



Department of  
Education

**Shaping the future**

# Principal Selection and Placement

## Cranbrook Primary School

- Schools Online report
- School Workforce profile report
- Principal survey report

# Contents

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## Introduction

## Section 1: Quality Teaching and Learning

- Schools Online report

## Section 2: Workforce Characteristics

- School workforce profile

## Section 3: Student, Staff and Community Health, Wellbeing and Engagement

- Principal survey report

# Principal Selection and Placement

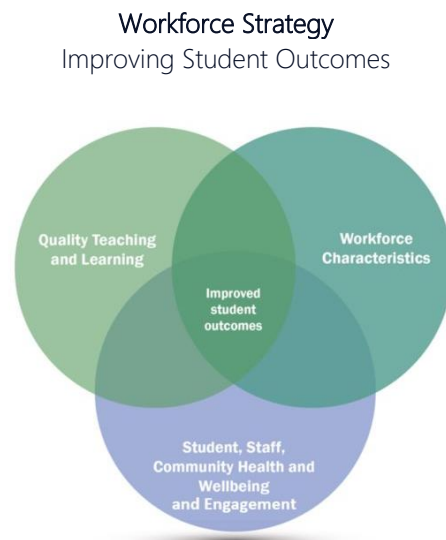
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## Introduction

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 and Community Health, Wellbeing and Engagement

### Conceptual Model for Workforce Planning and Development



## School Profile

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 and Community Health, Wellbeing and Engagement

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



Department of  
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# Quality Teaching and Learning

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This section of the school report includes details from the Department's schools online website, prepared by System and School Performance.

[Schools Online Department of Education Western Australia \(det.wa.edu.au\)](http://det.wa.edu.au)



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# Schools Online

## School Report

## Contact Information

Code	5126
Name	Cranbrook Primary School
Physical Address	63 King Street Cranbrook 6321
Postal Address	Po Box 109 Cranbrook 6321
Phone	08 9826 0000
Fax	

## School Details

School Code	5126
Commencement Date	01/10/1893
Education Region	SOUTH WEST
Local Government Area	CRANBROOK (S)
State Electorate	ROE
Commonwealth Electorate	O'CONNOR
Independent Public School	2017
School year from	Kindergarten
School year to	Year 6
Principal Level	PS CLASS 3
Classification Group	PRIMARY SCHOOLS
Broad Classification	PRIMARY SCHOOLS

## School Management

**Principal**

Christopher Smith

**Manager Corporate Services**

Patricia Parsons



**Region Management**

**Director of Education**

Dainon Couzic

Southwest Education Regional Office

**Note:**

Care needs to be taken in the interpretation of the performance related data being presented in this report, particularly where the data are based on small student numbers. Judgements should only be made with an understanding of the particular school context. Please refer to the footnotes provided within Schools Online for advice on each of the tables and graphs.

## 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.



# Programs

## Department Endorsed Programs

- Primary Extension and Challenge Program

Primary Extension and Challenge (PEAC) is a part-time withdrawal program for upper primary school Years 5-6 students. Identified gifted and talented students are selected to participate in differentiated programs offered in a range of delivery modes.

Delivery modes include:

PEAC centres based within a district centre or office with a series of specialist courses or programs;

coordinator/s who establish courses in a range of schools and/or other sites and teachers are released to teach these;

allocation to schools and multi-age programs operate within schools; online delivery of programs

Programs focus on:

Social interaction with gifted and talented peers;

Intellectual rigour and challenge;

Pursuit of excellence;

Development of higher order process skills;

In-depth investigations of real problems;

Open-ended activities which encourage choice and negotiation;

Opportunities to interact with practising experts;

Students working at their own pace;

Self/peer evaluation and reflection of performance.

## Student Numbers (as at 2023 Semester 2)

### Primary

	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(4)	6	10	6	5	6	11	7	55
Part Time	6								

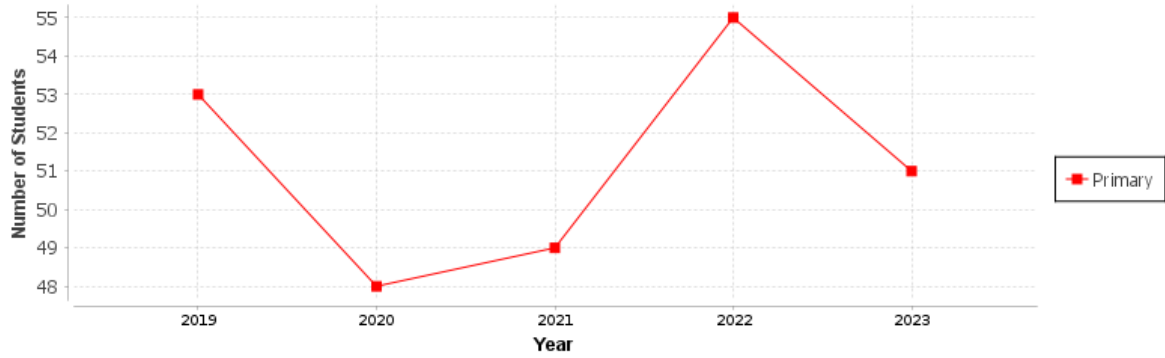
**Note:**

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

### Gender

	Kin	PPR	Pri	Sec	Total
Male	4	4	24		32
Female	2	2	21		25
<b>Total</b>	<b>6</b>	<b>6</b>	<b>45</b>		<b>57</b>

