



MAKYBE RISE

PRIMARY SCHOOL

ANNUAL SCHOOL REPORT



MAKYBE RISE
PRIMARY SCHOOL



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Principals' Report

It is with great pleasure that I present the Annual Report for Makye Rise Primary School for 2018. We are proud to report that at the end of this three year journey of targeted growth and rigorous self-assessment, the school's governance teams, students and parents agree that Makye Rise Primary School has embedded an outstanding standard of excellence across all areas of practice.

This report celebrates the many highlights and achievements of the 2018 school year. Two achievements warrant particular celebration. The 2018 NAPLAN results saw the school further strengthen both achievement and progress when compared to like schools. This strong upward trend validates the quality of teaching and learning which is to be found consistently across this very large school, including: the practices of assessment for learning; teacher collaboration; coaching and feedback; and consistent implementation of whole school approaches.

The second achievement of particular note was the certification of AVID at Makye Rise Primary School at the Site of Distinction level. Makye Rise is the first school in Australia to achieve this validation. AVID is a school improvement system which encourages students to raise their aspirations for themselves. It then gives them the skills and knowledge they need to achieve those new aspirations. The four AVID improvement domains of Academic Excellence, Culture, Leadership and Systems are thoroughly embedded within all that we do, all that we are, and all that we aspire to yet achieve.

After eight years of establishing a school with a strong vision for excellence, it is gratifying to reflect upon and celebrate our collective achievements. However, a new and happy challenge rises before us – how do we sustain our standards of excellence into the future, and how do we ensure every member of our community thrives within a school culture of excellence? Our 2019 – 2021 Business Plan will map the next stage of our journey into *High Care, High Performance*.

In 2016, after careful and thorough reflection, the School Board and staff collaboratively selected specific improvement goals across the nine domains of the National School Improvement Tool. The NSIT is an evidence based framework used by the school for monitoring long-term improvements in practice. The elements of focus selected within each domain were designed to firmly establish the quality of teaching and learning practice at Makye Rise Primary School at the Outstanding standard.

At Makye Rise Primary we believe lasting change begins with the adults in our community. I would like to express my deepest appreciations to our school governance teams for their passionate leadership. Our School Board, P&C and staff have worked tirelessly on behalf of our community and should be justly proud of all that we have achieved. I consider myself to be very fortunate to be so ably supported by each of you.

Please enjoy reading the 2018 Annual Report. I hope that by reading it you gain an appreciation of the hard work and deep commitment of the staff, students and families of our school who continue to work together to ensure that Makye Rise Primary remains an outstanding school that continues to achieve our stated purpose of ensuring that every child every day experiences a sense of significance, belonging, enjoyment and challenge so that they may graduate into the wider community with the knowledge and skills to achieve their hopes, dreams and aspirations.

Steph McDonald
PRINCIPAL

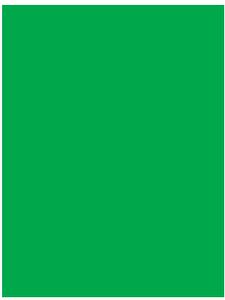
AVID Site of Distinction

Congratulations to Makye Rise Primary School upon being selected as AVID Australia's first Site of Distinction.

AVID Australia commends the leadership that Makye Rise has exemplified in leading and strengthening AVID WA and for generously sharing expertise with all sites in WA and nationally.

The sustained quality, commitment, excellence and leadership of the Makye Rise Primary Staff Developers is commended.





School Board Chair Report

The Board of Makybe Rise Primary School is one of the decision-making bodies within our school that works with the community to ensure that the school resources are used effectively and that the school's priorities reflect the needs of the students. Our Board is made up of staff, parents and community members. We meet twice each term.

One aim for 2018 was to increase the depth of our knowledge of all things Makybe. Each meeting saw a different department of the school present to the Board and explain how they believe they are performing against the Business Plan. It has not gone unnoticed that the time and effort given to these presentations by our Department Heads has had a massive impact upon and increased the depth of our knowledge in every department of our school. We take this opportunity to thank every person who presented to us in 2018. Along with these presentations, having the Business, Strategic and Operational Plans all follow one format has added simplicity and strengthened our ability to understand the goals of our School and contribute to discussion in a confident manner. Our Board members are encouraged to ask questions and make suggestions that could help further develop the learning areas at our School.

As a recommendation from our last school review, the main goal of the Makybe Rise School Board for 2018 was to increase our visibility within our School Community. As part of this, each Board Member asked themselves why they chose to nominate for a position on the Board, and what value they could add to the team. With this goal in mind, we committed to a busy year within the school community.

We kicked off the year with our hugely successful annual Family Movie Night. This free event takes place in the first term of each year and is organised and hosted by Board Members. Makybe families are encouraged to bring a blanket and a picnic or support our P&C by purchasing food from our Canteen. We believe that this event strengthens our sense of community and means that all the new families to Makybe are welcomed to our school in a fun, friendly manner early in the year.

The Board now has a special place in our school newsletter, too. We decided to add a photo of each Board Member alongside a small blurb about them and minutes from the last meeting. We are hoping that parents may see this section of the newsletter and recognise some of our Board Members around the School and understand a bit more about what we do. When we are representing the Board at school events, we also each wear a badge which tells the community who we are, and that we are from the Makybe Rise Board.

We have endeavoured to have a Board Member attend each school assembly and help hand out the student certificates with a member of the executive team. Toward the end of the year we presented a Board Encouragement award at the school's annual Fully SIC competition and a Board Chair Award at the Year 6 Graduation Assembly. A Board Member is always present at each special event throughout the year, such as our ANZAC Ceremony and P&C fundraising events.

We continued our active presence at our school Open Night; where all Board Members visit the classrooms and allocate awards to students of their selection, who are displaying AVID successful student skills. This year we even had a Board member volunteer to have wet sponges thrown at him at the P&C Annual Christmas Party!

We are extremely lucky at Makybe to have such a strong leadership team and teaching staff. I do not believe that the Board would be in this position today without Steph and her team, and we thank you all for your guidance and support. Your hard work and dedication to all the students at our school does not go unnoticed, we are lucky to have you all and thank you for another great year in 2018.

Sian Lawford
Board Chair

P & C President Report

2018 has been another successful year for Makybe Rise P&C as we've introduced new activities to our calendar while continuing to host many of our traditional events. These events are enjoyed by our families and also provide the opportunity to raise funds for resources and projects within our school. We have maintained a large Executive team since the beginning of the year, with members working together to bring students and our community these valued events and I thank each and every one of our team members for their contributions throughout the year. Additional thanks to all of the other volunteers who chip in and help wherever they can - we truly appreciate all the help that we get.

2018 Highlights

Parent stalls - our Mothers & Father's Day stalls, stayed with the school's 'cashless' approach allowing children to pay ahead, while still able to select a gift on the day. We required assistance from our larger school community to help run the stalls, which was a lot of fun for those involved.

Picture Plates - This is a much loved fundraiser amongst many parents, allowing parents to have a keepsake of their children's art.

Colour Fun Run - we took our beloved Fun Run to the next level with a colour explosion, which was a firm favourite amongst our students, with lots of smiles and laughter amongst the water and colour.

Quiz Night - we hosted our first P&C Quiz night, which was a hit amongst staff, parents and community members.

On top of all this we had our annual Easter Raffle, a dress up day each term, two disco's, a P&C stall with Year 6 raffle at the Makybe Wellness Fair, assisted a parent with running a Buy a Bale fundraiser to help our country's struggling farmers and we held a cupcake stand at the Baldivis Square community fair. Phew!

Fundraising

Throughout the year we have contributed over \$19,000 to the school including: funding the annual book awards; funding Makybe Magic Morning Teas; resources for the Colour Run; upgrading the Canteen air conditioning; additional robots for kindy/pre-primary set; contributing to Year 6 fundraising needs; and \$15,000 towards upgrading some of the school's ICT resources.

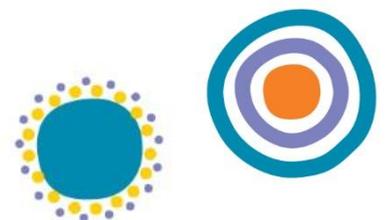
Canteen

Makybe Canteen has continued to be a treasured asset of our P&C. Canteen Manager Katie Kingston and 2IC Laura Schmidt have explored innovative ways to ensure the canteen is sustainable during tougher economic times, which has been achieved this year through the sale of classroom cupcakes for birthdays and securing the catering for all school events. Through the support of Bunnings Baldivis and lot of hard work, Katie & Laura now have a thriving kitchen garden, which not only provides produce for the canteen, but also provides learning opportunities for teachers and classrooms as well as a safe space for our special needs students to have a break and learn through hands on experiences.

It is wonderful to see how our P&C continues to strengthen connections within our community. We had many parents volunteer and it was fantastic to see so many of us working together. Our events have also seen close collaboration between Makybe Rise staff and P&C Executives, with Visual Arts teacher Rhys Gorman and Physical Education teacher Derryn Fernandez working with the P&C for the Picture Plates and Colour Fun Run. Makybe staff also supported our Quiz Night, booking a few tables and producing an entertaining rivalry throughout that night. It is these moments, where as adults we band together for the benefit of our children that makes our community one that I'm proud to be part of.

It has been an honour and privilege to continue to lead Makybe Rise P&C in 2018 and I thank everyone for their continued support to the P&C, our school, staff and amazing students.

Jodeen Herbert
President
Makybe Rise P&C Association



Makybe Rise School Mission

At Makybe Rise Primary School, every child belongs; every child excels; and every child rises to challenge. We are all proud to be Makybe Risers.

Makybe Rise Primary School proudly implements the AVID system:



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

AVID Australia's Vision:

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

School Vision

At Makybe Rise Primary School, we are committed to building a genuine sense of community partnership and belonging. Teachers, students and families all enjoy the mutual respect and caring essential for growth and learning. We are committed to explicit teaching and learning with an emphasis on academic excellence and social and emotional growth in a strong and safe school community. We work together to accomplish our mission of growing friendly, thoughtful and active children who know they are part of something bigger than themselves.

School Beliefs

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

We believe that:

- ☼ The social curriculum is just as important as the academic curriculum.
- ☼ How children learn is as important as what they learn: process and content go hand in hand.
- ☼ Knowing the children we teach - individually, culturally and developmentally - is as important as knowing the content we teach.
- ☼ Knowing the families of the children we teach and working with them as partners is essential to children's education.
- ☼ How the adults in our school community work together is as important as their individual competence. Lasting change begins with the adult community.

A TRIBES Learning Community

The school adopts the TRIBES social model of interaction in order to provide a safe and supportive learning environment for everyone involved in the school. Four Agreements form this school's culture. They include:

-  Mutual Respect
-  Attentive Listening
-  Appreciations - No Put Downs
-  The Right To Participate/Right to Pass

2018 Enrolment Summary

	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(59)	120	101	136	133	144	106	113	912
Part Time	117								

Staffing Profile

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Deputy Principals	6	3.4	0
Total Administration Staff	7	4.4	0
Teaching Staff			
Level 3 Teachers	4	3.2	0
Other Teaching Staff	55	44.9	0
Total Teaching Staff	59	48.1	0
School Support Staff			
Clerical / Administrative	5	4.4	0
Gardening / Continued development and review through 2019.	2	1.4	0
Other Non-Teaching Staff	25	21.0	0
Total School Support Staff	32	26.8	0
Total	98	79.3	0

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

2018 Attendance Rate

	School	WA Public Schools
2014	92.5%	92.1%
2015	94.0%	92.7%
2016	93.9%	92.6%
2017	94.2%	92.7%
2018	93.8%	92.6%



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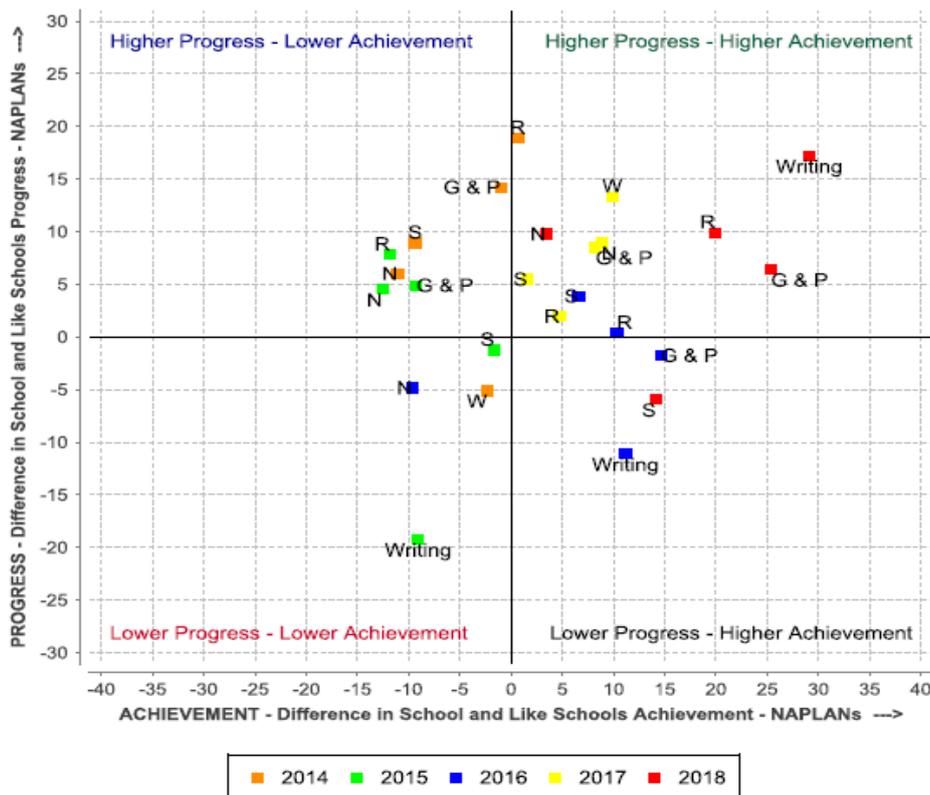
Our 2018 NAPLAN results are the collective product of ALL of our efforts, commitment and perseverance. The school further strengthened both achievement and progress when compared to like schools. This strong trend validates the quality of teaching and learning which is to be found consistently across this very large school: the practices of assessment for learning; teacher collaboration; coaching and feedback; and consistent implementation of whole school approaches.

