

# Business Plan

## 2022-2024



**MAKYBE RISE**  
PRIMARY SCHOOL



*every child  
every day*

## Our School Context

### EVERY CHILD EVERY DAY

Makybe Rise Primary School, catering for students Kindergarten through to Year 6, is located in the southern suburb of Baldivis in the South Metropolitan Region. Built in 2010, the school is a modern, state-of-the-art educational community.

At Makybe Rise Primary School we are committed to building a genuine sense of welcome and belonging. The school sits at the heart of the community providing vital social connections and support.

Makybe Rise's motto is 'every child every day' and this fundamental commitment underpins every facet of the school's identity, culture and practices. At Makybe Rise, every child practises being successful every day. Every child receives the academic and social support they need so that every day, every child experiences a strong sense of belonging, a confidence in their growing

capacity as a learner, and the lifelong success skills needed to embrace challenge and achieve their hopes and dreams.

Makybe Rise Primary School's three pillars reflect our commitment to explicit teaching and learning with an emphasis on academic excellence and social and emotional growth in a strong and safe school community:

1. **Academic and Instructional Excellence**
2. **Culture and Community**
3. **Leadership**



## **Makybe Rise uses the AVID system for school improvement.**

**We believe the best teachers are the best learners.**

We believe that if we hold both teachers and students accountable to the highest standards and provide them with the academic and social support that they need, then they will rise to the challenge. Every child deserves an education that brings them closer to opportunity by providing them with the skills and knowledge they need to make their own choices and determine their future.





At the heart of  
who we are...

## School Mission

At Makybe Rise Primary  
School, every child belongs;  
every child excels; and every  
child rises to challenge.

**We are all proud to be  
Makybe Risers.**

## School Beliefs

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

### We believe:

- > 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.





## 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.



# Self-Assessment and Review

## Makybe Rise PS Self-Assessment Cycle

The embedding of reflective self-assessment processes are a fundamental part of the planning and improvement cycle at Makybe Rise Primary School. Our self-assessment process involves a rigorous data-collection schedule and analysis that has a sustained focus on school improvement. We reflect on the Standard to advance our self-assessment and review processes, and to determine our impact.

## The Standard

**A Standard has been developed by the Department of Education. Based on the School Improvement & Accountability Framework, it assists schools in determining how effectively they create and sustain the conditions for student success through:**

- ❖ engaging relationships and partnerships
- ❖ a positive learning environment
- ❖ effective leadership
- ❖ quality teaching
- ❖ an analysis of student achievement and progress
- ❖ use of resources



## Makybe Rise PS alignment to the domains of the Standard

### Domain 1 Relationships and Partnerships

**Positive school climates, good relationships with communities and strong parent support are powerful influences in school success.** 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.

### Domain 2 Learning Environment

**Schools strive to establish a safe, positive and supportive learning environment for students and staff. They create programs to address student attendance, behaviour, engagement and retention and implement strategies to provide support for all students, particularly those at educational risk.** At Makybe Rise we believe that every child is capable of successful learning, and it is our responsibility to help them achieve it. 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, culturally responsive, inclusive, and promotes intellectual rigour. High priority is placed 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.

**School leaders facilitate organisational change and accountability. Clarity of vision and a reliable sense of direction are leadership traits which create confidence and trust in both staff and the wider school community.** At Makybe Rise, everyone is seen as a leader of themselves and others. We believe in building the capacity of our school community to work collaboratively, sharing in the decision-making processes, providing effective and continual professional learning and regular, targeted mentoring, coaching and feedback are the cornerstones of how we work together. We aim to engage expertise wherever it exists within the school rather than seeking this only through formal position or role. We believe that school-wide leadership is not a position, but a disposition.

Domain 3

**Leadership**

**Schools invest significantly in creating and sustaining the conditions under which quality teaching can prosper.** 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. 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.

Domain 4

**Teaching Quality**

**Communicating clearly about student progress, teachers can build parent confidence in their judgements about standards of achievement. While reassurance can be derived from the coherence of data analysis, equally telling information relating to student performance often comes from the insightful judgements teachers and support staff make from daily observations and school-based assessments.** At Makybe Rise, 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.

Domain 5

**Student Achievement & Progress**

**Schools manage resources in a targeted manner, maximising the learning outcomes for all students. Staff engage in systems and practices relating to financial and resource management by contributing to school-wide decision making.** Makybe Rise has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

Domain 6

**Use of Resources**

## Targets

### NAPLAN

- Increase the percentage of students in the top proficiency bands for all assessments compared with longitudinal and Like School data.
- Increase the percentage of students who make 'moderate to very high progress' (PP On entry- Year 3 NAPLAN; Year 3 - Year 5 NAPLAN), compared with longitudinal and Like Schools data.

### ATTENDANCE

- Maintain an Attendance Rate above that of Like Schools and all WA Public Schools.

