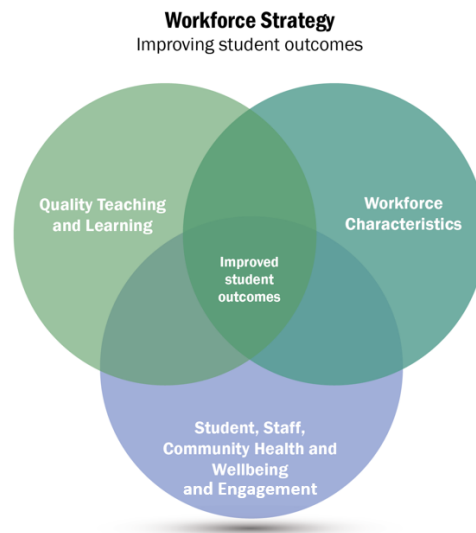


Principal Selection Pilot Project

Conceptual Model for Workforce Planning and Development



Workforce Policy and Coordination vision is to work together to design, attract and shape our workforce. The Conceptual Model for our ongoing Workforce Planning and Development focuses on three distinct and independent domains:

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff, Community Health and Wellbeing and Engagement

When analysed and resourced adequately these domains work in harmony to improve student outcomes.

School Profile Cranbrook Primary School

Introduction

Welcome to the Principal Selection and Placement Pilot, this school profile has been prepared to assist applicants gain a greater understanding of the context of the advertised school. The School Profile covers the three domains of the Workforce Planning Conceptual Model

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff, Community Health and Wellbeing and Engagement

Applicants are expected to familiarise themselves with this information before commencing the multi-phase selection process.

School Details

School Code:	5126
Commencement Date:	01/10/1893
ICSEA (Decile):	970 (7)
Education Region:	SOUTH WEST
Local Government Area:	CRANBROOK (S)
State Electorate:	ROE



School Overview

Cranbrook Primary School is situated in the rural town of Cranbrook, in the Great Southern region of Western Australia. The school was opened in 1893 and officially become an Independent Public School in 2018.

Cranbrook is located three hours drive south of Armadale, and one hour north of Albany. The major industry in the area is agriculture, including cropping, sheep, cattle and pigs.

The school is a vibrant place, with a warm and caring school community. A major focus is placed on positive relationships, the development of positive values, and the wellbeing of all members. The school currently caters for approximately 62 children from Kindergarten to Year 6. There is a strong focus on numeracy and literacy. NAPLAN results are good, with strong comparison to 'like-schools'. We have a very strong focus on sustainability, with our school being part of the Stephanie Alexander Kitchen Garden Program. The school has won a variety of awards for its sustainability approach. Students in Years 1 -6 cook each week (using produce from the school garden) and share together in meals.

All students Years 1 - 6 are streamed for Mathematics. Indonesian is taught as a second language. A range of physical education programs are offered, including bike riding, dance, skateboarding and Natureplay. In 2018 we will have ongoing access to a speech therapist at the school one day each fortnight. We also provide many opportunities for students to develop artistically, including visual art, music, dance and drama, with a highlight being our end-of-year whole-school productions.

There is a positive interaction with other schools in our district for various sports carnivals, camps and tabloid days. These schools include Frankland River, Kendenup and Tambellup Primary Schools, and St. Bernard's Catholic School (Kojonup).

We pride ourselves on the committed pastoral care we provide for all students. The school has strong links with families, community organisations (such as Shire, churches, Landcare Centre) and support agencies (such as WA Country Health Service), and these links provide further resources to assist us in meeting the needs of our students.

Students have the opportunity to participate in programs such as PEAC (Primary Extension and Challenge); Speech and Drama Festival; annual Year 6 Dryandra (WA flora and fauna focus) camp, and annual Year 5/6 Camp (with students from Tambellup PS; beach camp and forest camp alternate years).

The school has exquisite gardens that are a feature not only of the school but also the community. The school buildings are reverse-cycle air-conditioned. There is a very large undercover playground and also an extensive Naturescape play area.

The school community is engaged and proactive. The School Board is committed, skilled and proactive. The Parents and Citizens Association is a positive force in the school community, and has provided extensive extra funding for the school.

Quality Teaching and Learning

Student Numbers

(as at 2021 Semester 1)

Semester 1	2017	2018	2019	2020	2021
Primary (Excluding Kin)	47	53	48	48	48

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(5)	7	6	8	10	9	4	4	53
Part Time	10								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	5	3	20		28
Female	5	4	21		30
Total	10	7	41		58

	Kin	PPR	Pri	Sec	Total
Aboriginal			2		2
Non-Aboriginal	10	7	39		56
Total	10	7	41		58

Student Profile

Semester 2, 2020	Number	%
Full Time Students	56	
Students with a Disability	3	5.4%
Aboriginal Students (Sem 1, 2020)	3	5.4%
Part Time (Full Time Equivalent) Students	8 (5)	

Class Sizes – Primary

Pre-compulsory and Primary Class Details as at first semester census, 2021

TTI	K	P	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8+	Class Total	Class Type
1	10	7									17	MX
1			6	8	10						24	TX
1						9	4	4			17	MX
Total	10	7	6	8	10	9	4	4			58	