## Student Number Trends (based on 2023 Semester 2 Census Data)



### 2023 Semester 2

	2019	2020	2021	2022	2023
Primary (Excluding Kin)	53	48	49	55	51
Total	53	48	49	55	51

**Note:**

The graph and table include only full-time students

## Staff Numbers

	No	FTE	AB'L
Principals	1	1.0	0
Total Administration Staff	1	1.0	0
Other Teaching Staff	6	3.7	0
Total Teaching Staff	6	3.7	0
Clerical / Administrative	4	1.1	0
Gardening / Maintenance	1	0.5	0
Other Allied Professionals	7	2.9	0
Total Allied Professionals	12	4.5	0
<b>Total</b>	<b>19</b>	<b>9.2</b>	<b>0</b>

**Note:**

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

## Attendance

### Primary Attendance Rates

	School	WA Public Schools
2021	88.8%	91.0%
2022	86.4%	86.6%
2023	90.6%	88.9%

### Attendance % - Primary Year Levels

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2021	N/A	N/A	N/A	88%	N/A	N/A	N/A
2022	81%	N/A	N/A	N/A	89%	N/A	N/A
2023	N/A	89%	N/A	N/A	N/A	90%	N/A
WA Public Schools 2023	88%	89%	89%	89%	89%	89%	89%

#### Note

*Non-attendance is subject to a departmental policy which states:*

The Principal is responsible for the accurate recording and rigorous monitoring of the attendance of all students and for implementing appropriate strategies to restore attendance if there are attendance issues.

*This policy requires schools to follow procedures related to recording attendance, monitoring attendance, referrals to School Attendance Officer, Children Whose Whereabouts are Unknown, referrals to School Attendance Panel and data collections.*

#### Caution:

Care must be exercised when interpreting the data as it may refer to small student numbers and therefore the attendance rates may be volatile.

Cells in the table containing N/A refer to schools or year levels with less than 10 students enrolled.

## NAPLAN Average Test Scores

NAPLAN - Numeracy	2023	
	Year 3	Year 5
Average Score	371	448

NAPLAN - Reading	2023	
	Year 3	Year 5
Average Score	382	422

NAPLAN - Writing	2023	
	Year 3	Year 5
Average Score	378	429

## Percentages of Students – Proficiency Levels (School)

NAPLAN Numeracy	2023	
	Year 3	Year 5
Exceeding		0%
Strong		55%
Developing		18%
Needs Additional Support		27%

NAPLAN Reading	2023	
	Year 3	Year 5
Exceeding		9%
Strong		45%
Developing		9%
Needs Additional Support		36%

NAPLAN Writing	2023	
	Year 3	Year 5
Exceeding		0%
Strong		55%
Developing		18%
Needs Additional Support		27%

### Note

Exempted students and students identified with an intellectual disability who sat the test are excluded from the calculation.

Percentages may not add up to 100% due to rounding.

## Student-Centred Funding

### Student-Centred Funding 2024

Per Student Funding	\$491,410.00
Student and School Characteristics	\$577,185.98
Disability Adjustments	\$0.00
Targeted Initiatives	\$36,050.23
Operational Response Allocation	\$0.00
Regional Allocation	\$0.00
<b>Total 2024</b>	<b>\$1,104,646.21</b>

### Per Student Funding – At Census

	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	9	0	\$49,212.00
Pre-primary	6	0	\$57,000.00
Year 1	5	0	\$47,500.00
Year 2	12	0	\$114,000.00
Year 3	6	0	\$57,000.00
Year 4	5	0	\$39,690.00
Year 5	5	0	\$39,690.00
Year 6	11	0	\$87,318.00
<b>Total</b>	<b>59</b>	<b>0</b>	<b>\$491,410.00</b>



## Student and School Characteristics Funding – At Census

	Funded Student FTE	Amount
<b>Student Characteristics</b>		
Aboriginality	0	\$0.00
Disability	10	\$56,132.26
English as an Additional Language or Dialect	3	\$8,022.50
Social Disadvantage	25	\$26,431.46
<b>Sub Total</b>		<b>\$90,586.22</b>
<b>School Characteristics</b>		
Enrolment-Linked Base		\$433,132.37
Locality		\$53,467.39
<b>Sub Total</b>		<b>\$486,599.76</b>
	<b>Total</b>	<b>\$577,185.98</b>

## Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional Educational Adjustment	\$1,396.00
Targeted Initiative: Chaplaincy and Student Wellbeing Program	\$24,817.23
Targeted Initiative: Preschool Reform Agreement	\$9,837.00
<b>Total</b>	<b>\$36,050.23</b>



# Workforce Characteristics

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This section of the school report includes details about the school's workforce characteristics prepared by Workforce Planning, from the Department's corporate reporting system.



