

Message from the Principal

Acknowledgement of Country

We would like to respectfully acknowledge the traditional custodians past, present and future on who's land we work and live. We would like to acknowledge that "this is the land of all Yawuru people from the time before time began, always and forever".

Nyamba buru jirra Yawuru-ngany Ngarrungunil, bugarri-garra-nyurdany, jarrinygun buru mangara. Gala mabu.

Our Vision

To provide a values focused, culturally rich and inclusive environment where students thrive, developing a respectful attitude which fosters good citizenship and personal health and well-being (mabu liyan).

Our Values

- Be Safe
- Be Respectful
- Be Resilient and Strong
- Be your Best

Our School

Cable Beach Primary School (CBPS) presents as an exciting and dynamic environment for students to learn. Our 4 values are embedded into our curriculum at every level. Using these values, the school implements a Positive Behaviour Support (PBS) program to enhance school culture. The aim is to teach and guide positive behaviours within a fun, safe, nurturing and inclusive environment.

Our school was officially opened in 1990 as the second public school in Broome catering for Kindergarten to Year 6 education. The school has a culturally diverse student and staff population and prides itself on the ability to work collaboratively and to follow the principles of inclusivity.

As an Independent Public School (IPS) and part of the Broome Cluster of Schools local decision making, greater independence and flexibility in regards to curriculum, recruitment, student support, financial and resource management is encouraged.

CBPS provides a wide range of programs that cater for the needs of our students including Art, Music and Physical Education. The school promotes literacy and numeracy with specialists who support staff to implement curriculum and improve teaching and learning. This is evident in the: 0-3 school readiness program; the speech and language program employed in the early childhood years; the explicit whole school English program; and the Teacher Development School (TDS) focus which delivers professional learning to all staff across Western Australia. Also, academic extension through PEAC and STEM courses are frequently offered.

The school is renowned for its work valuing Aboriginal Education and teaching the Yawuru traditional language and culture - an ongoing school focus. Whole school plans that improve education for our Indigenous students are guided by reflection against the Aboriginal Culture Standards Framework. Recently being reviewed (2019 Public School Review) as an effective school and consistent education award nominations reinforces the belief that CBPS is an outstanding school.

Paul Neates

Principal

Winner WA Premier's Excellence in Aboriginal Education Award 2019

Contact Information

CABLE BEACH PRIMARY SCHOOL

Dakas St, Broome, WA 6725

PO BOX 1453

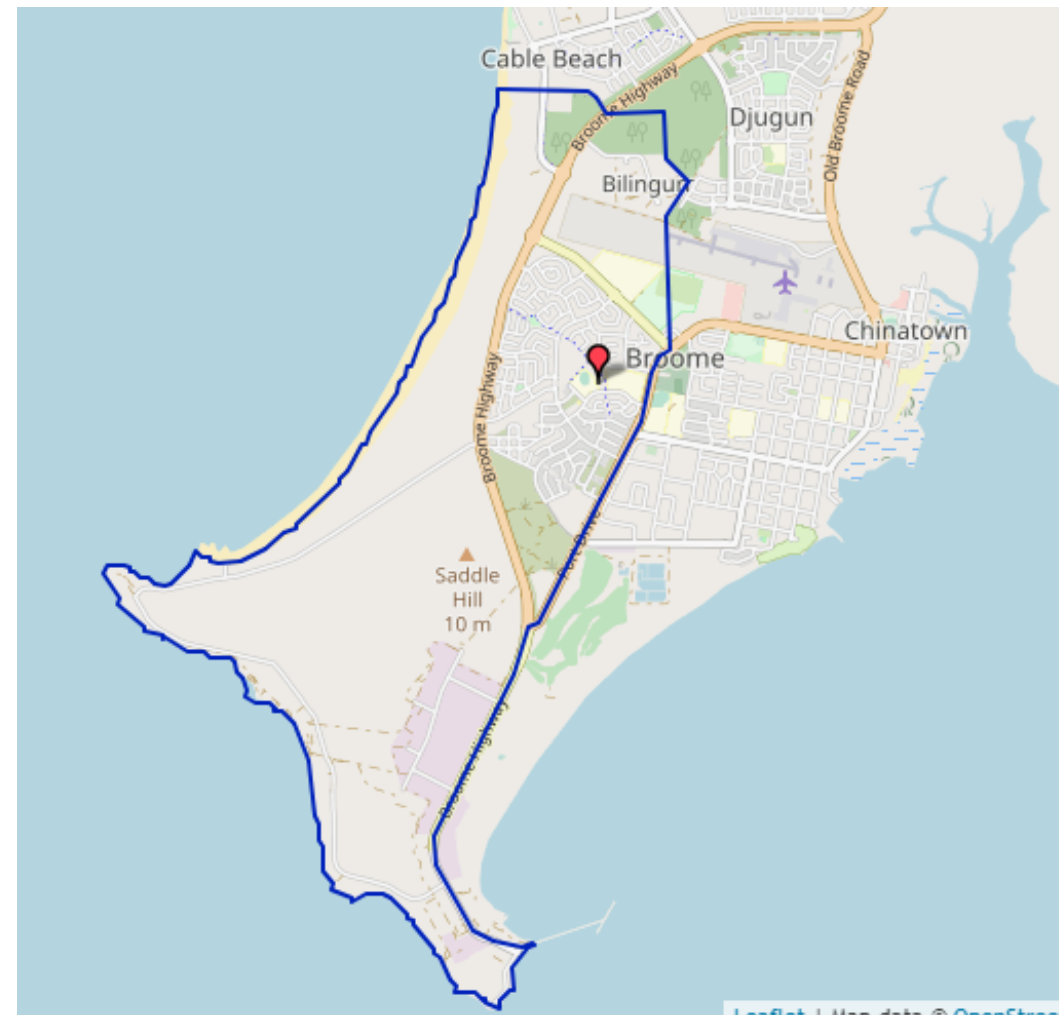
Email: Cablebeach.ps@education.wa.edu.au

