



CRANBROOK
SCHOOL

Annual Report 2015
Educational and Financial Reporting

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1. Messages from key School bodies

1.1 Report from the President of the School Council

2015 was a defining year for Cranbrook and for Council. The assiduous and detailed work undertaken will underpin the fulfilment of our potential for decades to come. The plans that have been formulated represent the bedrock that will benefit not just current students, but will be an inspiration for generations to come.

That future is grounded in our refreshed and revitalised vision released last year. Simply put, we aim to be a world class school which encourages and enables ALL our students to explore, enjoy and fulfil their potential. This reflects the reality of a world our students will confront.

We live in a global marketplace. Increasingly our students are making the world their stage. They seek university entrance not just at leading universities in Sydney and Melbourne, but in London, Oxford, and at Stanford. Their careers will be forged not just in local organisations, but those with a global footprint, either physically or technology-enabled. If ever we wanted proof of this, look no further than Michael Canon-Brookes—an alumni and current parent—who has launched his company Atlassian on a global stage.

Competing in that brave new world will not be easy. Success will require special attributes. With the commitment of our students and the support of parents and grandparents, Cranbrook aims to nurture those attributes.

It needs a commitment to excellence irrespective of the field of chosen endeavour, be it academic, in the arts or on the sporting field. This commitment to excellence acquired at school is a muscle developed for life and a future career.

Deep technical skills no doubt are important and help our alumni get their first or even second job. But those skills will fade as waves of technology change wash over us in ways never anticipated. What will not dissipate, however, is the ability to think clearly and holistically about problems. That ability comes from seeing the world through diverse perspectives: what we term the benefits of a well rounded Cranbrook education.

The world of the future will require leaders who exude authenticity, including those who care about others. It will necessitate a strong ethical and moral compass that, while adaptable, will not be buffeted by the tides of fashion. For us, the development of that ethos is grounded in our Anglican foundations. Integrity is central to that moral core.

It will require a confident and optimistic outlook on life so that the uncertainties of the twenty-first century can be faced irrespective of challenges. Inbuilt personal resilience will be essential.

And it necessitates the cultivation of inspiring tolerant leadership that is both courageous and generous. We want our students to feel compelled to leave the world a better place.

But while our vision and mission have been refreshed and revitalised, it is grounded in Cranbrook's rich culture and legacy. That connection is demonstrated in the qualities of the Old Cranbrookians for 2015 and 2016.

Mr Anthony Abrahams, the Old Cranbrookian of the Year for 2015, epitomises everything that Cranbrook has historically stood for and everything it seeks to be. His commitment to excellence was on display as a Wallaby, as he represented Australia in four tests. He was also a senior partner in the highly regarded international law firm of Clifford Chance, where he practiced law in Paris in French. He taught himself French to achieve that outcome. That is a commitment to excellence.

His well roundedness has been demonstrated not just by being a rugby hero, but by his being Head of Davidson; Captain of Swimming, a fearsome debater; as well as an accomplished actor.

His ethical core, integrity and courage as well as his resilience were ferociously demonstrated in the stand he took against apartheid, which eventually led to the cessation of Australia playing sport against South Africa for some 30 years until world pressure forced the cessation of that abhorrent practice. Anthony helped change the course of history, a fact later recognised by none other than Nelson Mandela.

The attributes that Anthony exemplifies undoubtedly reflect the values of his own family, but also those nurtured at Cranbrook from St Michaels to Year 12.

We thank Anthony for his contribution to Cranbrook and his work as the Old Cranbrookian for 2015.

The Old Cranbrookian for 2016, Mr Michael Crouch AO, also represents those values.

Michael's name is synonymous with excellence and innovation in business. He was Chairman of Zip Industries for 52 years. Under his leadership, Zip led the world in developing innovative kitchen and bathroom hot water appliances. This bespeaks of persistence, a commitment to excellence and undoubted resilience.

Michael has also been a courageous advocate for Australian made products and Australian bred beef. His excellence is on display at his Waverley Station Property just east of Scone where he rears Angus cattle.

But it is in giving back to the community that he has made his name and has made him stand out from the crowd. The well-roundedness that emanated from his Cranbrook days has been vividly on display with his involvement with multiple charities. They include the Society for Crippled Children, the Muscular Dystrophy Association, the Flying Doctor Service, the Brain and Mind Research Institute, as well as the National Parks and Wildlife Association. We congratulate Michael on becoming the Old Cranbrookian of the Year for 2016.

So the Cranbrook spirit cultivated over close to a century is alive and well today and will take us confidently into the future. It is refreshed, rejuvenated and revitalised.

And it is that reinvigorated vision and mission that underpins the efforts and initiatives that are reshaping the school.

On the academic front, under the capable leadership of Ms Chrissy Gamble and Ms Michele Marquet, the academic programmes at the Junior School are beating to a more excellent drum. An Embedding Excellence programme has been the focus of attention in the senior school. Plans exist for the development and growth of the Year 12 College. And the phased introduction of the Middle Years Programme (or MYP) will make a real difference to what others have sometimes referred to as the lost middle years of schooling. That has paid great dividends in our HSC results for 2015.

1. Messages from key School bodies

Excellence in our co-curricular programmes is being pushed not just in sport, but across the board, but also in areas such as music.

Much is also being done to improve the infrastructure of the School, including in the area of technology.

But the biggest infrastructure challenge where Council has spent most time over the past year lies with the Master Plan for the Senior School and the Wolgan Valley project. These are ambitious programmes. The Master Plan and Wolgan Valley represents a physical manifestation of our Mission and Values. In that context, I pay tribute to the Project Control Group and in particular to Mr Craig Carroll and Mr Jon North who are both on Council as well as Mr Simon Swaney, who have worked tirelessly to get these projects off the ground. They have been ably supported by the Building and Development Committee of Council led by Mr Roger Massy-Greene, the Vice-President of Council.

None of this will be possible without significant financial resources and support. And to that extent, the Finance Committee under the leadership of Mr Geoff Kimpton and the Foundation ably led by Mr Warwick Negus have been the realists who have dimensioned the nature and size of the task ahead. The Foundation and the entire Council have big and ambitious plans for the future. We will be looking to the entire school community for support in the years ahead.

I would also like to thank members of Council for their contribution over the past year. In an environment of increased compliance requirements imposed by the Board of Studies, we have worked hard to ensure our control environment is appropriate while focusing intently on our aspirations for the future. I also wish to acknowledge the significant contribution of the Headmaster and his able Executive Team.

I also wish to acknowledge the contribution of Mr Andrew Keene who resigned from Council during the year to take up overseas position. His contribution over the years has been immense, including in the recruitment of two Headmasters, as well as his invaluable oversight of IT developments at the School. As the Archbishop's nominee on Council, his position has been filled by Ms Suzanne Williams, a Senior Partner

with Korn Ferry International. She has brought invaluable professional skills in recruitment and human relations, and legal skills to Council.

In addition, Mr Bill Rothery retired from Council for health reasons. Council acknowledges the Mr Rothery's significant contribution, particularly as a member of the Finance Committee, as well as his general insight and love of Cranbrook. We wish him well in overcoming the health challenges he faces. Mrs Liz Lewin has filled the casual vacancy created by Mr Rothery's retirement. She brings a wealth of financial and investment skills to Council which will be invaluable as the School deals with its plans for Wolgan Valley and the Bellevue Hill master plan.

It has been a defining year for the School, rich in promise for an ongoing transformation that will build on the legacy of the past, but tailored for the specific needs of the future. We ask the entire school community to join us on this journey.

Helen M Nugent AO

1.2 Report from the Student Representative Council (SRC) 2015

In 2015, the Cranbrook Student Representative Council (SRC), a group of dedicated students elected by their peers, continued the strong work of previous years as it addressed the critical issues facing Cranbrook. The SRC meets weekly and provides the School both input and feedback on the development of the School. It works closely with the students and various school organisations and support groups to achieve outcomes benefiting Cranbrook students and the broader community.

The SRC has become increasingly involved in fostering indigenous awareness within the school community. In 2015, the SRC played a major role in both the creation of a Wall of Hands, and the week-long events during Reconciliation Week. Each boy was encouraged to produce a replica of an indigenous hand painting which was then mounted and attached to a large common wall in a section of the School which is passed by many students each day. This final work was the culmination of a series of events at the school for Reconciliation Week, organised by the Director of

Service and Alliances in conjunction with and run by the SRC. The success of these events reinforced both the School's commitment to and building the knowledge of, indigenous culture amongst the student body.