Note

TTI Total Teacher Input as a Full Time Equivalent (Teacher FTE for each class)
 K Kindergarten
 P Pre-primary

Class Types

ST Straight Class Class of one year level only with one teacher
 MX Mixed Class Class of more than one year level with one teacher
 TE Team Class Class of one Primary year level with a team of two or more teachers working together in the classroom (TTI > 1.0)
 RI Rural Integration Class of 3 or more year levels, at least one of which is either K or P
 TA Tandem Straight Class of one year level only with more than one teacher job sharing
 TX Tandem Mixed Class of more than one year level with more than one teacher job sharing
 MT Mixed Team Class of more than one year level with a team of 2 or more teachers working together in the classroom (TTI > 1.0)

Overall Attendance

Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2018	91.9%	92.4%	93.7%	73.2%	82.5%	80.8%	89.9%	90.9%	92.6%
2019	92.3%	91.9%	92.7%	72.0%	82.4%	79.5%	90.6%	91.3%	91.6%
2020	92.6%	92.1%	93.2%	95.0%	80.7%	77.6%	92.7%	91.0%	91.9%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2018	60.7%	28.6%	7.1%	3.6%
2019	56.4%	29.1%	5.5%	9.1%
2020	78.0%	12.0%	10.0%	0.0%
Like Schools 2020	70.7%	18.2%	7.7%	3.5%
WA Public Schools 2020	75.5%	15.7%	6.1%	2.7%

NAPLAN

Percentage of students Above, At and Below National Minimum Standard

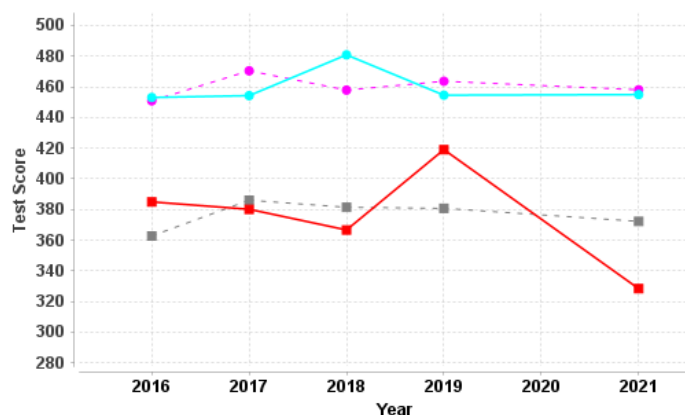
	NAPLAN Numeracy								
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS		100%			71%		67%		
At NMS		0%			14%		11%		
Below NMS		0%			14%		22%		

	NAPLAN Reading								
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS		100%			50%		60%		
At NMS		0%			50%		20%		
Below NMS		0%			0%		20%		

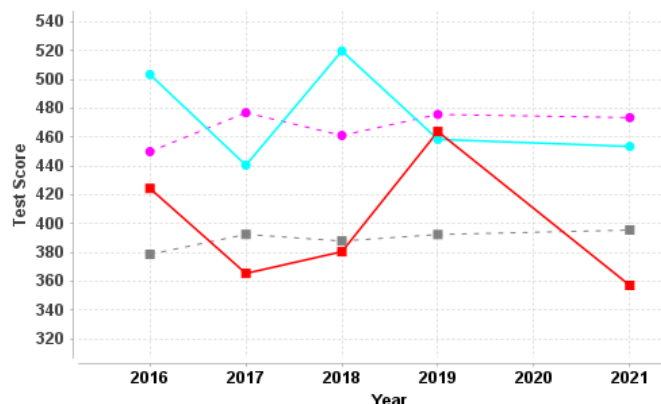
	NAPLAN Writing								
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS		67%			62%		80%		
At NMS		17%			25%		10%		
Below NMS		17%			12%		10%		

NAPLAN Longitudinal Summary

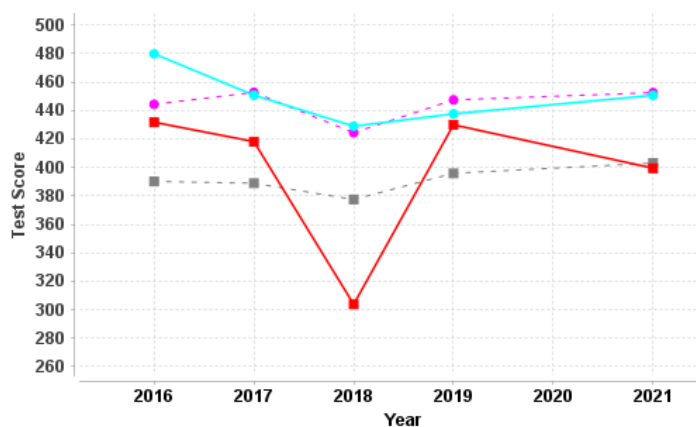
Average Numeracy Score



Average Reading Score



Average Writing Score



Early Childhood Education National Quality Standards

QA1 - Education Program and Practice	WT
QA2 - Children's Health and Safety	WT
QA3 - Physical Environment	M
QA4 - Staffing Arrangements	WT
QA5 - Relationships and Children	WT
QA6 - Collaborative Partnerships with Families and Communities	M
QA7 - Leadership and Service Management	WT

