



Department of  
Education

GOVERNMENT OF  
WESTERN AUSTRALIA

Public education  
**A world of opportunities**

D19/0153009

# Cable Beach Primary School

## Public School Review

March 2019

# PUBLIC SCHOOL REVIEW

## Purpose

---

All Western Australian public schools are reviewed every three years by the 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 that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

## Expectations of schools

---


For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

## School performance rating

---

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.

	<b>Needs Improvement</b>
	The school has aspects of its practice below expectations and needs supported action to improve student success.

## Context

---

Cable Beach Primary School, is located in the township of Broome, in the Kimberley Education Region. The school was opened in 1990 and gained Independent Public School status in 2013.

The school, with an Index of Community and Socio-Educational Advantage rating of 788 (decile 10), currently enrolls 394 students from Kindergarten to Year 6. It has a high student transiency and cultural and socio-economic diversity. Aboriginal students comprise approximately 65 per cent of the student population.

The school was recognised as a finalist in the 2018 WA Education Awards for Excellence in Aboriginal Education.

Teaching of the local Aboriginal language, Yawuru, is embedded throughout all school activities. Buildings and facilities are named after the Yawuru seasons, animals, fruits and events. The KindiLink program supports strong community connections and successful transitions into school.

Students with special educational need are supported to achieve personalised learning goals that are delivered through the school's Independent Learning Centre (ILC) program.

The school offers a number of specialist programs, including visual arts and music which provide authentic cross-curricular learning experiences through involvement in a range of community cultural events.

As a Western Australian Department of Education Teacher Development School (TDS) for English and Early Childhood Education, Cable Beach Primary School provides support and training to public school staff across the State.

## School self-assessment validation

---

The Principal submitted a comprehensive school self-assessment.

The following aspects are confirmed:

- Whole-staff collaboration and engagement in the analysis of data informed the school's self-assessment and ESAT<sup>1</sup> submission.
- A wide range of evidence from multiple sources was selected for analysis.
- The school presented a thorough analysis indicating a comprehensive knowledge of school performance.
- Planned actions were aligned to the school's assessment of its performance.
- Alignment between current performance, areas identified for improvement, target setting and planning was evident in the school's 2018 Annual Report.
- A number of key staff actively engaged and contributed during the school validation visit.
- The leaders acknowledge feedback as an important element of school improvement processes.

The following recommendations are made:

- Describe the impact of the school's strategies or initiatives, as detailed in the observation and analysis statements, to support the judgement of performance.
- Consider the selection of evidence that most effectively and efficiently represents the school's judgement of performance to inform planning intentions.
- Seek and value feedback as part of school improvement processes.

## Public School Review

<b>Relationships and partnerships</b>	
The school promotes strong connections with the community through productive relationships in support of culturally and contextually responsive learning for students, staff and parents.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• NSOS<sup>2</sup> data reflect staff and parent claims of a positive, cohesive and respectful school community with strong endorsement of staff skills.</li> <li>• A range of parent learning opportunities and inclusive whole-school events have increased family involvement and opportunities for feedback.</li> <li>• The Parents and Citizens' Association provide additional resources through parent involvement and strengthen parent connection to the school.</li> <li>• Partnerships with Nyamba Buru Yawuru trainee language teachers assist in the delivery of the language program and related events.</li> <li>• Partnerships with Goolarri Media and the University of Newcastle provide authentic arts learning and STEM<sup>3</sup> robotic extension experiences.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Implement Seesaw<sup>4</sup> across all classes to communicate timely information and provide parent training to increase engagement in their child's learning.</li> <li>• Provide training to support the induction of new School Board members and sustain the impact of strong governance.</li> <li>• Strengthen personalised planning through parent training and collaborative development of plans with stakeholders, inclusive of NDIS<sup>5</sup> coordinators.</li> </ul>

<b>Learning environment</b>	
Yawuru language is embedded across the school and taught explicitly with the purpose of sustaining an inclusive, safe and orderly place of learning for all members of the community.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Behaviour expectations are reinforced through the explicit instruction of the PBS<sup>6</sup> matrix and frequent, visible reward systems.</li> <li>• Students at educational and emotional risk are identified, supported by appropriate intervention strategies and monitored.</li> <li>• Cooperative Learning was implemented in 2018 and has increased respectful and collaborative peer to peer participation.</li> <li>• Dedicated timetabling of weekly home visits, in conjunction with targeted programs such as Stronger Smarter, delivered by the AIEO<sup>7</sup>, has strengthened relationships and increased attendance and engagement.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Implement strategies to meet the remaining standards of the NQS<sup>8</sup>.</li> <li>• Extend and implement PBS Tier 2 interventions for identified students.</li> <li>• Implement the Be You, Aussie Optimism and Mind-Up programs as part of whole-school SEL<sup>9</sup> and Health and Wellbeing plan.</li> </ul>

