

Building on Strength



MAKYBE RISE
PRIMARY SCHOOL

Business Plan

2019-2021



*every child
every day*



BUILDING ON STRENGTH

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

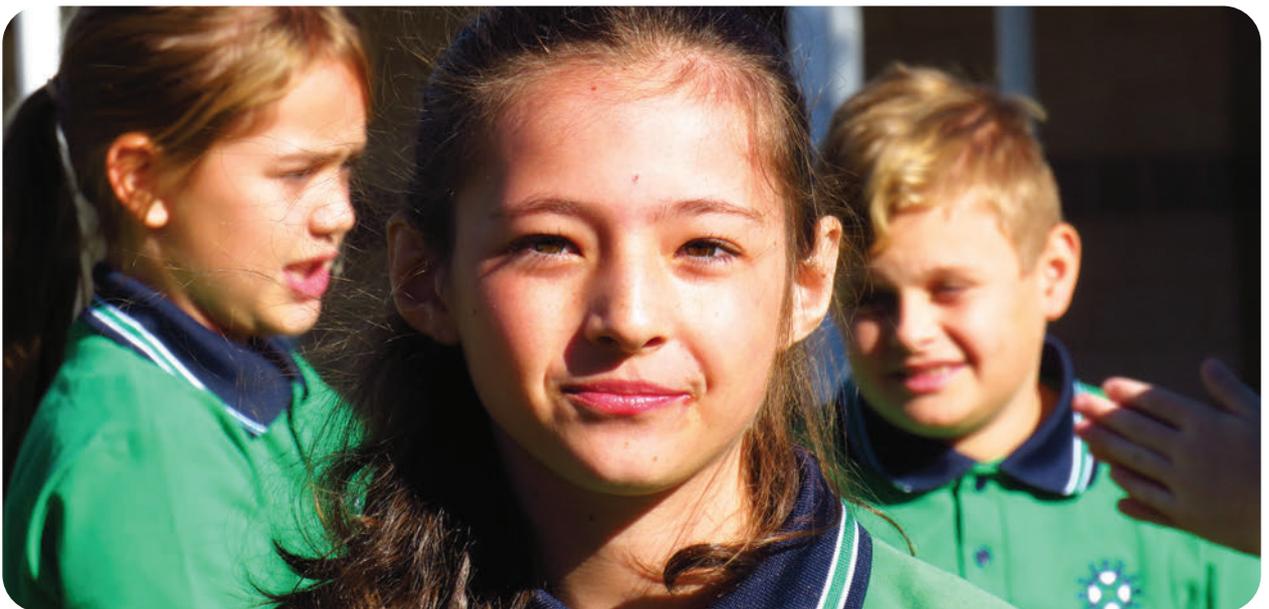
At Makybe Rise Primary School we are committed to building a genuine sense of welcome and belonging. The school sits at the heart of the community providing vital social connections and support.

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

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

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

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



Makybe Rise uses the AVID system for school improvement.

We believe the best teachers are the best learners.

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



At the heart of
who we are...

School Mission

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

We are all proud to be Makybe Risers.

School Beliefs

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

We believe 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.

School Vision

At Makybe Rise Primary School, we are committed to building a genuine sense of community partnership and belonging.

Teachers, students and families all enjoy the mutual respect and caring essential for growth and learning.

We are committed to explicit teaching and learning with an emphasis on academic excellence and social and emotional growth in a strong and safe school community.

We work together to accomplish our mission of growing friendly, thoughtful and active children who know they are part of something bigger than themselves.



Self-Assessment and Review

At Makybe Rise Primary School, we utilise the National School Improvement Tool (ACER, 2013) to make judgements about where we are at on our improvement journey, to set goals and design strategies for improvement, and to monitor and demonstrate improvement over time. Our priorities for improvement are aligned to the National School Improvement Tool.



At Makybe Rise, we believe the best teachers are the best learners. Effective collaboration and a commitment to coaching and feedback is the driving force behind our ability to consistently implement whole school approaches in the one of the largest primary schools in WA.

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

Makybe Rise PS alignment to the domains of the National School Improvement Tool.

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.

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.

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.

Domain 3

A culture that promotes learning

Makybe Rise applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students.

The school has school-wide policies, practices and programs in place to assist in identifying and addressing student needs.

Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

Domain 4

Targeted Use of School Resources

Makybe Rise has built a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom.

Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

Domain 5

An Expert Teaching Team

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.

Domain 6

Systematic Curriculum Delivery

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.

Domain 8

Analysis and Effective Pedagogical Practices

Makybe Rise recognises that highly effective teaching is the key to improving student learning throughout the school.

School leaders encourage the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully.

