



CRANBROOK
SCHOOL

Annual Report 2008



Educational and Financial Reporting

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1 MESSAGES FROM KEY SCHOOL BODIES

1.1 Report from the President of the School Council

The School Council was very much focused on the new Junior School on the Dangar site in 2008. We are keen to obtain a first-class and user-friendly set of buildings for our Junior School and Early Learning Centre within the constraints of a sensible budget. Our development application for Stage 2, the final stage, was approved by Woollahra Council in July, but further work by our consultants and the review of our plans in the course of our dealings with Council made us aware of the need for a large number of relatively minor amendments to our approved plans. We are hopeful that cCouncil approval for these amendments will soon be forthcoming.

1.2 Report from the Chair of the Student Representative Council (SRC)

The Student Representative Council is elected by the student body. It comprises representatives drawn from the 11 Houses in the Senior School. Members of the SRC represent the views of their fellow students to School management about how to make Cranbrook a better place.

This year, we decided that the main focus of the SRC would be to create a more environmentally friendly School. The nineteen members of the team devised a set of clear goals which would set us on a path to proactively reducing our carbon footprint. The SRC therefore put together an efficient recycling system which SRC members maintained and managed. With its new and integral focus on environmental issues, this council has set up strong foundations on which future SRCs can build a more eco-friendly School environment.

In addition to the SRC's strong focus on the environment, we also supported a variety of charities and community projects. Our fundraising initiatives raised \$3000 for Concert for the Cure, \$500 for CETOP (Cranbrook Explorers and Travellers Overseas Partnership) and we donated \$3000 to an organisation that supports children in palliative care. We also formulated initiatives to change some School rules and implement new ideas for the benefit of the student body. For example, the SRC devised Cranbrook's new policy for mobile telephone use within the School. Furthermore we proposed the scheme that provides students with their own School email addresses and we helped to change the tuckshop menu.

2 ADDING VALUE

Report from the Headmaster

Teaching and learning

We are passionate about encouraging our boys to be all-rounders but, at the end of the day, our core business is academic. We want Cranbrookians to graduate as thinkers: knowing how to enquire, valuing intellectual discovery and wanting to be problem-solvers. They are given innumerable opportunities to learn to be problem-solvers. I am impressed by the enthusiasm with which they respond to those challenges.

I thank our teachers for their passion for their craft, their willingness to go the hard yards, their commitment to professional development and their collaborative focus on curriculum improvement combined with thoughtful reflection on the effectiveness of our approaches to teaching and learning, year by year, term by term, indeed day by day.

NAPLAN, School Certificate and Higher School Certificate results in 2008 were sound, testament to good teachers and enthusiastic learners. Results are published elsewhere in this report (Section 3).

Student initiatives

A highlight in 2008 was the formation of an immediately popular Bridge Club. Another worthwhile initiative was the insistence by the combined Junior and Senior School Environment Committee that the School improve recycling, an insistence backed by suggestions and student action. With student assistance, we now recycle 32 cubic metres of waste each month. A third highlight was a student's direction of his own hilariously funny and hugely popular dramatic compilation, *Monty Python Live at Cranbrook School*. Fourth, one boy's play-writing culminated in his having a play selected for the second year in a row in the Page to Stage Competition.

Sport

2008 saw a number of outstanding individual sporting achievements beyond School walls. For example, one student's three gold medals at the Junior World Cycling Championships in South Africa: for the Omnium, the Maddison and the Team Pursuit; another's selection in the Australia A Schoolboys Rugby side and selection in the CAS 1st XV; a fourth place in the NSW Junior Chess League Tournament; the attainment of the Duke of Edinburgh's Gold Award; our Junior School senior 4 x 50m relay team members winning the State freestyle swim final; and three boys combining to win the NSW All Schools Triathlon Championships.

It has been a good year for our sportsmen on the playing fields, on the harbour, in the gymnasium and on the river. The senior basketballers came second in CAS competition. Since 2003 the 1sts have achieved third place or higher: 3rd 2003, 3rd 2004, 2nd 2005 (equal), 2nd 2006, 1st 2007 (equal), 2nd 2008 (equal). At the start of the year the 1st XI was an especially young side, but the experience gained in the crucible of Term 1 competition set the boys up for a successful Term IV season: week by week the team alternated between first and second position on the ladder. Our rowers' performance in the Term 1 regatta season was the best in thirty years, and our sailors won the All Schools Tri-Series Competition and the NSW Secondary Schools Teams Racing Championships. Steady application to a well-organised coaching and holiday camps program lifted tennis results substantially, making Cranbrook a force to be reckoned with after some years in the wings. Our swimmers, too, remain competitive, significantly more so than in the decade before 2006, testament to positive attitude, good coaching and drive.

The winter sports season was spirited and finished in fine style. The cross-country team had an outstanding season; indeed three of the eight man CAS Open Squad were Cranbrook runners. Our 1st XI footballers worked hard to end the season in 3rd place on the CAS ladder. The

members of our 1st XV had a great season, winning ten of their fourteen games. Their skills, hard work and courage earned them 3rd place, too, in CAS competition. And who will forget the emotion and exuberance of the 150 Cranbrook supporters at the final debate by our 1st III against Barker in the War Memorial Hall? In a split decision our debaters were awarded a win and finished their season in 2nd place on the CAS ladder. At the end of term, we were proud of our athletes. The team members demonstrated the value of hard training, determination and spirit, exemplified by two new CAS records and a performance equalling another.

Drama

Drama has been strong in 2008. This year's first senior dramatic production was the Italian farce *Can't Pay? Won't Pay!*, written by the controversial Italian political playwright, Dario Fo. It was hilarious yet hard-hitting theatre; with sharp comedic timing. The production of Mallaratt's adaption of the spine-chilling thriller *The Woman in Black* followed, as did a number of student-directed productions in our John Gaden Studio, and a season of productions coordinated by other schools, in which many of our boys acted and sang: SCEGGS Darlinghurst's *Les Misérables*, Kincoppal's *The Sound of Music* and *Down with the Demon Drink*, produced at Kambala.

