



MAKYBE RISE

PRIMARY SCHOOL

2023 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 2023. This was the second year of our 2022-2024 Business Plan. This Plan is focused on the continuous improvement of our current exemplary practices through three key priority areas

1. Leading a Flourishing Learning Environment
2. Leading a Flourishing Culture of Teaching and Learning Excellence
3. Leading a Culture of Flourishing Relationships and Partnerships

Central to our 2022-2024 Business Plan is the continued focus on developing leadership capacity throughout our school to assist us in achieving our new 3-year targets. This Business Plan seeks to build on the leadership capacity in our school community to sustain our culture of high expectations and high care within a safe, positive, culturally responsive learning environment.

Our strategic focus on the development of leadership across our community extends to our student leaders. In 2023, we have continued to encourage the development of student voice, agency, and leadership. The diversity of our student leaders and their leadership interests were reflected in the goals each of the leadership teams set for themselves. These goals were then successfully achieved over the course of the year, with the support of their adult mentors.

We were very proud this year when Makybe Rise PS was named as one of four national finalists for the Susan Ryan Family and Engagement Award. Presented by ACSSO, this award spotlights outstanding achievements in family engagement within government schools and communities across Australia. Named in honour of the late Susan Ryan, a passionate advocate for family engagement and former Australian politician, this prestigious award celebrates government schools and communities that have successfully integrated family involvement as a crucial element in fostering student success. Following on from this success we were also recognised at the Annual WAPPA Awards, receiving the WAPPA Leading School Award for Leadership in Wellbeing, Culture and Community. This award recognised our school's achievement in developing and implementing a range of initiatives with positive outcomes for our school community. This was achieved through high levels of school-wide responsiveness, that includes a dedicated leadership team, a school community willing to grow and a strong desire from all to improve student and school outcomes.

I would like to especially thank the parents and community members of our School Board and P&C who are central to our school governance system. They have been integral in building our genuine sense of community partnerships with our Makybe families. Throughout the year they have volunteered many hours of their time as representatives and advocates of our school community. The Board met 7 times during the year, building on the effective leadership that has been developed over many years, actively promoting our school vision in the wider community. The Board reviewed the achievements and progress of the school's priority areas and targets of our new 2022-2024 Business Plan. Our team of P&C volunteers worked tirelessly to organise and lead many events such as the Christmas Party, Breakfast Club, Colour Fun Run, Rebound, and dress-up days. We are incredibly grateful for their fundraising efforts that provided over \$7600 to support our school. This year the fundraising donations from the P&C have been used to purchase a range of resources for our school including, new instruments for our music room, a new 3D Printer for STEM, and books for the Student Success Book Awards. The donations have also supported events such as the Makybe Magic Morning Teas, graduation awards and the Art Extension Program and Student Success Week.

The 2023 Annual Report provides a summary of our school's performance over the 2023 school year, providing details of student performance in academic and non-academic areas and outlining the progress we have made in implementing our key strategies in our 2022-2024 Business Plan. Importantly, it also describes the extent to which we have achieved the performance targets we set in the business plan.

Karen Povey -Principal

Board Chair Report

The role of the School Board is to participate in school governance by providing the school with an opportunity to provide insight to initiatives and to receive feedback that can be incorporated into decision-making processes. The board is structured to ensure those views comes from a range of areas. Board membership is comprised of parents and carers of our students, staff members and members of the wider community in which the school resides. The school board operates according to a Terms of Reference which we regularly review, and we meet typically up to twice per term (we met on 7 occasions in 2023).

Shortly after the start of each school year you will see a request for expressions of interest for parent members of the Board. Parent members each serve three-year terms and can reapply at the end of those terms. Staff vote on the staff board representation, in addition to the school Principal, the role of which maintains a consistent membership of the board. Finally, the school's strong

educational links are reflected in the two community members: the Principal of Baldivis Secondary College and the Director of Accreditation/Academic Chair at Murdoch University.

We had some change in membership this year with some new members joining the board and others leaving. With that we'd like to thank Mr Webster and Samantha for their time on the board and we also welcomed Dean and Ms Moulton this year. This year also saw the retirement of a long-serving board member that I will mention later.

Makybe Rise is currently preparing for its Public School Review in 2024. However, the school and board jointly ensure that the school stays on track to achieve targets via its own internal School Self Review Cycle. This rolling schedule of business forms the agenda of topics reviewed throughout the school year. A couple of those topics are discussed below.

As part of the Acknowledgement of Country given at the start of every Board meeting, we have been learning together about the six Noongar seasons in Western Australia's South West region. This has included the cold wet periods of Mookaroo (June-July) bringing an influx of Maali (Black Swans) or the warnings about Koolbardi (magpie) protecting their nests in Kambarang (October-November).

The Board reviewed and endorsed the 2022 draft annual School report. This provides an opportunity to provide feedback and ensure the school activities are aligned with the targets set out in the school business plan. We also review and approve the voluntary contributions and charges and student personal items – the booklist.

At one meeting we were given an overview of the Students Services function of the school. This function is essential to the culture of learning at the school. The school has a multi-tiered system of support, enabling proactive and tailored support to our students additionally they have implemented a whole-school approach to Wellness. At one meeting we were given an overview of the Students Services function of the school. This function is essential to the culture of learning at the school. The school has a multi-tiered system of support, enabling proactive and tailored support to our students additionally they have implemented a whole-school approach to Wellness. The function of Student Services also includes working with the EAL/D students at the school (English as an additional language or dialect). In 2023 there were 27 identified languages spoken at the school. Student Services support the educational needs of the students and also celebrate their languages via initiatives such as use of the languages on the morning welcome boards outside classrooms.

Each year we also review the school overall NAPLAN results. The school have adapted admirably to significant changes this year to how the testing process is implemented, both the timing of the test (much earlier in the school year) and the format in which the test results are delivered.

It gives me great pride to acknowledge some of the many awards and recognitions given to the school over the year. These include an award for leadership in wellbeing culture and community from the Western Australian Primary Principal's Association and finalist for the Susan Ryan Family Engagement award (a national award). This is recognition for the exceptional learning environment that the school has worked so hard to foster.

As is tradition each year, we held an Open Board meeting, inviting all parents and carers of our students, along with our student leaders and P&C. This provided the students an opportunity to learn about school governance and the role of the board. Additionally, the Student leaders did a great job presenting to us on their roles and responsibilities.

In my role as Board Chair, I have been given the opportunity to attend the school's ANZAC assembly and NAIDOC assembly. On both occasion I have been thoroughly impressed with the dignity and respect with which the school, but especially the students, have marked these events. School Board members also attended Student Success Week, between us visiting all classrooms of the school, sampling the work of the students, and providing certificates of appreciation to each classroom.

I took on the role of Board Chair this year, carrying on from my predecessor Nigel Herbert. This year was Nigel's last year on the board after 7 years as a member and a number of those as Board Chair. The board would like to acknowledge Nigel's leadership and contribution to the board over such a significant period. I consider it a true privilege to hold this role as Board member and current Board Chair. I continue to be impressed at every meeting as I get further insight into the dedication, skill, and compassion of our school staff. They continue to stay true to the motto of the school: "Every Child Every Day", focusing on excellence both academically, but also in terms of culture and community.

The Board continues to strive to contribute to that success in whatever way we can. If you are interested in joining the School Board in the future, I strongly encourage you to watch out for the next expression of interest and contact either our Principal, Mrs Povey, or myself to learn more.

Dr Richard Meloy - Board Chair

P & C President Report

In 2023, the P&C has had a successful and productive year organising a range of events and activities that have enriched the school community.

Fundraising and Events

Throughout the year, the P&C in collaboration with the school chaplain and student leaders, ran a twice-weekly breakfast club for the students every Tuesday and Thursday morning before school. The breakfast club provided healthy and nutritious food for hundreds of children including some who might otherwise miss out on breakfast. The breakfast club also fostered a sense of belonging and community among the students and volunteers making it a fun and social occasion.



Building upon the success of the breakfast club, the P&C organised a special pancake breakfast for the students and their families in term 3. The breakfast featured delicious pancakes subsidised by IGA. The breakfast was a great way to start the day and raised over \$800 for the school that was spent on a new industrial automatic toaster and trolley to ensure the future success of our Breakfast Club.



The P&C really brought the fun and community spirit throughout the year with a range of engaging events, starting with Rebound in Term 1. Rebound raised over \$2,200 for the school and was a great way to “jump” into 2023. The P&C enjoyed a Term 2 disco with music, dancing, prizes, and refreshments. The students had a blast and the discos generated \$3,700 in total for the school. The P&C coordinated a fun colour run for the students in Term 4. The colour run was a fantastic way to promote physical activity and wellbeing, as well as raise funds for the school. Over \$7,500 was raised for the school. The P&C were also glad to source support

for icy poles from Woolworths and Coles, as well as donations of slip and slide structures from Bunnings and Kmart. In addition to this the P&C purchased colourful sunnies to enhance the event and keep kids’ eyes safe. The P&C hosted a festive and joyous Christmas party for the students and their families in Term 4. The party included a visit from Santa, a photo booth, a raffle, market stalls, foam cannon, animal farm, ice cream van, and a sausage sizzle. The party was a huge success and raised over \$1,200. Another highlight of the Christmas party was collaborating with the school with the book fair being open, the Fathering Project running the sausage sizzle, and the year 5’s kick starting their 2024 graduation fundraising. Additionally, we held four dress-up days throughout the year, each with a different theme and a gold coin donation. The themes were crazy hair/casual, book week, careers dress up and Christmas. The dress up days were a lot of fun for the students and staff and raised over \$1,200.



The P&C were pleased to support several school events in 2023. We supported the Walk Safely to School Day in Term 2, which encouraged students and families to walk, cycle or scoot to school. The P&C handed out fruit subsidised by IGA. The event was a great way to promote healthy habits, road safety and environmental awareness. We also set up a stall during the Student Success Week in Term 3, where we gave away free popcorn and sold drinks. The stall was well-received by the students and we loved being present at our school open night. Following the Student Success Open Night, we hosted a morning tea for the staff in Term 3, to show our appreciation for their hard work and dedication throughout the year. We also presented some goodies to our amazing Principal and Deputies, who always go above and beyond for our school and lead our incredible teachers and staff. We were once again glad to support the school in collecting donations of non-perishable food items, toys, and vouchers for the Christmas hampers in Term 4. Thanks to the generosity of our Makybe families we were able to put together 20 hampers that were distributed to the nominated families by the end of term.

We were thrilled with the results of our parent day stalls and raffles. We ran two parent day stalls in Term 2 and 3, for Mother’s Day and Father’s Day respectively. The stalls sold a variety of locally made and sourced gifts, and badges and bottle openers made by the students and produced by P&C team. The stalls were very popular and appreciated by the parents and carers. Along with parent day raffles held simultaneously, we raised over a whopping \$6,500. We organised an Easter raffle in Term 1, with prizes donated by families and prizes for each classroom. The draw was held in the last week of term. The raffle was a huge success, with over 500 tickets sold and 20 prizes awarded. The raffle raised \$1,567.

We would like to thank all the P&C members, volunteers, sponsors, donors, staff and families for their contributions and involvement in the P&C’s activities this year. We are proud of what we have achieved and look forward to continuing our work next year. We wish you all a happy and safe holiday season.