All teachers understand and use effective teaching methods - including explicit instruction - to maximise student learning

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. Explicit and clear targets for improvement have been set and communicated.



DOMAINS 3 4 9

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



TARGETS

We will measure our success by:

- > A minimum of 21 staff have completed the intensive Thrive Organisational Wellbeing Emerging Leaders Program
- > Improved staff data in the wellbeing domains of Recovery and Workplace Values when compared to healthy population data
- > An increase in partnerships to support and improve student wellbeing
- > National Student School Opinion data regarding student confidence in talking about concerns indicates an increased satisfaction rating above 4.0
- > An increase in partnerships to support and improve parental wellbeing

STRATEGIES

We will achieve our success through the following broad strategies:

- > Develop partnership with Thrive Organisational Wellbeing to tailor intensive staff small group programs and whole of staff professional learning
- > Develop the capacity of the Wellbeing Committee to lead organisational wellbeing
- > Seek partnerships with external agencies and expertise to support student and parental wellbeing, particularly in areas associated with anxiety and resiliency

Seek Excellence in School-wide Leadership of Self and Others

TARGETS

We will measure our success by:

- > Increasing the number of staff participating in opt-in leadership development programs, including:
 - :: **ASPIRE**: designed to accelerate instructional practice of self and others
 - :: **ASCEND**: designed to accelerate instructional competence of self and others in differentiation for students with special needs
 - :: **WAFLF**: designed to identify, develop and support high potential future leaders
 - :: **AVID Site Team**: designed to accelerate leadership of AVID implementation school-wide
 - :: Increase the number of staff identified, developed and supported to mentor and coach peers, including:
 - :: AVID Staff Developers
 - :: Level 3 Teachers
 - :: Curriculum and Team Leaders
- > National Student School Opinion data regarding student opinions indicates an increased satisfaction rating above 4.0
- > National Parent School Opinion data regarding parent opinions indicates an increased satisfaction rating above 4.0
- > School Board Effectiveness Survey data indicates effective leadership and promotion of the school vision in the agree or agree strongly range



STRATEGIES

We will achieve our success through the following broad strategies:

- > Build capacity for staff leadership through a variety of coaching opportunities and support, with the aim of facilitating staff innovation and capacity to grow and sustain a high-performance school culture
- > Build capacity for parental leadership through a variety of opportunities and support, with the aim of facilitating community collective advocacy
- > Build capacity for student voice and student agency, including:
 - :: AVID Student Speaker Development program
 - :: Bi-annual Makybe Rise Citizenship Challenge
 - :: Student Leaders Development program
 - :: Playground Champions program

Seek Excellence in Student Achievement

TARGETS

We will measure our success by:

NAPLAN MATHEMATICS

- > Improve the percentage of Year 3 and Year 5 students in the top three proficiency bands for Numeracy by 2021 relative to the 2018 data
- > Performance of Year 3 students tested in 2018 will exceed their relative achievement when tested again in Year 5 (2020).
- > Improve the Year 3 and Year 5 trend lines in Numeracy by 2021 relative to the 2018 data
- > Improve student performance in the Measurement & Geometry Strand for Year 3 and Year 5 students by 2021, relative to the 2018 data

NAPLAN ENGLISH

- > Improve the percentage of Year 3 students in the top proficiency bands for Writing by 2021, relative to 2018 data
- > Performance of Year 3 students tested in 2018 will exceed their relative achievement in all areas when tested again in Year 5 (2020)
- > Improve the Year 3 trend line for Grammar & Punctuation by 2021 relative to 2018.

AVID

- > Instructional Practices data and coaching data indicates increased teacher competency and confidence utilising higher order inquiry strategies across all learning areas

STRATEGIES

We will achieve our success through the following broad strategies:

NAPLAN MATHEMATICS & ENGLISH

- > Drilling into Data coaching, supported by individual and class effect size data, builds staff capacity to differentiate, compact and accelerate student learning
- > Instructional practice coaching supported by a growing instructional library and collaborative inquiry processes differentiates and accelerates teacher competency development
- > Sustain innovative approaches to Literacy, Numeracy and Language intervention programs
- > Accelerate student learning through school-wide initiatives such as Flexible Groupings, Makybe Maths Masters, and Creative Writing Club
- > Active leadership of the national AVID Myer Maths Program to build teacher confidence in the teaching of mathematics

AVID

- > Higher order inquiry instructional practices supported by WICOR scope and sequence development
- > Audits of layered planning documents and school-developed assessments for evidence of rigorous higher order questions
- > Increased focus on the development of student use of academic language and questioning
- > AVID critical reading process integrated across all learning areas

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