Department of **Education**

## Cranbrook Primary School

Five Year Profile: 2020 – 2024

Extracted as at **PAYDAY: 11/04/2024**

The purpose of this document is to aid workforce planning of schools by providing employment data over a five year period. If more information is required, please contact the Workforce Planning Branch.

## Cranbrook Primary School Profile 2020 – 2024

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.

### 1. 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

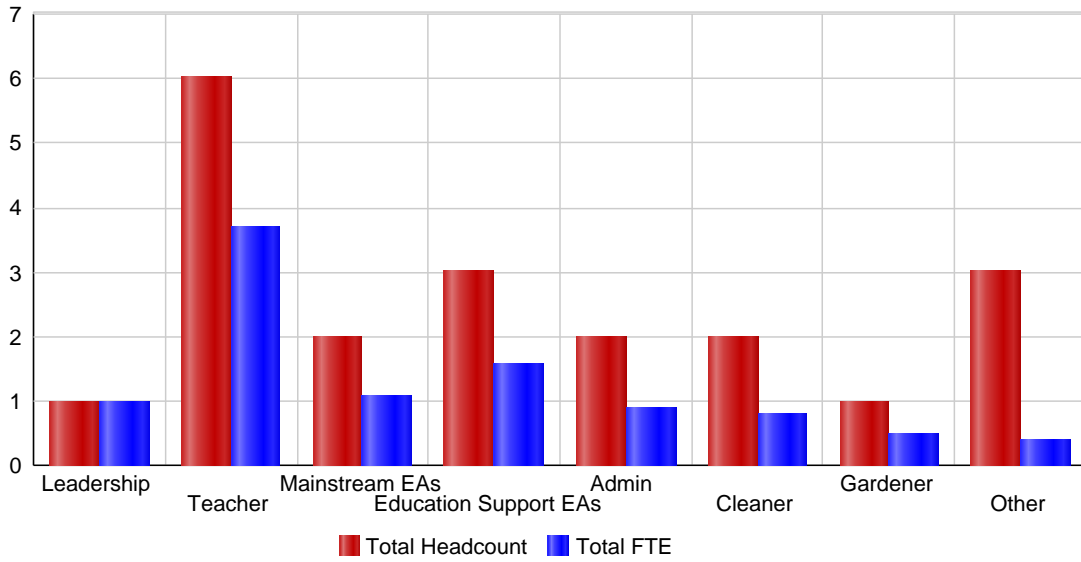
and other staff not included above.

**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	3.7	0	0.0	6	3.7
Mainstream EAs	2	1.1	0	0.0	2	1.1
Education Support EAs	3	1.6	0	0.0	3	1.6
Admin	2	0.9	0	0.0	2	0.9
Cleaner	2	0.8	0	0.0	2	0.8
Gardener	1	0.5	0	0.0	1	0.5
Other	3	0.4	0	0.0	3	0.4
<b>Total</b>	<b>20</b>	<b>10.0</b>	<b>0</b>	<b>0.0</b>	<b>20</b>	<b>10.0</b>

Figure 1 presents the FTE and headcount data from Table 1.

**Figure 1 FTE and headcount of staff for occupation groups**



## 2. Total Employment

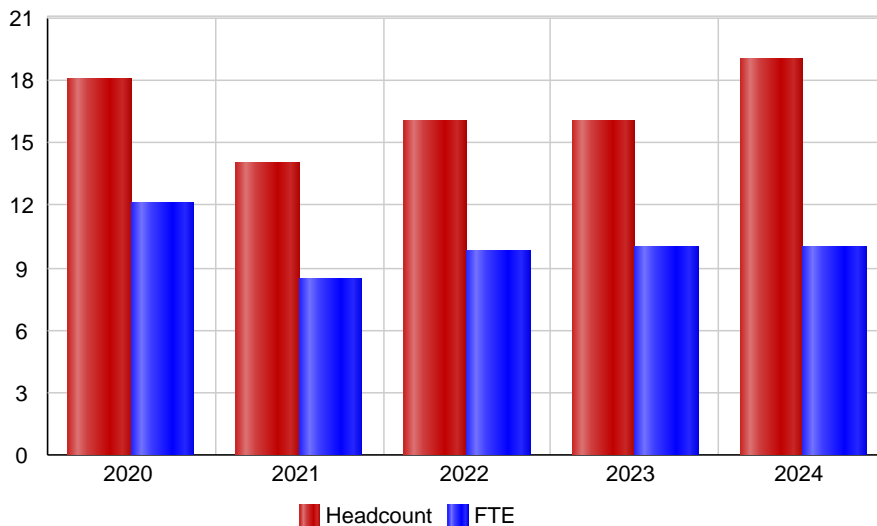
Table 2 identifies trends in total employment figures and shows the headcount and FTE for each year (2020-2024).

**Table 2 Total employment FTE and headcount 2020-2024**

Year	Headcount	FTE
2020	18	12.1
2021	14	8.5
2022	16	9.8
2023	16	10.0
2024	19	10.0

Figure 2 illustrates the above data.