Music and Visual Arts

On the musical front, we have been pleased by the lift in the standard of our senior strings players. The range of musical experiences continues to be broad, from multiple ensembles performing at the annual Fine Music Dinner to regular lunchtime concerts, the Dickins House concert *Safari*, the amazing array of rock and hip hop talent competing for Cranbrook Idol, the wonderful singing at the Junior School Advent Carols Service and a classical music performance tour of Europe. Creativity also flowered in the visual arts. Apart from the strength of the HSC Body of Work exhibition (several beautiful examples are published in *Benchmark*) our artists regularly lay themselves on the line in public competitions such as the Woollahra Council Youth Photographic Awards; and do well. The Visual Arts team orchestrated a richly challenging and artistically rewarding year for our boys.

Outdoor education

Outdoor education flourishes, in the Brindabella Ranges, on the Snowy River in South-eastern Victoria and on the sweeping high plains of Tantangara and Cooleman. In camp fire discussions staff find the boys positive, energetic, collaborative and willing to reflect thoughtfully and self-critically on their experiences and performance. Like all co-curricular experiences, CITF helps provide the very thing that Old Cranbrookians stress must be maintained: the Cranbrook 'style' ... an all-round, balanced education.

3 PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

3.1 Higher School Certificate

In 2008, Cranbrook boys studied 34 courses in 22 different subjects at school, the same number as in 2007. 100% of students in all courses achieved marks of 50 or more (Band 2/E2 or higher). This is an increase on 2007. 61% of results across the 34 courses were in the top bands (80–100 marks); this is a similar percentage to last year and an increase on 2006.

HSC All-rounders list

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

Merits

Cranbrook boys gained 161 merit listings in total, 30 more than in 2007.

Position in subject in state

A number of students gained published places in the state in courses:

Business Studies	one student – first one student – seventeenth
Chemistry	one student – fourth
Chinese (Beginners)	one student – second
Latin	one student – second
Latin Extension	one student – fifth

Percentage of Cranbrook students in Bands 5 and 6, compared with state-wide percentages

Course	Cranbrook candidature	% in Bands 5 and 6 at Cranbrook	% in Bands 5 and 6 in New South Wales
Ancient History	27	33.33	37.32
Biology	27	40.74	31.52
Business Studies	54	66.66	31.72
Chemistry	32	21.87	38.29
Design and Technology	13	15.38	35.17
Drama	29	55.16	48.42
Economics	47	65.95	47.22
English Standard	11	0	5.95
English Advanced	121	52.8	49.39
English ESL	10	60	27.97
English Extension 1	31	96.76	83.91
English Extension 2	7	85.71	81.97
Geography	19	52.63	47.88
Information Processes and Technology	15	59.99	30.99
Legal Studies	20	90	41.89
Mathematics General	41	53.65	25.67
Mathematics Advanced	72	68.04	44.81
Mathematics Extension 1	45	86.66	81.61
Mathematics Extension 2	15	100	90.39
Modern History	45	53.32	41.6
History Extension	18	83.32	73.19
Music 1	20	85	53.94
PDHPE	17	11.76	32.22
Physics	53	45.27	32.78

Course	Cranbrook candidature	% in Bands 5 and 6 at Cranbrook	% in Bands 5 and 6 in New South Wales
Visual Arts	30	83.32	61.03
French Continuers	13	53.83	60.86
French Extension	3	100	91.97
German Continuers	10	90	51.32
German Extension	8	100	97.2
Japanese Continuers	6	100	54.65
Japanese Extension	4	100	73.77
Latin Continuers	4	100	90.77
Latin Extension	4	100	98.35
Philosophy Distinction	4	75 (HD and D)	na

There was an increase the percentage in Band 6 results in the following courses: Economics, Music, Visual Arts and Languages (French Extension, German, Japanese and Latin), demonstrating strength across a range of subjects and interests.

In 14 of the courses above, 25% or more of the candidature ranked in the top Band (Band 6 or E4). This represents three more courses than in 2007.

Course	Cranbrook percentage with mark of 90% or above (45/50 or above in Ext)	State percentage with mark of 90% or above (45/50 or above in Ext)
Economics	25.53	16.32
English Ext 2	28.57	30.39
Mathematics 2U	41.66	16.77
Mathematics Ext 1	44.44	33.32
Mathematics Ext 2	40	37.05
Music 1	40	14.76
French Ext	33.33	50.94
German Cont	40	25
German Ext	50	47.66
Japanese Cont	50	21.18
Japanese Ext	25	17.22
Latin Continuers	100	66.35
Latin Ext	100	88.52
Philosophy	50 (HD)	na
Visual Arts	26.66	14.45

3.2 School Certificate

Students performed above state level in the five School Certificate tests which included Computing Skills for the first time officially in 2008, with the Cranbrook mean significantly above the state mean in all tests, as in 2006 and 2007.

In English literacy 94.24% were placed in Bands 6, 5 and 4 (11.51% in Band 6) compared with 76.33% of the state (5.91% in Band 6). The Cranbrook mean was 82.55% and the state 76.63%. Both the mean and the percentage in Bands 4, 5 and 6 increased from 2006 and from 2007, as did the percentage in Band 6.

The percentage of students achieving Band 4 or above in Mathematics was 78.8% (11.67% in Band 6), compared with 49.27% of the state (7.25% in Band 6). The Cranbrook mean was 78.93% and the state 70.67%. The percentage in Bands 4, 5 and 6 increased on 2007, and the percentage in Band 6 also increased.

In Science, there was a similar percentage of students who achieved Band 4 or above compared to 2007, with 88%, but a significant increase in the percentage in Band 6 (16.19%) compared with 65.28% in the state (5.95% in Band 6). The Cranbrook mean was 80.81% and the state 73.61%.

In Australian History, Civics and Citizenship, 74.43% of students were placed in Bands 6, 5 and 4 with a considerable increase in the percentage in Band 6, 8.75%, compared with 50.58% in the state (5.47% in Band 6). The Cranbrook mean was 76.1% and the state 70.58%.

In Australian Geography, Civics and Citizenship, 89.02% of students were placed in Bands 6, 5 and 4 (8.02% in Band 6, which is an increase on 2007) compared with 65.49% in the state (6.69% in Band 6). The Cranbrook mean was 78.75% and the state 73.52%.

The results in the new Computing Skills assessment showed that 100% of students were competent or highly competent compared with 98.1% state-wide.

