



MAKYBE RISE

PRIMARY SCHOOL

2024 Annual School Report



School Vision

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

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Principals' Report

It is with great pleasure that I present the Annual Report for Makybe Rise Primary School for 2024. This was the final year of our 2022-2024 Business Plan. This Plan is focused on the continuous improvement of our current exemplary practices through three key priority areas

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

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

We were very proud this year when Makybe Rise PS was named as one of four state finalists for the WA Education Awards in the Excellence in Wellbeing and Learning category. The WA Education Awards celebrate the achievements of public schools in Western Australia, delivering positive outcomes for all students. Makybe Rise PS was acknowledged for our commitment to fostering student wellbeing through an approach that emphasises social and emotional development alongside academic achievement. We were also very proud to be named as a finalist in the WA Mental Health Awards in the Mentally Healthy Education category. This award recognises education institutions that encourage positive mental health for students, staff and/or volunteers in the education system.

In Term 1, Makybe Rise PS provided a comprehensive self-assessment of the school's performance based on evidence collected by teams throughout the school, as part of the Public School Review process. All WA Public Schools are reviewed by Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning. Initially conducted on a 3-year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe. The performance of Makybe Rise PS was confirmed as exceptional. The timeframe of return for the next Public School Review will be 5 years and is scheduled for 2029. The Deputy Director General acknowledged the significant levels of trust and mutual respect among staff, students, families and external agencies, which have been nurtured and fortified over time. She also recognised the steadfast commitment of the entire staff in adapting their practices to effectively address the evolving academic, social and emotional needs of students.

I would like to thank the parents and community members of our School Board and P&C who are central to our school governance system. They have been integral in building our genuine sense of community partnerships with our Makybe families. Throughout the year they have volunteered many hours of their time as representatives and advocates of our school community. The Board met 5 times during the year, with members also contributing to the Public School Review in Term 1. In the Public School Review report, the Board received a commendation from the reviewers, "A committed and collaborative School Board engages with the school, contributing the development of the business plan and the school's self-reflection practices".

Our team of P&C volunteers worked tirelessly to organise and lead many events such as the Disco, Breakfast Club, Colour Blast, Rebound, and dress-up days. We are incredible grateful for their fundraising efforts that have continued to support our school. This year the fundraising donations from the P&C have been used to purchase a range of resources for our school including, new maths resources, funds for the Year 1 Bird & Bee Highway Garden, grass & seating for the sculpture area, ribbons and medals for Athletics, a new washing machine in the art room, and books for the Student Success Book Awards. The donations have also supported events such as the Makybe Magic Morning Teas, graduation awards and the Art Extension Program and Student Success Week.

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

Karen Povey

Principal

Our School Context

2024 Enrolment Summary

	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
2024 Student Enrolments	79	89	101	108	110	93	123	110	813

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	2	1.8	0
Other Teaching Staff	45	37.2	0
Total Teaching Staff	47	39.0	0
School Support Staff			
Clerical / Administrative	5	5.0	0
Gardening /Maintenance	2	2.0	0
Instructional	1	0.4	1
Other Non-Teaching Staff	26	19.8	0
Total School Support Staff	34	27.2	0
Total	86	70.8	1

Business Plan 2022-2024

Makybe Rise Primary school has firmly established itself as a school of excellence in the Baldivis community. This has been achieved through the efforts of highly skilled and motivated teachers and school leaders, in partnership with our families. Our vision is to make sure every child becomes a successful learner and achieves excellent outcomes, allowing them to pursue their chosen pathways. Makybe Rise PS has established, and is driving, a strong improvement agenda, across all learning areas, grounded in evidence from research and practice.

Our Targets

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

NAPLAN

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

ATTENDANCE

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

COMMUNITY SURVEYS

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

Our Priorities

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

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

Building the leadership capacity of our school community to facilitate, sustain and foster the relationships, learning environment and high-quality teaching that is required to improve student outcomes is woven through each of the 3 priority areas. At Makybe Rise PS, everyone is seen as a leader of themselves and others, and we aim to engage expertise wherever it exists within the school rather than seeking this only through formal position or role. We believe that school-wide leadership is not a position, but a disposition.

Over the 3 years of the 2022-2024 Business Plan, we have focused on building the leadership capacity of our school community through the on-going development of a school culture that nurtures a love of learning and consolidates and extends individual skills and abilities. Working collaboratively, sharing in the decision-making processes, providing effective and continual professional learning, parent and student workshops and regular, targeted mentoring, coaching and feedback will form the cornerstone of how we work together.

We have achieved success through the deepening of pedagogical expertise and through increasing staff capacity to lead teaching and learning that has a positive impact on student outcomes. High priority has been given to building and maintaining positive and caring relationships between staff, students, and families. Practices that are responsive to our students' diverse needs have been collaboratively planned, proactively implemented, and embedded across the school community.

Our Target Progress

At Makybe Rise PS, high priority is given to school-wide analysis and discussion of systematically collected data. We reflect on and evaluate performance in academic and non-academic areas to plan for and enact improvement through a systematic, continuous, and comprehensive school self-assessment and improvement cycle. This involves gathering and analysing data and other evidence to make judgments about the standards of student achievement and the effectiveness of school processes and operations.

NAPLAN

Makybe Rise PS has performed consistently at the expected levels (NAPLAN Relative Assessment 2019-2024). A range of school-based assessments and norm referenced assessments supports teachers to accurately monitor student progress and achievement from K-6 and underpins an understanding of expected standards of achievement. This promotes high levels of confidence in predicting whether students are 'on track' to meet national literacy and numeracy standards.

NAPLAN Relative Assessment

		Perform.		Students	
		Year 3	Year 5	Year 3	Year 5
Numeracy	2019	2	2	126	131
	2021	2	2	109	123
	2022			112	86
	2023	2	2	75	99
	2024	2	2	99	109
Reading	2019	2	2	125	132
	2021	2	2	106	122
	2022			110	87
	2023	2	2	74	97
	2024	2	2	99	110
Writing	2019	2	2	126	132
	2021	2	2	108	122
	2022			110	87
	2023	2	2	73	97
	2024	2	2	98	110
Spelling	2019	2	2	124	131
	2021	2	2	106	122
	2022			110	87
	2023	2	2	74	98
	2024	2	2	98	110
Grammar & Punctuation	2019	2	2	124	131
	2021	2	1	106	122
	2022			110	87
	2023	2	2	74	98
	2024	2	2	98	110

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

TARGET MET

TARGET NOT MET

This is the final year of the 3-year business plan cycle. The progress towards achieving the targets is reported as either MET or NOT MET.

