



CRANBROOK  
SCHOOL



**Annual Report 2016**  
Educational and Financial Reporting

# Contents

|   |           |
|---|-----------|
| <b>1. Messages from key School bodies</b>   | <b>3</b>  |
| 1.1 Report from President of School Council   | 3         |
| 1.2 Report from the Student Representative Council 2015-2016                                      | 4         |
| 1.3 Report from the Headmaster  | 5         |
| <b>2. Contextual information about the School and characteristics of the student body</b>         | <b>8</b>  |
| <b>3. Student outcomes in standardised national literacy and numeracy testing</b>                 | <b>9</b>  |
| <b>4. Senior secondary outcomes</b>   | <b>11</b> |
| 4.1 Senior secondary outcomes   | 11        |
| 4.2 Year 10 record of school achievement  | 11        |
| 4.3 Higher School Certificate and vocational training   | 11        |
| <b>5. Teacher qualifications and professional learning</b>  | <b>13</b> |
| 5.1 Teaching standards and qualifications   | 13        |
| 5.2 Professional learning activities  | 13        |
| <b>6. Workforce composition</b>   | <b>15</b> |
| <b>7. Student attendance and retention rates and post-school destination in Secondary Schools</b> | <b>16</b> |
| 7.1 Student attendance  | 16        |
| 7.2 Retention rates in the Secondary School   | 16        |
| 7.3 Management of non-attendance  | 17        |
| 7.4 Post school destinations  | 18        |
| <b>8. Enrolment policy</b>  | <b>21</b> |
| <b>9. Other School policies</b>   | <b>23</b> |
| <b>10. School determined priority areas for improvement</b>                                       | <b>25</b> |
| <b>11. Initiatives promoting respect and responsibility</b>                                       | <b>26</b> |
| <b>12. Parent, student and teacher satisfaction</b>   | <b>28</b> |
| <b>13. Summary financial information</b>  | <b>29</b> |

# 1. Messages from key School bodies

## 1.1 Report from President

As this is my first report to you as President of School Council I would like to take this opportunity to note my gratitude for the opportunity to be of service to the school that has made such a contribution to my family, and with which we have been connected since its founding in 1918.

The original values on which the School was founded 99 years ago are reflected in Cranbrook's modern Vision and Mission statements. We are defined by a distinctive ethos – a commitment to an exceptional, liberal education. Our simple yet powerful mission centres upon integrity, valuing substance over appearances. Our Vision and Mission articulate how we seek to honour the visionary purpose of our founders, embodied in the school motto *Esse Quam Videri*, and in the School's Memorandum of Association.

Each year the Old Cranbrookians Association celebrates the value of a Cranbrook education. They do this by recognising as Old Cranbrookian of the Year, an OC who the association believes provides an outstanding example of achievement.

Michael Crouch AO, OC 1951, was our Old Cranbrookian for 2016. We are most grateful for his commitment to Cranbrook and for his work as the Old Cranbrookian for 2016.

The Old Cranbrookian for 2017 is Professor Richard Hunter, OC 1970. After completing his HSC at Cranbrook, Richard graduated from the University of Sydney in 1974, winning the University Medal in Greek, and gained his PhD from Cambridge in 1978. A Fellow of Pembroke College, Cambridge, from 1977-2001, Richard became a University Lecturer in Classics in 1987, and was appointed Regius Professor in 2001. Richard has been a Fellow of Trinity College since 2001, and is also a Fellow of the British Academy, the Academy of Athens, and the Australian Academy of the Humanities. As well as Regius Professor of Greek at Cambridge, Richard is also currently President of the Council at the Aristotle University of Thessaloniki.

On the academic front, under the capable leadership of Mrs Michele Marquet, the academic programs at the Junior School continue to drive for excellence, as reflected in our 2016 NAPLAN results.

The transformation of our Junior School has shown over recent years what can be achieved through realisation of an outstanding vision that supports high expectations for educational excellence with a superb teaching and learning environment. The architecture of the Dangar campus has contributed to the promotion of exceptional teaching practices within the Primary Years Programme (PYP) of the International Baccalaureate, and to better outcomes for students. Our Master Plan for the Bellevue Hill campus is designed to replicate this success.