Percentage of Cranbrook students in Bands 3–6, compared with state-wide percentages

Test	Cranbrook candidature	% Bands 3–6 Cranbrook	% Bands 3–6 State
English literacy	139	100	96.1
Mathematics	137	97.05	78.9
Science	142	96.45	86.69
H, C & C	137	97.05	82.71
G, C & C	137	98.5	96.6

Percentage of Cranbrook students with grades of C or above, compared with state-wide percentages

Course 200 hrs unless indicated	Cranbrook candidature	% grades A–C Cranbrook	% grades A–C State
English	144	95	77
Mathematics	141	82	68
Science	145	88	73
Aust Geog 100	142	86	71
Aust History 100	142	82	70
Commerce 100	1	100	79
Commerce	68	96	85
History	44	91	89
French	57	98	90
Japanese	25	92	88
Latin	13	100	91
D&T	16	81	84
Indust Tech	1	100	80
Drama 100	36	100	84
Drama	14	78	71
Music	27	85	81
Phot Dig Media	40	92	79
Vis Arts 100	1	00	79
Vis Arts	28	93	84
PDHPE 100	1	100	80
PDHPE	141	87	78

3.3 Literacy and Numeracy Assessments in Years 7 and 9

In 2008, students in Years 7 and 9 participated for the first time in the national numeracy and literacy assessment, NAPLAN. The components of this assessment are similar to those reported in the literacy (ELLA) and numeracy (SNAP) tests in previous years.

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.

Results are reported in skills and indicate levels of achievement on one continuous scale of 10 Bands. Each year group is reported against 6 of these Bands.

Year 7 – Bands 4 to 9

Year 9 – Bands 5 to 10

This reporting will allow mapping of student results over time.

Percentage of Cranbrook Year 7 students in top 4 bands, compared with state-wide percentages

Test component	Cranbrook % Bands 6–9	State% Bands 6–9
Reading	99	82
Writing	94	83
Spelling	96	85
Grammar and punctuation	92	88
Overall Literacy	97	84
Number, patterns and algebra	97	80
Measurement and data	97	78
Space and geometry	94	82
Number, patterns and algebra	97	80
Overall Numeracy	97	82

Percentage of Cranbrook Year 9 students in top four bands, compared with state-wide percentages

Test component	Cranbrook % Bands 7–10	State% Bands 7–10
Reading	85	77
Writing	81	69
Spelling	89	81
Grammar and punctuation	88	72
Overall Literacy	87	77
Number and data	89	76
Patterns and algebra	90	75
Measurement, space and geometry	88	80
Overall Numeracy	89	77

3.4 Literacy and Numeracy Assessments in Years 3 and 5

In 2008, all Years 3 and 5 students participated in the nationwide Literacy and Numeracy Assessments known as NAPLAN. In New South Wales, these assessments replaced the Basic Skills Tests (BST) in Years 3 and 5, the English Language and Literacy Assessment (ELLA) in Year 7 and the Secondary Numeracy Assessment Program (SNAP), also in Year 7. As with the BST, the NAPLAN assesses individual student achievement in areas of literacy and numeracy. The overall literacy component of the NAPLAN includes the areas of reading, writing, spelling, grammar and punctuation. The overall numeracy component includes the areas of number, patterns and algebra, space, data and measurement.

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 and numeracy. In Year 3 there are six bands, while in Year 5 there are eight bands, unlike the BST, where there were five bands in Year 3 and six bands in Year 5.

As with the BST, Cranbrook Junior School students consistently performed above State means across all areas of NAPLAN in 2008. In literacy for Year 3, 74% of our students were placed in the top two bands, compared with 49% of the state. In numeracy (Year 3), 78% of our students were placed in the top two bands, compared with 40% for the state. In literacy for Year 5, 87% of our students were placed in the top three bands, compared with 63% of the state. In numeracy (Year 5), 88% of our students were placed in the top three bands, compared with 52% for the state.

The School's 2008 results are summarised in more detail in the following tables, as are the comparable state results (figures are all percentages). Band 6 (Year 3) and Band 8 (Year 5) are the highest bands, Band 1, the lowest.

Percentage of Cranbrook students in each band compared with state-wide percentages NAPLAN – Year 3

Band	Literacy (including writing)		Numeracy	
	Cranbrook %	State %	Cranbrook %	State %
6	43	20	47	18
5	31	29	31	22
4	23	27	16	27
3	4	15	7	23
2	0	7	0	7
1	0	2	0	3

NAPLAN – Year 5

Band	Literacy (including writing)		Numeracy	
	Cranbrook %	State %	Cranbrook %	State %
8	12	10	30	11
7	41	22	36	15
6	34	31	22	26
5	9	24	10	27
4	3	9	3	15
3	1	4	0	5
2	0	0	0	0
1	0	0	0	0

4 PROFESSIONAL LEARNING AND TEACHER STANDARDS

4.1 Teacher Standards

The table shows the total numbers of members of staff responsible for delivering the curriculum as described by the *Education Act 1990*, and in terms of standard of professional competence as determined by the Minister for Education and Training.

Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the guidelines of the National Office of Overseas Skills Recognition (AEI-NOOSR).	124
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines, but lack formal teacher education qualifications.	9
Teachers employed in NSW before 1 October 2004 who do not have qualifications as described above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	1
Total number of teachers	134

4.2 Professional Learning

The Senior School conducted and/or provided extensive professional learning and support for teachers during the 2008 reporting period. This involved whole school professional development days, group and individual experiences. Professional development was conducted in-house and out-sourced.

The School has invested considerable resources into in-house professional development. In 2008 this constituted over 800 hours and involved 279 teacher sessions.

In the Senior School, Years 7–12, professional learning came under the following categories: pastoral care; pedagogy and professional practice; and individual subject support.