NAPLAN

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

2024 Target Progress

Due to the administration period for the NAPLAN assessments being brought forward to Term 1, reporting on the new scales will not be comparable with previous data. A new NAPLAN time series begins from 2023. Results from 2024 cannot be compared to results from 2008 to 2023.

Four new levels of proficiency (Exceeding, Strong, Developing and Needs Additional Support) replace the previous ten band structure. Student progress data, from NAPLAN to NAPLAN, will not be available until 2025.

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

Proficiency Levels

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

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

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

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

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

SUMMARY OF TOP PROFICIENCY LEVELS AND LIKE SCHOOL DATA 2024

NAPLAN	YEAR 3		YEAR 5	
	Percentage of students in Strong and Exceeding Proficiency Levels		Percentage of students in Strong and Exceeding Proficiency Levels	
	MRPS	LIKE SCHOOLS	MRPS	LIKE SCHOOLS
	2024	2024	2024	2024
READING	53	61	72	66
WRITING	79	79	72	65
SPELLING	38	57	70	66
G&P	39	47	65	57
NUMERACY	54	60	71	62

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

SUMMARY OF LOGITUDINAL AND LIKE SCHOOL PROGRESS DATA 2022-2023

Pre-Primary On Entry Assessment -Year 3 Reading Progress

The percentage of students from the 2024 Year 3 cohort to make *moderate to very high* progress from PP On-entry to Year 3 NAPLAN is 57.8% (a small increase when compared to 2023 results), compared to 63.1% for Like Schools.

Pre-Primary On Entry Assessment -Year 3 Numeracy Progress

Year 3 Reading Progress PP On entry to Year 3 NAPLAN													
	2023						2024						
Progress	Very Low	Low	Moderate	High	Very High	M-VH	Very Low	Low	Moderate	High	Very High	M-VH	
MRPS	18.2%	24.2%	28.8%	24.2%	4.5%	57.5%	18.9%	23.3%	25.6%	21.1%	11.1%	57.8%	
Like Schools	12.9%	17.3%	32.1%	20.8%	17%	69.9%	19%	18.1%	32.2%	17%	13.9%	63.1%	

The percentage of students from the 2024 Year 3 cohort to make *moderate to very high* progress from PP On-entry to Year 3 NAPLAN is 55% (a decrease when compared to 2023 results), compared to 62% for Like Schools.

Year 3 Numeracy Progress PP On entry to Year 3 NAPLAN													
	2023						2024						
Progress	Very Low	Low	Moderate	High	Very High	M- VH	Very Low	Low	Moderate	High	Very High	M-VH	
MRPS	13.2%	23.5%	33.8%	13.2%	16.2%	63.2%	19.1%	25.8%	29.2%	15.7%	10.1%	55%	
Like Schools	12.4%	16.8%	36.8%	17.7%	16.4%	70.9%	16.4%	21.3%	32.1%	16.4%	13.8%	62%	

Key Recommendations

ENGLISH

- Continue to build **teacher capacity** and **leadership** across all aspects of English.
- Align planning, teaching, learning and assessment to **Multi-Tiered Systems of Support**.
- Embed **daily and spaced reviews** and **interleaved practice** as key components of English instruction.
- Develop teachers' understanding of **Sedita's 'Writing Rope'**- critical thinking, syntax, text structure, writing craft and transcription.
- Incorporate aspects of the **Grammar Project** into collaborative planning and instruction.
- Further develop **strategies** to promote **whole class** examination of **rigorous texts**.
- Continue with **'keep up' intervention** sessions for Phonics and other aspects of Reading in the early years.
- Further develop the use of **flexible groupings** for targeted instruction.
- Support **mentoring** and **coaching** to further develop instructional practice for English.
- Trial **Language Lift Program** in a Kindergarten class to develop semantic and syntactical knowledge.
- Focus on providing opportunities for **literacy** development across the **Learning Areas**.
- Trial **Word Origins** (DSF Spelling) in Years 5 & 6 cohorts.
- Embed the regular use of **Literacy Pro** in all Year 3-6 classes, to develop comprehension and reading stamina.

MATHS

- Continued to build **teacher capacity** and **leadership** across all aspects of Mathematics, with representatives from the Mathematics Leadership Team co-ordinating several teaching and learning initiatives.
- Collaboration between **Lead Teachers for Mathematics and English** to inform data driven improvement agendas.
- **Mathematics Data Collection Schedule** refined and aligned to multi-Tiered Systems of Support.
- Extended the **trial of Bond Blocks to all Pre-Primary classrooms** with a significant impact on student outcomes.
- Further developed the use of **flexible groupings in Year 4** for targeted instruction and 'keep up' interventions.
- **Brightpath Number & Algebra Assessment** was **trialled in Year 3-6** and student performance and progress was tracked.
- Many classes used **Brightpath to assess student performance in Statistics & Probability and Measurement & Geometry**.
- **Mathematical resources**, including manipulatives and Bond Blocks were purchased.
- **Mathematics Pillars & Givens** were reviewed and ratified by the **Mathematics Leadership Team** and incorporated into the school's **Quality teaching and Learning Framework**.
- **Faded worked examples** trialled across year levels.
- 86 students participated in the **Australian Mathematics Competition**.

Attendance

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

2024 Progress

The 2024 attendance rates for MRPS students were comparable to those of Like Schools and above the rate for all WA Public Schools.

Summary of Semester One Attendance Rates 2022-2024

Year	MRPS	WA Public Schools	Like Schools
2022	85.7%	86.6%	88.0%
2023	90.6%	88.9%	89.8%
2024	90.4%	89.4%	90.7%

Key Recommendations

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

Community Surveys -National School Opinion Survey and Be You

National School Opinion Survey Results 2022-2023

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

In 2022 & 2023, we gathered feedback from our community about their level of satisfaction with the school. The 2022 and 2023 staff, student and parent survey results demonstrate an average satisfaction rating of 4.0 or above on all questions. Areas of strength across all 3 surveys included the high levels of expectation that children do their best, teachers care about students, Many teachers are good teachers, students feel safe at this school, students receive useful feedback, and the school looks for ways to improve.

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



We were unable to conduct the survey in 2024 as it is no longer available to WA Public Schools. We have introduced new survey types in 2024, that allow us to collect similar information.