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

#proudtobemakybe

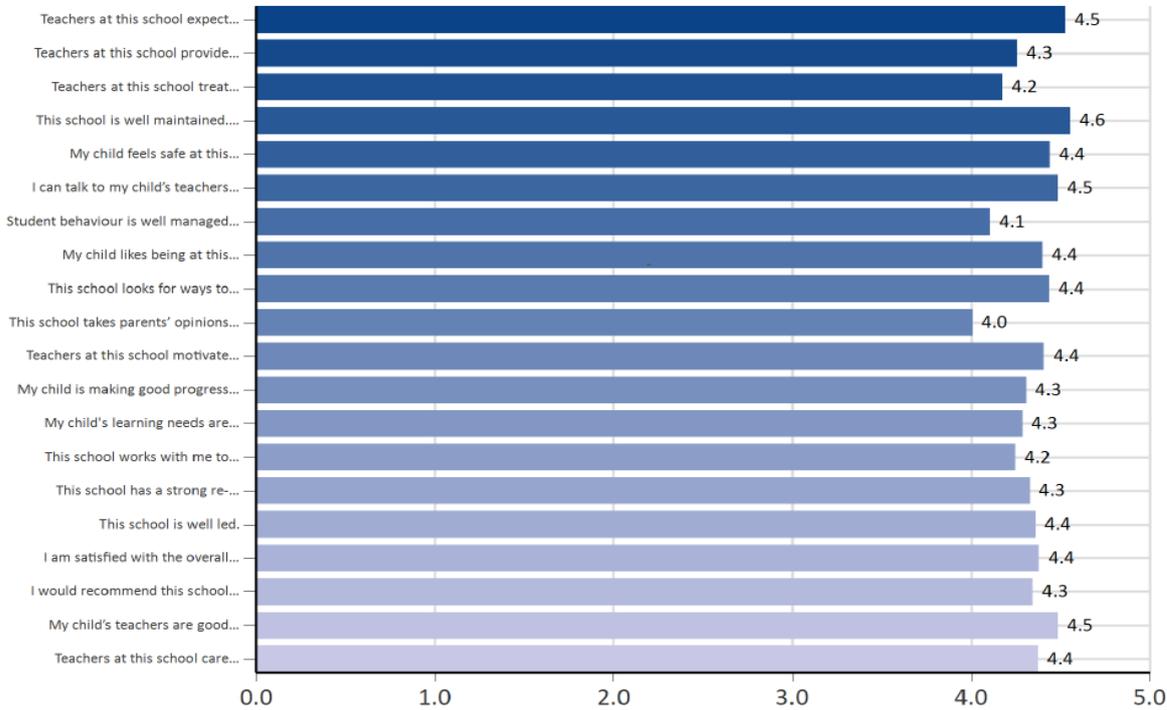
Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 to Year 5 Longitudinal

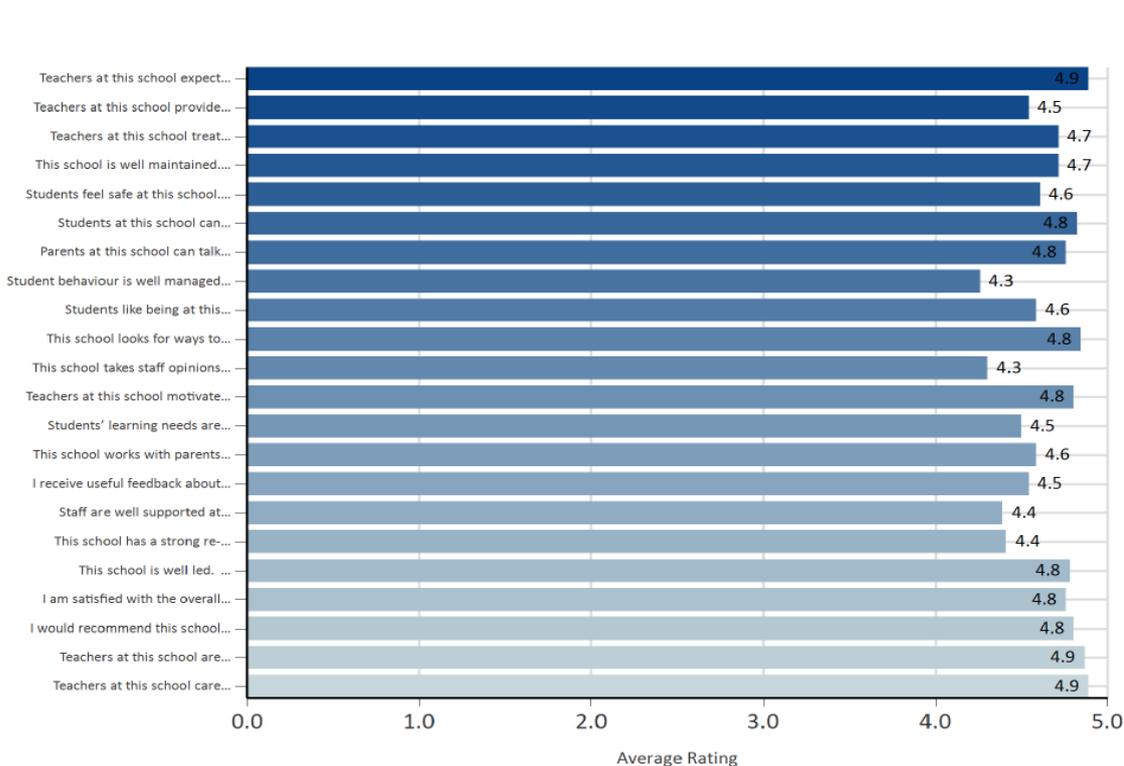


National School Opinion Survey: Parents

Parents and staff have consistently reported higher and higher levels of satisfaction from 2016-18.



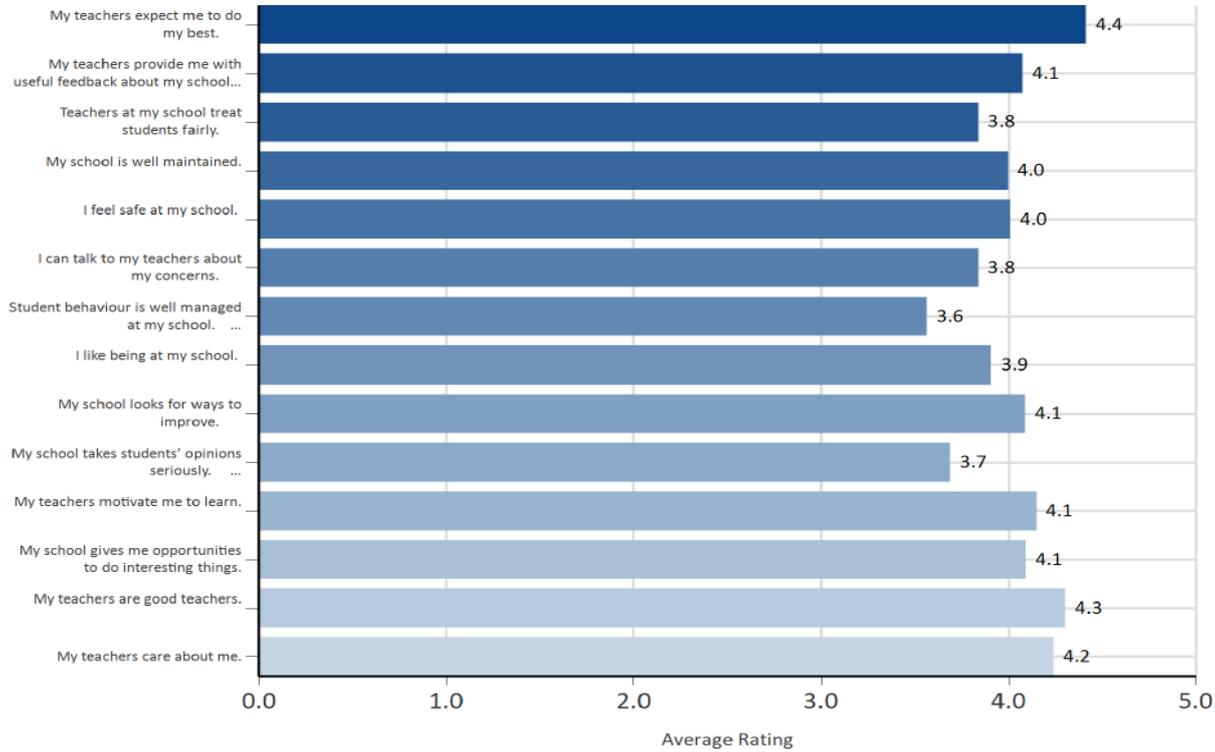
National School Opinion Survey: Staff



Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1

National School Opinion Survey: Students

Whilst remaining positive, student satisfaction levels have not mirrored those of the adults in the community. An independent interviewer was employed to conduct student focus groups to investigate. The focus groups reflected students' very high regard for their teachers and a strong sense of overall safety and friendliness at the school. The focus groups also reflected the way in which a single experience caused students to score statements lower even when their overall experience of the school was very positive.



Ratings Key: 5- Strongly Agree, 4 – Agree, 3 – Neither Disagree nor Agree, 4 – Disagree, 5 – Strongly Disagree



2018 Highlights

Illuminate: Nextgen Challenge

The 2018 Nextgen Challenge used a “social action” theme to encourage the children to think of ways they could make a difference! In teams, students used critical reading strategies to investigate effective collaboration skills. Adam introduced the Idea Canvas and our students developed their business idea. After discussing what makes a good public speaker, teams presented their Idea Canvas to a panel of Community and School representatives and received feedback that they used to refine their business ideas over the week. On Wednesday, teams were divided into 3 separate workshops: Finance, Marketing and TV Advertisements. They learned all about these aspects of business and worked on creating plans for their own developing business. Thursday was buzzing with deadlines looming!! Business Plans were created and submitted. Logos, posters and business cards were created and each team filmed and edited their own TV commercial. Our awards ceremony Friday night celebrated all our amazing student teams!

Nextgen Award Presentations:

Best Business Plan: Outdoor Adventures

Best Pitch Deck Presentation: Hope for the Homeless

Short Challenges Award: Little Miracles

Pressure Cooker Award: STNBN and Petz Care

Best Marketing Package: Education Matters

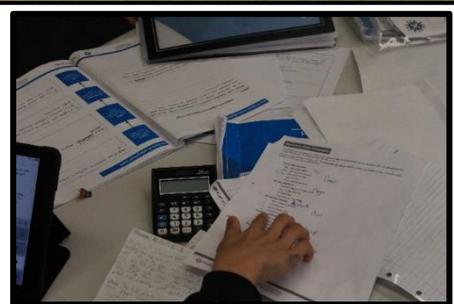
Best Trade Display: Animal Kingdom

Student Choice – Best Idea: Functions and Abilities

Student Choice – Best Business: BDW

Runner Up Best Business: Education Matters

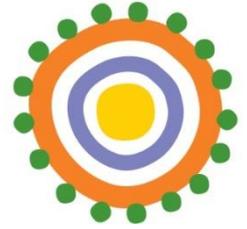
Overall Best Business: Outdoor Adventures



AVID Commit to Student Success Week

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





Science Week

During Science Week children in Pre-Primary to Year Six took part in the 'SuperSonic Science' as well as tabloid Science activities in every classroom. This supported the whole school approach to Science at Makybe Rise.



Naragebup Scientists Reward Day

In Term Four we acknowledged the student achievement and effort in the Science Learning Area by offering a reward excursion to the most deserving Science students in the school from years 1-6. We headed to Naragebup Environmental Centre in Peron, where students spent time learning about environmental issues and sustainable lifestyle choices. We learnt how we can care for reptiles in the wild, what to do if you see a snake or other reptile in the wild, what they eat and general handling. We also learnt about composting and how we can turn waste in to healthy garden fertiliser.



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Book Week



Performing Arts



Community
Favourite Vote:
Hunter
Battersby
Duck Song



Makybe Magic Morning Tea

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



ANZAC Day



Our ANZAC Assembly is one of our most important, ensuring that as a community we respectfully reflect on our past as part of determining our future. Lest we forget.

NAIDOC Week



In Naidoc Week we celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. Extending our repertoire of Noongar songs with the wonderful support of the Noongar Choir has become a popular Makybe tradition.

Mathematics 2016 – 2018 Business Plan Targets

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

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

Band	NAPLAN Score Range	Year 3 Numeracy								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	9%	17%	19%	14%	16%	12%	15%	18%	15%
5	426 - 477	12%	20%	27%	16%	20%	23%	18%	18%	24%
4	374 - 425	27%	28%	27%	24%	30%	31%	22%	28%	27%
3	322 - 373	29%	20%	16%	28%	22%	19%	26%	19%	19%
2	270 - 321	17%	12%	9%	15%	10%	12%	14%	13%	13%
1	Up to 269	5%	3%	2%	4%	3%	2%	5%	5%	3%

BAND 6 TO 10 YEAR 3 NUMERACY

2015	8%
2016	9%
2017	17%
2018	19%

In 2018, 19% of students achieved Band 6 to 10 in Year 3 Numeracy, compared with 8% in 2015.

Band	NAPLAN Score Range	Year 5 Numeracy								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	9%	8%	3%	7%	7%	4%	11%	9%	9%
7	530 - 581	7%	14%	16%	13%	16%	15%	13%	16%	18%
6	478 - 529	25%	34%	28%	29%	31%	30%	26%	28%	26%
5	426 - 477	35%	29%	38%	34%	29%	34%	28%	26%	29%
4	374 - 425	19%	15%	11%	14%	13%	12%	16%	15%	15%
1 to 3	Up to 373	6%	1%	4%	4%	3%	3%	7%	5%	4%

BAND 8 TO 10 YEAR 5 NUMERACY

2015	1%
2016	9%
2017	8%
2018	3%

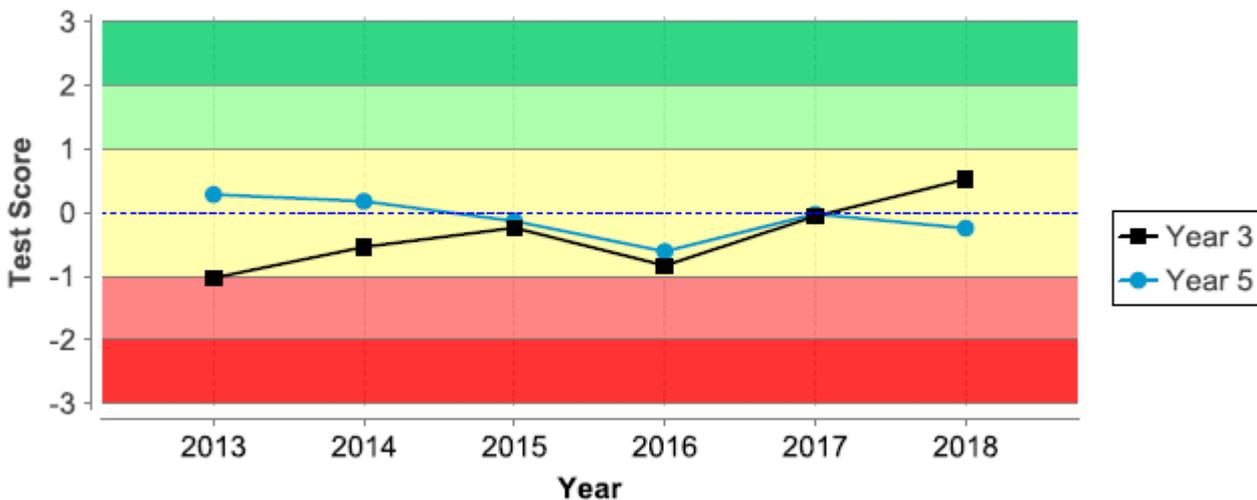
In 2018, 3% of students achieved Band 8 to 10 in Year 5 Numeracy, compared with 1% in 2015.

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

Relative Achievement (Year 3 2015- Year 5 2017)		
Assessment	Year 3 2015	Year 5 2017
Numeracy	-0.2	-0.0

TARGET 3: IMPROVE THE YEAR 3 AND YEAR 5 TREND LINES IN NUMERACY BY 2018 RELATIVE TO THE 2015 DATA. THIS TARGET HAS BEEN ACHIEVED FOR YEAR 3.