**Figure 2 Total employment FTE and headcount 2020-2024**



**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	33%	67%
Mainstream EAs	2	0%	100%

Occupational Groups	Total Headcount	% Full Time	% Part Time
Education Support EAs	3	0%	100%
Admin	2	0%	100%
Cleaner	2	0%	100%
Gardener	1	0%	100%
Other	3	0%	100%
<b>Total</b>	<b>20</b>		

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

**Figure 3 Categories of staff employment**

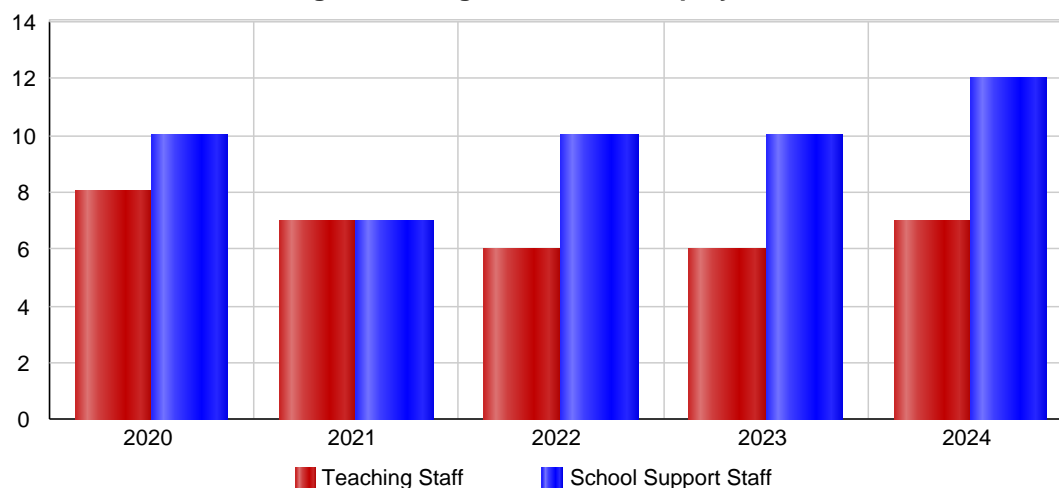


Figure 3 demonstrates the spread of teaching and school support staff over the last five years. For the purpose of this profile, 'Teaching Staff' includes teachers, heads of department and teaching leadership staff.

## 2.1 Students and Staff Trend

Table 4 presents the student and staff numbers (teaching and support) for each year since 2020.

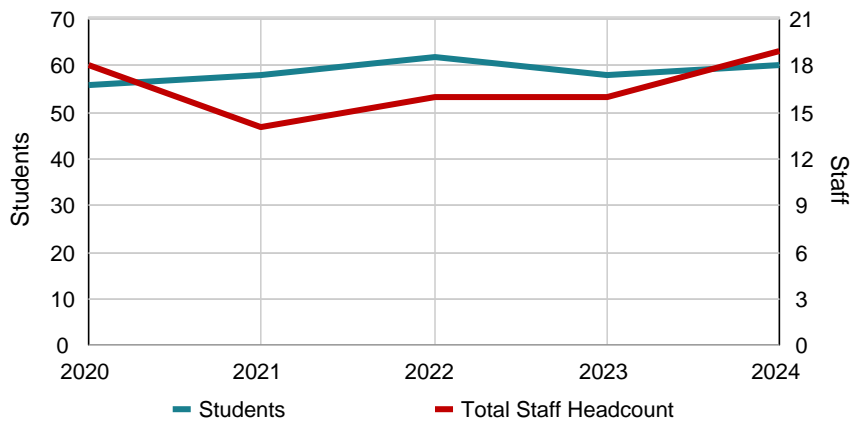
**Table 4 Students and staff trend**

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2020	18	8	10	56
2021	14	7	7	58
2022	16	6	10	62
2023	16	6	10	58
2024	19	7	12	59

\* Note: student numbers are taken from Semester 1 schools online figures each year

As indicated in Figure 4 below, student numbers have followed a similar trend to total staff headcount.

**Figure 4 Students and Staff Trend**



### 3. 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
2020	1	17	1	7	0	10
2021	1	13	1	6	0	7
2022	1	15	1	5	0	10
2023	1	15	1	5	0	10
2024	1	18	1	6	0	12
Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2020	1.0	11.1	1.0	6.0	0.0	5.1
2021	1.0	7.5	1.0	3.4	0.0	4.1
2022	1.0	8.8	1.0	3.5	0.0	5.3
2023	1.0	9.0	1.0	3.6	0.0	5.5
2024	1.0	9.0	1.0	3.7	0.0	5.3

### 4. Women in Leadership

Table 6 shows how many women held Teaching leadership (Principal/Deputy Principal) positions in 2020 and currently in 2024.

**Table 6 Women in Teaching Leadership roles**

Year	Leadership + HOD
2020	1
2021	0
2022	0
2023	0
2024	0

Table 6a shows how many women held School support leadership (Manager Corporate Services) positions in 2020 and currently in 2024.