Summary of Comparative results of the 2022 and 2023 Surveys

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

Be You Survey Results 2024

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

We annually administer the Be You Survey to gather information from staff, students, and parents about how we are meeting the mental health and wellbeing needs of our school community, surveys are scored on a 5-point scale. Our 2024 data demonstrated positive results from each survey with the *domain scores* ranging from 4.12 to 4.20 across the 3 surveys.

Staff - areas of strength included actively supporting inclusion in their learning community and understanding ways to meaningfully include all children and young people to support their mental health and wellbeing. Teachers also understand the range of factors that influence mental health and wellbeing, and how to support students, as well as engaging with the diverse families in our community.

Students – areas of strength included the school teaches students about healthy and positive relationships. Teachers encourage students to treat others with respect and encourage students take on new challenges. There was a strong belief that teachers and families want students to be the best they can be. The student survey also highly rated the statement – If I was worried about a friend who was sad or upset, I'd know what to do, or who to ask, to help them.

Parents – areas of strength included they understand that mental health and wellbeing is important for children and young people's learning development, and that they are aware their experiences can influence our mental health and wellbeing in both helpful and unhelpful ways. Families also feel comfortable speaking to the educators about any concerns for their child and believe our school actively embraces and promotes inclusion. Families understand how to create a safe home that supports mental health and wellbeing and also feel their family values, beliefs and traditions are accepted and honoured.

Be You Summary of Results

Year	Children's Survey (5.0)	Educator Survey (5.0)	Family Survey (5.0)
2022	4.10	4.40	4.01
2023	4.07	4.40	4.07
2024	4.12	4.24	4.20



Our Priority Areas

1. Leading a Flourishing Learning Environment

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

Student Leadership, Voice, and Agency

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

This year we continued to have a strong focus on developing the leadership attributes of the elected student leaders from Years 5 and 6 students. Each student leadership team developed their mission, goals and at the end of the year reflected on their key achievement. The students shared with our Makybe Rise PS School Board and P&C during the annual open board meeting again this year.

The Apprentice Program has been a success for aspirant student leaders. This mentoring program reflects the leadership culture at Makybe Rise PS. The student apprentice program is a great way for student leader aspirants to gain knowledge and understanding of the duties required to successfully fulfil the student leadership roles. Students Leaders shared their feedback in preparation for their apprentices to begin their leadership journey in 2025.

Key Achievements:

- ❄ Leadership groups established goals and reflected upon their key achievements at the end of the year.
- ❄ Apprentice program was continued and maintained its success in preparing aspirant leaders for leadership positions in 2025.
- ❄ Student Council formed with representatives from all leadership areas, providing a range of perspectives on improvement initiatives and possible strategies.
- ❄ Playground Champions program continued with students being trained in Restorative Practice, positively supporting younger students to be successful during recess and lunch breaks on the playground areas.
- ❄ Community involvement with The Happy Pantry and Baldivis Secondary College, providing meals for the homeless and developing a community spirit.
- ❄ Mentoring across the school with students that need support at break times, contributing to an inclusive play environment.
- ❄ Community Warriors assisting the preparation and hosting of Breakfast Club, promoting a community feel and ensuring students are ready to learn.
- ❄ Junior Councillor representative, Mia, attending the City of Rockingham council each month, contributing to community-wide improvement projects.
- ❄ Reading on the Rise mentoring program continued, positively promoting the joy of reading in the school library before school, once per week.

Student Leadership Team
Presenting at the School Board



Recommendations for 2025:

- ❄ Recommence parent sessions being delivered by our students to our parent community on SEL programs at Makybe Rise Primary School via Sway technology and workshops.
- ❄ Strengthen our student council processes and meetings.
- ❄ Creative Journalists to execute their podcast and have regular podcasts.
- ❄ Connect page to continue with regular submissions and opportunities for discussions about relevant issues.
- ❄ Leadership group mentors to support students to think more strategically about their goals for 2025.

Successful Student Transitioning Processes

Year Six Transition

This year we continued to have a strong focus on an effective primary to secondary education transition program for our Year Six students. Parent sessions were held at both secondary schools to empower parents to work with our students to be confident in the high school transition process. Handovers were given to both public and private schools as part of our strong handover.

Students participated in small group work with Matt Stewart (BSC transition coordinator, Leigh McIntosh, the BSC Youth worker, on the Difference Makers program. Relationships are built and the program is powerful in getting students ready for Secondary School. Topics discussed included how students make a difference in the community, what is a good leader and what their role is in the community. Students participate in a range of team games to show strengths when working as a team. The Rising Stars program was offered to students with additional learning needs and provided an extended transition into secondary schooling. Students were also given the opportunity to apply for a leadership day at BSC, there were some strong applications, and 6 students attended the day at the BSC campus.



Ridge View Secondary College had two transition programs, the Edison and Raptor programs. These programs were available to our students that were attending Ridge View in 2024. The Rapture program ran two cohorts this year allowing more of our students to have an opportunity to build strong connections with the College. In 2024 there were multiple opportunities for our students to access these programs in term three and four.

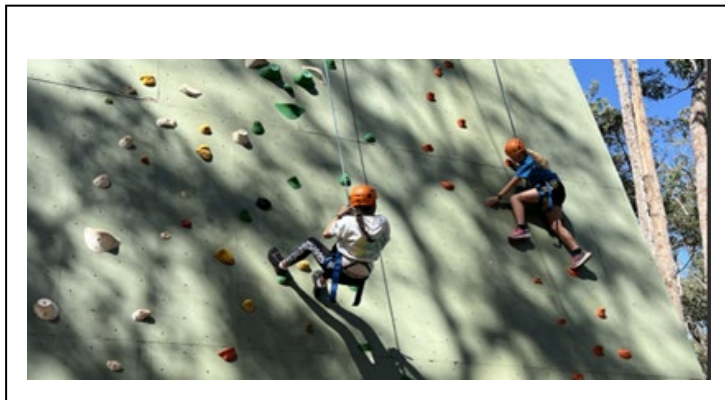
For students attending Baldivis Secondary College or Ridge View Secondary College in 2025, they went across for a day to visit their respective schools. Baldivis students had a second transition day further strengthening the transition process and increasing student confidence levels about commencing at BSC in 2025.