Category	Source	Description	Teachers involved
Pastoral	External	Managing anaphylaxis	2
	External	Tricky kids	2
	External	Conferences on boys' learning	2
Pedagogy and practice	In-house	Understanding by Design	21
	In-house	Using the SMARTboard	65
	In-house	Digital images	37
	In-house	Web 2.0 tech – wikis and blogs	29
	In-house	On-line resources	31
	In-house	Various software applications	48
	In-house	On-line searching	18
	In-house	Using the Portal	Whole staff
	External	Teaching, learning, leadership conferences	12
Subject-specific	External	Careers – multiple events	1
	External	Counselling – multiple	1
	External	DT - multiple	4
	External	Drama	1

Category	Source	Description	Teachers involved
Subject-specific cont.	External	English – multiple	5
	External	History – multiple	4
	External	Languages – multiple	4
	External	Library - multiple	6
	External	Mathematics – multiple	7
	External	Music - two	2
	External	Religious Studies - multiple	2
	External	Science - multiple	5
	External	Social Science - multiple	4
	External	Learning Support – multiple	5
External	Visual Arts - multiple	6	

In the Junior School, Kindergarten to Year 6, professional learning came under the following categories: General, Literacy, Integrated Studies, Numeracy, Special Education, Personal Development, Health and Physical Education (PDHPE), Gifted and Talented, Information and Communications Technologies (ICT), Child Protection and Occupational Health and Safety (OH&S) and Religious Studies.

Category	Descriptor	Numbers
General	Steve Biddulph Seminar – 1 day	2
	Appraisal Program Overview – 1 hour	38
	Appraisal Mentor Training – 1.5 hours	5
	Leadership: An Evolving Vision – in 9 day course at Harvard University	1
Literacy	Using Running Records K–3 1.5 hours	9
	Benchmarking Writing K–6 1.5 hours	38
	Literacy Conference (2 days) USyd	2
	7 Steps to Writing – 1 day	2
Integrated studies	Kath Murdoch Inquiry Planning – 2 days	38
	What is inquiry? – 1 hour	38
	PYP Units of Inquiry Whole Planning Days	38
	Bryan Pennington’s Science in a Box PD 1.5 hours x 2	20
	PYP in K–2 workshop, Redhill School Canberra – 1 day	3
	PYP in Maths workshop – 1 day K–6	4
	AAIBS Conference, North Sydney – 3 days	4
	PYP Regional Workshop K–6	10
	IB PYP Postgraduate Certificate (UMelb)	1
	IB PYP school visits, Hong Kong – three schools	1
	Science Conference NSW – 1 day	1
IB Asia Pacific Regional Conference, Beijing – 4 days	2	
Numeracy	Learning in Numeracy (Years 4–6) – spaced course over 5 weeks	9
Special education	Autism Conference – 1 day	3
	Learning Links course: Basic Makaton signing (K–2) – 3 hours	20
	Hearing Impairment – 1 day	2
	AIS School Counsellor Conference – 2 days	1
	Assessment and Diagnosis of Autism – 1 day	1
PDHPE	On Bullying – 1 day	2
Gifted and talented	Certificate of Gifted Education (UNSW)	3
	Lego Engineering Conference – 1 day	2

Category	Descriptor	Numbers
ICT	AAEGT Conference – 3 days	1
	Gifted and Talented Education Workshop – 1 day	2
	Portal training 1.5 hours x 2	38
	Interactive whiteboard PD – 1 day	4
	IT software program PD K-2 – 2 hours	6
	New Library cataloguing system – 1 day	1
	Syba Signs Seminar – 1 day	1
	Web2.0 Learning – online course	2
	Robocup Training, Advanced Level – 1 day	1
	Art	NSW Art Gallery workshops for teachers 1 day x 2
Music	International Music Conference – 5 days	1
Child protection	Child Protection Training for Investigator (K-2) refresher – 1 day	1
OH&S	First Aid Course – 1 day	20
	Anaphylaxis training – 2 hours	20
Religious studies	Religious and Values Education Approach to Religious Studies – 1 day	1

4.3 Professional Learning Expenditure

The School is committed to providing quality education. One factor in achieving this is supporting continuous learning through the provision of professional development. The average expenditure in 2008 for professional learning activities was \$2,029 per teacher with each member of the teaching staff having been involved in more than one course or activity.

5 TEACHER ATTENDANCE AND RETENTION RATES

5.1 Teacher Attendance Rate

Average attendance rate per member of teaching staff in 2008 96.96%

Teaching staff attendance is determined by calculating the average number of days absent due to illness, family and community service, injury (Work Cover) and leave without pay. Long term absences, such as maternity leave, long service leave or annual leave are not included.

5.2 Teacher Retention Rate

Retention rate of teaching staff (from 2006 continued to 2008) 88.81%

Teaching staff retention rate is measured as the percentage of teachers who continued to be employed at Cranbrook School from the 2006 to 2008 academic year relative to the total number of staff in 2006.

6 STUDENT ATTENDANCE AND RETENTION RATES

6.1 Student Attendance

Average daily attendance in 2008 (as percentage)

Junior School (Kindergarten to Year 6)	95.3%
Senior School (Year 7 to Year 12)	95.4%

In both the Junior and Senior Schools attendance rates are similar to those of 2007. The attendance patterns show no particular trends other than seasonal fluctuations.

6.2 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.

YEARS	Year 10 Students Completing Year 10	Year 10 Students Completing Year 12	Actual Retention Rate (%)
2000/2002	126	123	97.6%
2001/2003	126	120	95.2%
2002/2004	134	125	93.3%
2003/2005	134	130	97.0%
2004/2006	127	121	95.3%
2005/2007	135	126	93.3%
2006/2008	142	130	91.6%

Overall, the actual retention rate averaged over the seven groups reported to date is 94.7%.

The number of leavers in the current group, 2006/2008, is slightly greater than the average number of leavers of previous groups reported. Minor variations between groups are not statistically significant and do not show a trend. Variations can be ascribed to varying group dynamics as well as economic and social fluctuations.

7 POST SCHOOL DESTINATIONS

This information relates to the destinations of students over 15 years of age who left the School in 2008. These students are the post compulsory school attendance group. The information is provided in two groups: Student Leavers – Years 9 to 11 and Students completing the HSC – Year 12.

