> • STEM integrated into class themes. • ICT Team members who attend PD to feedback in ICT meetings. • Collab teams to analyse the achievement standards and judging standards in order to create detailed assessment rubrics. • Build whole staff capacity in Technologies with Professional Learning delivered by ICT Leadership
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	<p>to the team.</p> <ul style="list-style-type: none"> Teachers met with deputy principal on planning days to discuss STEM project and how to implement it into Layer 1 and 2 planning. <p>SEL Leadership & Professional Learning:</p> <ul style="list-style-type: none"> Several whole school and cohort professional development sessions were conducted throughout the year: Friendly Schools Plus with a focus on Bullying presented to parents from school leaders. New staff induction. SEL Leadership Team developed a video library of best practice in SEL. Fishing Trips into classrooms for teacher observation and feedback took place throughout the year in each Collaborative Team. Each member of the SEL Team completed all four modules for the Healthier Workplaces WA Professional Learning. <p>Health Leadership & Professional Learning:</p> <ul style="list-style-type: none"> The Health specialist team met once every three weeks to discussion of the Health program in relation to the Operational plan. The Health specialist team participated in collaborative planning to increase rigour and consistency among all classes. Ongoing targeted Protective Behaviour's support provided to classroom teachers and education assistants for various students deemed at risk. 2017 saw an opportunity for Fishing trips and coaching opportunities resulting in regular collaborative feedback on planning and instructional practices. <p>Phys Ed Leadership, Coaching & Feedback:</p> <ul style="list-style-type: none"> Physical Education team attended monthly Baldivis Area School Sports Association (BASSA) focussing on working collaboratively to develop a similar curriculum focus across Baldivis. Utilise the SCSA judging standards and Physical Education moderation assessments to assess and compare judgement with other Baldivis schools. Working collaboratively with the Specialist team to discuss and share ideas/strategies which can be implemented across the school. 	<p>Team.</p> <ul style="list-style-type: none"> Professional learning for the ICT committee through Teacher Development Schools. <p>SEL Leadership & Professional Learning:</p> <ul style="list-style-type: none"> Continue to expand the best practice library in 2018. In 2018 review the class TRIBES Structure. In 2018, the SEL Professional Learning Calendar will include: <ul style="list-style-type: none"> Exec Team will work with Thrive to promote Wellness. Wellness Modules for staff Student Leaders will present workshop to parents on FSP and school wide research based strategies again. TRIBES in the classroom. <p>Health Leadership & Professional Learning:</p> <ul style="list-style-type: none"> Meet as a Health Leadership team in 2018 to ensure that a consistent approach is taken across the school. Year group classroom teacher representatives to share back with their collaborative groups. Kellie Pritchard and Jen Maisano to attend a Protective Behaviours workshop to ensure rigour when implementing the PBs program for Pre-Primary to Year 2 students and reporting back to the upper collaborative cohort. Louise Reich to provide continued support of classroom teachers and education assistants. <p>Physical Education Leadership, Coaching & Feedback:</p> <ul style="list-style-type: none"> Physical Education team to continue attending BASSA meetings with the purpose to achieve consistency within the cell in regards to assessment and carnivals. Utilise the SCSA judging standards to focus on aligning assessments to the learning through movement and understanding movement content strands. Meet with PE team monthly to ensure consistency with content and assessment is achieved within Physical Education across all cohorts.
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	<p>The Arts Leadership & Professional Learning:</p> <ul style="list-style-type: none"> • Merging of Performing and Visual Arts Strategic Planning, Operational and Planning documents. • Integration of learning experiences centralised around a Japanese theme. • Arts teachers engaged in peer-observations and feedback to improve instructional practices. • Performing Arts Teacher attended MusicTech Professional Learning Session. • Participation in Connect Arts networks. • Arts teachers attended Arts Network meetings and engaged in one-on-one discussions with other Arts teachers to increase pedagogical skills. • Artist-in-residence up skilling of teachers. 	<ul style="list-style-type: none"> • Develop professional networks that create, use and moderate common assessment tasks. • Seek professional learning opportunities for specific Visual Arts skills. • Designated shelf space for class/ school projects can be accessed in the Art room. • Inclusion into Cockburn Visual Arts CEL group.
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NSIT - Domain 6: Systematic Curriculum Delivery

Makybe Rise has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.

MAKYBE FOCUS AREAS	SELF ASSESSMENT SUMMARY	2017 RECOMMENDATIONS
<ul style="list-style-type: none"> ☼ Ensure the school curriculum includes a focus on information and technology capability. ☼ Ensure the school curriculum includes a focus on AVID critical and creative thinking, and personal and social capability. 	<p>AVID Growth Mindset:</p> <ul style="list-style-type: none"> • Delivery of Growth Mindset curriculum and resources school wide. <p>AVID Planning:</p> <ul style="list-style-type: none"> • Inclusion of AVID in layer 1, 2, and 3 with emphasis on embedding AVID throughout all learning areas. • AVID expectations included in the first six weeks of school planning. <p>AVID Scope and Sequence:</p> <ul style="list-style-type: none"> • Refinement of note-taking scope and sequence to outline specific criteria for year groups. • Creation of AVID WICOR scope document • WICOR walls introduced in each classroom <p>ICT in English:</p> <ul style="list-style-type: none"> • ICT was integrated into English planning documents where appropriate. • iPad banks were used to access applications and resources to support curriculum delivery and to allow students to access work products on Connect. • BYOD used to support curriculum 	<ul style="list-style-type: none"> • Induction and support for new staff to promote level 3 AVID Implementation.

