



MAKYBE RISE

PRIMARY SCHOOL

ANNUAL SCHOOL REPORT

2019



MAKYBE RISE
PRIMARY SCHOOL



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Principals' Report

It is with great pleasure that I present the Annual Report for Makybe Rise Primary School for 2019. This year we commenced a new Business Plan cycle to the theme of *Building on Strength*. Our 2019 School Review identified Makybe Rise PS as an exemplary school community, and in response, our staff and school board collaboratively identified key areas for development which would ensure our school not only sustains the standards of excellence for which Makybe is so well known, but continues to thrive.

AVID continues to be a strong driver of our relentless pursuit of school improvement. Community-wide Leadership and Wellness are also identified as the corner-stones upon which to found our *Building on Strength* Business Plan. At Makybe Rise, we are all first leaders of self, then leaders of others. Investing in our community's emotional, physical and social wellness is a pre-requisite to supporting each one of us to thrive.

This report celebrates the many highlights and achievements of the 2019 school year. The growth of Student Agency has been a significant achievement this year. In addition to Rori's Student Speaker award, students have presented to teachers at conferences, to families at school workshops, and to their peers through the Apprentice Student Leadership program. The expansion of the Zones of Regulation program in early childhood has also provided the foundations for our younger students to master the skills needed for self-management and problem-solving.

As a trial school for the WA Future Leaders Framework, Makybe was afforded the opportunity to showcase the numerous leadership programs in operation at the school, and to further expand the development of teachers who have the potential to be future leaders of our education system. Our School Board and P&C have also intentionally planned to develop the active leadership of our parent community. The work of Board Chair, Nigel Herbert, was recognised when our Department asked him to present at a system conference. Filmed footage of Nigel's speech will be used in school board training programs to support other schools to develop effective boards. P&C President, Jodeen Herbert, has also actively built the leadership of her Executive Team, and this has enabled the introduction of a before-school breakfast club, and also a significant increase in the number of parents volunteering at school events.

At Makybe 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 2019 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 Makybe 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 Student Speaker 2019

Congratulations to Makybe Rise Primary School Year 6 student, Rori, winner of an all-expenses paid trip to Mlebourne to deliver the keynote speech at Summer Institute.

Rori is the very first AVID Student Speaker who is a primary aged student.

Rori's speech shared her journey to seizing opportunities. Opportunities are like waves – to ride them requires the right timing and skills.



School Board Chair Report

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

2019 was another great year of development, growth and success for Makybe Rise and was once again filled to the brim with activities. The Board continued to be involved wherever possible, from major events like the Annual Movie Night and the Open Night, through awards at the Fully SIC (Success Is Created!) Concert and the Year 6 Graduation, all the way to helping out at assemblies and functions. It is always a fantastic feeling being involved and seeing the joy and strength of our school community in so many interactions and is truly the greatest reward for being a board member. If you see us at an event, please come up and say hi. We'll always try and chat whenever we can.

One of our formal duties, and a key focus in the first term, was participating in the IPS Review that the Department of Education conducts at the conclusion of each Business Plan. While the Review for our 2016-2018 Business Plan was deferred until March this year, the delay didn't cause any issues, with the review's findings being a great outcome for the school. It's very concise with only 5 pages of text, but what it shows is a school that is performing at a high level in every dimension. It is recognition of the amazing teaching and administration team at Makybe, and the Board would like to thank everyone involved every day. The Review Report is on the school website and I would encourage every parent to read it.

At the end of 2018 we reviewed and agreed the 3 year business plan for 2019-2021 with the school staff. Reflecting the comments from the School Review, the business plan builds on and extends our alignment with the 9 domains of the National School Improvement Tool, but also includes a focus on how the school can sustain such high levels of performance. When you review the Business Plan you'll see two items were added from the last Business Plan.

Firstly, ongoing high performance demands the capability to sustainably deliver, which requires that our people be well - so the school has incorporated a very deliberate focus on the health and general wellness of all the staff, students and community. Strong performance also requires recognising, nurturing and growing those that can help others achieve their best, and so leadership is the other new element in the business plan for this period. When this was presented to the board, we felt that these were great additions and were very happy to endorse them. It's fantastic to see how the school is already making real impacts in both of these areas.

Our Board also had a change in membership this year, with one of our teachers that has been fantastic enough to have been on the board for a number of years stepping back and a new selection of teachers stepping forward to join us. The Board would like to say our sincerest thanks to Melissa Christmass for her truly invaluable contributions over her time on the board. Personally I know that my knowledge and understanding is so much richer for the teachers' involvement and I think that each of the other parent members feel the same. We're very glad to welcome Sam Webster, Michelle Winship and Dejana Greenham. At the same time, we've also had changes to the parent members of the Board, with James Mandy joining us through the elections in 2019. Welcome James!

Next year will be our 10th year of operation, and it's truly incredible how far we've come in that time, as a school and as a community. This year Sian Lawford passed the baton on to me to take on the role of Board Chair. In November the Department of Education asked our school to share our experience building a successful board at an IPS briefing day for other schools. It was a fantastic opportunity to share our tips and techniques, but also a chance for reflection.

After being on the Board for a number of years, I recognise that the position that the Board is in today is the result of the amazing hard work and dedication of all those that have participated in the Board since inception. Each chair has benefited from the work of those before them, and I'd personally like to thank them all for everything that they've contributed, particularly Sian Lawford and Drew Nugent.

Nigel Herbert
Board Chair

P & C President Report

Reflective of the world current economy, Makybe P&C have continued to ensure community is at the center of what we do and who we are, rather than a heavy emphasis on fundraising. As we reach the end of the year I feel we're ready to shift into 2nd gear, with some great ideas on the horizon for 2020. We continue to operate as relatively large P&C team of 9 Executive Team Members working together to bring much loved events to our community. Part of what makes us such an effective team is the mix of experienced team members along with those that have joined us for the first time.

2019 Highlights

Breakfast club - launched as 1 day per week and now runs every Tuesday and Thursday morning. Majority of food served is through the Foodbank School Breakfast Program plus personal donations. This is managed by the P&C, with staff, parents and students assisting with daily running. What we love is this is not just about ensuring students start their day with full tummies, but also an opportunity for bonding and friendships to be nurtured.

Walk Safely to School Day - this was such a fantastic event with volunteers providing breakfast to students who walked or rode to school. 250 cups of milo, + 200 pikelets, +200 toasties, apples, bananas and more toast than we could count was served up to our hungry students. Year 6's tracked how students arrived at school, with only 371 of 948 students arriving by car. We thank the City of Rockingham for their funding to ensure our breakfast was a hit.

P&C Day - this is a new initiative from WACSSO and allowed us an opportunity to celebrate all that the P&C does in our community. Memories were gathered from our inception in 2011 to now and we came together with parents and staff over afternoon tea to celebrate the Makybe P&C's achievements over the years.

Fundraising - in keeping with the theme of community, our fundraising activities were focused on activities that we know Makybe Families enjoy. This included our Easter Raffle, Colour Fun Run, Discos, Dress-up days and the Parent Day Stalls, which are continuing to be a big hit both with participation and parent assistance. We have managed to raise \$13, 640 this year which in turn we invested back into the school through the Annual Book Awards; Makybe Magic Morning Teas; equipment to establish Breakfast Club; resources for Pre-Primary, German, Performing Arts and Physical Education. We even purchased a washing machine so all the sporting, choir and art shirts can be cleaned at school.

Canteen - the spirit of community is more apparent than ever in our Canteen with more parents becoming involved in various ways throughout the year, especially as we provide a selection of tasks that include gardening and dealing with our second-hand uniform, as well as preparing food. On our non-trade days when breakfast club dishes are being done, parents often stop by for a chat, with tears and laughter are shared. From a business perspective this is looking to be a very good year, with our move to Qkr and our new summer menu starting to show an impact. Due to staff changes this year, we have made the decision to employ 2 casual employees alongside our Canteen Supervisor, to give us greater flexibility.

Year in Review - looking back over the year there are just too many special moments to count - the look of delight as students win their class Easter Raffle prize, the staff engaging in dress up days, dancing with students at discos through to conversations outside with students who need a break. Personally, Breakfast Club has been a real highlight, especially seeing the student helpers step up and be amazing. As always, it was wonderful to celebrate the end of the year with our families at the P&C Makybe Christmas Party.

It is such an honour and privilege to lead Makybe Rise P&C and to continue building relationships with the children, staff and parents of our community. I am so grateful for this community who works together to make Makybe Rise the amazing school it is - our children are beyond lucky to be here.



Jodeen Herbert
Makybe Rise P&C President

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

2019 Enrolment Summary

| | Kin | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 | Total |
|------------------|-------------|------------|------------|-----------|------------|------------|------------|------------|------------|
| Full Time | (50) | 117 | 117 | 96 | 132 | 131 | 139 | 105 | 887 |
| Part Time | 100 | | | | | | | | |

Staffing Profile

| | No | FTE | AB'L |
|--|-----------|-------------|----------|
| Administration Staff | | | |
| Principals | 1 | 1.0 | 0 |
| Deputy Principals | 4 | 3.6 | 0 |
| Total Administration Staff | 5 | 4.6 | 0 |
| Teaching Staff | | | |
| Level 3 Teachers | 5 | 3.0 | 0 |
| Other Teaching Staff | 49 | 39.9 | 0 |
| Total Teaching Staff | 54 | 42.9 | 0 |
| School Support Staff | | | |
| Clerical / Administrative | 5 | 4.5 | 0 |
| Gardening / Continued development and review through 2019. | 2 | 1.8 | 0 |
| Other Non-Teaching Staff | 24 | 18.2 | 0 |
| Total School Support Staff | 32 | 24.7 | 1 |
| Total | 91 | 72.2 | 1 |

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.

2019 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% |
| 2019 | 92.2% | 91.6% |

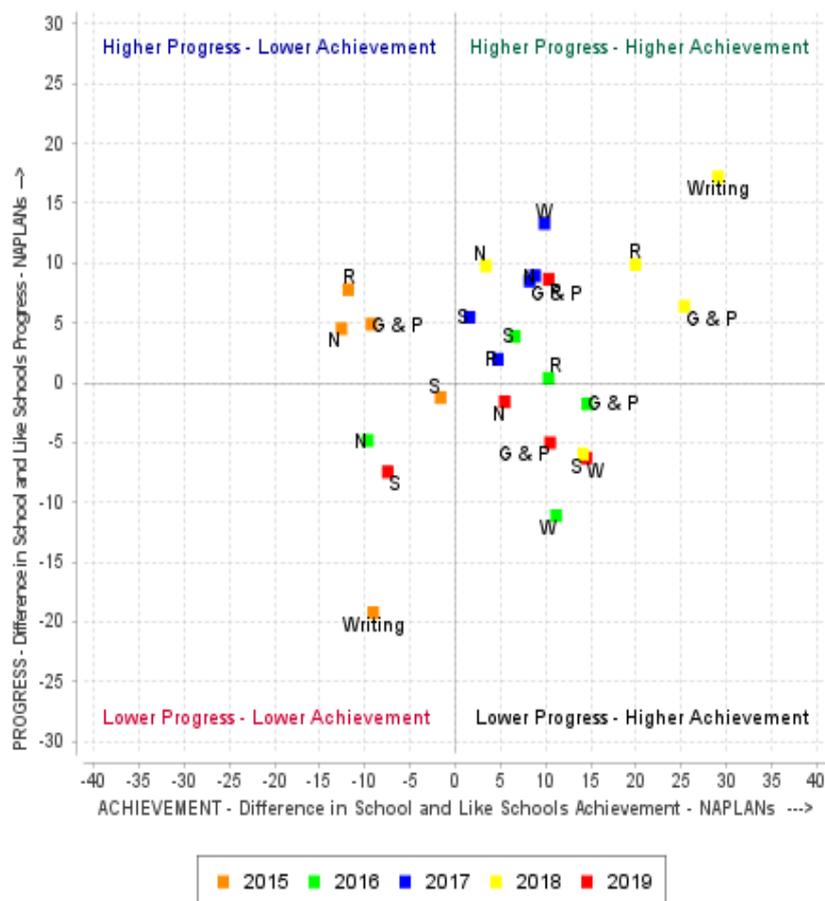
Our 2019 NAPLAN results are the collective product of ALL of our efforts, commitment and perseverance. The school achievement compared favourably to like schools for most assessments. This validates the quality of teaching and learning which is to be found consistently across this very large school: 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



2019 Highlights

Ella's Blue for Diabetes Day

Year 6, Makybe Rise Primary School student, Ella (centre) was on a mission to bring hope to children who have diabetes. In Term 4, over 900 students at Makybe dressed up in blue as a symbol of hope that a cure will be found. Ella organised November's Wear Blue for Diabetes day because she hopes scientists will find a cure and no future child will need to suffer.

"It really needs to stop" she said. "I have some really hard days with trying to do injections and going high and low."

"If I do something, it can help others who are just getting diagnosed."

At Makybe, student leadership is a business plan focus area. We understand that it's very important that students know that they can take action and bring about change in the world.



Professor Eric Mazur brings Harvard to Makybe Rise PS

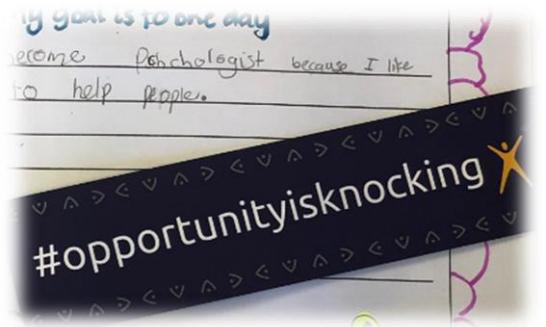
Over 160 students from 6 different AVID high schools and primary schools joined Professor Mazur at Baldivis Secondary College for a highly interactive workshop. Professor Mazur introduced the children to the teaching style he uses at Harvard. After a brief introduction to the topic of Thermal Expansion, the students were posed a multiple choice question which challenged them to apply their understanding of the thermal expansion theory. After making a solo choice, students were then tasked with finding peers with a different answer and to talk about how they had each arrived at that answer. I was so incredibly proud to see our Makybe students engaged in active listening and also confidently making their arguments to their secondary peers, and influencing others to their own way of thinking. The whole room was so engaged!