## Leadership

A new principal has provided opportunities to build on the school's achievements. Leaders are consolidating the development of a whole-school connected practice through a focus on the use of data to inform strategic intent, target setting and operational plans.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The link between school, operational and classroom planning is evident and the development of the plans involves all stakeholders.</li> <li>• A distributed leadership model includes English, numeracy and behaviour coaches who lead staff development.</li> <li>• The TDS Coordinator has produced 23 Lit Bit online vignettes, featuring practice from within the school, accessed by teachers across the State.</li> <li>• Performance management is aligned with the AITSL<sup>10</sup> Australian Professional Standards for Teachers and feedback is provided using observations against the RYPPE<sup>11</sup> tool.</li> <li>• Inductions are supported by the Principal and a revised handbook.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Make explicit the ongoing opportunities and forums for staff, parents and students to provide feedback and contribute to decision making.</li> <li>• Lead school improvement processes through analysis and reflection, in collaboration with Aboriginal representatives and groups, against the <i>Aboriginal Cultural Standards Framework</i>.</li> <li>• Appoint a digital technologies leader to enhance classroom practice.</li> </ul>

## Use of resources

The school is well-resourced and expenditure is responsive to the changing needs of students and staff. The school's leaders and an informed Finance Committee ensure that plans for raising the standard of student achievement are supported and sustained appropriately.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Resources are allocated to the Mirandu Nyirrwa program for children 0 to 3 years' which extends the success of the KindiLink program. The school provides personalised learning for children with SEN<sup>12</sup> in the ILC.</li> <li>• Programs are implemented following research and evidence of impact.</li> <li>• Staff interests, abilities and areas of responsibility are resourced to support whole school planning aligned with school priorities.</li> <li>• Some education assistants deliver literacy program instruction and all are deployed strategically to maximise their impact on student learning.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Evidence budget intentions and expenditure for targeted initiatives and students who attract additional funding.</li> <li>• Develop the sensory room and outdoor area to extend gross motor development and support self-regulatory learning.</li> <li>• Resource the involvement of AIEO staff to assist in ATSI<sup>13</sup> languages, culture and history focused lesson planning and facilitation.</li> </ul>

<b>Teaching quality</b>	
Staff demonstrate cohesion, collaboration and a strong moral purpose. A whole-school focus on classroom practice reflects a culture of high expectations and continuous improvement.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The RYPPE framework has established a shared language for instruction and feedback to students and has increased engagement and learning.</li> <li>• In collaboration with teachers, the English coach supports data collation and analysis, intervention planning, program implementation and review.</li> <li>• The introduction of the Origo Stepping Stones<sup>14</sup> program, explicit instruction and a scope and sequence has increased delivery consistency and numeracy learning.</li> <li>• The use of Brightpath identified longitudinal improvement in writing and greater alignment of teacher judgements.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Implement whole-school Talk4Writing training and delivery.</li> <li>• Develop a digital technology scope and sequence for all learning phases.</li> <li>• Increase the use of cooperative learning structures across all lessons.</li> <li>• Extend TEACCH<sup>15</sup> practices and refine personalised work stations.</li> </ul>

<b>Student achievement and progress</b>	
The introduction of a range of assessments provides multiple data points to inform student progress, monitor interventions and plan for improvement. This information has been used to set clear directions for 2019 priorities, programs and resources to build student achievement.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Year 3 to Year 5 stable cohort demonstrated high achievement and progress across all NAPLAN<sup>16</sup> areas. School based assessment indicates progress as a result of targeted intervention and whole-school programs.</li> <li>• On-entry assessment program data is used to identify need, set specific targets and plan appropriate interventions.</li> <li>• The PEAC<sup>17</sup> program provides extension for students across the network.</li> <li>• RTP SEN<sup>18</sup> planning and reporting is used effectively and student progress against IEP<sup>19</sup> targets is analysed to inform new goals and intervention.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Review the school self-assessment schedule and timelines for whole-school assessment, student assessment, planning and reporting.</li> <li>• Implement strategies to increase current Year 2 literacy achievement.</li> <li>• Use the ABLE WA<sup>20</sup> Assessment Tool to identify SEN ability, inform planning and to track longitudinal progress.</li> <li>• Continue the monitoring of IEP achievement data to increase consistency in the development of SMART<sup>21</sup> goals aligned with personalised planning.</li> <li>• Engage staff in the interrogation of data to reflect on school progress, identify student and school targets and develop improvement plans.</li> </ul>

## Reviewers

---

Merrilee Wright  
Director, Public School Review

Darryl Dedman  
Principal, Rawlinson Primary School  
Peer Reviewer

## Endorsement

---

Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2022.



Lindsay Hale  
Executive Director, Public Schools

---

## References

- 1 Electronic School Assessment Tool
- 2 National School Opinion Survey
- 3 Science, technology, engineering and mathematics
- 4 Student driven digital portfolio 'app'
- 5 National Disability Insurance Scheme
- 6 Positive Behaviour Support
- 7 Aboriginal and Islander Education Officer
- 8 National Quality Standard
- 9 Social and Emotional Learning
- 10 Australian Institute for Teaching and School Leadership
- 11 Raising Young People in Positive Learning Environments
- 12 Special educational need
- 13 Aboriginal and Torres Strait Islander
- 14 A commercial online mathematics program developed for primary schools – Stepping Stones.
- 15 Treatment and Education of Autistic and Related Communication for Handicapped Children
- 16 National Assessment Program – Literacy and Numeracy
- 17 Primary Extension and Challenge
- 18 Reporting to Parents Special Educational Need
- 19 Individual Education Plan
- 20 Abilities Based Learning Education, Western Australia
- 21 Specific, measurable, achievable, realistic and time-based