Student Leavers – Years 9 to 11

Destination	Number	Percentage
Overseas School	4	15%
Secondary School	20	77%
Private College	0	0%
Workforce	0	0%
Unknown	2	8%
Total Leavers	26	

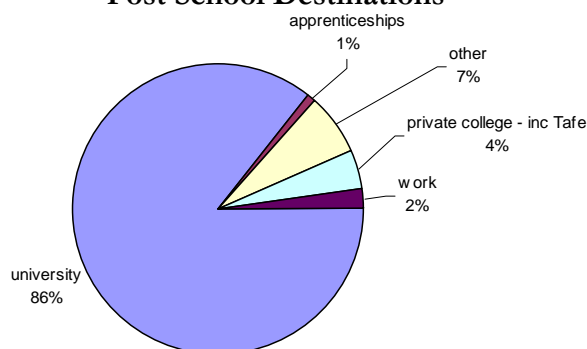
The number of leavers represents less than 5% of the total number of students in Years 9, 10 and 11 in 2008. Most of the students who left went on to complete their education at another Australian or an overseas secondary school due to family relocations. No-one entered the workforce. The collection of this information for students over 15 is not compulsory and families are sometimes unwilling to provide it. The consequent 'Unknown' group represents 7% of the leavers' group.

Students Completing the HSC in 2008 – Year 12 Leavers

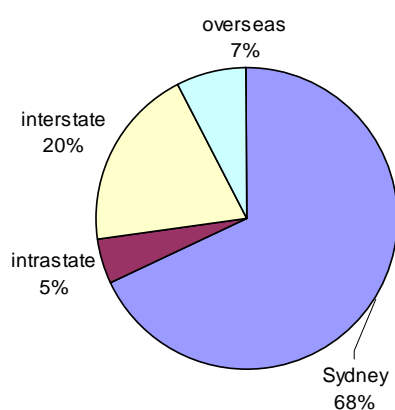
Post school destinations for students who completed the Higher School Certificate are reported as percentages by destination, university location and university program.

The School contacts Year 12 students after tertiary offers are made. The group labelled Unknown includes students who did not wish to provide information or were overseas and therefore not contactable.

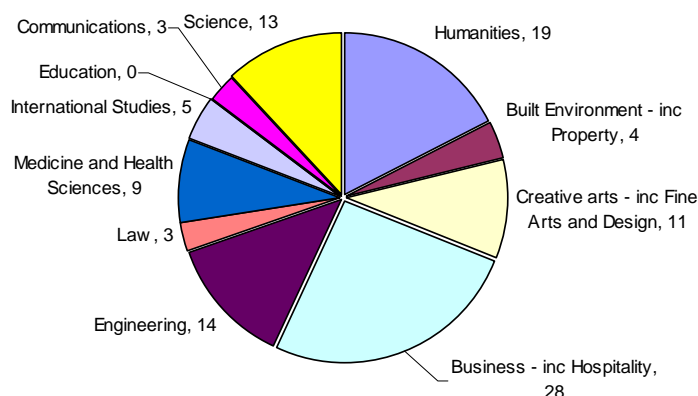
Post School Destinations



University Locations



University Programs



8 ENROLMENT POLICIES AND PROFILES

Cranbrook School is a non-selective boys' school catering for students from Kindergarten to Year 12 as well as operating two pre-schools for boys and girls.

The broad aim of our Mission Statement is 'To be a leading Australian school committed to nurturing the growth of individual boys from childhood to adulthood'.

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

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

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 waiting lists in order of the date of receipt of the applications. Consideration may also be given to Old Boy and current sibling connections.
- Parents/guardians may nominate up to two 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.
- Interviews of applicants for Pre-school and Kindergarten are conducted approximately one year before entry to the School. Interviews of applicants for Year 3 and Year 7 are conducted up to two years and six months before entry to the School.
- Applicants are invited to attend an interview according to their position on the waiting list. Priority may be granted to boarders.
- Interviews are conducted by:

Pre-school Directors	for Pre-school entry
Director of Early Learning	for Kindergarten to Year 2 entry
Head of Junior School	for Years 3 to 6 entry
Director of Admissions	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 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.

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 – Dickins House** has classes from Kindergarten to Year 2. There is an intake of 50 boys into two Kindergarten classes, continuing with two 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 150.

The **Junior School** has classes from Year 3 to Year 6 with an intake of 28 students into Year 3, creating three classes of 26 students each. The total student population from Years 3 to 6 is 312.

The **Senior School** has classes from Year 7 to Year 12 with an intake of 65 boys in Year 7. There is a smaller intake at Year 11. Each academic year group has a maximum of approximately 140 students, giving the Senior School a total student population of approximately 840 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 population is approximately 98 students.

The School population totals approximately 1300 students from Kindergarten to Year 12, including the student boarders.

Cranbrook is a non-selective 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.

9 SCHOOL POLICIES

9.1 Student Welfare Policies

The School seeks to provide a safe and supportive environment which:

- minimises risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

To ensure that all aspects of the School's mission in providing for a student's welfare are implemented, the policies and procedures in place during 2006 with changes and further developments during 2008 noted, as well as new policies implemented in 2008 are as follows:

Policy	Changes in 2008	Access to full text
Student Attendance Policy	Nil	<i>Policies and Procedures Manual Staff/Parent Handbooks</i>
Child Protection Policy encompassing: <ul style="list-style-type: none"> • definitions • relevant legislation • risk management • investigation processes • roles and responsibilities • prevention strategies 	New members of staff trained with regard to legislation and School policy	Included in the 2008 <i>Staff Handbooks</i> and the <i>Policies and Procedures Manual</i> The policy is available to parents on request.
Staff Code of Conduct for the Care and Protection of Children encompassing: <ul style="list-style-type: none"> • the legislative context • duty of care and legal liability • supervision of students • relationships with students • discipline of students • communication issues • camps/billets/excursions/tours • duty to disclose • resources 	New members of staff trained with regard to School policy	Included in the 2008 <i>Staff Handbooks</i> and the <i>Policies and Procedures Manual</i> The policy is available to parents on request.
Pastoral Care Policies <ul style="list-style-type: none"> • Pastoral Care System (K–6) • Pastoral Care System (7–12) • <i>Anti-bullying Policy</i> (K–6) • <i>Anti-bullying Policy</i> (7–12) 	Nil Moved to a rights and responsibilities model, including specific rules devised by students in House groups Review of <i>Anti-bullying Policy</i> completed. New policy launched to parents Shared responsibility model adopted with a truth and reconciliation approach	<i>Junior School Staff Handbook</i> (Section 3 – Duties of Teachers) <i>Senior School Staff Handbook Tutor Manual</i> <i>Junior School Staff Handbook</i> Policy distributed to parents <i>Senior School Staff Handbook Parent Handbook Policies and Procedures Manual</i>