	<p>implementation and differentiation in the English Learning Area.</p> <p>AVID in English:</p> <ul style="list-style-type: none"> Professional learning and collaborative planning sessions regarding the AVID Critical Reading Process were conducted. Selected teachers attended the AVID Summer Institute to further develop their expertise in critical literacy. <p>Mathematics:</p> <ul style="list-style-type: none"> ICT integrated into Mathematics planning documents where appropriate. BYOD used to support curriculum implementation and differentiation. iPad banks are used to access applications and resources to support curriculum delivery and to allow students to access work products on Connect. <p>AVID in Science:</p> <ul style="list-style-type: none"> Tamara Standley attended the AVID Summer Institute to learn about AVID in STEM for the Science context. Interactive Notebooks were introduced to Year Five and Six Science classes. Implementation of AVID strategies from Science Teaching Guide such as 'Grasping a Concept: Analogy, Fold-it 1: Explain one term, Bulls-Eye comparison. Explicit teaching strategies including a hook, Learning Intention, Success Criteria ('I can...' statements), Essential Question, focus questions and plenary. WICOR charts displayed in Science rooms. <p>ICT in Science:</p> <ul style="list-style-type: none"> Continued use of iPads during Science classes. Continued to update and develop PowerPoints for use in each lesson aligned to Primary Connections units and SCASA outcomes Connect used for student extension activities and homework. <p>AVID in HASS:</p> <ul style="list-style-type: none"> AVID instructional strategies used in HaSS- Critical Reading Strategies, 2 and 3 column note taking. <p>ICT in HASS:</p> <ul style="list-style-type: none"> Online tools used for teacher surveys. E-books and Interactive Atlas purchased. <p>ICT Capability:</p> <ul style="list-style-type: none"> Delivered PL at the start of the year to show staff how to use new technology equipment- 	<ul style="list-style-type: none"> Continue to deliver further professional learning on the AVID Critical Process. Review and develop the use of ICT in the layered planning documents in 2018. Incorporation of STEM learning projects into layered planning. Extend use of iPads during Science classes, to include Science apps and lower primary classes. Focus on Humanities and Social Sciences Skills over content. Develop and trial units of work for all year levels, incorporating AVID strategies such as note taking, graphic organisation, critical reading,
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	<ul style="list-style-type: none"> Sphero, Scratch Jnr and Dash/Dot. Leadership Team decided to use Stem Projects to assess technologies curriculum. ICT Leaders went to STEM conference and decided to use the STEM projects to implement Technologies Curriculum for 2018. <p>AVID in Health:</p> <ul style="list-style-type: none"> The Health common planning structure was modified to mirror the three-layer structure, consistent with all other curriculum areas within Makybe Rise. This structure pinpoints cross curricular links, AVID and Friendly Schools Plus, while aligning with the SCSA standards and the Makybe Rise Health Scope and Sequence. A variety of AVID specific instructional strategies were successfully adopted for the explicit teaching and reflection of Health specific concepts. These included termly goal setting and reflection, word walls and interactive notebooks. <p>ICT in Health:</p> <ul style="list-style-type: none"> ICT was successfully implemented into the Year 3 to Year 6 program on a termly basis. This was in the form of research, short term projects and presentations. <p>ICT & AVID in Phys Ed:</p> <ul style="list-style-type: none"> Use of AVID Growth Mindset language and questioning tools such as DLIQ , WWW and EBI or PMI (plenary balls). Implementing Sports Education Program (SEPEP) into year 5/6 lessons to integrate roles, leadership, responsibilities and ICT into PE. Improve the rigour and consistency of Physical Education curriculum planning documents by incorporating 3 layer approaches across all years. <p>ICT & AVID in The Arts:</p> <ul style="list-style-type: none"> Arts learning areas have implemented AVID strategies and Makybe schoolwide focus areas including explicit teaching strategies, warm-ups, WALT/WILF/TIB, development of I Can statements and success criteria, gradual release lesson design, essential questions, inquiry levelled questions, critical reading, socratic discussion, reflective strategies and plenary. Arts projects have a creative thinking focus, with student inquiry leading the development of art works, such as music compositions, perspective drawings and ceramic design. Art Response tasks include critical thinking, 	<ul style="list-style-type: none"> philosophical chairs etc. Links to other learning areas are to be identified and developed- Science, Maths, English and HASS. <ul style="list-style-type: none"> Modifications to be made to the planning structure to allow for condensed instruction within the classroom. Provide opportunity for the Year 2 cohort to access ICT in Health, through the use of appropriate iPad apps. Incorporate opportunities for critical reading and philosophical chairs in the senior school, especially when exploring decision making, cyber security and drugs education. <ul style="list-style-type: none"> Create 2 x sets of plenary balls to support the promotion of AVID in Physical Education. Make adjustments to previous years planning by adding improvements and adjustments for all planning. Begin planning and implementing the second year of 3 layer planning across 1-6. <ul style="list-style-type: none"> Continue to develop the use of AVID Strategies to deepen student engagement, collaboration and analysis. Year level specific visual arts programme aligned with SCSA Assessment pointers.
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	<p>with levelled questioning on viewed paintings, songs and performances.</p> <ul style="list-style-type: none"> • Power Points made for individual lessons including an Essential question and levelled learning tasks. • Arts Reflection pages based on 1-pager AVID strategy. 	
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NSIT - Domain 7: Differentiated Teaching and Learning

Makybe Rise 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.