Recommendations for 2025:

- ⚙️ Work with student services to strengthen our transition for our students with additional needs in both sectors.
- ⚙️ Continue to maintain our strong relationship with both public secondary schools.
- ⚙️ Working alongside both schools to deepen our programs to include Year Five students into their program for a more effective transition.
- ⚙️ More frequent visits to Ridge View before students' transition in 2026 in line with BSC (2 whole days transition).

Year Six Nanga Bush Camp

Camp was another huge success in 2024. Students spent three days together with their peers, Makybe staff and parents, at the Nanga Bush Camp in Dwellingup. Students participated in a range of outdoor activities that provided opportunities for them to employ their growth mindset and take on challenges that far exceeded their expectations. We had the transition co Ordinator and Youth Worker from Baldivis Secondary College attend so that students could build relationships with their future high school staff. Ridge View Secondary College outdoor education staff also attended our camp to build relationships with our students. Again this year a welcomed addition to camp was our Connecting to Country component. This was carefully planned collaboratively with our Science teacher, Year Six team and our AIEO Tamioka Lusted.



Year Five Point Peron Day Camp

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

Pre-Kindy Transition Program

During 2024, Makybe Rise PS provided an opportunity for our 2025 Kindergarten students to be involved in a transition to school program. The program consisted of six, weekly visits to school during Term 4. Each session ran for two hours. These were conducted in four groups. For the first 5 visits, parents remained in the session with their child. Fifty-six students attended the program, representing 71.8% of the students enrolled in kindergarten for 2025.

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

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

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



Transition Program Feedback

Following the Pre-K Program, 43 participating parents were surveyed, and the results indicated high levels of satisfaction with the program. Parents were asked to provide any additional feedback on the program. Below are some of the responses.

"OMG- what a fantastic school, very warm and friendly. Thank you for allowing me to share X's pre-kindy."

"I liked the pre-kindy session very much. Classroom culture and activities were very good. I would like to than X's teacher and other teachers who made lots of efforts. My bub felt happy when he attended the session every Friday."

"The teacher made sure my son felt welcome and safe when he was feeling unsure about student led activities. She is an amazing teacher. I enjoyed the fact that parents can be included in the pre-kindy program so parents and child know what routines will happen when they start the following year."



"Very beneficial program. I know my child very much enjoyed and felt enriched by the program. Thank you."

"We loved the Pre-Kindy program, X was able to form some good friendships and has loved spending time at big school. From week 1 I've had so much support from the teachers regarding my concerns about X and I am so appreciative."

"X has had a great time at Pre-Kindy. Everyone has been so lovely and helpful. I am confident X is going to love Kindy."

"X talks positively about his Pre-Kindy experience, and I really appreciate having that, as it will hopefully make starting Kindy less daunting and has allowed us to talk about it positively at home. Thank you to the staff and the school for providing this unique opportunity."

"I am so grateful for this program and the amazing teachers. We have felt welcome and safe and now ready to start the school year."

2. Leading a Flourishing Culture of Teaching and Learning Excellence

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

Mathematics Achievements & Highlights

Australian Mathematics Competition

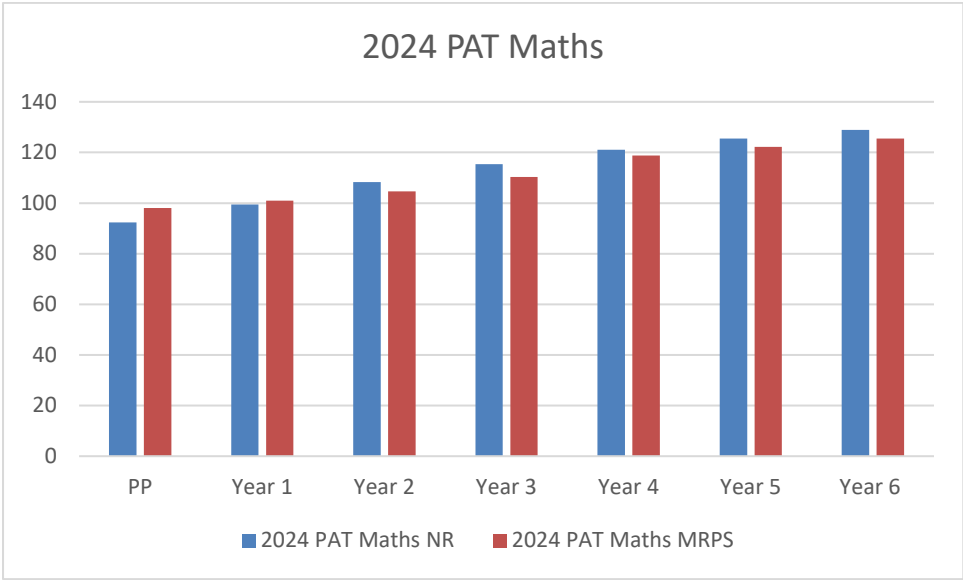


In 2024, a Makybe Rise record of 86 students from Years 3-6 participated in the Australian Mathematics Competition (AMC), one of the world's largest school-based mathematics competitions, with over 15 million entries since 1978. The AMC, an annual event on our Makybe Rise calendar, continues to provide an opportunity for our young mathematicians to showcase their mathematical knowledge. Challenged with 30 thought-provoking problems to solve within 60 minutes, the competition encourages critical thinking and problem-solving skills. Mrs Povey congratulated each student who participated in the AMC, providing them with a certificate to celebrate their achievements. Two, Year 5 students R received certificates of distinction.



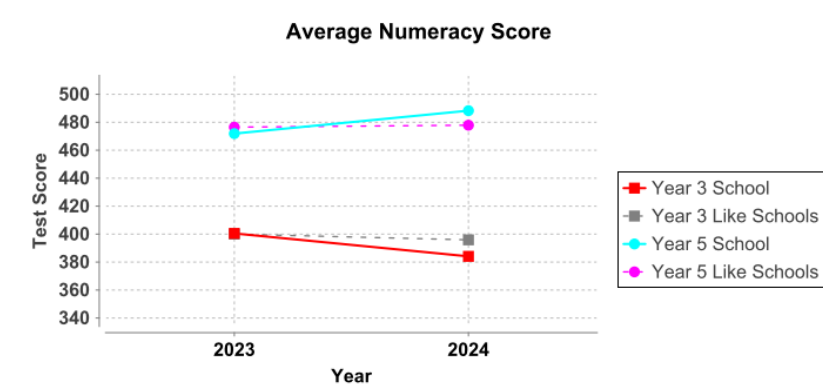
Progressive Achievement Test (PAT) Mathematics

All students in PP-Year 6 completed the Progressive Achievement Test -Mathematics in Term 4. PAT-Maths is a multiple-choice test designed to help teachers determine levels of achievement, knowledge, skills and understanding of Mathematics. The test is Norm-referenced and compare a student's abilities with other Australian students. The test focuses on number knowledge, strategies, algebra, geometry, and statistics. The 2024 results indicate that Makybe student achievement levels are close to the National Mean Scale Score.