**Table 6a Women in School Support Leadership roles**

Year	Manager Corporate Services
2020	1
2021	1
2022	1
2023	1
2024	1

## 5. Age Profile

Table 7 compares the age profile of staff in the categories of all staff, teaching and school support staff in 2020 with the current 2024 data.

**Table 7 Comparison of age profile data**

	2020			2024		
	All Staff	Teaching Staff	School Support Staff	All Staff	Teaching Staff	School Support Staff
Under 25	0	0	0	1	0	1
25 to 34	2	2	0	2	1	1
35 to 44	4	2	2	5	4	1
45 to 54	5	1	4	4	2	2
55 to 59	1	1	0	5	0	5
60 to 64	5	2	3	0	0	0
65 to 69	1	0	1	2	0	2

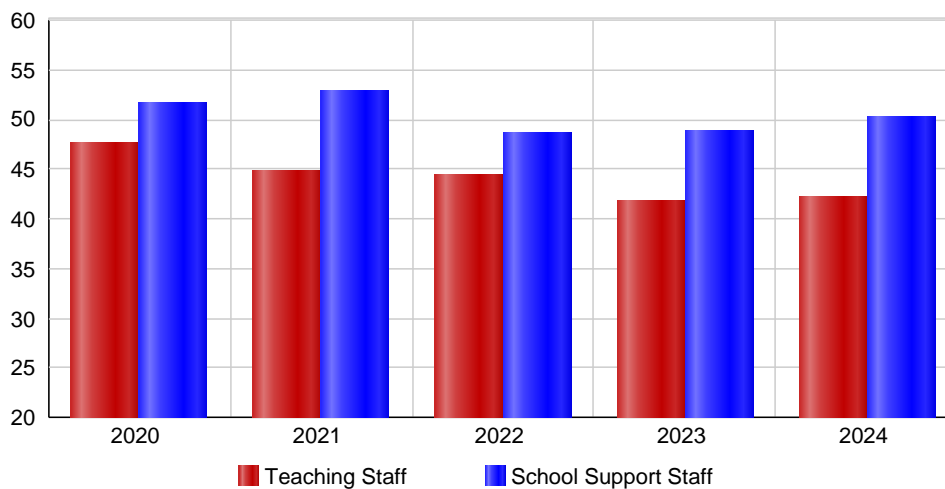
### 5.1 Average Age

Table 8 provides the average age of all staff members, teaching staff and school support staff as well as the average age of males and females.

**Table 8 Average age of all staff members 2020 to 2024**

Year	All Staff	Teaching Staff	School Support Staff	Males	Females
2020	50	47.6	51.6	53.9	49.8
2021	49.3	44.8	52.7	54.9	48.9
2022	47.2	44.4	48.6	46	47.3
2023	46.4	41.7	48.7	47	46.4
2024	47.4	42.2	50.2	52	47.2

**Figure 5 Average age of teaching and school support staff members 2020 to 2024**





## 6. 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 2020 to 2024**

Year	Aboriginal and Torres Strait Islander		Culturally and Linguistically Diverse (CALD) staff		People with Disabilities	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2020	1	0.4	0	0.0	0	0.0
2021	0	0.0	0	0.0	0	0.0
2022	0	0.0	0	0.0	0	0.0
2023	0	0.0	0	0.0	0	0.0
2024	0	0.0	1	0.1	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.

## 7. 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.

### 7.1 Sick and Personal Carers leave of teaching staff

**Table 10 Sick leave for teaching staff**

Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per Teaching Staff FTE
2020	22	23.5	5	8.1
2021	12.5	31.5	0	9.5
2022	41.5	26	0	13.8
2023	26	13.3	0	8.5

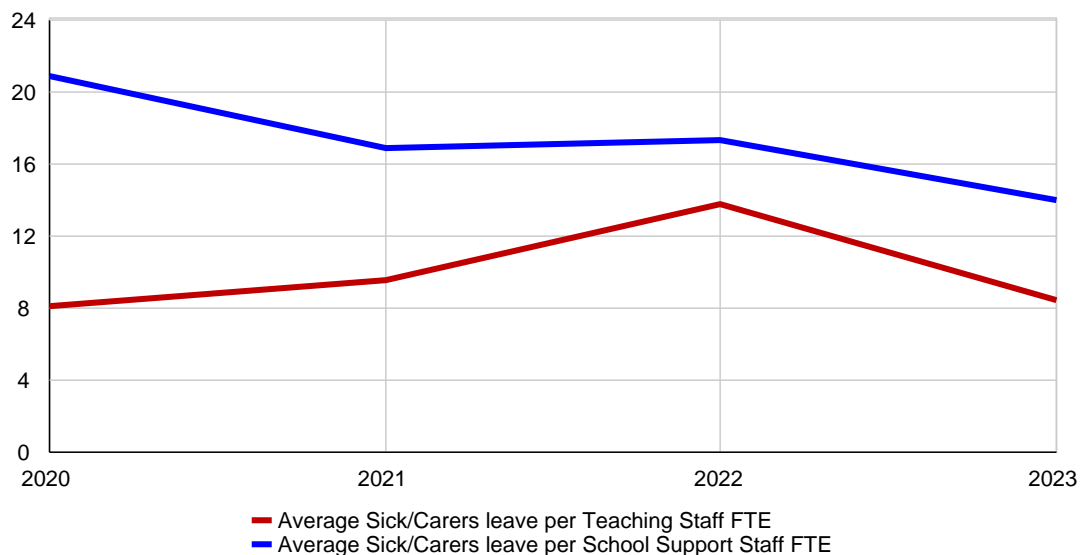
### 7.2 Sick and Personal Carers leave of school support staff