Verification Status	In progress
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Whole School Approaches/Programs

List up to 5 of the school's key whole school programs or approaches.
(eg. Kagan Cooperative Learning)

Talk 4 Writing 1-6
Diana Rigg PP-6
Guided reading using Comprehension boxes
Maths moderation through SCASA CST program
Mathletics, Reading eggs
Stephanie Alexander kitchen program

Targeted programs

List up to 5 school-based programs that target specific groups of students. Eg. Gifted and Talented

Multi lit - 1-6
Academic extension - support program (started term 4 2021)
Horses for kids
Move to learn - K/p
0-6 Joint action play project - South West cluster initiative with the 0-4 Committee, Cranbrook PS, Tambellup PS, Frankland River PS, Kendenup PS

Professional Learning

List the 5 most recent whole-school professional learning activities.

Topic	When
St Johns First Aid and Epilepsy training	
Aboriginal Cultural Standards	

Financial Information

Student-Centred Funding - 2021		
Per Student Funding	\$	435,096.00
Student and School Characteristics	\$	555,429.35
Disability Adjustments	\$	-20,594.68
Targeted Initiatives	\$	31,962.67
Operational Response Allocation	\$	13,934.77
Regional Allocation	\$	0.00
Total 2021	\$	1,015,828.11
Transition Adjustment	\$	0.00
Total After Transition Adjustment	\$	1,015,828.11

Student and School Characteristics Funding - At Census		
	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	2.00	\$4,106.00
Disability	13.57	\$93,046.04
English as an Additional Language or Dialect	1.00	\$2,883.00
Social Disadvantage	21.14	\$20,830.47
Sub Total		\$120,865.51
School Characteristics		
Enrolment-Linked Base		\$387,671.78
Locality		\$46,892.06
Sub Total		\$434,563.84
Total		\$555,429.35

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: In School State Funded Chaplaincy Program	\$22,132.67
Targeted Initiative: National Partnership on Universal Access to Early Childhood Education	\$9,830.00
Total	\$31,962.67

What is the % collection rate of Voluntary contributions and charges for

- 2020 47% ;
- to date in 2021 52% .

Capital Works Projects

Are there any capital works in projects currently in progress?

Enclosing outdoor kindy area

Are there any capital works projects pending in the next 18 months?

No

Have any capital works applications been sent into Royal Street and awaiting a decision? No

Workforce Characteristics

The workforce profile data in this report was extracted as at the Payday shown. FTE is listed as the work fraction on the position that the person is occupying. Note that the headcount of staff may vary throughout the report depending on whether staffs are employed in more than one position across occupational groups.

Current Employment

Table 1 outlines the current FTE and headcount of the total number of staff at Cranbrook Primary School as of the Payday shown. The numbers showing as Active Headcount and FTE are those employees who are active in HRMIS and have not been on leave for more than 20 days as at the Payday shown. Inactive are those employees on long leave.

Below is an outline of the staff classified into each occupation group:

Leadership: principal, deputy principal

HOLA/Coordinators;

Teachers: classroom teachers;

Education Assistants: education assistants (mainstream, education support), AIEOs;

Admin: school officers, manager corporate services, business managers and school corporate staff;

Cleaners;

Gardeners; and

Other: library officers, network support officers, technical officers, school psychologists and other staff not included above.

Table 1 FTE and headcount of staff for occupation groups

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	1	1.0	0	0.0	1	1.0
Teacher	6	3.6	0	0.0	6	3.6
Mainstream EAs	2	1.1	0	0.0	2	1.1
Education Support EAs	4	2.4	0	0.0	4	2.4
Admin	2	1.0	0	0.0	2	1.0
Cleaner	3	0.9	0	0.0	3	0.9
Gardener	1	0.5	0	0.0	1	0.5
Other	2	0.3	0	0.0	2	0.3
Total	21	10.8	0	0.0	21	10.8

Table 3 Total employment headcount with proportion of full time employees

Occupational Groups	Total Headcount	% Full Time	% Part Time
Leadership	1	100%	0%
Teacher	6	50%	50%
Mainstream EAs	2	0%	100%
Education Support EAs	4	0%	100%
Admin	2	0%	100%
Cleaner	3	0%	100%
Gardener	1	0%	100%
Other	2	0%	100%
Total	21		

Table 3 identifies the current proportion of full time employees for each occupational group.

Gender Profile

The gender profile below relates to all staff members as well as teaching and school support staff specifically. It details how many male and female staff members are employed at Cranbrook Primary School using both headcount and FTE.