The 2015 SRC worked with the food@cranbrook group in their continued involvement with the improvement of the tuckshop at Cranbrook. Their regular dialogues with the Cranbrook Parents' Association Tuckshop Committee was successful in providing feedback from the student body in relation to the quality and cost of the food on offer. Outcomes of the SRC involvement included substantial changes to the menu and the nutritional quality of the food. The need for more effective serving facilities remains as a goal to be addressed during 2016.

Perhaps the biggest project in which the 2015 SRC took a major part was the establishment of the Katrina Dawson Day at Cranbrook School. Mrs Dawson was one of the victims of the hostage crisis in the Lindt Café in December 2014. The SRC liaised with the School Executive, and the Social Service Committee, as to the events on the day, with all funds raised contributing towards the creation of a scholarship for a student to live at Womens' College while attending the University of Sydney.

A regular part of life of the SRC is the charity work undertaken each term that allows Cranbrook students to contribute to the community outside of the School. The SRC's Plain Clothes Day held each term raises \$13,000 a year which is divided amongst charities such as the Katrina Dawson Foundation and the Cancer Council. The SRC will continue to raise funds for charity, especially those beyond the local community, as this gives the student body an opportunity to help those outside of the School.

Finally, the SRC Executive would like to thank all the members of the 2015 Student Representative Council for the hard work dedication they have demonstrated throughout the year. It would also like to thank Mr Berridge whose guidance and determination played a vital role in the success of this year's SRC.

2015 SRC Executive

1.3 Report from the Headmaster

Cranbrook's Vision Statement is to be 'a World Class School which encourages and enables all of our students to explore, enjoy and fulfil their potential'. Our Mission is:

- To lead all students to discover and make the most of their talents, to give of their best and to thrive in and love the pursuit of excellence;
- To energise the educational environment by offering a well-rounded, rich and distinctive schooling both within and beyond the curriculum and to give powerful pastoral support to each pupil in our care;
- To uphold the character of our Anglican foundation in order to promote the moral and spiritual development of each student and to foster the principles of service;
- To build resilience and confidence within our students so that each can face the challenges of the twenty-first century with personal confidence, intellectual versatility, academic hunger and optimism, and
- To inspire and support students to respect the integrity of differences and to lead adventurous, courageous and generous lives which contribute to the betterment of society.

2015 saw rounded progress towards these high ambitions. The School works hard to remain true to the spirit of its foundation whilst preparing young men to flourish within the competitive and demanding world of the twenty-first century. We have progressed our planning for the School's future and have continued to seek to strengthen all aspects of our performance. The School's greatest asset is its community: the professionalism and generosity of spirit of our teachers and support staff bring exemplary and direct benefits to the boys in our charge. Our alliance with like-minded parents helps us to ensure that our students appreciate the values of balance and breadth and acquire a love of giving of their best so that they are intellectually versatile and that they possess a firm moral foundation.

Intellectual and academic matters

A great School is centred upon the growth of character as well as the realisation of potential. Intellectual development is fostered by great teaching. An important,

but not exclusive, measure of school performance is provided by external examination results.

2015 HSC performance

The cohort deserves great praise for exceeding predictions. Thirteen of our candidates scored ATARs of over 99: this fact confirms that intellectually capable students thrive within the balanced and broad programme offered by Cranbrook and fulfil their academic talents. We are equally proud of those members of this academically unselective group who secured personal triumphs beyond the headline successes. All in all, the 2015 HSC results confirm that great teaching inspired and supported students to commit themselves wholeheartedly to the pursuit of excellence.

Dux of the School 2015

Eamon Hugh was Dux for 2015 with a perfect ATAR score of 99.95. Joseph Rossi was Proxime Accessit: his ATAR score was 99.85.

ATAR scores over 99: Thirteen boys achieved at this level: Eamon Hugh, Joseph Rossi, Jack Fagan, Jack Mowbray, Christopher Walters, Benjamin Yang, Thomas Hill, Lachlan Bi, Hal Crichton-Standish, Ken Liu, Oliver Adler, Derrick Fang and Christopher Cunio.

Premier's HSC All Rounders List

Students who are eligible for this list gained 90 per cent or above in 10 or more HSC units. This year fourteen boys achieved a place on this prestigious list: Oliver Adler, Lachlan Bi, Harvey Billingham, Marcus Corah, Hal Crichton-Standish, Christopher Cunio, Jack Fagan, Derrick Fang, Thomas Hill, Eamon Hugh, Ziyu Liu, Jack Mowbray, Joseph Rossi and Benjamin Yang.

Top achievers – place in course

Robert Finlayson – 2nd in Earth and Environmental Sciences
Eamon Hugh – 3rd in Latin Continuers and 4th in Latin Extension
Jack Mowbray – 5th in Latin Extension
Hal Crichton-Standish – 19th in Legal Studies
Ari Kaklamanis – 19th in English Standard
Alexi Pavlidis – 3rd in Modern Greek Beginners (studied at the Open High School).

Distinguished achievers

Students must score 90 per cent or above in a subject to be on the Distinguished Achievers List. Cranbrook boys gained 215 of these merit listings in total, including 33 in English and 65 in Mathematics, with 85 out of a cohort of 152 students being placed on the Distinguished Achievers List in at least one subject.

Other highlights

The merits this year came from a wide range of subjects, including – Ancient History, Business Studies, Chemistry, Design and Technology, Drama, Earth and Environmental Science, Economics, English Standard, English Advanced, English ESL, English Extension 1, English Extension 2, Geography, Legal Studies, Mathematics General, Mathematics, Mathematics Extension 1, Mathematics Extension 2, Modern History, History Extension, Music 1, Music 2, PDHPE, Physics, Visual Arts, French Continuers, French Extension, Latin Continuers, Latin Extension.

Students who undertook the more challenging courses also performed strongly gaining results in the top two bands: 100% of students in each of English Extensions 1 and 2, and Latin Extension; 95% and 89% of students in Mathematics Extensions 1 and 2 respectively.

Averages

The median and mean Uniscores for the past three years trace trends:

Median	
2006	82.05
2007	82.90
2008	81.25
2009	86.05
2010	89.09
2011	87.03
2012	79.25
2013	87.20
2014	89.15
2015	86.78

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Mean

2006	78.62
2007	79.92
2008	78.39
2009	81.50
2010	85.95
2011	83.09
2012	77.70
2013	83.13
2014	85.83
2015	82.91

Beyond the curriculum

Sporting highlights

The School broadened further its range of sporting provision throughout 2015: sports such as Archery and Volleyball were added to the curriculum. Cranbrook's philosophy has continued to view Sport as an integral part of our educational programme and not as a stand-alone element: through participation in genuine school sport, students gain self-belief, build a sense of the power of a team and improve personal fitness. Through representing the School they grow in confidence. Learning to accept victory and defeat, and good luck and bad luck, with equanimity and grace is a very important outcome.

Cricket saw something of a renaissance throughout 2015. This beautiful game is, in many ways, counter-cultural: the increase in participation rates at the junior end of the School is heartening. In Term 1, 1st XI Captain Jack Fagan registered one of the best all-round performances in Cranbrook history, scoring 98 and taking six wickets against Waverley, the eventual CAS Premiers. In Term 4, the 1st XI performed with distinction, ending the year in second place on the CAS table. Basketball continued to grow: the appeal of this sport is strong and Cranbrook teams are competitive throughout. Caleb Henty Brown, as a Year 9 student, played a full season in the 1st V.

In **Tennis**, a very young squad recorded excellent performances against much more experienced opponents. **Sailing** responded impressively to the new leadership of Mr Bell and secured highly promising results. **Rowing** secured an impressive list of Gold and Silver medals at the Independent Schools Championships. In **Athletics**, pride of place went to Zac Facioni who broke the NSW U16 1,500 metres record as well as the NSW All Schools 3,000

metres record. The 1st XV enjoyed its second most successful **Rugby** season for many years and the 14A's, 16A's and 2nd XV all finished in the top half of their competitions. **Football** results continued to improve. The generosity of our Football supporters brought us a new Scoreboard at Dangar, which is now an excellent venue for the game.

Cranbrook's proud recent record in **Cross-Country** was sustained with integrity. Kurt and Drew Fryer took part in the National Cross Country Championships. **Swimming** saw Alex Kairouz, Lewis Blackburn and Elliot Grossberg selected for the CAS team. Our **Snowsports** competitors achieved highly, Harley Koltai was National Champion in Moguls and Archie Gordon took second place in the National Cross-Country Championships. It is clear that our diversity of sporting opportunity has acted as a springboard to excellence for many of our boys. In Water Polo, Gianluca Zarfati and Spencer O'Connor won representative selection. Our **AFL** players continued to develop with the Opens team securing their first ever victory, against Waverley.