Numeracy Performance



The 2018 Numeracy results for Year 3 improved upon the 2015 results, with a dip observed in 2016. For Year 5, the 2018 result was comparable to that in 2015.

English 2016 – 2018 Business Plan Targets

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

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

Band	NAPLAN Score Range	Year 3 Writing								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	10%	12%	8%	10%	9%	6%	12%	11%	9%
5	426 - 477	40%	34%	35%	35%	36%	33%	34%	34%	34%
4	374 - 425	36%	34%	24%	33%	28%	28%	30%	24%	23%
3	322 - 373	10%	18%	23%	15%	21%	23%	14%	21%	20%
2	270 - 321	4%	2%	7%	5%	4%	7%	6%	6%	7%
1	Up to 269	0%	0%	3%	2%	2%	4%	3%	4%	6%

BAND 6 TO 10 YEAR 3 WRITING	
2015	10%
2016	10%
2017	12%
2018	8%

In 2018, 8% of students achieved Band 6 to 10 in Year 3 Writing, compared with 10% in 2015.

Band	NAPLAN Score Range	Year 3 Spelling								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
6 to 10	478 & Above	20%	18%	19%	18%	19%	17%	20%	20%	21%
5	426 - 477	23%	22%	23%	24%	26%	22%	25%	23%	23%
4	374 - 425	35%	22%	29%	27%	24%	29%	23%	23%	23%
3	322 - 373	6%	26%	19%	15%	17%	17%	14%	16%	16%
2	270 - 321	14%	8%	8%	12%	11%	10%	12%	12%	9%
1	Up to 269	2%	3%	2%	4%	3%	6%	6%	6%	8%

BAND 6 TO 10 YEAR 3 SPELLING

2015	10%
2016	20%
2017	18%
2018	19%

In 2018, 19% of students achieved Band 6 to 10 in Year 3 Spelling, compared with 10% in 2015.

Band	NAPLAN Score Range	Year 5 Writing								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	2%	4%	6%	1%	2%	2%	3%	3%	4%
7	530 - 581	6%	12%	10%	10%	8%	7%	11%	10%	9%
6	478 - 529	33%	28%	33%	31%	33%	22%	30%	28%	24%
5	426 - 477	50%	42%	36%	35%	41%	45%	35%	38%	37%
4	374 - 425	7%	9%	12%	16%	9%	11%	14%	11%	13%
1 to 3	Up to 373	3%	5%	5%	5%	6%	12%	7%	10%	13%

BAND 8 TO 10 YEAR 5 WRITING

2015	1%
2016	2%
2017	4%
2018	6%

In 2018, 6% of students achieved Band 8 to 10 in Year 5 Writing, compared with 1% in 2015.

Band	NAPLAN Score Range	Year 5 Spelling								
		School			Like Schools			WA Public Schools		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
8 to 10	582 & Above	7%	10%	11%	7%	11%	7%	10%	13%	11%
7	530 - 581	11%	18%	22%	15%	19%	19%	15%	19%	20%
6	478 - 529	37%	33%	31%	32%	32%	35%	31%	30%	32%
5	426 - 477	27%	25%	27%	29%	23%	22%	25%	22%	20%
4	374 - 425	16%	12%	7%	11%	10%	12%	11%	10%	11%
1 to 3	Up to 373	3%	2%	3%	6%	4%	5%	8%	8%	6%

BAND 8 TO 10 YEAR 5 SPELLING

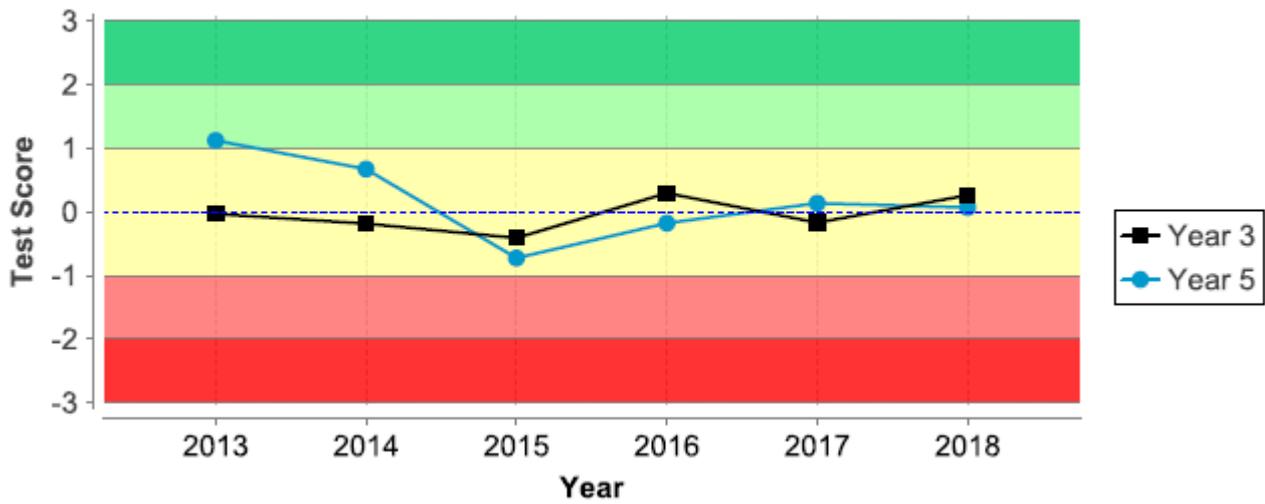
2015	1%
2016	7%
2017	10%
2018	11%

In 2018, 11% of students achieved Band 8 to 10 in Year 5 Spelling, compared with 1% in 2015.

TARGET 2: PERFORMANCE OF YEAR 3 STUDENTS TESTED IN 2015 WILL EXCEED THEIR RELATIVE ACHIEVEMENT IN ALL AREAS WHEN TESTED AGAIN IN YEAR 5 2017. THIS TARGET WAS ACHIEVED FOR ALL ASSESSMENTS, EXCEPT READING WHICH FELL APPROXIMATELY 0.3SD.

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

TARGET 3: IMPROVE THE YEAR 3 AND YEAR 5 TREND LINES IN SPELLING BY 2018 RELATIVE TO 2015. THIS TARGET HAS BEEN ACHIEVED.



The 2018 Spelling results for both Year 3 and 5 were an improvement upon the 2015 results. There was a slight dip in the Year 5 achievement from 2017 to 2018 and slight improvement in Year 3 during the same period.



NSIT - Domain 1: An Explicit Improvement Agenda

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

MAKYBE FOCUS AREAS	SELF ASSESSMENT SUMMARY	2019 RECOMMENDATIONS
<ul style="list-style-type: none"> Align Operational Plans and Learning Area Plans to the nine focus areas. 	<p><i>This focus area has been fully achieved across all learning areas and Leadership Teams.</i></p>	<ul style="list-style-type: none"> Align all levels of planning to the new Business Plan targets and foci.
<ul style="list-style-type: none"> Strengthen the school culture of data informed practice by monitoring progress towards targets and systematically evaluating initiatives and programs, including disaggregating data for student sub-groups. 	<p><i>This focus area has been fully achieved across all learning areas and Leadership Teams with the exception of Languages which commenced implementation in 2018.</i></p> <p>AVID Essentials data collection:</p> <ul style="list-style-type: none"> Completion of Certification Self Study resulting in: <ul style="list-style-type: none"> AVID Australia certified school status continued. First Australian school to receive AVID Australia Site Distinction status. CSS rubric completed Semester 1 and 2 by all teachers. Data shared with School Board. <p>Growth Mindset data collection:</p> <ul style="list-style-type: none"> 2016 to 2018 Growth Mindset data analysis showed: <ul style="list-style-type: none"> High effect size for Years 1-3 reflecting growing student self awareness as they grow older. Sub-aggregation of data for G&T students and Intervention students reflected a fixed mindset in majority of these students. <p>Literacy Student Performance Data:</p> <ul style="list-style-type: none"> English student performance data was disaggregated for many assessments; school based and NAPLAN e.g. gender and students involved in the school's Literacy Intervention Program. Effect sizes were calculated for Intervention students demonstrating their progress when compared to their peers in their 'home' class. This included their Burt Reading Age and the Astronaut Invented Spelling assessment (Year 1). Data profiles were designed for selected students in the Literacy Intervention Program who were markedly below the expected year level standard, using assessments from the lower grades, to provide fine-grained information about their abilities. 	<ul style="list-style-type: none"> Continue with CSS rubric for longitudinal data tracking and informing coaching and professional learning emphases. Use of Inflexion Portal to collect data for Certification. AVID Leadership strengthened through Teacher Voice and Student Voice coaching programs. AVID Expert teacher group to strengthen the AVID site team and empower leaders within collaborative teams. In 2019, the disaggregation of data for those students in the Literacy Intervention Program will be extended to other assessments. In 2019, the Literacy Intervention Co-ordinator will identify those students markedly below the year level expectation and administer a series of assessments from the earlier grades.

- Year level cohort targets and benchmarks were set, aligned with the data sets collected and student progress and achievement was analysed to identify cohort and whole school trends and to monitor individual student performance. This was a component of the school's Plan, Teach and Assess Cycle. Individual and class effect sizes were calculated for most English assessments.
- Data Workshops were held at a whole school level and with Collaborative Teams about the student performance data sets and 2018 NAPLAN data. Group coaching sessions were conducted.
- A Disciplined Dialogue process was followed to analyse collected student performance data. This process focused on interpretation of the data in terms of achievement and progress.
- Moderation sessions were conducted at Collaborative Team level, led by the year level representatives from the English Leadership Team, with a focus on writing and the C grade descriptors.

Mathematics Student Performance Data:

- 2018 Mathematics Operational Plans and Strategic Plans (2016-2018) were aligned to each of the 9 Domains and contain strategies, timelines, who is responsible and resources. These plans also contained student performance targets and benchmarks in various aspects and a Professional Learning Calendar. The Makybe Rise Mathematics Plan was updated, to ensure the Scope & Sequence aligns with the ORIGO – Stepping Stones Program .
- Student progress was measured against the Number & Algebra targets using the baseline data from 2017. Additionally, Measurement & Geometry targets were designed and implemented based on whole school data, with the foci being on Time and Length. A range of school-based assessments were analysed to identify cohort and whole school trends and monitor individual student performance. Numeracy Intervention students were analysed as a sub-group and individual and class effect sizes were calculated for the Westwood Basic Facts Assessment. Boys and Girls were analysed as a sub-group for the Westwood data.
- Mathematics data was analysed at an individual student, class, cohort and whole school level. Whole school Mathematics Data Workshops were held in Term 2 and Term 4. Data Workshops were held with Collaborative Teams about the student performance data sets. All data analysis informed on-going professional learning and coaching opportunities.

- Continued development and review through 2019.

	<p>Technologies Data Monitoring:</p> <ul style="list-style-type: none"> • The Technologies Leadership Team monitored the implementation of the 2018 Technologies Operational Plan and liaised with their Collaborative Teams to moderate and plan . • STEM projects were started across Year 1 to 6 and data analysed to report on Digital and Design Technologies. • Workshop held in Term 4 2018 to reflect as a whole school on STEM projects and technologies implementation. <p>Friendly Schools Plus Data Monitoring:</p> <ul style="list-style-type: none"> • Completed 'Drilling into Data' sheets for the Map-the Gap Screening Tool data and developed recommendations for improvements. • Committee used 'Survey Monkey' to evaluate the success of the health and wellbeing program/activities for staff to guide next steps. <p>Health Data Monitoring:</p> <ul style="list-style-type: none"> • Collection of Grade allocation for PP to Year 6-year groups in Semester One and Two of 2018. Disaggregation of data into subgroups of gender to allow for a thorough identification of progress. • Maintained a rigorous assessment schedule that collected targeted data on; <ul style="list-style-type: none"> ○ Cyber Safety for Year 5 and 6 during Term 4 . ○ Protective Behaviours for Pre-Primary to Year 6 during Term 3: <i>Explicit focus on Safe and Unsafe Secrets in the upper cohort and the Safety Continuum for all year groups, saw an improvement in student understanding of the safety continuum concept. Still improvement to be made in the upper years with defining the difference between safe and unsafe secrets.</i> <p>Phys Ed Data Monitoring:</p> <ul style="list-style-type: none"> • Created a spread sheet which allows students to track and see their own progression using FMS data from Year 1-6. • Used the data collected from the FMS skills to set targets for specific age groups. • Used data to identify sub-aggregate averages across different cohorts of students . 	<ul style="list-style-type: none"> • Further refine Disciplined Dialogue process to analyse collected student performance data. • Continued development and review through 2019. • Continued development and review through 2019. • Create a learning tool for students to keep track of their own scores. • Create a data tracking schedule. • Create norms for students to align with assessments.
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	<p>The Arts Data Monitoring:</p> <ul style="list-style-type: none"> Continued moderation of assessments against the SCSA Assessment Pointers. Powerpoints, marking rubrics and assessment spreadsheet constructed for each year level. Establishment of Baldivis Area Visual Arts Network (BAVAN) for termly collaboration, sharing and moderation of grades . <p>Languages Data Monitoring:</p> <ul style="list-style-type: none"> Participated in Network moderation to ensure balanced judgements. 	<ul style="list-style-type: none"> Setting learning targets based on data collected from 2017-2018. Continued collaboration with the Baldivis Language Cell and the German Language Teacher Association to moderate student performance standards.
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NSIT - Domain 2: Analysis and Discussion of Data

A high priority is given to school-wide analysis and discussion of systematically collected data on student outcomes. Data analyses consider overall performance as well as performance of individual students, evidence of progress over time, like school comparisons and measures of growth across the years of schooling.

MAKYBE FOCUS AREAS	SELF ASSESSMENT SUMMARY	2019 RECOMMENDATIONS
<ul style="list-style-type: none"> ☼ Summarise, display and communicate data to parents and to the school community. ☼ Review and implement the plan for the systematic collection of student outcome data, providing professional learning to build staff skills in analysing data and applying strategies for improved student outcomes. 	<p><i>This focus area has been achieved across all learning areas and Leadership Teams.</i> <i>Communicating data to parents will continue to be a major focus in 2019.</i></p> <p>AVID</p> <p>Teacher Data</p> <ul style="list-style-type: none"> • Certification survey completed by teachers in Term 1 and Term 4 . • Addition of AVID into Teacher Observation schedule. Evidence of WICOR recorded during observations and feedback provided to teachers. • Data presented to School Board and submitted to AVID Australia. <p>Student Data</p> <ul style="list-style-type: none"> • Review of student data collection saw the creation of a student survey in Office 365 / OneNote. Trialed with selected students in Term 4. <p>English:</p> <ul style="list-style-type: none"> • Whole school student performance data was shared with the parents and broader community through the school newsletter and class Connect pages (e.g. NAPLAN Progress and Achievement against Like Schools) and individual student data was shared with parents in parent meetings and case conferences. • Detailed student performance data (Department of Education mandated assessments and school based assessments) was presented to the School Board. • Parents of students in Intervention received at least 3 SLP reviews throughout the year to keep them well informed of their child's progress. • Disciplined Dialogue process continually developed and refined to focus on progress as well as achievement. This process was tailored to better meet the components of particular data set, rather than using a generic format. This process was used to analyse both systemic mandated assessments and school based data sets. • NAPLAN results were analysed by Collaborative Teams (led by Line Managers and/or Curriculum Coach) - focus on progress (from On- entry to Year 3 NAPLAN; from Year 3 	<ul style="list-style-type: none"> • Student Survey to be refined and implemented digitally. • Investigate ways for teachers to communicate AVID data summaries to parents in Classroom Workshops and Connect Pages.