Table 5 Gender profile

Year	All Staff (Headcount)		Teaching Staff (Headcount)		School Support Staff (Headcount)	
	Male	Female	Male	Female	Male	Female
2017	1	15	1	6	0	9
2018	1	14	1	6	0	8
2019	1	15	1	6	0	9
2020	1	16	1	6	0	10
2021	1	18	1	6	0	12
Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2017	1.0	10.2	1.0	4.6	0.0	5.6
2018	1.0	9.8	1.0	4.6	0.0	5.2
2019	1.0	10.6	1.0	5.0	0.0	5.6
2020	1.0	10.7	1.0	4.8	0.0	5.9
2021	1.0	9.8	1.0	3.6	0.0	6.2

Women in Leadership

Table 6 shows how many women held Teaching leadership (Principal/Deputy Principal) positions in 2017 and currently in 2021.

Table 6 Women in Teaching Leadership roles

Year	Leadership + HOD
2017	0
2018	0
2019	0
2020	0
2021	0

Age Profile

Table 7 compares the age profile of staff in the categories of all staff, teaching and school support staff in 2017 with the current 2021 data.

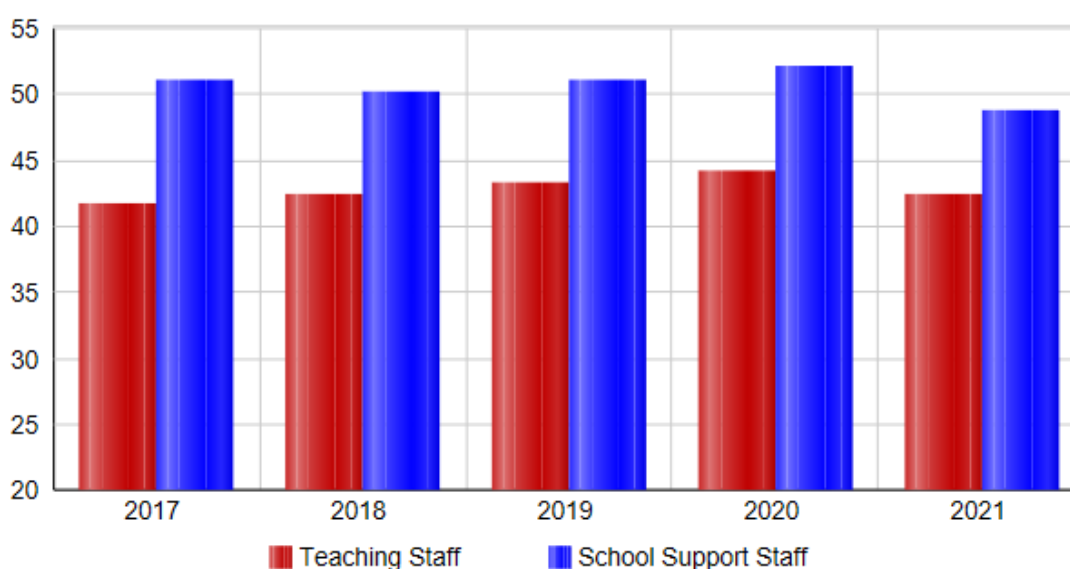
Table 7 Comparison of age profile data

	2017			2021		
	All Staff	Teaching Staff	School Support Staff	All Staff	Teaching Staff	School Support Staff
Under 25	0	0	0	2	0	2
25 to 34	3	3	0	2	2	0
35 to 44	2	1	1	4	3	1
45 to 54	5	1	4	4	1	3
55 to 59	4	1	3	3	0	3
60 to 64	2	1	1	3	1	2
65 to 69	0	0	0	1	0	1

Average Age

Figure 5 provides the average age of all staff members, teaching staff and school support staff as well as the average age of males and females.

Average age of teaching and school support staff members 2017 to 2021



Diversity Profile

This Section examines the number of Aboriginal and Torres Strait Islander (ATSI) staff, Culturally and Linguistically Diverse (CALD) staff and people with disabilities. The data is presented in both headcount and FTE.