Policy	Changes in 2008	Access to full text
<p>Health Care Policies</p> <p>Health Centre Procedures (K–12)</p> <p><i>Anaphylaxis Policy</i> (K–6)</p>	<p>Nil</p> <p>Policy reviewed, drafted and submitted to medical expert for further review. Former policy in place until review completed.</p>	<p><i>Junior School Staff Handbook</i> (Section 6 – Health Centre)</p> <p><i>Senior School Staff Handbook</i> (Section 7a – Student Services)</p> <p><i>Junior School Staff Handbook</i> (Section 3). Parent version of policy distributed to all parents; guidelines also in <i>Parent Handbook</i></p>
<p>Homework Policies</p> <ul style="list-style-type: none"> • Junior School (Years K–6) • Senior School (Years 7–12) 	<p>Nil</p> <p>Nil</p>	<p>Distributed to staff in <i>Junior School Staff Handbook</i></p> <p>Parent version of policy distributed to parents and available on the School website.</p> <p>Distributed to staff in <i>Senior School Staff Handbook</i>.</p> <p>Parent version of policy published in the <i>Parent Handbook</i> and available on the School’s website.</p>
<p>Curriculum initiatives to support student welfare</p> <ul style="list-style-type: none"> • Bounce Back (K–6) – a sequential personal development program promoting resilience • PD Program (3–6) • Transition to Year 7 Program (Year 6) • Moving into Adolescence Program (Year 6) – sex and adolescence education • Life Education Program (K–6) • Religious Studies and Chapel Programs (K–6) • PYP Learner Profiles and Attitudes (K–2) – explicitly taught • Stop, Think, Do (Year 3) – social skills program • Friends (Year 4) – an anxiety management program • Anti-bullying Program (Year 5) 	<p>Nil</p>	<p>Documentation for all programs is available on request.</p>
<ul style="list-style-type: none"> • Pastoral Care Program (7–12) 	<p>Continuing development</p>	<p><i>Tutor Manual</i> provided to all pastoral care staff, executive staff and the School Council</p> <p>Available to parents on request.</p>

Policy	Changes in 2008	Access to full text
Discipline and Commendation Policies (7–12) <i>Behaviour Management Policy</i>	<ul style="list-style-type: none"> increased focus on cyber-bullying merit and demerit system institutional support for teachers' individual sanctions 	<i>Junior School Staff Handbook</i> (Section 5 – Discipline and Commendation) <i>Senior School Staff Handbook</i> (Sections 5 and 7) and <i>Policy and Procedures Manual</i> . All policies are available to parents on request.
Sun Protection Policy (K–6)	Nil	<i>Junior School Staff Handbook</i> . (Section 3)
Supervision Policies (K–6) encompassing: <ul style="list-style-type: none"> playground supervision wet weather supervision before and after school supervision student movement around School 	K–2 policies changed – eating lunch supervision procedures and playground/wet weather supervision	<i>Junior School Staff Handbook</i> . (Section 3 – Operating Procedures, Section 5 – Discipline and Commendation)
Security Policy encompassing: <ul style="list-style-type: none"> procedures for security of the grounds and buildings use of grounds and facilities emergency procedures travel on school-related activities <i>Evacuation Policies</i> (K–2) and (3–12) <i>Excursions Policies</i> (K–6) <i>Lockdown Policy</i> (K–12) <i>Security Policy</i> (K–6) <i>School Bounds and Property Policy</i> (K–6) 	Nil Nil Nil Nil Nil	<i>Staff Handbooks</i> and <i>Policies and Procedures Manual</i> Policies are available on request Policies in <i>Staff Handbooks</i> and classrooms. They are also available to parents on request from Headmaster.
Communications Policies <ul style="list-style-type: none"> <i>Reporting to Parents Policy</i> (K–6) Day-to-day operations of the School Parent interviews (K–6) <i>Electronic Communication Policy</i> (K–12) <i>Sensitive or Confidential Information Policy</i> (K–12) <i>School and the Media Policy</i> (K–12) 	Nil Nil Nil Nil Nil Nil	<i>Staff Handbooks</i> <i>Parent Handbook</i> issued to all families <i>Junior School Staff Handbook</i> (Section 3) <i>Parent Handbook</i> <i>Staff Handbooks</i> <i>Staff Handbooks</i> <i>Staff Handbooks</i> All policies are available to parents on request.
Critical Incident Policy (K–12) encompassing: <ul style="list-style-type: none"> definition prevention planning identification management management of critical incidents occurring away from School Critical Incident Response Plan 	Nil	<i>Staff Handbooks</i> Policy is available to parents on request.

9.2 Student Discipline and Behaviour Management Policy

Students are required to abide by the School's expectations and to follow the directions of teachers and other people with authority delegated by the School.

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 subject to disciplinary action.

The disciplinary procedures undertaken by the School will vary according to the seriousness of the alleged breach of conduct, and the age and stage of development of the student. In relation to matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond.

The penalties or outcomes will vary according to the behaviour and the prior record of the student, and his age and stage of development. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion.

Corporal punishment is not permitted under any circumstances.

Where the offending behaviour is of such a nature that it does result in a suspension or expulsion, the student and/or parent/guardian will also be:

- informed of the alleged infringement
- informed as to who will determine the penalty
- afforded a right of review or appeal.

In instances of suspension or expulsion the Headmaster or delegate will reach a decision in relation to the allegation, and advise the student and parent/guardian of that view. The student and parent/guardian may choose to have the decision reviewed by making application to the Headmaster or delegate. Any further information to be considered in the review process is to be submitted at this time. Resulting from the review, the Headmaster or delegate will then either confirm or amend the preliminary decision as final. Details are contained in students' diaries.

9.3 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.

9.3.1 Policy Principles

- Cranbrook School recognises that staff, students and parents may have complaints and grievances.
- The School accepts responsibility to respond to complaints and grievances.
- The School aims to resolve complaints and grievances to the general satisfaction of all involved and subject to any pertinent legislation.

The School will generally deal with complaints and grievances in the manner set out below.

9.3.2 Complaints and Grievance Resolution Procedures

What should a student or parent do if they have a complaint or grievance?

