



MAKYBE RISE

PRIMARY SCHOOL

2021 Annual School Report



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.

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Principals' Report

It is with great pleasure that I present the Annual Report for Makybe Rise Primary School for 2021. This was the final year of our Building on Strength Business Plan. This Plan focused on the continuous improvement of our current exemplary practices through building high levels of leadership and wellbeing to ensure student success.

With the intentional development of leadership at the heart of our Business Plan, we embraced the opportunity to participate in the trial of the Future Leaders Framework (FLF) and to then share our experiences with other schools as the FLF was implemented system-wide. The implementation of the framework at Makybe Rise supported the identification of a group of high potential teacher leaders who have applied their leadership attributes and the capabilities, and contributed to the achievement of our school improvement priorities.

Our strategic focus on the development of leadership across our community extended to our student leaders. We responded to student feedback and intentionally provided multiple opportunities that encourage and develop student voice, agency and leadership. The number of student leadership positions was increased to reflect the diversity of our student leaders and their leadership interests.

Makybe Rise Primary School is well known for its genuine sense of community partnership and belonging, and in 2021, many of our traditional community events returned, and we came together throughout the year to celebrate our students' achievements at assemblies and our school Open Night. The parent members of our School Board and P&C are critical to our school governance system, and they have worked tirelessly on behalf of our school community. The Board met 8 times during the year, building on the effective leadership that has been developed over many years, and actively promoting our school vision throughout the wider community. The Board reviewed the achievements and progress of the school's priority areas and contributed to discussions about the direction of our new strategic plan for 2022-2024. Central to this plan is the continued focus on developing leadership capacity throughout our school to assist us in achieving our new 3-year targets.

We are very fortunate to have such an active and passionate P&C at Makybe. In 2021, they organised and led many events such as the Christmas Party, Movie Night, Breakfast Club, Colour Fun Run, discos, and dress-up days. Their ongoing fundraising efforts provided over \$36,000 to support our school. I would like to gratefully acknowledge the work of our P&C President – Mrs Jodeen Herbert, who has been a driving force in leading our P&C Association for the last 6 years. Under her leadership our P&C has built many partnerships that have benefited our school community, and she has organised a plethora of community events and fundraisers. As Jodeen steps down from her role in 2022, to commence her career in teaching, we warmly welcome Mrs Vanessa Meloy to the role. Vanessa has very capably held the role of P&C Vice President this year, and she is looking forward to organising a range of events in 2022.

At the heart of who we are at Makybe Rise PS is our mission to provide a positive school climate for our students where they can thrive emotionally, academically, and socially. We know that connectedness is a protective factor for children and when they feel a sense of belonging, they are more likely to engage in healthy behaviours, and be more successful academically. In 2021, we remained committed to engaging our staff, students, families, and the wider community as partners in supporting student learning and wellbeing, to achieve the Business Plan targets to increase the levels of wellbeing in our school community. Our partnership with Kwinana Early Years Services (KEYS), South Coastal Health & Community Services, Be You and YouthCARE has supported us in building community resilience and has increased the number of family support services and workshops that we provide for our school community.

This report celebrates the many highlights and achievements of the 2021 school year. It is a reflection of the deep commitment that our school community has to ensuring our students experience 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.



Karen Povey

Principal

School Board Chair Report

The Board of Makybe Rise Primary School is formed with the fundamental purpose of enabling parents and members of the community to engage with the principal and teachers at the school in a vital way to enhance the education provided by the school. While we have set Terms of Reference and are a key part of the governance structure of Makybe Rise as an Independent Public School, we also recognise that we're fortunate enough to have great working relationships between ourselves and with the staff.

After the unsettling and disruptive year that 2020 was, 2021 was a more stable year for Makybe Rise, as it was for much of our State. While we all hoped and wished for COVID to go away and watched as other countries were shaken by much heavier impacts than we could even imagine, many of our normal school activities were able to resume, allowing almost all our students and staff to return to those patterns and processes that we know and love. Classes operated normally, our children went to school and, as we could so clearly see on display at the Open Night, created fantastic work that brought smiles to all our faces.

As the work of the school went back to more normal operations, the work of the board was thankfully also more familiar. We held 8 meetings this year, reviewing the various teaching areas as the school completed the final year of this last business plan. Looking at those areas where we achieved what had been set out as goals, and areas for further improvement, the school then used that to inform the new business plan drafted for the 2022-2024 period.

One focus area of the school through 2021 was to increase how much the views of students were integrated into school activities, and so it was great to see all the students being engaged in discussion of key topics around the school. That in turn led to a real highlight of the year for the Board when we had Student Leaders attend our board meeting in May. The students got to ask questions about the role of the Board, as well as present to the Board on the responsibilities of each of the various roles – Media Specialists, Library Legends, Creative Journalists, Student Leaders, and Tribes Captains. The P&C were also represented at the same meeting, and so we got to have a fantastic conversation about the contributions and interactions of the Board, P&C, students, and school. Listening to the students and watching their engagement impressed us all. Having been to many assemblies and presentations throughout the year and seeing how fantastic all the children across our school are in their varied ways, I was thrilled to see how these students did a brilliant job of representing their peers.

In my role as Board Chair, it is always rewarding to attend the Year 6 Graduation. After years of seeing our children flourish and progress through the school, it is a proud moment to see them walk across the graduation stage, ready for the new challenges that secondary schooling brings. At the end of 2021, one of our Board members and Vice Chair, James Mandy saw his own child graduate which means he will be leaving the Board in 2022. James' contribution has been very much appreciated as he brought different perspectives and leveraged his professional experience to help the board develop a more rounded view of school processes. We're all disappointed to see him leave, wish him the best and thank him for everything that he did to help the board and the school.

It's a real pleasure to be a part of our board and to help contribute to the great operations of our school. I look forward to 2022 bringing chances to move beyond the restrictions of the last two years and for us to see what new opportunities lie ahead.



Nigel Herbert
SCHOOL BOARD CHAIR

P & C President Report

2021 has turned into another fantastic year at Makybe Rise P&C, after the disruptions of 2020. At the AGM, I announced that if elected to the role of President, this would be my final year on the P&C. Vanessa Meloy indicated an interest and stepped into the Vice President role, taking on Acting President in Term Two and working with me throughout the year. This has led to what we believe will be a smooth transition of leadership and I am extremely grateful to have worked alongside Vanessa and the whole 2021 P&C Team to achieve our goals this year.

Fundraising & Events: Our number 1 goal was to get back to doing what we love - running events for students and families that they enjoy, while also raising funds for the school, which we definitely achieved. 2021 saw the return of all our much loved activities to the community calendar, beginning the year with our fabulous easter raffle! Then it was straight into our Mothers Day stall, where we saw organisers support local businesses to supply the majority of the gifts on offer. This event, along with our Fathers Day stall, requires careful planning and organisation behind the scenes, as we run a cashless stall and work to minimise the impact to classrooms. In June, after 18 long months, the students of Makybe Rise rocked the dancefloor with the return of our much loved disco's. This was our most attended disco to date, and we were so happy to follow this up with a second disco in Term Four.

Rainbow clouds appeared in November, as students enjoyed our Colour Fun Run, which would not happen without the support of the school sports team. This year has also seen our quarterly Casual Dress Days and the introduction of a sustainable fundraiser, suggested by parents, which was a great success. Finally, we were able to see the return of our Christmas Party, which we moved to an afternoon timeslot, complete with the choir singing carols and a Christmas movie night. This was a fabulous event, complete with food trucks and a sea of glow sticks, as our students enjoyed running around in the dark, maybe more than watching the movie!

Contributions: This year we were able to fund the new Tribe Sports Carnival Tents (\$6000) to provide shelter to students. This allowed the school to divert funding to complete a feasibility study required for an application to fund solar panels. Working closely with the school can allow us to make the most of the funds we raise.

Fundraising with set goals in mind is always great, and this year saw us run an environmentally friendly pegs fundraiser, with funds going to the school's Sustainability Department for a new Native Garden (\$664) for students to use. We also ran this year's Colour Fun Run with the goal to provide additional funding to the planned Senior Playground (\$20 000).



The new Tribe Sports Carnival Tents

P & C President Report

2021 Contributions to Makybe Rise Primary School:

Quarterly Makybe Magic Morning Teas	\$1,200
Replacement of Tribe Marquees	\$6,000
Sunscreen for student use throughout the year	\$200
Performing Arts Equipment	\$1,025
Ipads for Student Services Department	\$2,530
2021 Annual Book Awards	\$925
2021 Pre-kindy Program	\$190
Year 3 German Event	\$335
Open Night raffle (purchase of school hats)	\$280
School resources (binding machine)	\$570
Senior Playground	\$20,000
Sustainability team for new Garden	\$664
Science Week consumables	\$500
Student services, Year 6 resources	\$1,500
Year 6 Election Sausage Sizzle	\$1,197

In addition to these contributions, the P&C provides additional monthly funding to maintain the Breakfast Club, along with donations from Foodbank and other local services. We are grateful to every family who supports our activities, as together we are able to support the students and staff of Makybe Rise Primary.

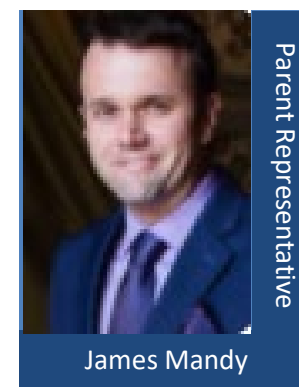
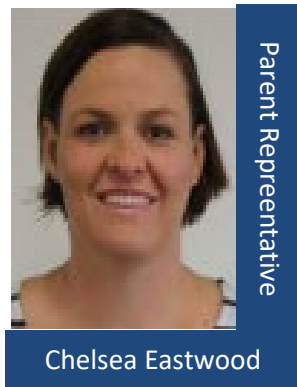
After 8 years volunteering for Makybe Rise P&C, as Secretary and then as President, there are a number of people I would like to thank. Firstly, thank you to all the P&C teams before me, who established the association and set the standards for support to our community. To parents who I have worked with either within the P&C Executive teams or our broader community during events, thank you for your support and dedication of time to making a difference in our school community. To the staff who continually support us, and of course provide such a fabulous education for our children. To our principal, Karen Povey, who has been such a fantastic support to the P&C through some challenging times and to our foundation principal Steph McDonald, for amazing mentorship to the P&C over the years. And most importantly, thank you to the beautiful children of Makybe Rise Primary School, it has been the utmost pleasure to be part of your community, seeing you enjoy our events as well as the resources we have been able to provide to the school. How very blessed we all are to be part of such a special community within our neighbourhood.