MAKYBE FOCUS AREAS	SELF ASSESSMENT SUMMARY	2018 RECOMMENDATIONS
<ul style="list-style-type: none"> ☼ Focus on creating a whole school culture where differentiation is visible in every classroom, students are engaged, challenged and are supported to learn. ☼ Encourage and assist students to monitor their own learning and to set goals for future learning via regular and timely feedback. 	<p>AVID Professional Learning:</p> <ul style="list-style-type: none"> • Differentiation Professional Learning Workshop. • Collaboration with Consultant Kylie Bice to ensure differentiation for all students. <p>AVID Student ownership of learning:</p> <ul style="list-style-type: none"> • SMART goal-setting and monitoring used in all year levels and curriculum areas. • AVID reflective writing strategies such as quickwrite and DLIQ used to support metacognition and consolidation of learning. • 133 students from years four to year six completed nextgen challenge. <p>Differentiation in English:</p> <ul style="list-style-type: none"> • Differentiated “I can” statements have become an essential element of classroom planning. • An Education Consultant worked with individuals and groups of teachers on differentiation throughout the year followed up with support in classrooms provided by Curriculum Coach and Line Managers. • Student goal setting was a regular component of classroom practice. <p>Feedback:</p> <ul style="list-style-type: none"> • The Aspire Program- focus on research of Hattie regarding feedback, particularly the impact of student to teacher feedback on student outcomes and feedback to the teacher from the students. Another focus was on the text Teachers as Architects of Learning by Gavin Grift to better support 	<ul style="list-style-type: none"> • Set school expectations for goal setting and reflection in the Makybe Rise AVID diary. • Introduce new goal setting framework to teachers throughout 2018 with the focus on implementing with students in 2019. • Further develop teacher understanding of success criteria and the use of differentiate “I can” statements through group and individual coaching. • Use the Aspire Program as a vehicle through which to further develop curriculum differentiation.

classroom differentiation. Regular tasks were set for trial in classrooms around feedback, modelling and the use of exemplars and differentiation.

Differentiation in Mathematics:

- Differentiated “I can” statements have become an essential element of classroom planning. Enabling and extending prompts also included in layered planning.
- An Education Consultant worked with individual and groups of teachers on differentiation throughout the year. These sessions were followed up with support in classrooms provided by Curriculum Coach and Line Managers.
- Flexible Grouping for Mathematics was trialled in years PP – 6. Teachers analysed their Quarterly Assessment data (Stepping Stones) to highlight an area of concern for their cohort. Together they then developed a pre-assessment that was delivered to all students. Using this data, students in the cohort were grouped on their point of need and a 90-minute remediation or extension lesson was coordinated by each teacher. Students were then re-tested on the pre-assessment to show their progress.
- Documented Plans (IEPs & PEPs) continue to be written, implemented and reviewed for students requiring extension or remediation. Student Services Program Co-ordinator and Student Services Officer assist class teachers with making appropriate adjustments to the Mathematics programs and classroom routines generally. Student Learning Plans (SLPs) are developed by Intervention Teacher and Education Assistant for students in the Numeracy Intervention Program.

Differentiation in Science:

- Teachers modified the learning program to ensure all students were appropriately engaged, challenged and extended by designing classroom activities to meet students’ learning needs, levels of readiness, interests, aspirations and motivations.
- Structured questions at the end of investigations.
- Differentiated resources added to the s drive.

Differentiation in HASS:

- Lesson planning format specifies opportunities for differentiation (enabling and extending prompts).

- Further develop teacher understanding of success criteria and the use of differentiated ‘I can’ statements through group and individual coaching.
- Link “I can” statements to formative assessment.
- Two Professional Learning sessions to be conducted for teachers.
 - a. Reteach and Enrich
 - b. Intervention
- Flexible Grouping for Mathematics will be conducted at least once a term by each collaborative team, in response to student performance data. Pre/Post assessment data to be collected in order to measure the effectiveness of Flexible Grouping.
- Teacher planning to clearly show use of pre-tests to inform differentiation. Coaching around the use of pre-assessment.

- Strive for complete independence with SIS skills for year five and six students.

Maintenance

- Use of pre- testing for differentiation- establishing prior knowledge to create flexible groupings.
- Inclusive assessment tasks created and trialled- oral interviews for students with low literacy and Costa's levels of thinking for extension.

Differentiation in ICT:

- New lesson planning format specifies opportunities for differentiation (enabling and extending prompts).
- Connect audit completed by ICT leadership team. Feedback to Collab's highlighted the need to be using Connect regularly to show parents differentiation and goal setting.
- Differentiation in I can statements and in the materials used in class.
- Students set goals for technologies projects.

Differentiation in Health:

- Success Criteria was adapted to incorporate differentiated 'I can' statements to ensure all students are catered for and stand on their tippy toes and take ownership of their own learning to achieve success.
- The Health team collaborated to design a range of differentiated learning and assessment tasks into Common planning documents, to ensure that the needs of all students are met and are encouraged to achieve their personal best. These enabling prompts included negotiated outcomes for those that require additional support.
- Part of 2017 focus in Health was on those students requiring extension and providing opportunities for those students to achieve an A or B grade. Opportunities for extension were incorporated into planning. These extending prompts included additional homework tasks and discussion tabs on the Health CONNECT page, 'Thinkers Keys' activities that encourage higher order thinking, along with short term, in class research projects
- Students set individual or whole class SMART goals once a term and were provided with opportunities to revisit and reflect on these goals during the term and at the end of the term.