Then it was back to Makybe for an all too brief visit to some Year 1 and Year 6 classes. Professor Mazur was so impressed by our teachers' instructional practice and our students' articulate academic language and problem solving skills that he took notes on what he saw to inform his instruction at Harvard! He adored the picture Room 13 drew of him in a Makybe Rise uniform!



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 provided an opportunity for the school to share some of the ways we support our students to be successful learners. 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, Art on the Rise Art Exhibition, and our much appreciated community Wellness Fair.



Wellness Fair

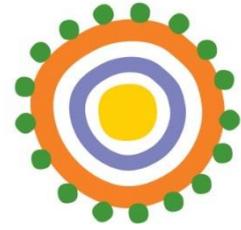
This year we had our largest number of vendors participate in our Wellness Fair. Our Student Leaders were a highlight of the fair and a valuable resource of support. They wore their Wellness Fair shirts with pride!



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.





Science Week

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



Scientists Reward Day

In Term Three, student achievement and effort was acknowledged in the Science Learning Area by offering a reward excursion to the most deserving Science students in the school from Years 1-6. These students headed to Perth Zoo, where they spent time discovering the identity of a mystery creature by comparing animal groups and their coverings. An understanding of classification gave students a better appreciation of biodiversity within animal groups. Students investigated adaptations and strategies to improve an animal's ability to eat and avoid being eaten.



Year Six Brainstorm Challenge

This year the theme was the 'Circular Economy' - an endeavor aligned to Goal 12 of the United Nations Global Goals (Responsible Consumption and Production). Groups worked towards designing a prototype that addressed a problem statement: For example, *How might we re-purpose waste materials to design a product that improves life at school?* Students used the Empathise – Define – Ideate – Prototype – Test process used by many real-world designers. Each phase of the process required teams to think in different ways as they worked towards innovative design solutions. One of our teams took out first place in their division.



Book Week



Performing Arts

Winner: Alfie Hilditch
Year 4

Community Favourite
Vote:

Hunter Battersby
Year 3

School Board

Encouragement Award:
Michelle Pakpahan
Year 5

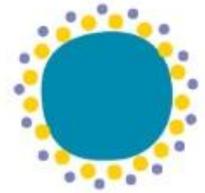


ANZAC Day

The 2019 ceremony was absolutely beautiful and our children showed genuine care and respect for both the ANZAC tradition and in their understanding of how the past has informed our culture and values today.

Mr Bob Gilmour from the RSL thanked our community for both the wonderful children we are growing and for our commitment to passing the mantle of leadership to the next generation of community leaders. Bob fondly remembers our very first ANZAC assembly back in 2011 when the school ended at the Year 1 buildings and we held all our assemblies on the grass in the Year 1 playground!

He was particularly pleased to see children wearing service medals with pride. Lieutenant Brad Eaton spoke eloquently at the ceremony. Congratulations to Room 20 and Miss Winship for your masterful leadership of the assembly.



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.

During Naidoc Week, an excursion was held to Baldivis Children's Forest, where students participated in a range of activities, including a cultural bush walk.



Year 6 Camp

Camp was again a huge success. As part of the Year 6 Primary to Secondary Education Transition Program, outdoor education teachers from Baldivis Secondary College and 10 of their outdoor education students were invited to camp to enhance the program and provide an opportunity for our students to build relationships with older peer role models. Some of the secondary students who attended our camp were past Makybe students which was a real highlight for our school community.

Students spent three days together with their peers, Makybe staff and parents at Nanga Bush Camp in Dwellingup. This year students participated in a range of outdoor activities that allowed opportunities for them to employ their growth mindset and take on challenges that far exceed their expectations.

Whilst on camp, students also engage in a program called The Big Plan. This is a program that was continued upon our return to school and was facilitated by Melanie Garwood, Deputy Principal. The program focussed on each student's future and their own goals and how they can achieve them.



Life Education Van

The Life Ed Van returned to Makybe, running sessions targeting, healthy eating, forming good relationships and cyber security. Students from Pre-primary to Year 6 attended sessions. Topics were chosen based on what students had been previously taught, along with topics teachers linked the Health Curriculum. The Life Ed van has been booked to return next year.



Colour Run

Again in 2019, the school worked in collaboration with the P&C to make our Colour Run a huge success!



Mathematics 2019- 2021 Business Plan Targets

1. IMPROVE THE PERCENTAGE OF YEAR 3 AND YEAR 5 STUDENTS IN THE TOP PROFICIENCY BANDS FOR NUMERACY BY 2021 RELATIVE TO THE 2018 DATA.
2. PERFORMANCE OF YEAR 3 STUDENTS TESTED IN 2018 WILL EXCEED THEIR RELATIVE ACHIEVEMENT WHEN TESTED AGAIN IN YEAR 5 (2020).
3. IMPROVE THE YEAR 3 AND YEAR 5 TREND LINES IN NUMERACY BY 2021 RELATIVE TO THE 2018 DATA.
4. IMPROVE STUDENT PERFORMANCE IN THE MEASUREMENT & GEOMETRY STRAND FOR YEAR 3 AND YEAR 5 STUDENTS BY 2021, RELATIVE TO THE 2018 DATA.

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

Percentage of students in each Proficiency Band

| | |
|--|---------------------------------|
| | Above National Minimum Standard |
| | At National Minimum Standard |
| | Below National Minimum Standard |

| Band | NAPLAN Score Range | Year 3 Numeracy | | | | | | | | |
|---------|--------------------|-----------------|------|------|--------------|------|------|-------------------|------|------|
| | | School | | | Like Schools | | | WA Public Schools | | |
| | | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 |
| 6 to 10 | 478 & Above | 17% | 19% | 11% | 16% | 12% | 12% | 18% | 14% | 16% |
| 5 | 426 - 477 | 20% | 27% | 21% | 20% | 23% | 21% | 18% | 22% | 22% |
| 4 | 374 - 425 | 28% | 27% | 32% | 30% | 31% | 31% | 28% | 27% | 27% |
| 3 | 322 - 373 | 20% | 16% | 25% | 22% | 19% | 21% | 19% | 21% | 20% |
| 2 | 270 - 321 | 12% | 9% | 10% | 10% | 12% | 12% | 13% | 11% | 11% |
| 1 | Up to 269 | 3% | 2% | 0% | 3% | 2% | 3% | 5% | 5% | 5% |

| BAND 6 TO 10 YEAR 3 NUMERACY | |
|------------------------------|-----|
| 2015 | 8% |
| 2016 | 9% |
| 2017 | 17% |
| 2018 | 19% |
| 2019 | 11% |

The percentage of students to achieve Band 6 or higher in Year 3 Numeracy has decreased from 2018 to 2019.

| Band | NAPLAN Score Range | Year 5 Numeracy | | | | | | | | |
|---------|--------------------|-----------------|------|------|--------------|------|------|-------------------|------|------|
| | | School | | | Like Schools | | | WA Public Schools | | |
| | | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 |
| 8 to 10 | 582 & Above | 8% | 3% | 5% | 7% | 4% | 5% | 9% | 7% | 8% |
| 7 | 530 - 581 | 14% | 16% | 20% | 16% | 15% | 17% | 16% | 16% | 16% |
| 6 | 478 - 529 | 34% | 28% | 31% | 31% | 30% | 33% | 28% | 29% | 29% |
| 5 | 426 - 477 | 29% | 38% | 30% | 29% | 34% | 30% | 26% | 28% | 28% |
| 4 | 374 - 425 | 15% | 11% | 13% | 13% | 12% | 12% | 15% | 14% | 13% |
| 1 to 3 | Up to 373 | 1% | 4% | 2% | 3% | 3% | 3% | 5% | 6% | 5% |

| BAND 8 TO 10 YEAR 5 NUMERACY | |
|------------------------------|----|
| 2015 | 1% |
| 2016 | 9% |
| 2017 | 8% |
| 2018 | 3% |
| 2019 | 5% |

The percentage of students to achieve Band 8 or higher in Year 5 Numeracy has increased from 2018 to 2019.

TARGET 2: PERFORMANCE OF YEAR 3 STUDENTS TESTED IN 2018 WILL EXCEED THEIR RELATIVE ACHIEVEMENT WHEN TESTED AGAIN IN YEAR 5 (2020).

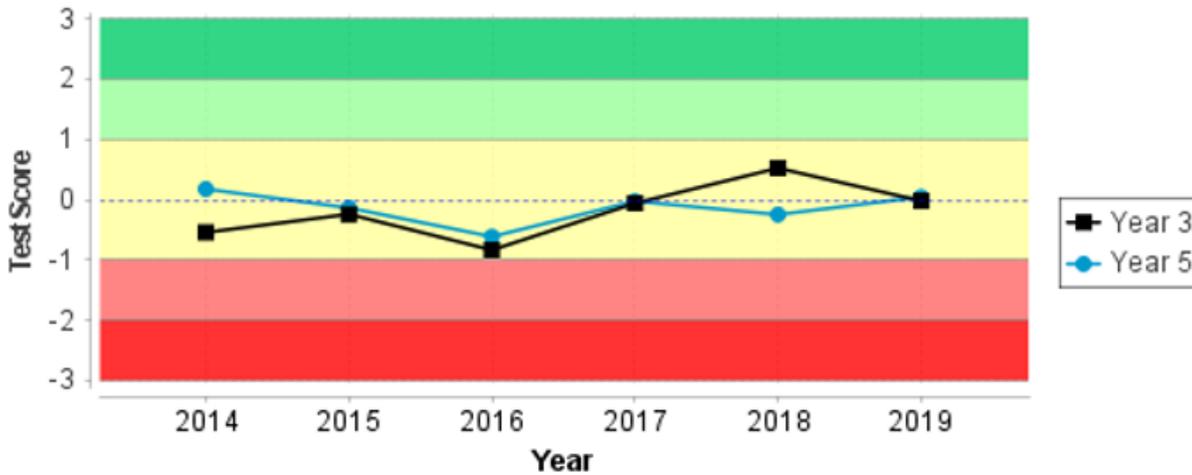
| Numeracy | Performance | | | | | |
|----------|-------------|------|------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| Year 3 | -0.5 | -0.2 | -0.8 | -0.1 | 0.5 | -0.0 |

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

In 2019, Numeracy fell within the 'expected' category.

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

Numeracy Performance



The Year 3 trend line fell from 2018 to 2019. The Year 5 trend line has improved from 2018 to 2019.

TARGET 4: IMPROVE STUDENT PERFORMANCE IN THE MEASUREMENT & GEOMETRY STRAND FOR YEAR 3 AND YEAR 5 STUDENTS BY 2021, RELATIVE TO THE 2018 DATA.

**YEAR 3 – EARS
DATA FOR
NUMERACY 2019**

| Measurement and Geometry | | | | | | | | | |
|--------------------------|----|-----|-----|-----|-----|-----|-----|-----|-----|
| Q4 | Q9 | Q13 | Q14 | Q15 | Q16 | Q22 | Q23 | Q25 | Q29 |
| b | c | a | d | d | 6 | a | e | b | b |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 89 | 80 | 80 | 63 | 66 | 59 | 47 | 53 | 45 | 33 |
| 87 | 89 | 79 | 59 | 61 | 59 | 46 | 44 | 37 | 37 |
| 89 | 80 | 80 | 62 | 65 | 57 | 43 | 50 | 42 | 29 |

For two questions in the Year 3 Numeracy Test, our student group's results are highlighted in green. This is because they have outperformed the Australian Mean and the Expected Mean. Students also performed well on Questions 16 & 22.

Year 3 – Green

Q9: Telling the time on a digital clock
Q29: Estimation of length (km) using a scale

AUSTRALIAN % CORRECT

GROUP % CORRECT

EXPECTED % CORRECT

Measurement and Geometry

| Q5 | Q9 | Q14 | Q15 | Q16 | Q18 | Q25 | Q27 | Q28 | Q35 | Q38 |
|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| a | d | a | e | a | b | a | c | c | a | 28 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 75 | 87 | 68 | 78 | 53 | 73 | 48 | 52 | 48 | 31 | 22 |
| 71 | 92 | 76 | 73 | 56 | 72 | 38 | 50 | 44 | 21 | 13 |
| 71 | 83 | 63 | 73 | 48 | 68 | 43 | 48 | 43 | 28 | 19 |

For three questions in the Year 5 Numeracy Test, our student group's results are highlighted in green. This is because they have outperformed the Australian Mean and the Expected Mean. Students also performed well on Questions 5, 15, 27 & 28.

Year 5 – Green

Q9: Using a calendar to find a date

Q14: Elapsed Time

Q16: Estimate the size of an angle

AUSTRALIAN % CORRECT

GROUP % CORRECT

EXPECTED % CORRECT

English 2019 – 2021 Business Plan Targets

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

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

Percentage of students in each Proficiency Band

| | |
|--|---------------------------------|
| | Above National Minimum Standard |
| | At National Minimum Standard |
| | Below National Minimum Standard |

| Band | NAPLAN Score Range | Year 3 Writing | | | | | | | | |
|---------|--------------------|----------------|------|------|--------------|------|------|-------------------|------|------|
| | | School | | | Like Schools | | | WA Public Schools | | |
| | | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 |
| 6 to 10 | 478 & Above | 12% | 8% | 10% | 9% | 6% | 13% | 11% | 11% | 15% |
| 5 | 426 - 477 | 34% | 35% | 37% | 36% | 33% | 37% | 34% | 27% | 34% |
| 4 | 374 - 425 | 34% | 24% | 33% | 28% | 28% | 32% | 24% | 29% | 29% |
| 3 | 322 - 373 | 18% | 23% | 13% | 21% | 23% | 12% | 21% | 18% | 13% |
| 2 | 270 - 321 | 2% | 7% | 6% | 4% | 7% | 4% | 6% | 8% | 6% |
| 1 | Up to 269 | 0% | 3% | 2% | 2% | 4% | 2% | 4% | 8% | 3% |

| BAND 6 TO 10 YEAR 3 WRITING | |
|-----------------------------|-----|
| 2015 | 10% |
| 2016 | 10% |
| 2017 | 12% |
| 2018 | 8% |
| 2019 | 10% |

The percentage of students to achieve Band 6 or higher in Year 3 Writing has increased from 2018 to 2019.

| Band | NAPLAN Score Range | Year 5 Writing | | | | | | | | |
|---------|--------------------|----------------|------|------|--------------|------|------|-------------------|------|------|
| | | School | | | Like Schools | | | WA Public Schools | | |
| | | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 |
| 8 to 10 | 582 & Above | 4% | 6% | 4% | 2% | 2% | 4% | 3% | 3% | 4% |
| 7 | 530 - 581 | 12% | 10% | 11% | 8% | 7% | 9% | 10% | 10% | 12% |
| 6 | 478 - 529 | 28% | 33% | 29% | 33% | 22% | 29% | 28% | 27% | 29% |
| 5 | 426 - 477 | 42% | 36% | 43% | 41% | 45% | 35% | 38% | 31% | 32% |
| 4 | 374 - 425 | 9% | 12% | 11% | 9% | 11% | 17% | 11% | 17% | 14% |
| 1 to 3 | Up to 373 | 5% | 5% | 2% | 6% | 12% | 6% | 10% | 13% | 9% |

| BAND 8 TO 10 YEAR 5 WRITING | |
|-----------------------------|----|
| 2015 | 1% |
| 2016 | 2% |
| 2017 | 4% |
| 2018 | 6% |
| 2019 | 4% |

The percentage of students to achieve Band 8 or higher in Year 5 Writing has decreased from 2018 to 2019.