Jodeen Herbert
2021 Makybe Rise P&C President



Makybe Rise Primary School Board



Our School Context

2021 Enrolment Summary

	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
2021 Student Enrolments	99	98	92	113	111	103	128	118	862

Staffing Profile

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	4	3.6	0
Total Administration Staff	5	4.6	0
Teaching Staff			
Level 3 Teachers	4	2.6	0
Other Teaching Staff	49	40.5	0
Total Teaching Staff	53	43.1	0
School Support Staff			
Clerical / Administrative	7	5.3	0
Gardening /Maintenance	2	1.9	0
Other Non-Teaching Staff	26	17.4	0
Total School Support Staff	35	24.6	0
Total	88	67.7	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.

2021 Attendance Rate

	School	WA Public Schools
2018	93.8%	92.6%
2019	92.9%	91.6%
2020	93.7%	91.9%
2021	92.0%	91.0%

Our Building on Strength Business Plan 2019-2021

Makybe Rise Primary school has firmly established itself as a school of excellence in the Baldivis community. Makybe Rise PS has established, and is driving, a strong improvement agenda, across all learning areas, grounded in evidence from research and practice. We have set explicit, clear targets for improvement, and these are communicated in our *Building on Strength 2019-2021* Business Plan.

At the heart of our drive for continued improvement is the embedding of a 'high performance - high care' culture. Through our 2019-21 Business Plan, we have intentionally built on strength to achieve further teaching and learning excellence in every classroom. The strength of our school's collective efficacy will continue to ensure that Makybe Rise Primary School is a great place to work, learn, succeed and belong.

Our Priority Areas

Our *Building on Strength* Business Plan has 3 Priority Areas:

1. **Seek Excellence in School-Wide Leadership of Self and Others**
2. **Seek Excellence in a High-Performance, High-Care School Culture**
3. **Seek Excellence in Student Achievement**

Our Progress

At Makybe Rise PS, high priority is given to school-wide analysis and discussion of systematically collected data. Successful students are at the core of all school improvement initiatives. We reflect on and evaluate performance in academic and non-academic areas in order to plan for and enact improvement through a systematic, continuous and comprehensive school self-assessment and improvement cycle. This involves gathering and analysing data and other evidence to make judgments about the standards of student achievement and the effectiveness of school processes and operations.

1. Seek Excellence in School-Wide Leadership of Self and Others

At Makybe Rise PS, everyone is seen as a leader of themselves and others. We believe in building the capacity of our staff, students and parents through the on-going development of a school culture that nurtures a love of learning and consolidates and extends individual skills and abilities. Working 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.

Targets

- **Increase the number of staff participating in leadership development programs**
- **Increase the satisfaction rating on the National Student and Parent Opinion Surveys to 4.0 or above for the questions – 'my school takes student opinions seriously' and 'this school takes parents opinions seriously'**
- **School Board Effectiveness Survey data indicates effective Board leadership and promotion of the school vision**

All of the targets within this priority areas were achieved over the course of the 2019-2021 Business Plan.

Seek Excellence in School-Wide Leadership of Self and Others

Staff Leadership Development

Leadership attributes are not fixed, but can be developed over time with targeted professional learning experiences and the proper support. At Makybe Rise PS we offer a range of leadership development opportunities that develop our teachers' pedagogical knowledge as a foundation for leadership, as well as the interpersonal skills they will require to effectively lead our continuous improvement initiatives. Through the Makybe Rise Shared Leadership Model, leadership encompasses multiple sources of coaching, guidance and direction.

Over the course of this business plan, we have steadily increased the number of staff participating in leadership development programs.

Key Achievements

- ✓ A MRPS teacher selected for her teaching & learning expertise to undertake the role of **Curriculum Support Teacher** role. She developed, delivered & coordinated a range of professional learning opportunities to support the implementation of the new curriculum resource materials. She shared curriculum expertise & exemplary teaching & learning practice across schools, networks & professional learning communities.
- ✓ A teacher was selected by AVID Australia for her teaching & learning expertise to undertake the role of a WA AVID Coach. She developed, delivered & coordinated a range of face-to-face professional learning opportunities for teachers and school leaders in WA as well as online professional learning sessions for teachers & school leaders across the AVID Australia network of schools.
- ✓ Several teachers were selected by AVID Australia for their teaching & learning expertise to undertake the role of AVID Staff Developer. They developed & delivered professional learning to teachers in the Australian AVID network of schools using an online learning platform. Their expertise was also sought when face-to-face professional learning events in the Eastern States needed to move to an online platform.
- ✓ Several teachers were selected for their teaching & learning expertise to lead the Two-way Science Initiative when our school was invited to become a Project School for Two-way Science. The project team participated in professional learning and trialled the planning process and tools, and developed & implemented integrated planning units. They presented their trial projects at an online showcase, sharing the practice of a two-way Science school with other interested schools in WA. They provided practical examples & ideas that assist in building a local Two-way Science program.
- ✓ Our Aspire coaching program nurtures instructional leaders and develops our team of expert teachers. The program aims to accelerate teachers' instructional capacity through building their understanding and range of researched-based instructional strategies. In 2021, 6 teachers were selected to join the Aspire program to further develop their confidence & competence in the use of evidence-based strategies for student with learning difficulties & disabilities. These teachers are leading this work within their own collaborative teams.
- ✓ Two teachers from our senior year levels were selected to participate in a year-long program to improve students' reasoning and problem solving skills. Using a coaching approach they developed their own instructional practices and then shared their learning during a showcase event at the completion of the year.
- ✓ Our German teacher was invited to present at two German teacher conferences to share the effective use of evidence-based strategies in Language classes.

National School Opinion Survey: Staff

The 2020 staff survey results demonstrated positive satisfaction levels. The ratings indicated that staff believe that parents opinions matter and parents can speak to teachers about their concerns (4.6). They also rated highly the leadership throughout the school (4.7)

National School Opinion Survey: Students

Our 2020 student survey results demonstrate positive satisfaction levels from the surveyed students in Years 4-6. The satisfaction rating of 3.8 on the question – ‘This school takes student opinions seriously’, required further investigation. During a collaborative feedback session, led by year level teachers, students were able to articulate that overall they did feel their opinions matter and are valued. The lower ratings for some students were closely related to instances where their ideas had not been selected, or a belief that some students’ opinions were more valued than others.

Key Achievements

In 2021, we responded to student feedback and intentionally provided multiple opportunities that encourage and develop student voice, agency and leadership. The number of student leadership positions was increased to reflect the diversity of our student leaders and their leadership interests. The new positions in 2021 were the Library Legends & Creative Journalists. The Creative Journalists reported the news concerning both the school and the wider community. The students used their leadership skills, collaborating to research, interview, write, and edit, articles for the Makybe Rise newsletter. The Library Legends assisted in our Makybe library supporting the day- to-day operation of the library. They used their leadership skills to ensure it was a welcoming environment that fosters a love for books and reading. One Makybe Rise Student Leader represented the school as Junior Councillor on the City of Rockingham Council. Student leaders also attended the Dream to Lead conference, empowering them to actively participate in our school community through contributing to decision making processes and collectively influencing outcomes by putting forward their views, concerns and ideas.

Student leaders were each assigned to meet and represent classes from all year levels in the school, ensuring the opinions of students were considered in school decision-making, such as the design for the new playground. The student leaders met with the School Board and P&C members to share their leadership roles and to provide input on the organisation of school community events . They also continued to support and develop our successful student initiative - the Playground Champions. Student Leaders independently led the Playground Champions program. They were mentored & coached in the use of Restorative Practice to assist them in resolving low-level playground incidents. They also provided mentoring across the school for students who sometimes need support at break times.

In 2020, our Year 5 and 6 student leadership group engaged in a new initiative, The Leader In Me, an evidence-based program that introduces students to personal leadership. All students have the capacity to lead in their own lives and influence those around them by making positive choices. By developing well-rounded children who know their strengths, we help them to unleash their potential. Our Student Leadership team successfully worked with the Deputy Principal to develop their leadership skills in 2020.

Due to the success of this program, in 2021, all Year 6 students were given the opportunity to engage in the Leader in Me program. The program was led by the Year 6 teachers during a weekly Year 6 meeting. Students engaged in a series of workshops, deep discussions aimed at empowering them to be brave leaders and have a strong student voice. Student voice acknowledges that students have unique perspectives on learning, teaching, and schooling, and should have the opportunity to actively shape their own education.

Reading on the Rise was a new Makybe initiative that provided 1-1 reading opportunities for Year 1 students to develop their reading confidence. Reading on the Rise was a student-led initiative involving 18 senior school leaders. The leaders went to the Mary Davies library to learn how to assist students in the development of reading skills. They learnt how to read books, play games, make crafts, and sing songs to interest and engage the Year Ones in reading and learning. Every Wednesday morning, before school they ran 30-minute reading sessions in the school library. The sessions were well-attended and enjoyed by both the leaders and the Year One students.

For the first time this year, we asked for students in Year 5 and 6 to nominate for a role as a German Language Learner Leaders. The response was overwhelming, with over 50 students putting their name down. The roles included helping with the assembly and the German Small Day In, weekly delivery of a cuckoo clock and announcing the winning class on the school’s PA system, filming the Language Week video as well as filming the TAGWA film competition video.

Breakfast Club Gang assisted the P&C and School chaplaincy in the preparation and hosting of Breakfast Club for two mornings each week. This provided the students the opportunity to build their organisation

Makybe Rise was chosen as one of the first primary schools in W.A. to participate in the Olympics Unleashed Program. The Olympics Unleashed Program takes Olympians into Australian schools to inspire and motivate students to be their personal best. Students learnt about goal setting and how to write a SMART goal, as well as being resilient and overcoming difficulties.