Web: Cablebeachps.wa.edu.au

Phone: 08 9194 7300



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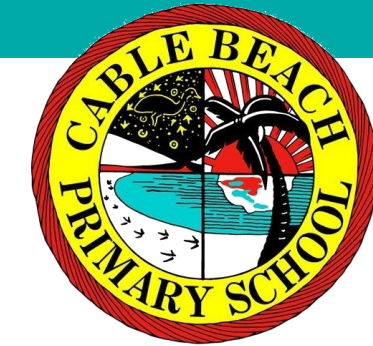


CABLE BEACH PRIMARY SCHOOL - Parent Representation

CBPS has the support of parents and the community with an effective Parents and Citizens' Association and School Board. The school's success is linked to the positive partnership between the parents and community.

Contact: P&C : cbpspc@hotmail.com

School Board: Cablebeach.ps@education.wa.edu.au (Att: School Board)



RESPECT

CABLE BEACH PRIMARY SCHOOL STRATEGIC PLAN 2020 - 2022



Be Safe
Be Respectful
Be Resilient and Strong
Be Your Best

Focus Area 1: Literacy

To provide an enriching and engaging curriculum, tailored to students needs that will assist them to become effective communicators, able to access future/further curriculum.

Target	Strategies/Actions	Self Assessment
<p>Writing</p> <p>1. Students will achieve an effect size of at least 0.3 between Assessment 1 and 2 in Narrative Text in 2020 and 2021 (equates to 0.6 over 12 months).</p> <p>2. Progress of students from Year 3 to 5 (stable cohort) in Writing is above that of our like schools in 2020 and 2021.</p>	<p><i>Talk for Writing program fully embedded by the end of 2021:</i></p> <ul style="list-style-type: none"> <i>Nonnegotiable strategies as per English Policy File are embedded in all writing lessons consistently.</i> <p><i>Brightpath is used on a termly basis to moderate in the genres of narrative, persuasive and recount.</i></p> <p><i>Use a range of software, including word processing programs and learning new functions as required to create texts.</i></p>	<p><i>Bright Path - Year Level Assessments as stipulated in English Policy File.</i></p> <p><i>English Profiles - as per assessment policy.</i></p> <p><i>NAPLAN Assessment.</i></p>
<p>Reading</p> <p>3. Increase the percentage of stable cohort students between PP (On-Entry) and Year 3 (NAPLAN) to achieve at least moderate progress as indicated in SAIS in 2021 and 2022.</p> <p>4. Progress of students from Year 3 to 5 (stable cohort) in Reading is above that of our like schools in 2020 and 2021.</p>	<p><i>Gradual Release Model to be followed.</i></p> <p><i>Decodable readers are used for developing and emerging readers.</i></p> <p><i>Phonological Awareness programs used in ECE (K-2) and as required in Years 3 - 6.</i></p>	<p><i>NAPLAN Assessment.</i></p> <p><i>On-Entry Module 1 PP (Term 1).</i></p> <p><i>English Profiles - as per assessment policy.</i></p>

Glossary	
Effect Size	Quantifying the difference between two groups/sets of data
ECE/PP	Early Childhood Education and /or Pre-primary education
Bright Path	Process of comparing students' work to calibrated exemplars
NAPLAN	National Assessment Program-Literacy and Numeracy
On-Entry	Assessment program to identify essential literacy and numeracy skills at the commencement of PP
AIEO	Aboriginal and Islander Education Officer
PAT	Progressive Achievement Test
ACSF	Aboriginal Cultural Standards Framework
NBY	Nyamba Buru Yawuru (Yawuru's development and investment company)
PEAC	Primary Extension and Challenge
STEM	Science Technology Engineering and Mathematics
SAIS	Department of Education (WA) Student Achievement Information System
SSEND	School of Special Educational Needs: Disability
PL	Professional Learning
Origo	Origo - Stepping Stones is a commercially available Maths program
Indicated Cat.	Students attendance is between 80 and 90%
Moderate Cat.	Students attendance is between 60 and 80%
Like Schools	Groups of schools with statistically similar students

Focus Area 2: Numeracy

Through a whole school approach, students will develop the necessary numeracy skills to participate proficiently in everyday life.