NAPLAN 2024

The performance of the 2024 Year 3 and 5 cohorts was comparable to the data for Like Schools and within the expected range (within one standard deviation from the predicted school mean) for all assessments.



Book Week

In Week 6 of Term 3, the school celebrated Book Week. Our resident author, Ms Monique Taylor, shared her books with us again this year. Our annual **Book Parade** was held during Book Week (21 August). This year's theme of Reading is Magic was embraced by all! This event is always a highlight of the calendar!



National Simultaneous Storytime Day

This was celebrated on 22 May. Our students joined 2 359 147 participants from over 21 969 locations reading and sharing the picture book, *Bowerbird Blues* by Aura Parker. As is tradition, this event coincided with the P&C Pyjama Day, where students were encouraged to wear their pjs for a gold coin donation.



Reading on the Rise

This reading mentoring program, open to our Year 1 and 2 students weekly, was a resounding success. Selected senior students met before school once a week with their reading buddy. Our Year 5 and 6 mentors were fantastic!

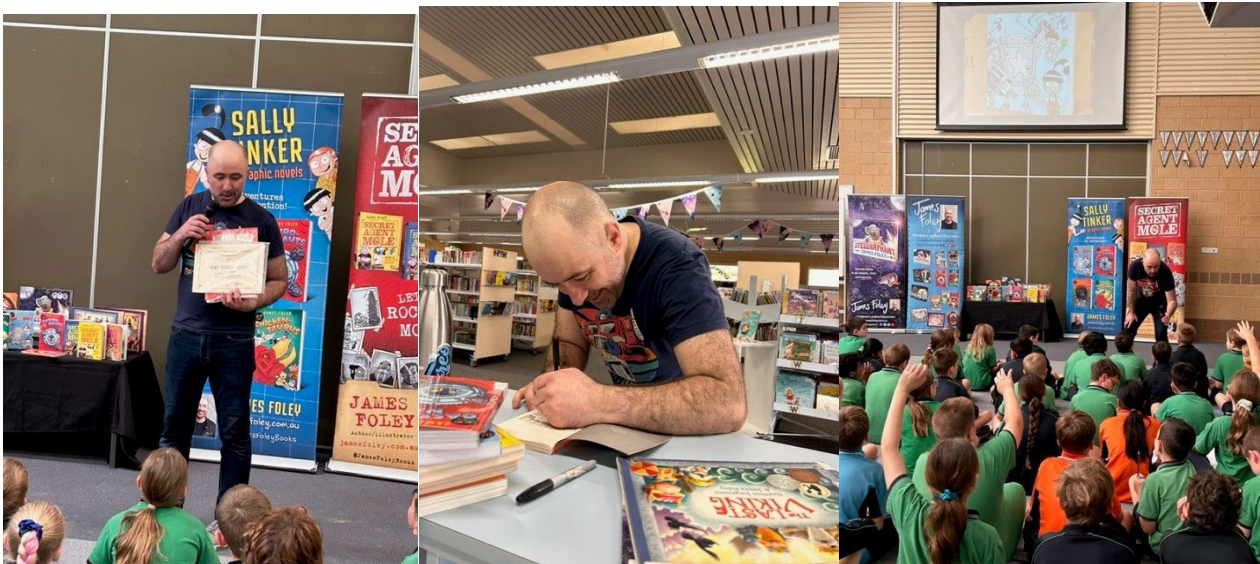


Premier's Reading Challenge

This year, one hundred and twenty students from Makybe Rise participated in the Premier's Reading Challenge. To celebrate their achievements, participants had the exciting opportunity to meet Dewy Dex, the challenge mascot, along with WA author Heather Waugh on Monday, 26 August. Heather, a children's book author, environmental scientist, and educator, inspired students with her stories and passion for reading.

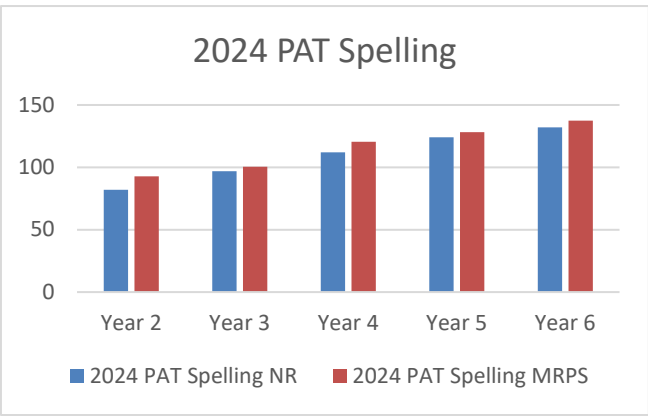
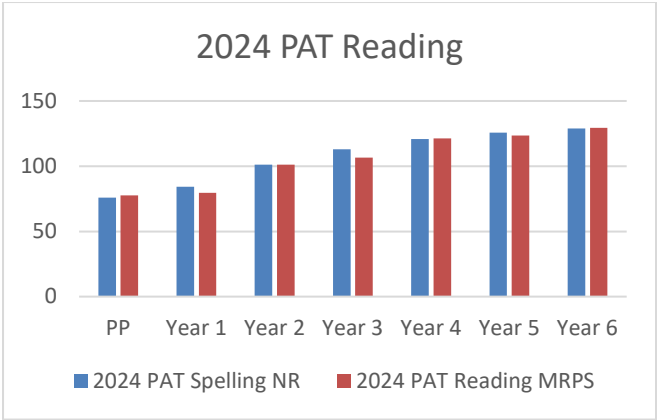


Library Incursion (James Folley)