Student Leadership

During the 2021 Student Success Week, we began a new tradition, warmly welcoming back some of our Makybe Rise Alumni to share their differing learning journeys through secondary and tertiary education. Year 5 and 6 students listened intently to our former students share how their time at Makybe had prepared them for high school and beyond. Following four different pathways and areas of passion, our former students were clear in their messages - be true to yourself, we are all unique, reach out and grab the opportunities that come your way, look after both yourself and others and finally, don't worry about high school - it will all be okay! They also shared how learning and using the AVID strategies has assisted them in their secondary and tertiary studies, particularly the organisational skills that have helped them prioritise and plan, and the note taking strategies that have helped them to study, complete assignments and prepare for exams.

Reading on the Rise – Buddy Reading



Reading on the Rise – Learning at the Mary Davies Library



Olympics Unleashed



Olympics Unleashed

Student Leadership Teams, 2021

Student Leadership Group

Mentor: Mel Garwood



Tribes Captains.

Mentors: Derryn Fernandez and Ryan Kayser



Creative Journalists

Mentor: Jennifer Maisano



Student Leadership Teams, 2021

Media Specialists

Mentor: Kylie Harman



Library Legends

Mentor: Kylee Thomas (not shown)



Junior Councillor on the City of Rockingham Council

Mentor: Mel Garwood (not shown)



Seek Excellence in School-Wide Leadership of Self and Others

National School Opinion Survey: Parents

Our 2020 parent survey results demonstrate a satisfaction rating of 4.1 on the question – ‘this school takes parent opinions seriously’. In 2021, we will continued to build capacity for parental leadership through a variety of opportunities and support, with the aim of facilitating community collective advocacy.

Parent Leadership

2021 was a year that saw our school community pull together to support our students in their learning. The leadership of our parent community supported by our incredible teachers, allowed us to seamlessly return to the regular classroom routines and annual events that we all look forward to throughout the year. As our students continued with their learning programs, we welcomed our parent volunteers back into our classrooms and provided many opportunities for families to re-engage in our programs that ensure smooth transitions for our students starting school for the first time or moving on to their secondary education.

Many of our traditional community events returned, and we came together throughout the year to celebrate our students’ achievements at assemblies and our school Open Night. Our School Board and the P&C returned to normal operations, as representatives of our parent body. The Board met 8 times during the year and continued to provide strong school governance, building on the effective leadership that has been developed over many years, and actively promoting our school vision throughout the wider community. The Board reviewed the achievements and progress of the school’s priority areas and contributed to discussions about the direction of our new strategic plan for 2022-2024. Central to this plan is the continued focus on developing leadership capacity throughout our school to assist us in achieving our new 3-year targets.

Our school campus was brimming with excitement and joy as we celebrated one of our most loved annual, community events, the Colour Fun Run. This event would not be possible without the incredible leadership and support provided by our P&C volunteers and all the families who come along to support the day. Students thoroughly enjoyed the event and the parent support. They looked amazing in their coloured headbands and shades, and there were plenty of smiles on everyone’s faces.

Another big community event for 2021 was the Makybe Rise PS School Board and P&C Christmas Party. This fabulous joint, parent-led event was a hit with the whole school community, with face painting, market stalls, bouncy castle, magician, obstacle course and critters up close during the day. In the evening, there were carols led by the Makybe Choir, followed by ‘The Grinch’ movie on the big outdoor screen. This was a free event sponsored by the P&C and widely attended by families. With food vans onsite, the oval was a sea of picnic rugs well into the evening.

School Discos returned in 2021, thanks to the superb organisation of the P&C! Students from Kindy to Year 6 turned out in their hundreds and hit the dancefloor, to celebrate the return of this annual favourite event.

The P&C in conjunction with the school chaplaincy, and with the support of our student Breakfast Club Gang, led the highly successful Breakfast Club. The program ran every Tuesday and Thursday morning, with the majority of the food supplied through the Foodbank School Breakfast Program, plus P&C and personal donations. The leadership of this program ensures that every Makybe student can start their day by enjoying breakfast and connecting with their peers.

Our long-standing P&C President, Jodeen Herbert spent the year mentoring Vice President Vanessa Meloy to ensure a smooth transition of leadership by the end of the year. After eight years in the position Jodeen is stepping away to follow her new career as a teacher! We are very fortunate to have Vanessa stepping up into the role, she brings both passion and expertise to the position.

In 2021, we put out an expression of interest to parents who were interested in participating in our Be You Action Team. We welcomed several parents who are passionate about wellbeing and they worked with our staff members to analyse our school Be You data and to provide input into our wellbeing initiatives.

Seek Excellence in School-Wide Leadership of Self and Others

AVID Commit to Student Success Week - #BeTogetherRiseTogether

Term 3, 2021 came to a fantastic close as our Makybe students celebrated their achievements and talents in the annual AVID Commit to Student Success Week. The theme for this year was #BeTogetherRiseTogether. The hashtag was created by our thoughtful students in Room 36. This theme is demonstrated through many aspects of daily life at Makybe Rise. Across our school, students work collaboratively to support each others' learning and strive for everyone to experience success. Sharing ideas, giving and receiving feedback, setting goals and working together on tasks are just some of the ways we demonstrate #BeTogetherRiseTogether.

Maths Fact Challenge and Spelling Bee - We commenced Student Success Week with our annual Maths Fact Challenge and Spelling Bee. Our Maths finalists faced challenging rounds of mathematical thinking and problem-solving as well as maths facts and our spelling champs were placed under time pressure in the quick spell rounds. It was incredible to watch our finalists rise to the challenge and to see our audience celebrating and supporting all our amazing participants.

Spelling Bee



Maths Fact Challenge



Career Dress Up Day - There were many smiling faces entering school, with staff and students wearing their costumes for the P&C Career Dress Up Day. The day gave everyone the opportunity to consider their future career aspirations. Students discussed that there will be careers and jobs in the future that we haven't even thought of yet!



Fully SIC Performance Festival - Staff, students and invited guests all came together, to loudly cheer on the students performing in the much-anticipated Makybe Rise Fully SIC Performance Festival. After a long process of auditions, rehearsals, adapting to feedback and a close vote in the semi-final, our finalists for the Fully Sic festival had their final chance to share their talents. The school choir and our wonderful instrumental music students delivered a highly entertaining concert to make the occasion a celebration of talents. When students were interviewed after their performance the same message came through, that it takes dedication, practice and bouncing back from mistakes to make them better performers. After counting over 800 votes in each of the finals, the winner was Patrick.



Seek Excellence in School-Wide Leadership of Self and Others

AVID Commit to Student Success Week (cont.)

Real Life Maths - In partnership with Alcoa and Scitech, a group of Year 3 & 5 teachers began working on strategies to provide highly engaging and challenging mathematics projects. This work culminated in an inspiring maths event for students and their families. So many families showed up and over 90 minutes our energetic teams solved challenging math's problems and puzzles to receive clues and finally solve the math's mystery.

Open Night -On Thursday our parents and community were able to enjoy our amazing Open Night. There was excitement and anticipation in the air as students prepared for class visits. Through out the afternoon visitors were wowed by classroom and learning area displays that demonstrated student learning and the way our AVID student success skills have such a positive impact on the progress and achievement of our learners. Everyone enjoyed the fantastic classroom displays, sports demonstrations, the Art on the Rise exhibition and local community kiosks for K.E.Y.S and YouthCare. Our School Board members were invited to visit every classroom to provide positive feedback on the student work displayed. They were impressed with the quality of work presented and left a large certificate with their positive comments for students to read with their teachers.

Sporting Clubs -We are currently looking at new ways to engage our students and provide more community links with our local sporting clubs and associations. We collect data based on student's engagement and participation in sport outside of school. In 2020 our percentage of students who do not participate in sport outside of school increased from 29% to 49%. As part of Open Night 2021, Makybe was fortunate enough to host a range of local community sporting clubs on the oval. These clubs included Toxic Cheerleading, Baldivis District Soccer Club, Baldivis District Netball Club, Rockingham Redbacks Hockey Club, Rockingham Raptors Tee-ball Club and Baldivis White Knights Cricket Club. It was wonderful to see such a large number of students trying out the different activities that these local clubs had on offer. To support the initiative of having students engage, or reengage, with community sport, a Makybe Rise Sports Directory has been developed. This directory will continuously be added to with the details of local community sporting clubs that students can become involved with.

Art on the Rise -The artistic talents of our students were also celebrated in the Art on the Rise event when the undercover area became a colourful gallery during the 2021 Student Success Week. This exhibition showcased the talents and creativity of all our students from Pre-Primary to Year 6. There were over 800 full scale work samples, 135 framed original artworks, 30 clay pinch pot creatures from our Art Extension Class and all the entries from Term 2's Photography Competition. During Term 3, 32 selected Year 6 students participated in the Art Extension program. Students were chosen based on attitude, skill and creativity. Students researched and then created a pinch pot clay creature. It was fantastic to see the joy on students' faces as their proud parents saw their amazing work on display. The Art Extension Class clay creatures were a big hit with all ages and parents. Our students' amazing artwork is on display in our Front Office, with changing displays throughout the year.



Art on the Rise Gallery Walk

Seek Excellence in Student Achievement

Makybe Rise Primary School has a high performing education culture that fares well on national NAPLAN comparisons. This has been achieved in large part through the efforts of highly skilled and motivated teachers and school leaders, in partnership with our families. Our vision is to make sure every child becomes a successful learner and achieves excellent outcomes, allowing them to pursue their chosen pathways.

We will achieve our success through the deepening of pedagogical expertise and through increasing staff capacity to lead teaching and learning that has a positive impact on student outcomes.

Managing performance, providing effective and continual professional learning and regular, targeted mentoring, coaching and feedback are the cornerstones of how we work together at Makybe Rise Primary School. Mentoring and coaching is an important part of our leadership preparation.

Targets for this priority area are based on NAPLAN achievement and progress data. In 2020, students across Australia did not sit NAPLAN due to COVID-19 pandemic. Results from 2021 are shared below as an indication of how we have met our targets.

Mathematics 2019- 2021 Business Plan Targets

TARGET 1: IMPROVE THE PERCENTAGE OF YEAR 3 AND YEAR 5 STUDENTS IN THE TOP THREE PROFICIENCY BANDS FOR NUMERACY BY 2021 RELATIVE TO THE 2018 DATA.