Vanessa Meloy- P&C President

Our School Context

2023 Enrolment Summary

	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
2023 Student Enrolments	80	98	108	107	89	118	107	94	801

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	3	2.8	0
Other Teaching Staff	43	36.8	0
Total Teaching Staff	46	39.6	0
School Support Staff			
Clerical / Administrative	7	6.6	0
Gardening /Maintenance	2	2.0	0
Instructional	1	0.4	1
Other Non-Teaching Staff	21	16.6	0
Total School Support Staff	31	25.6	0
Total	82	69.8	1

Business Plan 2022-2024

Makybe Rise Primary school has firmly established itself as a school of excellence in the Baldivis community. This has been achieved 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. Makybe Rise PS has established, and is driving, a strong improvement agenda, across all learning areas, grounded in evidence from research and practice.

Our Targets

We have set explicit, clear targets for improvement, and these are communicated in our 2022-2024 Business Plan. The goal of our school Business Plan is to improve the outcomes for students, including the levels of achievement, engagement, and wellbeing. For this reason, direct measures of student outcomes are detailed in our 5 targets.

NAPLAN

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

ATTENDANCE

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

COMMUNITY SURVEYS

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

Our Priorities

School improvement fundamentally means improving what a school does, and this is reflected in the strategies that have been outlined throughout our 3 priority areas.

1. **Leading a Flourishing Learning Environment**
2. **Leading a Flourishing Culture of Teaching and Learning Excellence**
3. **Leading a Flourishing Culture of Flourishing Relationships and Partnerships**

Building the leadership capacity of our school community to facilitate, sustain and foster the relationships, learning environment and high-quality teaching that is required to improve student outcomes is woven through each of the 3 priority areas. At Makybe Rise PS, everyone is seen as a leader of themselves and others, and 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.

Over the 3 years of the 2022-2024 Business Plan, we will focus on building the leadership capacity of our school community 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, parent and student workshops and regular, targeted mentoring, coaching and feedback will form the cornerstone of how we work together.

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. High priority will be given to building and maintaining positive and caring relationships between staff, students, and families. Practices that are responsive to our students' diverse needs will be collaboratively planned, proactively implemented, and embedded across the school community.

Our Target Progress

At Makybe Rise PS, high priority is given to school-wide analysis and discussion of systematically collected data. We reflect on and evaluate performance in academic and non-academic areas 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.

NAPLAN

Makybe Rise PS has performed consistently at the expected levels (NAPLAN Relative Assessment 2018-2023). A range of school-based assessments and norm referenced assessments supports teachers to accurately monitor student progress and achievement from K-6 and underpins an understanding of expected standards of achievement. This promotes high levels of confidence in predicting whether students are 'on track' to meet national literacy and numeracy standards.

NAPLAN Relative Assessment

		Perform.		Students	
		Year 3	Year 5	Year 3	Year 5
Numeracy	2018	2	2	126	102
	2019	2	2	126	131
	2021	2	2	109	123
	2022			112	86
	2023	2	2	75	99
Reading	2018	2	2	127	101
	2019	2	2	125	132
	2021	2	2	106	122
	2022			110	87
	2023	2	2	74	97
Writing	2018	2	2	127	104
	2019	2	2	126	132
	2021	2	2	108	122
	2022			110	87
	2023	2	2	73	97
Spelling	2018	2	2	126	101
	2019	2	2	124	131
	2021	2	2	106	122
	2022			110	87
	2023	2	2	74	98
Grammar & Punctuation	2018	2	2	126	101
	2019	2	2	124	131
	2021	2	1	106	122
	2022			110	87
	2023	2	2	74	98

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

TARGET MET

TARGET IN PROGRESS

This is the second year of the 3-year business plan cycle. The progress towards achieving the targets is reported as either MET or IN PROGRESS.

NAPLAN

Target 1: Increase the percentage of students in the top proficiency bands for all assessments compared with longitudinal and Like School data.

2023 Target Progress

Due to the administration period for the NAPLAN assessments being brought forward to Term 1, reporting on the new scales will not be comparable with previous data. A new NAPLAN time series begins from 2023. Results from 2023 cannot be compared to results from 2008 to 2022.

Four new levels of proficiency (Exceeding, Strong, Developing and Needs Additional Support) replace the previous ten band structure. There is no national minimum standard from 2023 and student progress data, from NAPLAN to NAPLAN, will not be available until 2025.

As a result of these changes, NAPLAN data cannot be used to ascertain whether the targets set for the 2022- 2024 Business Plan were achieved as longitudinal data is not comparable **and** progress between Year 3 and 5 NAPLAN assessments is not available. Relevant 2023 NAPLAN data has been used to determine progress against this target. The percentage of students in the top two proficiency levels has been compared to that of Like Schools. Comparison with longitudinal data is not possible.

Proficiency Levels

The Proficiency Levels represent what students know and are able to do, at the time of the NAPLAN testing.

Exceeding- The student's result exceeds expectations at the time of testing.

Strong- The student's result meets challenging but reasonable expectations at the time of testing.

Developing- The student's result indicates that they are working towards expectations at the time of testing.

Needs Additional Support- The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

SUMMARY OF TOP PROFICIENCY LEVELS AND LIKE SCHOOL DATA 2023

NAPLAN	YEAR 3		YEAR 5	
	Percentage of students in Strong and Exceeding Proficiency Levels		Percentage of students in Strong and Exceeding Proficiency Levels	
	MRPS	LIKE SCHOOLS	MRPS	LIKE SCHOOLS
	2023	2023	2023	2023
READING	68	64	74	70
WRITING	89	78	61	66
SPELLING	55	58	63	68
G&P	60	53	57	57
NUMERACY	62	64	63	63

Target 2: Increase the percentage of students who make 'moderate to very high progress' (PP On entry- Year 3 NAPLAN; Year 3 - Year 5 NAPLAN), compared with longitudinal and Like Schools data.

SUMMARY OF LOGITUDINAL AND LIKE SCHOOL PROGRESS DATA 2022-2023

Pre-Primary On Entry Assessment -Year 3 Reading Progress

The percentage of students from the 2023 Year 3 cohort to make *moderate to very high* progress from PP On-entry to Year 3 NAPLAN is 57.5% (a small increase when compared to 2022 results), compared to 69.9% for Like Schools.

Pre-Primary On Entry Assessment -Year 3 Numeracy Progress

Year 3 Reading Progress PP On entry to Year 3 NAPLAN												
	2022						2023					
Progress	Very Low	Low	Moderate	High	Very High	M-VH	Very Low	Low	Moderate	High	Very High	M-VH
MRPS	18.8%	24.8%	26.7%	19.8%	9.9%	56.4%	18.2%	24.2%	28.8%	24.2%	4.5%	57.5%
Like Schools	14%	20.8%	33.8%	17.6%	13.9%	65.3%	12.9%	17.3%	32.1%	20.8%	17%	69.9%

The percentage of students from the 2023 Year 3 cohort to make *moderate to very high* progress from PP On-entry to Year 3 NAPLAN is 63.2% (an increase when compared to 2022 results), compared to 70.9% for Like Schools.

Year 3 Numeracy Progress PP On entry to Year 3 NAPLAN												
	2022						2023					
Progress	Very Low	Low	Moderate	High	Very High	Moderate-Very High	Very Low	Low	Moderate	High	Very High	Moderate - Very
MRPS	18.4%	23.3%	24.3%	22.3%	11.7%	58.3%	13.2%	23.5%	33.8%	13.2%	16.2%	63.2%
Like Schools	15.6%	21.7%	33.3%	15.5%	13.9%	62.7%	12.4%	16.8%	36.8%	17.7%	16.4%	70.9%

Key Recommendations

ENGLISH

- Further develop systems for the use of flexible groupings for targeted instruction to improve student literacy knowledge and skills, including the development of evidence-based guidelines to support implementation and the establishment of data collection and analysis systems to measure impact.
- Extend the trial of the Spelling Mastery program to include Year 3 classrooms and collect data to measure its impact.
- Consolidate and review the data collection schedule for the school's Literacy Intervention Program.
- Provide additional opportunities for collaborative planning across the phases of schooling, to incorporate cross curricula priorities and two-way learning into teaching programs.
- Provide professional learning on the use of Reading Progress in Microsoft Teams as an instructional tool.
- Support mentoring and coaching to further develop instructional practice for English.
- Continue to build teacher capacity and leadership for Daily Reviews.
- Implement strategies in Teach Well's Sentence-Level Writing Guide.

MATHS

- Further develop systems for the use of flexible groupings for targeted instruction to improve student numeracy knowledge and skills, including the on-going research and development of evidence-based practice to support implementation.
- Establishment of data collection and analysis systems to measure impact of flexible groupings and share "stories of impact" with all teachers.
- Extend the trial of the Brightpath Mathematics Assessment (Number and Algebra) to be included in the school-wide assessment collection schedule, to inform the teach, plan, assess cycle (in consultation with the Mathematics Leadership Team).
- Establish and review a comprehensive data collection schedule for the school's Numeracy Intervention Program.
- Provide additional opportunities for collaborative planning across the phases of schooling, to incorporate cross curricula priorities and two-way learning into teaching programs.
- Support mentoring and coaching to further develop instructional practice for Mathematics.
- Continue to build teacher capacity and leadership for Daily Reviews in Mathematics (Teach Well).
- Develop the numeracy pillars and gives to be included in the MRPS Instructional Guide (Quality Teaching and Learning Framework).
- Design common assessment tasks for moderation purposes and conduct moderation sessions prior to summative reporting.

Attendance

Target 3: Maintain an Attendance Rate above that of Like Schools and all WA Public Schools

2023 Progress

Following a dip in the normally high attendance rates for MRPS students that can be attributed to the number of families who were impacted during the COVID outbreak, the 2023 attendance rates for MRPS students were above those of Like Schools and all WA Public Schools.

Summary of Semester One Attendance Rates 2021-2023

Year	MRPS	WA Public Schools	Like Schools
2021	92.0%	91.0%	91.7%
2022	85.7%	86.6%	88.0%
2023	90.6%	88.9%	89.8%

Key Recommendations

- Close monitoring of explained and unexplained absences by class teachers.
- Attendance Deputy to share Attendance Reports once per term with year level deputies for follow-up.
- Attendance Deputy to email Attendance Reports for students in the indicated, moderate and severe categories to individual classroom teachers.
- Attendance Panels convened for students to facilitate a return to regular attendance.
- Promotion of the importance of regular attendance via the newsletter and Facebook.
- Prioritising the promotion of the importance of regular attendance across the Karnup Network of schools.

Community Surveys -National School Opinion Survey and Be You

National School Opinion Survey Results 2023

Target 4: Achieve a minimum score of 4.0 on the National School Opinion Survey questions for staff, parents, and students.

Each year we gather feedback from our community about their level of satisfaction with the school. In 2022, a free text box was included for each survey so respondents could include additional information that would help to guide the analysis of the results and school improvement initiatives. The 2022 and 2023 staff, student and parent survey results demonstrate an average satisfaction rating of 4.0 or above on all questions. Areas of strength across all 3 surveys included the high levels of expectation that children do their best, teachers care about students, Makybe teachers are good teachers, students feel safe at this school, students receive useful feedback, and the school looks for ways to improve.

