



Department of  
Education

**Shaping the future**

# Makybe Rise Primary School

## Public School Review

# Public School Review

## Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

## Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

## Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Opened in 2011, Makybe Rise Primary School is located 46 kilometres south of Perth, in the South Metropolitan Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 1010 (decile 4).

It currently enrolls 801 students from Kindergarten to Year 6 and became an Independent Public School in 2013.

Makybe Rise Primary School is supported by a School Board and a Parents and Citizens' Association (P&C).

The first Public School Review of Makybe Rise Primary School was conducted in Term 1, 2019. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

## School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The Public School Review was viewed as an opportunity to reflect on the school's performance with preparations reported as a reflective and collaborative process.
- Staff engagement in the process was inclusive, with opportunities provided to contribute to the Electronic School Assessment Tool (ESAT) submission.
- The validation process will be used by the school as a step in identifying key focus areas for the next business plan.
- Both the School Board and the P&C felt connected to the reflection process, thanks to the school's commitment to transparency, openness and collaborative sharing.
- A broad range of interrelated and credible evidence was provided for analysis.
- There is clear alignment between performance judgement, evidence and planning for improvements.
- A tour of the learning environment with student leaders contributed significantly and enriched the validation process.

The following recommendation is made:

- For future ESAT submissions, consider the breadth of evidence and whether that supports effective demonstration of meeting the Standard.

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### Relationships and partnerships

Underpinned by embedded values and beliefs, high levels of trust and respect are evident. The school partners with the community and support agencies to meet students' academic, social and emotional needs.

### Commendations

The review team validate the following:

- Sustainable partnerships exist with a range of agencies including the KEYS Network, YouthCARE, Institute of Indigenous Wellbeing and Sport Aboriginal Corporation and Be You. By brokering opportunities to work with community groups, the school supports students directly and indirectly.
- Implementation of the Two-way Science Initiative has contributed to the enhanced relationships with the local Aboriginal community and the improved cultural awareness of staff.
- Effective and meaningful communications and interactions further highlight the respectful and supportive tone of the school.
- A committed and collaborative School Board engages with the school, contributing the development of the business plan and the school's self-reflection practices.
- Collaboration is the way staff operate at Makybe Rise Primary School. All staff work in genuine unity to provide the best care and educational opportunities for students.

### Learning environment

Meticulous personalised detail enhances the learning environment for students as they transition through the school, from a Pre-Kindergarten program through to secondary school. A physical environment inclusive of a bush tucker garden, sensory trails and the Miyawaki Pocket Forest project support inclusive play.

### Commendations

The review team validate the following:

- A positive, whole-school approach to student behaviour is underpinned by the embedded agreements and practices of the Tribes Trail including establishing agreements, expectations and relationship building.
- The responsive and well-coordinated student services team, inclusive of a chaplain, Aboriginal and Islander education officer and learning support coordinator support ongoing student learning and wellbeing.
- Partnerships with local Aboriginal communities through the implementation of the Two-way Science Initiative and the Young Achiever Club has enhanced the development of integrated, culturally responsive learning programs.
- The embedding of the Advancement via Individual Determination (AVID) system engages students in their learning through intentionally developing a growth mindset and the academic and relationship skills they need for future success.
- Regular reviews and refinement of processes and support ensure the students at educational risk continue to be identified in a timely manner, supported and monitored throughout their educational journey.
- Student voice is actively encouraged along with multiple leadership responsibilities, including assisting in the Miyawaki Pocket Forest project, supporting specialist teachers, reading to early childhood students, prefect and faction captain roles.
- Former students are invited back as part of the Makybe Alumni, sharing their personal learning journeys during the school's annual Student Success week events.

## Leadership

The leadership team, led by the Principal, is very strong and cohesive. Collaboratively they lead a culture of high expectations through distributive leadership, clarity of vision and provision of whole-school structures and processes.

### Commendations

The review team validate the following:

- The school business plan articulates a shared vision and direction, is regularly reviewed and seen by staff as the 'why' that underpins all practices, processes and behaviours and is aligned to a suite of operational plans.
- Leadership is distributed and enhanced through an authentic professional development culture using the Leadership Institute, Karnup Network and a range of coaching opportunities such as the AVID coordinator, curriculum support and instructional coaching to build capacity of all staff.
- Staff are engaged in peer observations and feedback, which supports self-reflection in the well-established performance and development process.
- Change is implemented in an inclusive manner, focused on student success and through a consistent approach that uses evidence, trial and review before full implementation. Change processes are further supported through additional resources such as professional learning and time.
- A range of student data is used to inform planning, with leaders meeting with staff to support the analysis and identification of focus areas.