Percentage of Year 3 Students in each Proficiency Band

Band	NAPLAN Score Range	Year 3 Numeracy								
		School			Like Schools			WA Public Schools		
		2018	2019	2021	2018	2019	2021	2018	2019	2021
6 to 10	478 & Above	19%	11%	9%	12%	12%	12%	14%	14%	13%
5	426 - 477	27%	21%	16%	23%	21%	21%	22%	22%	19%
4	374 - 425	27%	32%	31%	31%	31%	29%	27%	27%	28%
3	322 - 373	16%	25%	36%	19%	21%	24%	21%	20%	22%
2	270 - 321	9%	10%	7%	12%	12%	11%	11%	12%	13%
1	Up to 269	2%	0%	1%	2%	3%	3%	5%	6%	5%

The percentage of Year 3 students in Bands 6 to 10 decreased from 19% in 2018 to 9% in 2021.

The percentage of Year 5 students in Bands 8 to 10 increased from 3% in 201 to 5% achieved in 2021

Percentage of Year 5 Students in each Proficiency Band

Band	NAPLAN Score Range	Year 5 Numeracy								
		School			Like Schools			WA Public Schools		
		2018	2019	2021	2018	2019	2021	2018	2019	2021
8 to 10	582 & Above	3%	5%	5%	4%	5%	6%	7%	7%	8%
7	530 - 581	16%	20%	12%	15%	17%	19%	16%	16%	18%
6	478 - 529	28%	31%	33%	30%	33%	33%	29%	29%	28%
5	426 - 477	38%	30%	40%	34%	30%	28%	28%	28%	26%
4	374 - 425	11%	13%	8%	12%	12%	11%	14%	13%	13%
1 to 3	Up to 373	4%	2%	2%	3%	4%	3%	6%	6%	6%

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

TARGET 2: PERFORMANCE OF YEAR 3 STUDENTS TESTED IN 2019 WILL EXCEED THEIR RELATIVE ACHIEVEMENT WHEN TESTED AGAIN IN YEAR 5 (2021).

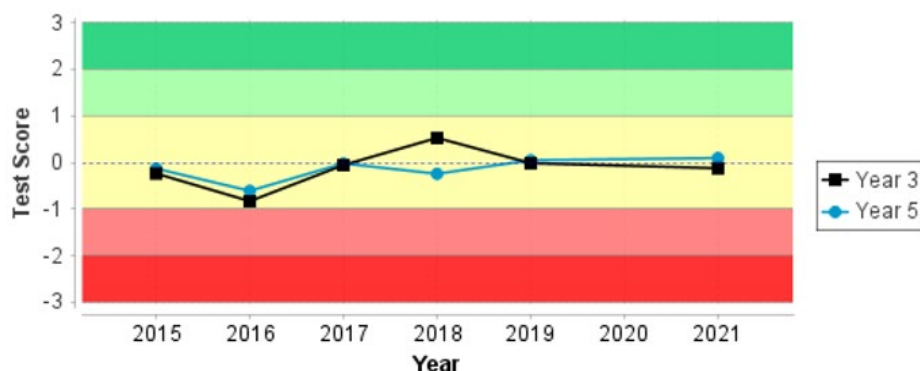
In 2021, Numeracy results for Year 3 & 5 were within the expected range. In 2019, the Year 3 students achieved at the expected line for Numeracy. As Year 5 students, this cohort improved to 0.1 standard deviation above the expected line for Numeracy.

NAPLAN Comparative Performance for Numeracy

Numeracy	Performance					Students				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
Year 3	-0.8	-0.1	0.5	-0.0	-0.1	106	143	126	126	109
Year 5	-0.6	-0.0	-0.2	0.0	0.1	101	118	102	131	123

1	Above Expected - more than one standard deviation above the predicted school
2	Expected - within one standard deviation of the predicted school mean
3	Below Expected - more than one standard deviation below the predicted school mean
	If blank, then no data available or number of students is less than 6

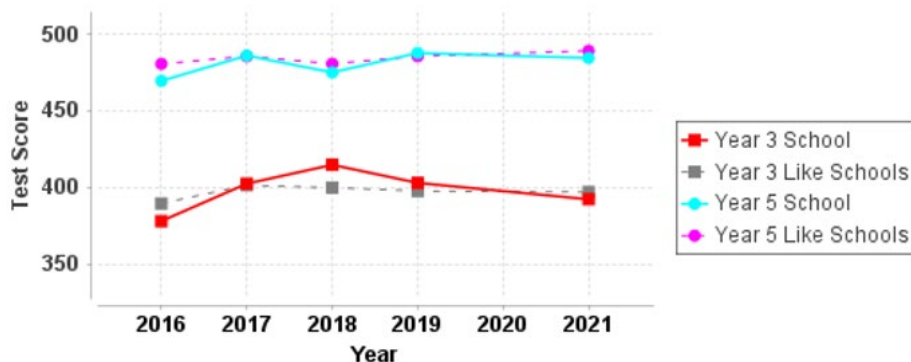
Numeracy Performance



TARGET 3: IMPROVE THE YEAR 3 AND YEAR 5 TREND LINES IN NUMERACY BY 2021 RELATIVE TO THE 2018 DATA.

For Year 3, achievement decreased from 0.5 above the expected line in 2018 to 0.1 below the expected line in 2021. For Year 5 achievement increased from 0.2 below the expected line in 2018 to 0.1 above the expected line in 2021. The average achievement results in Numeracy were comparable to like schools.

Average Numeracy Score



Instructional & Academic Excellence

- The Mathematics Leadership Team reviewed the Student Performance Data Collection Schedule throughout 2021. As a result, they introduced Progressive Achievement Test (PAT) Maths online assessment to diagnose starting points and monitor student achievement and year on year growth for Pre Primary to Year 6.
- PAT Maths targets were set utilising the norm referenced samples from ACER. They show the mean scale score and band benchmark for the end of each year group. The green shading indicates the year levels that met the expected benchmark mean scale score and band benchmark this year. Year One students demonstrated considerably higher achievement above the benchmark. Year Five students were just below the benchmark scale score and Year Six students 1.5 points below their benchmark mean.

PAT Maths Benchmark Attainment 2021

Year Level	Benchmark Mean Scale Score	Band benchmark	Mean scale score in 2021
PP	92.4	Band 4 (85-94)	86
Year 1	93.2	Band 4 (85-94)	101.4
Year 2	103	Band 5 (95-104)	107
Year 3	110.9	Band 6 (105-114)	111.8
Year 4	117.4	Band 7 (115-124)	117.5
Year 5	122.7	Band 7 (115-124)	122.2
Year 6	127	Band 8 (125-134)	125.5

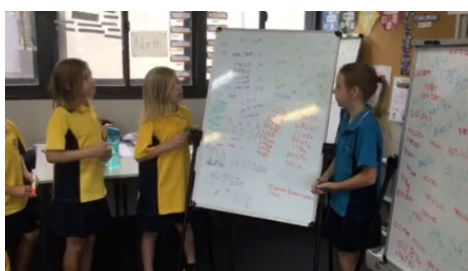
- All year levels utilising pre and post assessments for mathematical concepts.
- Continued use of Origo resources for teaching, learning and assessment.
- Year level teams collaborated to use pre-assessments to utilise flexible groups to support student progress at the point of need.
- Flexible groups to support pre and post assessment of the Westwood data for basic facts.
- 2 teachers participated in Alcoa Champions of Maths program and implemented new learning within their classroom and year levels.
- 6 teachers participated in Alcoa Real World Maths program and utilised integrated planning to provide real world experiences for students in Year 3 and Year 5.
- Mathematics Leadership team attended practical training for PAT Mathematics in order to lead and support year level cohorts to use PAT data to improve teaching, learning and planning.
- Mathematics leaders lead peer training to discuss 2021 data at class and year level.
- Numeracy intervention groups catered for multiple year groups and progress monitored through Numeracy Intervention tracking forms and shared through SLPs.
- 6 teachers attended AVID Summer Institute Primary Mathematics strand to improve understanding of mathematical discourse and collaboration.

School Numeracy-Related Events

- Student Success Week Maths Fact challenge.
- Maths Mystery afternoon for over 60 parents and 60 students. Students and parents worked together to solve mathematical challenges. Parents were provided with kits to support mathematics in the home and share current mathematics curriculum



Maths Mystery Student-Parent Event



English 2019 – 2021 Business Plan Targets

TARGET 1: Improve the percentage of Year 3 and 5 students in the top proficiency bands for Writing by 2021, relative to 2018 data.

In 2018, 8% of Year 3 students achieved Band 6 to 10. In 2021, 12% achieved in this band range.

In 2018, 6% of Year 5 students achieved Band 8 to 10. In 2021, 2% achieved in this band range.

Percentage of Year 3 Students in each Proficiency Band

Band	NAPLAN Score Range	Year 3 Writing								
		School			Like Schools			WA Public Schools		
		2018	2019	2021	2018	2019	2021	2018	2019	2021
6 to 10	478 & Above	8%	10%	12%	6%	13%	17%	11%	14%	19%
5	426 - 477	35%	37%	43%	33%	37%	38%	27%	32%	37%
4	374 - 425	24%	33%	31%	28%	32%	28%	29%	31%	25%
3	322 - 373	23%	13%	8%	23%	12%	11%	18%	12%	10%
2	270 - 321	7%	6%	4%	7%	4%	4%	8%	6%	5%
1	Up to 269	3%	2%	2%	4%	2%	3%	8%	4%	3%

Percentage of Year 5 Students in each Proficiency Band

Band	NAPLAN Score Range	Year 5 Writing								
		School			Like Schools			WA Public Schools		
		2018	2019	2021	2018	2019	2021	2018	2019	2021
8 to 10	582 & Above	6%	4%	2%	2%	4%	4%	3%	3%	6%
7	530 - 581	10%	11%	18%	7%	9%	11%	10%	12%	15%
6	478 - 529	33%	29%	41%	22%	30%	36%	27%	28%	31%
5	426 - 477	36%	43%	30%	45%	34%	32%	31%	32%	28%
4	374 - 425	12%	11%	6%	11%	17%	12%	17%	16%	12%
1 to 3	Up to 373	5%	2%	3%	12%	6%	4%	13%	9%	8%

	Above National Minimum Standard
	At National Minimum Standard
	Below National Minimum Standard

TARGET 2: Performance of Year 3 students tested in 2019 will exceed their relative achievement in all areas when tested again in Year 5 (2021)

The Year 5 student cohort of 2021, exceeded their relative achievement in all areas when compared to their Year 3 performance. As a cohort they scored within the expected or above the expected range across all areas assessed.