**Table 11 Sick leave for school support staff**

Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per School Support Staff FTE
2020	67.6	11.6	33.9	20.8
2021	52.4	25.7	12.2	16.8
2022	65.6	26.8	0	17.4
2023	58.8	17.8	0	14.0

Figure 6 Illustrates the sick and personal carers leave trends for teaching and school support staff between 2020 and 2024.

**Figure 6 Sick and Personal Carers leave trends 2020 to 2024**



## 8. Resignations and Retirements

### 8.1 Estimated Resignation Rate

Table 12 Resignation rate

Year	Resignations	Male	Female	Ave. Age	Rate of Resignation
2020	0	0	0		0.0%
2021	1	0	1	41.7	6.1%
2022	2	0	2	53.5	12.0%
<b>Total</b>	<b>3</b>	<b>0</b>	<b>3</b>		

Table 12 tallies the number of staff members who resigned over the past four years. The rate of resignation is a headcount of resignations divided by total staff headcount.

Reasons for resignation included: other work, location, family responsibility, job dissatisfaction and full-time study.

### 8.2 Retirement Rate

Table 13 Retirement rate

Year	Retirements	Male	Female	Ave. Age	Rate of Retirement
2020	1	0	1	63.0	5.8%
2021	0	0	0		0.0%
2022	2	0	2	65.5	12.0%
<b>Total</b>	<b>3</b>	<b>0</b>	<b>3</b>		

Figure 7 Comparison resignation and retirement numbers



### 8.3 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.

**Table 14 Possible Retirements as per age group**

Occupation Group	55 to 59		60 to 64		65 to 69		70 and over	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
Mainstream EAs	2	1.1	0	0.0	0	0.0	0	0.0
Education Support EAs	2	1.4	0	0.0	0	0.0	0	0.0
Admin	0	0.0	0	0.0	1	0.8	0	0.0
Cleaner	0	0.0	0	0.0	1	0.4	0	0.0
Gardener	1	0.5	0	0.0	0	0.0	0	0.0
<b>Total</b>	<b>5</b>	<b>3.0</b>	<b>0</b>	<b>0.0</b>	<b>2</b>	<b>1.2</b>	<b>0</b>	<b>0.0</b>

**Figure 8 Potential retirements as per age group**

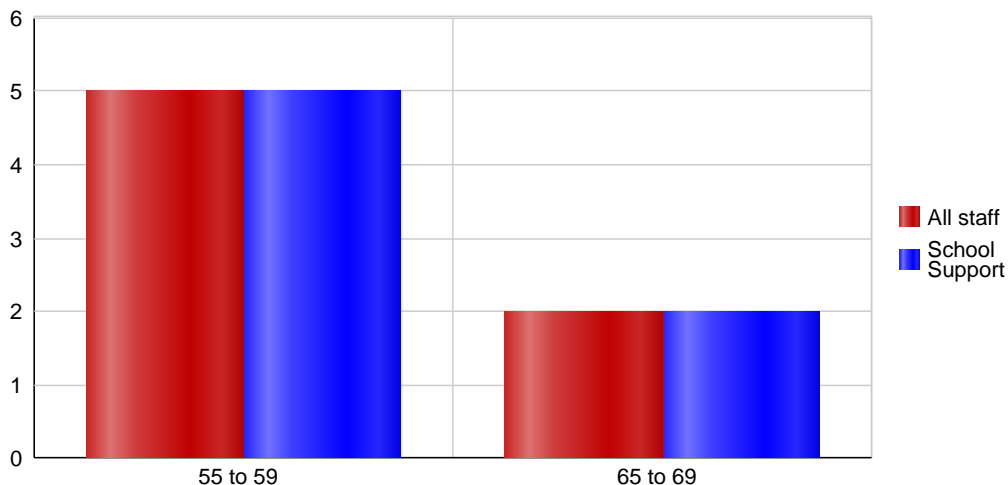


Figure 8 identifies the number of staff in each occupational group who could retire in the next ten years.