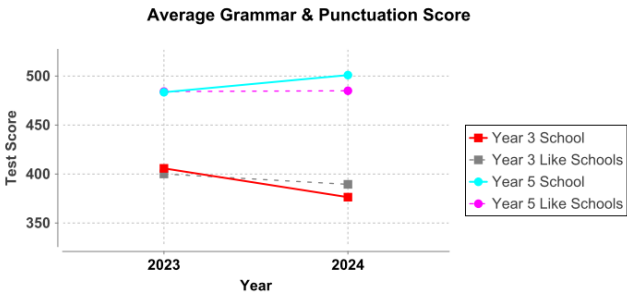
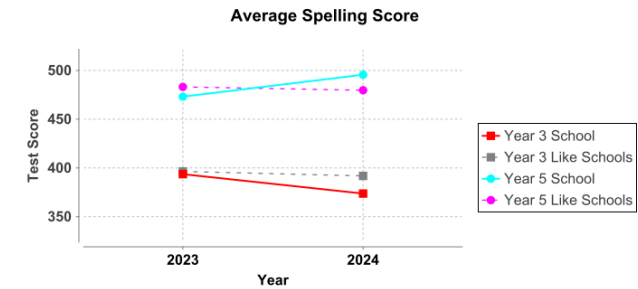
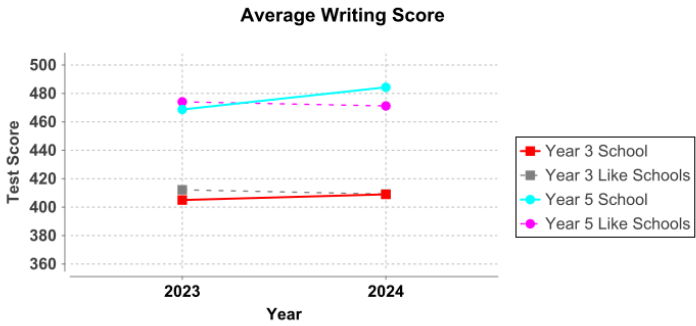
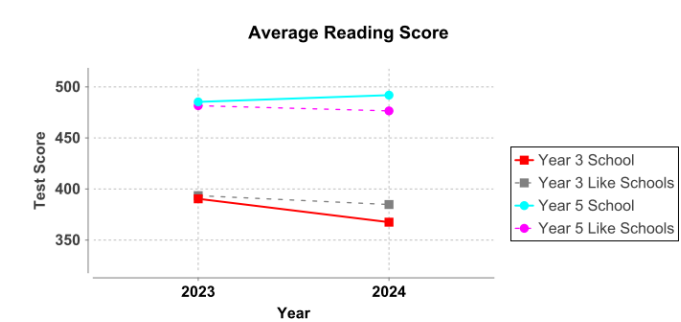
Progressive Achievement Test (PAT) Reading and Spelling

The Progressive Achievement Test (PAT) in Reading assesses the literal, inferential and evaluative reading skills of students between ages 5–and 8. It uses a multiple-choice format, is administered on a group basis and normed for each year level. PAT Reading can be used to assess a student's specific comprehension difficulty, helping to determine what level students are at, what progress they are making, and where they may need extra help. PAT Spelling was expanded in 2024 to include all year 2-6 students measure the impact of Sounds Write (Yr2), Heggerty (Yr3) and the Spelling Mastery trial in Year 3 & Year 4. The 2024 results indicate that Makybe student achievement levels are close to the National Mean Scale score.



NAPLAN 2024

The performance of the 2024 Year 3 and 5 cohorts was comparable to the data for Like Schools and within the expected range (within one standard deviation from the predicted school mean) for all assessments.



German Language Achievements & Highlights

Languages Week

Languages Week is held in the first week in August every year and is designed to raise awareness of the benefits of language and highlight the linguistic diversity in our community. Our world is becoming increasingly interconnected and interdependent. Language learning is an essential skill for life in the 21st century, helping us to broaden personal, social, cultural and employment opportunities. With more than 240 languages and dialects spoken in Western Australia today, Languages Week is a chance to explore and celebrate language learning.

Languages Week also provides an opportunity to acknowledge the vital role of interpreters and translators in ensuring that government services are accessible by all members of the community. As part of the learning, our students explored the different languages spoken in Western Australia and then discussed the benefits of language learning. It was an interesting week and amazing to see how many Makye Rise students speak a different language at home.



Open Night



The annual Open Night saw the German room beautifully decorated in the colours of Europe's German-speaking countries. The Year Five students learned vocabulary about in and around the house and the local community, and to give directions in German. They learned the words for the different types of homes, rooms in a house and furniture. Students compared living arrangements in German cities and country towns to Australia. They engaged in research where they were comparing various cultural aspects, and created some beautiful and informative posters, that were then displayed in the German room on Open Night. Our Year Six students learned new German words around sports, hobbies, food, drinks, animals, and body parts. They learned how to express an opinion in German when participating in

interactions with others to exchange information about their hobbies. They learned to tell the time in German in more detail and created beautiful cuckoo clocks out of cardboard boxes.

Competitions

Throughout the year, Year Three to year Six students were invited to take part in various worldwide and local *Languagenut* competitions where they completed activities while competing against other students from the area and all over the world. It was impressive to see how engaged many students were and their hard work was acknowledged with certificates and prizes.

ICT in the German room

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



Performing and Visual Arts Achievements & Highlights

Makybe Rising Stars Choir

This year, the Makybe Rising Stars Choir performed at multiple key events in the school calendar, including a new excursion to the Western Australia Government Schools Music Society (WAGSMS) concert. The WAGSMS evening concert took place at the Mandurah Performing Arts Centre in Term 3. It marked the culmination of almost three terms of hard work for the Makybe Rising Stars Choir. Twenty students participated in the excursion, performing three songs, some with special choreography. The uplifting songs carried special messages about acceptance, resilience, and bravery. The choir also performed at the Student Success Book Awards and the Year 6 Graduation Ceremony.



Fully SIC Talent Quest – Student Success Week

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



Instrumental Music School Services

At our school, the IMSS program offers students the opportunity to develop their musical talents. Students are tested on their innate musical ability and selected to learn an instrument. Through the program, they develop responsibility by practicing at home and must also work together in a group ensemble, fostering teamwork and collaboration. This immersive experience helps students build both individual and collective musical skills, while instilling a sense of discipline and commitment.

Art Extension Class

Makybe Rise PS had the pleasure of hosting Miya Maeda, a renowned artist from The Virtual Art Room, for an inspiring day class with year 6 students as part of the Arts Extension Program. The focus was on her project, "Regal Creatures Ceramic Design," an exploration of art and craftsmanship. The students were selected for their skill in art and overall work ethic but had not worked with clay before.