NAPLAN Comparative Performance for Year 3

Year 3	Performance					Students				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
Numeracy	-0.8	-0.1	0.5	-0.0	-0.1	106	143	126	126	109
Reading	-0.2	0.1	0.0	0.2	-0.3	104	144	127	125	106
Writing	0.5	0.5	0.1	-0.1	0.1	105	143	127	126	108
Spelling	0.3	-0.2	0.3	0.2	-0.0	105	143	126	124	106
Grammar & Punctuation	0.2	0.3	-0.1	-0.5	-0.3	105	143	126	124	106

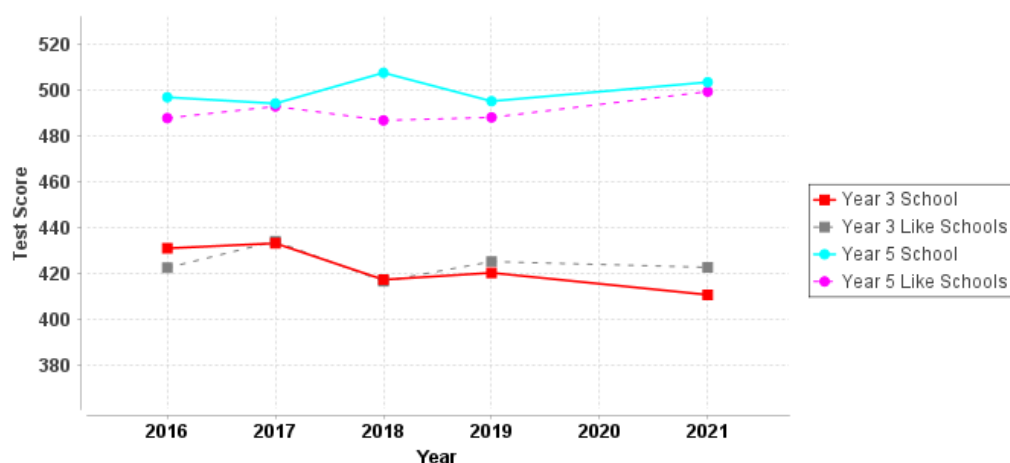
NAPLAN Comparative Performance for Year 5

Year 5	Performance					Students				
	2016	2017	2018	2019	2021	2016	2017	2018	2019	2021
Numeracy	-0.6	-0.0	-0.2	0.0	0.1	101	118	102	131	123
Reading	0.0	-0.0	0.3	0.5	0.6	101	121	101	132	122
Writing	-0.2	0.6	0.8	0.2	0.8	101	121	104	132	122
Spelling	-0.2	0.1	0.1	-0.6	0.7	101	121	101	131	122
Grammar & Punctuation	-0.2	0.3	0.3	0.1	1.1	101	121	101	131	122

TARGET 3: Improve the Year 3 trend line for Grammar & Punctuation by 2021 relative to 2018.

The trend line for Year 3 Grammar & Punctuation remained within the expected range but decreased from 2018-2021.

Average Grammar & Punctuation Score



2021 Achievements & Highlights

Instructional & Academic Excellence

- Teachers completed training in the **Hegerty Phonemic Awareness Program** through Dyslexia-Speld Foundation and the program was implemented throughout all K-2 classes. Teachers reported that this had a positive impact on student skill development that was evident in the school-based data collection & analysis.
- The **Spelling Working Party** met several times throughout the year to develop a cohesive set of planning documents, scope and sequences and resources to support Spelling instruction in classrooms.
- **Reading Progress in Microsoft TEAMS** was trialled in a Year 4 class to monitor students' reading fluency and accuracy. This also provided the opportunity for students to track their progress through repeated readings of texts leading to improvements in fluency rates.
- Two staff attended professional learning in writing- **7 Steps to Writing Success**. The school purchased these resources. Two teachers successfully developed and trialled, targeted programs to develop student writing skills when constructing narratives and informational texts.
- The use of **Brightpath** to track student writing development was extended and was used from PP to Year 6. Representatives from the English Leadership Team liaised with their year level colleagues to use the collected data to set writing targets for 2022. One representative from the English Leadership Team was trained as a Certified Lead Marker (Brightpath). Brightpath workshops were conducted to build teacher capacity throughout the year and writing moderation sessions were held.
- A representative from the English Leadership Team began work on the design of an assessment to track decoding and segmenting across Years 2 and 3, ensuring teachers have detailed information about how students are progressing with the foundation skills for reading to inform their planning and teaching. This work will be completed in 2022.
- **Progressive Achievement Test (PAT) - Reading** was introduced to the English Assessment Schedule this year. All students from PP to Year 6 were tested in Term 4. This data was used by each classroom teacher on our School Development Day, to profile their students in their 2022 classes, providing starting points for targeted planning and teaching in 2022.
- The school ran a **Pre-Kindy Program** in Semester 2. This had a focus on developing oral language and was highly rated by the large number of parents who attended the program. Parents felt confident in using the resources and information at home. Engaging parents in this supportive school setting provided an opportunity for them to ask many questions about using the resources at home to promote their child's school readiness. Early intervention in oral language has long term benefits to a child's literacy development and parents can make a significant difference when this is promoted in the home.
- A working party, consisting of teachers from K-2, completed their work on the K-2: *Developing Oral Language in the Classroom* document and this was shared with teachers to highlight the explicit strategies that are embedded in planning to improve oral language in the early years.

School Literacy- Related Events

- Local author, Monique Taylor, visited our Library to share her writing with our students.
- The annual Book Fair was a huge success again this year.



- The Makybe Book Parade was held during the CBCA Book Week. This year's theme of Old World, New Worlds, Other Worlds was appreciated by all.



- Reading on the Rise, a reading mentoring program open to our Year 1 students, was a resounding success. Selected senior students met before school once a week with their reading buddy.





German Language Key Achievements

At Makybe Rise we celebrate the diversity of our community. During Languages Week, to recognise and celebrate the different cultures and languages we have in the community, the Year 5 and 6 German Language Student Leaders created a movie of students and staff, speaking in their background language.

This year was a busy year for Makybe Rise students who wanted to enter language competitions. We successfully entered three new competitions, MLTAWA's *Side-by Side* competition and TAGWA's *Poetry* competition as well as TAGWA's *Let me show you my school* film competition, as well as entering MLTAWA's Let me Tell You a Story competition

The poetry competition with the theme, Me and my World, was run in every class and one winner from each class and each year group was chosen. The winners were invited to celebrate with some German food and games.

The two MLTAWA competitions are highly competitive events, and Makybe students placed first in the Junior and Senior category as well as third in the senior category for the *Let Me Tell You a Story*. For the first time, Makybe students placed first in the *Side-by Side* competition, winning a trophy for the school.

Our annual German Small Day In was another great success with all Year 3 students enjoying themselves while engaging in learning and practicing their language skills. The event was run by German Language Student Leaders who prepared and practised throughout Term 3. A big thanks to the P&C for supporting the event with extra funding, making it possible for every student to participate.



Performing and Visual Arts Key Achievements

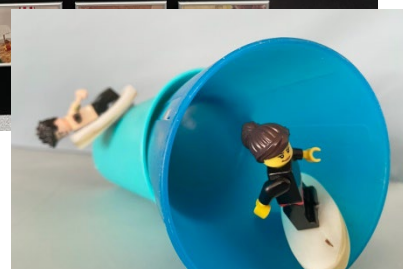
The Makybe Rising Stars performed at the Western Australian Government Schools Music Society concert series on Friday the 3rd of September at the Mandurah Performing Arts Centre. The choir, comprising of Year 3- 6 students, performed songs from The Greatest Showman soundtrack. The girls showed their talent in our opening song "The Greatest Show", with their tumbling routines. It was amazing to see all of their hard work come to life on the big stage!

At the Fully Sic grand final, our gifted IMSS students performed. We saw the talents of the Year 5 and 6 guitar, flute, brass and clarinet students as they took to the stage to show the musical pieces they had been learning in their lessons. The Makybe Rising Stars Choir also had the opportunity to perform their WAGSMS songs to the school.

In Term 4, the Christmas Choir (year 1-6 students) performed for our school community at the P&C/School Board Makybe Rise Christmas Party and Movie Night. Also in Term 4, the Graduation Choir comprising of year 5 and 6 students only, performed a song to farewell the students at the Makybe Year 6 Graduation ceremony.

Photography Competition

This year we held a photography competition that was focused on the creative works of Japanese artist Tatsuya Tanaka. His photos are based around using everyday items and miniature figurines to create fun scenes that tell a story. Students from years 3-6 used figurines, Lego people, dolls, small toys and even pets. Students were able to submit two photos. A student from each year level was chosen as a winner. All entries were framed for Open Night.



Seek Excellence in a High-Performance, High-Care School Culture

Our staff are at the forefront of learning at Makybe Rise. Students thrive when staff thrive. A great education starts with capable, confident, committed and passionate staff. Healthy staff are central to creating a positive classroom climate for student learning. If school staff understand how to look after their own health and wellbeing, they are then better placed to be wellbeing leaders of their students. An essential element in the 2019-21 Business Plan is to develop a whole-school approach to high performance through high care.

The *High Performance through High Care* Strategy will assist with the achievement of two key elements of the Business Plan— a positive climate for learning and for professional leadership. The Strategy recognises staff health and wellbeing as a fundamental enabler for success.

Targets

- A minimum of 21 staff will have completed the *Thrive Organisational Wellbeing Emerging Leaders Program*
- Improved staff data in the wellbeing domains of *Recovery and Workplace Values*, compared to healthy population data
- Increase in partnerships to support and improve student & parental wellbeing
- Increase in satisfaction rating to above 4.0 on the student National School Opinion Survey for the question, 'I can talk to my teachers about my concerns'.

All of the targets within this priority areas were achieved over the course of the 2019-2021 Business Plan.