TARGET 2: Performance of Year 3 students tested in 2018 will exceed their relative achievement in all areas when tested again in Year 5 (2020)

| Reading | Performance | | | | | |
|---------|-------------|------|------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| Year 3 | 0.2 | 0.3 | -0.2 | 0.1 | 0.0 | 0.2 |
| Year 5 | 0.5 | -0.2 | 0.0 | -0.0 | 0.3 | 0.5 |

| Writing | Performance | | | | | |
|---------|-------------|------|------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| Year 3 | 0.8 | -0.0 | 0.5 | 0.5 | 0.1 | -0.1 |
| Year 5 | 0.2 | -0.3 | -0.2 | 0.6 | 0.8 | 0.2 |

The pe

The performance of the 2017, Year 3 students when tested again in Year 5 in 2019 is outlined below;

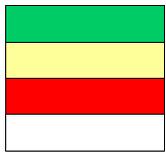
- Reading gained 0.4 SD
- Writing decreased 0.3 SD
- Spelling decreased 0.4 SD
- Grammar & Punctuation decreased 0.2 SD

A similar analysis will be carried out next year to monitor the progress of the 2018 Year 3 cohort (Target 2).

Performance of the 2017, Year 3 students

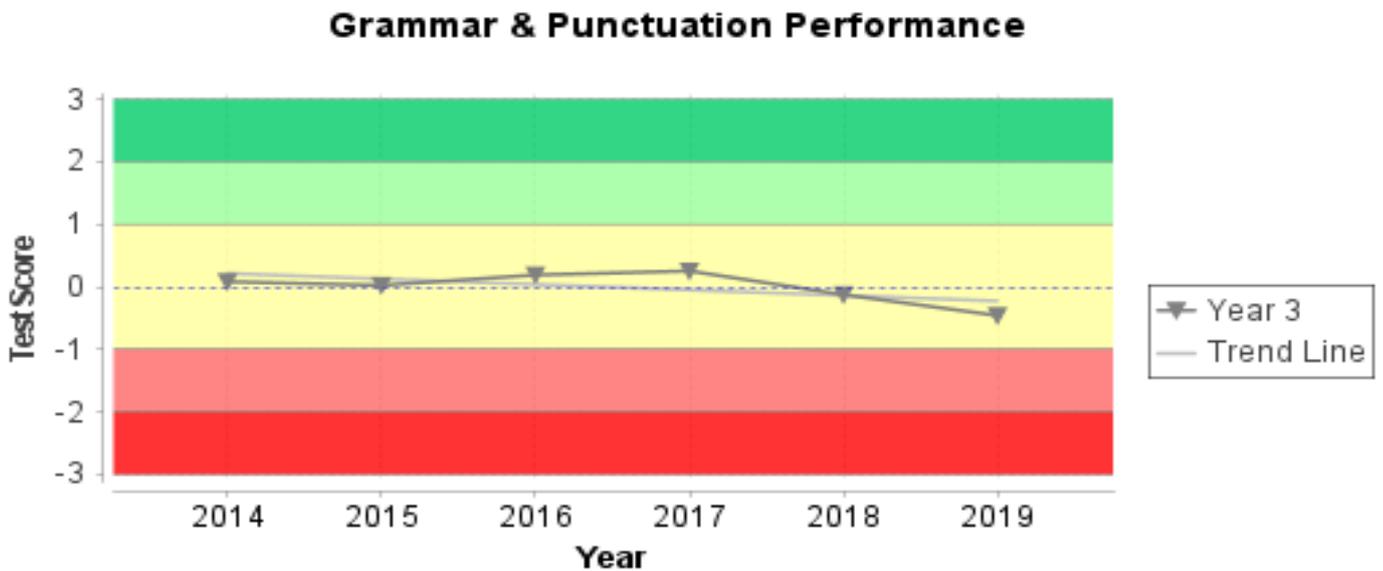
| Spelling | Performance | | | | | |
|----------|-------------|------|------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| Year 3 | -0.2 | -0.4 | 0.3 | -0.2 | 0.3 | 0.2 |
| Year 5 | 0.7 | -0.7 | -0.2 | 0.1 | 0.1 | -0.6 |

| Grammar & Punctuation | Performance | | | | | |
|-----------------------|-------------|------|------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| Year 3 | 0.1 | 0.0 | 0.2 | 0.3 | -0.1 | -0.5 |
| Year 5 | 0.1 | -0.2 | -0.2 | 0.3 | 0.3 | 0.1 |



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

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



The trend line for Year 3 Grammar and Punctuation remained constant from 2018 to 2019.

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 | 2020 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.</i></p> <p>AVID</p> <ul style="list-style-type: none"> AVID Australia certified school status continued. Completion of Certification Self Study. CSS rubric completed Semester 1 and 2 by all teachers. Data shared with School Board. AVID Leadership strengthened through Teach-back Model. Executive team attended Leadership strand to learn the new certification tool. <p>English Student Performance Data:</p> <ul style="list-style-type: none"> Students involved in the school's Literacy Intervention Program were monitored through the disaggregation of school assessments. Their reading rate, accuracy, prosody and growth in their reading age were collated and examined. Deputy Principal and the Intervention Co-ordinator met each term to discuss how the school's data collection structures would be used to monitor student progress and achievement and how these would complement student performance data collected within the program. Student achievement and progress was monitored through a series of data collection points, including spreadsheets to calculate effect sizes to measure progress and teacher impact. This information was used to profile students and informed discussions with parents. Line Managers conducted observations of Literacy Blocks, including the Warm Up, and provided feedback to teachers regarding their practice. Line Managers | <ul style="list-style-type: none"> Continue with CSS rubric for longitudinal data tracking and informing coaching and professional learning emphases. Commence use of inflexion certification tool. Continue to collect formative and summative information on students who participate in Intervention Program. Regular meetings to continue in 2020. Targeted professional learning workshops will continue to be delivered throughout 2020 by the Intervention Co-ordinator. Continue to examine student performance in terms of achievement and progress through a Disciplined Dialogue process. Observations will be conducted again in 2020 with a focus on comprehension strategies and the critical reading process. |

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| | <p>observed some classes outside their area of responsibility for cross- moderation purposes.</p> <ul style="list-style-type: none"> Year level groups of teachers conducted moderation sessions and common work samples, in various aspects of English, to ensure fidelity when competing summative student reports. <p>Mathematics Student Performance Data:</p> <ul style="list-style-type: none"> Statistics & Probability data to be analysed and new targets to be set. Mathematics Leadership Team to coordinate Flexible Grouping in Collaborative Meetings. Focus on the evaluation of the process and student learning with post-assessments. Data Profiles for selected students in the Numeracy Intervention Program who are markedly below the expected year level standard will be developed, using assessments from the lower grades, to provide fine-grained information about their numeracy needs. 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. <p>Science Data Monitoring:</p> <ul style="list-style-type: none"> Collected data on SIS and Science Understandings for each year level. Where possible; student performance data was analysed in terms of sub groups- boys/girls, ATSI, Stable Cohort. The Science Leadership Team (with a representative from each year level) met regularly throughout the year to ensure whole school processes are followed, and priorities implemented, for the effective teaching and learning of Science. Higher level questions were incorporated into layer 3 plans for each year level. Maintained achievement targets against Like Schools. Student progress was continually monitored by Science teachers and recorded against Science Understandings and Science Inquiry Skills checklists. | <ul style="list-style-type: none"> Moderation sessions, with a focus on writing, will be conducted in 2020 by the school's Certified Lead Markers. New teachers will participate in an induction process in 2020. In 2020, the Makybe targets set for both the Number and Measurement & Geometry strand to be revised. New targets to be developed for the Statistics & probability strand. Data around these targets will be collected commencing Semester Two, 2020. Data from flexible grouping to be entered onto the Maths class spreadsheets. Data profiles to be completed by individual teachers at class level. Implement goal setting routine for students each term. |
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| | <p>HASS Data Monitoring:</p> <ul style="list-style-type: none"> • Evaluated and modified each year levels Layered planning according to feedback from teachers. For example, we integrated the HaSS topics to complement the English plan - writing plans were aligned with HaSS texts including Critical Reading and AVID strategies. • Used 2018 annual report recommendations to set new targets. • Discipline Dialogue and moderation were completed per semester and grade distributed data was discussed. • HaSS Leader presented existing school resources to support teaching about Indigenous Culture and enhance HaSS content in a committee meeting. Committee members lead this in their year levels by demonstrating the use of HaSS resources and integrating into Layered planning. • HaSS Leader coordinated and regularly met with Maddie Smith (Aboriginal and Islander Education Officer (AIEO) throughout the year in response to Aboriginal Cultural Standards Framework and Focus 2019 priorities. <p>Technologies Data Monitoring:</p> <ul style="list-style-type: none"> • STEM projects adapted and changed to fit in with curriculum and layered planning. • Data collected on reporting 2018-2019. • Goal setting in the classroom based on projects. <p>Friendly Schools Plus Data Monitoring:</p> <ul style="list-style-type: none"> • Collected data from Parents, Staff and Students from the Friendly School's Plus Data Collection Points. • Used electronic forms (Microsoft Office 365) to evaluate the success of the health and wellbeing program/activities for staff. • Updated Wellness on the Rise with useful information and well-being advice. • Used the FSP data to help determine the direction of the program with sub aggregated data. | <ul style="list-style-type: none"> • Integrate new AVID strategies from Teach backs in 2019, for example, anticipation guide etc. • Continue to review planning and assessment. • Continue to review distribution of grades. • Moderate Semester One and Two assessments. • Make links with Indigenous resources/language. • Participate in HaSS council with Head of Department from Rossmoyne Senior School. • Continue to make local history/geography/civics & citizenship/ business & economics connections. Invite local community to discuss HaSS in real life, for example, Matt Whitefield (Baldivis Councillor). • Utilise the Connect Community for the Makybe Rise HaSS Leadership Team to share feedback and planning. • Apply for PALS funding to special events and connections. • Continue to adapt STEM projects to have a technology focus for reporting and adapted to HASS/ Science learning areas. • Continue to collect data and upskill teachers in regards to assessment and reporting in Digital technologies • Complete 'Drilling into Data' sheets for the FSP and SEL and develop recommendations for improvements. • Phase Three of Thrive to occur. |
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| | <p>Health Data Monitoring:</p> <ul style="list-style-type: none"> Used the data collected from student grades and work samples to target specific Health topics. Used student performance data to set individual goals for students. <p>Phys Ed Data Monitoring:</p> <ul style="list-style-type: none"> Used the data collected from the FMS skills to set targets for specific age groups. Used data to see sub-aggregate averages across different cohorts of students. Used data to set individual goals for personal achievement. Created a data tracking schedule to ensure consistency and accountability across PE team. Collected of Non active students data. <p>The Arts Data Monitoring:</p> <ul style="list-style-type: none"> Continued implementation of the SCSA Arts Curriculum in The Arts. Lesson design reflected whole school approaches with a strong AVID focus. Continued assessment against the SCSA Assessment Pointers. <p>Visual Arts</p> <ul style="list-style-type: none"> Powerpoints, marking rubrics and assessment spreadsheet also constructed for each year level. Continuation of Baldivis Area Visual Arts Network (BAVAN) for termly collaboration, sharing and moderation of grades. <p>Music</p> <ul style="list-style-type: none"> Music program further developed with semester long program. <p>Languages Data Monitoring:</p> <ul style="list-style-type: none"> Focussed on vocabulary associated with each unit of work. Participated in Network moderation to ensure balanced judgements. Shared Assessment Task with other schools. | <ul style="list-style-type: none"> Continued development and review through 2020. Create norms for students to align with assessments. Create a methodology for students and parents to check their own scores. <p>Visual Arts</p> <ul style="list-style-type: none"> Continued refinement of programs for each year level. <p>Music</p> <ul style="list-style-type: none"> Continued refinement of Music program for each year level. Set learning targets based on data collected from 2017-2019. <ul style="list-style-type: none"> Refinement of program for each year level. Continued collaboration with the Baldivis Language Cell and the German Language Teacher Association to enhance the programs. Collaboration with the Modern Language Teacher association. |
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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 | 2020 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></p> <p>Teacher Data</p> <ul style="list-style-type: none"> • Certification survey completed by teachers in Term 1 and Term 4 data. • Analysis of data in term 4. • Addition of AVID into Teacher Observation schedule. Evidence of WICOR recorded during observations and feedback provided to teachers. <p>Growth Mindset</p> <ul style="list-style-type: none"> • Student surveys completed and disciplined dialogue completed. • All Year levels had an increase in their effect size from Term One to Term Four. • Year One classes had an effect size greater than 0.1.9 • Upper primary classes started with a higher growth mindset score than lower primary. • Staff completed a workshop looking at Mathematical mindsets. <p>English:</p> <ul style="list-style-type: none"> • The Deputy Principal met with the Kindergarten Line Manager and the team in Term 1 to develop an Assessment Schedule to administer these assessments throughout the year. This was implemented and data analysed and presented for analysis at data workshops. • Professional Learning Workshops were conducted in the use of the Brightpath narrative and recount rulers and teachers were shown how to create an assessment project to monitor student writing outcomes. • Jen Maisano (Year 6 teacher) developed and delivered a professional learning workshop on implementing the school's Written Retell Procedure and Rubric, Once delivered, Jen Maisano met with each collaborative team to coach them around planning for the explicit teaching of the Written Retell Strategy and modelled during several demonstration lessons in different year groups. | <ul style="list-style-type: none"> • Utilise data collected from other sources to unpack AVID impact. Use of ABE results to track student success skills. • Inclusion of Inquiry checkpoints in teacher observation tools and the IP survey. • Complete the CSS earlier in Term Four so that a disciplined dialogue can be completed by the leadership team. • Growth mindset information to support IEP, PEP goals and strategies to be utilised from the growth mindset curriculum. • Aspects of the KAT will be used to gather formative assessment on student progress at the classroom level. • In 2020, the MRPAST will again be used to collect student performance data on phonological awareness in K. • In 2020, further Brightpath professional learning workshops and moderation sessions will be held, led by the school's three trained certified markers. • In 2020, the English Leadership group will develop different rubrics to meet the needs of phases of schooling- early primary, middle primary and senior primary. |