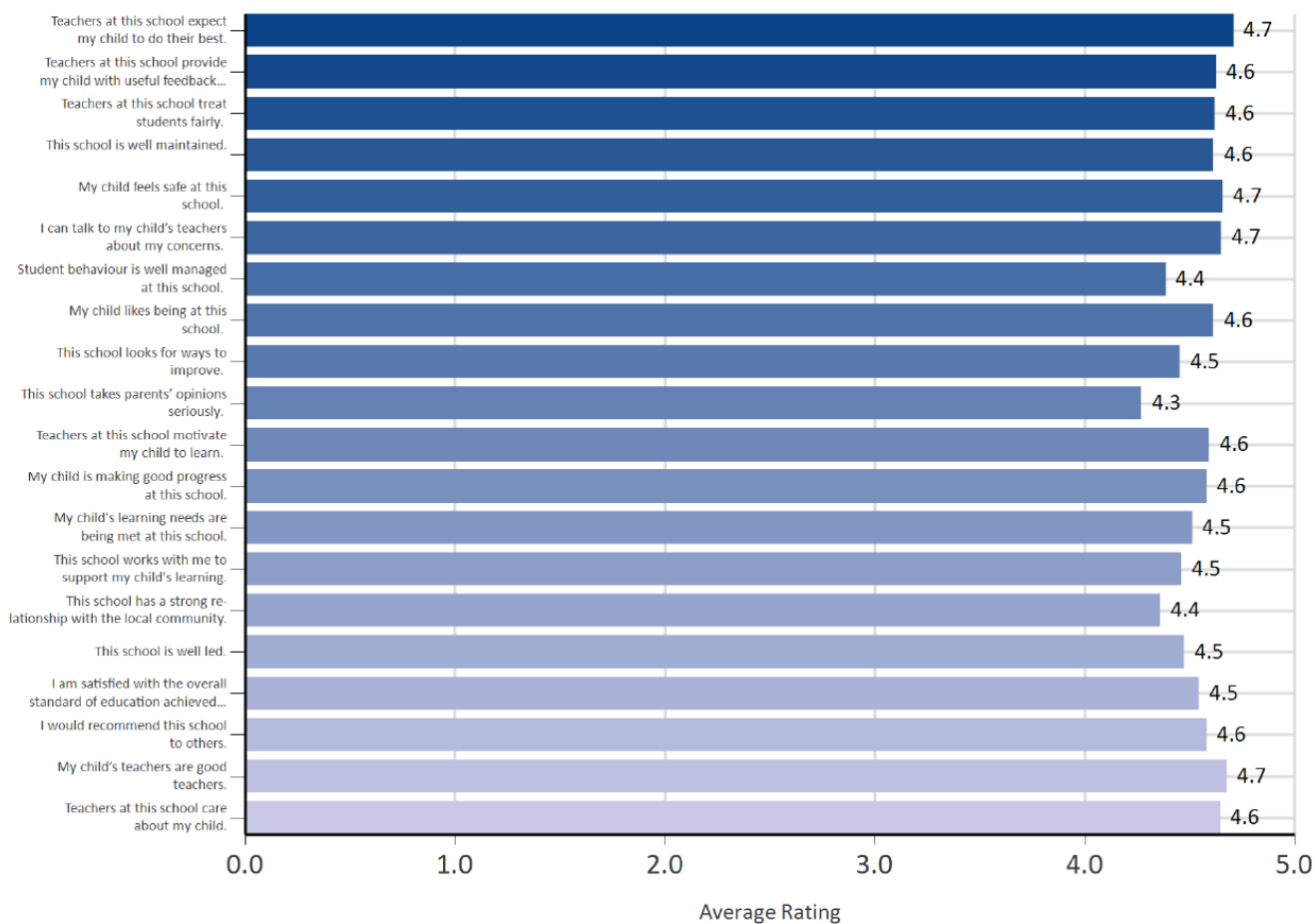
In 2023, student ratings of 4.0 and above indicated they felt safe and that their teachers were good teachers who cared for their students, motivated them to learn, provided useful feedback, provided opportunities to do interesting things and expected students to do their best. Ratings of 3.5 were achieved on the student survey for two statements, 'Student behaviour is well-managed at my school' and 'Teachers at my school treat students fairly'. Student comments indicated there should be a quiet area for students to calm down and that all students should have reward time. The student feedback from the Be You survey indicates that teachers encourage students to treat others with respect and teach students about healthy and positive relationships. In response to student feedback, 'quiet areas' have been set up around the school for students who need to spend some time outside of the classroom. Body and brain breaks are provided to all students, along with the 'Golden Tickets' for positive behaviour.

Parents completed the survey during the annual Open Night in Term 3, and Students completed the survey at the end of Term 3. Staff completed the survey on the SDD at the beginning of Term 4.

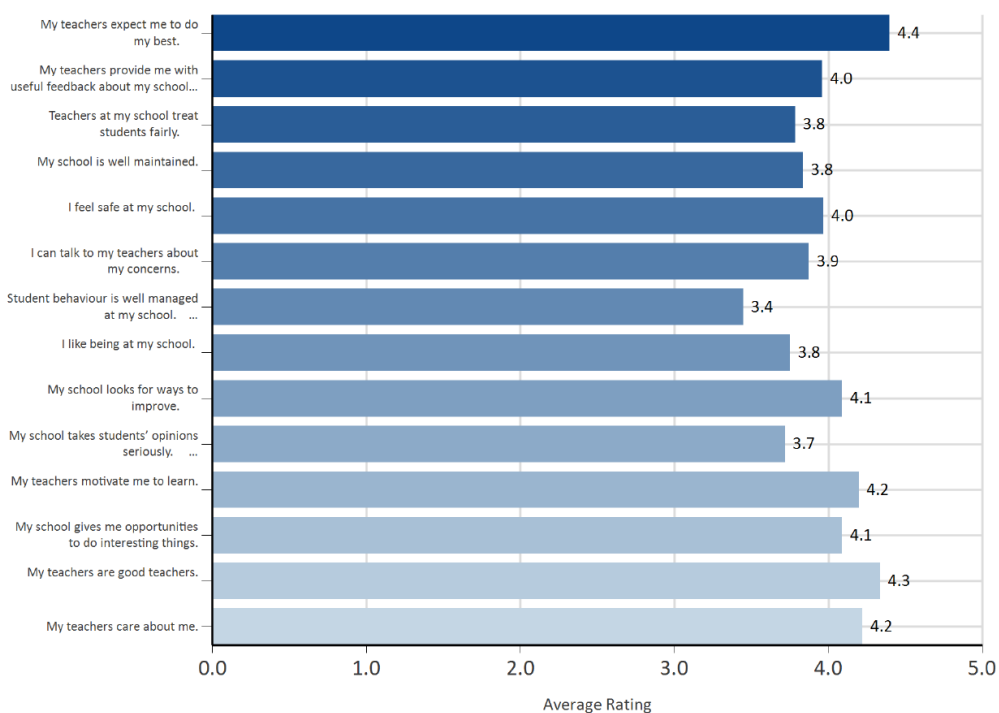
Summary of Comparative results of the 2022 and 2023 Surveys

Survey	Average Score 2022	Average Score 2023
Parent	4.6	4.6
Student	4.0	4.0
Staff	4.7	4.5

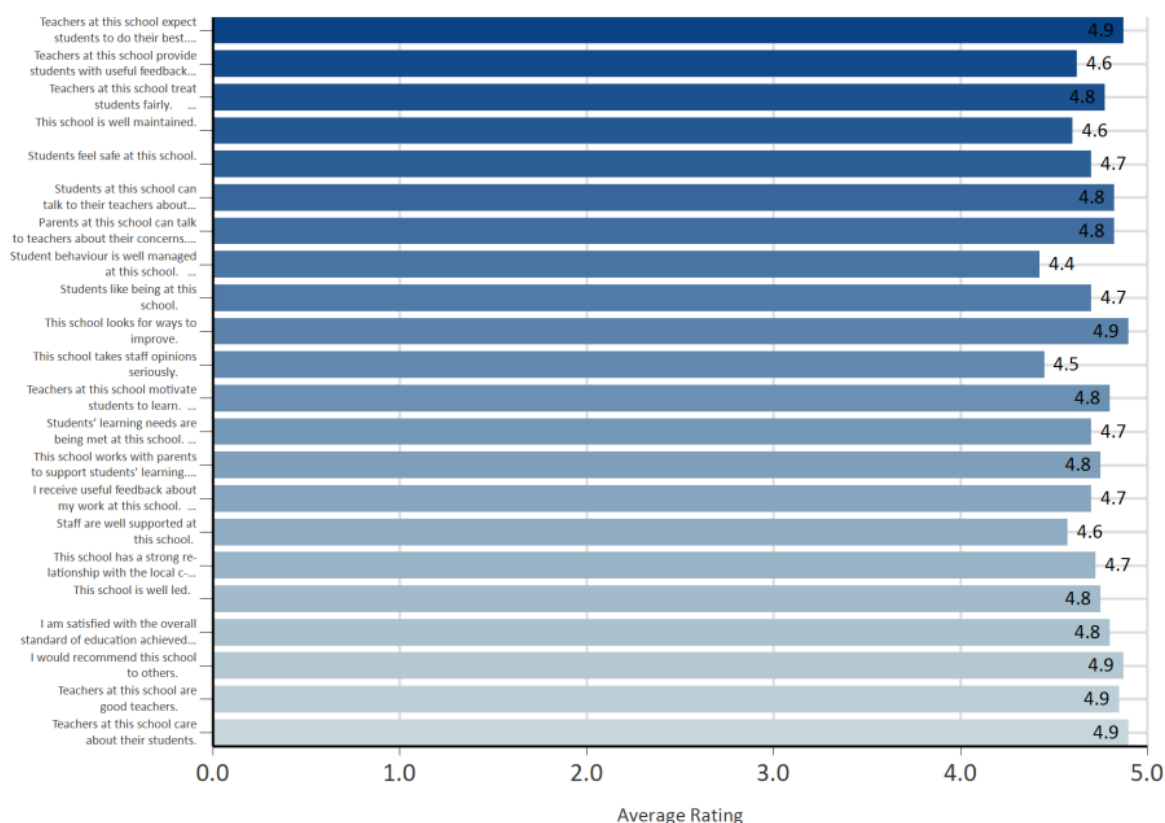
Parent Survey



Student Survey



Staff Survey



Be You Survey Results 2023

Target 5: Achieve a minimum score of 4.0 on the Be You Survey domains for staff, parents, and students.

Target

Progress

We annually administer the Be You Survey to gather information from staff, students, and parents about how we are meeting the mental health and wellbeing needs of our school community, surveys are scored on a 5-point scale. Our 2022 data demonstrated positive results from each survey with the *domain scores* ranging from 4.01 to 4.40. across the 3 surveys. Our 2023 data demonstrated positive results from each survey with the *domain scores* ranging from 4.07 to 4.40 across the 3 surveys.

Staff - areas of strength included actively supporting inclusion in their learning community and understanding ways to meaningfully include all children and young people to support their mental health and wellbeing. Teachers also understand resilience, and actively teach it in their classrooms.