	<p>NAPLAN to Year 5 NAPLAN) and achievement (First Cut).</p> <ul style="list-style-type: none"> • First Cut data analysed for students in Intervention Program by Intervention Co-ordinator- e.g. the percentage of students to make high and very high progress from On entry assessment to Year 3 NAPLAN and from Year 3 NAPLAN to Year 5 NAPLAN. • Connect notices were posted regularly communicating to parents what literacy concepts and skills were being and associated targets. • To address writing data, the Brightpath program was introduced to track students' writing development. A series of professional learning modules were delivered to teachers. The modules allowed an opportunity to share and moderate writing samples. • Teachers who have students in the school's Intervention Program met regularly with the Intervention Co-ordinator to analyse the data, participate in group professional learning and were provided with regular summaries of the goals of the literacy intervention sessions. <p>Mathematics:</p> <ul style="list-style-type: none"> • Student performance data (Department of Education mandated assessments and school based assessments) were presented to the School Board. • Data Collection Schedules for student performance data in Mathematics are reviewed each year and significant changes have been made to the Mathematics Schedule which now includes Westwood Basic Facts Test; Problem Solving; ORIGO Quarterly Assessment; Off Years NAPLAN Testing (Year 2 & 4), NAPLAN Progress Testing (Year 6), Time & Length Assessments, the Newman Analysis and Kindergarten On-entry Test (school designed). • The CNAP- Best Performance- online platform was utilised for the analysis of Progress and Off Years testing (Numeracy). The Curriculum Coordinator facilitated workshops with the Year 2, 4 and 6 teachers on using the platform for data analysis and to set goals for student improvement. • Year 3 & Year 5 students sat the NAPLAN Numeracy Test online for the first time in 2018. NAPLAN results were analysed by Collaborative Teams (led by Line Managers and/or Curriculum Coach) - focus on progress (from On- entry to Year 3 NAPLAN; from Year 3 NAPLAN to Year 5 NAPLAN) and achievement (First Cut). Triangulated against reporting grades. Action plans developed. Teachers were also able to access their data online through the NAPLAN portal 	<ul style="list-style-type: none"> • In 2019, this process will be developed further with the analysis to inform the Data Profiles of selected students. • Continued development and review through 2019.
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	<ul style="list-style-type: none"> • A Progress Testing (Year 6) and Off Years (Years 2 & 4) Question Analysis was completed by the Curriculum Coordinator. This was delivered to and discussed by the relevant collaborative teams. • Expectation that pre-assessment is used to inform differentiated planning for the Stepping Stones Modules. Differentiation of student groups for Mathematics present in Layer 3 planning documents. Teachers use formative and summative assessment from the Stepping Stones Modules to plan for Flexible Grouping (Mathematics). • Newman Analysis coaching provided by the Mathematics Leadership Team in Term 1. Teachers utilised the Newman Analysis in Term 2, to analyse a sample of students and their understanding of the Problem Solving Assessment. Newman Analysis referred to in data workshops and collaborative meetings as a tool for teachers to use to clarify student understanding of word problems . • In Term 1, teachers analysed Quarterly Assessment 4 data for their students from 2017. Analysis discussed at the collaborative level . • Effect sizes calculated for Westwood data for the second time and compared to 2017 baseline data. Numeracy Intervention student data analysed separately to allow comparison with home classes . <p>Science:</p> <ul style="list-style-type: none"> • Post tests were refined and targets set for individual students (those on IEPs). • Participation in Network moderation ensured balanced judgements . • Established and implemented a systematic plan for the collection, analysis and use of a range of student achievement. Set targets reviewed. • All data regarding student performance in Science was analysed for each cohort and areas of strength and weakness were targeted in teacher planning documents. • Student performance data presented to the School Board. <p>HASS:</p> <ul style="list-style-type: none"> • Collaborative teams administered Common Assessment Tasks each term with corresponding rubrics. • Each year level collaborative team evaluated their HaSS assessments with disciplined dialogue process each term. • Collaborative teams used this information to plan future assessments that allow for support 	<ul style="list-style-type: none"> • School targets and achievement results to be included in the presentation to the School Board. • Results of Year Six NAP test to be summarised and published on Connect . • Continued development and review through 2019.
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	<p>E.G. oral interviews and extension E.G. Costa's levels .</p> <ul style="list-style-type: none"> • HaSS Leader modelled a Year 3 moderation session in Term 1 as a model for other HaSS Leaders to use when moderating with their own year levels. • HaSS data/ information presented to the school board. <p>Technologies:</p> <ul style="list-style-type: none"> • Technologies leadership team established Connect discussion to reflect on implementation of STEM project using data and feedback from all Collabs to refine future teaching and learning plans. • Formal data analysis of STEM started and best way of collecting data investigated. • Disciplined Dialogue process discussed and beginning to be developed for 2019 implementation following initial implementation trial . • Technologies implementation and reporting schedule presented to the School Board. <p>SEL:</p> <ul style="list-style-type: none"> • Teachers demonstrated in their planning documents (layer 3 and/or individual lesson planning) how they are addressing all areas of the SEL curriculum. • Continued to collect data from Parents, Staff and Students using the Friendly School's Plus Data Collection Points. <p>Health:</p> <ul style="list-style-type: none"> • The Health CONNECT page merged with the Physical Education CONNECT page in 2018. The Health/PE page was used to communicate the termly focus for Health in years Pre-Primary to 6 and to share information about Health-related whole school events or presentations. It was also used as a platform to lead relevant discussions and encourage interaction from the members of the whole school community. • The Health Leadership Team participated in moderation on a termly basis. • The Health Leadership Team utilised the discipline dialogue process on a semesterly basis, to analyse data and identify areas of strength and weakness, to guide future planning. • Health/PE Leadership Team included representatives from the lower and upper cohort to share back and ensure consistency 	<ul style="list-style-type: none"> • Review and moderate report data in 2019. • Finalise data collection schedule and disciplined dialogue process. <ul style="list-style-type: none"> • Continued development and review through 2019. <ul style="list-style-type: none"> • Identify planning that will encourage a higher percentage of A and B grade allocation to boys in Health. • Although there have been improvements in the percentage of students that can identify the true ownership of images and data online, this will still remain an area of focus in 2019. Along with identifying safe and unsafe sites, the dangers associated with anonymity online and ways to overcome bullying behaviour online.
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	<p>due to change in whole school implementation process.</p> <ul style="list-style-type: none"> • Collection of targeted data Semester 1 and Semester 2 demonstrated the general increase of A and B grade allocations across the year 1,2,3,5 and 6 cohorts in 2017, has been maintained. After sub aggregating the data it demonstrates that a higher percentage of girls achieved A and B grades across all year groups and there was a drop for Year 4 boys in Semester 2, with 15% receiving a D grade. • General Improvements in Cyber Safety understandings, across the board. Specifically, in the areas of the importance of personal anonymity online and ownership of images and data. • In response to feedback received by the school board in 2017, effective collaboration with Student Services to refine the student documented plan process to align with Personal and Social Capabilities. <p>Phys Ed:</p> <ul style="list-style-type: none"> • Surveyed students to target sports and coaches for Active After School Program which align with clubs and sports that are popular among students and community. • Displayed FMS skills comparative data from previous year to parents via Connect. <p>The Arts:</p> <ul style="list-style-type: none"> • Data collected for Making and Responding strands for Visual Art and Music. • Continued use of and refinement of SCSA Assessment Pointers. <p>Languages:</p> <ul style="list-style-type: none"> • Development of assessment criteria (rubric) with direct links to the MRPS Languages Scope and Sequence and MRPS Curriculum Assessment and Reporting Emphases. • Discussed and moderated common assessment task with other Language teachers. 	<ul style="list-style-type: none"> • Organise a come and try day for PP-2 students to entice parents to get students involved in particular sports and local clubs. • Continue to analyse data from arts responses to track cohorts. • Create a longitudinal tracking system to collect data and monitor students' achievements. • Continue to refine rubrics and common assessment tasks.
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NSIT - Domain 3: A culture that promotes learning

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

MAKYBE FOCUS AREAS	SELF ASSESSMENT SUMMARY	2019 RECOMMENDATIONS
<ul style="list-style-type: none"> ☼ Improve the physical environment to further support and encourage learning. ☼ Promote the achievements of the school to parents and the community. 	<p><i>This focus area has been fully achieved across all learning areas and Leadership Teams. Connect, newsletters, assemblies, school events, local news articles and Facebook were all used to promote the achievements of the school to parents and the community. The installation of nature playgrounds, trees, art murals, and a Science Lab collectively enhanced the physical learning environment of our beautiful school.</i></p> <p>AVID</p> <p>Student Success Week</p> <ul style="list-style-type: none"> • Term 3, Week 10 celebration of AVID Student Success Skills. • Open Night with #ThisisAVID. <p>Student Success Book Awards</p> <ul style="list-style-type: none"> • End of Year award ceremony to celebrate AVID Student Success Skills. <p>Showcases/Publicity</p> <ul style="list-style-type: none"> • AAPA Showcase. • Promotional Showcase Attendees: <ul style="list-style-type: none"> ○ Baldivis Secondary College, South Coast Baptist College, South Baldivis Secondary, Charthouse PS, Baldivis Gardens PS, Mandurah PS, Halls Head College, Beaumaris PS, Neerigen Brook PS, Warnbro CHS Ed Support. • AVID Makybe co-branded school flag raised on flagpole daily. • Co-branded merchandise purchased and distributed to school community and visitors, including reusable shopping bag. <p>Nextgen Challenge</p> <ul style="list-style-type: none"> • 168 Year 4-6 students participated. • Social Enterprise theme. • Creation of Interactive Notebook and addition of WICOR Strategies into syllabus. <p>Schoolwide Implementation</p> <ul style="list-style-type: none"> • WICOR Walls and AVID displays in all classrooms. Students building fluency with unpacking WICOR and discussing how the strategies help them to learn. • Every classroom has Growth Mindset displays, with Growth Mindset being embedded through teachable moments. 	<ul style="list-style-type: none"> • Promote Teacher Voice through shared readings and discussions on WA AVID Community Connect Group. • Creation of AVID Films in partnership with BSC Film Academy that use Student Voice to educate about WICOR strategies and AVID Philosophies. • Investigate ways to further communicate AVID to parents and wider school community, potentially through the use of a Student Voice program.

	<ul style="list-style-type: none"> • AVID Year Level Expectations planned for and taught throughout the year, with a strong focus in the First Six Weeks of School. • AVID on Collaborative Team Agendas. <p>Communication to Parents</p> <ul style="list-style-type: none"> • Classroom Meetings included the sharing of AVID and Student Success Skills. • Connect messages and Makybe Facebook page celebrating and sharing AVID successes and events. • Targeted Morning Message Boards and Connect messages during Student Success Week. <p>English:</p> <ul style="list-style-type: none"> • Classroom observation in Term One focussed partly on the physical classroom learning environment to support and further encourage learning- e.g. print rich environment and use of Anchor Charts. • Student work samples were displayed on Student Success Open Night. • AVID- Word Walls, WICOR Wall, Success Criteria and Learning Intentions were displayed in all classrooms. • Classroom Connect pages were used extensively to promote student learning and achievements. • Whole school events promoted achievement and student progress- e.g. Student Success Week, Book Week. <p>Mathematics:</p> <ul style="list-style-type: none"> • Initial 10 minute observation carried out in Term One focusses partly on the physical classroom learning environment to support and further encourage learning- e.g. print rich environment and use of Anchor Charts. • All teachers had a formal Numeracy Block observation with a focus on the incorporation of Stepping Stones and Problem Solving. Feedback was used to guide coaching, professional learning and performance management goals. • AVID - Word Walls, WICOR Wall, Success Criteria and Learning Intentions are displayed in all classrooms. This includes the utilisation of vocabulary cards for the development and understanding of Mathematics vocabulary. • Classroom Connect pages are used extensively to promote student learning and achievements. • Whole school events promote achievement and student progress- Student Success Week, Literacy & Numeracy Week and the Australian Mathematics Competition. The Makybe Maths Fact Competition was conducted for the second year in a row. Literacy and Numeracy Week focused on Mathematical Problem Solving and Flexible Grouping. 129 students from Years 3 – 6 participated in the Australian Mathematics 	<ul style="list-style-type: none"> • Continued development and review through 2019. • Continued development and review through 2019.
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	<p>Competition and were celebrated at a special assembly.</p> <ul style="list-style-type: none"> • A Makybe Maths Tip was posted by a member of the Mathematics Leadership Team in the school newsletter each fortnight. <p>A whole school approach to Science:</p> <ul style="list-style-type: none"> • Classes held in dedicated Science rooms and recent completion of the new Science lab. • Continue to share classroom work via staff emails as well as posts on Connect to parents. <p>Promoting Science:</p> <ul style="list-style-type: none"> • Regular updates on Connect to inform parents of achievements in Science and topics being undertaken, including photographs of students participating in investigations in Science classrooms. • Parents and families encouraged to take a close interest in Science via Open Night, social media and excursions. Individual student talents are valued (Scientists of the Day, reward excursion). • Science teachers attended Science Network Meetings and Professional Learning to share ideas and resources. • Updates on the Makybe Rise Facebook page. <p>Promoting HASS:</p> <ul style="list-style-type: none"> • HaSS vocabulary included in class word walls. • HaSS displays in each classroom. • Student work samples were displayed on Student Success Open Night. • HaSS feature in each newsletter outlining what a particular year group has been learning, HaSS information and photos included on class connect pages, HaSS integrated with STEM Projects. • Whole school NAIDOC celebrations (Noongar Choir, Indigenous WA Incursion, NAIDOC Excursion, NAIDOC Assembly, Canteen Indigenous foods), Monty Pryor visit, Wanjoo as part of every assembly. • Achievements of students celebrated in class, through Merit Certificates at assemblies and through our Aussie of the Month award. <p>Promoting Technologies:</p> <ul style="list-style-type: none"> • Class meeting at the beginning of the year held and technologies curriculum and STEM projects communicated with parents. • Classroom Connect pages are used extensively to promote STEM and technologies in the classroom. 	<ul style="list-style-type: none"> • Twice a term provide teachers in Years 4-6 with an activity based on SIS (tables, graphing etc) to be included in morning meetings. • Run a junior and senior Science Club once a week at lunch time for interested students. • Host a Family Science Show evening to engage parents in Science education. • Continued development and review through 2019. • Continued development and review through 2019.
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	<ul style="list-style-type: none"> • STEM and technologies showcased on Open Night. • AVID - Word Walls, WICOR Wall, Success Criteria and Learning Intentions are displayed in all classrooms. Linked to Technologies curriculum and STEM projects. <p>Promoting SEL</p> <ul style="list-style-type: none"> • Committee developed a quarterly SEL Newsletter which promotes SEL and Wellness practices. • SEL committee members provided informational/display for their class. • Student Leaders presented after hours workshop for parents. • Wellness Fair provided information and resources for parents. <p>Promoting HEALTH:</p> <ul style="list-style-type: none"> • To consolidate their understandings of Nutrition, our Year 5 students created a number of informative Sugar and Healthy lunchbox displays. The displays were available for parents and wider community to view at the front office and also on show during Student Success Week. • Nude Food Monday was a success. In collaboration with the sustainability committee and ECO schools, the message for waste free lunch boxes on a Monday was met through regular communication from the Health Connect page displaying pictures of proud students and staff members with their Nude food lunch boxes. • The Health team communicated upcoming events including Paul Litherland’s Cyber Safety workshops and Andrea Musulin’s Protective Behaviours workshops through the school electronic newsletter. • Formal reporting to advise both students and parents/carers, of their progress in developing understandings in Health and Lifestyle related topics, was delivered during Semester 1 and Semester 2. <p>Promoting Phys Ed:</p> <ul style="list-style-type: none"> • Display of “athlete in focus’ questionnaire in undercover area and via connect to highlight students’ involved in sport outside of school. • Display of visual posters and banners for local sporting clubs and associations. • Promotion of individual student and team performances to parents via Connect. 	<ul style="list-style-type: none"> • STEM book award for Student Success Awards. <ul style="list-style-type: none"> • Continue to work with Healthier Workplaces to provide information for our newsletter. <ul style="list-style-type: none"> • Continued development and review through 2019. <ul style="list-style-type: none"> • Provide more equipment and games for students during lunchtime and recess. • Implementation of “Tribe Tokens’ reward system in PE where students can earn rewards for upholding the 4 Tribes Agreements in PE.
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Promoting The Arts:

Visual Arts

- Weekend Artist programme Semester 1.
- Student Success Week finalists chosen by teacher and then voted on by parents and students online for Winners (Year 4, 5,6 and 4-6 sculpture).
- Connect used to display Weekend Artist Winners.
- Connect used to inform students about external art competitions. Winners of those competitions were celebrated on Connect, Assemblies and via the school PA system.