Table 9 Diversity of staff members 2017 to 2021

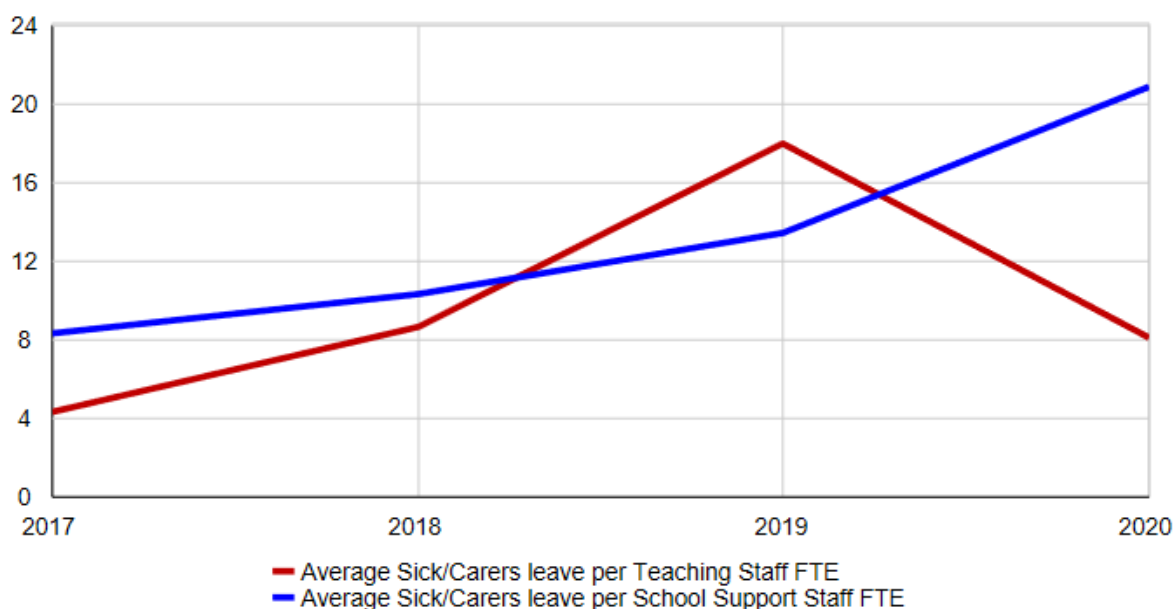
Year	Aboriginal and Torres Strait Islander		Culturally and Linguistically Diverse (CALD) staff		People with Disabilities	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2017	0	0.0	0	0.0	0	0.0
2018	0	0.0	0	0.0	0	0.0
2019	0	0.0	0	0.0	0	0.0
2020	1	0.9	0	0.0	0	0.0
2021	0	0.0	0	0.0	0	0.0

Note that employee disclosure of this data is optional and diversity information should only be used for reporting purposes and to develop and inform employees of professional learning programs relating to employment.

Leave

This section is divided into teaching staff and school support staff and examines the number of sick and personal carers leave days taken at Cranbrook Primary School. Average leave taken per staff member is calculated by the sum of leave with evidence, leave without evidence and unpaid leave, divided by staff FTE.

Figure 6 Sick and Personal Carers leave trends 2017 to 2021



Potential Retirements

For the purposes of predicting retirement, staff aged 65 and over are considered ready to retire in the short term, staff aged between 60 and 65 are considered to be at retirement age in the medium term and staff aged between 55 and 60 are considered to be at retirement age in the longer term.

Figure 8 Potential retirements as per age group

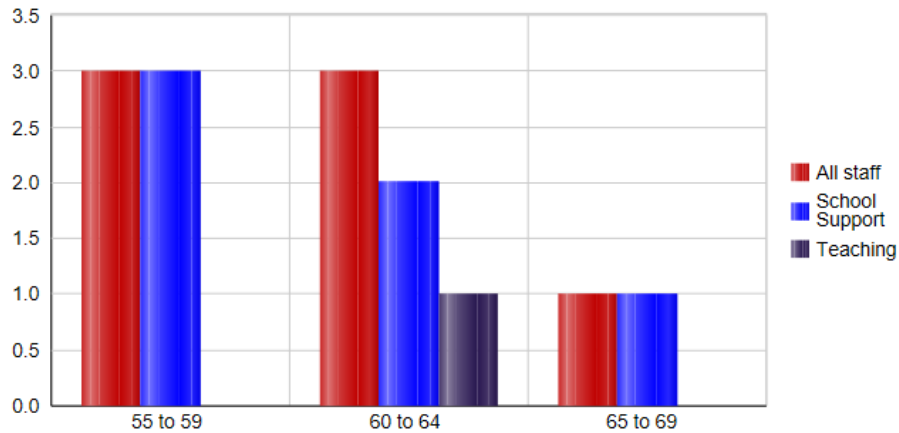


Figure 8 identifies the number of staff in each occupational group who could retire in the next ten years.

Student, Staff and Community Health and Wellbeing and Engagement

ABS Census 2016 data for the location of Cranbrook.

	People	293
	Male	49.7%
	Female	50.3%
	Median age	50
	Families	77
	Average children per family	
	for families with children	1.8
	for all families	0.6
	All private dwellings	138
	Average people per household	2
	Median weekly household income	\$833