Differentiation in Phys Ed:

- Implement individual (Yr 3-6) and class goal setting at the beginning of each term enabling students to set a target and monitor the achievement of their goal

- Differentiation visible in planning- opportunities for support and extension are identified.
- Pre-testing used across the school to establish ICT prior knowledge and appropriate student groupings.

- Revisit success criteria, specifically in Pre-Primary and Year 4 program.
- Continue to differentiate teaching and learning strategies to raise the standard of those not meeting C grade.
- Continue to provide extension for those that can achieve an A or B grade. These must be developmentally appropriate for Pre-Primary to Year 2 students.

- Implementing Self and Peer assessment into Physical Education by utilising I can statements and numbered magnets.

	<ul style="list-style-type: none"> • Develop visible model of displaying 'I can statements which align with the SCSA judging standards. • Differentiation is to be present in layer 4 or daily work pad for individual students needing additional assistance or a challenge. <p>Differentiation in The Arts:</p> <ul style="list-style-type: none"> • I can statements developed for every lesson to reflect differentiated learning outcomes. Students set and monitor goals for their own learning. • Differentiation is visible in the learning environment. Resources provide access to challenging tasks, such as visual aids, concrete materials. • Over the shoulder micro-goals for individual students. 	<ul style="list-style-type: none"> • Utilising FMS skills data to set goals for 2017 and accurate targets. • Continue to develop I can statements to support a rigorous curriculum in The Arts.
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NSIT - Domain 8: Analysis and Effective Pedagogical Practices

Makybe Rise recognises that highly effective teaching is the key to improving student learning throughout the school. School leaders encourage the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.

MAKYBE FOCUS AREAS	SELF ASSESSMENT SUMMARY	2017 RECOMMENDATIONS
<ul style="list-style-type: none"> ☀ Spend time working with staff, providing feedback on teaching and, where appropriate, modelling effective teaching strategies. ☀ Promote AVID evidence based teaching strategies to build students' beliefs in their own capacity to learn and to deepen their understanding of the relationship 	<p>AVID Professional Learning:</p> <ul style="list-style-type: none"> • AVID pedagogical practices embedded in Professional Learning workshops such as marking the text, Cornell note-taking, essential questions, Socratic Seminars, reflective writing tools and Costas/Blooms Taxonomy. <p>AVID Connect Community:</p> <ul style="list-style-type: none"> • WA AVID Connect Community created and all AVID teachers in WA invited to join • Professional reading shared on Connect Community. <p>AVID Teacher Survey:</p> <ul style="list-style-type: none"> • Creation of self-assessment rubric aligned to the CSS. Completed Term 1 and Term 4. <p>AVID Coaching:</p> <ul style="list-style-type: none"> • Line manager classroom observations that also target some AVID strategies. • Whole school coaching process for 51 teachers utilising GROWTH coaching philosophy. 	<ul style="list-style-type: none"> • AVID leadership team to complete classroom walk-throughs using rubric linked to the Certification Self Study report. • Increase the use of shared professional reading on Connect Community.