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| | <ul style="list-style-type: none"> • The Rubric edited by the English Leadership Team in Term 3 and baseline data was collected on students' ability to retell narrative texts at the end of Term 2. • Flexible Grouping were conducted for spelling for some year levels. In Year 1, the Words Their Way data was used to track spelling development over one five-week cycle and effect sizes were calculated to measure progress and impact. • Two whole school data workshops were conducted (Terms 2 and 4) to examine the school's collected student performance data in English. Progress and achievement were examined and there was a focus on actions to be taken following the Disciplined Dialogue process. • The analysis of student performance data in English included the profiling of gender groups. <p>Mathematics:</p> <ul style="list-style-type: none"> • Mathematics Leadership Team reviewed Problem Solving Assessment to ensure it lines up with the sequence of learning in ORIGO – Stepping Stones. • The Year 6 progress testing process was modified in 2019 and included collaborative analysis of data. • All teachers used the Newman Analysis to determine misconceptions and points of need for their students in Problem Solving. • MLT investigated and lead the collection of data for Flexible Grouping (pre/post assessment). • Two members of the Mathematics Leadership Team were upskilled in the area of data analysis of whole-school assessment data. (Michelle Winship & Kendall Mead). <p>Science:</p> <ul style="list-style-type: none"> • All data regarding student performance in Science was analysed for each cohort and areas of strength and weakness were targeted in teacher planning documents. • All student performance data collected was reconciled against school targets and benchmarks for each cohort and a School Based Assessment Summary compiled. Sub-aggregation of Science data (break data groups down to sub-groups i.e. boys/girls, students with disabilities, Aboriginal students etc. • Reviewed targets and set new ones for 2020. | <ul style="list-style-type: none"> • Flexible groupings will be used throughout 2020 to further develop aspects of literacy development. Effect sizes will be calculated to determine progress, with a focus on spelling and grammar. <ul style="list-style-type: none"> • Data to continue to be collected and analysed through collaborative groups. • Teachers to continue to implement Origo Problem Solving Assessments and collect data for analysis. Pre-Primary assessments to be rewritten. • Mathematics leadership team to investigate Newman's used as an instructional tool. • In 2020, Mathematics leadership team to lead a PL on the mathematical understanding process. Teachers to collect data about the flexible grouping sessions at a class level. <ul style="list-style-type: none"> • Continue to further develop data collection and analysis processes in 2020. |
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| | <ul style="list-style-type: none"> • Participated in Network moderation to ensure balanced judgements. • Implemented the Science Literacy National Assessment Program for all Year 6 students. • Refined assessments and trialed setting targets for individual students. <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. • Collaborative teams used this information to plan future assessments that allow for support, for example, enabling (oral interviews) and extension (Costa's levels). • HaSS Leader presented HaSS data/information to the school board and explained how HaSS works in the school with the HaSS Leadership Team each leading their year levels, the school board had the opportunity to ask questions. <p>Technologies:</p> <ul style="list-style-type: none"> • STEM projects added into layer 2 and 3 planning. • ICT committee fed back to collab and collected data on confidence in teaching technologies and STEM. <p>SEL:</p> <ul style="list-style-type: none"> • Continued to collect data from Parents, Staff and Students from the Friendly School's Plus Data Collection Points. • Continued to use electronic forms (Microsoft Office 365) to evaluate the success of the health and wellbeing program/activities for staff. • Continued to update Wellness on the Rise with useful information and well-being advice. • Used the FSP data to help determine the direction of the program with sub aggregated data. <p>Health:</p> <ul style="list-style-type: none"> • Termly Connect notices for PP-2 topics. • Protective Behaviours letter uploaded to Health connect page. • Teachers met to discuss students with documented plans and adjustments/accommodations that need to be made to support student learning. | <ul style="list-style-type: none"> • Continue to review distribution of grades. • Moderate Semester One and Two assessments. • Participate in moderation sessions. • Processes for moderation to be further developed. • Disciplined dialogues and more formal data collection at collab level for 2020. • Year level rubrics to be updated for STEM projects and digital technology projects. • Continue to collect data from Parents, Staff and Students from the Friendly School's Plus Data Collection Points. • Continue to use electronic forms (Microsoft Office 365) to evaluate the success of the health and wellbeing program/activities for staff. • Focus on Wellness on the Rise to be on topics sleep hygiene, healthy eating and exercise as indicated by 2019 data. • Use the FSP data to help determine the direction of the program with sub aggregated data. • Results of Year Six NAP test to be summarised and published on Connect. • Continue to use student performance data to inform planning. |
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| | <p>Phys Ed:</p> <ul style="list-style-type: none"> • Targeted sports and coaches that align with clubs and sports that are popular among students and community. • Conducted data at the beginning of the year to encourage parents to engage in after school sport. • 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 Arts and Music • Continued use of and refinement of SCSA Assessment Pointers. <p>Music</p> <ul style="list-style-type: none"> • Analysed of Music data completed to show areas of strength and weakness. <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. • Implemented of the longitudinal tracking system. | <ul style="list-style-type: none"> • Review targets and set new ones for 2020. • Common Assessment Task on SIS skills to be given to students in year three and data to be analysed and compared across cohorts in future years. Targets set based on data. • Investigate CONSTAWA as an assessment program to track student results. • Implement a year 3 assessment task for SIS skills. • Comparison of Year 3 and Year 6 assessment data. Targets set based on data. • 2020, display percentage of students achieving grade levels through connect posts. • Organise a come and try day for PP-2 students to entice parents to get students involved in particular sports and local clubs. <p>Visual Arts</p> <ul style="list-style-type: none"> • Continue to analyse data from arts responses to make trends and observations. <p>Music</p> <ul style="list-style-type: none"> • Continue Data Analysis for both strands and begin to track cohorts. • Continue to use the longitudinal tracking system to collect data and monitor students' achievements. • Data analysis for to begin to track cohorts. • Continue to refine rubrics and common assessment tas |
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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 | 2020 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.</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 #opportunityisknocking. <p>Student Success Book Awards</p> <ul style="list-style-type: none"> • End of Year award ceremony to celebrate Student Success Skills. <p>Showcases/Publicity</p> <ul style="list-style-type: none"> ○ Myer Maths ○ Eric Mazur • AVID Makybe co-branded Flag purchased and raised on Flagpole daily. • Co-branded merchandise purchased and distributed to school community and visitors, including reusable shopping bag. • Eric Mazur visit and showcase. <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. • 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. | <ul style="list-style-type: none"> • 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 communicate AVID to parents and wider school community, potentially through the use of a Student Voice program. |

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| | <ul style="list-style-type: none"> • Parent Information Session “What is AVID” held in Term 1. <p>English:</p> <ul style="list-style-type: none"> • A peer coaching methodology through the Aspire Program was employed, focussing on increasing instructional capacity in the teaching of English. Four participants from the 2019 Aspire group completed a Peer Coaching course (Miss Moulton, Mrs Mead, Miss Gray and Mrs Pasini) and provided on-going coaching to several teachers. • Data walls for English were trialled with a focus on Writing and setting goals for writing using Brightpath, by three teachers. • Interactive Notebooks were trialled for some Years 1 – 6 classes during English sessions. • The Curriculum Co-ordinator filmed examples of best practice, including vision on an effective Literacy Warm Up and how to implement the Written Retell Strategy. • An after school professional learning session was conducted by a representative from Scholastic Australia, on Lexile and Book Flix. • The Curriculum Co-ordinator facilitated a number of induction days for new staff that outlined the school’s expectations for the teaching and learning of English. <p>Mathematics:</p> <ul style="list-style-type: none"> • The school funded 0.5 day per week for teacher relief, in order to match funding for the Myer Maths Project. Planning days were provided for Myer Maths participants. • The Curriculum Coach worked with Baldivis Secondary College to coordinate the Makybe Maths Masters (Year 6 Extension Program). • Participated in the AVID Myer Maths Project and implemented strategies learned from Summer Institute into their Mathematics lessons, with a coach employed to give specific feedback to teachers. • Participated in the AVID Myer Maths Project will also be the members of the Mathematics Leadership Team. • Coordinated the Australian Mathematics Competition for Years 3 – 6. • Facilitated after-school practice sessions for the Australian Mathematics Competition. • MLT reviewed Problem Solving Assessment to ensure it lines up with the sequence of learning in ORIGO – Stepping Stones. | <ul style="list-style-type: none"> • Peer coaching will continue to be a focus in 2020 and additional teachers will be selected to undertake training in this methodology. • Expand this trial in 2020 across the phases of schooling. • Expand this trial and collect information from teachers on the use of these in English. • Continue to add examples of best practice videos to shared drive. • In 2020, the school will not be continuing with its Book Flix subscription. A teacher representative (Kym Slavin), along with the school’s Librarians (Jo McLean and Kylee Thomas), will design whole school and cohort measures, and initiatives through the Library to promote Literacy Pro with the aim of lifting the number of books read and quizzes completed. • Michelle Winship to lead this program in 2020. There is the possibility to extend to Years 4 & 5, utilising NAPLAN data to identify students with a strength in mathematical thinking. • In 2020, the Mathematics leadership group will begin to lead 5 week coaching cycles within their collaborative year groups. Myer Project participants will provide feedback on regular performance management goals set by staff around strategies taught, including mental maths, choral counting and modes of responses, learned throughout the Myer Project. • Myer Maths participants to continue to be members of the Mathematics Leadership Team. • Problem solving assessments were altered in Semester Two of 2019 to align more with the teaching of ORIGO Stepping Stones content. Assessment data is collected on problem solving throughout each term. |
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A whole school approach to Science:

- Regular collaborative planning and review meetings were held to ensure a common approach to Science teaching and learning and to provide professional learning.
- Science Leadership Team met regularly to monitor the Operational Plan and implemented and received professional learning.
- Continued to share classroom work via staff emails as well as posted on Connect.
- Science teachers attended Science Network Meetings and Professional Learning to share ideas and resources.

Promoting Science:

- Updates were placed on the Makybe Rise Facebook page.
- Scientist of the Day for each class were awarded. Names of children selected published on Connect page each week.
- Selected Year Six students to attend Scitech Brainstorm Challenge Day. Results published on Connect.
- Science Week promoted Science at Makybe and the importance of developing a Scientific Mindset.
- Book awards for Science were presented, including CSIRO/Woodside award (presented to two Year Six students at graduation ceremony).

Promoting HASS:

- AVID strategies incorporated into lesson plans when completing HaSS Layer 1 and 2 plans.
- HaSS texts used for comprehension/ critical reading to facilitate integration and allow for necessary content to be covered, for example, E-Books.
- HaSS team shared lesson plans/ assessments and work samples at meetings.
- HaSS information updated on Makybe Rise Primary School's website.
- HaSS year level information was published in the school's newsletter on a fortnightly basis.
- HaSS student work was displayed in classrooms on Open Night.
- HaSS Leader worked with Aboriginal and Islander Education Officer (AIEO), Maddie Smith as part of the Aboriginal Cultural

- Resources to be developed by Science Leadership team for classroom teachers to implement.
- Develop posters for classroom display for students in years 3-6 that give 'I can' statements and examples for each grade for SIS.
- Twice a term provide teachers in years 4-6 with an activity based on SIS (tables, graphing etc) to be included in morning meetings.
- Host a Family Science Show evening to engage parents in Science education.
- Participate in more external Science Competitions.
- Continue Peer observation and feedback focusing on the teaching of Science Inquiry Skills with other members of the Science Network.
- Achievements of the school and students promoted through school newsletter, Facebook and Connect pages.
- Implementation of Term 1 and Term 3 five week Science Club (upper and lower).
- Continue to work with the Aboriginal and Islander Education Officer (AIEO), Maddie Smith to integrate the Aboriginal Cultural Standards Framework Targets, making Indigenous culture and language more visible in our school.
- Meet with other Learning Area Leaders to establish HaSS and Indigenous links, for example, Science, The Arts and Physical Education.
- Continue to attend HaSS Council Meetings.
- Organise HaSS incursion and excursion activities where appropriate.
- Involve the local community and make connections to our HaSS curriculum, for example, Matt Whitefield (Baldivis Councillor).

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| | <p>Standards Framework and Focus 2019 priorities.</p> <ul style="list-style-type: none"> • Indigenous Culture was made more visible (Whole school NAIDOC celebrations, (NAIDOC Excursion, classroom collaboration with AEIO and NAIDOC Assembly where Uncle Charlie visited assembly). • NAIDOC excursion to Baldivis Children’s Forest excursion on Wednesday 16th October. <p>Promoting Technologies:</p> <ul style="list-style-type: none"> • STEM projects displayed on Open Night and discussed with parents. • Technologies activities promoted on Connect. • Technologies words incorporated into classroom word walls. <p>Promoting SEL</p> <ul style="list-style-type: none"> • Continue to develop a quarterly SEL Newsletter which promotes SEL and Wellness practices. • Continue to work with Healthier Workplaces to maintain Gold Status. • Student Leadership Group to contribute to newsletter. <p>Promoting HEALTH:</p> <ul style="list-style-type: none"> • Promoted visual posters and banners for various Health events – nude food, great crunch, life ed, foodbank WA. • Connect notices celebrating successful health events, along with thanking the community when they are involved (EG GREAT CRUNCH, IGA continuing to supply the school with food for the event). • Congratulating classes that win theNude Food trophy each week. • Utilising Connect to promote student involvement, achievements and awards via Connect. <p>Promoting Phys Ed:</p> <ul style="list-style-type: none"> • Promoted visual posters and banners for local sporting clubs and associations. | <ul style="list-style-type: none"> • HaSS Committee Leader to work with committee year level leaders to collaboratively plan for the special events; For example- Student Success Week, HASS Week, Naidoc Week, National Reconciliation Week, ANZAC Day, Remembrance Day <ul style="list-style-type: none"> • Promote vocab activity ideas for technologies words- similar to word of the week. • Technologies in the classroom promoted in newsletter. <ul style="list-style-type: none"> • Continue to develop a quarterly SEL Newsletter which promotes SEL and Wellness practices. • Newsletter articles with a SEL focus. • Staff connect pages to include notices that incorporate FSP key messages. • Use SWAY technology to get key SEL messages to parents. • Parent education sessions on various SEL topics. <ul style="list-style-type: none"> • Include in the school newsletter prior to events. • Trial uploading a chart showing information about number of students bringing in Nude Food on Connect. <ul style="list-style-type: none"> • Provide more equipment and games for students during lunchtime and recess. |
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- Promotion of individual student and team performances to parents via Connect.
- Purchased new soccer goals which can be used at recess and lunchtime.
- Promoted and extended students by participating in WA Champion Schools competition for elite students.
- Utilised Connect to promote student achievements and awards via connect to highlight outstanding team and individual performances.