Health and Police

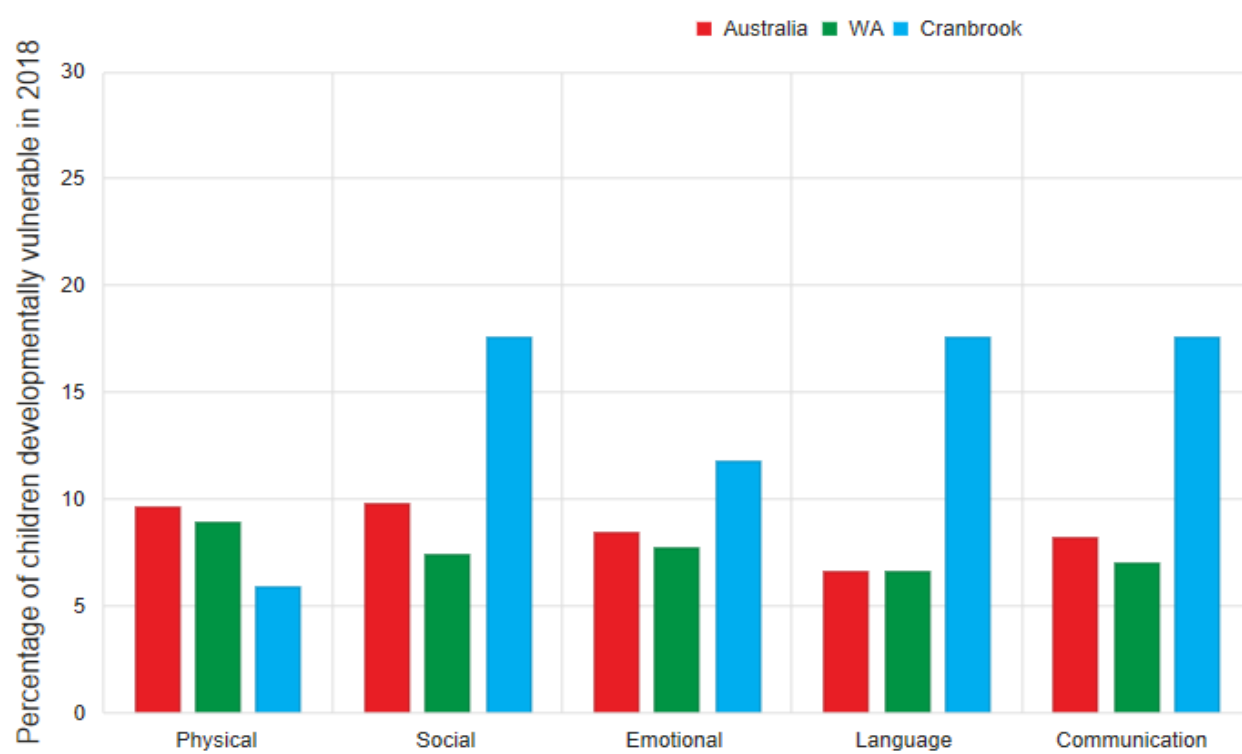
Plantagenet Cranbrook Health Service, 59 Langton Road, Mount Barker, (42 kilometres)
 Albany Day Hospital. Mira Mar WA (91 kilometres)

Police Stations. Mount Barker (42 kilometres); Katanning (80 kilometres)

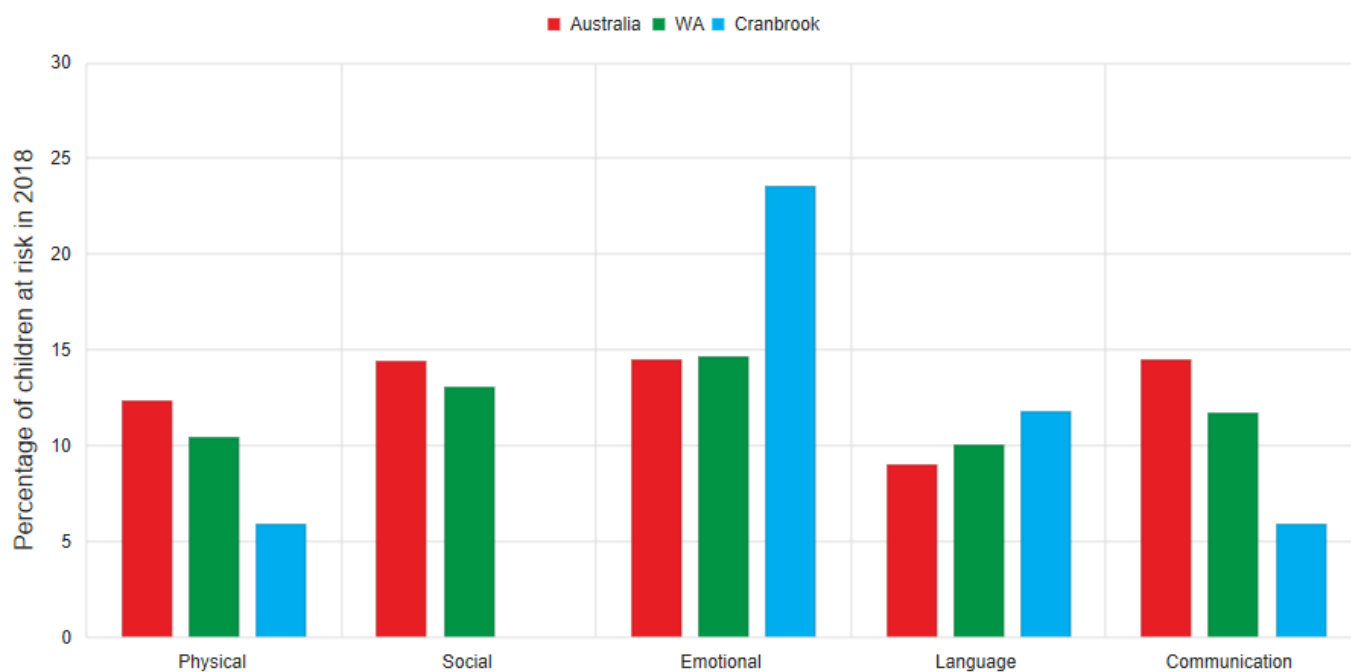
Shire of Cranbrook Website. [Shire of Cranbrook](#)