Target	Strategies/Actions	Self Assessment
<p>5. Increase the percentage of stable cohort students between PP (On-Entry) and Year 3 (NAPLAN) to achieve at least moderate as indicated in SAIS in 2021 and 2022.</p> <p>6. Progress of students from Year 3 to 5 (stable cohort) in Numeracy is above that of our like schools in 2020 and 2021.</p>	<p><i>Key features placemat to develop a consistent lesson design approach to Mathematics.</i></p> <p><i>Year group overview across all year levels to support planning and teaching.</i></p> <p><i>Mental Maths computation skills used as part of daily lesson structure.</i></p> <p><i>Origo Stepping Stones delivered consistently across all year levels.</i></p> <p><i>Refine assessment practises by creating Numeracy Profile (as per English).</i></p>	<p><i>NAPLAN Assessment.</i></p> <p><i>PAT Maths - Year 3 to 6.</i></p> <p><i>Westwood One Minute Basic Number Facts.</i></p> <p><i>Origo Recording Sheets - quarterly tests and check ups.</i></p>

Focus Area 3: Attendance

Regular attendance is a key ingredient by which improved outcomes for our students will be achieved.

Target	Strategies/Actions	Self Assessment
<p>7. To increase the percentage of students in the Indicated category and correspondingly decrease percentage of students in the Moderate category over the life of this plan.</p>	<p><i>Whole of school, classroom and individual strategies as highlighted in the Operational Plan including:</i></p> <ul style="list-style-type: none"> <i>Incentives and recognition at class and individual levels.</i> <i>Parental awareness and promotion of attendance.</i> <i>Consistent implementation of school based attendance process from all staff.</i> 	<p><i>Comparison of trending baseline data with semester attendance data using School Attendance Reporting tool on Department of Education Portal.</i></p>



Focus Area 4: Engagement

To make our learning program engaging, accessible and culturally responsive .

Target	Strategies/Actions	Self Assessment
<p>Cooperative Learning</p> <p>8. Cooperative Learning (CL) is planned for and utilised in everyday teaching and learning.</p>	<p><i>Continue whole of school coordination and delivery of CL strategies including:</i></p> <ul style="list-style-type: none"> <i>Resourcing CL project leader to drive initiative.</i> <i>Scheduling of in class support for teachers to establish and model CL strategies.</i> <i>Develop yearly schedule of CL structures.</i> 	<p><i>Classroom observation, using the Teacher Feedback Tool, to establish degree of engagement.</i></p> <p><i>Self Reflection to ensure all staff are actively applying structures.</i></p>
<p>Digital Technologies</p> <p>9. All classes using Seesaw App for learning and communication by 2020.</p> <p>10. Increase the competence of staff and students in the use of Digital Technologies.</p>	<p><i>Provide further STEM learning opportunities for identified students.</i></p> <p><i>Seesaw App used as digital portfolios and main school/family communication tool to display student learning.</i></p> <p><i>Increase PL provision for staff in Digital Technologies.</i></p>	<p><i>Collected grades / student survey.</i></p> <p><i>Parent survey as to effectiveness of Seesaw App.</i></p> <p><i>Increased usage in classes and throughout the school.</i></p>
<p>Special Educational Needs (SEN)</p> <p>11. To achieve at least 80% of the identified SEN goals in 2020 and 2021.</p>	<p><i>Continual cycle of teaching, learning and assessment.</i></p> <p><i>PL in developing SEN smart goals and working alongside agencies (SSEN, PATCHES, Majarlin, Allied Health) to ensure that students are meeting their goals.</i></p>	<p><i>SEN planning goals as identified in Individual Plans will be reported against each semester using SEN Reporting.</i></p>
<p>Positive Behaviour Support (PBS)</p> <p>12. Students social and emotional wellbeing (as measured by pre and post survey) will increase annually.</p>	<p><i>Embed the Aussie Optimism (a mental health promotion program) as another component in the framework of PBS and attach Component Leaders.</i></p> <p><i>School based trainers to obtain PL in Aussie Optimism and deliver to whole of staff.</i></p> <p><i>Establish timeline for staff to deliver Aussie Optimism program to students.</i></p>	<p><i>Feedback from Component Leaders of SEL Aussie Optimism development.</i></p> <p><i>Derived data from Be You Children's survey pre and post program survey .</i></p>
<p>School Culture</p> <p>13. School to achieve at least Cultural Competence as measured by Aboriginal Cultural Standards Framework (ACSF) in 2020.</p>	<p><i>Refine excursion processes to provide easier access to community resources.</i></p> <p><i>Complete Stage Two of Memorial Garden and Cultural Walk.</i></p> <p><i>ACSF used as lens for whole school plans.</i></p> <p><i>AIEOs to lead engagement opportunities.</i></p> <p><i>Liaise with BSHS, NBY to improve cultural readiness for secondary schooling from our students.</i></p>	<p><i>ACSF staff survey in 2020.</i></p> <p><i>Survey staff at the end of 2020 and end of 2022 to establish frequency of visits to NBY .</i></p>