Promoting The Arts:

Visual Arts

- Creation of Art Club where students can come to the Art Room during recess time, once per week, to create artworks.
- 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 occurred all year.
- School Concert Band commenced in Term 4 and will continue at commencement of 2019 school year.
- Fully SIC Performance Festival with 100+ students auditioning. 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

- Participated in one external Languages Competitions.
- Showcased students' work on the open night of SSW.
- 'German Gems' in the Newsletter to promote Languages and create greater awareness.
- Regular updates on Connect to inform the community about student's progress.
- German Christmas Choir.
- Science word of the week translated to German and posted, together with a video of the correct pronunciation.
- Introduction to German and the teacher in the Year 2 classes to improve transition.
- Year 6 to Year 3 Schultüte and again, at the end of the year, Year 3 to Year 6.

- Implementation of "Tribe Tokens" reward system in PE. Where students can earn rewards for upholding the 4 Tribes Agreements in PE.

Visual Arts

- Year 5 & 6 students being supported to gain places in specialist Arts high school programs.
- Design and commission another school mural, based on Noongar Seasons, with the aid of students and external artists.
- Participation in additional The Arts curriculum professional learning of the SCSA curriculum
- Continuation of Art Club, exploring the idea of it being 2 sessions a week.

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.
- Resources to be developed by Languages teacher for classroom teachers to use and display in their classrooms.
- Continue to provide Science word of the week translated into German, together with a video of the correct pronunciation.

NSIT - Domain 4: Targeted Use of School Resources

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.

| MAKYBE FOCUS AREAS | SELF ASSESSMENT SUMMARY | 2020 RECOMMENDATIONS |
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| <ul style="list-style-type: none"> Recruit and harness staff expertise to lead and develop school programs and approaches. | <p><i>This focus area has been fully achieved across all learning areas and Leadership Teams.</i></p> <p>AVID</p> <p>Professional Development</p> <ul style="list-style-type: none"> Four AVID Australia Staff Developers presenting at Summer Institute, Winter Institute and/or Perth PATH. Perth PATH Professional learning conference developed with AVID Australia, Baldivis Secondary College, South Coast Baptist College, John Tonkin College, Neerigen Brook PS and Charthouse PS. All Makybe Teaching staff attended. AVID Teachback Sessions led by Teacher Leaders. <p>Resource Creation</p> <ul style="list-style-type: none"> AVID Myer Maths Grant - Mel Christmass on development team and leading 7 Makybe teachers through the 2 year project. WICOR Scope and Sequence document completed with hyperlinks to strategy explanations. <p>AVID Coordinator</p> <ul style="list-style-type: none"> Supported the implementation of the Operational Plan goals through shared leadership of the Site Team, Coaching processes and Leadership Team. Data Collection Process. Supporting Showcase Development. <p>Literacy Intervention Program (Yr 1-5):</p> <ul style="list-style-type: none"> The Literacy Intervention programs ran as full time programs across 5 days per week again in 2019. This year, Makybe Rise was able to provide literacy intervention for 162 students from Year 1-6. Students were seen 2 times per week for 30 minute sessions. An explicit, evidence based teaching program is utilised for literacy. Literacy Intervention encompasses phonological awareness, synthetic phonics, decodable reading, comprehension, spelling | <ul style="list-style-type: none"> Consideration into the development and availability of rigorous AVID Professional Learning to be offered to experienced staff at Perth PATH. Full implementation of the WICOR Scope and Sequence at each year level. Continue to grow AVID Leaders through coaching and peer observation in the Myer Maths Coaching model. Continued development and review through 2020. |

and dictation and uses evidence based resources recommended by DSF.

- A new 5 week cycle format was trialled in Semester One as a strategy for reducing group sizes to provide more opportunities for tier three intervention. This saw half of the students receive intervention for 5 weeks before returning to their class to consolidate their goals with their classroom teacher for the next 5 weeks while the next group of students received their 5 week intervention sessions. While the small group sizes were beneficial, feedback from the intervention teachers, classroom teachers and some of the parent community was that the single timetable model was favoured where students received ongoing intervention in larger groups throughout the term.
- In Semester Two, the Literacy Intervention Program returned to the single timetable model which saw an increase in the number of goals being achieved on Supplementary Learning Plans.
- This year, the Intervention Coordinator provided a series of professional learning opportunities to both classroom teachers and education assistants.
- In Term One, all Special Needs Education Assistants (SNEAs) completed a self-reflective Instructional Practices Survey where they rated their confidence in various areas of Literacy. The data and feedback given saw a request for further development when working with small groups of students to provide targeted literacy instruction, similar to what they received in the Literacy Intervention Program.
- All SNEAs received an initial 1 hour workshop that built on their previous professional learning for effective literacy instruction that was provided in 2018. 5 of the SNEAs then engaged in a series of modelling, coaching and feedback sessions using a Gradual Release of Responsibility model. The result of this meant that 27 Year 2 students were able to receive additional small group instruction that targeted the same goals they were working on with the Literacy Intervention teacher.
- In Semester Two, another 2 hour workshop was provided and 6 SNEAs working with other year levels in the school were provided the same one on one modelling, coaching and feedback sessions. This saw a total of 11 SNEAs provided with tailored specific coaching in the area of Literacy Intervention for 2019.

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| | <ul style="list-style-type: none"> All SNEAs completed a post self-reflective survey to rate their confidence levels after receiving the ongoing professional learning at the end of Semester 2. <p>Curriculum Coach</p> <ul style="list-style-type: none"> Appointed a Curriculum Co-ordinator/ Coach (Teacher FTE 1.0). In 2019, over 100 individual and group coaching sessions were held with teachers. These focused on developing the instructional capacity of staff, effective pedagogy and data coaching. <p>Classroom Observation and Feedback Tool:</p> <ul style="list-style-type: none"> 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. Wireless Laser Presenters were purchased to aid in the facilitation of effective Warm Ups. A Speech and Language Program was implemented, including the provision of services by a qualified Speech Therapist. This program focussed on language and literacy development in K, PP and Year 1. A Reading Club was run twice a week- one for lower primary students and one for upper primary students, at lunch time. <p>Numeracy Intervention Program:</p> <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Observation and feedback tools for teachers to be reviewed and refined again in 2020, to reflect whole school priorities. Continued development and review through 2020. Continued development and review through 2020. |
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Mathematics Coaching:

- The school funded 0.5 day per week for teacher relief, in order to match funding for the Myer Maths Project. Relief will be accumulated to provide planning days for Myer Maths participants.
- The Curriculum Coach worked with Baldivis Secondary College to coordinate the Makybe Maths Masters (Year 6 Extension Program).
- Coordinated the Australian Mathematics Competition for Years 3 – 6.
- Facilitated after-school practice sessions for the Australian Mathematics Competition.
- MLT reviewed Problem Solving Assessment to ensure it lines up with the sequence of learning in ORIGO – Stepping Stones.

Leadership Team:

- 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 as for 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

Science Leadership Team:

- 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.
- Continued to update and modify planning documents and PowerPoints to ensure needs of all students are being met.
- 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.

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| | <p>HASS Leadership Team:</p> <ul style="list-style-type: none"> • Updated key documents (Annual School Report, Strategic Plan, Operational Plan) in response to feedback from teachers and school administrators. • Reviewed and modified year level Scope and Sequence and Layered planning documents for K- Year 6 according to teacher feedback (new versions allow for greater integration). • Sent out survey questions by Office 360 to audit resource use. The resource survey highlighted some resources were not being used as some staff were unaware resources. This was relayed to the HaSS Committee and collaborative teams. • Resources purchased for the Kindy and Pre-Primaries. • Resources from library shared with HaSS Committee to purposefully embed in planning. • HaSS Leader worked with Aboriginal and Islander Education Officer (AIEO), Maddie Smith as part of the Aboriginal Cultural Standards Framework and Focus 2019 priorities. • PL Aboriginal Perspectives in HASS and Science at Harmony Primary School on Wednesday 4th September (resources were collected from this PL). • HaSS Team attended the HaSS Council at Rossmoyne High School meeting on Wednesday 11th December 2019. • Encyclopaedia Britannica Online Subscription renewed on 19.02.19 and information sent via email to the whole school on 08.03.19. <p>Technologies Leadership Team:</p> <ul style="list-style-type: none"> • 8 teachers attended the STEAM training at AVID Summer Institute. • Bloxals purchased with Woolworths rewards. • iPads being updated- leased. • School now connected to NBN. • Staff trained in office 365. <p>SEL Leadership Team:</p> <ul style="list-style-type: none"> • Attendance at the Positive Schools Conference and workshop • Student Leaders to work on The Leader in me- rolling out the 7 Habits • Writing for Wellness student initiative run by students for students | <ul style="list-style-type: none"> • Members of HaSS committee to engage in appropriate PL as it becomes available. • HaSS Leadership Team to continue to share planning, assessment and PL with Collaborative teams. • Build capacity of HaSS Leadership Team with Professional Learning through Portal and State-wide Services. • Involve the local community and make connections to our HaSS curriculum, for example, Matt Whitefield (Baldivis Councillor). • Meet with other Learning Area Leaders to establish HaSS and Indigenous links, for example, Science, The Arts and Physical Education. • Review school-wide HaSS resource use by surveying staff on their use (Office 360 survey) in 2020. • Apply for PALS funding to special events and connections. <ul style="list-style-type: none"> • Laptops to be more utilised across classrooms in 2020. • Office 365 to be used across school- teaching staff <ul style="list-style-type: none"> • Continue to build teacher capacity in Tribes. • Phase three of Thrive to occur with infiltration of coaching to our staff. |
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| | <ul style="list-style-type: none"> • Writing of the Influence Stage (the next 5 weeks after the First Six weeks of School). <p>Health Leadership Team:</p> <ul style="list-style-type: none"> • Provided Protective Behaviours workshop to classroom teachers. • Upskilling of PP-2 Health Specialist teachers. • Professional learning refresher provided for all Special Needs EAs on protective behaviours. • Attended ASCHPER two day conference for PL on new Health Initiatives that could be implemented . <p>Phys Ed Leadership Team:</p> <ul style="list-style-type: none"> • Purchase of Lunch time Sports equipment • Utilised funding to send teachers from P.E team to Assessment in H/PE PL. • Purchased new PA system to assist with carnivals and whole school events. • Purchased gymnastics equipment to assist with running gymnastics during PE. • Purchase of Tribe Banners to promote Tribe’s culture and the physical environment during carnivals. <p>The Arts Leadership Team:</p> <p>Visual Arts</p> <ul style="list-style-type: none"> • Mosaic tile materials used for creation of tiles. • Material for Next Gen for displays was purchased. • Class sets of art smocks were purchased. • Technical drawing kits made up • Frames and display boards made for Open Night and future opportunities to display student work. • Purchase of new caddies and containers to improve organisation and efficiency. • Purchase of consumable and other resources to enhance student learning experiences. <p>Music</p> <ul style="list-style-type: none"> • Digital Music Technologies incorporated into Music Program through the addition of one-to-one iPads in the Performing Arts room. • Purchase of quality headphones to increase quality learning experiences on keyboards and iPads. | <ul style="list-style-type: none"> • Attendance of the Positive Schools Conference and workshop again in 2020. • Student Leaders, TRIBE captains and Media Specialists to work on The Leader in me- rolling out the 7 Habits. • Continue with Writing for Wellness student initiative run by students for students. • Delivery of PL on the influence stage of the TRIBES trail. • Purchase of numbered magnets to support self-assessment. • Investigate attending Protective Behaviours Inc session during the year. • Purchase of numbered magnets to support self-assessment. <p>Visual Arts</p> <ul style="list-style-type: none"> • Commission of another school mural. • Replenishment of resources needed for continuation of programs. • Purchase of higher quality acrylic paint for upper primary classes. • Purchase of higher quality brushes for upper primary. <p>Music</p> <ul style="list-style-type: none"> • Continue to develop and refine Digital Music Program. |
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- Purchase of consumable and other resources to enhance student learning experiences.
- Interactive Notebooks used for Years 2-6 weekly.
- Artist in Residence funded for Guitar Club and School Band Conductor.

Languages Leadership Team:

- Use of Education Assistants in Languages classroom to assist student learning where appropriate.
- Purchase of consumable and other resources to enhance student learning experiences.
- 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.
- ELLA App on all German iPads and the 13 ECE iPads.

- Increase the use of Kagan co-operative structures to improve collaborative music projects .

- Plan specific tasks for Educational Assistants and create small group tasks to assist learning.
- Continue to provide teachers in years 3-6 with a German translation of the Science Word of the week.
- Continue to participate in Languages curriculum professional learning to build instructional capacity and keep well-informed of SCSA updates.
- Work closely with EA's to create resources as established through the Key Language Leader project.
- Upskill Media specialists and ECE teachers to use the ELLA app effectively in the classroom.