<p>between effort and success.</p>	<ul style="list-style-type: none"> • CSS rubric created and used for teachers to promote authentic AVID coaching goals. <p>Curriculum Planning</p> <ul style="list-style-type: none"> • Collaborative teams working together to plan for AVID strategies and working together to determine best pedagogical strategies for specific learning opportunities, which can be seen in Layer 2 and Layer 3 planning documents. <p>Literacy Pedagogy:</p> <ul style="list-style-type: none"> • Demonstration lessons provided in classrooms by Curriculum Coach and Deputy Principals. • AVID Critical reading professional learning provided to staff and a working party was established to consider links to school programs such as Strategies To Achieve Reading Success (STARS) <p>Mathematics Pedagogy:</p> <ul style="list-style-type: none"> • Our common pedagogical approach to Mathematics was reviewed and consolidated, including the Warm Ups, Learning Intention/Success Criteria/Use of 'I can' Statements, Purpose; Gradual Release of Responsibility Mode; Plenary. • Demonstration lessons provided by Curriculum Coordinator and Deputy Principals. • 'Development of school Video Library containing vision of 'best practice'. • Instructional Practices Survey was used as an auditing tool to ensure that the Makybe Way of teaching Mathematics is being adhered to and to further build staff capacity. <p>AVID in Mathematics:</p> <ul style="list-style-type: none"> • AVID PATH training on School Development Day. • The Mathematics Leadership Team worked together to develop Morning Messages, Morning Meetings and activities for Numeracy Week in Term 2. Content for the week included Mathematical Mindset Monday, Tricky Term Tuesday, Thinking Hat Thursday and Figure it Out Friday. <p>Science Leadership team:</p> <ul style="list-style-type: none"> • Met regularly with Principal to monitor Strategic Plan and Operational Plan. <p>AVID in Science:</p> <ul style="list-style-type: none"> • Implemented common pedagogical approach across the school: Warm Ups, Learning Intention/ Success Criteria/ Purpose; Gradual release of Responsibility Model; Plenary. • Developed Growth Mindset charts specific 	<ul style="list-style-type: none"> • Continue work to incorporate school based literacy programs into the AVID Critical Reading Process and plan for this learning in the school's Professional Learning Calendar. • Review and consolidate the Six Key Principles with a focus on delivering challenging, purposeful Mathematics tasks that are differentiated and lead to students developing a growth mindset in Mathematics. • Teachers to be observed in lessons with a focus on Worded Problem Solving. • Plan for and implement Philosophical Chairs in year 5 and 6 curriculum. • Continue to email AVID strategies to classroom teachers fortnightly. Seek feedback and gather examples once a term. • Reward excursion to be held during Science Week and in conjunction with Murdoch University.
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	<p>to Science.</p> <ul style="list-style-type: none"> • Sharing of AVID Science strategies via email with classroom teachers for use with the 'Word of the Week'. • A reward excursion once a semester for students demonstrating a growth mindset and positive approach to Science • Developed AVID skills at Science Institute. • Displayed and used Growth Mindset messages and WICOR strategies. • Incorporated AVID Processing Strategies into lesson Plenary, included on PowerPoints. • Year 5 and 6 students used the Interactive Notebook format for Science workbooks, including goal setting by students. • Used AVID strategies to improve Science vocabulary. • Embedded AVID Strategies in the Science teaching Program such as Cornell Note taking, Expert Groups, Read and Recall. <p>HASS Pedagogy:</p> <ul style="list-style-type: none"> • Use the 'Recite, Recall, Apply' model for warm ups to improve the transference of concepts and skills, with a focus on vocabulary and general knowledge- shared warm ups within the HaSS team. • HaSS word walls used in classrooms. <p>AVID in HASS:</p> <ul style="list-style-type: none"> • Inquiry model used- students asking and investigating questions, essential questions beginning to be used (a whole unit essential question then questions for each lesson). • Implemented AVID strategies within HaSS- critical reading strategies; two and three column note taking. <p>ICT Pedagogy:</p> <ul style="list-style-type: none"> • ICT word walls used in BYOD classrooms. • Inquiry model used- students asking and investigating questions, essential questions beginning to be used (a whole unit essential question then questions for each lesson)- STEM Projects. <p>SEL Pedagogy:</p> <ul style="list-style-type: none"> • A common pedagogical approach toward the teaching of SEL and our research based programs. We utilised our curriculum coach with collaborative sessions and Fishing Trips to support teachers in their practices. 	<ul style="list-style-type: none"> • Ongoing PL for HaSS Leadership Team. • HaSS Leadership Team to provide ongoing support to Collaborative Teams. <ul style="list-style-type: none"> • Continue to evaluate consistent school wide approach to Technologies. • Targeted feedback given to students and students are involved in target setting. • Consistent approach to planning and teaching Technologies where Technologies is integrated with other learning areas. <ul style="list-style-type: none"> • In 2018, observations and scheduled SEL fishing trips will continue to be used as auditing tools to ensure that the Makybe way of teaching SEL programs is being adhered to. Professional learning and coaching will support the use of Restorative Practice and morning meetings further.
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	<p>Health Coaching & Feedback:</p> <ul style="list-style-type: none"> All members of the Health specialist team engaged in formal observations and feedback from line manager, with a focus on improvement on instructional practice, planning and assessment. The graduate teachers of our Health team participated in coaching opportunities. <p>AVID in Health:</p> <ul style="list-style-type: none"> Explicit learning opportunities surrounding Growth Mindset was embedded into the Wellness and Protective Behaviours units of the Health Curriculum. Students learned about neuroplasticity and the brain and having a positive mindset. <p>AVID in Phys Ed:</p> <ul style="list-style-type: none"> Termly formal observations of teaching practices and modelling of AVID teaching strategies (line manager). Regular Physical Education meetings to monitor the direction of PE and Operational Plan. <p>AVID in The Arts:</p> <ul style="list-style-type: none"> Warm ups, word walls and growth mindset displays. Growth mindset embedded in lessons and discussions. Using Costa's Levels of Thinking to foster Inquiry. Explicit teaching of Student Success Skills, including thinking routines are included in Arts Curriculum. Kristie Gray completed Master of Education Research Proposal on the use of Interactive Notebooks in Primary Music. 	<ul style="list-style-type: none"> Health leadership team to meet once a term to monitor the direction of the Health operational plan for 2018, and representatives to report back to collaborative groups. Graduate teachers to continue to receive coaching opportunities. Modify the program to include a stronger focus on strategies to overcome challenges, during the Wellness unit- Term 1. <ul style="list-style-type: none"> Conduct Teacher Triad observations within PE team, to help improve consistency and build a bank of instructional strategies which are consistent across the school. Formulate a list of AVID instructional strategies which are implemented across years PP-6 to help inform planning and plenary balls in PE. <ul style="list-style-type: none"> Kristie Gray to conduct research on the use of Interactive Notebooks in Primary Music. Increase the use of Thinking Routines in the delivery of curriculum.
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NSIT - Domain 9: School Community Partnerships

Makybe Rise actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school.

MAKYBE FOCUS AREAS	SELF ASSESSMENT SUMMARY	2018 RECOMMENDATIONS
 Seek to identify and develop innovative	Western Australian AVID site team: <ul style="list-style-type: none"> Site team meetings. Reciprocal showcase and professional 	<ul style="list-style-type: none"> Continue shared professional learning opportunities for Western Australian AVID sites.