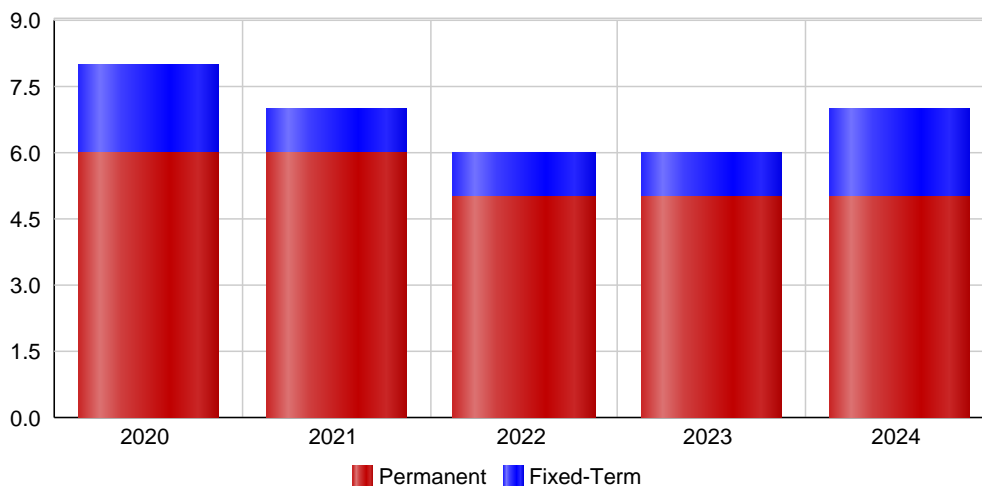
### 9. Teacher Data (Non-leadership staff under teachers agreement)

Table 15 identifies the number and percentage of staff employed under permanent and fixed-term contracts

**Table 15 Employment Class (Teachers)**

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2020	6	2	75%	25%
2021	6	1	86%	14%
2022	5	1	83%	17%
2023	5	1	83%	17%
2024	5	2	71%	29%

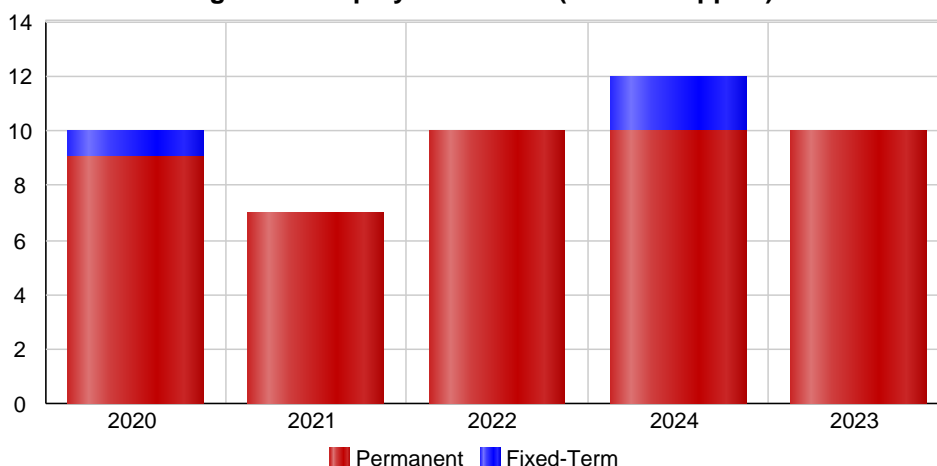
**Figure 9 Employment Class (Teachers)**



**Table 15a Employment Class (School Support)**

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2020	9	1	90%	10%
2021	7	0	100%	0%
2022	10	0	100%	0%
2024	10	2	83%	17%
2023	10	0	100%	0%

**Figure 9a Employment Class (School Support)**



**9.1 Pay Grade**

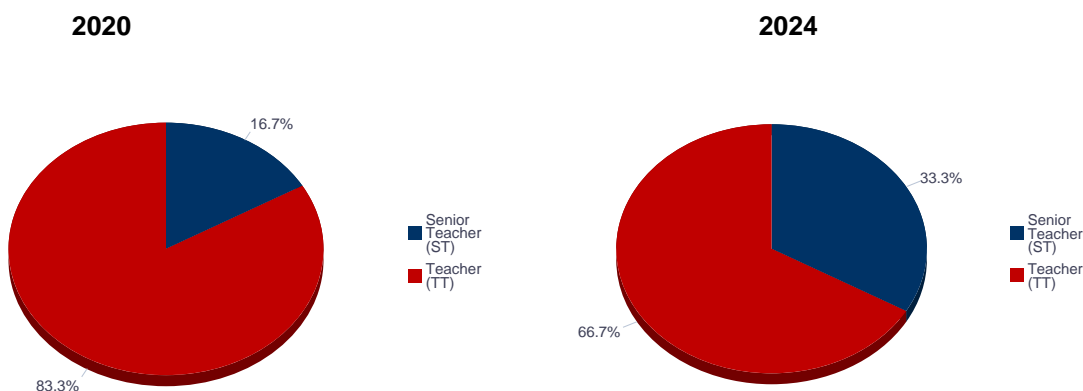
Table 16 provides the pay grade of teachers at Cranbrook Primary School and categorises them from Level 3 Classroom Teachers (L3CT) to regular classroom teachers.

**Table 16 Pay grade**

Year	Senior Teacher (ST)		Teacher (TT)	
	Headcount	FTE	Headcount	FTE
2020	1	0.6	5	4.4
2021	1	0.2	5	3.2
2022	1	0.2	4	3.3
2023	1	0.2	4	3.4
2024	2	1.0	4	2.7

Figure 10 provides the proportion of teachers in each teaching category from regular classroom teacher to L3CT.