Music

- Performance Choir participated in NAIDOC Assembly, WAGSMS, Graduation and Christmas events.
- Guitar Club for Year 5 & 6 guitar students.
- School Concert Band commenced in Term 4 and will continue at commencement of 2019 school year.
- Fully SIC Performance Festival with 100+ students auditioning and showcased to school community on Open Night.
- Year 5 & 6 students supported to gain entry to specialist High School programs and extra-curricular performing arts experiences.

Promoting Languages

- Participation in an external Languages Competition.
- Showcase of students' work at Open Night.
- Published 'Did you knows' in the Newsletter to promote Languages and create greater community awareness.
- Regular updates on Connect to inform the community about student's progress.

Visual Arts

- Further support Year 5 & 6 students to gain places in specialist Arts high school programs.
- Design and commission another school mural based on Noongar season.s
- Visual Arts incursion.
- Lunchtime 'Artist's Club'.

Music

- Commence School Band in Term 1 and source Performance Opportunities.
- Senior Vocalist group to work alongside Guitar Club.
- Music Recital Event for Instrumental students and selected Year Level performances.
- Continue WAGSM and Fully SIC.

- Continue to participate in Let me tell you a story competition for Background speakers and also participate in the Side-by-side competition.
- Continue with the German Gems in the Newsletter.
- 'Languages Word of the Week' to be posted on Connect.
- Resources to be developed by Languages teacher for classroom teachers to use and display in their classrooms.

on either an individual basis, buddy or targeted small group setting. Supplementary Learning Plans were written for each individual student. Mrs Ingersole provided teachers with feedback about student goals via email and learning goals were reviewed at the end of each SLP cycle. She also emailed out a weekly spelling tip to continually upskill our teachers, as well as useful PowerPoint presentations based on key phonic knowledge which teachers could incorporate back in their classrooms for ongoing practise. Mrs Ingersole held Spelling Workshops for all staff and then followed this up by meeting with Collaborative Teams to discuss how they could implement the new Spelling and Reading protocols in their classroom. She also ordered new phonic readers to add to our current books. Disengaged readers have benefitted from the new series.

- Mrs Ingersole also attended a number of Dyslexia Speld training days throughout the year. She purchased a Dyslexia Screening Tool and has been screening “at risk” students for potential learning disorders. This has resulted in numerous case conferences with families and a formal diagnosis being made.
- Education assistants who work with at risk students or students with funding allocation were in-serviced to enable them to meet the needs of their students back in the classroom. Mrs Ingersole has written an Oral Language → Reading → Spelling script for the education assistants to work through with their students and they have all reported a greater sense of achievement and progression since utilising this. Mrs Ingersole also helped the education assistants select appropriate reading books and spelling work for each individual student.

Curriculum Coach

- Appointed a Curriculum Co-ordinator/ Coach (Teacher FTE 1.0). In 2018, 60 individual coaching sessions were held with teachers, and 20 group sessions were conducted. These focused on developing the instructional capacity of staff, effective pedagogy and data coaching. For example individual coaching sessions were held to upskill teachers in whole school teaching and learning practices in English (Warm Up); group sessions were held to incorporate differentiation into planning documents and regular data coaching sessions were held with year level groups to set goals for improvement.

Classroom Observation and Feedback Tool:

- A Classroom Observation and Feedback Tool was used to provide teachers with feedback on the Literacy Warm Up and the AVID Critical Reading Process as part of the school’s coaching program.

- Continued development and review through 2019.

Numeracy Intervention Program:

- 111 Year 1-6 students were seen on either an individual basis or in a targeted small group setting. All students were seen between 2-3 times a week for a 30 minute session. This year, pre-tests were designed on a variety of maths topics and the content ranged from Pre-primary level through to Year 6. The intervention students were given the opportunity to demonstrate their mathematical knowledge and understandings in the year levels preceding their current grade and in the years above, if they felt comfortable enough to do so. This information was then used to plan targeted learning goals for each student. Supplementary Learning Plans (SLP's) for each student were communicated to both parents and teachers. Fortnightly feedback regarding student progress was sent to teachers via email along with suggested resources or activities to implement back in the classroom. Anecdotal notes were taken during each session and work samples were collected. Data was continually monitored through student tracking sheets and school based/standardised testing. At the end of each learning cycle, students sat a post-test. The intervention students showed a huge improvement across a number of areas, particularly in place value. SLP reviews were then completed and parents/teachers were required to sign off on them.

Mathematics Coaching:

- Appointed a Curriculum Co-ordinator/ Coach (Teacher FTE 1.0). In 2018, 60 individual coaching sessions were held with teachers, 20 group sessions were conducted. These focused on developing the instructional capacity of staff, effective pedagogy and data coaching. For example individual coaching sessions were held to upskill teachers in whole school teaching and learning practices in Mathematics (Warm Up); ; group sessions were held to plan for Flexible Grouping and regular data coaching sessions were held with year level groups to set goals for improvement. Modelled lessons, Team Teaching or Warm Ups were also conducted in different year levels.
- Makybe Rise Primary School was chosen as one of the seven AVID Australia schools that would participate in the Myer Maths Project (2018 – 2020). Curriculum Co-ordinator, Mel Christmass was nominated to participate in the project's writing week in Melbourne. Mel Christmass will also be the project's facilitator and Mathematics coach, working closely with the seven teachers who were chosen as participants.

- Additional working parties to be held in 2019 – Problem Solving, Myer Maths, ORIGO (moving forward).
- Establish protocol and timetable for coaching of Myer Maths teacher participants.
- Additional coaching and support for EA in Numeracy Intervention.
- Facilitation of professional learning on specific mathematical concepts for both teachers and parents.
- A focus on ensuring sustainability by training of further staff in running Numeracy Intervention.
- Development of a thorough screening process for intervention students and initiating referrals for Dyscalculia diagnoses through DSF.

	<p>Leadership Team:</p> <ul style="list-style-type: none"> • The Mathematics Leadership Team (MLT) continued in its progression to up-skill teachers as a commitment to a Shared Leadership Model. Where possible, members of the MLT remained the same in 2018, in the interest of sustainability. A planning day was used to work with members of the Mathematics Leadership Team to develop Time and Length Assessments, which would be used to collect data on student achievement and progress on these mathematical concepts. All members of the MLT coached their collaborative teams on how to use the Newman Analysis, facilitated planning of Flexible Grouping and presented data or school initiatives for Mathematics • Following the analysis of the Year 6 Progress Testing for Mathematics, it was evident that there was a need for an Enrichment program for higher-achieving students. 11 students scored in Band 8 for achievement and were selected to participate in the Makybe Maths Master's program. The program was developed in coordination with Belinda Miller, the Head Teacher of Mathematics at Baldivis Secondary College <p>Science Leadership Team:</p> <ul style="list-style-type: none"> • Team leader received regular coaching sessions with the Principal . • The Team met regularly to review strategic and operational plans, analyse data, update and modify planning documents and PowerPoints to ensure needs of all students are being met. • Identification of students with special needs/learning difficulties. Collaborated with Student Services Team to implement differentiated learning plans . <p>Technologies Leadership Team:</p> <ul style="list-style-type: none"> • Team Leader recived regular coaching sessions with the Principal. • The Leadership Team met regularly to review strategic and operational plans, analyse data, purchase resources to support the implementation of the new Technologies Curriculum and to assist the STEM project implementation. • PD in Term 1 to support staff in implementation of STEM projects and reporting on Technologies. • Collaborative groups have trained new staff on the use of Connect. <p>HASS Leadership Team:</p> <ul style="list-style-type: none"> • The Team Leader received regular coaching sessions with the Principal and participated in the Aspire Coaching Program. 	<ul style="list-style-type: none"> • Store Individual goals/IEPS for students in Science on shared drive so they can be modified/used for future planning/students. • Discuss differentiating for special needs students at Network meetings to share experiences and resources. • Library Officer to carry out stocktake of all Science items and move them from library to Science storeroom. <ul style="list-style-type: none"> • Continued development and review through 2019.. <ul style="list-style-type: none"> • Members of HaSS committee to engage in appropriate PL as it becomes available.
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	<ul style="list-style-type: none"> • The Leadership Team met regularly to review strategic and operational plans, analyse data, and acquire resources to support the Western Australian HaSS Curriculum: Oz Box, E-Books, Online Encyclopaedia Subscription, STEM Projects. • Staff members attend PL to help develop their expertise in leading groups. • Team members lead HaSS discussions in their collaborative teams. • ASPIRE team members modelled for peers and observed peers teaching lessons. <p>SEL Leadership Team:</p> <ul style="list-style-type: none"> • The Team Leader received regular coaching sessions with the Principal and participated in the Thrive Program. • The Leadership Team met regularly to review strategic and operational plans, analyse data, • DP worked with Student Leaders on their leadership program. • TRIBES training for all year group leaders to lead SEL in their collaborative teams.. <p>Health Leadership Team:</p> <ul style="list-style-type: none"> • The Team Leader received regular coaching sessions with the Principal and participated in the Thrive Program. • A series of before school workshops were conducted with both the Health leadership team and Education Assistants focusing on the Protective Behaviours curriculum. • A document displaying all health resources (Protective Behaviours, Meebie dolls and Cyber Safety resources) was created and uploaded to the Shared drive. • First Aid classes for Year 4-6 during Term 2. A continuation of this course was taught in Term 4, with previous attendants expanding their knowledge in eight modules rather than four. • Coaching opportunities were provided for Graduate teachers focusing on three layered planning and best teaching practice. <p>Phys Ed Leadership Team:</p> <ul style="list-style-type: none"> • The Team Leader received regular coaching sessions with the Principal . • The Leadership Team met regularly to review strategic and operational plans, analyse data, review planning and resources. <p>The Arts Leadership Team:</p> <ul style="list-style-type: none"> • The Team Leader received regular coaching sessions with the Principal . • The Leadership Team met regularly to review strategic and operational plans, analyse data, review planning and resources. 	<ul style="list-style-type: none"> • Continue to build teacher capacity in Tribes • Continued development and review through 2019. • Utilise funding to send teachers from P.E team to Assessment in H/PE PL. • Continue to develop and refine Digital Music Program. • Increase the use of Kagan co-operative structures to improve collaborative projects.
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Languages Leadership Team:

- The Team Leader received regular coaching sessions with the Principal and participated in the Aspire Coaching Program.
- Coaching of Education Assistants in Languages classroom to assist student learning where appropriate.
- Provided teachers in Years 3-6 with a German translation of the Science Word of the week .
- Participated in Languages curriculum professional learning to build instructional capacity and keep well-informed of SCSA updates.
- After school German classes for teachers were well attended.

- Plan specific tasks for Educational Assistants and create small group tasks to assist learning.

	<ul style="list-style-type: none"> • Staff Induction sessions were carried out for new teachers to the school, focussing on the Warm Up, English documents and AVID expectations and the pillars of teaching and learning at Makybe Rise PS. • Coaching sessions and professional learning workshops were carried out for Provisionally Registered Teachers to aid in the collection of evidence against the AITSL standards. • Video of 'best' literacy practice was added to the Video Library (N Drive) and 'filming days' were added to the Term Planner. • Level Three teachers were assisted with modelling best practice. Level Three Aspirants were supported by the Curriculum Co-ordinator with both portfolio development and preparation for Stage 2. • Student Services Program Co-ordinator and Student Services Officer assisted class teachers with adjustments to the classroom English programs and classroom routines generally. <p>Collaborative Teams:</p> <ul style="list-style-type: none"> • Collaborative year level planning continued to develop at three levels- yearly, term and unit (individual lessons). <p>Classroom Observations:</p> <ul style="list-style-type: none"> • Regular classroom observations were carried out by Line Managers to monitor and provide feedback on English pedagogy and classroom practice (e.g. Warm Ups and Literacy Block). Focus on vocabulary and critical reading. <p>AVID Scope and Sequence document:</p> <ul style="list-style-type: none"> • AVID Scope and Sequence document and provide on-going professional learning, with a focus on the expectations that relate to the teaching and learning of English. <p>Aspire Program:</p> <ul style="list-style-type: none"> • Phase 2 of the Aspire Program began in Term 1. 13 teachers participated in the program with 8 coaches. Regular group meetings were held throughout the year and several coaching days were scheduled to conduct classroom observations, provide feedback and work shoulder to shoulder. Coaching improved instructional capacity through modelling of co-operative tactics and effective pedagogy. Teachers were helped with the development of effective planning. A number of 'new' classroom strategies were trialled, including a focus on ways to develop student vocabulary and critical reading skills. The use of questioning to develop higher order thinking was also a focus. • The Aspire Program harnessed and shared the expertise of those who participated. The number of coaches in this program was extended. Connect was used as a discussion forum for this group. Regular group and individual coaching sessions were held. Undertaking professional reading was a focus. 	<ul style="list-style-type: none"> • In 2018, a WICOR Scope and Sequence was developed and professional learning was conducted on a 'language of learning' for WICOR with a focus on speaking and listening skills. In 2019, this will be developed further with a focus on the AVID Critical Reading Process and the explicit teaching of comprehension strategies. • Aspire Program will be expanded further in 2019, to include focusses on well-being and leadership.
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Mathematics Leadership and Professional Learning:

- Regular classroom observations were carried out by Line Managers to monitor and provide feedback on Mathematics pedagogy and classroom practice (e.g Warm Ups, RUCSAC Problem Solving and Stepping Stones).
- Two Staff Induction sessions were carried out for new teachers to the school (Term 1 & Term 3), focussing on the Warm Up, Mathematics documents, Stepping Stones, AVID expectations and the pillars of teaching and learning at Makybe Rise PS.
- Individual coaching sessions were provided to Provisionally Registered Teachers to assist them in completing their portfolios for submission.
- A workshop was run for Level Three Aspirants who are looking to apply in 2019/2020. One classroom teacher was supported to complete Stage 2 of the Level Three process.
- Student Services Program Co-ordinator and Student Services Officer assisted class teachers with adjustments to the Mathematics programs and classroom routines generally.
- Regular collaborative planning and review meetings with classroom teachers were held to ensure a common approach to Mathematics teaching and learning. Collaborative year level planning is continuing to develop at three levels-yearly, term and unit (individual lessons). This included the development of Flexible Grouping in Years PP – 6.
- The Mathematics Leadership Team were further developed as leaders through working parties, planning days and data analysis.
- Phase 1 of the Aspire Program was continued in 2018. Phase 2 of the Aspire Program was introduced in 2018. Coaching and consultation were the key elements of the program. An additional four coaches were made available to the teachers in the program and school partnerships were established.
- Video Library was added to on the N drive which includes vision of best practice.
- Seven teachers were selected to participate in the Myer Maths Project. Teachers participating in the project have funded places at Summer Institute (SI) in 2018 and 2019. They have also committed to accessing coaching through the school's Mathematics coach and will commit to sharing their learning with their collaborative teams.
- Begin Flexible Grouping earlier in the year. Shared planning and discussion on how to adapt Stepping Stones lessons, to improve student outcomes.
- Myer Maths Project participants to be members of the MLT.
- Participants attended Summer Institute in December of 2018. Project to be facilitated in 2019 & 2020.