<p>partnerships to support improved student achievement and wellbeing.</p>	<p>learning events with Baldivis Secondary College.</p> <ul style="list-style-type: none"> • Collaboration for nextgen challenge. • Planning for 2018 School Development Days professional learning and collaboration between Western Australian AVID sites. <p>AVID Special events:</p> <ul style="list-style-type: none"> • Illuminate:nextgen challenge for 133 students across Years 4 to 6. • Student Success Book awards in partnership with the Parents and Citizens Association • Student Success Week (open night, daily activities and morning meetings, career dress up day, Fully SIC festival, Spelling bee, Maths Fact Challenge, “My future is so bright I need to wear shades” displays, #thereisnoplacelikemakybe merchandise, WICOR-brick road) <p>AVID ECU Masters program:</p> <ul style="list-style-type: none"> • 4 teachers continued Masters by Research with ECU. <p>English Partnerships:</p> <ul style="list-style-type: none"> • Partnerships with Murdoch University and ECU were further developed. This included Deputy Principal, Dave Lewis, tutoring in 2 units at Murdoch; hosting pre-service teachers and several teachers working towards their Masters by Research with ECU. • Regular meetings and professional learning was conducted through the Baldivis Cell: Literacy Teachers Group. • Education Consultant visited the school regularly to work with teachers. • The school’s P&C funded a Pilot Program for ‘Story Dogs’ to visit a Year 2 class each Tuesday to work with reluctant readers. <p>Mathematics:</p> <ul style="list-style-type: none"> • The use of Connect as an online communication tool has continued to develop throughout the year. Students use Connect as a platform to reflect on their learning with their teacher and peers. Teachers share Mathematics performance and lesson content, including photos and videos for parents to see what is happening in classrooms. The Makybe Rise Connect page communicates whole-school events to the community, such as Literacy and Numeracy Week & the Makybe Maths Fact Champion. • Education Consultant visited the school regularly to work with teachers. <p>Science Special Events:</p>	<ul style="list-style-type: none"> • Investigate ICT partnership with Baldivis Secondary College. • Trial EBinder through Victoria University and AVID Centre USA. <p>Maintenance</p> <ul style="list-style-type: none"> • Several Parents Make A Difference sessions will be held for early childhood and primary to unpack the expectations for numeracy skill development and how to support this at home.
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	<ul style="list-style-type: none"> • Science Week (Mad Scientists incursion and Tabloid Science Activities in classrooms). • Scitech Brainstorm Challenge Day (year 6). • Science rooms open during Student Success week to allow families to view work undertaken in Science classes. • National Water Week activities to ensure ongoing membership to Water Corp's Waterwise Program, including entering and winning a competition for a leak detection dog to visit the school next year. • Science reward excursions to Scitech, involving parents, to recognise students with a keen interest and ability in Science from years 1-6. • Participation in in the Scientists in Schools program. • Guest speaker from Baldivis Veterinary Hospital visited Year 6 students as part of Student Success Week to discuss being a successful veterinarian. • Tips on incorporating Science at home on the Connect page. • Met with Murdoch University staff to develop partnership with the school. <p>HASS Special Events:</p> <ul style="list-style-type: none"> • HaSS Team shared NAIDOC week support and resources for staff. These included daily Morning Message and Morning Meeting ideas as well as activities and resources for classroom teachers to implement. • Whole school NAIDOC week assembly which was linked to class activities. • Rita Lusted presented a workshop on the Aboriginal Cultural Standards Framework (ACSF), where the whole staff reflected on where the school is at. • Year 4 Excursion to Maritime Museum. <p>ICT Special Events:</p> <ul style="list-style-type: none"> • Connect used to communicate with students and families. • Open night- BYOD classes had visible technologies links displayed. Leadership team also had technologies links displayed. <p>Wellness Committee Special Events:</p> <ul style="list-style-type: none"> • This was an outstanding success in which we supported staff wellbeing. We worked alongside Healthier Workplaces WA to ensure our staff are working at their best and looking after their own health. This included: <ul style="list-style-type: none"> ○ Move Fit ○ Eyebrow Waxing ○ Massages ○ Physiotherapist Visits ○ Flu Vaccines 	<ul style="list-style-type: none"> • Continue to develop partnership with Murdoch University, including hosting pre-service teachers and taking groups of students to university during Science Week. <ul style="list-style-type: none"> • Continue to develop Baldivis Area HaSS Curriculum Leaders' Network. • Connect used to communicate with students and families. • Use school newsletter to communicate to parents what each year level is learning about in HaSS. • Teacher Development School to provide PL for HaSS Leadership Team. • Apply for PALS funding grant. <ul style="list-style-type: none"> • Connect used to communicate with students and families. • Use school newsletter to communicate to parents what each year level is learning about in Technologies. <ul style="list-style-type: none"> • Continue to work together with Healthier Workplaces WA to achieve our gold star rating. • Again hold our annual Wellness Fair to promote resources available to parents in the community to support their children.
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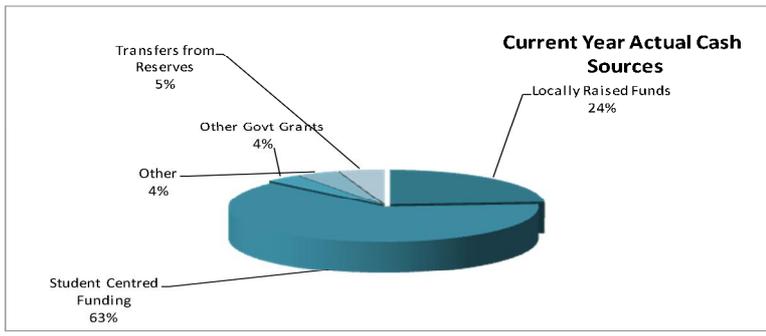
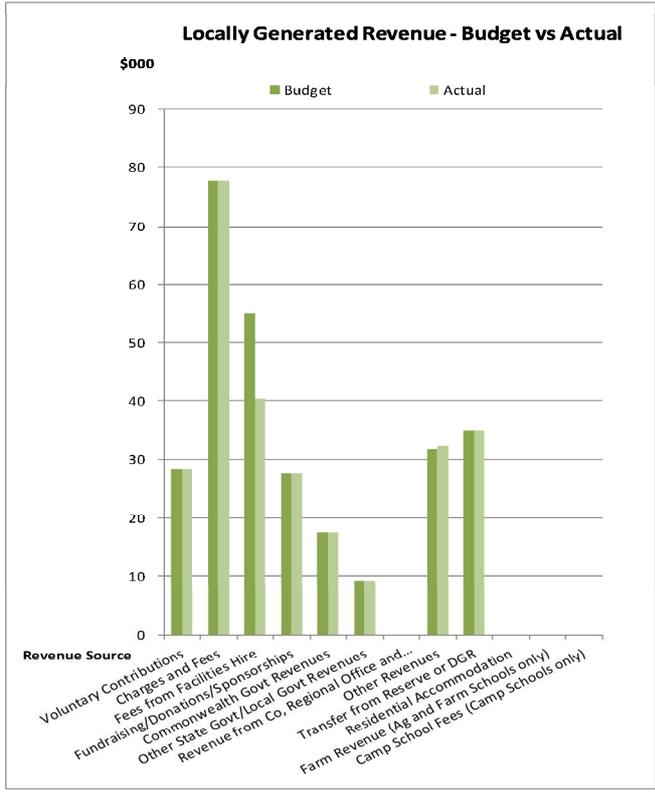