The matter and any pertinent details should be reported to the class teacher, in the case of Junior School boys, or the House Tutor or Housemaster, in the case of Senior School boys. If the matter cannot be resolved at this level it should be reported to the appropriate member of staff who acts as a complaints and grievance resolution adviser. The report can be made in person, electronically or in writing.

What should staff members do if they have a complaint or grievance?

Members of staff are encouraged to discuss concerns with a grievance resolution adviser who can provide confidential advice. If staff members have a complaint or grievance that they would like the School to investigate formally, a grievance resolution adviser will explain the investigation process and assist in commencing the process.

How are complaints and grievances dealt with?

All complaints or grievances are treated seriously and in accordance with the following guidelines.

- A complaint or grievance may be dealt with either formally or informally.
- The complaint or grievance will be investigated. This will generally involve speaking to the person about whom the complaint is made and perhaps others. The School will try to keep the matter confidential as far as practicable.
- If a complaint or grievance is upheld, the School will take whatever action it considers appropriate to resolve the matter to the satisfaction of the complainant.
- Cranbrook prefers to resolve complaints and grievances within the School. However, in some circumstances, it may be appropriate for community members or the School to involve relevant authorities.
- It is unlawful for any individual to be victimised or otherwise disadvantaged as a direct result of making a complaint or acting as a witness in a complaint.

9.3.3 Grievance Resolution Advisers

The grievance resolution advisers in the School are:

Director of Early Learning	Dickins House (K–Year 2) and pre-school matters
Head of Junior School	Years 3–6 matters
Business Manager	finances, facilities and administration matters
Dean of Co-curricular	sport, cultural and other co-curricular matters
Dean of Studies	Senior School academic matters
Head of Senior School	Years 7–12 pastoral, disciplinary, staff/student relations and general Senior School matters
Headmaster	appeals and reviews

10 SCHOOL DETERMINED IMPROVEMENT TARGETS – 2008

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> improve literacy K–6 	<ul style="list-style-type: none"> writing benchmarking undertaken at each Year level writing rubrics developed K–6 for assessment, based on NAPLAN rubric Literacy Committee examined classroom practice concerning writing, and produced editing and proofreading guidelines
	<ul style="list-style-type: none"> implement the IBO Primary Years Program (PYP) K–6, preparing for the proposed March 2009 PYP Authorisation Visit 	<ul style="list-style-type: none"> in-school ‘Inquiry’ seminars conducted for staff K–6 workshop and in-class support for all staff K–6 on inquiry model with expert, Kath Murdoch PYP Program of Inquiry further refined by staff K–6 PYP Co-ordinator’s job description refined Head of Junior School and Curriculum Co-ordinator attended IB Regional Conference closer alignment developed between trans-disciplinary themes, lines of inquiry and concepts in each unit of inquiry K–6 Enhanced integration of PYP trans-disciplinary skills in teaching programs K–6 greatly enhanced integration of specialist subject lessons in units of inquiry
	<ul style="list-style-type: none"> enhance reporting to parents process 	<ul style="list-style-type: none"> student-led conferences trialled by teachers K–6 School portal developed as a means of informing parents regarding curriculum and other School matters
	<ul style="list-style-type: none"> continue to enhance sport coaching program 	<ul style="list-style-type: none"> number of external coaches increased, in order to lift skill level and enjoyment of boys additional K–2 sport skills program developed and implemented by newly appointed specialist teacher
	<ul style="list-style-type: none"> extend French program Year 2 to 6 and increase its rigour and enjoyment by boys 	<ul style="list-style-type: none"> French program extended to include Year 2 French program better integrated into units of inquiry visiting performances and cultural experiences added to French program ‘presence’ of French program lifted through assembly items

Area	Priorities	Achievements
Teaching and Learning cont.	<ul style="list-style-type: none"> develop Year 5 and 6 Mathematics methodologies in keeping with K–4 approaches exemplified in Learning in Early Numeracy (LIEN) Program. 	<ul style="list-style-type: none"> Year 5 and 6 Mathematics teachers participated in Learning in Numeracy (LIN) professional development over the year
	<ul style="list-style-type: none"> maintain strong literacy and numeracy results 	<ul style="list-style-type: none"> results for NAPLAN (Years 3 and 5) well above state averages
	<ul style="list-style-type: none"> develop and implement new Staff Appraisal Program, in keeping with ISTAA, NSW Institute of Teachers and Senior School policy 	<ul style="list-style-type: none"> New <i>Staff Appraisal Policy</i> developed, disseminated to staff and implemented mentors trained
	<ul style="list-style-type: none"> develop ICT skills, 7–12 	<ul style="list-style-type: none"> expanded in-house professional development
Pastoral Care	<ul style="list-style-type: none"> enhance personal development program K– 6 	<ul style="list-style-type: none"> School Counsellor delivered PD program: refined <ul style="list-style-type: none"> Year 3 – ‘Stop, Think, Do’ Social Skills Program Year 4 – ‘FRIENDS’ Anxiety Prevention Program Year 5 – Anti-bullying and Anger Management Program Year 6 – Transition to Year 7 Program
	<ul style="list-style-type: none"> strengthen integrated well-being program in the Senior School, managed by Housemasters and Tutors 	<ul style="list-style-type: none"> reviewed and extended <i>Pastoral Care Program</i> for all Senior School year levels
Co-curricular	<ul style="list-style-type: none"> improve sports coaching 	<ul style="list-style-type: none"> employed more coaching staff staff commitment reduced from two co-curricular responsibilities to one
Communications	<ul style="list-style-type: none"> extend the range and effectiveness of School communications and publications 	<ul style="list-style-type: none"> provided professional development for the editing of the School’s portal <i>Parent Handbook</i> reviewed to include the whole School; Senior School, Junior School, Dickins House re-design the School’s website

Area	Priorities	Achievements
Facilities	<ul style="list-style-type: none"> • develop integrated Junior School at Dangar 	<ul style="list-style-type: none"> • planning developed to 100% design by architects and consultants working with Project Control Group, Design Focus Team, Design Team and staff
	<ul style="list-style-type: none"> • build Science and Technology resources 	<ul style="list-style-type: none"> • ‘Science in a Box’ resource developed to suit units of inquiry and deployed in each classroom K–6
	<ul style="list-style-type: none"> • Support information technology 	<ul style="list-style-type: none"> • increased roll-out of SmartBoard technology to enhance learning
	<ul style="list-style-type: none"> • improve boarding facilities 	<ul style="list-style-type: none"> • upgraded staff accommodation and student common areas
	<ul style="list-style-type: none"> • increase shaded areas 	<ul style="list-style-type: none"> • installed shades in Bishop Court

11 INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The curricular and co-curricular programs at Cranbrook School aim to foster the development of intelligent behaviours among our students. These behaviours relate to how each individual gathers, processes and uses his knowledge, understanding and skills when presented with information to be learned, a problem to be solved, a responsibility to be fulfilled or an obstacle to be overcome. The end result is a student who is socially responsible and respectful, and academically inquisitive, and who sets himself high standards of personal performance and achievement.

