



Business Plan 2025

*Flourishing
Learning
Communities* 2027



MAKYBE RISE
PRIMARY SCHOOL

OUR SCHOOL CONTEXT

Every Child Every Day

Makybe Rise Primary School opened in 2011 and has since established itself as a high-performing school with a history of setting high expectations, strong community partnerships and prioritising student wellbeing, engagement and achievement.

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

Makybe Rise's motto is 'every child every day' and this fundamental commitment underpins every facet of the school's identity, culture and practices. At Makybe Rise, our students are provided with the opportunity to practise being successful every day. Through receiving the academic and social support they need, our students experience a strong sense of belonging, a confidence in their growing capacity as a learner, and the lifelong success skills needed to embrace challenge and achieve their hopes and dreams.

In 2024, following a comprehensive and rigorous school self-assessment and validation visit (Public School Review), Makybe Rise Primary School was confirmed as exceptional. The review report noted the significant levels of trust and mutual respect among staff, students, families and external agencies that have been fortified over





time. The report also recognised the steadfast commitment of the entire staff in adapting their practices to effectively address the evolving academic, social and emotional needs of Makybe Rise Primary School students.

In this 2025-2027 Business Plan, we are intentionally building on our strengths to achieve further teaching and learning excellence in every classroom. Our 6 targets reflect our commitment to academic success and our students' engagement and wellbeing. The 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 Excellence in Instructional Practice and Student Achievement

3

Leading a Culture of Flourishing Relationships and Partnerships

Central to our 2025-2027 Business Plan is the continued focus on developing leadership capacity throughout our school to assist us in achieving our 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.



Makybe Rise uses the AVID system for school improvement.

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

AT THE HEART OF WHO WE ARE...

School Mission

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

School Beliefs

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

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





School Vision

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

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

Targets

NAPLAN

- The percentage of Year 3 students in the top 2 proficiency bands for Reading, Spelling and Numeracy will be at or above Like Schools.
- The percentage of Year 5 students in the top 2 proficiency bands for Reading, Spelling and Numeracy will be at or above Like Schools.
- The percentage of students making Moderate to Very High Progress from Year 3 to Year 5 NAPLAN will be at or above Like Schools.

ATTENDANCE

- The Attendance Rate will be at or above Like Schools and all WA Public Schools.

SURVEYS

- The minimum score on the Be You Community Surveys will be 4.0.
- The percentage of students who report High Wellbeing on the Wellbeing and Engagement Census in the 5 subdomains of School Engagement and Learning will be at or above All Public Schools.

OUR PRIORITIES

Priority 1

Leading a Flourishing Learning Environment

We commit to building the leadership capacity of our community to facilitate organisational change and growth that is essential in maintaining a safe, positive, respectful, inclusive, culturally responsive learning environment, where wellbeing & engagement is optimised for all.

Strategies

- Build the leadership capacity of the Wellbeing Leadership Team to successfully implement a range of wellbeing initiatives for staff, parents, and students.
- Build staff understanding of high engagement teaching strategies that support students with disabilities and complex learning needs.
- Utilise lead teachers to support staff in the areas of classroom management, additional learning needs, and differentiation.
- Empower students to take responsibility for their learning and behaviour.
- Build capacity and increase opportunities for student leadership, voice, and agency.
- Prioritise within our Karnup Network of Schools a focus on attendance, positive behaviour support, quality teaching and staff development.
- Embed evidence-based, whole school behaviour management that is complemented by clear communications with students and families about expectations for learning and behaviour.
- Engage with our community in the implementation of the Action Respect Initiative.
- Intentionally prioritise through curriculum planning, an understanding and valuing of local Aboriginal histories, cultures and languages.



Priority 1

Leading a Flourishing Learning Environment

What we will see

- A safe & inclusive learning environment where students are actively engaged and participating in their learning.
- Staff members engaging in Karnup Network and South Metro professional development opportunities.
- Teachers confidently implementing the ACTION Respect Initiative, Classroom Management Strategies (CMS) and Instructional Strategies for Engagement (ISE).
- Staff supporting students to meet the high expectations for positive student behaviour and learning.
- Students embracing leadership opportunities and engaging in school wide decision-making processes.
- Students who understand and demonstrate respectful behaviours to adults and other students.
- Cross-curriculum priority: Aboriginal and Torres Strait Islander histories and cultures are reflected in all year level planning documents.
- The local Noongar language and culture is displayed throughout the school, including artwork, gardens, student work and teacher display boards.