Cultural highlights

Art, Drama and Music enjoyed a fine year. Jacob Davis and Oliver Ritchie won nominations for 'Art Express', with Oliver's film 'S.A.L.T.' (stress, adventure, love and time) being selected for exhibition. In Drama, five Individual Performances, one Group Performance and a Set Design project were nominated for 'OnStage'. The relaunch of Theatresports was spectacularly successful with the Intermediate Team winning a place in the State Grand Final. Tremendous productions illuminated the year, including 'Wilde Tales', 'A Midsummer Night's Dream' and some student-directed performances. The quality and range of music continued to grow in a vital and valuable fashion: the Carol Service demonstrated the distance travelled.

Boarding

2015 was the first year of operation of the refurbished Street and Rawson Houses: boarding at Cranbrook is now oversubscribed. Anthony Slavin concluded his fine tenure as Housemaster of Street and Head of Boarding at the end of 2015: he has been succeeded by James Boyd as Head of Boarding and Matthew Banes in the House. This crucial element within

the School's chemistry has been revitalised and refreshed by investment by the Council and by the hard and skilful work of those involved.

Year 12 College

Commitment to the encouragement of intellectual independence and of ownership of one's academic destiny by senior students: each member of the School can look forward to membership of the College and the privilege of studying and collaborating within the beauty of Cranbrook's historic heart. The College was productively used throughout the year.

Spirituality and service

The Chaplaincy has been renewed under the leadership of the Reverend James Vimpany, who joined us in October 2015. The new Chapel is being well used and has quickly become an integral part of school life.

Craig Davies has concentrated upon the elevation of Service as a growing and important educational activity. The initiative of students has been harnessed and participation rates within service-related programmes, and the Duke of Edinburgh award, have increased steadily. In 2015 the School held its first Reconciliation Week: Stan Grant spoke powerfully to the School at Assembly. The Wall of Hands presented a visible and tangible symbol of our commitment to the elevation of fairness and the removal of injustice.

CITF prospered throughout 2015: minor adaptations to the programme were welcomed by participants. Experiential education continues to be extremely important at Cranbrook as the purchase of land at Wolgan Valley has confirmed.

Staff

Cranbrook is the beneficiary of the generous and hard work of gifted teachers and support staff. In 2015 we bade farewell with gratitude to valued colleagues Craig Tubman, as Chaplain, Paul Rasmussen, as Head of Brass, Jean-Baptiste Ribola and Melinda McCallum, as teachers of Science, Monalene Inandan, as a member of the HSIE team, all made important contributions. Anthony Ronaldson was a transformative force as a teacher, and Head, of English: his love of literature was always palpable and contagious. Simon Morrow was,

1. Messages from key School bodies

for 12 years, a supportive and sensitive teacher of English and Athletics coach; Hugh McCallum was an excellent and knowledgeable teacher of Physics; Marta Cassidy brought an effervescent love of scientific enquiry to her leadership of the Science Department, and Rebecca Crawley led our preparation for the introduction of the IB Middle Years' Programme with care, thought and distinction. Jim Scott's tenure as Director of Sport was brief but progressive and transformative. Peter Adam was a calm and humane Deputy at the Junior School. Ken James served as Head of the Senior School and Deputy Headmaster: his sense of style, infectious enthusiasm for school life and relentless focus upon student welfare, progress and happiness were evident within his leadership and will serve him, and his new school, well as he takes up a Headship in the United Kingdom.

In our support area Bev Callen from Street House and Margaret Greenland from the Uniform Shop retired at the end of year. Both ladies made an enormous contribution to the life and health of the School during their years of service.

Cranbrook is extremely grateful to all those whose service to the School concluded within the course of 2015.

Renewal

Great schools never stand still: they remain true to the spirit of their foundation but adapt to changing circumstance and take advantage of appropriate innovation to strengthen their mission. Cranbrook worked hard to fulfil this daunting task throughout 2015.

Admissions policy and practice

A new Admissions Policy was formed, adopted and put into operation. Demand for places at Cranbrook is growing and we seek to enable those who are fully committed to our ethos to join us. 2015 was a watershed for our Admissions team: they responded magnificently and their hard and skilful work will bring great future benefit to the School.

Information technology

Cranbrook adopted a 'Bring Your Own Technology' approach to ICT provision in January 2015: this initiative was calmly and impressively implemented by our IT department. The IT levy was removed at the beginning of 2015.

Junior School

2015 saw previous educational reforms in full operation for the first time.

Concentration upon the essential foundation skills within Literacy and Numeracy and the adoption of a flexible and versatile staffing model brought dramatic academic improvement throughout the course of the year. The Junior School offers the International Baccalaureate's Primary Years Programme: this was also implemented at our pre-schools in 2015.

Middle Years' Programme

In 2015 Cranbrook became a Candidate School for the IB's MYP. We aim to give Years 7 to 10 a coherent structure within which to deliver the BOSTES NSW curriculum and thus to prepare students to flourish when faced with external challenges in Years 11 and 12. The MYP will also provide us with continuity throughout the School's junior and middle years and reflects our determination to realise our Vision and Mission Statements. Throughout the latter part of 2015, academic staff worked extremely hard to prepare for this change. We will be assessed by the IB in 2017.

Master Plan

Throughout the year, important work on the development of our Master Plan for Bellevue Hill took place. The complex and intricate task of renewing our beautiful site, and tackling the problems posed by key buildings reaching the end of their working lives, moved forward so that an overarching Master Plan was adopted by Council. Details of the Plan were given to the school community at Speech Night in December 2015. A great deal of hard work lies ahead of us but the enthusiasm of the School to execute the Plan is strong and powerful.

Wolgan Valley

A Project Control Group functioned throughout 2015 and oversaw an architectural competition for the realization of the School's ambition to develop an outstanding experiential education facility at Wolgan Valley. This strong competition resulted in the selection of a very creative but pragmatic architectural practice which began working with the PCG towards the end of 2015 – this process will continue so that

Wolgan can take its place at the centre of Cranbrook's educational provision.

Foundation

2015 was a time of renewal for the Foundation: at the end of the year Elizabeth Pont stepped down as Director of Community Relations, although she will continue to work with us on a part-time basis on our Legacies programme: she was succeeded by Cameron Torrance. The evolution of Master Planning and the Wolgan project will set demanding targets for the Foundation in future years.

Conclusion

Cranbrook is an important and distinctive School. Our philosophy draws upon our Anglican foundation so that we can form a society within the School which is warm, humane, encouraging, supportive and appreciative of difference. We celebrate the fact that we are not an academic hothouse but that we seek to represent our wider community through the composition of our student body. We believe that each student can acquire a love of the pursuit of excellence: results will not be the same for each of our candidates **but** the enjoyment of giving one's best **can** be commonly held. We acknowledge our advantages and understand our duty as a School to ensure that talents are developed not for selfish use but for the betterment of society as a whole.

We have high expectations: of our students, in whichever field they operate; of our teachers, whom we ask to rise above the letter of any position description and to embrace the School's active love of the future; of our support staff, whom we ask to work tirelessly to enable great education to flourish; of our parents, whom we need to share our ethos so that we can form an alliance which elevates the prospects of our joint charges, and of our School Council, which works quietly, hard and selflessly to give expertise and wisdom to our development and operation. 2015 was a progressive and productive year: we hit hurdles and stumbled occasionally but, in overall terms, Cranbrook strengthened and faced contemporary and future challenges with shared confidence.

Nicholas Sampson
Headmaster

2. Contextual information about the School

Cranbrook is an Anglican independent school for boys and girls in Pre-school and boys only K-12. We aim to discover each child's potential and develop their strengths. Because we believe that every child is unique, we provide motivation and challenge for those with academic or creative gifts and appropriate support for some children with learning needs. The academic programme is based upon a structured teaching and learning framework in the Senior School and the International Baccalaureate's Primary Years Programme in the Junior School and the Pre-schools. We encourage children to think and act skilfully, creatively and responsibly. In terms of Pastoral Care, Houses promote an environment within which children feel safe, gain a sense of identity and become known and valued as individuals. There is a wide range of activities including sport, service, drama, music, debating, outdoor education and House activities. At the Senior School, the boarding experience at Cranbrook teaches boys to be independent and responsible both for themselves and to the group so that they develop into mature and self-reliant young men.

The student body is predominantly local but some boys travel a considerable distance to school each day. The boarding population consists of young people from various backgrounds: urban, rural and international. In 2015 there were 120 students at our Pre-schools, 470 at our Junior School and 956 at our Senior School, of whom 65 were boarders.