Students – areas of strength included the school teaches students about healthy and positive relationships. Teachers encourage students to treat others with respect and encourage students take on new challenges. There was a strong belief that teachers and families want students to be the best they can be. The student survey also highly rated the statement – 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. Consideration has been given to several statements related to teachers often talking to students' families about what they are good at (3.5), families often asking their child how they can improve at school (3.3), and families asking children to share what they are good at (3.6). In response to this the school has implemented the 'Golden Ticket', a system for sending home positive commendations for students.

Parents – areas of strength included they understand that mental health and wellbeing is important for children and young people's learning development, and that they are aware their experiences can influence our mental health and wellbeing in both helpful and unhelpful ways. Families also feel comfortable speaking to the educators about any concerns for their child and believe our school actively embraces and promotes inclusion. Consideration has been given to the statements related to knowing what support services are available in the local area for children if they needed support (3.6), and families receiving useful information on how to support

social and emotional learning and mental health at home (3.8). In response, the school is actively promoting the range of workshops available to parents and providing information in every newsletter.

Be You Summary of Results

Year	Children's Survey (5.0)	Educator Survey (5.0)	Family Survey (5.0)
2022	4.10	4.40	4.01
2023	4.07	4.40	4.07

Recommendations based on the National School Opinion and Be You Survey Results

- In 2023, 5 key staff completed Berry Street Educational Model Professional Learning, to increase the engagement of students with complex, unmet learning needs and successfully improve all students' self-regulation, relationships, wellbeing, growth, and academic achievement with pedagogical strategies that incorporate trauma-informed teaching, positive education, and wellbeing practices. In 2024, these key staff will form the Berry St Implementation Team and they will lead the embedding of Berry Street focuses into the SEL scope and sequence and develop professional learning for all staff.
- Year level deputies to support teachers to complete the new referrals to the Student Services Team, including support from the school psychologist, student support officer, chaplain, AIEO, EALD support, literacy & numeracy intervention, and case management for students with complex behaviour and learning needs.
- In 2023, 7 key staff (Respectful Relationships Implementation Team) attended the Respectful Relationships Professional Development, Implementation Workshops, and mentoring sessions, led by the Starrick facilitators. In 2024, all staff will attend the Respectful Relationships Workshop, and will be supported by the Implementation Team to review SEL/Health curriculum to include aspects of Respectful Relationships.
- In 2023, to improve the results on the student and parent surveys in the areas of teachers talking to parents about what students are good at and conversations with families to share with them what students are good at and how they can improve at school, we introduced a gold slip system (the Golden Ticket) to encourage families to discuss the reason for the gold slip at home. In 2024, we will reflect on the success of this initiative as a whole staff and identify how we can build on this as a positive behaviour reward system.
- Publish regular articles in the newsletter about our Social Emotional Wellbeing programs and communicate more information to families to support social and emotional learning and mental health at home including the signs and symptoms of mental health issues.
- Class teachers to include what students have been learning in the Social Emotional Learning program via the Connect Weekly Wrap-ups.
- Provide links on Facebook, the newsletter and *Connect* to promote parent workshops on understanding resilience, anxiety, mental health supports for students and families. Connect personally with individual families who might benefit from specific workshops offered throughout the year.
- Ensure families know how students can seek help in their learning community if they need support at school through actively promoting the support services available at Makybe for mental health and wellbeing.
- Continue to seek ways of promoting the work of the student leaders and how they provide opportunities for students to voice their opinions and contribute to school decision-making.
- Provide updates to students through the student leaders, so they are aware of how their opinions have been actioned.
- Teachers to explain to students the importance of certain groups of students taking additional body breaks and how this helps them learn, along with opportunities for all students to take part in whole-class brain and body breaks.



Our Priority Areas

1. Leading a Flourishing Learning Environment

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

Student Leadership, Voice, and Agency

At Makybe Rise Primary School, everyone is seen as a leader of themselves and others. Our students are empowered to be brave leaders and have a strong student voice. Although we aim to engage expertise wherever it exists within the school, rather than seeking this only through formal position or role, we do have formal student leadership roles for our Year 5 & 6 students. Our student leadership roles are created so our students can express their opinions and be involved in the school decision-making processes, contributing to the implementation of our priority area strategies.

Key Achievements:

- ✿ The Sustainability Champions have led Makybe Rise Primary School in promoting a range of environmentally friendly initiatives including collaborating with the Science teachers to promote recycling practices through informative posters, working alongside Dr Grey in the preservation and promotion of the Miyawaki Forest Project, engaging in Clean Up Australia Day through the Clean Up Makybe Club, assisting with the planting of the sensory garden, and creating a video with Keep Australia Beautiful to assist other schools to kickstart a Clean Schools project which aims to reduce littering in schools.
- ✿ The Community Warriors worked closely with the P&C Association with breakfast club, and the community initiative of Christmas hampers for families in need. They also volunteered to collaborate with Baldivis Secondary College to cook food for Friends of the Beach and The Happy Pantry to alleviate hunger and support those in need.
- ✿ The Library Legends Welcomed author Tim Harris during Book Week and assisted in the display ideas for his books, they assisted in the set up and running of the Book Fair, and reorganised half of the non-fiction section of the library to make it easier for students to locate books.
- ✿ The Media Specialists assisted with preparing iPads for NAPLAN, they supported the successful running of assemblies and special events using the audio visual equipment, and supported younger students to use ICT.
- ✿ The Creative Journalists worked collaboratively to publish meaningful articles relating to students of MRPS and the wider Baldivis community through the regular school newsletter.
- ✿ The Tribes Captains collected data on equipment utilised by students during recess and lunch and used the data to purchase additional equipment, they introduced a new borrowing system for students to borrow and be more responsible for class equipment using ICT, they worked collaboratively with the PE team to set up and coordinate Tribes Carnivals and whole school events and worked alongside the PE team to teach and mentor Kindy/PP students in fundamental movement skills during PE.
- ✿ Apprentice program for potential new student leaders was continued and maintained its success in 2023. The mentoring program is a huge part of the culture at Makybe. It is a great way for future leader aspirants to gain knowledge and understanding of the duties required to fulfil the student leadership roles. Students Leaders provided their feedback to prepare their apprentices to begin their leadership journey in 2024.
- ✿ Playground Champions provided peer mentoring for students who need support at break times. These student leaders were trained in Restorative Practice to assist them in the role.
- ✿ One Year 6 student fulfilled the role of Junior Councillor representative at the City of Rockingham Council and was elected Deputy Mayor, contributing to discussions on how to improve services provided through the council.
- ✿ One Year 5 student fulfilled the role of Aboriginal Culture & Leadership representative on our student council, working with the Tribes captains to run traditional indigenous games during break times, presenting acknowledgement of country at the ANZAC ceremony and school assemblies and acting as a role model for other students in the Young Achievers Club.
- ✿ Reading on the Rise Year 6 mentoring program provided Year 1&2 students with reading support in the library before school once per week.
- ✿ School Board Presentations - The Makybe Rise School Board Open Meeting in Term 2, was attended by our student council leaders, parents, and the P&C President. The theme presentations were made by student councillors on the goals of student leaders in 2023



Student Leadership Teams, 2023



Student Council

Mentor: Mel Garwood



Tribes Captains.

Mentors: Derryn Fernandez and Ryan Kayser



Creative Journalists

Mentor: Jennifer Maisano



Media Specialists

Mentor: Sam Webster and Dylan Wiseman



Library Legends

Mentor: Kylee Thomas



Sustainability Champions

Mentor: Emma Ackland



Community Warriors

Mentor: Mel Garwood



Aboriginal Culture & Leadership Representative

Mentor: Tamioka Lusted



Rockingham Junior

Councillor - Noah

Mentor: Mel Garwood

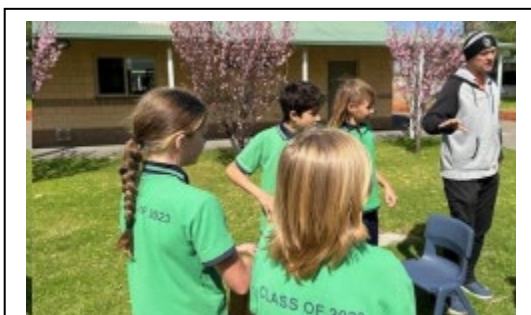
Successful Student Transitioning Processes

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. Alongside our evidence based SEL programs we worked with Helping Minds to ensure we equipped our students with the right tools to transition to Secondary school successfully. Parent sessions were held at both secondary schools to empower parents to work with our students to be confident in the high school transition process.

Students participated in small group work with Leigh McIntosh, the Baldivis Secondary College Youth worker, on the Difference Makers program. Relationships are built and the program is powerful in getting students ready for Secondary School. Topics discussed included

how students make a difference in the community, what is a good leader and what their role is in the community. Students participate in a range of team games to show strengths when working as a team. The Rising Stars program was offered to students with additional learning needs and provided an extended transition into secondary schooling. Students were also given the opportunity to apply for a leadership day at BSC, there were some strong applications, and 6 students attended the day.



Ridge View Secondary College had two transition programs, the Edison and Raptor programs. These programs were available to our students that were attending Ridge View in 2024. The Rapture program ran two cohorts this year allowing more of our students to have an opportunity to build strong connections with the College. For students attending Baldivis Secondary College or Ridge View Secondary College in 2024, they went across for a day to visit their respective schools. Baldivis students had a second transition day further strengthening the transition process and increasing student confidence levels about commencing at BSC in 2024.

Year Six Nanga Bush Camp

Camp was a huge success in 2023. Students spent three days together with their peers, Makybe staff and parents, at the Nanga Bush Camp in Dwellingup. Students participated in a range of outdoor activities that provided opportunities for them to employ their growth mindset and take on challenges that far exceeded their expectations. We had the new year co-ordinator and Youth Worker from Baldivis Secondary College attend so that students could build relationships with their future high school staff. Ridge View Secondary College outdoor education staff also attended our camp to run our team games. A welcome addition to camp was our Connecting to Country component. This was carefully and collaboratively planned with our Science teacher, Year Six team and our AEO Tamioka Lusted.



Year Five Point Peron Day Camp



Year Five students attended a Point Peron full day camp program as part of our transition program where all activities are mapped against the Australian Curriculum by teachers. During the activities, participants demonstrated the following Personal and Social Awareness General Capabilities – recognising others' feelings and knowing how and when to assist others; show respect for and understand others' perspective and negotiate and communicate effectively with others; work in teams, positively contribute to groups and collaboratively make decisions; resolve conflict and reach positive outcomes. Students demonstrated their ability to meet the curriculum requirements of Health and Physical Education. The activities and events featured during our Year Five camp were carefully planned and structured to ensure that all students had a positive, inclusive experience in a safe and fun learning environment. This sets our students up for success to Thrive in Year Five!

Pre-Kindy Transition Program

During 2023, Makybe Rise PS provided an opportunity for our 2024 Kindergarten students to be involved in a transition to school program. The program consisted of six, weekly visits to school during Term 4. Each session ran for two hours. These were conducted in four groups. For the first 5 visits, parents remained in the session with their child. Seventy students attended the program, representing 87.5% of the students enrolled in kindergarten for 2024.

In the final week of the program, 61 parents of students enrolled in kindergarten for 2024 participated in Triple P Seminar Two- Raising Confident, Competent Children.