NSIT - Domain 5: An Expert Teaching Team

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.

| MAKYBE FOCUS AREAS | SELF ASSESSMENT SUMMARY | 2020 RECOMMENDATIONS |
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| <p>☼ Increase consistency of teaching practice among staff by promoting collaboration, a culture of sharing and provision of feedback.</p> <p>☼ Strengthen the leadership development model to encourage innovation and embed sustainability.</p> | <p><i>This focus area has been fully achieved across all learning areas and Leadership Teams.</i></p> <p>AVID</p> <p>AVID Coaching</p> <ul style="list-style-type: none"> • Teachback model developed and implemented. • Whole school AVID meetings Term 3 for development of Student Success Week Classroom Expectations. <p>Professional Learning</p> <ul style="list-style-type: none"> • 8 Teachers attended Perth PATH Primary Maths strand. • Remainder of teachers worked collaboratively to refine WICOR Essentials document and embed into layered planning. • Seven teachers continued to participate in the Myer Maths Project, attending Maths and STEAM strands at SI 2018 & 2019 and coaching over two years, funded by the Grant. • Professional Learning Workshops for teachers included Interactive Notebooks, Reading Comprehension, Mathematical Mindsets. <p>WA AVID Site Team</p> <ul style="list-style-type: none"> • AVID Leaders from Makybe Rise PS, Baldivis Secondary College, South Coast Baptist College, Neerigen Brook PS & Charthouse PS conducted regular meetings to promote collaboration and support for AVID implementation. <p>Literacy Leadership and Professional Learning:</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. • 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. | <ul style="list-style-type: none"> • Continue with teach-back method and include other learning areas and foci. This will support further integration of AVID across the school. • AVID Leadership team to become the AVID site team. All staff will still be involved in AVID planning and decisions through afterschool workshops and SDD. • Continued development and review through 2020. |

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| | <ul style="list-style-type: none"> • 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) (two week cycle for each strategy). <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>Scope and Sequence document:</p> <ul style="list-style-type: none"> • A member of English Leadership Team (Jolene McDonald) audited the school's English Scope and Sequence that was originally aligned to an earlier version of the Australian Curriculum to meet the outcomes of the WA Curriculum (Version 8.1). <p>Aspire Program:</p> <ul style="list-style-type: none"> • Phase 2 of the Aspire Program began in Term 1. 19 teachers/coaches participated in the program. 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. <p>Professional Learning</p> <ul style="list-style-type: none"> • PP teachers attended two professional learning sessions at the Peel Language Development School; • Words, Grammar, Fun (Phase 2) • Teaching Narrative in the Classroom • Three teachers (Miss Hornsby, Mrs Westwood and Miss Greenham) were selected to attend the Brightpath Lead Markers Certification | <ul style="list-style-type: none"> • Aspire Program will be expanded further in 2020, to include focusses on well-being and leadership. • Regular professional learning to upskill teachers and education assistants in school priority areas and the strategic direction of the Department (Improvement drivers) to continue. |
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| | <p>professional learning. All successfully gained this qualification.</p> <ul style="list-style-type: none"> • Four 2019 Aspire participants were selected to attend a peer coaching course (Kristie Gray, Hayley Moulton, Emma Pasini and Kendall Mead). • A guided reading professional learning workshop was provided on SDD in January 2019, for all teachers by the school's Curriculum Co-ordinator, with the aim of facilitating the provision differentiated reading instruction. Several teachers were provided with follow up coaching throughout the year. <p>Mathematics Leadership and Professional Learning:</p> <ul style="list-style-type: none"> • Myer Maths Participants took part in PL for Peer Observation and Video for Self-Reflection, in order to develop their capacity to complete peer observations for the Myer Maths Project. • Increase leadership opportunities for members of the Mathematics Leadership Team. <p>Science Leadership & Professional Learning:</p> <ul style="list-style-type: none"> • Classroom observation and feedback on teaching practice provided. • Science staff regularly attended professional learning and collaboratively planned, delivered and reviewed the effectiveness of lessons. • Science leaders continued to build network school relationships that supported leadership development. • Classroom teachers integrated Science in to their teaching programs (eg tables and graphs, procedure writing). • Tammy Standley completed her Masters with a focus on self-reflection to improve Primary School Science teaching. <p>HASS Leadership & Professional Learning:</p> <ul style="list-style-type: none"> • HaSS Leader met with Principal on a termly basis. • HaSS Leader met with HaSS Committee Leaders twice a term and meeting minutes were emailed to maintain communication. • HaSS Leader worked with Aboriginal and Islander Education Officer (AIEO), Maddie Smith as part of the Aboriginal Cultural Standards Framework and Focus 2019 priorities. • HaSS Team attended the HaSS Council at Rossmoyne High School meeting on Wednesday 11th December 2019. | <ul style="list-style-type: none"> • In 2020, two follow up guided reading workshops (PP-3; Year 4-6) will be conducted on the SDD in January. • Myer Maths participants to continue to perfect the strategies learnt through self-reflection and the upskilling of collab groups. • Members of the Mathematics leadership team to be supported to coach others and opportunities provided to the leadership team to lead Mathematics professional development sessions. • Membership to STAWA in 2020. • Science teachers to attend the STAWA conference. • Continue to review resources and planning. • Collaborative teams to continue to analyse the achievement standards and judging standards in order to create detailed assessment rubrics and planning. • Build capacity of HaSS Leadership Team with Professional Learning through Portal and State-wide Services. • Build whole staff capacity in HaSS with Professional Learning delivered by HaSS Leadership Team. |
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| | <ul style="list-style-type: none"> • HASS Leadership Team regularly updated Collaborative Teams with the new planning requirements and resources for HASS during Collaborative Team Meetings. • Clear guidelines for teaching HaSS were set out in whole school overview and scope and sequence documents (see Domain 1 and 2 for hyperlink to these documents) • Each year level conducted Disciplined Dialogue on assessment data and used this to give teachers feedback on Common Assessment Tasks. • Updated key documents (Annual School Report, Strategic Plan, Operational Plan) in response to feedback from teachers and school administration. <p>Technologies Leadership & Professional Learning:</p> <ul style="list-style-type: none"> • ICT team to continue attending Baldivis Cell meetings with the purpose to achieve consistency within the cell in regards to assessment and planning. • Utilised the SCSA judging standards to focus on aligning assessments to the learning. • Met with ICT team termly to ensure consistency with content and assessment is achieved within Technologies across all cohorts. • Staff trained in office 365. <p>SEL Leadership & Professional Learning:</p> <ul style="list-style-type: none"> • SEL Leadership Team (with a representative from each year level) met regularly throughout the year and worked with their Collaborative Groups to ensure consistency in the teaching and learning of SEL. • Regular collaborative planning and review meetings were held with classroom teachers to ensure a common approach. <p>Health Leadership & Professional Learning:</p> <ul style="list-style-type: none"> • Utilised the SCSA judging standards to focus on aligning assessments. • Health Leadership Team met once a term to discuss planning collaboratively. Shared back with Collaborative group. • Assessments were moderated between classroom teachers and PP-2 Health specialists teachers. | <ul style="list-style-type: none"> • Teacher triads observations to share strategies and ideas. • Observation of Technologies curriculum in another AVID school. • Provide new teachers with a mentor to support in planning and delivering of the SEL curriculum. • Staff PL on Restorative Practice. • SEL planning documents for both morning meetings and layered planning. • Continue collaborative meetings and representatives to deliver key messages to collaborative teams. • Teacher triads observations to share strategies and ideas. • Observation of Health classes in another AVID school. • Seek PL in order to upskill for Cyber Security. |
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| | <p>Phys Ed Leadership & Professional Learning:</p> <ul style="list-style-type: none"> Physical Education teachers attended 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. PE team monthly to ensure consistency with content and assessment is achieved within Physical Education across all cohorts. Moderated assessments each semester between BASSA on selected year groups to ensure consistency within cell and local area. Moderated common tasks and video analysis between PE team to ensure assessments and judgement are consistent among PP-6 assessments. <p>The Arts Leadership & Professional Learning:</p> <p>Visual Arts</p> <ul style="list-style-type: none"> Participated in Connect Arts networks. Attended Arts Network meetings and engaged in one-on-one discussions with other Arts teachers to increase assessment ideas. <p>Music</p> <ul style="list-style-type: none"> Participated in Connect Arts networks, including specific Music Teacher networks. Attended Baldivis Music 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. Focussed on explicitly teaching. 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. Completed the Key Language Leader initiative and the MoRe Leaps program. | <ul style="list-style-type: none"> Teacher triads observations to share strategies and ideas. Use of BASSA PL day to showcase games and activities. Observation of PE classes in another AVID school. <p>Visual Arts</p> <ul style="list-style-type: none"> Continued participation in professional networks that create, use and moderate common assessment tasks. Seek professional learning opportunities for sculpture. <p>Music</p> <ul style="list-style-type: none"> Further development of a Baldivis Music Network. Creation of an AVID in Music Connect Community. <ul style="list-style-type: none"> Continue to offer German classes for teachers. Ongoing participation in professional networks that create, use and moderate common assessment tasks. Deliver PL at Languages conferences. |
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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 | 2020 RECOMMENDATIONS |
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| <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.</i></p> <p>AVID</p> <p>Planning</p> <ul style="list-style-type: none"> • Whole school focus on strengthening integrated planning across Layer 2 and Layer 3 aligned with the Year Level Scope and Sequence. • 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 Office 365 to support note-taking, note-making and organisation of digital information. <p>ICT in English:</p> <ul style="list-style-type: none"> • ICT was integrated into English planning documents (Layer 3). • 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"> • The AVID WICOR Scope and Sequence was integrated into English planning. <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"> • Continue to roll out the student use of Office 365 to support student success skills for students. • Revisit Inquiry strategies used by teachers with a focus on questioning. • School wide review of Costa’s levels of thinking and questioning. <ul style="list-style-type: none"> • Continued development and review through 2020. • Office 365 to be rolled out over the next three years. <ul style="list-style-type: none"> • Continued development and review through 2020. • This PL to be revisited in 2020, led by Mathematics Leadership Team members. |

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| | <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. Whole School Professional Learning on the Mathematical Understanding Process was conducted and implementation monitored throughout the year. Mathematics Leadership Team began to develop the English & Mathematics Beliefs, Pillars, Givens and Non-Negotiables document. Classroom teachers to develop and modify ORIGO Stepping Stones lessons through the Layer 3 Planning. <p>ICT in Science:</p> <ul style="list-style-type: none"> Continued use of ipads during Science classes, extended to include junior primary classes. 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. Implemented AVID strategies from Science Teaching Guide such as 'Grasping a Concept: Analogy, Fold-it 1: Explain one term, Bulls-Eye comparison. Explicit teaching of strategies including a hook, Learning Intention, Success Criteria ('I can...' statements), Essential Question, focus questions and plenary. Science plans made explicit what (and when) teachers should teach and students should learn. AVID strategies included in plans. WICOR charts displayed in Science rooms. Implemented common pedagogical approach across the school Warm Ups, Learning Intention/ Success Criteria/ Purpose; Gradual release of Responsibility Model; Plenary. Continued to Incorporate AVID Science, embed strategies in the Science teaching program. Continued to email AVID strategies to classroom teachers. Further professional learning of evidence based AVID teaching strategies was undertaken. | <ul style="list-style-type: none"> A focus on teaching worded problems by integrating ORIGO Problem Solving into planning. In 2020, collaborative groups to write layer 3 plans for the STEM projects and ensure the inclusion of mathematics. Layer 3 plans in mathematics to continue to be worked on and revised during 2020. Extend use of ipads to include Science apps. Science teachers to complete AVID Science 2 strand in 2020. |
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| | <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. • Inquiry model used in lesson and unit plans- students asking and investigating questions, essential questions used. <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. • Collaborative teams used previous data to plan future assessments that allow for support, for example, enabling (oral interviews) and extension (Costa’s levels). <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. • 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"> • Began consolidating planning by evaluating the levelled questions within planning documents. • Revisited the AVID scope and sequence and ensured that our planning documents reflect with the AVID scope and sequence. <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 are to be recorded in student AVID diaries. | <ul style="list-style-type: none"> • Purposefully Incorporate new AVID Professional Learning learned in Teachbacks. • Trial interactive notebooks, ready for full integration in 2021. • Use HaSS Skills and Key Concepts for planning Inquiry questions and assessments. • Links to other learning areas are identified and developed- Science, Maths, English and ICT. <p>• Continued development in 2020.</p> <ul style="list-style-type: none"> • All classes to continue incorporate Growth Mindset Wellness goals. All goals are to be recorded in student AVID diaries. • Older students to take part in delivering presentations to younger classes on how to use iPads/social media in a safe way. • iPromise statements to include aspects of how to stay safe online and online etiquette. |
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| | <p>ICT in Health:</p> <ul style="list-style-type: none"> Increased the use of ICT when relevant and beneficial to student learning in Health. <p>AVID in Health:</p> <ul style="list-style-type: none"> Made adjustments to previous years planning by adding improvements and adjustments for all planning. Kept resources for Health Curriculum up to date and relevant by using school resources. Began consolidating planning by evaluating the levelled questions within planning documents. Revisited the AVID scope and sequence and ensured that our planning documents reflect with the AVID scope and sequence. <p>ICT & AVID in Phys Ed:</p> <ul style="list-style-type: none"> Made adjustments to previous years planning by adding improvements and adjustments for all planning. Used school resources (Shane Pill) and external coaches to consolidate planning documents. Began consolidating planning by evaluating the levelled questions within planning documents. Revisited the AVID scope and sequence and ensured that our planning documents reflect with the AVID scope and sequence. <p>ICT & AVID in The Arts:</p> <p>Visual Arts</p> <ul style="list-style-type: none"> Arts projects had a creative thinking focus, with student inquiry leading the development of art works and mosaic tiles. Art Response tasks included critical thinking, with levelled questioning on viewed artworks. A different prompt is used in each year level aligned as an introduction to a project. Power Points made for individual lessons including an Essential question and levelled learning tasks, pictorial and video prompts and lesson reflection. <p>Music</p> <ul style="list-style-type: none"> Music supported the use of Interactive Notebooks from Years 2-6. Music projects had a creative thinking focus, with student inquiry leading the development of compositions and performance tasks. Music Response tasks included critical thinking, with levelled questioning that embed music vocabulary. | <ul style="list-style-type: none"> Continue to consolidate planning documents by adding in more level 3 questions. <ul style="list-style-type: none"> Align SCSA assessments with Plickrs to create learning tools for assessment. Continue to consolidate planning documents by adding in more level 3 questions. <p>Visual Arts</p> <ul style="list-style-type: none"> Continue to develop the use of AVID Strategies to deepen student engagement, collaboration and analysis. Refinement and altering of Year level specific visual arts programme aligned with SCSA Assessment pointers. Visiting of other schools to gain exposure to other programs, ways of assessing and classroom organisation. <p>Music</p> <ul style="list-style-type: none"> Further development of Interactive Notebooks to increase student's use of music vocabulary and analysis of musical works. Development of more effective warm ups that follow the recite-recall-apply process. |
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ICT & AVID in Languages

- Incorporated AVID Strategies into the layered planning documents to ensure a deeper student engagement, collaboration and analysis.
- Frequent use of ipads and Green screen to enhance learning and engagement.
- Aligned layered planning documents with SCSA Languages curriculum and ICT integration.
- Integration of Digital Technologies outcomes into Languages learning area.
- Power Points made for individual lessons including an Essential question and learning intentions. Warm ups including: recite, recall and apply, as well as lesson reflection.