3. Performance in national and state-wide tests and examinations

3.1 Student outcomes in standardised national literacy and numeracy testing

NAPLAN in Years 3, 5, 7 and 9

In 2015, students in Years 3, 5, 7 and 9 participated in the national Numeracy and Literacy Assessments, known as NAPLAN. NAPLAN assesses individual student achievement in areas of literacy and numeracy. The overall literacy component of the NAPLAN includes areas of reading, writing, spelling and language conventions. The writing component of the NAPLAN is an assessment of a student's writing ability, encompassing aspects of text structuring, grammar, spelling and punctuation.

In reporting student achievement in the NAPLAN, students are placed in skill bands, representing the performance of students against nationwide criteria. The School is informed of the percentages of its students in each band and the corresponding state (not national) percentages. This provides a useful comparison of School performance against the state's student population. There are separate bands for literacy (including writing) and numeracy. In Year 3 there are five bands while in Years 5, 7 and 9 there are six bands.

In 2015 schools were able to measure growth of students from one test period to the next ie over two years. The School's results are summarised in more detail in the following tables, as are the comparable state results (figures are all percentages). Band 6 (Year 3), Band 8 (Year 5), Band 9 (Year 7) and Band 10 (Year 9) are the highest bands, Band 1, the lowest.

The assessments are conducted over several days, so that the number of students undertaking the assessments varies slightly for each component due to absences on assessment days.

NAPLAN results at Year levels: Tables 1 to 4

The tables below represent the percentage of Cranbrook students in each of the six reported bands for Years 3, 5, 7 and 9 compared with the percentages in the State. Cranbrook performs above the state, in terms of percentage of students at the higher bands, at each year level and in each skill.

Table 1: Percentage of Cranbrook Year 3 students in each band (1-6) v State

Band		Reading	Writing	Spelling	Grammar and punctuation	Numeracy
1	Cranbrook	0	0	0	0	0
	State	4	2	4	4	4
2	Cranbrook	0	0	1	0	0
	State	5	4	10	7	13
3	Cranbrook	3	1	7	3	7
	State	19	16	18	13	21
4	Cranbrook	4	9	13	10	19
	State	21	23	21	24	24
5	Cranbrook	23	49	33	23	22
	State	20	39	20	20	19
6	Cranbrook	70	41	46	64	52
	State	30	16	27	32	19

Table 2: Percentage of Cranbrook Year 5 students in each band (3-8) v State

Band		Reading	Writing	Spelling	Grammar and punctuation	Numeracy
3	Cranbrook	0	0	0	1	1
	State	5	6	5	7	3
4	Cranbrook	1	1	1	1	4
	State	15	9	10	11	15
5	Cranbrook	15	22	18	16	7
	State	21	33	20	23	25
6	Cranbrook	20	35	23	20	28
	State	22	32	25	22	26
7	Cranbrook	32	34	39	34	28
	State	21	15	27	21	17
8	Cranbrook	31	8	19	27	31
	State	18	6	13	18	14

3. Performance in national and state-wide tests and examinations

Table 3: Percentage of Cranbrook Year 7 students in each band (4-9) v State

Band		Reading	Writing	Spelling	Grammar and punctuation	Numeracy	Data, measure, space and geometry	Number, patterns and algebra
4	Cranbrook	1	4	2	1	0	0	0
	State	3	10	6	7	2	2	3
5	Cranbrook	5	14	3	5	1	4	1
	State	14	21	8	11	16	15	14
6	Cranbrook	13	34	12	14	14	12	17
	State	26	28	18	25	27	27	30
7	Cranbrook	26	32	27	31	32	35	26
	State	26	22	27	23	26	29	22
8	Cranbrook	33	13	38	27	30	35	29
	State	20	14	28	18	16	15	13
9	Cranbrook	23	3	19	23	24	15	28
	State	12	5	12	16	13	12	17

Table 4: Percentage of Cranbrook Year 9 students in each band (5-10) v State

Band		Reading	Writing	Spelling	Grammar and punctuation	Numeracy	Data, measure, space and geometry	Number, patterns and algebra
5	Cranbrook	1	8	5	3	1	1	1
	State	6	20	8	10	2	2	4
6	Cranbrook	10	19	5	14	3	4	4
	State	19	20	11	22	15	17	16
7	Cranbrook	15	23	15	15	15	16	12
	State	24	22	22	22	28	28	26
8	Cranbrook	33	33	35	41	26	20	29
	State	25	23	31	27	26	21	25
9	Cranbrook	30	10	29	21	26	34	25
	State	17	9	19	13	16	21	15
10	Cranbrook	12	6	13	6	30	25	30
	State	8	6	9	6	13	11	14

3. Performance in national and state-wide tests and examinations

Growth of literacy and numeracy skills, 2013-2015: Tables 5 to 7

Tables 5 to 7

Tables 5, 6 and 7 show the average growth in literacy and numeracy with the third column showing the percentage of boys who did better than would have been expected over the two years since they last sat NAPLAN tests, or at least as well as expected.

Table 5: Cranbrook average growth from Year 3 (2013) to Year 5 (2015)

Assessment Area	Average scaled score growth (Cranbrook)	Average scaled score growth (State)	Greater than or equal to expected growth (Cranbrook)
Reading	78.6	77.6	70.6
Writing	76.9	61.1	80.9
Spelling	78.0	83.8	60.3
Grammar and Punctuation	75.7	72.4	66.2
Numeracy	106.4	94.1	79.4

Table 6: Cranbrook average growth from Year 5 (2013) to Year 7 (2015)

Test	Average scaled score growth (Cranbrook)	Average scaled score growth (State)	Greater than expected growth (Cranbrook)
Reading	46	43	68
Writing	14	28	51
Spelling	60	51	69
Grammar and Punct.	48	38	67
Numeracy	48	53	64

Table 7: Average growth from Year 7 (2013) to Year 9 (2015)

Test	Average scaled score growth (Cranbrook)	Average scaled score growth (State)	Greater than expected growth (Cranbrook)
Reading	29	39	59
Writing	27	27	57
Spelling	30	32	60
Grammar and Punct.	19	28	60
Numeracy	46	48	71

4. Senior secondary outcomes

4.1 For full details see www.myschool.edu.au

4.2 Year 10 record of school achievement

2015 was the fourth year of the Record of School Achievement which is only awarded to students who leave school prior to the HSC.

All students in Years 10 and 11 at Cranbrook were eligible for the awarding of this record. One student left the school and the NSW education system, and was therefore awarded a Record of School Achievement.

4.3 Higher School Certificate and vocational training

Vocational training

All Year 12 students in 2015 qualified for the award of the Higher School Certificate. One student completed two Vocational Education courses as part of his HSC programme.

Higher School Certificate

Band 6 is the highest Band awarded for a course and indicates a mark above 90. Band 5 is the next highest band awarded and indicates a mark above 80. For Extension Subjects, the highest two bands awarded are E4 (45/50 or above) and E3 (40-44/50 or above).

All students achieved marks of 50 or more (Band 2/E2 or higher), the same as in 2008-2014. 69% of results across the 40 courses were in the top bands (80-100 marks in 2 Unit; 40 – 50 marks in Extension courses).

HSC All-rounders list

Fourteen students were eligible for this list, gaining 90 per cent or above in 10 or more HSC units.

Merits

Students must score 90 per cent or above in the subject to be on the merit list. Cranbrook boys gained 215 of these merit listings in total, including 33 in English and 65 in Mathematics, with 85 students being placed on the Distinguished Achievers List in at least one subject. The merits in 2015 came from the full range of subjects.

Students who undertook the more challenging courses also performed strongly, with 100% of students in each of English Extensions 1 and 2, and Latin Extensions in the top 2 bands; 95% and 89% respectively in Mathematics Extensions 1 and 2.

4. Senior secondary outcomes

The table below indicates strong achievement across all subjects in the top two bands.

Course	Cranbrook candidature	Cranbrook %	State %
Ancient History	38	61	33
Biology	35	46	28
Business Studies	60	65	36
Chemistry	29	79	41
Chinese Beginners	1	100	68
Design and Technology	8	38	36
Drama	27	97	42
Earth and Env Science	9	88	43
Economics	53	60	45
English Standard	30	13	8
English Advanced	115	74	57
English ESL	6	84	26
English Extension 1	12	100	95
English Extension 2	5	100	82
French Continuers	17	76	67
French Extension	10	70	91
Geography	18	67	42
Industrial Tech Timber	10	40	26
Japanese Continuers	8	38	55
Japanese Extension	1	100	88
Latin Continuers	6	83	82
Latin Extension	2	100	97
Legal Studies	42	59	41
Mathematics General	46	57	26
Mathematics 2U	66	77	53
Mathematics Ext. 1	53	95	84
Mathematics Ext. 2	27	89	86
Modern History	54	70	43
History Extension	27	77	78
Music 1	3	100	63
Music 2	2	100	88
PDHPE	23	48	30
Physics	45	67	28
Visual Arts	28	78	54

In 16 courses, 25% or more of the candidature received marks of 90% or above.