	<p>Science Leadership & Professional Learning:</p> <ul style="list-style-type: none"> • Classroom observation and feedback on teaching practice. • Science staff regularly attend professional learning and collaboratively plan, deliver and review the effectiveness of lessons. • Science leaders continued to build networked school relationships that support leadership development. • Classroom teachers integrate Science in to their teaching programs (eg tables and graphs, procedure writing). • Tammy Standley completing her Masters with a focus on self-reflection to improve Primary School Science teaching. • Sarah Alderdice attended the 2018 STEM Learning Conference. • Tammy Stanley attended the Primary Connections Focus on STEM: Teaching Design Technology through Science Inquiry Workshop. <p>HASS Leadership & Professional Learning:</p> <ul style="list-style-type: none"> • Ongoing, information and support for all staff through the HaSS Leadership team. • Our scope and sequence and whole school planning frameworks support staff to focus on HaSS Skills and Key Concepts. • HASS leadership group regularly inform collaborative groups of resources available for planning, guide planning and monitor how these resources are being used. • HaSS leader meets regularly with Principal. <p>Technologies Leadership & Professional Learning:</p> <ul style="list-style-type: none"> • Regular collaborative planning and review meetings with classroom teachers were held to ensure a common approach to Technologies teaching and learning. Collaborative year level planning is continuing to develop at three levels- yearly, term and unit (individual lessons). • Staff informed of resources purchased to support Technologies Curriculum . • Staff attended Technologies focussed PD- STEM conference, Murdoch University information sessions, Microsoft Office 365. <p>SEL Leadership & Professional Learning:</p> <ul style="list-style-type: none"> • Curriculum coach conducted professional learning workshops- for new staff members to ensure consistency and understanding of all SEL Programs. • SEL Leadership Team met regularly throughout the year and work with their Collaborative Groups to ensure consistency in the teaching and learning of SEL. 	<ul style="list-style-type: none"> • Membership to STAWA. • Science teachers to attend the STAWA conference. <ul style="list-style-type: none"> • Continued development and review through 2019. <ul style="list-style-type: none"> • Continued development and review through 2019. • Office 365 to be presented to the staff to begin implementation across classrooms. <ul style="list-style-type: none"> • Continued development and review through 2019.
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	<ul style="list-style-type: none"> • SEL Leadership Team reviewed Class Tribes Structure and members attended three day training. • Teachers were involved in digital 'Fishing Trips' to examine and reflect upon exemplary practice. <p>Health Leadership & Professional Learning:</p> <ul style="list-style-type: none"> • The Health specialist team met once every three weeks to discuss the Health program in relation to the Operational Plan. • Health Leadership team met twice a term to collaboratively plan to ensure that a consistent approach is taken across the school. Year group classroom teacher representatives shared back with their collaborative groups. • Ongoing targeted Protective Behaviour's support provided to classroom teachers and education assistants for various students deemed at risk. <p>Phys Ed Leadership & Professional Learning:</p> <ul style="list-style-type: none"> • Physical Education team continued attending BASSA meetings with the purpose to achieve consistency within the cell in regards to assessment and carnivals. • Utilised the SCSA judging standards to focus on aligning assessments to the learning through movement and understanding movement content strands. • Met with PE team monthly to ensure consistency with content and assessment is achieved within Physical Education across all cohorts. <p>The Arts Leadership & Professional Learning:</p> <ul style="list-style-type: none"> • Participation in Connect Arts networks. • Attended Arts Network meetings and engaged in one-on-one discussions with other Arts teachers to increase assessment ideas. <p>Language Leadership & Professional Learning:</p> <ul style="list-style-type: none"> • Attended network meetings and professional learning. • Continued with German classes for teachers. • Focused on using whole school approaches to explicitly teach Communicating and Understanding Skills, using instructional strategies and plenary such as: I do, we do, you do, warm-ups, Essential Questions, AVID strategies, DLIQs, Quickwrites, modelling, guided practice. 	<ul style="list-style-type: none"> • A member of staff from the upper- and lower-year cohorts to attend two day training for Protective Behaviours through Protective Behaviours WA- to share with their collaborative groups and improve shared language. • Teacher triads observations to share strategies and ideas. • Seek professional learning opportunities for sculpture. • Creation of an AVID in Music Connect Community. • Continue to offer German classes for teachers. • Work closely with Dave and Katrina to improve collaborative strategies in a mostly oral learning environment.
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NSIT - Domain 6: Systematic Curriculum Delivery

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

MAKYBE FOCUS AREAS	SELF ASSESSMENT SUMMARY	2019 RECOMMENDATIONS
<ul style="list-style-type: none"> ☼ Ensure the school curriculum includes a focus on information and technology capability. ☼ Ensure the school curriculum includes a focus on AVID critical and creative thinking, and personal and social capability. 	<p><i>This focus area has been fully achieved across all learning areas and Leadership Teams. Certification at the Site of Distinction level recognised the extent to which AVID is embedded in all school practices. Extensive progress on building the capacity of staff to use technologies to enhance student learning has also been achieved across all learning areas.</i></p> <p>AVID Planning</p> <ul style="list-style-type: none"> • Inclusion of AVID in layer 1, 2, and 3 with emphasis on embedding AVID throughout all learning areas. • AVID expectations included in the first six weeks of school planning. <p>Curriculum Creation</p> <ul style="list-style-type: none"> • Refinement of AVID WICOR scope and sequence document. <p>ICT Integration</p> <ul style="list-style-type: none"> • Introduction of digital AVID diaries in BYOD classes. <p>ICT in English:</p> <ul style="list-style-type: none"> • ICT was integrated into English planning documents. • BYOD used to support curriculum implementation and differentiation in the English Learning Area. • Ipad banks were used to access applications and resources to support curriculum delivery and to allow students to access work products on Connect. <p>AVID in English:</p> <ul style="list-style-type: none"> • A Teacher Handbook <u>Listening and Speaking: Developing Language of Learning</u> was developed. <p>ICT in Mathematics:</p> <ul style="list-style-type: none"> • ICT integrated into Mathematics planning documents where appropriate. Cross-curriculum links were developed with the implementation of the STEM learning project in Years PP – 6. • BYOD used to support curriculum implementation and differentiation. • iPad banks are used to access applications and resources to support curriculum delivery and to allow students to access work products on 	<ul style="list-style-type: none"> • Ensure collaborative teams revisit Layered Planning documents to include strategies at appropriate level from the WICOR Scope and Sequence. • Creation of App for iPads for publication of WICOR Scope and Sequence. • Development of a consistent proforma for digital diaries for use in all BYOD classes. <ul style="list-style-type: none"> • Continued development and review through 2019. <ul style="list-style-type: none"> • Continued development and review through 2019.

	<p>Connect. A bank of laptops (15) was added to the bank of ICT resources in 2018.</p> <ul style="list-style-type: none"> Year 3 & 5 students participated in the NAPLAN online trial in 2018. All students sat the Numeracy 2018 test on an iPad. Teachers were able to access the data through the portal on an online dashboard for NAPLAN. <p>AVID in Mathematics:</p> <ul style="list-style-type: none"> Selected teachers trialed the use of AVID Interactive Note Books in Mathematics. Curriculum Coach and seven teachers attended AVID SI STEM PL as the commencement of the Myer Maths Project. <p>ICT in Science:</p> <ul style="list-style-type: none"> Continued use of ipads during Science classes, extended to include junior primary classes. STEM in Science resource books purchased that include QR codes to access support material. Layer 3 plans include a focus on information and technology capability. Continued to update and develop PowerPoints for use in each lesson aligned to Primary Connections units and SCASA outcomes. <p>AVID in Science:</p> <ul style="list-style-type: none"> Continued to use Interactive Notebooks in Year Five and Six Science classes. Implementation of AVID strategies from Science Teaching Guide such as 'Grasping a Concept: Analogy, Fold-it 1: Explain one term, Bulls-Eye comparison. Explicit teaching strategies including a hook, Learning Intention, Success Criteria ('I can...' statements), Essential Question, focus questions and plenary. Science plans make explicit what (and when) teachers should teach and students should learn. AVID strategies included in plans. WICOR charts displayed in Science rooms. <p>ICT in HASS:</p> <ul style="list-style-type: none"> Use of digital resources used for planning, teaching and student research. E-Books and online encyclopaedia subscription. Links to ICT developed and planned for. Connect used to promote discussions on HaSS topics. <p>AVID in HaSS</p> <ul style="list-style-type: none"> All Year levels plan for and incorporate AVID strategies in HaSS lessons – Critical reading strategies, note taking, graphic organisers, philosophical chairs etc. Each year level plans saved on their Connect library. 	<ul style="list-style-type: none"> Extend use of ipads to include Science apps. Science teachers to complete AVID Science 2 strand. Continued development and review through 2019. Continue to develop plans that integrate ICT and STEM.
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	<p>ICT in Technologies</p> <ul style="list-style-type: none"> • Cross-curriculum links were developed with the implementation of the STEM learning project in Years PP – 6. • Connect communities used for collaborative teams to access resources. • Digital resources used for teaching and learning- iPad classes using calendar and book creator reflection journals. • Connect used as self-reflection tool- teachers place homework, tasks and discussions on Connect for students to access. <p>AVID in Technologies</p> <ul style="list-style-type: none"> • AVID critical reading implemented using STEM texts. • BYOD used to support curriculum implementation and differentiation. <p>ICT in SEL:</p> <ul style="list-style-type: none"> • Students completed a Connect based SEL/Wellness homework task twice a term in the upper school. <p>AVID in SEL:</p> <ul style="list-style-type: none"> • All classes incorporated Growth Mindset Wellness goals. All goals were recorded in student's AVID diaries. <p>ICT in Health:</p> <ul style="list-style-type: none"> • ICT and iPad use was successfully embedded into termly planning. Kahoot quiz, story making (Year 2) and interactive whiteboard (PrePrimary, Year 1 and Year 2). <p>AVID in Health:</p> <ul style="list-style-type: none"> • A variety of AVID specific instructional strategies were successfully adopted for the explicit teaching and reflection of Health specific concepts. These included termly goal setting and reflection, word walls and interactive notebooks. Explicit teaching of Growth Mindset language has been incorporated into Term 1 Wellness unit planning, for all year groups. • Year 5 and 6 classes utilised socratic seminar as a means to make Health discussion more meaningful, to broaden thinking, increase problem solving skills and embedded it into literacy tasks to make relevant. <p>ICT & AVID in Phys Ed:</p> <ul style="list-style-type: none"> • Creation of 2 x sets of plenary balls to support the promotion of AVID in Physical Education. • Made adjustments to previous years planning by adding AVID strategies such as DLIQs and Levels of Thinking. 	<ul style="list-style-type: none"> • Continued development and review through 2019. • Continued development and review through 2019. • Incorporate opportunities for critical reading and philosophical chairs in the senior school, especially when exploring decision making, cyber security and drugs education. • Use school resources (Shane Pill) and external coaches to consolidate planning documents. • Align SCSA assessments with Plickrs to create learning tools for assessment.
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ICT & AVID in The Arts:

- Arts learning areas have implemented AVID strategies and Makybe school wide focus areas including essential questions, inquiry levelled questions, reflective strategies and plenary.
- Power Points made for individual Visual Arts lessons including an Essential Question and levelled learning tasks, pictorial and video prompts and lesson reflection.
- Music has supported the use of Interactive Notebooks from Years 2-6.
- Music projects have a creative thinking focus, with student inquiry leading the development of compositions and performance tasks.
- Music Response tasks include critical thinking, with levelled questioning that embed music vocabulary.

ICT & AVID in Languages

- AVID Strategies incorporated into the layered planning documents to ensure a deeper student engagement, collaboration and analysis.
- Layered planning documents aligned with SCISA Languages curriculum and ICT integration.
- Digital Technologies outcomes integrated into Languages learning area.

- Development of more effective warm ups that follow the recite-recall-apply process.

- More frequent use of ipads and Green. screen to enhance learning and engagement
- Use of ipads for students who require additional support.

NSIT - Domain 7: Differentiated Teaching and Learning

Makybe Rise places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and differentiate classroom activities to levels of readiness and need.

MAKYBE FOCUS AREAS	SELF ASSESSMENT SUMMARY	2019 RECOMMENDATIONS
<ul style="list-style-type: none"> ☼ Focus on creating a whole school culture where differentiation is visible in every classroom, students are engaged, challenged and are supported to learn. ☼ Encourage and assist students to monitor their own learning and to set goals for future learning via regular and timely feedback. 	<p><i>This focus area has been fully achieved across all learning areas and Leadership Teams. A consistent focus on goal setting, feedback and differentiated curriculum is evident school-wide.</i></p> <p>AVID</p> <p>Differentiation</p> <ul style="list-style-type: none"> • Collaborative Planning Meetings used to discuss, differentiate and scaffold learning programs and WICOR strategies to year groups and individual students. <p>Student Ownership of Learning</p> <ul style="list-style-type: none"> • Goal setting used by all students in all learning areas to monitor and track individual learning targets. SMART goals and using differentiated I can statements and marking rubrics used to aid goal setting and reflecting processes. • AVID Reflective Writing strategies used to develop metacognition and self-regulation of learning. <p>Differentiation and Student Ownership in English:</p> <ul style="list-style-type: none"> • Self-assessment, feedback and the use of data informed student goal setting in classes. • Differentiated “I can statements” were a key component of class and collaborative planning. • Enabling and extending prompts were a key component of class and collaborative planning. • Pre-assessment and profiling of student literacy abilities using historical data, was conducted for each class. • Documented Plans (IEPs & PEPs) continue to be written, implemented and reviewed for students requiring extension or remediation. Student Services Program Co-ordinator and Student Services Officer assist class teachers with making appropriate adjustments to the Mathematics programs and classroom routines generally. Student Learning Plans (SLPs) are developed by Intervention Teacher and Education Assistant for students in the Numeracy Intervention Program. 	<ul style="list-style-type: none"> • Teacher Voice Shared Leadership model used to coach peers in differentiation and metacognitive strategies. • Student Voice used to share and promote ownership of learning. <ul style="list-style-type: none"> • Continued development and review through 2019.