The **Makybe Rise PS Pre-Kindergarten Program** was established in 2021 and engages our families as partners in their child's education. Additionally, the program allows the children to

- foster a love of books
- see reading as an interactive and fun experience
- develop their receptive and expressive oral language skills, with a focus on listening.
- interact with other children and adults
- learn how school 'works' and
- engage in a variety of fun activities that foster a love of learning
- build inclusivity and a sense of welcome.



Transition Program Feedback

Following the Pre-K Program, 61 participating parents were surveyed, and the results indicated high levels of satisfaction with the program. Parents were asked to provide any additional feedback on the program. Below are some of the responses.

"I'm very grateful for this program. It has made X feel so much more confident in the idea of beginning Kindy next year".

"Thank you for a great Pre-Kindy programme. We both enjoyed it. Nice preview for X to what he will be doing next year. Also, the parent meetings were informative and helpful as well".



"Very welcoming and engaging program! Felt very organised and inclusive. My daughter thoroughly enjoyed it and is super excited for next year".

"Experienced staff. They were very helpful and friendly and full of knowledge about what they are doing to develop the child. We are feeling very happy and safe to send our child to this school. We have noticed huge difference in our child after these 6 weeks. He has already started to have attachments to school."

"We feel confident with our child starting school and supporting him developmentally at home and in the educational setting".

"Great program. Our son (Year 1) didn't get the same opportunity so I can see the difference. It's a very valuable program for the kids and parents".

"The program is a good way to integrate the preschool children into the activities and processes of a normal school day. I support the initiative and hope the school continues with the program".

Wellbeing Initiatives for Staff, Parents, and Students

The Social and Emotional and Wellbeing Leadership Team, work with their colleagues to lead the development and implementation of planning, policy and procedures that inform teacher practice, build professional expertise, and reinforce a school culture where staff are passionate in their belief that the social curriculum is just as important that the academic curriculum. Central to this is the successful design, implementation, and evaluation of the organisational wellbeing initiatives for staff, parents, and students.

Key Achievements

- ✿ Strengthening our parents as partners in the promotion of parent information sessions. These were presented by Triple P Positive Parenting, KEYS, South Coastal and RDP enterprise solutions with a strong focus on managing school transitions.
- ✿ Wellness Fair held during our school open night. Vendors included sports clubs and services for our school community to access such as KEYS, Starrick, the Happy Pantry and community centre and Helping Minds.
- ✿ In 2023 the SEL scope and sequence was reviewed and updated from teacher feedback. The SEL leaders developed and implemented the *Last Six Weeks of School* Guidelines to complement the *First Six Weeks of School* procedures. Two key staff wrote the *Developmental Milestones* document which was shared with our staff during a professional learning workshop. This document will help teachers identify key milestones for their students.
- ✿ To retain our staff and maintain their wellbeing, we need to provide teachers with resources that meet the challenges they'll encounter in their work so that they can learn from those challenges, surmount them, and fulfil their purpose. As part of our three-year business plan and an extension of the great work we have already undertaken with our staff, we were pleased to deliver a series of workshops - *Cultivating Educator Emotional Resilience*. Commencing in 2022, this workshop series tackled the problem of educator stress and provided a practical framework for taking the burnout out of teaching. In 2023 we delivered 3 more workshops to staff including the habits of Take care of yourself, Focus on the Bright Spots, and Be a Learner.
- ✿ Two key focuses for the SEL team in 2023 were Berry Street and Respectful relationships. An implementation team attended the Berry Street Professional Learning series to ensure they are equipped to lead its implementation at Makybe Rise. The course provided the participants with a tool kit with practical strategies to use in the classroom to implement a strengths-based approach to trauma informed teaching.



- ☼ Respectful Relationships Teaching Support Program is a primary prevention initiative which focuses on promoting respectful relationships and gender equality from an early age, to prevent family and domestic violence before it starts. The Program advocates a whole of school approach to respectful relationships education and supports the delivery of the mandated Western Australian curriculum. The Program aims to strengthen positive relationships and promote gender equality in the school community. Our SEL team in partnership with our Health team, attended professional learning to ensure the success of its implementation at Makybe Rise Primary School. This will be launched in 2024 and will be a focus in our next business plan.
- ☼ 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 2023 we added Year Five students to the action team to enable us to build their capacity before continuing in Year Six. Their perspectives have enhanced and deepened our understanding of our school community and has assisted in identifying priority areas and actions.



Culturally Responsive Curriculum Planning

At Makybe Rise PS, we are committed to working together in our shared goal of building a culturally safe school where the history and culture of Aboriginal people is valued, respected, and celebrated. This commitment is reflected in this priority area through the work undertaken in curriculum planning. Throughout the year, teachers have reviewed and revised their planning to ensure the Cross-Curriculum Priority: Aboriginal and Torres Strait Islander histories and cultures are reflected in their year level planning documents.

Students in year 3 attended the WA Museum. At the Museum they were guided through a yarning circle by our AIEO and discussed links to the natural world and practiced Noongar language.

Students at year 6 camp had the opportunity to experience some 'on country' learning during their Year 6 camp. Students started off by listening to the school AIEO introduce the local area and discuss what things students would be on the lookout for in the Noongar season of Kambarang. Students then engaged in five different learning experiences linked to connecting with Country. Students had a campfire and learnt about Aboriginal fire uses and burning practices, they also played traditional games and created a map of their camp journey using Noongar symbols. The AIEO took students on a bushwalk showing important plants and discussing their various uses. The final learning experience was a yarning circle where students could reflect on camp and Year 6.



Teachers intentionally planned for whole-school learning activities to occur during National Sorry Day, Reconciliation Week and NAIDOC Week. In Term 2, we celebrated National Reconciliation Week. Its theme – Be a VOICE for Generations, encouraged all Australians to be a voice for reconciliation in tangible ways in our everyday lives – where we live, work, and socialise. During Reconciliation Week, our students engaged in meaningful discussions, educational activities, and projects that explored the history and significance of reconciliation and learnt about the history, culture, and achievements of Aboriginal and Torres Strait Islander people. Year 2 students from rooms 23 & 27 who launched Reconciliation Week at Makybe during assembly. They did a magnificent job leading the assembly singing in both Noongar and English languages.

During NAIDOC Week, our curriculum highlighted the diverse cultures and contributions of Aboriginal and Torres Strait Islander peoples. The theme for NAIDOC Week 2023 was "For our Elders!". We hosted a special assembly that brought the entire school community together. Ms Slavin and the students from Room 40 took on the big responsibility of hosting our NAIDOC assembly. Our students showed off their confident, public speaking skills and entertained us with their dual language singing (Noongar and English) of 'Pass the Song Along' and their dramatic retell performance of the dreamtime story 'The Djidi Djidi and the Moyoop'. Families were invited to attend a special NAIDOC afternoon tea hosted by the Institute of Indigenous Wellbeing and sport.



2. Leading a Flourishing Culture of Teaching and Learning Excellence

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

Enhance teacher confidence & competence in the use of evidence-based instructional practices

Highly effective teaching is the key to improving student learning throughout our school. There is an explicit expectation that all students are actively engaged, appropriately challenged, and prepared to take risks in their learning. Teaching practices across our school reflect our belief that all students can make excellent progress regardless of their starting points if they are provided appropriate learning opportunities and necessary support. Our Makybe Rise Professional Learning Strategy is designed to enhance teacher confidence and competence in the use of evidence-based instructional practices. The strategy acknowledges that teachers are all on their own learning journeys that reflect their years of experience and ensures each teacher receives access to professional learning that best meets their needs.

Key Achievements

- ☼ New teachers to Makybe and graduate teachers completed the *AVID Primary Implementation* professional learning and were coached by our 2 school-based AVID coaches to translate their understanding of evidence-based, high impact teaching strategies and pedagogical approach into their classrooms.
- ☼ Seven experienced teachers completed the *Teach Well Masterclass Series*. This extended their current knowledge and understanding of evidenced-based practice. They were supported through a coaching and feedback cycle to build high-impact instruction into their own classrooms.
- ☼ PP teachers completed the 4-day professional learning course to implement Sounds Write (a comprehensive system with which to teach reading, spelling, and writing). This program was implemented in every PP-2 classroom in 2023.
- ☼ Instructional Coaches provided coaching support to their peers leading to improved teaching, and student learning in AVID and Teach Well high impact teaching strategies, classroom management, and Sounds Write.
- ☼ Developed the EAL/D Coordinator role to provide support to develop, deliver & coordinate a range of professional learning opportunities to support the implementation of EAL/D curriculum resource materials. This included coaching teachers in the use of the EAL/D Progress Maps and assisting teachers with the development and assessment of individual learning plans.
- ☼ The Literacy Intervention Program teachers and assistants completed professional learning to enable them to implement MiniLit Sage and MacqLit for the first time, tracking student progress using Wheldall assessment of reading nonsense (WARN) and Wheldall assessment of reading lists (WARL).
- ☼ All teachers attended workshops on the use of the Seven Steps for Writing Success resource, delivered by members of the English Leadership Team, with a focus on planning for explicit teaching of both narrative and informational texts.
- ☼ Staff were provided with opportunities to access professional development to build both their confidence and capacity to lead. Two middle/future leaders have completed the Emerging and Team Leader professional development through the Leadership Institute, successfully stepping into school leadership positions in 2023. Through the Karnup Network, 5 staff members have completed the 2-day Developing Middle Leaders in Schools, supporting them to translate school improvement planning into the classroom.

Teach Well Masterclass Series

"Teach Well's Masterclass Series aligns with the Department's school improvement priorities and supports the development of whole-school pedagogical practices through evidence-based, contemporary whole-school approaches. The practical experience it provides participants strengthens daily classroom practice and impacts on student achievement." Lisa Rodgers, Director General

Following the success of the Teach Well Masterclass Series in 2022, the Karnup Network of schools committed to providing teachers from each of the Karnup schools the opportunity to complete the Teach Well Masterclass Series for a second year in 2023. Teach Well was established to provide support for teachers and school leaders to improve outcomes for the students in their classrooms and schools. Since 2022, there have been 16 teachers and 2 deputies who have completed the 6-months of professional development to extend their current knowledge and understanding of evidenced-based practice. Teachers collected pre and post implementation data indicating significant improvements in teaching and learning. Teach Well professional learning will be provided to all staff on the School Development Days in 2024.