- Continue to develop the use of AVID Strategies to deepen student engagement, collaboration and analysis.
- Continue the use of ipads and Green screen to enhance learning and engagement.
- Continued 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 | 2020 RECOMMENDATIONS |
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| <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</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. • Teach-back input pages all include differentiation and scaffolding components to support teachers in planning. <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"> • Use of teach-back process to further explore strategies for differentiation. • Student Voice used to share and promote ownership of learning. • Continued development and review through 2020. |

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| | <ul style="list-style-type: none"> • A guided reading professional learning workshop was provided on SDD in January 2019, for all teachers by the school's Curriculum Co-ordinator, with the aim of facilitating the provision differentiated reading instruction. Several teachers were provided with follow up coaching throughout the year. <p>Differentiation and Student Ownership in Mathematics:</p> <ul style="list-style-type: none"> • Furthered develop teacher understanding of success criteria and the use of differentiated 'I can' statements through group and individual coaching. • Focussed on data collection for Flexible Grouping (post-assessment). Students were set goals linked to what they wanted to achieve or learn in a Flexible Grouping session. • Teacher planning clearly showed use of pre-tests to inform differentiation. • Coaching around the use of pre-assessment occurred. • Collaborative Study Groups were developed and used in Year 5 & 6 classes. <p>Differentiation and Student Ownership in Science:</p> <ul style="list-style-type: none"> • 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 made via phone to discuss with parents or interview if requested. • Teachers to modify 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. | <ul style="list-style-type: none"> • Teachers to add class flexible grouping data for Maths to class data spreadsheet. • Professional development to be provided on the use of pre-tests to support differentiation. • Trialled in Year 6, 2019. Mathematics Leadership Team to lead at collab across Year 5 & 6. • Collaborative Study Groups to be used for pre-tests. • Collaborative Study Groups policy and process document to be designed. • 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. |
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| | <p>Differentiation and Student Ownership in HaSS:</p> <ul style="list-style-type: none"> • Each year level planned units of work with extending and enabling prompts. • Each year level plans saved on their Connect library. • Differentiated “I can” statements ensured 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. • Inclusive assessment tasks continued to be reviewed and updated. • 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. • Goal setting at beginning of STEM projects • Focus on collaboration throughout projects. <p>Differentiation and Student Ownership in SEL:</p> <ul style="list-style-type: none"> • SEL Leadership Team (with a representative from each year level) to meet regularly throughout the year and work with their Collaborative Groups to ensure the Layer 3 planning has differentiated ‘I can’ statements and success criteria. <p>Differentiation and Student Ownership in Health:</p> <ul style="list-style-type: none"> • At the beginning of each term, implemented goal setting that students targeted and aimed to achieve throughout the term, • Created SMART goals for the term that also align with TRIBES agreements • Reviewed of goals at the end of each term • Differentiated programs to ensure students’ needs are met and they are encouraged to achieve their best | <ul style="list-style-type: none"> • Continue to review inclusive assessments. • Continue to differentiate the learning for all students by designing Diagnostic, Formation and Summative assessments. • Differentiate the learning activities with enabling and extending prompts. • Planning incorporates students’ interests and students are involved in target setting. • Continue to review assessments and planning through Collaborative meetings, Moderation and Discipline Dialogues. • Continued development and review through 2020. • SEL Leadership Team (with a representative from each year level) to continue to meet regularly throughout 2020 and work with their Collaborative Groups to ensure the Layer 3 planning has differentiated ‘I can’ statements and success criteria. • Zones of Regulation to be implemented across the grades. • Year 3 & 4 program to be reviewed; specifically the Semester two Protective Behaviours, Safety and Decision Making units. • Zones of Regulation Program to be implemented school wide. |
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| | <p>Differentiation and Student Ownership in Phys Ed:</p> <ul style="list-style-type: none"> • Implemented 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. • Utilised FMS skills data to set goals for 2018 and accurate targets. • Continued before and after school training sessions to extend students who are participating in interschool/state carnivals and events. <p>Differentiation and Student Ownership in The Arts:</p> <ul style="list-style-type: none"> • Differentiated learning experience through learning opportunities that include 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"> • Differentiated learning experience. Resources provide access to challenging tasks, such as visual aids, concrete materials. • 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. • I can statements developed for every lesson to reflect differentiated learning outcome. • Developed targeted and differentiated 'I can' statements. • Completed 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 2020. • Refine I can statements used in lessons to support a rigorous curriculum in The Arts. <p>Visual Arts</p> <ul style="list-style-type: none"> • Allow some student choice in projects to allow them to demonstrate their skills using a variety of mediums and mediums. <p>Music</p> <ul style="list-style-type: none"> • Develop a continuum for students to set and monitor their own music skills goals. • Refine I can statements used in lessons to support a rigorous Languages curriculum • Continue goal setting for self-assessments and encourage ways to reflect on the 'how do I get there?' • Individual goals for extension or support • Set micro-goals for individual students |
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NSIT - 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.

| MAKYBE FOCUS AREAS | SELF ASSESSMENT SUMMARY | 2020 RECOMMENDATIONS |
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| <ul style="list-style-type: none"> ☼ Spend time working with staff, providing feedback on teaching and, where appropriate, modelling effective teaching strategies. ☼ Promote AVID evidence based teaching strategies to build students' beliefs in their own capacity to learn and to deepen their understanding of the relationship between effort and success. | <p><i>This focus area has been fully achieved across all learning areas and Leadership Teams.</i></p> <p>AVID</p> <p>Professional Learning</p> <ul style="list-style-type: none"> • Professional learning workshops follow AVID model and embed WICOR strategies for staff, including EQs, Cornell Note Taking, World Café, Critical Reading Process, Reflective Writing strategies, Collaborative Structures. <p>Makybe AVID Site Team Connect Community</p> <ul style="list-style-type: none"> • Shared readings and discussions on AVID Site Team Connect Page. <p>AVID Teacher Survey</p> <ul style="list-style-type: none"> • Self-assessment rubric completed Term 1 and Term 4 allowing for teacher reflection of own AVID Implementation and areas for improvement. <p>Coaching</p> <ul style="list-style-type: none"> • Teacher Coaching through AVID addition to Observation Schedule conducted by Line Managers. • Whole school coaching for all teachers utilised the Teachback model. <p>Curriculum Planning</p> <ul style="list-style-type: none"> • Collaborative teams working together to plan for AVID strategies and working together to determine best pedagogical strategies for specific learning opportunities, which can be seen in Layer 2 and Layer 3 planning documents. <p>Literacy Pedagogy:</p> <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 | <ul style="list-style-type: none"> • Classroom Observations utilised to recognise, coach and share Teacher Voice . • Increase the use of shared professional reading and discussion to WA AVID Community. • Further professional learning of evidence based AVID teaching strategies will occur in 2020. |

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| | <p>Critical Reading Process were conducted, with a focus on vocabulary development.</p> <ul style="list-style-type: none"> • The STARS program was phased out during 2019 as the main vehicle for the explicit teaching of comprehension strategies. A professional learning workshop was conducted on the SDD in January 2019, with the intention of examining how the explicit teaching of comprehension skills could be incorporated into the AVID Critical Reading Process and layered, collaborative planning. A member of the English Leadership Committee continued this work through the year (Katrina Westwood). • An additional professional learning workshop on how comprehension strategies could be explicitly taught through the AVID Critical Reading Process was conducted by Katrina Westwood in Term 3. • A professional learning session was conducted by the school's Intervention Co-ordinator (Rochelle Vrossink) on 'Writing in the Warm Up' with the aim of re-visiting how writing skills can be explicitly recited, recalled and applied. • The Curriculum Co-ordinator/Coach, and the school's Peer Coaches, provided various individual and group coaching opportunities, relating to English pedagogy. These included, but were not limited to the implementation of guided reading, the Literacy Warm Up, recount writing and comprehension strategies. <p>Mathematics Pedagogy:</p> <ul style="list-style-type: none"> • Development of a Mathematics Intervention Guide that shows the progression of learning for early numeracy skills. • Collaborative teams to meet and discuss Mathedology units from ORIGO Stepping Stones. <p>AVID in Mathematics:</p> <ul style="list-style-type: none"> • Myer Funding to boost AVID coaching in Mathematics and aid in staff development of AVID strategies in Mathematics. • Myer Maths participants implemented strategies from Summer Institute (Primary Maths) and engaged in professional discussions with their colleagues. | <ul style="list-style-type: none"> • The English Leadership Team will continue to monitor and develop programs and assessments for the teaching and learning of comprehension in 2020. <ul style="list-style-type: none"> • 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. • Analyse Mathematics data from the Instructional Practices Survey 2020, for future professional development needs. • The Mathematics leadership group will begin to lead 5 week coaching cycles within their collaborative year groups. Myer Project participants will provide feedback on regular performance management goals set by staff around strategies taught, including mental maths, choral counting and modes of responses, learned throughout the Myer Project. |
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| | <p>Science Pedagogy:</p> <ul style="list-style-type: none"> • Leadership Team met regularly to monitor the Operational Plan implementation and received 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 Perth Zoo for students demonstrating a growth mindset and positive approach to Science. • 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"> • Continued to implement and review common pedagogical approach across the school; Warm Ups, Learning Intention/ Success Criteria/ Purpose; Gradual release of Responsibility Model; Plenary. • Inquiry model used- students asking and investigating questions, essential questions beginning to be used (a whole unit essential question then questions for each lesson) • HaSS Leadership Team discussed WWW, EBI with the HaSS curriculum, assessments and resources. • Purposefully incorporate new AVID Professional Learning shared in Teachbacks. • Implemented research based instructional strategies within HaSS- shared and guided reading; critical reading strategies; two and three column note • Used the 'Recite, Recall, Apply' model for warm-ups to improve the transference of concepts and skills, with a focus on vocabulary and general knowledge- shared warm ups within the HaSS team • HaSS word walls continued to use in classroom. • Open Night for Student Success Night showed HaSS displayed in every classroom. | <ul style="list-style-type: none"> • Continued development and review through 2020. • Arrange fishing trips, either real or virtual to focus primarily on HaSS. • Continue to evaluate consistent school wide approach to HaSS. • Explicitly teach Humanities and Social Sciences Skills- Questioning and researching, Analysing, Evaluating, Communicating and Reflecting • Build a bank of worked examples and Moderated Common Assessment Tasks. • Continue to purposefully Incorporate new AVID Professional Learning learned in Teachbacks. • Collect exemplars for Grade A, B, C and D across all year levels for Semester One and Two. |
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| | <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. • Learning objectives displayed • Regular ICT meetings were held to monitor the direction of ICT in the school • Staff expertise was utilised through teach-back sessions to build a bank of instructional strategies which are consistent across the school and reflect on new ways on integrating AVID in ICT. <p>SEL Pedagogy:</p> <ul style="list-style-type: none"> • All classrooms displayed and used WICOR Wall during SEL to make connections and deepen students understanding of AVID strategies. • All classes incorporated Growth Mindset goals. All goals were recorded in student's AVID diaries. <p>Health Pedagogy:</p> <ul style="list-style-type: none"> • Termly formal observations of teaching practices and modelling of AVID teaching strategies were conducted (line manager). • Regular meetings with the Health Team to monitor planning. • Staff expertise utilised through teach-back sessions to build a bank of instructional strategies which are consistent across the school and reflect on new ways on integrating AVID in Health. <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 monitored the direction of PE and Operational Plan. • Participated in Best Practice workshop conducted annually during BASSA PL day to showcase effective teaching and strategies used by different PE specialists. • Staff expertise utilised through teach-back sessions to build a bank of instructional strategies which are consistent across the school and reflect on new ways on integrating AVID in PE. | <ul style="list-style-type: none"> • Continue to develop 'I can' statements and learning intentions- make school wide. • Lesson observation and video library developed. • Continue to share teaching strategies in Collab groups- WWW and EBI. • All classrooms to continue to display and use WICOR Wall to make connections and deepen students understanding of AVID strategies. All classes to incorporate Growth Mindset goals. All goals are to be recorded in student's AVID diaries. • AVID teach back to be delivered on the SEL curriculum by the SEL team. • Conduct Teacher Triad observations within Health team, to help improve consistency and build a bank of instructional strategies which are consistent across the school. • Conduct Teacher Triad observations within PE team, to help improve consistency and build a bank of instructional strategies which are consistent across the school. • Implementing Self and Peer assessment into Physical Education by utilising I can statements and numbered magnets. |
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**The Arts Pedagogy:
Visual Arts**

- WICOR 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.
- Provided students opportunities to reflect on their work and share their success with their peers.

Music

- AVID Displays include Growth Mindset, Change Your Words, WICOR Reflection, Aspirational Quotes.
- Word Walls and Anchor Charts created and displayed.
- Explicit Teaching of Success Skills, including Growth Mindset, is ongoing.
- Critical reading process utilised in understanding Musical Scores.
- Interactive Notebooks for Years 2-6 allow for explicit teaching and student reflection of learning goals.

Languages Pedagogy:

- Embed AVID strategies in the Languages teaching program (Vocabulary cards, graphic organisers).
- Goal setting by students .
- ASPIRE meetings with the ASPIRE coach to discuss progress.
- Displays include Growth Mindset, Change Your Words, WICOR Reflection, Aspirational Quotes specific to Languages, and translated to German.

Visual Arts

- Making opportunities for students to use other AVID strategies, such as Critical Reading where appropriate.

Music

- Increase opportunities for students to engage in academic discussions around music.
- Complete Masters Research Thesis on Metacognition on Music

- Making opportunities for students to use other AVID strategies, such as Critical Reading where appropriate.
- Continue work with the ASPIRE coach.
- Professional learning to improve collaborative strategies.
- Deliver Professional learning to promote differentiation in languages classrooms.
- Deliver Professional learning to promote ICT in languages classrooms.