Cranbrook percentage in the top Band (Band 6 or E4) v State:

Subject	Cranbrook	State
Chemistry	34	11
Drama	67	14
Earth and Env Sc	44	8
English Ext 1	25	35
English Ext 2	40	26
Geography	28	9
French 2U	47	35
Latin 2U	75	43
Latin Ext	100	58
Mathematics 2U	36	20
Mathematics Ext 1	40	34
Mathematics Ext 2	41	36
Music 1	67	18
Music 2	50	37
Music Ext	100	75
Physics	36	8

5. Teacher qualifications and professional learning

5.1 Teaching standards and qualifications

The table shows the number of teachers who are responsible for delivering the curriculum according to the following categories:

Teaching staff who are responsible for delivering the curriculum, with teaching qualifications within Australia or recognised by AEI-NOOSR	156
Teaching staff who are responsible for delivering the curriculum, who lack formal teaching education qualifications	0
Total number of teachers	156

5.2 Professional learning activities

Senior School

The Senior School continued to provide extensive professional learning and support for teachers during the 2015 reporting period. As in 2008 – 2014 this involved whole school professional development days, group and individual experiences. Professional development was conducted in-house and outsourced. The school continues to invest considerable resources into in-house professional development as it has since 2008.

In the senior school, Years 7-12, targeted professional learning came under the following categories: pastoral care; pedagogy and professional practice; and individual subject support.

Category	Source	Description	Numbers
Pastoral and Counselling	External	Various, including Counselling conferences and student wellbeing workshops	4
		First Aid training	80
		Boarding	3
Pedagogy and Practice	In-house	IB pedagogy	50
		Introduction to the Smartboard	10
		Introduction to TLF and Portal	10
		Accreditation Support	12
Subject specific	External	Academic Support – multiple incl conferences and workshops	4
		Careers – conferences	28
		DT – multiple incl conferences, workshops	12
		Drama – multiple incl conferences, workshops	5
		English – multiple incl conferences, workshops	10
		History – multiple incl conferences, workshops	13
		Languages – multiple incl conferences, workshops	12
		Library – multiple incl conferences, networking and library admin	11
		Mathematics – multiple incl conferences, workshops and IT	17
		Music – multiple incl conferences, workshops, IT	24
		PDHPE – multiple incl conferences, workshops	7
		Science – multiple incl conferences, workshops	23
		Social Science – multiple incl conferences, workshops	16
Visual Arts – multiple incl conferences, workshops, IT	10		

5. Teacher qualifications and professional learning

Junior School K-6

Category	Source	Descriptor	Numbers
Pastoral Care	In House	AIS Behaviour Management	35
	In House	AIS Strategies to assist children suffering from anxiety	12
	External	Down Syndrome	1
	In House	Management of Anaphylaxis	22
	In House	CPR	65
	In House	Child Protection Legislation briefing/update	65
	In House	Dr Adam Fraser – Leadership – Staff well-being 2 x 1 day sessions	24
	In House	Dr Adam Fraser – whole staff – Staff well-being, 1 day session	65
Subject/Teacher Support	In House	AIS Intermediate/Advanced Smartboard Training	15
	In House	Soundwaves Spelling	20
	In House	AIS Effective Assessment	45
	In House	AIS Understanding the new English Syllabus	15
	External	AIS Leadership Opportunities	1
	External	AIS Middle Leaders Program	7
	In House	IB PYP Exhibition in PYP	10
	External	AIS Advanced Communication Skills for Senior Leaders	2
	External	AIS Neuroscience and Music Education	1
	External	AIS Special Education Conference	1
	External	IB PYP Making the PYP Happen	4
	In House	IB PYP NSW Network meetings	4
	External	IB NSW PYP Network Induction Day	4
	External	PYP Evaluation of units of inquiry 5 afternoons x 1hr	250
	In House	PYP Planning sessions – 1 day sessions for each year group plus specialists and support staff	65
	In House	Programme of Inquiry review 7 x 1hr sessions (65 staff involved in each session)	455
	External	IB Asia Pacific Conference	4
In House	Appretio Goal Setting	65	

6. Workforce composition

For full details see www.myschool.edu.au

7. Student attendance and retention rates

7.1 Student attendance

For full details see www.myschool.edu.au/SchoolProfile/index/85352/CranbrookSchool/43969/2015

7.2 Retention rates in the Secondary School

Retention rates at Cranbrook remain high. They are calculated by making a comparison of the number of students enrolled for an initial year, such as those who completed Year 10 and deducting those students in this cohort who did not complete Year 12. The actual retention rate is reported as a percentage.

Cohort Group Years	Cohort Students Completing Year 10	Cohort Students Completing Year 12	Actual Retention Rate (%)
2000/2002	126	123	97.60%
2001/2003	126	120	95.20%
2002/2004	134	125	93.30%
2003/2005	134	130	97.00%
2004/2006	127	121	95.30%
2005/2007	135	126	93.30%
2006/2008	142	130	91.60%
2007/2009	138	130	94.20%
2008/2010	120	112	93.30%
2009/2011	120	113	94.20%
2010/2012	132	122	92.40%
2011/2013	154	148	96.10%
2012/2014	146	136	93.15%
2013/2015	160	149	93.13%

The number of leavers in the 2015 cohort of Year 12 was not statistically significant. Leavers post Year 10 were attributed to international/interstate move or financial restrictions.

7.3 Management of non-attendance

Absences (K-6)

Students are required by law to attend all school days, including Prize Giving Day.

It is the responsibility of the parent or guardian to personally notify the Junior School Office by ringing the **Junior School Absence line on 9327 9191** as early as possible when:

- their child arrives late for school;
- their child is absent from school; or
- their child is required to leave early from school or during the school day.

The Absence Line is an automated messaging system that will record an audio file of the message left. The recorded message will prompt the caller to give the student's full name, his class and the reason for his absence. Parents will also be asked to give their name and contact number. This message will then be forwarded via email to the main reception, who will in turn inform the student's teacher. **From 2016, the only way to notify the Junior School of a child's absence will be by ringing this number.**

If a full message is left on the automated messaging system, it is NO LONGER necessary to supply a written explanation for a boy's absence. However, should a student be sick and require two days or more of absence, a medical certificate must be handed into the main reception upon the student's return.

Leave during term time

There are generous holiday periods throughout the year and parents are notified of the dates well in advance. The school does not approve the taking of leave during term time. Family trips should be organised wholly within Cranbrook's published holidays.

It is important you realise that leave within School term time will impact your son's learning and the School will not supply work for your son to complete whilst away on leave. Furthermore, any assessments that are missed will be noted as incomplete.

Applications for special leave during term time must be made well in advance and in writing to the Head of Junior School.

Parental absence

Please inform the Reception staff or your son's teacher in writing when you are going away on business, etc and please introduce us to the person who will be caring for your son.

Absence and leave – Years 7-12

The NSW Education Act 1990 legislates that children of, or above the age of, six and below the age of seventeen be enrolled at a government School or registered non-government School, and attend the School at all times when the School is open for the child's instruction or participation in School activities. Schools are required to maintain records of daily attendance including details of any part or full day(s) of absence.

At Cranbrook, attendance each day at School and at any co-curricular activity, inclusive of sport on the weekend, is compulsory and a condition of enrolment. Boys are required to attend the CAS Athletics Carnival, Prize Giving, the end of year Carol Service and the eight days of Cranbrook in the Field for Years 7 to 10 each year. Extended leave and extraordinary leave should normally not be requested. Boys are expected to begin their vacations at the times declared and not before. Any absence on the last day of term, at the beginning of term or from a compulsory event needs to be supported by a medical certificate dated that day. Leave will not be granted to extend holidays or business trips, or to attend sporting/cultural events. However, the School recognises that some circumstances may arise which lead to special requests. Furthermore it is stated in Cranbrook School's Conditions of Entry that:

'Request for extended leave should be made in writing to the Head of Senior School well in advance of the anticipated date of departure.'

Permission to be absent from School at any time during term, may be granted by the Director of Students for compassionate or medical reasons following a written request in advance of the absence. This authority is delegated to the Housemaster for absences of three days or less. Any leave request for the beginning or end of term must be directed to the Director of Students. Parents whose son is absent without leave must accept that they and their son jeopardise his place in the School.