Mathematics Achievements & Highlights

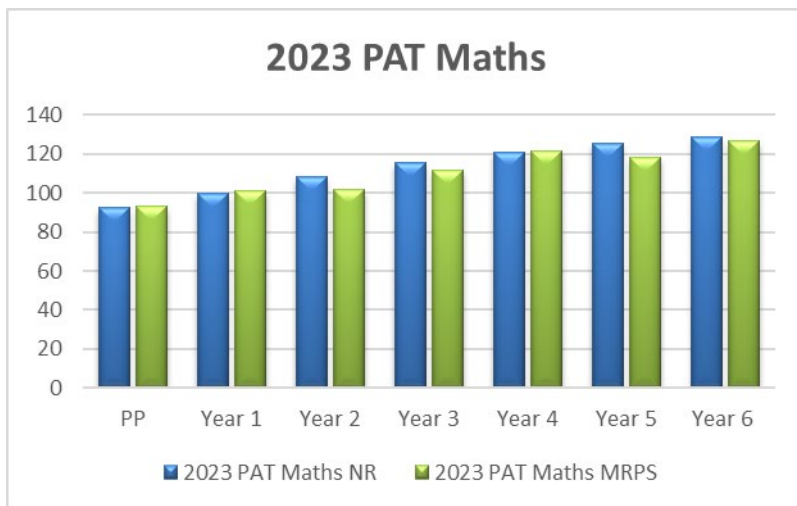
Australian Mathematics Competition



In 2023, we had 47 students from Years 3-6 who enthusiastically took part in the *Australian Mathematics Competition (AMC)*. Of those 47 students who participated, they achieved 5 participations, 25 proficiencies, 16 credits and 2 distinctions. The AMC, an annual event on our Makybe Rise calendar and continues to provide an opportunity for our young mathematicians to showcase their mathematical knowledge. Challenged with 30 thought-provoking problems to solve within 60 minutes, the competition encourages critical thinking and problem-solving skills.

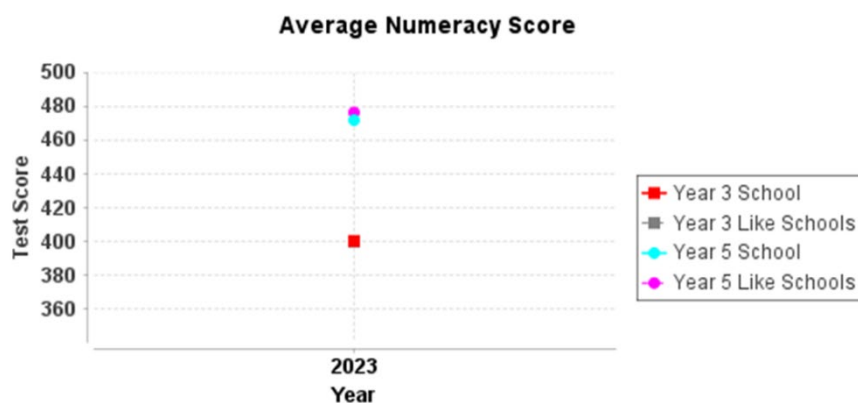
Progressive Achievement Test (PAT) Mathematics

All students in PP-Year 6 completed the Progressive Achievement Test -Mathematics in Term 4. PAT-Maths is a multiple-choice test designed to help teachers determine levels of achievement, knowledge, skills and understanding of Mathematics. The test is Norm-referenced and compare a student's abilities with other Australian students. The test focuses on number knowledge, strategies, algebra, geometry, and statistics. The 2023 results indicate that Makybe student achievement levels are close to the National Mean Scale Score.



NAPLAN 2023

The performance of the 2023 Year 3 and 5 cohorts was comparable to the data for Like Schools and within the expected range (within one standard deviation from the predicted school mean) for all assessments.



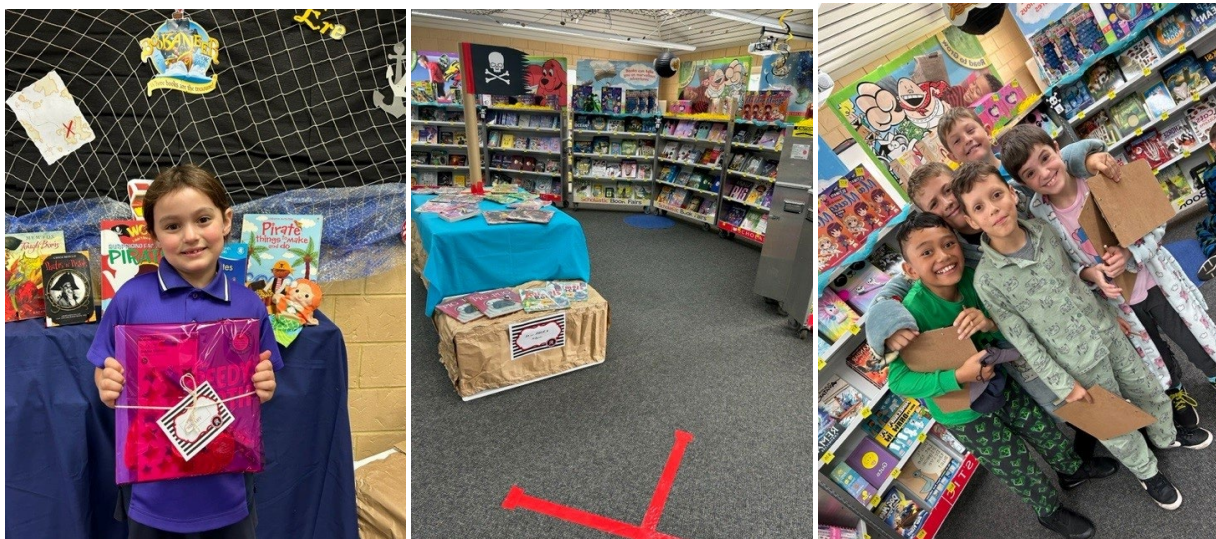
Professional Learning

- ✿ Mathematics Lead Teacher attended NAPLAN SAIS dashboard training and PAT workshop (with English Lead teacher) to assist teachers with analysis of NAPLAN and PAT data.
- ✿ Action research of *Bond Blocks* was conducted in a Pre-Primary classroom by the PP representative on the Mathematics Leadership Team. Feedback from this trial suggested that the initial kit was more appropriate for intervention purposes and the kit more suited for all PP students will be purchased and will be trialled in 2024 in two PP classes. It is anticipated that this will help consolidate the development of early number concepts and skills.
- ✿ A PAT Workshop conducted to support teachers to measure their teaching impact of Mathematics was conducted by Lead Teachers and this greatly assisted teachers in interpreting their class and cohort data.
- ✿ Brightpath Mathematics online assessments trialled by several teachers throughout 2023. The Mathematics Leadership Team will extend this trial in early 2024.
- ✿ A Lead Teacher was appointed to the Mathematics Leadership Team to support the development of professional learning for teachers and to lead the team in writing the 2024 operational plan.

English Achievements & Highlights

Book Fair

Book Fairs were a huge success again this year. The first fair coincided with National Simultaneous Storytime Day, raising an impressive \$10 299. This resulted in the library receiving books to the value of \$335 as a reward.



Book Week

Book Week began with a very special guest. The Year 3 and 4 students were treated to a very funny, interactive, and informative session with Australian author Tim Harris. Tim is the award-winning bestselling author of several laugh-out-loud series for kids, including Ratbags, Mr Bambuckle's Remarkables, Toffle Towers and Exploding Endings. All these series can be found in our school library and now we have some signed copies! After his presentation, Tim's books flew off the shelves. Tim has visited over 500 schools across Australia and it was a privilege to be the first school in Western Australia to host Tim.



Book Parade

Once again, this year, our Book Parade was held during Book Week. This year's theme of Read, Grow, Inspire was enjoyed by all.



Progressive Achievement Test (PAT) Reading and Spelling

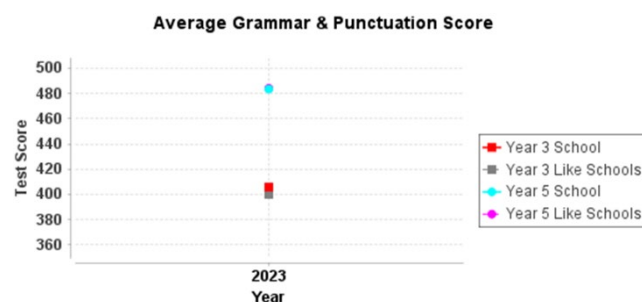
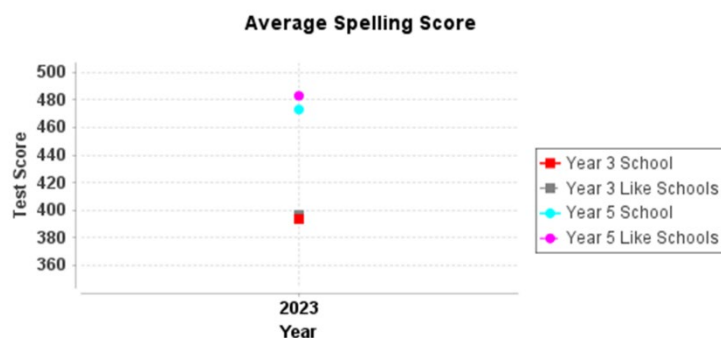
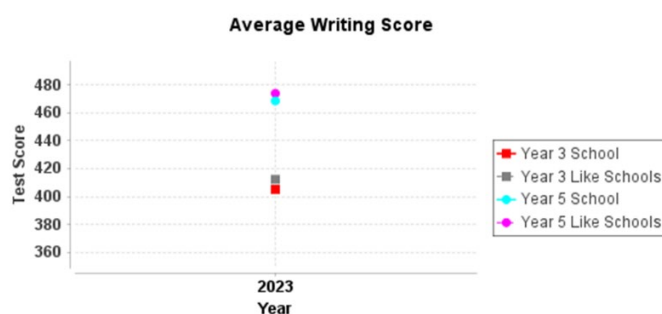
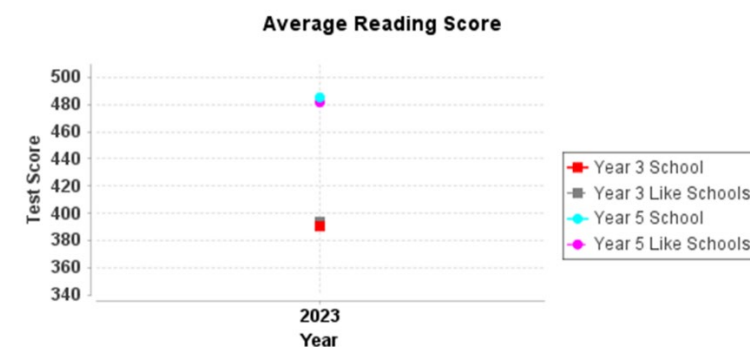
The Progressive Achievement Test (PAT) in Reading assesses the literal, inferential and evaluative reading skills of students between ages 5–and 8. It uses a multiple-choice format, is administered on a group basis and normed for each year level.

PAT Reading can be used to assess a student's specific comprehension difficulty, helping to determine what level students are at, what progress they are making, and where they may need extra help. PAT Spelling was administered in 2023 to measure the impact of Sounds Write (Yr2), Heggerty (Yr3) and the Spelling Mastery trial in Year 4. The 2023 results indicate that Makybe student achievement levels are close to the National Mean Scale score.



NAPLAN 2023

The performance of the 2023 Year 3 and 5 cohorts was comparable to the data for Like Schools and within the expected range (within one standard deviation from the predicted school mean) for all assessments.