	<ul style="list-style-type: none"> ○ Fruit/soup initiative for staff and healthier choices in the staffroom. <p>Wellness Fair: Our Wellness Committee gave an opportunity for a range of community services, clubs and businesses to present with a focus on health and Wellbeing. This included businesses such as:</p> <ul style="list-style-type: none"> • Mental Health Team from Rockingham/Peel hospital • HBF • Local sporting clubs • Protective Behaviours • St John Ambulance • Down South Therapy • Dentists/Medical Centres • Lucy Saw Centre <p>Student Leaders Special Events:</p> <ul style="list-style-type: none"> • The student leaders presented a workshop for parents on our school wide SEL practices. <p>Year Six Transition/ Difference Makers:</p> <ul style="list-style-type: none"> • In 2017 we worked with BSC to build partnerships so that students attending in 2018 could build relationships with staff and students. • The Difference Makers Program utilised the Youth Worker from BSC and BSC staff also came to camp along with BSC senior students. <p>Attendance:</p> <ul style="list-style-type: none"> • In 2017 Attendance Panels were available to ensure we are able to support students to attend school. The panels are made up of community members to help give recommendations to parents to help them get their children to school. • We also have several students on Attendance Plans in 2017 which were reviewed each term. • SMS system was up and running in 2017. <p>Special Events in Health:</p> <ul style="list-style-type: none"> • Andrea Musulin from Protective Behaviours WA delivered a parent/ school community workshop during Term 1. The aim was to develop a common whole school community language. The intention of providing the children with the skills and tools they need to recognise they are in an unsafe situation, and ways to overcome it. • Life Education incursion program complimented the safety, drugs and medication and decision-making unit. Students visited Harold in the Life Education van and learned about age appropriate topics ranging from drugs, decision-making and nutrition, to cyber 	<ul style="list-style-type: none"> • Seek Andrea Musulin to deliver another parent/community workshop in 2019. • Invite Life Education to continue to run safety program for all K to Year 6 students. Week 1 to 3 in Term 3. • Paul Litherland to conduct a parent workshop in Term 1 (22/02/17) along with a workshop for Year 5 students and a follow up workshop for Year 6. • Louise Reich and Amanda Rice to continue with Year 3 and Year 4 students in Term 2, 2018. • Nurse to continue in 2018, with the next group of Year 5 students.
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	<p>safety, building and maintaining positive friendships and ways to recognise they are unsafe.</p> <ul style="list-style-type: none"> • Paul Litherland from Surf Online Safe conducted a series of workshops on ways to maintain a positive digital citizenship and the importance of limited digital footprint for Year 5 and 6 students, and strategies to monitor digital platform use for staff and the wider community. • The Great Aussie Crunch was a huge success in Term 4 of 2017. The national fruit and vegetable awareness day focused on crunchy vegetables and this year were donated by the Spud Shed. All Makybe Rise students from Kindy to Year 6, were invited onto the oval to do the loudest crunch that they could! • Wellness Committee ran a series of first aid workshops for our Year 4-6 students, after school. Students learned about breaks, burns, bites and stings and even learned how to create a sling and perform CPR. • Our school nurse visited the Year 5 classes and conducted a Puberty talk during the Growth and Development unit. <p>Phys Ed Special Events:</p> <ul style="list-style-type: none"> • Participation of Baldivis Secondary College students to assist with Sports Carnivals and events. • Sporting Schools coaches to provide students with an opportunity to experience after school sport and improve student achievement. <p>The Arts Special Events:</p> <ul style="list-style-type: none"> • Fully SIC Performance Festival. • WAGSMS Concert – Performance Choir. • Madijital Moorna Noongar Choir – whole school incursion to expand students’ exposure to a greater range of musical genres and experiences. • Introduction of Wanjoo into our school assemblies. • IMSS – Instrumental Program included Flute, Clarinet and Brass, and the introduction of Classical Guitar. • Makybe Concert Band. • Guitar Ensemble. • Performing Arts Artist in Residence. • Christmas Choir Performance at Baldivis Events Family Christmas Celebrations. • Open night Art exhibition. • Upper Primary Leadership opportunities: Arts Monitors. • Art in the Park - whole school art initiative. 	<ul style="list-style-type: none"> • Increase participation of Baldivis Secondary College Students to assist with running senior Athletics Carnival. • Work collaboratively with local sporting clubs and associations to promote and build the link between students and local clubs. <ul style="list-style-type: none"> • Continue to develop Baldivis Music and Art Network. • Fully SIC Festival - maintenance. • WAGSM. • Makybe Concert Band/ Baldivis Primary Network Band. • Guitar Ensemble - maintenance. • SIM: Clarinet, Flute, Brass and Classical Guitar - maintenance. • MRPS Art exhibition: Open Night. • Castaways: sculpture submission. • Mural Competition: submission. • Artist- in-residence programme.
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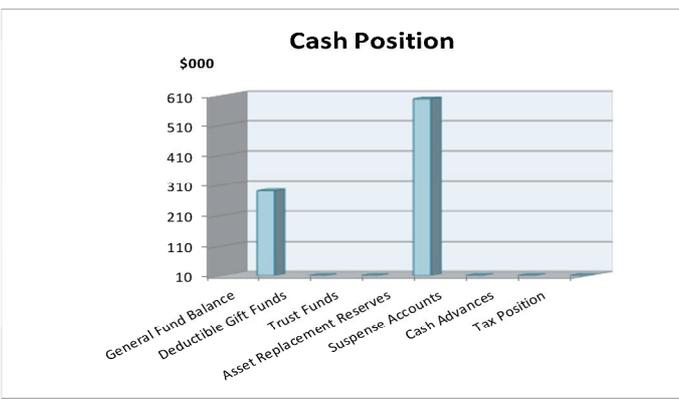
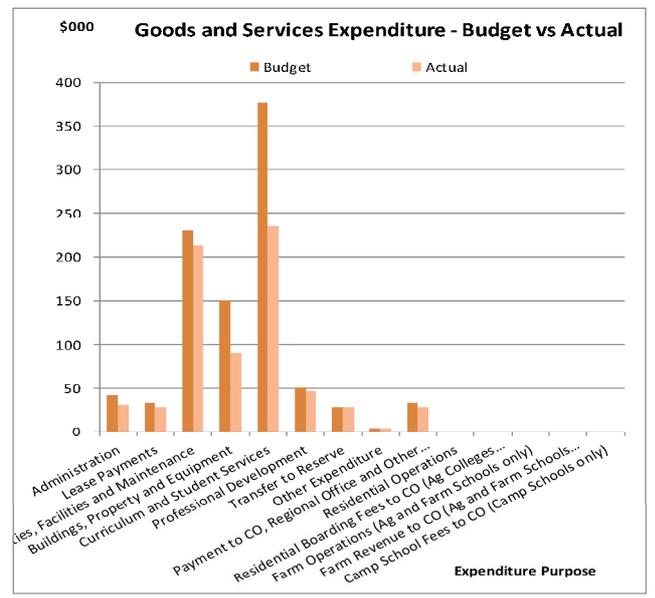
	<ul style="list-style-type: none">• Open Night Art exhibition.• Visual Arts Artist in Residence.• Upper Primary Leadership opportunities: Arts Monitors.• Winner of Take pART mural competition, painted on the wall of City of Rockingham PCYC building.	
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Makybe Rise Primary School
Financial Summary as at
31 December 2017