Priority 2

Leading a Flourishing Culture of Excellence in Instructional Practice and Student Achievement

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



Strategies

- Support students through the provision of high-quality, evidence-based learning opportunities.
- Further embed and align the core elements of the Quality Teaching Strategy to the Makybe Rise Quality Teaching and Learning Framework.
- Provide students with specific feedback about what they need to achieve growth as a learner.
- Build staff understanding and confidence in meeting the needs of all students through professional learning and coaching.
- Amplify the professional learning and development of allied professionals in our school.
- Utilise the expertise of middle leaders in leading the key areas of literacy and numeracy.
- Build teacher capacity in the effective planning, teaching and monitoring of students with English as an Additional Language or Dialect (EAL/D).
- Embed Two-way learning and the cross-curriculum priorities school-wide as a culturally responsive pedagogical approach to teaching and learning.



Priority 2

Leading a Flourishing Culture of Excellence in Instructional Practice and Student Achievement

What we will see

- Whole school programs implemented with fidelity.
- Progressive Achievement Test (PAT) year mean cohort data indicates students are working at or above the year level expectations.
- Students actively self-assessing, reflecting upon and monitoring their work.
- Teachers who are confident and capable in the implementation of the Quality Teaching Framework
- Allied professionals working collaboratively with teachers to provide differentiated instruction in small group settings.
- Middle leaders accessing professional development opportunities and mentoring to effectively lead priority areas.
- Teachers utilising class and year level data to collaboratively plan to support a range of student learning needs.
- Effective implementation of the EAL/D Progress Maps that contributes to year on year student progress.
- Culturally responsive pedagogical practices being implemented school wide.



Priority 3

Leading a Culture of Flourishing Relationships & Partnerships

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



Strategies

- Provide an environment that is welcoming for all parents that facilitates opportunities for 3-way learning conversations between parents, teachers and students that help or stretch students' learning.
- Provide timely, consistent and targeted communication to parents about what children are learning, how they are progressing academically and what they can do to help.
- Build partnerships with local organisations to successfully implement a range of health and wellbeing initiatives for staff, parents, and students.
- Support parents to contribute to school decision making and facilitate collective community advocacy for student achievement and wellbeing.
- Build upon the collaborative partnerships with families, local Aboriginal Elders and organisations to implement Two-way learning opportunities.



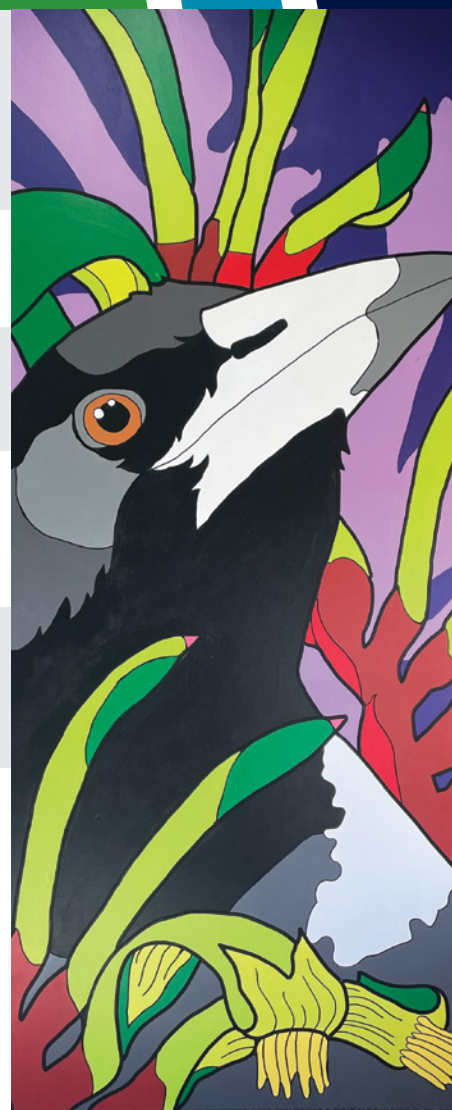
Priority 3

Leading a Culture of Flourishing Relationships & Partnerships



What we will see

- Parents supporting their child's learning through encouraging and recognising effort, reinforcing learning at home, nurturing interests, supporting literacy and numeracy, helping their child to create routines, and assisting with organisational skills.
- Positive student engagement with learning at school, increased attendance, and improved behaviour and academic achievement.
- Students sharing with their parents what they're learning at school and expressing their interests, learning needs and learning goals.
- Families, staff and students accessing a broad range of workshops that build their knowledge and understanding of how they can support the collective health and wellbeing of our school community.
- A School Board and P&C Association that works closely with families, staff and student leaders to have a positive impact on student outcomes and the learning environment.
- Increase in opportunities for Aboriginal families and community members to contribute to the Two-way Science planning and learning experiences.



every child
every day



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PRIMARY SCHOOL

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