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

Throughout the day, the art room buzzed with enthusiasm and friendship. Mrs Maeda offered guidance, helping the students refine their designs and infuse them with their personalities. Beyond their artistic skills, she praised the students' exemplary behaviour and work ethic. Their respect and genuine enthusiasm made the workshop enjoyable for everyone.

As the day ended, the students' regal creatures took shape and were left to dry enough to be fired in the school's kiln. They will be painted over the next few weeks and showcased during our Open Night. Parents, teachers, and fellow students will have the opportunity to admire and appreciate the young artists' hard work.

The school expressed heartfelt gratitude to Mrs Maeda for making this experience possible. The day class would be cherished as a memorable experience in the hearts of our students, and their remarkable creations will undoubtedly leave a lasting impression on all who see them during Open Night.



Art on The Rise – Student Success Week Open Night

We were delighted to invite parents, students, and the wider community to attend the highly anticipated Art on The Rise exhibition, on Open Night. This year's exhibition was particularly special, featuring over 700 unique artworks. Every student from Pre-Primary to Year 6 had their own piece on display, offering a rich and diverse collection of artistic expression. These include vibrant paintings, detailed drawings, and intricate ceramic works, demonstrating the creativity and enthusiasm of our young artists.

In addition to the wide variety of unframed works, the exhibition featured over 160 carefully selected framed pieces, representing the best of each art project from across the year levels. These framed artworks provide a glimpse into the imaginative and skilful approach the students have taken toward their work.

Visitors viewed over 120 ceramic pieces, each crafted with care and showcasing the students' exploration of various textures, shapes, and forms. The ceramic works highlighted the hands-on experience students have had in working with clay, and each piece reflected their individual ideas and artistic growth throughout the year. The Year 6 Art Extension students will also have their special pieces displayed, showcasing a higher level of technical skill and creative exploration.

A key highlight of the exhibition was the unveiling of the stunning Noongar Seasons murals. These murals, which depict the six seasons of the Noongar people, have been a collaborative effort between students, teachers and parents. The murals incorporate vibrant colours and powerful imagery that celebrate the connection to the land and the changing seasons, with each season beautifully illustrated in its unique way. Now permanently installed on the walls, these murals are a testament to the school's commitment to honouring Indigenous culture and fostering a sense of community pride.



The Art on The Rise exhibition is not just an opportunity to celebrate the students' creativity; it also serves as a wonderful reminder of the importance of art in education. Art allows students to express themselves, explore new ideas, and develop confidence in their

abilities. By showcasing the hard work and dedication of each student, the exhibition is a chance for families and the community to come together and recognize the artistic achievements of the young people at Makybe Rise Primary School.



Health and Physical Education Achievements & Highlights

Interschool Carnivals

In 2024 we again placed an emphasis on the importance of extending selected students for interschool carnivals based on attitude/effort/performance. Students and staff encouraged the importance of regular training and building a culture of teamwork and inclusivity within our teams. This meant an extra commitment from staff during their non-teaching time to coach and assist with trainings and before school clubs. We have also increased communication/advertising of local clubs and sports which align with our local clubs and community through Connect/Facebook/School newsletters. As a result, Team Makybe was able to achieve some phenomenal results across multiple Inter-school events.



3. Leading a Flourishing Culture of Flourishing Relationships and Partnerships

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

Engaging and Working with Our Community

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

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

In 2024, we made excellent progress in the implementation of our wellbeing strategies, achieving our business plan targets. We were recognised at the Annual WA Education Awards, as a finalist in the Excellence in Wellbeing and Learning award category. This award recognised our school's achievement in developing and implementing a range of social-emotional and learning initiatives with positive outcomes for our school community.

Another highlight for Makybe Rise PS in 2024, was being named as one of the four finalist schools in the Western Australia Mental Health Awards in Mentally Healthy Education category. This award recognizes education institutions that encourage positive mental health for students, staff and/or volunteers in the education system.

Throughout 2024, we have continued to strengthen our parents as partners in the promotion of parent information sessions. This has continued to be extended throughout the Karnup Network with all network schools working in partnership with each other to promote parent workshops. Sessions were presented by Triple P Positive Parenting, KEYS, South Coastal, and Helping Minds with a strong focus on Managing School Transitions. All key agency partners attended our Wellness Fair that was held in conjunction with our annual school open night. Vendors included sporting clubs, as well as support services such as KEYS, Helping Minds, various sporting clubs and Rockingham Council. Baldivis Secondary College students led wellbeing activities for our families to engage in again this year adding to the success of the event.

Student Leader Collaboration with School Board and P&C Association

In 2024, our School Board and P&C Association continued to work closely with families, staff, and student leaders. Members of our Student Council presented at the open School Board meeting to parents, board members and P&C on each of the Student Leadership Team roles and goals for 2024. As a school community we identified ways to work together on school initiatives positively impacting student outcomes and the learning environment. Our Community Warriors student leaders worked closely with the P&C to run the Makybe Breakfast Club, pack Christmas hampers for families in need, and worked with staff and students from Baldivis Secondary College to cook food for Friends of the Beach and The Happy Pantry to alleviate hunger and support those in need.



Strategic Partnerships Development

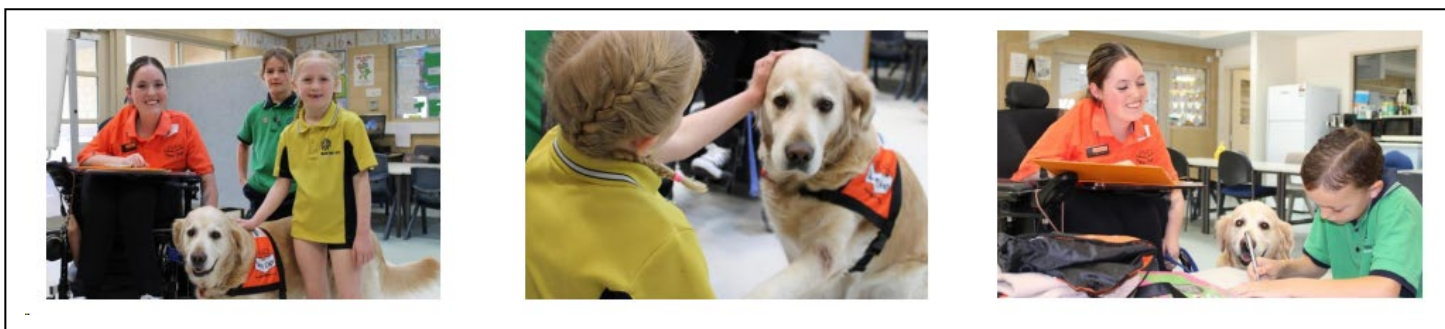
In 2024, we sought out and built on our existing strategic partnerships to continue to be responsive to the academic and wellbeing needs of our school community, through the provision of access to experiences, support, and intellectual and physical resources not already available within the school. This year we had Kayleen Kerr from e Safe Kids present to our students on Cyber Safety. Kayelene is recognised as one of Australia's most experienced specialist providers of Protective Behaviours, Body Safety, Cyber Safety, Digital Wellness and Pornography education workshops. Kayelene has featured on Australian and international television broadcasts, radio programs and in print media. Kaylene presented to our Year Five and Six students on Cyber Safety with an aim to extend this to families in 2025