Specifically the following also apply:

- Students are expected to attend the School every day of the School year
- The School monitors the attendance and absence of students by maintaining a daily register for each Tutor group and House group
- In the case of illness parents or guardians are to inform the School and provide a written note of explanation on the first day of the student's return
- Student absences from classes or School will be identified and recorded in a consistent manner by the staff member responsible
- Unexplained absences from classes or School will be followed up in the appropriate manner with the student and/or their parent or guardian
- Extraordinary leave must be requested in writing to the appropriate Head of School
- The School will notify parents and/or guardians in an appropriate manner where a student has a poor record of School or class attendance
- Where unsatisfactory class or School attendance is identified, the matter and any action taken will be recorded on the student file
- Suspension is a usual consequence of truancy.

7. Student attendance and retention rates

In addition, students from overseas are to meet attendance requirements per visa conditions as determined by the Department of Immigration and Multicultural and Indigenous Affairs.

Absence procedure

On the day of absence the parent/guardian should telephone the Senior School Absence line on 9327 9499 before 8.20am reporting their son's inability to attend School on that day and giving the reason. Notes addressed to the Housemaster, and explaining the cause and dates of the absence should be given to the Housemaster on the day the student returns to School. All notes should clearly state the student's name and tutor group at the top. Any absence of three days or more requires a medical certificate.

Late arrival

Students should swipe in using their student card at Reception or with the Student Services Coordinator and to their Housemaster during the day. Lateness is strongly discouraged.

Requests for absence

Requests for absence due to medical or dental appointments should be put in writing to the Housemaster at least one day prior to the appointment and the student should sign out/in at Senior School Reception or with the Student Services Co-ordinator.

Permission for leave from a weekend sport commitment

Permission for leave from a weekend sport commitment should be sought by parent / guardian in writing to the Director of Sport. Once permission is granted the relevant coach or organiser needs to be informed. If a student is unable to attend a co-curricular activity or sport training session the coach or organiser should be contacted prior to the training session/rehearsal.

7.4 Post school destinations

This information relates to the destinations of students over 17 years of age who left the School in 2015. These students represent the post compulsory school attendance group. This information is provided in two parts:

- Student Leavers 17 years or over prior to the HSC; and
- Students Completing the HSC – Year 12

Student leavers – post compulsory age of 17 years

Destination	Number	Percentage of 2015 Cohort
Overseas	0	0%
Other School	0	0%
Unknown	0	0%
Total Leavers	0	0%

There were no leavers over the age of 17 who did not go on to complete the HSC in Year 12 in 2015.

Student leavers – Year 12 leavers completing the HSC in 2015

100% of the 2015 student cohort of 155 completed their Higher School Certificate and went on to a tertiary institution, TAFE or colleges to further their education. Details of the destinations/offers of the students who completed their Higher School Certificate are provided below. It should be noted that the collection of this information for students over 17 years of age is not compulsory. The School contacts Year 12 students after ATARs are released in December. The School uses the UAC guide from the Sydney Morning Herald and the UAC Website to ascertain university offers.

There were 155 boys who completed the HSC in 2015 at Cranbrook School. The figures below include students who have applied interstate and overseas who receive offers under UAC and other application authorities. Some students receive offers in later rounds and in some cases, the School does not have the information as to which offer was accepted.

It is possible when applying for university for students to receive multiple offers in the four rounds in the offer season. For example, boys who were accepted to study at the University of Melbourne applied through VTAC and, more than likely, applied through UAC for universities in NSW. They, too, might also have received more than one offer for university.

Students who were applying for university overseas also apply for university in Australia as a safeguard in case they were unsuccessful.

7. Student attendance and retention rates

University	Location	Number of students who gained entry in 2015	Number of students who gained entry in 2016
ACU	Sydney	2	1
ANU	Interstate	11	11
Billy Blue	Sydney	1	0
Boston College	Overseas	1	0
CATC Design School	Sydney	0	1
CSU	NSW	0	0
Duke University	Overseas	1	0
Glasgow	Overseas	0	0
ICMS	Sydney	1	2
Leeds	Overseas	0	0
Macquarie	Sydney	6	6
MIT Sydney	Sydney	0	0
Monash	Interstate	1	0
New York University	Overseas	2	2
Otago University	Overseas	0	1 accepted
Oxford	Overseas	0	1 applied
Parsons School of Art	Overseas	1	0
RMIT	Interstate		1
Swinburne	Interstate	1	1
UC Berkeley	Overseas	1	0
U. Canberra	Interstate	1	1
U. Melbourne	Interstate	9	20
U. Newcastle	NSW	0	1
U. New England	NSW	0	0
U. Notre Dame	Sydney	2	5
U. NSW	Sydney	42	35
U. Sydney	Sydney	28	38
U. Technology Sydney	Sydney	35	29
U. Toronto, Canada	Overseas	1	0
U. Western Sydney	Sydney	5	6
U. Wollongong	NSW	0	0
Total		152	162

8. Enrolment policy

Cranbrook School caters for boys from Kindergarten to Year 12 as well as operating two Pre-schools for boys and girls.

The broad aim of our Mission Statement was altered in 2014 to reflect our global-minded aspirations. It states we are 'A world class school which encourages and enables all of our students to explore, enjoy and fulfil their potential'.

The School provides an education underpinned by religious values and operating with the policies of the New South Wales Board of Studies (BOSTES).

On completion of an Application for Admission form and payment of a non-refundable fee, applicants are added to the relevant waiting lists in order of the date of the receipt of their applications. The Enrolment Policy also provides consideration for be given to applicants with Old Boy and current sibling connections.

In line with our broader mission, we made alterations to our enrolment procedures in 2014. This impacts on our intake points at Kindergarten, Year 3 and Year 7. Applicants are invited to undertake admissions activities such as on-line divergent thinking exercises, and classroom observation (in the case of Kindergarten and Year 3 applicants). Weighting is applied for time spent on wait list, Old Boy associations, and sibling priority. These various factors will be considered by the Headmaster in deciding whether to make an Offer.

Once attending the School, students are expected to comply with the School rules and conditions of entry in order to maintain enrolment.

8.1 Enrolment Procedures

All applications are processed in accordance with the School's Enrolment Policy.

Applicants are added to the relevant wait lists in order of the date of receipt of the applications. However, this is only one factor among many when considering an applicant for a vacancy at the School. Consideration may also be given to Old Boy and current sibling connections.

Parents/guardians may nominate up to three intake years. Applications are also accepted for non-intake years and are considered if a casual vacancy arises due to the withdrawal of a current student. Intake years involve the formation of a new class or classes and occur for Pre-school, Kindergarten, Year 3 and Year 7.

Students who are being considered for Kindergarten will be invited to attend the Junior School to undertake activities that will assess development milestones and learning strengths. This is under the observation of our professional staff. An interview will also be undertaken. The various weightings, priorities and findings will be considered by the Headmaster in deciding whether to make an Offer.

In Year 3 we add a small additional number of students to our graduating Year 2 cohort. From year to year this might vary from 10-15 places. Similarly, applicants will be invited to participate in activities and observations in a classroom setting, prior to interview. The various weightings, priorities and findings will be considered by the Headmaster in deciding whether to make an Offer.

In Year 7 applicants will be invited to participate in activities under the supervision of the Admissions team. These include on-line activities, divergent and creative thinking tasks and observational time that will help reveal the boys' learning style and strengths. The various weightings, priorities and findings will be considered by the Headmaster in deciding whether to make an Offer.

Interviews of applicants for Pre-school and Kindergarten are conducted approximately one year before entry to School. Interviews of applicants for Year 3 and Year 7 are conducted up to two years and six months before the entry to the School.

Priority may be granted to boarders in the admissions process.

Interviews are conducted by:

- Pre-school Director for Pre-school entry
- Deputy Head of Junior School P-2 and Admissions staff to Year 2 entry
- Deputy Head of Junior School 3-6 and Admissions staff for Years 3 to Year 6 entry
- Director of Admissions and/or Director of Boarding for Years 7 to 12 entry.

At the interview, the educational needs of each applicant are considered. If it is deemed necessary in making the best determination of the applicant's needs, with the parents/guardians' consent, the School gathers additional information and consults other relevant individuals. The School identifies any strategies requiring implementation in order to best accommodate the applicant in consultation with the parents/guardians before a final decision is made regarding an offer of enrolment.

Following the interview, and after consideration of all factors, as well as in the absence of any decision on the part of the School or the parent to withdraw or defer the enrolment, the School will make an offer of a place. Payment of a non-refundable enrolment fee and a formal acceptance of offer confirm the place.

From time to time students will be placed on a second round offer list whereby they will be invited for another interview, closer to the intake time. This second interview is conducted by a Senior Housemaster at the School.