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 | 2020 RECOMMENDATIONS |
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| <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. • Eric Mazur Visi.t • Myer Maths Project. <p>Special Events</p> <ul style="list-style-type: none"> • First primary school winner of the AVID Student voice completion – Rory Spaeth • Student Success Book awards in partnership with the Parents and Citizens association. • Student Success Week (open night, daily activities and morning meetings, career dress up day, Fully SIC festival, Spelling bee, Maths Fact Challenge, “opportunity is knocking” displays, #opportunityisknocking theme, co-branded bookmark merchandise. <p>Masters program</p> <ul style="list-style-type: none"> • 4 teachers completed Master of Education by research. <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. • Parents Make a Difference sessions and parent workshops were conducted through the Literacy Intervention Program. | <ul style="list-style-type: none"> • Continue to develop and grow the WA AVID community. • Teacher Voice model utilised in the Myer Maths Project, with participating teacher’s leading AVID in Maths within Collaborative Teams. <ul style="list-style-type: none"> • This school partnership will be developed further in 2020, including Mel Garwood teaching at ECU one day per week. |

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| | <ul style="list-style-type: none"> • 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. • A timetable for class newsletter contributions, with a focus on literacy, was formulated at the first Leadership Team meeting in Term 1 and entries made to school newsletters during the year. • Regular Connect posts were made by teachers to inform parents on the literacy focusses for their class for the up-coming week. <p>Mathematics Partnerships and Special Events: AVID Myer Maths Project to be implemented in association with Victoria University.</p> <ul style="list-style-type: none"> • Myer Maths Project completed over 2018-2019 school years. 8 teaching staff and a curriculum coach were upskilled. • MLT to investigate community partnerships for problem solving in Mathematics. <p>Science Partnerships and Special Events:</p> <ul style="list-style-type: none"> • Science Week (Year 6 Challenge). • Community based excursion during Science Week. • Science rooms open during Student Success week to allow families to view work undertaken in Science classes. • 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. • Year 6 students involved in Brainstorm Challenge Day. <p>HASS Partnerships and Special Events:</p> <ul style="list-style-type: none"> • Information and resources were sent to the whole school for ANZAC Day, Reconciliation Week and Remembrance Day etc. • HaSS Leader worked with Aboriginal and Islander Education Officer (AIEO), Maddie Smith as part of the Aboriginal Cultural Standards Framework and Focus 2019 priorities. • HaSS Team shared NAIDOC week support and resources for staff. These included daily Morning Message and Morning Meeting ideas as well as activities and | <ul style="list-style-type: none"> • Mathematics Leadership Team to investigate community partnerships for problem solving in Mathematics during 2020. • Survey the community about possible options for parent workshops on Mathematics and then facilitate one parent workshop. • Contribute to the development of the AVID Science strand for Primary Schools. • Continue to work in consultation with Aboriginal and Islander Education Officer (AIEO), Maddie Smith as part of the Aboriginal Cultural Standards Framework and Focus 2020 priorities. • Continue to build a partnership with Head of HaSS Department at Rossmoyne High School as part of the HaSS Council. • Invite community members to contribute to HASS program with resources and personal stories. |
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| | <p>resources for classroom teachers to implement.</p> <ul style="list-style-type: none"> • Upper Primary NAIDOC week assembly which was linked to class activities. • Year Four Excursion to Maritime Museum. • Year Six Excursion to Parliament. • HaSS Leader built a partnership with Rossmoyne High School as part of the formation of a WA HaSS Council. <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. • Attended Baldivis Cell meetings and shared planning and assessment ideas. • Group established with other AVID schools to share STEAM ideas. <p>Wellness Committee Partnerships and Special Events:</p> <ul style="list-style-type: none"> • The Wellness Fair to promote Wellness resources for families in our community. • Student Leaders to present FSP and MRPS research based programmes to the school community. • Fitness sessions for staff with Derryn Fernandez after school. • Working with the Salvation Army on the Red Shield Appeal. | <ul style="list-style-type: none"> • Aboriginal Cultural Standards Framework target- Make Indigenous Culture more visible in our school through inviting an artist in residence to help create a whole school display or artwork. • Continue to use school newsletter to communicate to parents what each year level is learning about in HaSS. • Use Connect to communicate with students and families. • Apply for PALS funding grant in 2020. <ul style="list-style-type: none"> • Continue to build Baldivis cell • Technologies book award <ul style="list-style-type: none"> • The Wellness Fair to promote Wellness resources for families in our community. • Student Leaders to present FSP and MRPS research based programmes to the school community both face to face and via sway technology. • Continue to work with the Salvation Army on the Red Shield Appeal. • Effective transitions with BSC and Ridge View to continue and in more depth. • Work with Be You to ensure we are helping students achieve their best possible Mental Health. • Continue our partnership with Youthcare to have our school chaplain work with our students. |
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Health Partnership & Special Events:

- Worked collaboratively with student leaders and Tribe Captains to organise and run health events/competitions (Nude Food, Great Crunch).
- Worked collaboratively with local community to promote a strong school-community partnership for Health events. This is evident in the Great Crunch with IGA. Also with groups such as Life Ed and FoodBank WA.
- Invited the community to attend the Wellness Fair.

Phys Ed Partnerships and Special Events:

- Worked collaboratively with student leaders and Tribe Captains to organise and run Senior Sport, carnivals and pre-primary sport.
- Increased participation of Baldvis Secondary College Students to assist with running senior Athletics Carnival and termly coaching sessions.
- Worked collaboratively with local sporting clubs and associations to promote and build the link between students and local clubs.
- Worked in collaboration with the school P and C Colour Fun Run to raise money for the school.

The Arts Partnerships and Special Events:

Visual Arts

- Open night Art exhibition
- Winner of City of Rockingham’s Take pART mural competition.
- Painting of wall mural in Rockingham City Centre.
- Awards made for Open Night framed artists
- Students entered competitions run by local and state government organisations
- BAVAN (Baldvis Area Visual Art Network) continuation.

Music

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

- Increase participation of Baldvis Secondary College Students to assist with running senior Athletics Carnival.
- Conduct PP-Yr2 come and try day which allows students to trial a sport before joining a club.

Visual Arts

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

Music

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

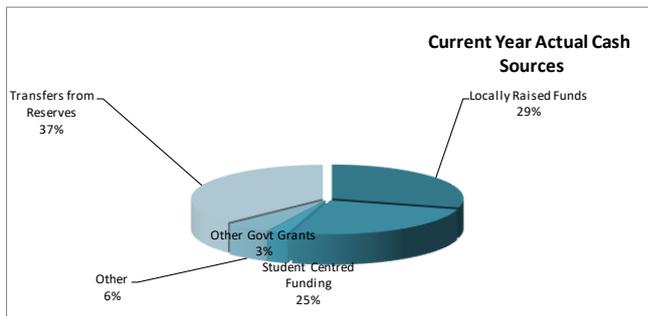
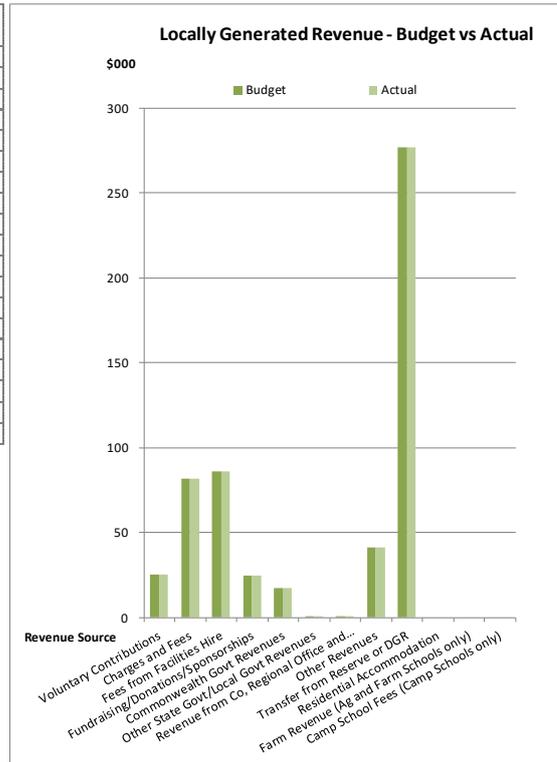
Languages Partnerships and Special Events:

- Lantern walk at Open Night.
 - German Primary Day Out.
 - Schultüten.
 - Working with Languages cell in Baldivis.
 - Working with German Language teacher's association, and presented at the conference.
 - Working with Modern Language teacher's association.
 - Four entries at the Let me Tell you a story competition.
 - Four entries at the Side-by-side competition.
- *German Primary Day Out* - Excursion for Year 3 students.
 - Continue Lantern walk.
 - Continue working with Languages cell.
 - Continue working with German Language teacher's association.
 - Continue working with Modern Language teacher's association.
 - Present at the MLTAWA conference and the German teacher's conference.

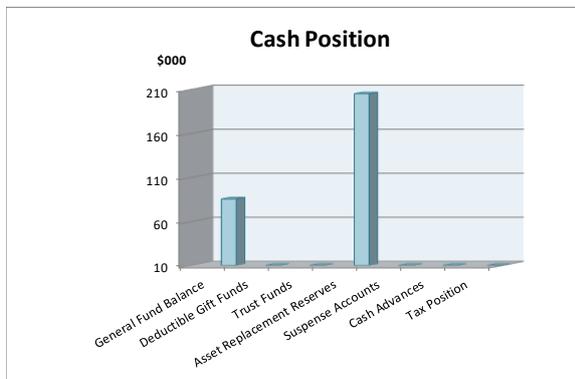
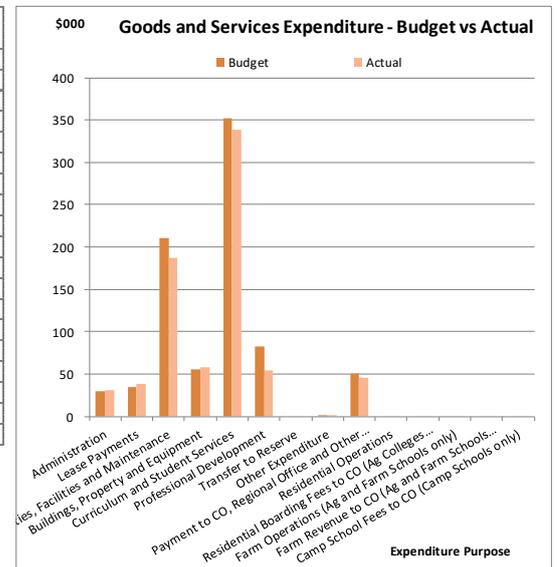
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Makybe Rise Primary School Financial Summary as at 31 December 2019

| Revenue - Cash & Salary Allocation | | Budget | Actual |
|------------------------------------|--|----------------------|----------------------|
| 1 | Voluntary Contributions | \$ 25,450.00 | \$ 25,450.43 |
| 2 | Charges and Fees | \$ 81,952.00 | \$ 81,951.72 |
| 3 | Fees from Facilities Hire | \$ 85,797.00 | \$ 85,797.07 |
| 4 | Fundraising/Donations/Sponsorships | \$ 24,947.00 | \$ 24,947.17 |
| 5 | Commonwealth Govt Revenues | \$ 17,500.00 | \$ 17,500.00 |
| 6 | Other State Govt/Local Govt Revenues | \$ 1,000.00 | \$ 1,000.00 |
| 7 | Revenue from Co, Regional Office and Other Schools | \$ 227.00 | \$ 226.60 |
| 8 | Other Revenues | \$ 41,213.35 | \$ 41,214.93 |
| 9 | Transfer from Reserve or DGR | \$ 277,000.00 | \$ 276,990.00 |
| 10 | Residential Accommodation | \$ - | \$ - |
| 11 | Farm Revenue (Ag and Farm Schools only) | \$ - | \$ - |
| 12 | Camp School Fees (Camp Schools only) | \$ - | \$ - |
| Total Locally Raised Funds | | \$ 555,086.35 | \$ 555,077.92 |
| Opening Balance | | \$ 93,678.00 | \$ 93,678.18 |
| Student Centred Funding | | \$ 188,132.00 | \$ 188,132.35 |
| Total Cash Funds Available | | \$ 836,896.35 | \$ 836,888.45 |
| Total Salary Allocation | | \$ - | \$ - |
| Total Funds Available | | \$ 836,896.35 | \$ 836,888.45 |



| Expenditure - Cash and Salary | | Budget | Actual |
|---|--|----------------------|----------------------|
| 1 | Administration | \$ 29,971.00 | \$ 30,649.94 |
| 2 | Lease Payments | \$ 34,150.00 | \$ 37,601.31 |
| 3 | Utilities, Facilities and Maintenance | \$ 210,156.00 | \$ 186,680.31 |
| 4 | Buildings, Property and Equipment | \$ 55,714.00 | \$ 57,337.03 |
| 5 | Curriculum and Student Services | \$ 352,582.00 | \$ 338,815.47 |
| 6 | Professional Development | \$ 82,750.00 | \$ 54,403.16 |
| 7 | Transfer to Reserve | \$ - | \$ - |
| 8 | Other Expenditure | \$ 987.00 | \$ 967.66 |
| 9 | Payment to CO, Regional Office and Other Schools | \$ 50,550.00 | \$ 45,000.00 |
| 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 | | \$ 816,860.00 | \$ 751,454.88 |
| Total Forecast Salary Expenditure | | \$ - | \$ - |
| Total Expenditure | | \$ 816,860.00 | \$ 751,454.88 |
| Cash Budget Variance | | \$ 20,036.35 | |



| Cash Position as at: | |
|------------------------------|----------------------|
| Bank Balance | \$ 293,262.52 |
| Made up of: | \$ - |
| 1 General Fund Balance | \$ 85,433.57 |
| 2 Deductible Gift Funds | \$ - |
| 3 Trust Funds | \$ - |
| 4 Asset Replacement Reserves | \$ 204,962.71 |
| 5 Suspense Accounts | \$ 7,644.24 |
| 6 Cash Advances | \$ - |
| 7 Tax Position | \$ (4,778.00) |
| Total Bank Balance | \$ 293,262.52 |



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| 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 |

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| 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 |
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