Staff Wellbeing

Makybe Rise Primary School *High Performance through High Care* approach focuses on organisational wellbeing initiatives which enable teachers to sustain and enhance their wellbeing, and, in turn, positively impact on the quality of their teaching. Teacher wellbeing contributes to a positive school culture that maximises teaching and learning outcomes. The Makybe Rise Primary School *High Performance through High Care* approach promotes revitalisation, motivation, energy and teacher self-efficacy to produce positive outcomes not only for individual teachers, but also at the classroom and community level. Initiatives established and maintained over the past several years have maintained a focus on staff wellbeing.

- ✓ A total of 21 staff members successfully engaged in coaching via the Thrive Organisational Wellbeing Emerging Leaders Program. Staff feedback indicates an increase in overall wellbeing through the implementation of effective wellbeing strategies.
- ✓ Leaders from the program are now supporting School Wellness initiatives for staff, students and parents as part of Phase 2 of the *High Performance through High Care* approach.
- ✓ Wellness Leaders supported and encouraged staff members to participate in education and activities that aim to improve their overall health and wellbeing.
- ✓ Wellness Leaders regularly published the Wellness on the Rise, staff wellness newsletter
- ✓ In 2020 and 2021, all staff had the opportunity to engage in a series of workshops hosted by *Thrive Organisational Wellbeing*.
- ✓ As a population there are some good indicators that the Wellness of Makybe Rise staff continues to improve when compared to both the 2018 and 2019 Staff Wellbeing Survey results.
- ✓ Reflecting on our 2018-2021 Staff Wellness Survey longitudinal data, there is a noticeable improvement across all domains of staff wellbeing and wellness.
- ✓ Wellness Leaders worked in partnership with Healthier Workplaces WA to ensure we improve the lifestyle, health and productivity of all staff resulting in Makybe Rise receiving a Healthy Workplace Gold rating.

Seek Excellence in a High-Performance, High-Care School Culture

Student Wellbeing

The wellbeing of children and young people is enhanced and their learning outcomes optimised when they feel connected to others and experience safe and trusting relationships. Students who feel connected, safe and secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. At Makybe Rise we provide our students with a range of evidence-based, social-emotional programs to ensure every child experiences a strong sense of belonging. As part of our *High Performance though High Care* strategy we increased/built and sustained partnerships with external agencies to develop the expertise to support student and parental wellbeing, particularly in areas associated with anxiety and resilience. This was part of our target to successfully increase partnerships to support and improve student and parental wellbeing.

National School Opinion Survey: Students

Our 2020, student *National School Opinion Survey* results demonstrate positive satisfaction levels from the surveyed students in Years 4-6. The satisfaction rating of 3.9 on the question – ‘I can talk to my teachers about my concerns’, required further investigation. During a collaborative feedback session, led by year level teachers, students were able to articulate that sometimes there are other staff in the school that they talk to about their concerns, it is not always their teachers. We collected additional data in 2021 via our Student Be You Survey. Importantly, this data confirms that students know who they can speak to if they have a concern.

2021 Be You Student Survey Data

Domain Four- Early Support	2021
Overall Average Domain Score (out of 5)	4.1
I know who to talk to at school if I have a problem that I need help with.	4.3
My teacher looks out for me and checks in with me when I am feeling sad or upset.	4.2
If I was worried about a friend who was sad or upset, I'd know what to do, or who to ask, to help them.	4.3

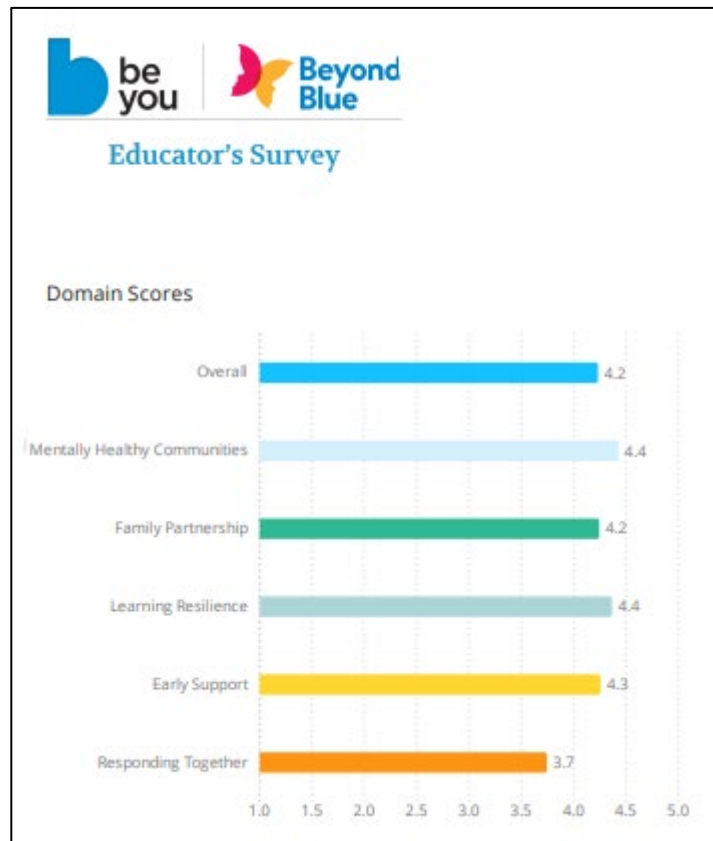
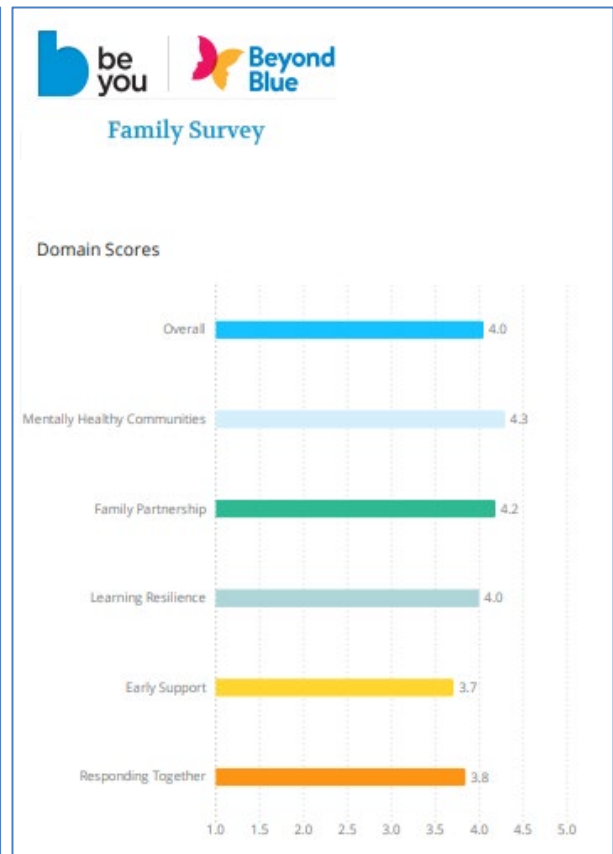
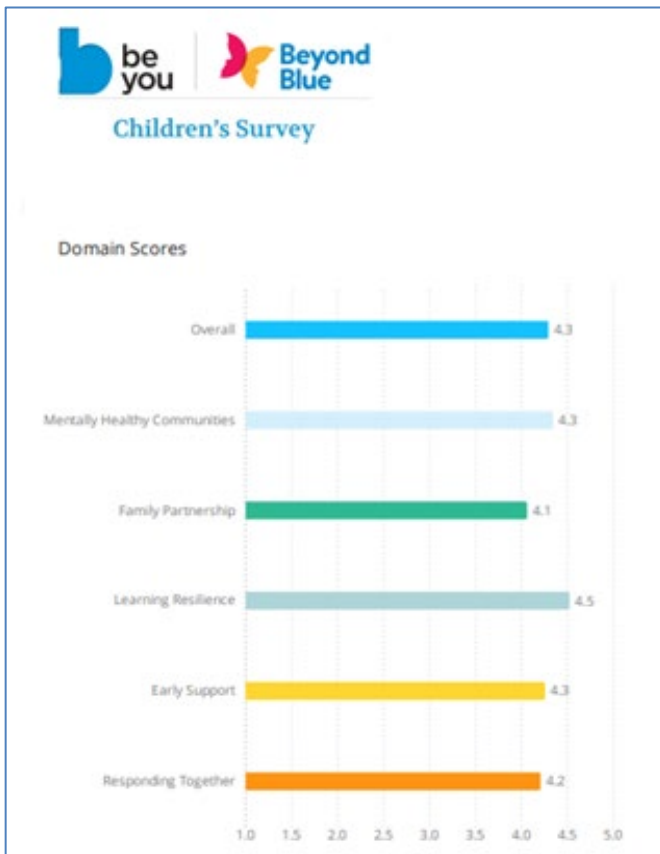
Domain Five- Responding Together	2021
Overall Average Domain Score (out of 5)	4.0
I trust my school will help me if something upsetting happens to me, my friends, or my family.	4.0

Over recent years, and in line with wider Australian community trends, we have seen an increase in concerns for the mental health of our students from School Chaplain and Student Services data. In 2020, we developed a partnership with Be You, a national mental health initiative for educators which aims to promote and protect positive mental health in children and young people. Be You empowers educators to foster the mental health of those in their care as well as help educators to look after their own mental health and wellbeing.

As we began our Be You journey it was important to survey our whole school community to gather information about how we are meeting mental health and wellbeing needs. A mentally healthy learning community supports children to experience positive mental health and wellbeing, and it is important that educators are equipped with knowledge, skills and resources to respond appropriately and effectively.

In partnership with our school's Be You consultant, we administered and analysed survey data from our families and staff regarding mental health. We also administered and analysed our Friendly Schools Data, providing us with a clear picture of overall student wellbeing. This allows us to identify areas of strength and priority areas for improvement, as well as track our progress over time. Data summaries are illustrated below.