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 28,406.00	\$ 28,405.70
2	Charges and Fees	\$ 77,662.00	\$ 77,661.88
3	Fees from Facilities Hire	\$ 55,000.00	\$ 40,340.00
4	Fundraising/Donations/Sponsorships	\$ 27,638.00	\$ 27,638.66
5	Commonwealth Govt Revenues	\$ 17,500.00	\$ 17,500.00
6	Other State Govt/Local Govt Revenues	\$ 9,296.00	\$ 9,295.92
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 31,757.00	\$ 32,282.91
9	Transfer from Reserve or DGR	\$ 35,000.00	\$ 35,000.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 282,259.00	\$ 268,125.07
	Opening Balance	\$ 266,611.00	\$ 266,611.46
	Student Centred Funding	\$ 460,460.00	\$ 460,680.78
	Total Cash Funds Available	\$ 1,009,330.00	\$ 995,417.31
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,009,330.00	\$ 995,417.31



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 41,510.00	\$ 31,036.74
2	Lease Payments	\$ 33,805.00	\$ 28,165.33
3	Utilities, Facilities and Maintenance	\$ 230,655.00	\$ 213,529.79
4	Buildings, Property and Equipment	\$ 149,728.00	\$ 91,347.76
5	Curriculum and Student Services	\$ 376,041.00	\$ 235,186.74
6	Professional Development	\$ 50,455.00	\$ 46,670.85
7	Transfer to Reserve	\$ 28,000.00	\$ 28,000.00
8	Other Expenditure	\$ 3,149.00	\$ 3,150.88
9	Payment to CO, Regional Office and Other Schools	\$ 33,494.00	\$ 28,139.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 946,837.00	\$ 705,227.09
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 946,837.00	\$ 705,227.09
	Cash Budget Variance	\$ 62,493.00	



Cash Position as at:

Bank Balance	\$ 886,131.81
Made up of:	\$ -
1 General Fund Balance	\$ 290,190.22
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 599,251.71
5 Suspense Accounts	\$ 7,720.88
6 Cash Advances	\$ -
7 Tax Position	\$ 11,031.00
Total Bank Balance	\$ 886,131.81

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