German Language Achievements & Highlights

Languages Week

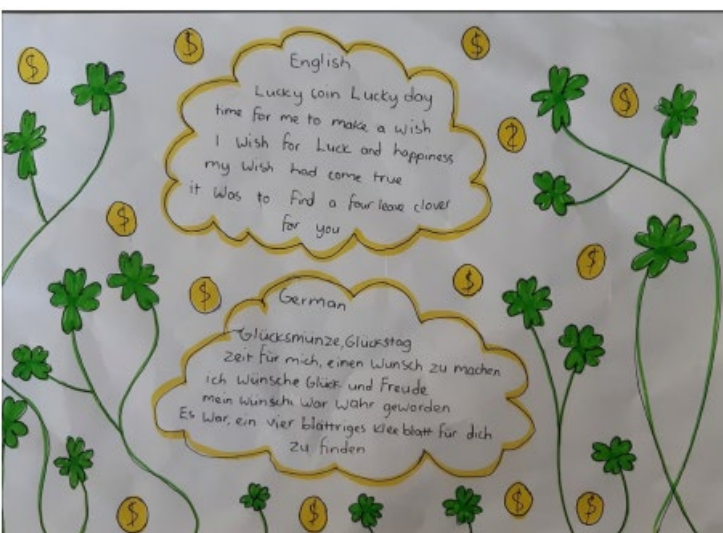
Languages Week is held in the first week in August every year and is designed to raise awareness of the benefits of language and highlight the linguistic diversity in our community. Our world is becoming increasingly interconnected and interdependent. Language learning is an essential skill for life in the 21st century, helping us to broaden personal, social, cultural and employment opportunities. With more than 240 languages and dialects spoken in Western Australia today, Languages Week is a chance to explore and celebrate language learning. Languages Week also provides an opportunity to acknowledge the vital role of interpreters and translators in ensuring that government services are accessible by all members of the community. As part of the learning, our students first explored the different languages spoken in Western Australia and then discussed the benefits of language learning. Next, they listened to a multi-language version of the iconic song *Let It Go* from the Disney movie *Frozen*. The song, sung in 25 languages, flows together beautifully and created an amazing piece of music. Finally, students translated their favourite word in different languages and created a word cloud. It was exciting to see and hear what some words are like in different languages. It was an interesting week and amazing to see how many Makybe Rise students speak a different language at home.

Open Night

The annual Open Night saw the German room beautifully decorated in the colours of Europe's German-speaking countries. We ran a couple of fun competitions in the room. The winners of the guessing competition and Germany quiz as well as the winner of the colouring in competition took home a goodie bag.

Competitions

Our Makybe Rise German language learners participated in the MLTAWA "Let Me Tell You a Story, Let Me Tell You in My Language" competition. Furthermore, the Year 5 and Year 6 students were invited to participate in the annual art and poetry competition run by the Teachers Association German Western Australia (TAGWA). Students were very eager and created very creative poems and artwork. The finalist for each year level received a certificate of participation sponsored by the Goethe Institute and a prize bag sponsored by MRPS.



ICT in the German room

The schools' implementation of the *LanguageNut* language learning program has been successful and students have been busy playing language games and practising sentence building to improve their speaking, reading, listening, and writing skills in German. The program provides digital resources and access to vocab trainer, phonics, grammar, and verbs. The application is designed to supplement and complement all the learning that goes on in our school.

Performing and Visual Arts Achievements & Highlights

Makybe Rising Stars Choir

This year the Makybe Rising Stars Choir performed at multiple key events in the school calendar, including a new excursion- The One Big Voice Festival (OBV). The OBV matinee concert took place at RAC Arena on 18th August in Term 3. It was the culmination of almost three term's work for the Makybe Rising Stars Choir. 45 students participated in the excursion, performing 10 songs, some with special choreography, alongside 4,000 students from 80 schools. The uplifting songs carried special messages about acceptance, resilience and being brave. The choir also performed at the Fully SIC final, and the Student Success Book Awards. The Christmas Choir performed at the P&C Christmas party and Christmas Carol Singalong.



Fully SIC Talent Quest – Student Success Week

The annual Fully SIC Final was held on 20th September in the Undercover Area as part of Student Success Week. The student-chosen 6 Grand Finalists performed their acts for the whole school, showing great confidence and resilience. Student acts included singing, dancing, lip-syncing and drumming and electric guitar. The audience was also treated to performances by the Year 5 and 6 Instrumental music (IMSS) students. The flute, clarinet, brass and guitar groups performed. An overall winner and runner up were selected by the teachers.



WASO in Schools Incursion

On 29th August, students in Year 3-6 were treated to a special performance in the Undercover Area by a WA Symphony Orchestra Wind Quintet. Led by presenter Michelle, the program featured five WASO musicians performing music from different eras and genres.



Art Extension Class

This year, Makybe Rise PS had the pleasure of hosting Miya Maeda, a renowned artist from The Virtual Art Room, for an inspiring day class with year 5 and 6 students as part of the Arts Extension Program. The focus was on her project, "Regal Creatures Ceramic Design," an exploration of art and craftsmanship.

The students were selected for their skill in art and overall work ethic but had not worked with clay before. Thanks to the P&C, who generously funded the workshop, they had the chance to learn from a skilled artist without any cost.

Mrs Maeda's introduction and artistic journey captivated the students, setting the stage for a day of creativity. She drew inspiration from the animal kingdom and historical ceramic art techniques, sparking the imaginations of the young artists. The workshop began with a demonstration of clay moulding and creating texture through tools. As the students watched, Mrs Maeda effortlessly brought life to an animal figurine. Excited to try it themselves, they dove into the hands-on part of the class. With clay in hand and determination in their hearts, the students embraced the challenge. Mrs Maeda was impressed by their natural talent, as they quickly grasped the techniques and began shaping their regal creatures.



Throughout the day, the art room buzzed with enthusiasm and friendship. Mrs Maeda offered guidance, helping the students refine their designs and infuse them with their personalities. Beyond their artistic skills, she praised the students' exemplary behaviour and work ethic. Their respect and genuine enthusiasm made the workshop enjoyable for everyone. The Regal Creatures were fired in the kiln, painted, and showcased during our Open Night. Parents, teachers, and fellow students had the opportunity to admire and appreciate the young artists' hard work.

Art on The Rise – Student Success Week Open Night

Makybe Rise Primary School came alive with creativity and colour on Wednesday, September 13, as the school hosted its annual art exhibition, aptly named "Art on The Rise." Held in the school's Undercover Area, this event was a vibrant celebration of the artistic talents of our young students. Despite the uncooperative weather that day, the excitement of the students remained undampened. They were determined to share their artistic achievements with their parents and the community, and nothing could deter their enthusiasm.

The exhibition featured a stunning collection of 140 framed artworks, showcasing the top 10 pieces from two projects per year level. Visitors were treated to a diverse range of artistic expressions, from colourful paintings to intricate drawings and mixed-media creations.

Each student had the opportunity to choose and showcase one full-scale artwork, and their selections were as unique and diverse as the students themselves. As parents and visitors wandered through the exhibition, you could see the proud looks on their faces. The parents beamed with pride as they admired their children's masterpieces, appreciating the hard work and dedication that went into each piece. It was a heart-warming sight, a testament to the strong support and encouragement these young artists received from their families.



Health and Physical Education Achievements & Highlights

This year marked the third year of our Specialist run Kindy Fundamental Movement Skills (FMS) program. Lessons are designed not only to target and develop the fundamental movement skills of students, but also to prepare them for sport in Pre-Primary. The lessons were heavily focussed on using various FMS movements and skills along with beginning to understand boundaries and rules associated with simple games. Students undertook a vast majority of their lessons either in the undercover area and oval. The data collected shows improvement amongst all classes in the development of these key skills.

2023 saw the PE staff host more training for interschool events outside of classroom hours and as a result we had our greatest level of student involvement for training towards specific interschool events and for extended periods of time. For a number of our interschool carnivals the criteria students had to meet to be selected was much greater than previous years, but we saw student numbers on interschool teams remain the same and, in some cases, be the biggest team we have had. This year we invested more time into training and preparation for our carnivals and implemented a selection criterion for students to qualify for our specific Inter-school teams.

In 2023 we placed and emphasis on the importance of extending selected students for carnivals based on effort/performance. Students and staff encouraged the importance of regular training and building a culture of teamwork and inclusivity within our teams. This meant an extra commitment from staff during their non-teaching time to coach and assist with trainings and before school clubs. We have also increased communication/advertising of local clubs and sports which align with our local clubs and community through Connect/Facebook/School newsletters. As a result, Team Makybe was able to achieve some phenomenal results across multiple Inter-school events.

**BASSA Inter-School Swimming-
Runner up**



**Inter-school Cross Country-
Champions (3rd year in a
row)**



Interschool Athletics – First Place



**State Cross-Country – Girls overall 6th
place in WA & highest ranked metro
public school**



3. Leading a Flourishing Culture of Flourishing Relationships and Partnerships

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

Engaging and Working with Our Community

Research shows that the most successful schools engage students, families, carers, and the community as partners in supporting student learning and wellbeing. There is strong evidence that family-school engagement is associated with significant improvements in academic achievement for students of all ages. Robust research also links family engagement to the improvement of other outcomes including early literacy acquisition, school readiness, attendance, motivation, and social skills.

At Makybe Rise Primary School, we value the contribution of our school community towards our shared mission of developing friendly, thoughtful, and active children who are part of something bigger than themselves. We acknowledge and embrace the partnerships we build with parents and the broader community- together we make a real difference to our students' success at school.

In 2023, we made excellent progress in the implementation of our wellbeing strategies, achieving our business plan targets. We were recognised at the Annual WAPPA Awards, receiving the **WAPPA Leading School Award for Leadership in Wellbeing, Culture and Community**. This award recognised our school's achievement in developing and implementing a range of initiatives with positive outcomes for our school community. This was achieved through high levels of school-wide responsiveness, that included a dedicated leadership team, a school community willing to grow and a strong desire from all to improve student and school outcomes.



Another highlight for Makybe Rise PS in 2023, was being named as one of the four finalist schools across Australia in the **Susan Ryan Family and Engagement Awards**. Presented by ACSSO, this award spotlights outstanding achievements in family engagement within government schools and communities across Australia. Named in honour of the late Susan Ryan, a passionate advocate for family engagement and former Australian politician, this prestigious award celebrates government schools and communities that have successfully integrated family involvement as a crucial element in fostering student success.

Throughout 2023, we have continued to strengthen our parents as partners in the promotion of parent information sessions. This has now been extended throughout the Karnup Network with all network schools working in partnership with each other to promote parent workshops. Sessions were presented by Triple P Positive Parenting, KEYS, South Coastal, RDP Enterprise Solutions and Helping

Minds with a strong focus on Managing School Transitions and building resilience. All key agency partners attended our Wellness Fair that was held in conjunction with our annual school open night. Vendors included sporting clubs, as well as support services such as KEYS, Starrick, Helping Minds, The Happy Pantry and Rockingham Council. Baldivis Secondary College students led wellbeing activities for our families to engage in adding to the success of the event.

Student Leader Collaboration with School Board and P&C Association

In 2023, our School Board and P&C Association continued to work closely with families, staff, and student leaders. Members of our Student Council presented at the open School Board meeting to parents, board members and P&C on each of the Student Leadership Team roles and goals for 2023. As a school community we identified ways to work together on school initiatives positively impacting student outcomes and the learning environment. Our Community Warriors student leaders worked closely with the P&C to run the Makybe Breakfast Club, pack Christmas hampers for families in need, and worked with staff and students from Baldivis Secondary College to cook food for Friends of the Beach and The Happy Pantry to alleviate hunger and support those in need.