Summary of the 2021 Be You Surveys – Children, Families and Educators



Seek Excellence in a High-Performance, High-Care School Culture

Key Findings:

- Inclusion is supported in our learning community to support mental health and wellbeing.
- Our teachers recognise self-care can support our students.
- Our teachers understand the range of factors that influence mental health and wellbeing.
- Parents understand what a mentally healthy community is and that it is important for their child's development. They understand how to create a safe home environment that supports their child.
- Parents felt confident their child would be supported by the school following a critical incident and they were confident they would be contacted if there were concerns about their child's mental health or wellbeing
- The majority of parents felt that communication between the classroom teacher and home is positive, they can approach teachers in a variety of ways (email, connect, in person and through admin).
- In the parent survey - **Early Support** domain, an area for future improvement relates to the statement –“ I know the support services available in my Learning Community and the local area that I could go to if my child or young person required support.” This was also evident in the 2021 KEYS Supporting Change Survey. In response to the question relating to the biggest challenges families in Baldivis face – nearly 50% of participants noted lack of support services and access to support as their biggest concern. When asked what would help parents in Baldivis to support their children we found – access to child health and development support and programs to help build resilience in children are the two biggest needs. Interestingly, when looking at the strengths of children and families in Baldivis, schools appeared in the top 3, following community and families.
- The majority of parents felt that communication between the classroom teacher and home is positive, they can approach teachers in a variety of ways (email, connect, in person and through admin).
- Many parents are aware of programmes implemented at Makybe Rise (such as Zones of Regulation, Restorative Practice, Tribes)
- A high percentage of parents communicate with their child about their day and events
- The positive values at Makybe are modelled by staff and promoted school-wide
- Parents felt that Makybe is successful in implementing a variety of programs such as restorative practice and SEL programs

Be You Action Team

The most effective approach to mental health prevention and promotion is one that involves the whole learning community – including leaders, educators, children, families and the wider local community. Developing a Be You Action Team is an important part of this process. The Be You implementation process actively encourages shared ownership and contribution across the learning community by educators, families and children. Our Makybe Rise Be You Action Team includes individuals with different roles, perspectives and experiences. In 2021, the different knowledge, perspectives and experiences of our team has enhanced and deepened our understanding of our school community and has assisted in identifying priority areas and actions.

Be You Mental Health Continuum Professional Learning for Staff

Our staff engaged in Be You professional learning that helped them to become familiar with the Be You Mental Health Continuum. The Mental Health Continuum is a tool for school staff designed to assist them in knowing when to seek support for a student who they think may be experiencing mental health issues or in need of extra support. It provides information for staff supporting them to notice changes in behaviour, know when to be concerned, and know where to refer to for help.

Staff also engaged in professional learning to assist them in using the Be You Behaviour Emotions Thoughts Learning & Social Relationships (BETLS) Observation Tool. This is a useful companion to this Continuum, and is being used at point of need to assist in the gathering and documentation of information related to a student's behaviour, emotions, thoughts, social relationships and learning. The information assists us to create a learning environment that is responsive to a child's individual needs and to make referrals for additional support from the Student Services Team.

Student Services Team

At Makybe, we have an excellent Student Services Team that provides additional support in ensuring the social and emotional and the academic needs of our students are at the forefront of our practice. Members of the team have additional training and qualifications in mental health, trauma-informed practice and de-escalation strategies.

Our Student Services Deputy and Senior school Deputy became part of the Karnup Student Services working group to build the capacity within the Karnup Network through collaboration, quality professional learning, sharing of expertise and engaging with the wider community to improve student support and ultimately outcomes for our students. This collaboration has led to the publication of a guide for student services teams, that identifies support services and resources for families in the Baldivis area.

Seek Excellence in a High-Performance, High-Care School Culture

School Chaplaincy

One of the key members of the Student Services Team is our school chaplain who develops strong connections with students and families in our school community, as well as local community support organisations. Our chaplains played a key leadership role in ensuring the needs of our school community were met throughout the year.

- ✓ Deb is trained to deliver the *Brave Program*, a researched-based program for the prevention of anxiety in children, with complementary programs for parents. She has supported small groups of students to develop strategies to manage and reduce their anxiety levels.
- ✓ At the end of 2021, Deb supported our new Chaplain – Jenny, to successfully transition into the role at Makybe.
- ✓ Jenny is currently completing her Cert IV in Mental Health, so she can effectively assess and promote social, emotional and physical wellbeing, as well as, work effectively in trauma informed care.
- ✓ Jenny continued to deliver a range of supports to our students and their families, including support with bereavement, illness and separation, and provided support for friendship issues
- ✓ Jenny supported the lunch time group “writing for wellness” and was a weekly volunteer for the breakfast club on Tuesdays and Thursdays.
- ✓ Jenny supported the “Onwards and Upwards” program through close collaboration with the KEYS staff, ensuring families were connected to additional support services in Baldivis.

Defence Support Mentor

The Defence Support Mentor (DSM) Sarah was also an integral member of the Student Services Team. The Defence School Mentor Program provides support to students of Australian Defence (ADF) members and their families, particularly during their transition into and out of a school on posting or during parental absences due to deployment, exercises or training.

- ✓ In 2021, the program supported 30 students from 19 Defence families.
- ✓ Sarah coordinated appropriate welcoming and farewelling activities for ADF children when transitioning in and out of our school community.
- ✓ During periods of parental absence due to service requirements Sarah maintained regular contact with students and their caregivers as well as classroom teachers and members of the Admin Team.
- ✓ Sarah monitored ADF children’s personal issues such as friendship, peer groups and classroom difficulties.

Surf Online Safely Presentations

Year 4, 5 and 6 students have the opportunity to attend the Cyber Safety presentation with Paul Litherland. Paul presents the most up to date information to our older students every year. We ask him to visit annually, because unfortunately every year our students need to know more about how to stay safe online. Each year brings with it more risks from cyber bullying, image sharing, social media and an ever growing online footprint. It is essential that our students are well informed digital citizens, and engaging the presentation is just one way we support their growing understanding. Paul’s experience within the Technology Crime Investigation Unit of the WA Police, offers invaluable education opportunities for both our students and parents.

Year Six Transition

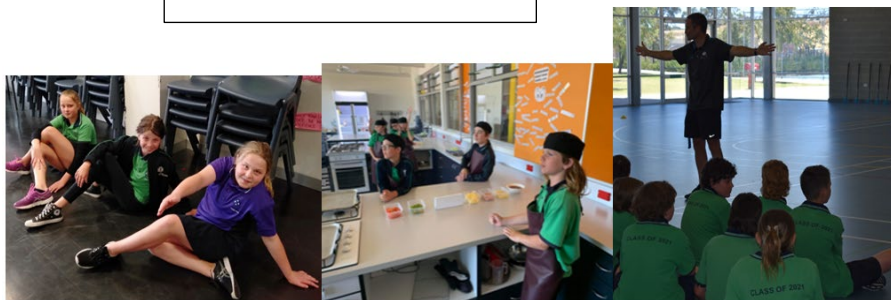
This year we continued to have a strong focus on an effective primary to secondary education transition program for our Year Six students. We work extensively with both Baldivis Secondary College and Ridge View Secondary College to ensure success for our students. We also work with the private schools and specialist programs to ensure a handover is done for all students. An effective handover can make all the difference for the future success for our students. In addition extended transition is offered to groups of students based on their individual needs.

We have strong links with Baldivis Secondary College. This year we identified that there were students who would need an extended transition into the college. Baldivis ran a STARS program which began in Semester Two to provide students who require extra support to be able to go over and familiarise themselves with the college over 6 sessions. We have also worked with the Film Academy to help students in their transition. Baldivis Secondary College students made films with key messages for our students. We also had Alumni students speak to those going to the college about any questions they had before their transition day.

Ridge View Secondary College had two transition programs, the Edison and Rapture programs. These programs were available to our students that were attending Ridge View in 2021. The Rapture program ran two sessions again this year allowing our students to have more opportunities to build strong connections with the College. Another welcomed edition was the Year 4-6 social skills program that enabled our students to build strong relationships with key staff and make connections with other students who will be attending the college in the next few years.

In Semester 2, our Year Six students attended their high school transition days at Baldivis Secondary College and Ridge View Secondary College. Each year, our school carefully plans the transition process with both public and private secondary schools. We understand the importance of maintaining our students' wellbeing and learning as they transition from primary to secondary school, and these transition days help our students make positive adjustments to their new schools. All Year 6 students had the opportunity to spend a day visiting their nominated secondary college.

High School Transition Days



Pre-Kindy Transition Program

During 2021, Makybe Rise PS facilitated an opportunity for our 2022 Kindergarten students to be involved in a transition to school program. The program consisted of six, weekly visits to school. Each session ran for two hours and started with a Morning Meeting to build a sense of inclusion, followed by reading and oral language activities, snacks and play on the Kindy equipment.. These were conducted in four groups; two in Term 3 and two in Term 4. For the first 5 visits, parents remained in the session with their child. On the last session of the program, parents took part in Triple P. A total of 64 students attended (66% of Kindy enrolments for 2022). The establishment of the Makybe Rise PS Pre-Kindergarten Program provided opportunities;

- to foster a love of books and for the children to develop their receptive and expressive oral language skills, with a focus on listening.
- For children & parents to meet school staff
- For children to interact with other children and adults and see reading as an interactive and fun experience
- for children & parents to learn how school 'works' and to engage in a variety of fun activities that foster a love of learning and build inclusivity and a sense of welcome.
- For children to feel confident about starting school

Parents were surveyed at the end of the program and some of the overwhelmingly positive feedback is below.

- ✓ Really enjoyed the program. The school, from Admin to teachers have made us feel comfortable and welcomed at every stage...calming a first time Mum's nerves.
- ✓ My daughter really loved her time with the pre-kindy program. She is always really over the moon when I say "you will go to pre kindy tomorrow". So now I am very confident that she will be ready for Kindergarten next year
- ✓ X has loved the pre-kindy program and talks about it all the time. I have felt re-assured that she is ready and am very excited to see her blossom next year!
- ✓ X has been to day-care and unfortunately it wasn't a pleasant experience. She didn't like being left and being without me. Since starting at the Kindy Program she has become so independent it's absolutely fantastic and definitely gives me great peace of mind to being able to leave her knowing she's happy and is going to have great day! Thank you
- ✓ Great program, especially for anxious parents sending their kids to school for the first time. X knows this is his school for next year and can talk about the things he will do. It's great to see how a kindy class is run and the things they will do. Thanks a lot, its calmed my nerves a lot!

Year 6 Camp

Our 2021, Year 6 Camp was a huge success and was thoroughly enjoyed by all students. This was thanks to the many hours of organisation prior to the camp by our school staff, and the support from the team of staff and volunteers who attended the camp that included parents, P&C, School Board, 10 Makybe Alumni students, as well as staff from Baldivis and Ridgeview Secondary Colleges.