AEDC Community Profile for the Cranbrook area, located in W.A

Percentage of developmentally vulnerable children in 2018

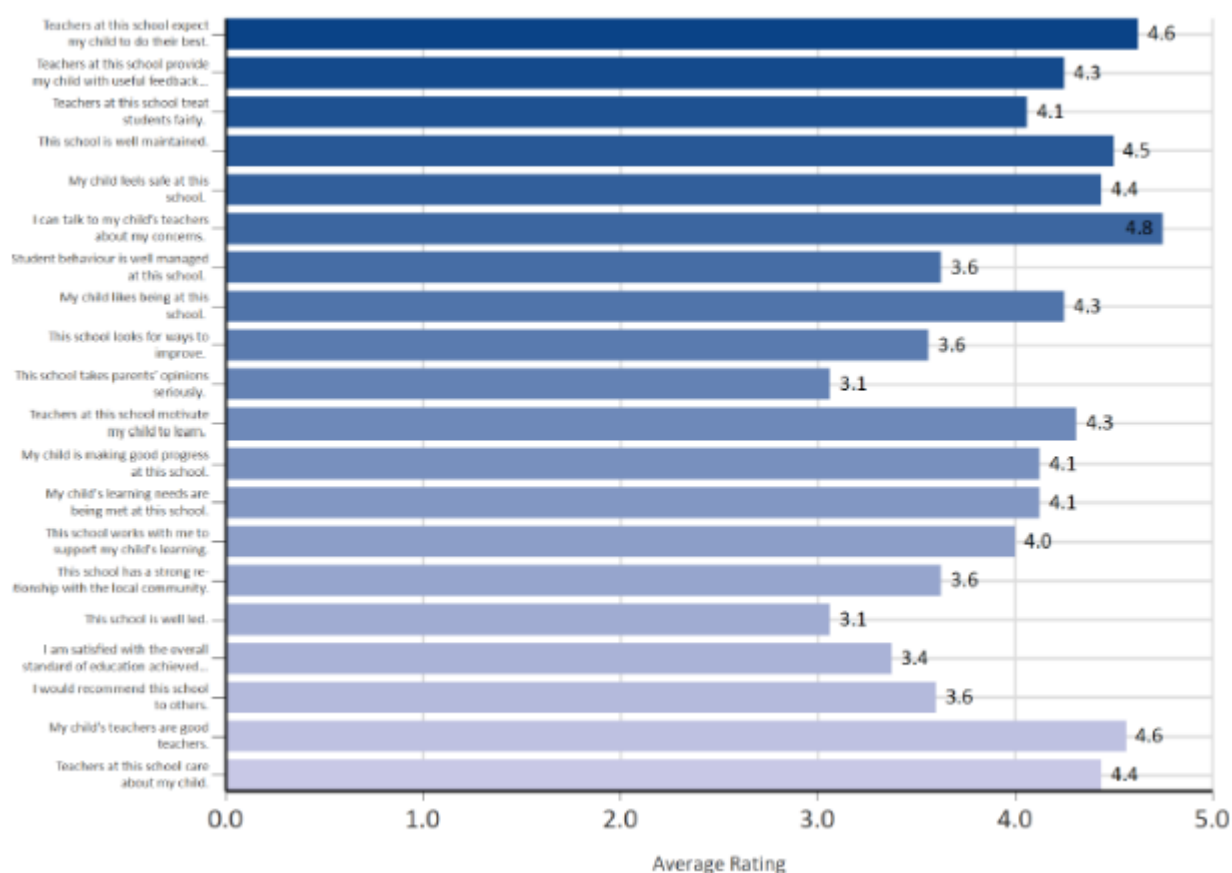


Percentage of developmentally at risk children in 2018

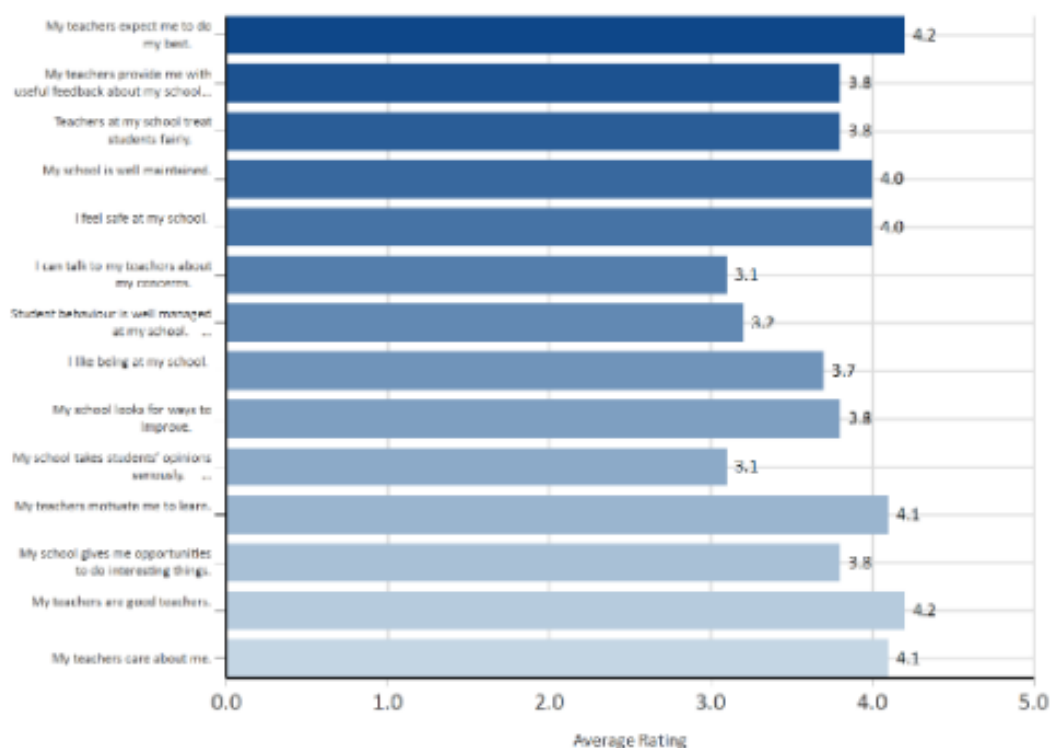


Community Participation

Parent Survey 2020



Student Survey 2020



Student Services

The following sentences describe the school's approach to student support.

Attempts are made to collect student data centrally with access provided to teaching staff. Compliance documentation is completed diligently but is not time-sensitive or dynamic in operation.

Participation in student support services is a response to sustained events. Some attempt is made to follow through on more serious cases and continue to seek support options.

An administrator has responsibility for compliance and follow up with some feedback loops between teaching staff and case participants.

Non-academic data such as attendance is collected and considered in isolation to academic data.

Student's family and home environment are part of the student support plan.

Indirectly considered by reference to SAER or learning support programs.

Some group and whole school interventions in place but not linked to the student support system.

Student Welfare

Does this schools have before or after school care provision? No

If Yes, who provides this service? _____

Does this school have a pre-kindergarten program or partnership? Yes

If Yes, briefly outline? Play group is run by parents before school on a Friday. We have been working with them and the 0-4 committee to create a 0-6 Joint action play program

Canteen

What days does the school operate a breakfast club? The chaplain runs the breakfast club on a Thursday morning

What days does the school canteen operate? Nil

Who operates the canteen? P and C ☐ Local Business ☐ Other ☐

Parent Education

List any parent education programs conducted in the last 12 months.

Topic	Provider (eg. School Psych Service, external consultant)	Which term
Fearless helping parents with students who have anxiety	school psych	Term 4 2021

School Board/Council

School Board/Council membership by positions (eg. Parent reps X 3)

Membership	Number
Principal	1
Staff	1
Parent representatives	5
Community Representatives	2
Other	1

What did the School Board/Council set the 2021 voluntary contribution to be? \$60