### COMMUNITY SURVEYS

- Achieve a minimum score of 4.0 on the National School Opinion Survey questions for staff, parents and students.
- Achieve a minimum score of 4.0 on the Be You Survey domains for staff, parents and students





## Leading a Flourishing Learning Environment

We aim to build the leadership capacity of our school community to facilitate organisational change and growth, that is essential in maintaining a safe, positive, inclusive, culturally responsive, learning environment, that maximises impact on student learning and wellbeing.



### What we will see:

- > Positive school survey data that reflects a high performance-high care learning community culture.
- > Students who are active, curious learners, setting goals and seeking mastery in learning.
- > Students opting into school-based leadership roles.
- > Students engaged in school decision-making processes.
- > Parents accessing and engaging in workshops, resources to support the health and wellbeing of the whole family.
- > Staff taking the lead on implementing school initiatives.
- > Teachers completing Classroom Management Strategies (CMS) professional learning in their first years of teaching at Makybe Rise PS.
- > Lead teachers completing Instructional Strategies for Engagement (ISE) professional learning and Conference Accreditation Training (CAT).
- > Cross-curriculum priority: Aboriginal and Torres Strait Islander histories and cultures are reflected in year level planning documents.

### STRATEGIES

#### We will achieve our success through the following broad strategies:

- > Develop the leadership capacity of the Wellbeing Leadership Team to successfully implement the organisational wellbeing initiatives for staff, parents, and students.
- > Build capacity and increase opportunities for student leadership, voice, and agency.
- > Build capacity for teacher leadership through implementation of the Future Leaders Framework.
- > Implement school-wide the use of High Impact Engagement Strategies (HIES).
- > Develop guidelines and review processes for successful student transitioning for all year levels.
- > Intentionally prioritise through curriculum planning, an understanding and valuing of local Aboriginal histories, cultures, and languages.

## Leading a Flourishing Culture of Teaching & Learning Excellence

We aim to build the leadership capacity of our school community to sustain our culture of high expectations and high care, where collaboration, evidence-based, data-informed teaching practices flourish, and where all members of our community assume the shared ownership for the success of every child, every day.

### What we will see:

- > An increase in the number of Level 3 Classroom Teachers and Instructional Coaches.
- > Teachers implementing High Impact Teaching Strategies (HITS).
- > Teachers supporting teachers through peer coaching, observation & feedback.
- > Planning documents that are reflective of the Two-way Science Teaching & Learning cycle.
- > Teachers collaboratively analysing student achievement data to make evidence-based decisions on instructional practice.
- > Student assessment data that demonstrates both achievement and progress when compared to longitudinal and like school results.
- > Culturally responsive pedagogical practices that meet the learning needs of students from diverse cultures.
- > Opportunities for students to become citizen scientists, through hands-on environmental action that they can see has real world outcomes for their local environment and community.



### STRATEGIES

**We will achieve our success through the following broad strategies:**

- > Build upon the Makybe Rise PS Quality Teaching and Learning Framework
- > Integrate the cross-curriculum priorities: Aboriginal and Torres Strait Islander Histories and Cultures; and Sustainability, into existing curriculum planning documents.
- > Review the Makybe Rise Professional Learning Strategy to further enhance teacher confidence and competence in the use of evidence-based instructional practices.
- > Teachers use data and employ analytical and evaluative practices to review and implement a rigorous and targeted curriculum to effectively improve student achievement and progress.
- > Develop integrated culturally responsive learning programs that connect the WA Curriculum: Science to Aboriginal knowledges through Two-way learning.
- > Build teacher capacity to meet the needs of students with English as a Second Language/Dialect (EALD) through the use of progress maps & embedding the essential elements for effective EAL/D teaching.



## Leading a Culture of Flourishing Relationships and Partnerships

We aim to build the leadership capacity of our school community to foster and sustain respectful, positive, sustainable relationships and partnerships, garnering strong parent and community support for effective school governance, and student engagement, achievement and growth.



### What we will see:

- > Opportunities for Aboriginal families and community members to participate in Two-way Science planning and learning experiences.
- > An increase in the development of innovative partnerships that support improved student achievement and whole of community wellbeing.
- > Increased opportunities for families, students and community members to have meaningful roles in school decision-making.
- > Effective communication that is inclusive and involves information sharing and opportunities to learn from each other.
- > An increase in the number of families accessing resources and engaging in workshops that support the health and wellbeing of the whole family.
- > A School Board and P&C Association that works closely with families, staff and student leaders to have a positive impact on student outcomes and the learning environment.

### STRATEGIES

We will achieve our success through the following broad strategies:

- > Develop collaborative partnerships with families, local Aboriginal Elders and organisations to implement Two-way learning opportunities.
- > Review current whole-school processes and systems to co-develop guidelines: Working With our Community
- > Build on existing strategic partnerships to continue to be responsive to the academic and wellbeing needs of our school community, through the provision of access to experiences, support and intellectual and/or physical resources not available within the school.
- > Build capacity for parental leadership through a range of opportunities and support, with aim of facilitating community collective advocacy for student achievement and wellbeing.



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every day*



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