8.2 Student Population

The **Pre-schools** accept both boys and girls when they are three years old by 31 March in the year of entry. Each Pre-school is able to accommodate 40 students per day and students can attend two, three or five days per week.

The **Junior School – K-2** has classes from Kindergarten to Year 2. There is an intake of 60 boys into three Kindergarten classes, continuing with three classes in both Year 1 and Year 2. Entry to the Kindergarten class is available if boys are five years old by 31 March in the year of entry. The total student population from K to Year 2 is 180.

The **Junior School** has classes from Year 3 to Year 6 with an intake of 12 students into Year 3, creating three classes of 24 students each. The total student population from Years 3 to 6 is 216.

The **Senior School** has classes from Year 7 to Year 12 with an intake of 80 boys in Year 7. Entry to others years is by way of a casual vacancy. Each academic year group has a maximum of approximately 160 students, giving the Senior School a total student population of approximately 960 students.

Boarding is offered from Year 7 onwards in one of two boarding houses. A number of overseas students are enrolled as boarders. The total boarding capacity is approximately 70 students.

The School population totals approximately 1430 students from Kindergarten to Year 12, including the student boarders.

Cranbrook is a School with an open enrolments policy. The student population reflects this policy in its diversity of cultural and linguistic backgrounds as well as a broad range of abilities and learning styles, including students with special learning needs.

The policy is to be found on the School's website:
www.cranbrook.nsw.edu.au

9. Other school policies

Policy	Changes in 2015	Access to Full Text
<p>Student Welfare</p> <p>The School seeks to provide a safe and supportive environment which:</p> <ul style="list-style-type: none"> – minimises the risk of harm and makes students feel secure; – supports the physical, social, academic, spiritual and emotional development of students; and – provides student welfare policies and programs that develop a sense of self-worth and foster personal development. <p>This is achieved through the pastoral care system and student well-being programs, the counselling service, the health centre, learning support, religious education and the house system.</p> <p>In addition, there are a number of specific welfare policies including the following:</p> <ul style="list-style-type: none"> – Student Attendance Policy (7-12)/ Attendance Policy (K-6) – Child Protection Policies (K-12) including Abuse and Neglect Identification and Initial Notification, Mandatory Reporting of Abuse and Neglect, Staff-Student Relationships, Reportable Conduct of Staff, Volunteers and Others and Working With Children Checks – Staff Code of Conduct – Bullying and Harassment Policy (7-12)/ Anti-Bullying Guidelines (K-6) – Sun Protection Policies (K-12) – Critical Incident Policy (K-12) – Student Security and Excursion Risk Management Procedures (K-12) – Evacuation Plans and Lockdown Procedures (K-12) – Policy and Procedures regarding Students at Risk of Self-Harm or Suicide (K-12) – Guidelines for Managing and Assisting Students with ADHD (K-12) – Student IT Acceptable Use Policy (K-12) – Asthma Policy (K-6) – Anaphylaxis Policies (K-12) – Health Policy (K-6) – Behavioural Expectations Policy (7-12)/ Behaviour Support Stages Policy (K-6) – Code of Responsibilities and Standards of Behaviour for Students (K-12) 	<p>The School reviewed and updated its suite of Child Protection Policies, introducing specific policies as below:</p> <ul style="list-style-type: none"> – Child Protection – Abuse and Neglect Identification of Abuse and Initial Notification Policy – Child Protection – Mandatory Reporting of Abuse and Neglect – Child Protection – Staff-Student Relationships Policy – Child Protection – Reportable Conduct of Staff, Volunteers and Others – Child Protection – Working With Children Checks <p>A new Staff Code of Conduct was approved which addresses, amongst other things, matters relevant to student welfare.</p> <p>No other changes were made in 2015.</p> <p>The School is continuing the process of reviewing and updating its entire suite of policies and procedures as part of the implementation of a new policy management system.</p>	<p>General information about the School's student well-being programs is available on the School's website and Parent Portal.</p> <p>Full text and / or a summary of specific welfare policies is available on the Parent Portal.</p> <p>The full text of these specific welfare policies is also available upon request from the Headmaster.</p> <p>Policies and procedures are available to staff on the Staff Portal.</p>
<p>Anti-bullying</p> <p>The School does not tolerate bullying or harassment in any form. The School has systems of pastoral care, reporting and discipline which react immediately to cases of bullying and harassment, with all reports followed up, investigated, reported and acted upon. The policies (Junior School and Senior School specific) provide processes for reporting, responding to and managing bullying and harassment issues within the School.</p> <p>The School also has a confidential Bullying Hotline email address for reporting bullying if students or parents prefer this to speaking directly to a suitable staff member.</p>	<p>No changes were made in 2015.</p> <p>The School is continuing the process of reviewing and updating its entire suite of policies and procedures as part of the implementation of a new policy management system.</p>	<p>A summary of the anti-bullying policies is available on the School's public website.</p> <p>Junior School and Senior School anti-bullying policies are available on the Parent Portal.</p> <p>The full text of the School's anti-bullying policies is also available upon request from the Headmaster.</p> <p>An abridged version of the policies is also published in the Senior School Student Diary.</p> <p>Policies and procedures are available to staff on the Staff Portal.</p>

9. Other school policies

Policy	Changes in 2015	Access to Full Text
<p>Student Discipline Students are required to abide by the School's expectations as set out in the Code of Responsibilities and Standards of Behaviour for Students.</p> <p>The School approaches behaviour management through a positive reinforcement model. There are also specific policies covering recognition of behaviour and achievements: Years K-6 Commendation Policy, Student Awards and Recognition Policy – Academic (7-12) and Co-Curricular Awards Policy (7-12).</p> <p>However, where a student disregards behavioural expectations or rules, disobeys instructions or otherwise engages in conduct that causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the student may be the subject of disciplinary action.</p> <p>The penalties or outcomes vary according to the behaviour and the prior record of the student, and his age and stage of development. This may be an admonition or detention, up to suspension or expulsion in very serious circumstances. Guidelines as to appropriate consequences are given in the Behaviour Support Stages Policy (K-6) and Behavioural Expectations Policy (7-12).</p> <p>All behaviour management actions are based on procedural fairness. Parents are involved in the process when sanctions may result in suspension or expulsion of a student.</p> <p>The School does not permit corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School.</p>	<p>No changes were made in 2015.</p> <p>The School is continuing the process of reviewing and updating its entire suite of policies and procedures as part of the implementation of a new policy management system.</p>	<p>Junior School Behaviour Support Stages Policy and the Code of Responsibilities and Standards of Behaviour for Students are available on the Parent Portal.</p> <p>The full text of these student discipline policies is available upon request from the Headmaster.</p> <p>The Code of Responsibilities and Standards of Behaviour for Students is also published in the Senior School Student Diary.</p> <p>Policies and procedures are available to staff on the Staff Portal.</p>
<p>Reporting Complaints and Resolving Grievances The School's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by students, parents or staff. These processes incorporate, as appropriate, principles of procedural fairness.</p> <p>The School treats all complaints and grievances seriously and aims to resolve complaints and grievances to the general satisfaction of all involved, subject to any pertinent legislation. Complaints are investigated and if upheld, the School will take appropriate action.</p> <p>Whilst complaints or grievances can be raised with any member of staff, there are grievance resolution advisers who are available to provide advice and assistance in dealing with complaints and grievances in their particular areas of operation.</p>	<p>No changes were made in 2015.</p> <p>Updated Complaints Management processes, including a new Complaints and Dispute Resolution Guide, are in the process of being finalised and will be implemented in 2016.</p>	<p>The Reporting Complaints and Grievance Resolution Procedures are available upon request from the Headmaster.</p> <p>Policies and procedures are available to staff on the Staff Portal.</p>

10. School determined priority areas for improvement

Achievement of priorities identified in the School's 2014 Annual Report

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> - Implementation of initiatives: Appretio; - Embedding Excellence; - Curricular change. 	<ul style="list-style-type: none"> - Appretio programme for teacher development and review trialled. - Cranbrook's 'Embedding Excellence' framework developed to be structure for School Improvement Plan scheduled for completion in 2016; and - Candidacy for IB MYP advanced in preparation for authorisation visit in 2017.
Student Welfare	Continuing alignment of pastoral and academic structures and channels.	<ul style="list-style-type: none"> - Leadership structures clarified and unified - Whole-School approach to use of academic data being developed.
Facilities and Resources	Completion of Master Plan for Bellevue Hill	Master Plan adopted and agreed

2016 Priorities areas for improvement

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> - Further preparation for MYP implementation; - Completion and publication of School Improvement Plan based upon Embedding Excellence framework; and - Development of classroom observation as part of professional life.
Student Welfare	- Continuing alignment of pastoral and academic structures and channels.
Facilities and Resources	<ul style="list-style-type: none"> - Progression of Master Plan for Bellevue Hill; and - First use of Wolgan Valley campus.