Strategic Partnerships Development

In 2023, we sought out and built on our existing strategic partnerships to continue to be responsive to the academic and wellbeing needs of our school community, through the provision of access to experiences, support, and intellectual and physical resources not already available within the school.

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 *Flourishing Relationship and Partnership* priority we increased and sustained partnerships with external agencies to develop the expertise to support student and parental wellbeing, particularly in areas associated with anxiety and resilience

Wellness Fair 2023

In 2023 the Wellness Fair was held in conjunction with our open night, providing families with the opportunity to engage and seek valuable information from a range of vendors. This year was unique as the weather wasn't kind! We had to move all vendors inside this year including sporting clubs. We had representation from various community organisations including KEYS, South Coastal, Helping Minds, Starrick, The Happy Pantry and a range of sporting clubs.



Partnerships to Support & Community Wellbeing

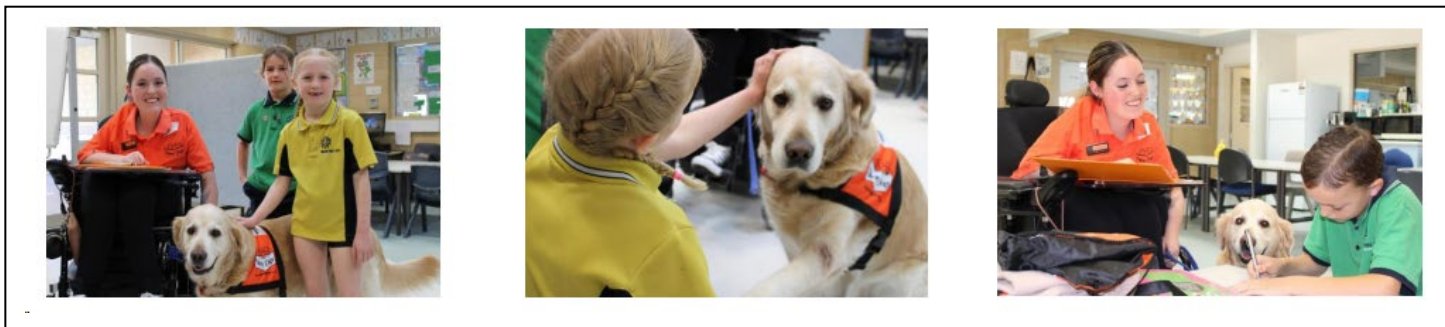
Throughout 2023 we have strengthened our parents as partners in the promotion of parent information sessions. These were presented by Triple P Positive Parenting, KEYS, South Coastal and RDP enterprise solutions with a strong focus on Managing School Transitions and building resilience.

Kwinana Early Years Services (KEYS)

In 2021 we began our partnership 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 in the Baldivis area. In 2023 several families were referred to the service through the student services team. KEYS also offer workshops for all parents. This year we hosted a Resilience workshop as part of our coffee club series. The session was designed to inform parents as to how they can best support their children.

Story Dogs

Story dogs, also known as therapy dogs or reading assistance dogs, offer a myriad of benefits to individuals, particularly children, in various settings. They provide a comforting presence that helps to reduce stress and anxiety levels, fostering a supportive environment for literacy development. Children who may struggle with reading or have difficulty expressing themselves find comfort in reading to the dogs, as they offer unconditional acceptance and encouragement. This practice not only improves reading skills but also boosts confidence and self-esteem. Jaimie and 'Bella' joined our year two students in Term Four this year and their presence has enhanced social skills, empathy, and emotional intelligence in the students, promoting a sense of responsibility and nurturing behaviour.



Triple P

Rekha, our school psychologist was 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 Term Three Rekha presented Fearless which has a focus on helping children learn to manage anxiety, helping families understand exactly how anxiety works and learning management and coping skills that can be taught to children. In Semester 2, our new 2023 Kindy families attended the Power of Positive Parenting seminar as part of the 6-week transition program.

Helping Minds

In 2023 we had a workshop in Term One for families Boost Your Wellbeing which was a good way to start the year. Strategies were offered to participants to help them be the best they can be for their children. The second workshop offered was 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. Staff participated in a workshop Working with Anxiety, where Rebecca shared some practical strategies that staff can use in their classrooms. Andrew provided a session for our Year Six students, Lifelong Resilience, which discussed self-care and helpful emotional skills for students. Year Five and Six students participated in social media and mental health, exploring the relationships between mental health and social media, identifying risks and safe use. Andrew also attended our Wellness Fair and spoke with both parents and students.



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 Baldvis area.

Youth Care -School Chaplaincy

In 2023, the school chaplaincy program (Youth Care) provided support for the emotional wellbeing of our students by providing pastoral care services and enhancing strategies that support the emotional wellbeing of our broader school community. The chaplain linked the school with the local community, supporting agencies and organisations including Foodbank, The Happy Pantry and The Smith Family. Our chaplain played an integral role in assisting and supporting school events and facilitating pastoral support programs and resources including the Brave Program and Triple P parent workshops in collaboration with the school psychologist.

The chaplain provided individual student support to 44 students for matters including family and peer relationships, grief and loss including divorce and separation, general health and emotional wellbeing and support. Students were either referred by their teachers and families or made self-referrals.

The chaplain worked with the school's wellbeing and student services team to refer students to appropriate services when required including Kwinana Early Years Service (KEYS).

She supported to the P&C with breakfast club on a Tuesday and Thursday morning, providing guidance and support to the Community Warriors student leadership team in developing their leadership capacity, and facilitated a Writing for Wellness lunch time program on a Tuesday, in collaboration with the Wellbeing leadership team. The school community was informed of the program via the school newsletter and during parent meetings.

Defence Support Mentor

In 2023, the defence school mentor (DSM) provided support to students of Australian Defence (ADF) members and their families, particularly during their transition into and out of school on posting or during parental absences due to deployment, exercises, or training. In 2023, MRPS had 24 students from 16 defence families.



In 2023, our DSM coordinated welcoming and farewelling activities for our students. She facilitated opportunities for ADF students to connect through a weekly lunchtime club where they were encouraged to bring along one friend and maintained regular connection with the families and teachers of ADF students to ensure they were supported on both academic and social levels.

Our DSM participates and contributes to the Karnup Network DSM network meeting once a term, to share expertise and plan for and

discuss potential supports with a range of primary and high schools within the Karnup region.

Aboriginal Islander Education Officer (AIEO) Support

In 2023, our Aboriginal Islander Education Officer (AIEO) – Tamieka, worked as an integral member of the student services team 0.6FTE. She assisted 22 Aboriginal and Islander students from 16 families through mentoring and pastoral care to improve participation and achievement in the school environment. Her knowledge of two-way learning, and connection with the local Aboriginal community, assisted in the development and facilitation of an integrated, culturally responsive learning programs across a range of year groups and relevant to their educational needs.

In 2023, our AIEO co-facilitated our Young Achievers Club (YAC) in collaboration with the Institute of Indigenous Wellbeing and Sport (IIWBS). On a weekly basis, our Aboriginal and Torres Strait Islander students developed their knowledge of Noongar language, culture, and traditional indigenous games in a practical session. The impact of the YAC program has contributed to positive attendance rates at our school.

Additionally, our AIEO has provided additional support based on individual needs through the delivery of evidence-based literacy intervention groups. The impact of these sessions has resulted in a positive improvement in the engagement and outcomes in literacy for these students.

In 2023, Tamieka was nominated and accepted into the prestigious Aboriginal Leadership program for emerging Aboriginal leaders facilitated by the Western Australian Aboriginal Leadership Institute (WAALI). The 10-weeks of leadership development has its



foundation and essence as cultural learning and connection and has been developed by Aboriginal youth for Aboriginal youth. Throughout the program Tamioka engaged in development activities that improved her educational and leadership outcomes by strengthening her cultural identity, self-development and connection to culture and community.



Sensory Garden

In 2023, students were engaged in designing and building a sensory garden. Led by one of our Special Needs Education Assistants, the student services team worked with the Makybe Rise sustainability champions and staff from 3 of our local Bunnings stores to envision a space that would engage young minds through sensory exploration. Bunnings donated materials and volunteered their time and expertise. Our students have eagerly participated in designing the garden contributing ideas for the garden's layout, plants, and features.

The garden has been designed with a holistic approach to education in mind, incorporating elements that engage all five senses:

- Sight: Bursting with colours, the garden is a vibrant feature for the eyes.
- Touch: The garden encourages tactile exploration with rough tree bark, and smooth stones. A “touch and feel” section introduces students to various textures.
- Smell: Through fragrant herbs, blossoms, and shrubs, students can identify and connect with different plants by their distinctive aromas.
- Hearing: Wind chimes, bird feeders, and the gentle rustling of leaves provides auditory feedback, teaching students about the sounds of nature.
- Taste: An edible section lets students taste herbs and vegetables grown in the garden, fostering an understanding of where food comes from.

Our new sensory garden will assist in teaching invaluable life lessons. Our students will learn responsibility by caring for the plants, patience as they wait for seeds to sprout, and teamwork as they collaborate on garden projects. The development of the sensory garden at Makybe Rise Primary School will continue in 2024.



INCOME - Dec 2023 (Verified Nov Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	176,628	176,628
Carry Forward (Salary)	479,559	479,559
STUDENT-CENTRED FUNDING		
Per Student	6,532,582	6,532,582
School and Student Characteristics	1,261,501	1,261,501
Disability Adjustments	39,500	39,500
Targeted Initiatives	293,531	293,531
Operational Response Allocation	22,022	22,022
Total Funds:	8,149,136	8,149,136
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
Transition Adjustment	0	0
School Transfers – Salary	(348,964)	(348,964)
School Transfers - Cash	349,586	349,586
Department Adjustments	0	0
Total Funds:	622	622
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	19,519	19,804
Charges and Fees	90,284	99,178
Fees from Facilities Hire	100,456	109,775
Fundraising/Donations/Sponsorships	20,572	20,624
Commonwealth Govt Revenues	23,350	23,350
Other State Govt/Local Govt Revenues	0	0
Revenue from C.O., Regional Office and Other schools	963	1,013
Other Revenues	25,191	25,826
Transfer from Reserve or DGR	54,444	54,444
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	334,779	354,014
TOTAL	9,140,724	9,159,959

EXPENDITURE - Dec 2023 (Verified Nov Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	7,134,116	7,134,116
New Appointments	0	0
Casual Payments	777,736	777,736
Other Salary Expenditure	2,805	2,805
Total Funds:	7,914,657	7,914,657
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	19,986	21,657
Lease Payments	47,177	44,332
Utilities, Facilities and Maintenance	230,765	218,017
Buildings, Property and Equipment	210,366	209,391
Curriculum and Student Services	278,525	199,202
Professional Development	42,719	42,893
Transfer to Reserve	28,099	28,099
Other Expenditure	1,901	2,460
Payment to C.O., Regional Office and Other schools	1,380	1,490
Residential Operations	0	0
Residential Boarding Fees to C.O. (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to C.O. (Ag and Farm Schools only)	0	0
Camp School Fees to C.O. (Camp Schools only)	0	0
Total Funds:	860,918	767,541
TOTAL	8,775,575	8,682,198



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