Committees

List the community-based committees, excluding the School Council/Board, this school operates.

Title	Key projects completed in last 12 months	Present Key Projects
P and C		
0-4 Committee	Joint action play project	Parent information sessions Speech and language screenings
Local emergency		

committee	Review of emergency management in the area and scenario running	
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Deed of Licence Arrangements

Who with	Purpose	Expiry Dae
Nil		

Sponsorship Arrangements

Who with	Purpose	Expiry Date
Nil		

Additional information can be obtained from

1. the school's website. nil
2. schools online
https://www.det.wa.edu.au/schoolsonline/overview.do?schoolID=5126&pageID=SO01&resetSearchType=ONE_SCH
- 3.

Summary

The two sections below can relate to Quality Teaching and Learning; Workforce Characteristics or Student, Staff and Community Health, Wellbeing and Engagement

Commendations

List 4 things the school is doing well (can come straight from Public School Report)

2020 Teachers are open to accessing meaningful feedback on their classroom practice and engaging in peer observations and performance management to build ongoing capacity. Positive relationships between students are evident, with many demonstrating a willingness to connect across year levels. Catering to the social and emotional needs of students

Recommendations

List 4 areas that would benefit from further improvement. (can come straight from Public School Report)

2020 Strengthen performance management and development processes for all staff. Embed classroom observations and professional learning for teachers to build capacity in line with identified needs Implement

school-identified, evidence-based programs to address targeted improvements in student academic achievement, such as grammar and punctuation and comprehension. Establish clear internal and external communication processes, with particular attention given to the identification of issues, planned actions and feedback on outcomes. Capitalise on parents' motivation to engage with the school. Actively build on school connections, including opportunities to be part of events, volunteering or consultation in strategic planning.

Location.

The town of Cranbrook is located on Albany Highway, 320 kilometres from Perth and 91 kilometres from Albany.

The map shows the shire of Cranbrook.