Each year, our Year 6 students spend three days together with their peers at the Nanga Bush Camp in Dwellingup. Students participated in a range of outdoor activities that allowed opportunities for them to employ their growth mindset and take on challenges that far exceeded their expectations. As part of the Year 6 primary to secondary education extended transition program, the outdoor education teachers from Baldivis Secondary College and 10 of their outdoor education students attended to enhance our camp program. This provided the opportunity for our students to build relationships with positive older peer and adult role models. Some of the secondary students who attended our camp were past Makybe students, and this was a real highlight for our school community. Ridge View Secondary Colleges Deputy Principal, Joel Agland also attended our camp with a group of Makybe Alumni students. These students led some of the outdoor adventure games, including a twilight abseil tower climb.

Parent representatives from the school board and P&C who volunteered, as well as the school staff in attendance, commended the attitude and behaviour of all students who attended camp.

2021 Year 6 Nanga Bush Camp



Seek Excellence in a High-Performance, High-Care School Culture

Partnerships to Support & Improve Parental Wellbeing

Throughout 2021 we have strengthened our partnerships with parents through the school newsletter and parent information sessions and Open Night. We celebrated the fourth year of the Wellness Fair. In 2021 this was presented in an online forum, which continued to promote wellness resources for families in our community. On Open Night, our major wellness partners – KEYS, school chaplaincy and Down South Therapy were all onsite to speak with families and provide support.

Kwinana Early Years Services (KEYS) and South Coastal Health & Community Services

In 2021 we partnered with KEYS who help promote a better quality of life for families by providing an integrated range of services that support, inform, empower and encourage. There were several families referred to the service through the student services team. KEYS also offer workshops for parents. We hosted a Sensory workshop as part of our coffee club series. The session was designed to inform parents as to how they can best support their children to organise sensory input, how it can affect children who have difficulties, basic strategies and coping mechanisms for parents, when to seek further support and correct referral pathways for support and therapy if required.

The first Onwards and Upwards program for Baldivis was held onsite at Makybe Rise Primary school. The team from South Coastal health and community services will be worked with our students on an evidence-based program intervention to support our students to develop skills and build resilience to support their emotional wellbeing. Parents were invited to stay at the coffee club where the KEYS staff and our school chaplain were on site to liaise with parents and offer support in a relaxed atmosphere.

Surf Safe Online for Parents

In Semester 2, our parents were offered the opportunity to attend an informative presentation by Paul Litherland. The parent session complement the Surf Safe Online presentations attended by our students during the day. This year, we had the largest number of parents ever to attend this session. There was so much to know about keeping children safe while online and Paul is an expert in this area. Parents walked away from his session fully informed about how to detect and prevent cyber bullying; the risks, trends and protection methods when it comes to online predators; the risks associated with image sharing; and the latest trends and pitfalls linked to social networking.

Triple P

We were proud to host Triple P Seminars for parents who were interested in developing their knowledge and understanding of positive behaviours. Thanks to decades of rigorous and ongoing scientific research, the Triple P – Positive Parenting Program is regarded as one of the world's most effective parenting programs. Our Makybe seminars provided parents with simple and practical strategies that help in raising confident, competent children. In the *Power of Positive Parenting* seminar, our families learnt about the five positive parenting principles that can help promote children's development, strong family relationships and encourage positive behaviour. In the *Raising Resilient Children* seminar, parents learnt strategies that help children manage their emotions so they cope well with disappointment in stressful situations, as well as, strategies that allow children to recognise positive and negative emotions – and deal with them in a healthy way.

In Semester 2, our new 2022 Kindy families attended the Power of Positive Parenting seminar as part of the 6-week transition program. Survey feedback from the 52% of the parents of students enrolled in Kindergarten for 2022 was highly positive, with parents reporting the program offered parenting advice that they intended to implement.



KEYS and South Coastal
Onwards and Upwards program



Parent Coffee club workshops with KEYS and Triple P

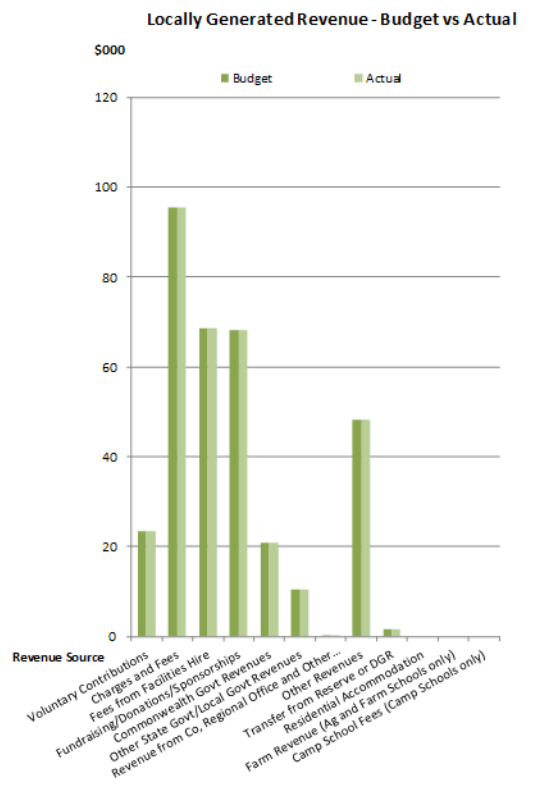
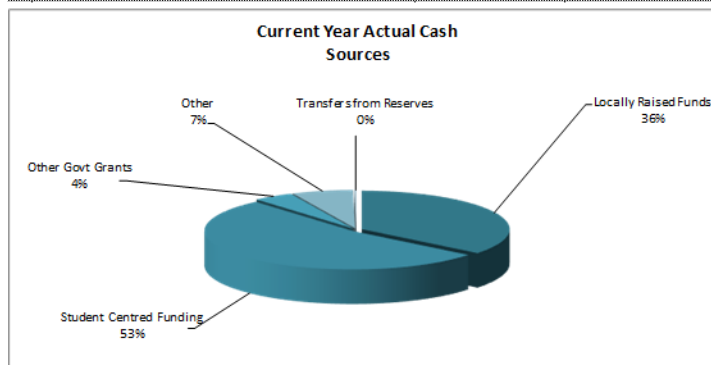
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Makybe Rise Primary School

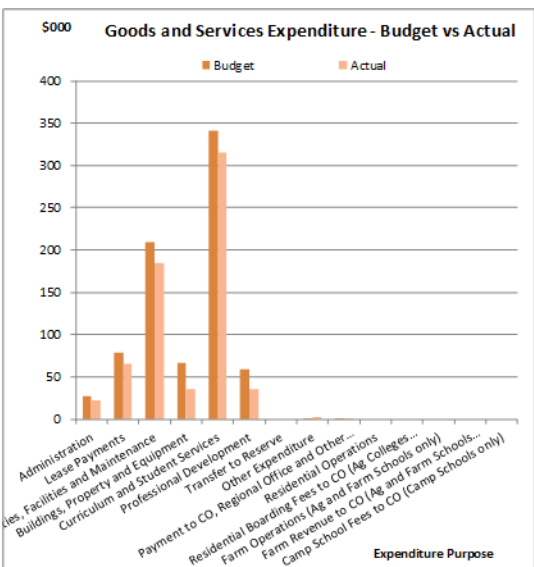
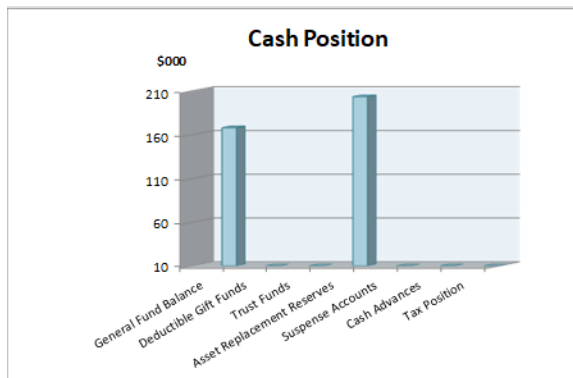
Financial Summary as at

Enter date. For example 31/12/2021

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 23,316.00	\$ 23,316.00
2	Charges and Fees	\$ 95,604.00	\$ 95,604.21
3	Fees from Facilities Hire	\$ 68,636.00	\$ 68,636.35
4	Fundraising/Donations/Sponsorships	\$ 68,135.00	\$ 68,134.59
5	Commonwealth Govt Revenues	\$ 20,895.00	\$ 20,895.11
6	Other State Govt/Local Govt Revenues	\$ 10,477.00	\$ 10,476.64
7	Revenue from Co, Regional Office and Other Schools	\$ 100.00	\$ 100.00
8	Other Revenues	\$ 48,194.85	\$ 48,196.57
9	Transfer from Reserve or DGR	\$ 1,639.00	\$ 1,639.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 336,996.85	\$ 336,998.47
	Opening Balance	\$ 112,017.00	\$ 112,016.64
	Student Centred Funding	\$ 379,031.00	\$ 379,031.44
	Total Cash Funds Available	\$ 828,044.85	\$ 828,046.55
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 828,044.85	\$ 828,046.55



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 27,390.00	\$ 21,568.68
2	Lease Payments	\$ 78,476.00	\$ 65,219.46
3	Utilities, Facilities and Maintenance	\$ 209,259.90	\$ 184,301.03
4	Buildings, Property and Equipment	\$ 66,638.00	\$ 35,740.69
5	Curriculum and Student Services	\$ 340,879.54	\$ 315,409.26
6	Professional Development	\$ 58,880.00	\$ 35,452.01
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 1,416.00	\$ 2,116.62
9	Payment to CO, Regional Office and Other Schools	\$ 455.00	\$ 420.00
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	\$ 783,394.44	\$ 660,227.75
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 783,394.44	\$ 660,227.75
	Cash Budget Variance	\$ 44,650.41	



Cash Position as at:	
Bank Balance	\$ 368,754.71
Made up of:	
1 General Fund Balance	\$ 167,818.80
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 203,323.71
5 Suspense Accounts	\$ 4,262.20
6 Cash Advances	\$ -
7 Tax Position	\$ (6,650.00)
Total Bank Balance	\$ 368,754.71



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