Differentiation and Student Ownership in Mathematics:

- Self-assessment, feedback and the use of data informed student goal setting in classes.
- Differentiated “I can statements” were a key component of class and collaborative planning.
- Flexible Grouping for Mathematics was facilitated in Years PP – 6. Teachers analysed their Quarterly Assessment data (Stepping Stones) to highlight an area of concern for their cohort. Together they then developed a pre-assessment that was delivered to all students. Using this data, students in the cohort were grouped on their point of need and a remediation or extension lesson was coordinated by each teacher. Students were then re-tested on the pre-assessment to show their progress. Several cohorts facilitated regular thirty-minute Flexible Grouping sessions on a variety of Mathematical Concepts.
- Documented Plans (IEPs & PEPs) continue to be written, implemented and reviewed for students requiring extension or remediation. Student Services Program Co-ordinator and Student Services Officer assist class teachers with making appropriate adjustments to the Mathematics programs and classroom routines generally. Student Learning Plans (SLPs) are developed by Intervention Teacher and Education Assistant for students in the Numeracy Intervention Program.
- At the beginning of the year, teachers examined the 2017 Classroom Spreadsheets in order to profile their class’s performance in Mathematics and adjust layer three planning.

Differentiation and Student Ownership in Science:

- Regular data on the achievements, progress, strengths and weaknesses of individual students are used in Science to make judgements about individual needs, to identify appropriate starting points for teaching and to personalise teaching and learning activities.
- Teachers continued to modify the learning program to ensure all students were appropriately engaged, challenged and extended by designing classroom activities to meet students’ learning needs, levels of readiness, interests, aspirations and motivations.
- SCASA Rubrics/goal setting for SIS implemented with Year 4-6 students.
- Continued to develop differentiated worksheets for each Science unit.
- Individualised report comments for students achieving below standard in Science. Contact

- Review Flexible Grouping Guidelines in 2019

- Students to reflect on goal setting. Build in to Connect homework.
- Strive for complete independence with SIS skills for Year Five and Six students.
- Review “I can” statements in planning and ensure adequate extension and remediation have been accounted for.

	<p>made via phone to discuss with parents or interview if requested.</p> <p>Differentiation and Student Ownership in HASS:</p> <ul style="list-style-type: none"> • Each year level has planned units of work with extending and enabling prompts. • Each year level plans saved on their Connect library Library - Connect. • Differentiated “I can” statements ensure all students can be successful. • Each year level completes a disciplined dialogue on their HaSS Common Assessments then HaSS Team meets each semester to analyse them and improve them to ensure we are using inclusive assessment strategies that allow all students to demonstrate their understandings. • Growth mindset strategies used in HaSS lessons. • Rubrics used to give specific feedback. <p>Differentiation and Student Ownership in ICT:</p> <ul style="list-style-type: none"> • ‘I can’ statements and learning intentions being created across year levels to support the implementation of the STEM projects. • STEM projects differentiated and enabling and extending prompts used. • Extension provided through coding club- teachers nominate students that are high achieving in Maths and Science. • Coaching in Technologies leadership group on differentiation and at whole school Technologies PD Term 1. <p>Differentiation and Student Ownership in SEL:</p> <ul style="list-style-type: none"> • SEL Leadership met regularly throughout the year and worked with their Collaborative Groups to ensure the Layer 3 planning has differentiated ‘I can’ statements and success criteria. • Each year level has planned units of work with extending and enabling prompts. <p>Differentiation and Student Ownership in Health:</p> <ul style="list-style-type: none"> • Success Criteria was adapted to incorporate differentiated ‘I can’ statements to ensure all students are catered for and stand on their tippy toes and take ownership of their own learning to achieve success in the Pre-Primary and Year 4 shared planning documents. • The Health team collaborated to design a range of differentiated learning and assessment tasks into Common planning documents, to ensure that the needs of all students are met and are encouraged to achieve their personal best. These enabling prompts included negotiated outcomes for those that require additional support. 	<ul style="list-style-type: none"> • Continued development and review through 2019. <ul style="list-style-type: none"> • Continue to develop ‘I can’ statements and learning intentions- make school wide. • Continue to develop enabling and extending prompts- make school wide. • Development of robotics club and application process developed. • Continued development and review through 2019.- Leadership team to feedback to collaborative groups. • STEM goal setting further developed. <ul style="list-style-type: none"> • Continued development and review through 2019. <ul style="list-style-type: none"> • Year 4 program to be revisited. Specifically the Semester two Protective Behaviours, Safety and Decision Making units.
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	<ul style="list-style-type: none"> • Part of 2018 focus in Health was on maintaining opportunities for those students requiring extension so that they could achieve an A or B grade. Opportunities for extension were incorporated into planning. These were extending and 'Thinkers Keys' style activities. • Students set individual or whole class SMART goals once a term and were provided with opportunities to revisit and reflect on these goals during the term and at the end of the term. <p>Differentiation and Student Ownership in Phys Ed:</p> <ul style="list-style-type: none"> • Implement individual (Yr 3-6) and class goal setting at the beginning of each term enabling students to set a target and monitor the achievement of their goal. • Utilising Fundamental Movement Skills data to set individual goals for 2018 and accurate targets. <p>Differentiation and Student Ownership in The Arts:</p> <ul style="list-style-type: none"> • Differentiated learning experience through student negotiated outcomes for presenting projects. • I can statements developed for every lesson to reflect differentiated learning outcomes. Students set and monitor goals for their own learning. • Education assistants used to assist in the delivery of differentiated tasks for students. • Differentiation is visible in the learning environment. Resources provide access to challenging tasks, such as visual aids, concrete materials. • Over the shoulder micro-goals for individual students. <p>Differentiation and Student Ownership in Languages</p> <ul style="list-style-type: none"> • Encouraged higher order thinking for higher percentage of A-grade allocation. • Language teacher modified the learning program to ensure all students are appropriately engaged, challenged and extended by designing classroom activities to meet students' learning needs, levels of readiness, interests, aspirations and motivations. • Developed targeted and differentiated 'I can' statements. • Research study with a focus on effective feedback strategies. • Goal setting for self-assessments. 	<ul style="list-style-type: none"> • Continued development and review through 2019. • Refine I can statements used in lessons to support a rigorous curriculum in The Arts. • Refine 'I can' statements used in lessons to support a rigorous Languages curriculum. • Goal setting for self-assessments. • Individual goals for extension or support.
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	<ul style="list-style-type: none"> • On-going teacher coaching and feedback opportunities; Aspire, Curriculum Co-ordinator and Line Managers were utilised. • Professional Learning, demonstration and modelling of lessons and strategies, and feedback of practice regarding the AVID Critical Reading Process were conducted, with a focus on vocabulary development. <p>Mathematics Pedagogy:</p> <ul style="list-style-type: none"> • Our common pedagogical approach to Mathematics was reviewed and consolidated, including the Warm Ups, Learning Intention/Success Criteria/Use of 'I can' Statements, Purpose; Gradual Release of Responsibility Mode; Plenary. • Demonstration lessons provided in classrooms by Curriculum Coordinator, Mel Christmass and Deputy Principals Dave Lewis and Kathryn Sparks. • Our Instructional Practices Survey was used as an auditing tool to ensure that the Makybe Way of teaching Mathematics is being adhered to and to further build staff capacity. • The Mathematics Leadership Team worked together to develop assessments and warm ups for Time and Length, based on the new Measurement & Geometry targets. These assessments were implemented for the first time in Term 3. • Support given to Numeracy Intervention Education Assistant to further develop programming, adjustments and Supplementary Learning Plans (SLPs). Admin support EA, also trained in facilitating Numeracy Intervention. <p>AVID in Mathematics:</p> <ul style="list-style-type: none"> • AVID PATH training on School Development Days in Term 3. Several of our Upper Primary teachers participated in the Collaborative Study Groups or Mathematics PL at the PATH Training. 8 teachers and 1 curriculum coordinator participated in the new AVID Mathematics PL at Summer Institute, as a part of the AVID Myer Maths Project. <p>Science Pedagogy:</p> <ul style="list-style-type: none"> • Leadership Team met regularly to monitor the Operational Plan implementation and receive PL. • Engaged in formal observations and received feedback from line manager. • Met regularly with Principal to monitor Strategic Plan and Operational Plan. • Philosophical Chairs planned for and implemented with Year 6 classes to support higher order thinking. • A reward excursion to Naragebup Environmental Center for students 	<p>Reading Process and plan for this learning in the school's Professional Learning Calendar.</p> <ul style="list-style-type: none"> • Further professional learning of evidence based AVID teaching strategies will occur in 2019. • Peer observations and modelled lessons to also be facilitated by the Myer Maths Project participants. • Implement assessments again and develop longitudinal data. Work with Intervention coordinator to develop tracking sheets for problem areas in Mathematics. • Continued development and review through 2019.
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	<p>demonstrating a growth mindset and positive approach to Science.</p> <ul style="list-style-type: none"> • WICOR strategies displayed and referred to during lessons. • Year 5 and 6 students used the Interactive Notebook format for Science workbooks. • Continued to embed AVID Strategies in the Science teaching Program such as Cornell Note Taking, Expert Groups, Read and Recall. <p>HASS Pedagogy:</p> <ul style="list-style-type: none"> • HaSS lessons implement common pedagogical approach across the school; Warm Ups, Learning Intention/ Success Criteria/ Purpose; Gradual release of Responsibility Model; Plenary and HASS topics integrated with other learning areas. • Year level collaborative teams discuss moderation tasks and discuss and review planning, teaching and assessment cycle as needed. • Many teachers incorporated HaSS lessons into performance management lesson observations. • Explicitly taught Humanities and Social Sciences Skills- Questioning and researching, Analysing, Evaluating, Communicating and Reflecting using AVID strategies such as 2 and 3 column notes, graphic organisers, rubrics, philosophical chairs – these strategies are embedded in our planning. <p>Technologies Pedagogy:</p> <ul style="list-style-type: none"> • A common pedagogical approach to technologies was developed using the STEM projects. • ‘I can’ statements and learning intentions trialled across year levels to support the implementation of the STEM projects. • Collaborative group sharing ideas on STEM projects. • AVID inquiry strategies essential to STEM projects and links to WICOR demonstrated in class. <p>SEL Pedagogy:</p> <ul style="list-style-type: none"> • All Collaborative teams scheduled SEL ‘fishing trips’ and moderation sessions to model effective teaching strategies and provide feedback on teaching. • A video library was created to examine and reflect upon exemplary practice in SEL. Katrina Westwood to be filmed completing a Community Circle and Louise Reich to be filmed completing a RP. • All classrooms to display and use WICOR Wall during SEL to make connections and deepen students understanding of AVID strategies. 	<ul style="list-style-type: none"> • Arrange fishing trips, either real or virtual to focus primarily on HaSS. • Continued development and review through 2019. • Continue to develop ‘I can’ statements and learning intentions- make school wide. • Lesson observation and video library developed. • Continue processes to improve teaching. • Expand video library in 2019. • WICOR walls to continue to be used in 2019.
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	<p>Health Pedagogy:</p> <ul style="list-style-type: none"> • The Health/PE leadership team participated in meetings twice a term to monitor the Health/PE Operational Plan. • Coaching opportunities were available to all teachers. A number of staff utilised coaching in the area of Protective Behaviours and Growth and Development. • Health taken back to the classroom for Y3-6 students. Support provided to classroom teachers to ensure this was integrated into current classroom subjects. • Explicit learning opportunities surrounding Growth Mindset was embedded into the Wellness and Protective Behaviours units of the Health Curriculum. Students learned about neuroplasticity, the brain and having a positive mindset. <p>Phys Ed Pedagogy:</p> <ul style="list-style-type: none"> • Termly formal observations of teaching practices and modelling of AVID teaching strategies (line manager). • Regular Physical Education meetings to monitor the direction of PE and Operational Plan. <p>The Arts Pedagogy:</p> <ul style="list-style-type: none"> • WICOR, Change Your Words, Aspirational Quotes and growth mindset displays. Growth mindset embedded in lessons and discussions. • Explicit teaching of Student Success Skills, including thinking routines are included in Arts Curriculum. • Students provided opportunities to reflect on their work and share their success with their peers. • Word Walls and Anchor Charts created and displayed. • Critical reading process utilised in understanding Musical Scores. • Interactive Notebooks for Years 2-6 in Music allow for explicit teaching and student reflection of learning goals. • Kristie conducted 1 term of Research on the use of INBs. Thesis is in progress. <p>Languages Pedagogy:</p> <ul style="list-style-type: none"> • AVID strategies embedded in the Languages teaching program (Vocabulary cards, graphic organisers). • Growth mindset posters and quotes charts specific to Languages displayed. • ASPIRE meetings with the ASPIRE coach to discuss teacher pedagogical progress. 	<ul style="list-style-type: none"> • Continued development and review through 2019. • Implementing Self and Peer assessment into Physical Conduct Teacher Triad observations within PE team, to help improve consistency and build a bank of instructional strategies which are consistent across the school. • Continued development and review through 2019. • Making opportunities for students to use other AVID strategies, such as Critical Reading where appropriate. • Quote of the week. • Continue work with the ASPIRE coach. • Professional learning to improve STEM and CLIL based programs.
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NSIT - Domain 9: School Community Partnerships

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

MAKYBE FOCUS AREAS	SELF ASSESSMENT SUMMARY	2019 RECOMMENDATIONS
<p>☼ Seek to identify and develop innovative partnerships to support improved student achievement and wellbeing.</p>	<p><i>This focus area has been fully achieved across all learning areas and Leadership Teams.</i></p> <p>AVID</p> <p>Professional Partnerships</p> <ul style="list-style-type: none"> • WA AVID Site Team Meetings. • Perth PATH development with AVID Australia and WA AVID Schools. • Nextgen challenge – Kristie and Kathryn worked with illuminate to embed AVID strategies and create Interactive Notebook. • National Myer Maths Project . <p>Special Events</p> <ul style="list-style-type: none"> • Student Success Book awards in partnership with the Parents & Citizens association. • Student Success Week (open night, daily activities and morning meetings, career dress up day, Fully SIC festival, Spelling bee, Maths Fact Challenge, “The Best Part of Me” displays, #ThisisAVID theme, reusable co-branded shopping bag merchandise. • AVID Leadership Tour attended by Principal and Deputy. <p>Masters program</p> <ul style="list-style-type: none"> • 4 teachers continued Masters by Research with ECU – research phase completed. <p>English Partnerships:</p> <ul style="list-style-type: none"> • Partnerships with Murdoch University and ECU were further developed. This included Deputy Principal, Dave Lewis, tutoring in units at Murdoch; hosting pre-service teachers and several teachers working towards their Masters by Research with ECU. • Meetings and professional learning was conducted through the Baldivis Cell: Literacy Teachers Group. 	<ul style="list-style-type: none"> • Continue to develop and grow the WA AVID community. • Teacher Voice model utilised in the Meyer Maths Project, with participating teacher's leading AVID in Maths within Collaborative Teams.