Junior School – Kindergarten to Year 6

Engendering respect and responsibility are everyday aspects of the work of teachers and other staff in the Junior School. Many interactions throughout the day offer 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, among other things, respect and responsibility in the boys.

Kindergarten and Year 2 Buddies Program

This program links Year 2 boys with Kindergarten boys to promote care, respect and responsibility in the Year 2 boys and belonging, security and respect in the Kindergarten boys.

Year 3 and Year 6 Buddies Program

This program links Year 6 boys with Year 3 boys to promote care, respect and responsibility in the Year 6 boys and belonging, security and respect in the Year 3 boys.

K–Year 6 Class Essential Agreements

These are agreements formed by boys and the class teacher in each class as to the expected behaviours. They typically feature the promotion of care, respect and responsibility.

Years 3– 6 Essential Agreement

This is a whole Junior School (3–6) agreement about behavioural expectations, based on care, respect and responsibility. It was a most useful reference point for staff and boys in 2008.

Harmony Day

Harmony Day was recognised and celebrated in both the K–Year 2 and the Years 3–6 sections of the School in 2008. Harmony Day promotes respect for our differences.

Bounce Back (K–Year 6 Resilience program)

Bounce Back features units of work that promote respect and responsibility.

IBO PYP Attitudes

PYP Attitudes are explicitly taught to boys K–Year 6. They include:

- tolerance
- respect
- integrity
- appreciation
- commitment
- confidence
- creativity
- cooperation
- curiosity
- empathy
- enthusiasm
- independence

These are taught in class and reinforced at other times through merit cards, in assembly, in the playground, etc.

IBO PYP Learner Profile

PYP Learner Profile traits are explicitly taught in an integrated way throughout School life and learning and include:

- inquirer
- thinker
- communicator
- risk-taker
- knowledgeable
- principled
- caring
- open-minded
- balanced
- reflective

IBO PYP Action Component	All children are encouraged to take action following learning. This action is in keeping with their responsibilities as an internationally-minded person as expressed through the PYP Learner Profile.
Religious Education (Years 3–6) and Chapel Program (K–Year 6)	These programs often explicitly promote respect and responsibility.
House Captains and Vice-captains	There are six House captains and six Vice-captains who worked in 2008 to support Housemasters in engendering House spirit, and planning House events and involvement. They also formed a Student Representative Council under the direction of the Deputy Head.
International Children’s Book Day	International Children’s Book Day activities in 2008 included recognition of the range of mother tongues spoken by Cranbrook boys and their families, and a range of reading and cultural activities aimed at promoting inter-cultural respect and appreciation.
Social Service Committee (Years 3–6)	The Junior School (Years 3–6) Social Service Committee in 2008 comprised representatives from each class, with the support and direction of a teacher. The Committee raised money for, and awareness of, a number of social issues in our community, eg Literacy Backpacks Program, World Vision and sponsored children, natural disaster relief, etc.
Environmental Committee (Years 3–6)	The Junior School (Years 3–6) Environmental Committee in 2008 comprised representatives from each class, with the support and direction of a teacher. This committee stimulated awareness and action relating to environmental issues including Nude Food (wrapper-free) days, Earth Hour participation, recycling programs and the like.

Senior School – Year 7 to Year 12

Pastoral Care Program	This is an extensive program with fifty minute periods each fortnight. Topics are presented by tutors and guest speakers, and include: <ul style="list-style-type: none">• connectedness• anti-bullying• interviews with Tutors• culture shock• mentoring and masculinity• your life• your responsibility• responsibilities and rights• sexual harassment• learning through partnership• ethics workshops
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 Committee	This group is involved in appeals such as Red Nose Day and the Red Shield Appeal for the Salvation Army, and regular assistance with programs, such as feeding the homeless with Just Enough Faith.

Amnesty International	This initiative involves writing letters, raising money and collecting materials for projects such as refugees in Darfur.
Weekly 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 Responsibilities	Appropriate behaviours based on respect and responsibility are stated.
Peer support and peer mediation	These are programs involving 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

In December 2004 a comprehensive survey was conducted of the School community to understand parent, students and teacher views on how the School is performing.

Overall, results were positive.

- The School was seen to provide a well-rounded education.
- Teaching was thought to be of a high standard and academic performance was seen to be improving.
- The way the School operates, including student welfare systems, was highly regarded.
- The School catered well for the individual.
- Boarders were seen to contribute significantly to the life of the School.
- There was satisfaction with overall facilities.
- Communications were commended and staff at the School was seen to be very approachable.
- There was an overwhelmingly strong view that there is a positive atmosphere.

Some areas for improvement were identified.

- Some boys could be stretched more in the academic program.
- Study and research skills could be developed further.
- There were opportunities to improve sport.

On identifying the issues the School addressed them immediately. Further surveys will be undertaken to assess the value of the steps taken to improve the School's programs.

Judging by their willingness to contribute energetically to the wealth of activities offered at the School, the boys are spirited and enthusiastic. Most students clearly enjoy coming to School each day.

Judged by industrial relations criteria, teacher satisfaction appears to be high: 97% of staff members voted for the implementation of the consultatively developed *Cranbrook School Teachers Agreement, 2006–2010*.

Judging by professional criteria, teacher satisfaction also appears to be sound: almost all Junior and Senior School teachers voted for the adoption of significant curriculum and pedagogical initiatives in 2005 and 2006, and have continued to engage voluntarily in demanding course and unit development and writing.

13 SUMMARY FINANCIAL INFORMATION