11. Initiatives promoting respect and responsibility

Engendering respect and responsibility are everyday aspects of the work of teachers and other staff in the Junior School K-6. Many interactions throughout the day are opportunities to reinforce these precepts in a meaningful context. Staff members use these opportunities well. In addition to these informal and often unplanned means, the following initiatives are specifically designed to promote (amongst other things) respect and responsibility in the boys:

Initiative	Brief Description
Kindergarten to Year 6 House Buddies Program	This program links younger boys with older to promote care, respect and responsibility in the School community.
K-6 Class Essential Agreements	These are agreements formed by boys and class teachers to define the expected behaviours – they typically feature the promotion of care, respect and responsibility.
Friendly Schools Programme	Friendly Schools Programme looks at five key areas of social and emotional learning skills with a focus on anti-bullying <ul style="list-style-type: none"> – Self-awareness; – Self-management; – Social awareness; – Relationship skills; and – Social decision making
IBO PYP Attitudes	PYP Attitudes are explicitly taught to boys K-6 – they include tolerance, respect, integrity, appreciation, commitment, confidence, creativity, cooperation, curiosity, empathy, enthusiasm and independence. These are taught in class and reinforced at other times (excellence awards, assembly playground etc)
IBO PYP Learner Profile	PYP Learner Profile traits – Inquirer, Thinker, Communicator, Risk-taker, Knowledgeable, Principled, Caring, Open-minded, Balanced, Reflective – are explicitly integrated into all learning opportunities.
IBO PYP Action Component	All children are encouraged to take action following learning. This action is in keeping with their responsibilities as a globally minded person as expressed through the PYP Learner Profile.
Chapel Program (K-6) and classroom spirituality programmes	These programs often explicitly promote a development of spirituality, respect and responsibility.
Junior School Leadership Programme	All children in Year 6 are Student Leaders in their final year of School. The boys fulfill a range of leadership roles and are mentored by members of the Junior School Teaching Team.
Community Committee (3-6)	The Junior School (3-6) Community Committee comprises representatives from each class, with the support and direction of teachers. The Committee raises money for and awareness of a number of social and environmental issues in our community e.g., World Vision Sponsor Child, Anglicare Toys ‘n’ Tucker, World Vision 40 Hour Famine, natural disaster relief, Earth Hour participation, recycling programs.
Junior School Co-mission Statement	The Junior School Co-mission promotes a shared understanding of common expectations for all members of the Junior School Community.

11. Initiatives promoting respect and responsibility

Senior School – Year 7 to Year 12

Well-being Program	<p>The Well-being Program in Years 7-11 which is taught by House Tutors, covers elements including:</p> <ul style="list-style-type: none"> - Ethical and Critical Thinking - Student Based Dilemmas - ‘Wide World Dilemmas’ <p>It has as several of its grounding philosophies the Anglican ethos of the School, a community of inquiry model of discussion and explicit links to our teaching and learning framework.</p> <p>Lessons include: – war – plagiarism – giving to charity – deontology and consequentialism.</p> <p>This is an extensive program with fifty minute periods each fortnight. Topics are presented by tutors and guest speakers, and include:</p> <ul style="list-style-type: none"> - accepting difference - mentoring - cyber-bullying - road safety - gender relations - indigenous affairs - immigration and refugees - free speech and its limits - interviews with Tutors - reciprocal rights and responsibilities
Parent/Student evenings	These are events with guest speakers who speak about drug and alcohol abuse, coping with change, etc.
School Representative Council	Activities include fundraising for organisations, working with people in need and working on School initiatives with regard to the environment.
School Social Service	This group is involved in appeals such as Red Nose Day and the Red Shield Appeal for the Salvation Army.
Fortnightly newsletter	Articles are published specifically on respect and responsibility.
Teaching and Learning Framework	The principles of Intelligent Behaviours, outlined in the Senior School diary, which is issued to all Years 7 to 12 boys, are applied across the whole School.
Code of Rights and Responsibilities	Appropriate behaviours based on respect and responsibility are stated.
Peer support	This program involves senior students working closely with junior students.
House system	Individual House responsibilities and activities offer opportunities for personal development and the care of others
Leadership	Multiple opportunities are provided, from the School Prefect system, based on the principle of service, to sports, cultural and pastoral activity leadership positions.

12. Parent, student and teacher satisfaction

The School continued its practice of using externally-administered surveys of student and parental views of Cranbrook and its performance: in 2015 these included Yr 6, 7 and 12 parents and students. It was clear that Junior School boys and their families support strongly the School's current strategy and practice and feel that academic improvement is the highest priority for all. It was heartening to note the highly positive feedback from Year 7 families: the adjustment to life in the Senior School, whether or not the student in question had progressed from the Junior School, was seen to be well-supported and effective.

Year 12 families looked back upon their school careers in a thoughtful and helpful manner. Overall impressions were predominantly and strongly appreciative of the School: warm comments were made about teaching, the House system and co-curricular activity. Specific areas were identified as offering scope for further improvement.

The School will continue to use surveys throughout 2016 and intends to offer teachers the chance to express their views.

13. Summary financial information

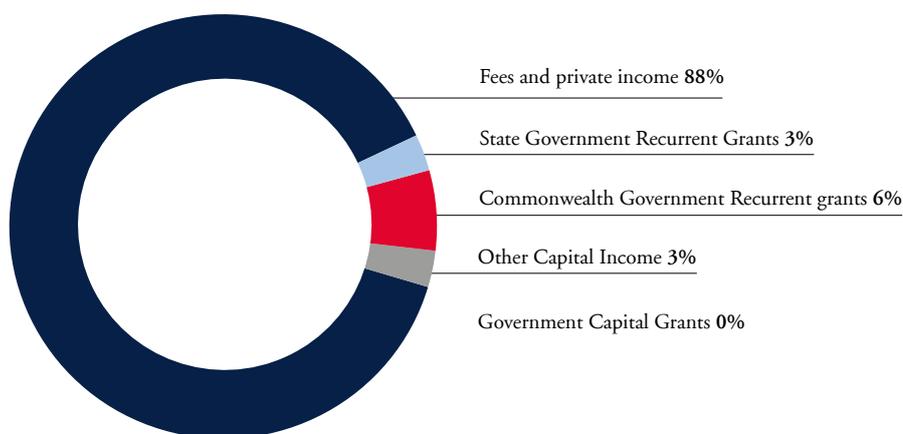
School Annual report 2015

Income	2015	
Fees and Private Income	45,553,112	89%
State Government Recurrent Grants	1,667,139	3%
Commonwealth Government Recurrent grants	3,169,092	6%
Government Capital Grants	0	0%
Other Capital Income	1,085,890	2%
Total	51,475,233	100%

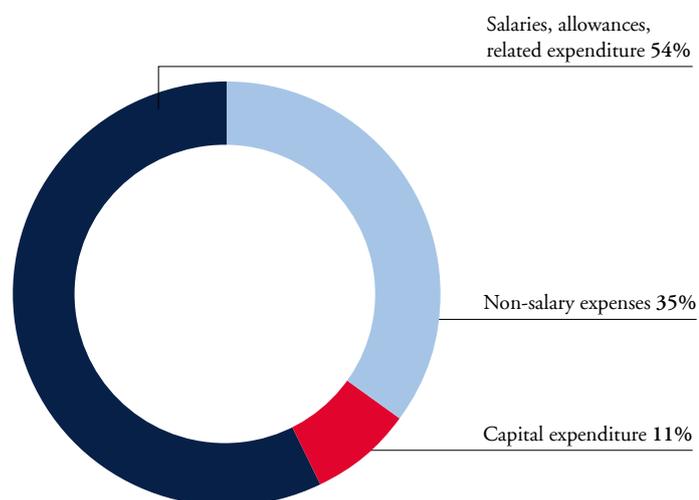
Expenditure	2015	
Salaries, Allowances, Related Expenditure	30,148,059	57%
Non-salary expenditure	18,158,396	35%
Capital Expenditure	4,344,104	8%
Total	52,650,558	100%

Source: 2015 Annual Accounts

Recurrent and capital income



Recurrent and capital expenditure



St Mark's Pre-school

Greenoaks Avenue
Darling Point NSW 2027
T 02 9363 2260

St Michael's Pre-school

Gilliver Avenue
Vaucluse NSW 2030
T 02 9371 9214

Junior School

6 Kent Road
Rose Bay NSW 2029
T 02 9327 9100

Senior School

5 Victoria Road
Bellevue Hill NSW 2023
T 02 9327 9000

Website

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