	<ul style="list-style-type: none"> Selected teachers visited Challis Primary School to learn about Thinking Routines and participate in classroom observations. A return visit occurred where teachers from Challis observed a Literacy Warm Up, Literacy Block, Critical Reading, the use of Co-operative Tactics and how students interpret feedback on their literacy development. Parents Make a Difference sessions and parent workshops were conducted through the Literacy Intervention Program. Parents whose children were on documented plans for their development of English concepts and literacy skills attended meetings with their classroom teacher and/or the Intervention Co-ordinator. <p>Mathematics Partnerships and Special Events:</p> <ul style="list-style-type: none"> Partnerships with Murdoch University and ECU were further developed. This included Deputy Principal, Dave Lewis, tutoring in 2 units at Murdoch; hosting pre-service teachers and several teachers working towards their Masters by Research with ECU. Curriculum Coordinator Mel Christmass presented the Mathematics Student Data Summary for 2017 to the School Board in Term 1. Partnership established with Baldivis Secondary College (BSC) to facilitate the Makybe Maths Masters. The Makybe Maths Masters is an enrichment program for 11 of our high-performing Year 6 students. 129 students in Years 3 - 6 participated in the Australian Mathematics Competition, coordinated by the Australian Mathematics Trust. <p>Science Partnerships and Special Events:</p> <ul style="list-style-type: none"> Science Week (SuperSonic Science incursion and Tabloid Science Activities in classrooms). Community based excursion during Science Week. Local business sourced for incursion. Science rooms open during Student Success week to allow families to view work undertaken in Science classes. A visit by the Water Corporation's leak detection dog . Science reward excursions to Naragebup, involving parents, to recognise students with a keen interest and ability in Science from Years 1-6. Continued to work with the Rockingham/Mandurah/Baldivis Science cell. 	<ul style="list-style-type: none"> This school partnership will be developed further in 2019. Continued development and review through 2019. Contribute to the development of the AVID Science strand for Primary Schools.
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	<p>HASS Partnerships and Special Events:</p> <ul style="list-style-type: none"> • Whole school NAIDOC celebrations (Noongar Choir, Indigenous WA Incursion, NAIDOC Excursion, NAIDOC Assembly, Canteen Indigenous foods), Monty Pryor visit. • HaSS feature in each newsletter outlining what a particular year group has been learning, HaSS information and photos included on class connect pages, HaSS integrated with STEM Projects. • 2018 PALS funding was used for incursions. <p>Technologies Partnerships and Special Events:</p> <ul style="list-style-type: none"> • The use of Connect as an online communication tool has continued to develop throughout the year. Students use Connect as a platform to reflect on their learning with their teacher and peers. Teachers share technologies performance and lesson content, including photos and videos for parents to see what is happening in classrooms. • Baldivis Cell started and meetings twice a term. Visited Baldivis High School to see Technologies facilities. • Open Night- Menti used school wide- showing parents Technologies resources. • Technology embedded in Next Gen challenge- students created advertisements and keynote presentations to show parents at presentation night. <p>Wellness Committee Partnerships and Special Events:</p> <ul style="list-style-type: none"> • The Wellness Fair promoted Wellness resources for families in our community • Mairead Baker from Beauty provided beauty treatments to staff to improve staff wellbeing. • Mandy from Body Prep provided boxing classes to improve staff wellbeing and fitness. • Jen and Mairead from Baldivis Physiotherapy provided massage services to improve staff wellbeing. • In conjunction with the P&C, provided staff with discounted soup to improve staff nutrition. • Student Leaders presented FSP and MRPS research based programmes to the school community. 	<ul style="list-style-type: none"> • Continued development and review through 2019. • Develop further community partnerships with universities. • Continued development and review through 2019.
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	<p>Health Partnership & Special Events:</p> <ul style="list-style-type: none"> • Andrea Musulin from Protective Behaviours WA delivered a parent/ school community workshop during Term 1. • Life Education incursion program complimented the safety, drugs and medication and decision-making unit. Students visited Harold in the Life Education van and learned about age appropriate topics ranging from drugs, decision-making and nutrition, to cyber safety, building and maintaining positive friendships and ways to recognise they are unsafe. • Paul Litherland from Surf Online Safe conducted a series of workshops on ways to maintain a positive digital citizenship and the importance of limited digital footprint for Year 5 and 6 students, and strategies to monitor digital platform use for staff and the wider community . • The Great Aussie Crunch was again a huge success in Term 4 of 2018. The national fruit and vegetable awareness day focused on crunchy vegetables and this year were again donated by the Spud Shed. All Makybe Rise students from Kindy to Year 6, were invited onto the oval to do the loudest crunch that they could! • Our school nurse visited the Year 5 classes and conducted a Puberty talk during the Term 2 Growth and Development unit. <p>Phys Ed Partnerships and Special Events:</p> <ul style="list-style-type: none"> • Worked collaboratively with student leaders and Tribe Captains to organise and run Senior Sport, carnivals and pre-primary sport. • Increased participation of Baldivis Secondary College Students to assist with running senior Athletics Carnival. • Work collaboratively with local sporting clubs and associations to promote and build the link between students and local clubs, including Active After School program. • Worked in collaboration with the school P&C and local fire service to run our first Colour Fun Run to raise money for the school. 	<ul style="list-style-type: none"> • Continued development and review through 2019. • Further increase participation of Baldivis Secondary College Students to assist with running senior Athletics Carnival.
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The Arts Partnerships and Special Events:

Visual Arts

- Art in the Park - whole school art initiative.
- Community voting on awards for Open Night Art Exhibition Finalists.
- Students entered competitions run by local and state government organisations
- BAVAN (Baldivis Area Visual Art Network) created.

Music

- Continue to develop Baldivis Music Network.
- Fully SIC Festival.
- WAGSM.
- IMSS: Clarinet, Flute, Brass and Classical Guitar.
- Guitar Club and Concert Band.
- Madjitol Moorna Noongar Choir.

Languages Partnerships and Special Events:

- Lantern walk in the evening (whole school activity) at Open Night.
- Working with Baldivis Languages cell and German Language teacher's association.

Visual Arts

- Creation of Noongar themed mural projects using indigenous and non-indigenous students and local Noongar artists.

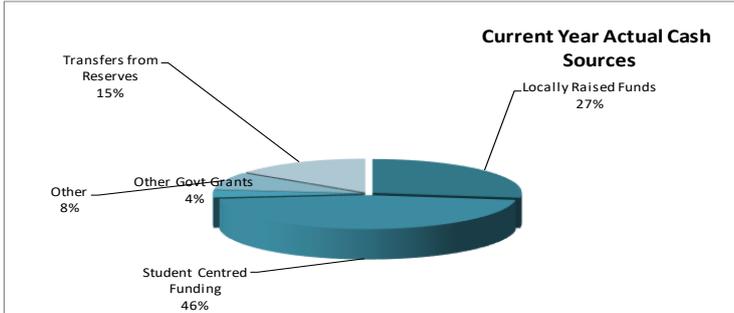
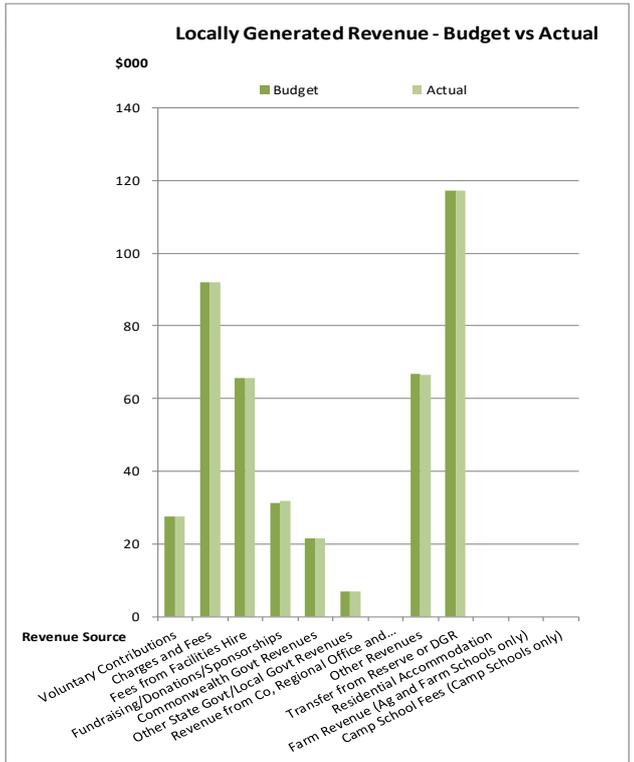
Music

- Work with Baldivis Network to create the Baldivis SingFest.
- Lunchtime Music Club for students to access instrumental learning and practice for a whole year

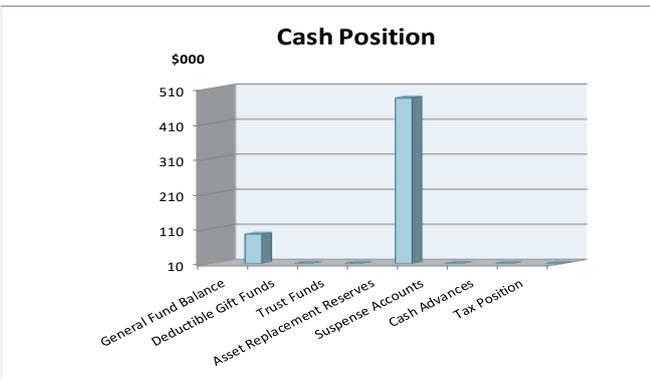
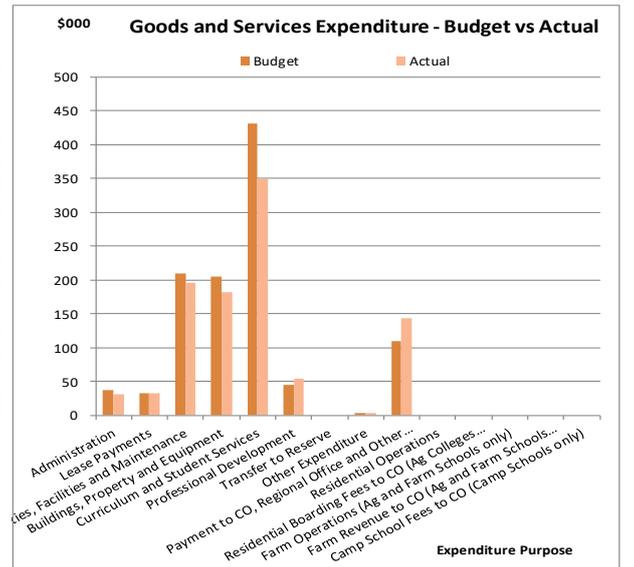
- *German Primary Day Out* - Excursion for Year 3 students to Baldivis Primary School Languages week tabloid activities.

Makybe Rise Primary School
Financial Summary as at
31 December 2018

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 27,451.00	\$ 27,450.90
2	Charges and Fees	\$ 91,894.00	\$ 91,893.08
3	Fees from Facilities Hire	\$ 65,712.00	\$ 65,712.00
4	Fundraising/Donations/Sponsorships	\$ 31,356.00	\$ 31,740.69
5	Commonwealth Govt Revenues	\$ 21,630.00	\$ 21,629.51
6	Other State Govt/Local Govt Revenues	\$ 6,869.00	\$ 6,869.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 66,927.00	\$ 66,615.35
9	Transfer from Reserve or DGR	\$ 117,299.00	\$ 117,299.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 429,138.00	\$ 429,209.53
Opening Balance		\$ 290,190.00	\$ 290,190.22
Student Centred Funding		\$ 364,551.00	\$ 364,551.00
Total Cash Funds Available		\$ 1,083,879.00	\$ 1,083,950.75
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 1,083,879.00	\$ 1,083,950.75



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 37,123.00	\$ 30,744.03
2	Lease Payments	\$ 31,900.00	\$ 32,224.48
3	Utilities, Facilities and Maintenance	\$ 209,873.00	\$ 196,018.64
4	Buildings, Property and Equipment	\$ 204,205.00	\$ 181,780.95
5	Curriculum and Student Services	\$ 430,478.00	\$ 349,997.15
6	Professional Development	\$ 44,036.00	\$ 53,498.11
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 2,316.00	\$ 3,024.21
9	Payment to CO, Regional Office and Other Schools	\$ 109,870.00	\$ 142,985.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 1,069,801.00	\$ 990,272.57
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 1,069,801.00	\$ 990,272.57
Cash Budget Variance		\$ 14,078.00	



Cash Position as at:	
Bank Balance	\$ 578,237.80
Made up of:	\$ -
1 General Fund Balance	\$ 93,678.18
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 481,952.71
5 Suspense Accounts	\$ 6,776.91
6 Cash Advances	\$ -
7 Tax Position	\$ 4,170.00
Total Bank Balance	\$ 578,237.80

FTE	Full Time Equivalent
GDD	Global Developmental Delay
ID	Intellectual Disability
NDIS	National Disability Insurance Scheme
PD	Physical Disability
Pedagogy	Way of teaching based upon beliefs about how children learn
Philosophical Chars	A type of debate, which allows children to move to sections of the room depending on which side of the debate they agree with
Quick Write	Children are given a set amount of time to respond in writing to a question asked. Quick Draw is an alternative strategy.
SAER	Student at educational risk
SLANT	Sit up, Lean Forward, Ask and Answer Questions, Nod your head, Track the Speaker
SMART	Specific, measurable, achievable, relevant, Timely
SMD	Severe Mental health Disability
SN	Special Needs
Socratic Seminar	Group discussion to allow students to understand ideas, issues and value in a text
SSO	Student Services Officer
SSPC	Student Services Program Co-ordinator
STAR	Set up notes, Take notes, Add to notes, Review notes
Student Success Skills	Encompassing AVID WICOR skills including communication skills (e.g. listening, speaking, writing), self-advocacy skills, note-taking strategies, critical thinking, and study skills.
WICOR	Writing Inquiry Collaboration Organisation Reading
ABC	Antecedent Behaviour and Consequence
ASD	Autism Spectrum Disorder

Glossary of Terms

AVID	Advancement Via Individual Determination
BASSA	Baldivis Area Sporting Association
BYOD	Bring your own device
Classroom Management	Behaviour management skills such as low key responses, transitions, relationships with students
CMS	Classroom Management Skills - a formal Department of Education teacher training program
Collaborative Learning	An umbrella term for a variety of approaches in education that involve joint intellectual effort by students or students and teachers.
CP	Child Protection
Curriculum	The set of courses and their contents offered by an institution
DCO	Defence Community Organisation
DLIQ	What did you DO? What did you LEARN? What did you find INTERESTING? What QUESTIONS do you have?
DOE	Department of Education
DOTT	Duties Other Than Teaching
DSC	Disability Services Commission
DSTA	Defence School Transition Aide
EA	Education Assistant
Early Childhood	Kindergarten to Year 2
ESL	English as Second Language
FS	Family Services

Makybe Rise Primary School
Makybe Drive Baldivis WA 6171
P: 9523 0709 F: 9523 0710
MakybeRise.PS@education.wa.edu.au

makyberiseps.wa.edu.au