### Recommendation

The review team support the following:

- Continue with the plan to improve opportunities for staff collaboration in staff meetings to further enhance performance and development processes.

## Use of resources

Careful management of the school's resourcing is undertaken collaboratively between the manager corporate services and Principal, with Finance Committee oversight. This strengthens the resourcing links between the allocation of resources and the priority areas for school improvement.

### Commendations

The review team validate the following:

- Clear processes are in place for financial management. Procedures have been developed and are readily available and shared with staff. Cost centre managers are well versed in their responsibilities.
- A strong relationship forged with the P&C, in addition to accessing grant opportunities has delivered additional resources for the school.
- Asset management and replacement planning is comprehensive, focused on preparedness for resource renewal.
- The school's bring your own device approach is monitored annually to determine student uptake and associated support costs for the school.
- Reflective processes ensure resources are directed to identified focus areas, addressing student needs.
- An acute awareness of enrolments and the impact upon funding ensures detailed planning is in place to manage staffing and resourcing needs.

### Recommendation

The review team support the following:

- Continue with plans to identify and develop a successive manager corporate services.

## Teaching quality

Teaching quality is recognised as the key element in supporting students with year-on-year progress. Staff demonstrate high levels of professional responsibility, accountability and desire to consistently reflect and improve their performance.

### Commendations

The review team validate the following:

- The level of psychological safety between staff leads to open, frank and fearless conversations regarding student performance data.
- Teacher planning for instruction utilises disciplined dialogue protocols and regular review of student formative and summative data in collaborative teams and whole-school workshops.
- The school upskills staff using the 'experts within' through peer coaching, instructional coaching and a train the trainer model through teach-back sessions.
- Ethos statements have been collaboratively developed by staff to implement and embrace the Department's Quality Teaching Strategy.
- Instructional guides support expected instructional methodologies and research based, best practice approaches to maximise the impact on student learning.
- Explicit instruction of the AVID Organisational Standards assists in developing students' routines and organisational skills.
- A Comprehensive Instructional Guide and Playbook, along with the layer planning approach guides and supports staff in the delivery of expected and agreed practices in the teaching, learning and assessment cycle.

### Recommendation

The review team support the following:

- Continue the refinement of the instructional model to effectively influence the entire school community, ensuring alignment with the Quality Teaching Strategy.

## Student achievement and progress

Analysis of system and school-based data guides tracking, monitoring and planning for student learning. A data literate staff target the learning needs of individual students and cohorts to ensure ongoing achievement occurs.

### Commendations

The review team validate the following:

- Rigorous data analysis and use of EAL/D<sup>1</sup> Progress Map supports the tracking and achievement of students from linguistically diverse backgrounds.
- Special Educational Needs planning and reporting tools are used to develop individual education plans and report against the identified goals.
- A range of systemic and school-based assessments, including On-entry Assessment Program, NAPLAN<sup>2</sup>, Spelling Mastery and the suite of Progressive Achievement Tests are used to make judgements on student progress and inform the impact of teaching and learning programs.
- In school moderation processes are in place, utilising the SCSA<sup>3</sup> Judging Standards, common assessment tasks and the Brightpath tool to support the accuracy of grade allocation and reporting.
- Effect sizes are calculated using the results of pre and post-testing on identified assessments to measure the impact of teaching and/or the effectiveness of different interventions on student achievement growth.

### Recommendations

The review team support the following:

- Continue to focus on supporting the increasing enrolments of EAL/D students' academic success.
- Maintain the focus on supporting the academic success of the increasing number of students with EAL/D.

## Reviewers

Darren Greaves  
**Director, Public School Review**

Wayne Walpole  
**Principal, Bletchley Park Primary School**  
**Peer Reviewer**

## Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is to be scheduled for 2029. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 English as an Additional Language or Dialect
- 2 National Assessment Program – Literacy and Numeracy
- 3 School Curriculum and Standards Authority