**Figure 10 Teacher pay grades 2020 and 2024**



**10.1 Accrued Leave as at 11/04/2024**

Accrued Leave clearance is a priority for all Departmental employees. The tables below indicate the number of staff and their leave balances with emphasis on those in excess of the current standards. The tables also show the number of employees who will gain another long service leave accrual and those who have RTS Leave or are participating in Deferred Salary Arrangements.

**Long service Leave is required to be cleared within 2 years of the leave becoming available.**

For further information regarding the data presented below please contact Workforce Planning Branch.

**Table 17 Accrued Long Service Leave - Days available**

Long Service Leave Days	Employee Group		
	Teach	School Support	Total
Less than 65	3	5	8

**Table 18 Long Service Leave - Staff with next accrual in 2024 or 2025**

Long Service Leave Next Accrual	Employee Group		
	Teach	School Support	Total
Next Accrual in 2024	1	1	2
Next Accrual in 2025	1	1	2

**Table 19 Accrued Annual Leave - Days available**

Annual Leave Days	Employee Group		
	Teach	School Support	Total
Less than 20	0	2	2

**Table 20 Other Leave Types - Staff with Remote Teaching and Deferred Salary Leave**

Other Leave	Employee Group		
	Teach	School Support	Total
Rural Teaching Leave	0	0	0
Employees on Deferred Salary Scheme Leave	0	0	0
Employees Accruing Deferred Salary Scheme Leave	0	0	0



# Student, Staff and Community Health, Wellbeing and Engagement

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This section of the school report includes details about the school context obtained from the school principal.

Additional information about the school context can be obtained from:

- the school's website
- the [school's annual report](#)
  - may include community, student, and parents/carers engagement survey results
- Australian Bureau of Statistics [Quick Stats](#), by location
  - search by location to find summary data about families and dwellings in the area
- Australian Early Development [Census](#)
  - Search by location to find summary data about early childhood development outcomes in the area

# Principal Survey report: Cranbrook Primary School

**Whole school approaches/programs**  
 The top five of the school’s key programs or approaches

- 1) Positive Behaviour Support
- 2) Talk for Writing
- 3) PLD Literacy
- 4) Heggerty Phonic Awareness
- 5) Stephanie Alexander Kitchen Garden

**Targeted programs**  
 School-based programs that target specific groups of students

Previously, MiniLit had been used as an intervention programme. This was reviewed at the end of 2023 by the previous non-substantive Principal. Staff will be participating in the updated version of the MiniLit intervention programme.

**Professional learning**  
 Most recent whole-school professional learning activities

- 1) PBS Sessions 1 to 4
- 2) Talk for Reading
- 3) Sue Larkey - Neurodiversity ECU's Science of Reading Course

Student welfare	Yes	No	Details/Provider
After school care provision		1	
Pre-kindergarten program or partnership	1	1	There is a 0-4 (Z24) Programme and coordinator funded by the Shire of Cranbrook; this provides support and opportunities across Cranbrook PS and another school in the Shire. It is linked to a pre-school programme but



			not directly linked to the school. Staff from Cranbrook PS participate in the strategic planning of the services in the town.
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Canteen	Yes	No	Provider P and C	Provider Local business	Provider Other	Comments
Canteen		1				
School breakfast club	1		N/A	N/A	N/A	N/A

Days available	Mon	Tues	Wed	Thurs	Fri
Canteen					
School breakfast club	1				

Parent education
None

School council/board Membership	Number of members
Principal	1
Staff	1
Parent representatives	4
Community representatives	2
Other	

Voluntary contributions In 2024	% received
\$60	25%

Capital works projects	
Are there any capital works projects in progress?	none
Are there any capital works projects pending in the next 18 months?	none
Have any capital works applications been submitted and awaiting a decision?	none

#### Community based committees, excluding the Council/Board that this school operates

Parents and Community

#### Deed of Licence Agreements

None

#### Sponsorship arrangements

None

# Summary

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

## Commendations

### Four things that the school is doing well

- 1) There are positive relationships between the community and the school. Community engagement and participation are focused on getting the best outcomes for the students.
- 2) All staff, teaching, EAs and other allied professionals are committed to enabling the students at the school to reach their potential.
- 3) The School and community are committed to building student knowledge and care of the community sustainability through the curriculum, the Stephanie Alexander Garden and Kitchen project and wastewise projects. This is highly valued by the community.
- 4) The school is moving towards a model of consistent pedagogical approaches across the school.

## Recommendations:

### Four areas that would benefit from further improvement

- 1) Ensure that the School's Business Plan continues to drive the strategic direction of school improvement, focuses the budget and guides professional learning to provide stability for teaching staff.
- 2) Continue whole school professional learning on agreed pedagogical approaches and document these approaches with a focus on QTS and effective use of assessments to shape learning priorities.
- 3) Ensure authentic opportunities for leadership growth and development throughout the school at all levels.
- 4) Build opportunities to engage the school community in authentic Aboriginal Cultural learning opportunities.