Student Wellbeing

The wellbeing of children and young people is enhanced, and their learning outcomes optimised when they feel connected to others and experience safe and trusting relationships. Students who feel connected, safe, and secure are more likely to be active participants in their learning and to achieve better physical, emotional, social, and educational outcomes. At Makybe Rise we provide our students with a range of evidence-based, social-emotional programs to ensure every child experiences a strong sense of belonging. As part of our *Flourishing Relationship and Partnership* priority we increased and sustained partnerships with external agencies to develop the expertise to support student and parental wellbeing, particularly in areas associated with anxiety and resilience.

Story Dogs

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



Student Services Team

At Makybe, we have an excellent Student Services Team that provides additional support in ensuring the social and emotional and the academic needs of our students are at the forefront of our practice. Members of the team have additional training and qualifications in mental health, trauma-informed practice, and de-escalation strategies.

Our Student Services Deputy and Senior school Deputy became part of the Karnup Student Services working group to build the capacity within the Karnup Network through collaboration, quality professional learning, sharing of expertise and engaging with the wider community to improve student support and ultimately outcomes for our students. This collaboration has led to the organisation of a Network-wide Professional Learning Day in 2025. Staff will have the opportunity to engage in a range of learning and wellbeing workshops that will build their knowledge and understanding of key aspect of health and wellbeing, and evidence-based instruction.

Youth Care -School Chaplaincy

In 2024, the school chaplaincy program (Youth Care) provided support for the emotional wellbeing of our students by providing pastoral care services and enhancing strategies that support the emotional wellbeing of our broader school community. The chaplain linked the school with the local community, supporting agencies and organisations including Foodbank, The Happy Pantry and The Smith Family. Our chaplain played an integral role in assisting and supporting school events and facilitating pastoral support programs and resources including the Brave Program and Triple P parent workshops in collaboration with the school psychologist.

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

She supported to the P&C with breakfast club on a Tuesday and Thursday morning, providing guidance and support to the Community Warriors student leadership team in developing their leadership capacity, and facilitated a Writing for Wellness lunch time program on a Tuesday, in collaboration with the Wellbeing leadership team.

Defence Support Mentor

In 2024, Belinda our defence school mentor (DSM) provided support to students of Australian Defence (ADF) members and their families, particularly during their transition into and out of school on posting or during parental absences due to deployment, exercises, or training. She coordinated welcoming and farewelling activities for our students. She facilitated opportunities for ADF students to connect through a weekly lunchtime club where they were encouraged to bring along one friend and maintained regular connection with the families and teachers of ADF students to ensure they were supported on both academic and social levels. Belinda also participates and contributes to the Karnup Network DSM network meeting once a term, to share expertise and plan for and discuss potential supports with a range of primary and high schools within the Karnup region.

Aboriginal Islander Education Officer (AIEO) Support

In 2024, our Aboriginal Islander Education Officer (AIEO) – Tamieka, worked as an integral member of the student services team 0.4FTE. She assisted Aboriginal and Islander students through mentoring and pastoral care to improve participation and achievement in the school environment. Her knowledge of two-way learning, and connection with the local Aboriginal community, assisted in the development and facilitation of an integrated, culturally responsive learning programs across a range of year groups and relevant to their educational needs. This included a visit from the Yirra Yaakin theatre company in Term 3.

In 2024, Tamieka co-facilitated our Young Achievers Club (YAC) in collaboration with the Institute of Indigenous Wellbeing and Sport (IIWBS). On a weekly basis, our Aboriginal and Torres Strait Islander students developed their knowledge of Noongar language, culture, and traditional indigenous games in a practical session. The impact of the YAC program has contributed to positive attendance rates at our school.

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



INCOME - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	136,919	136,919
Carry Forward (Salary)	285,996	285,996
STUDENT-CENTRED FUNDING		
Per Student	6,747,538	6,747,538
School and Student Characteristics	1,296,912	1,296,912
Disability Adjustments	64,054	64,054
Targeted Initiatives	273,189	273,189
Operational Response Allocation	19,147	19,147
Total Funds:	8,400,840	8,400,840
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(238,250)	(238,250)
School Transfers - Cash	238,032	238,032
Department Adjustments	0	0
Total Funds:	(218)	(218)
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	18,684	18,684
Charges and Fees	148,468	148,422
Fees from Facilities Hire	109,546	109,545
Fundraising/Donations/Sponsorships	50,629	50,629
Commonwealth Govt Revenues	17,138	17,138
Other State Govt/Local Govt Revenues	1,200	1,200
Revenue from CO, Regional Office and Other scho	200	200
Other Revenues	23,977	23,979
Transfer from Reserve or DGR	16,341	16,341
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	386,183	386,138
TOTAL	9,209,720	9,209,675
EXPENDITURE - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	7,204,747	7,204,747
New Appointments	0	0
Casual Payments	865,712	865,712
Other Salary Expenditure	3,942	3,942
Total Funds:	8,074,401	8,074,401
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	23,160	22,327
Lease Payments	45,888	43,279
Utilities, Facilities and Maintenance	240,102	226,337
Buildings, Property and Equipment	81,906	83,582
Curriculum and Student Services	275,783	234,000
Professional Development	12,514	12,446
Transfer to Reserve	0	0
Other Expenditure	2,030	1,075
Payment to CO, Regional Office and Other schools	2,020	2,020
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	683,403	625,066
TOTAL	8,757,804	8,699,467



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