Our Year 12 College has already proved to be an outstanding new facility; the class of 2016 benefited from and enjoyed this remarkable learning space. Following this success we have now committed to Stage 1 of the Bellevue Hill Master Plan, involving a comprehensive renewal of our Senior School Building. This is an exciting project for both students and staff, again aimed at transforming the teaching and learning environment, this time in the Senior School. The work has commenced, and will be completed before the commencement of the 2018 academic year.

Less concretely, but no less importantly, after several years of planning and preparation we are now commencing a phased introduction of the Middle Years Programme of the International Baccalaureate. The MYP will underpin deeper and stronger educational engagement during the important adolescent years of schooling, and provide a more robust preparation for the HSC.

I noted above that we have begun work on Stage 1 of the Bellevue Hill Master Plan. The renewal of Bellevue Hill and the Wolgan Valley project were substantial issues for Council during 2016, requiring a great amount of Councillors' time in addition to regular Council and committee meetings. In that context, I thank and acknowledge the members of the Project Control Groups for both projects, and in particular Councillors Craig Carroll and Jon North, and Simon Swaney, all of whom worked tirelessly to bring these projects to reality. Although not a member of School Council, Simon Swaney has provided his time and considerable professional expertise to the school pro bono. The PCGs were ably supported by the members of the Building and Development Committee, also chaired by Craig Carroll.

Work is now well underway at Wolgan Valley, and our students are already benefiting from its inspiring location and environs. Following a competitive process held in 2015 we appointed Andrew Burns Architects, as the architects for Wolgan Valley. The simple but elegant campus design provides a traditional Australian bush setting to inform modern pedagogy. Wolgan Valley further enriches Cranbrook's educational offering, and will benefit our boys for generations to come.

We made good progress during 2016 with the Bellevue Hill Master Plan, scoping Stages 1 and 2, and appointing BVN as architects for Stage 1. More recently we have appointed MPA Construction Group as builders for Stage 1. MPA is led by Ben Ritchie, OC 1989. Since the end of the year we have appointed Architectus as architects and Buildcorp as building consultants for Stage 2 of the project. Appointed strictly on merit after a competitive process, Architectus' work for us is led by Luke Johnson, OC 1986. We expect to be able to say more about Stage 2 later in 2017.

Each of our partners for these projects have been selected solely on merit. The key roles that Old Cranbrookians are playing in bringing these projects to fruition speak for the contribution that Cranbrook makes to its students, and they to the community and nation.

These are ambitious programmes that are appropriate as we approach the School's Centenary in 2018. The renewal of Bellevue Hill and realisation of Wolgan Valley deliver our mission as tangible demonstration of our determination to provide a world class primary and secondary education for our boys.

All this will require significant financial resources and your support. The Finance Committee and the Foundation Board, both under the capable leadership of Liz Lewin, are formulating financial strategy and engaging with members of the School community. On your behalf I thank Liz, members of Finance Committee and directors of the Cranbrook Foundation. These projects will require the wholehearted support of the entire School community, which we do not take for granted.

## 1. Messages from key School bodies

My thanks to all members of Council for their contribution over the past year. Council meets regularly, and Councillors generously give their time and provide the benefit of their judgement and professional and personal experience, in and out of meetings. Many things need to be done that go un-noticed. For example, in an environment of increased compliance requirements imposed by the NSW Educational Standards Authority, Council and management worked hard to ensure the School's compliance environment is robust, while also focusing on delivering our aspirations for the future. We also continued to work on updating the School's Memorandum and Articles of Association, seeking to produce a modern constitution.

I also wish to acknowledge the contribution of the Headmaster, Nick Sampson, and his able executive team, in particular Head of Senior School, Tim Browning and Head of Junior School, Michele Marquet, and our Chief Operating Officer, Deborah Woodward. Their clarity of vision on delivering exceptional education, while operating in a complex and at times difficult environment, is greatly appreciated.

I also again acknowledge the contribution of Helen Nugent AO who resigned as President of School Council in 2016. Her contribution over 23 years was immense and we were delighted to acknowledge and celebrate her outstanding leadership at last year's Prize Giving. David Hing, Warwick Negus and Bill Rothery also retired from Council last year. We thank them, and acknowledge their contributions to the school. David represented the OCA on Council. Warwick Negus ably chaired the Cranbrook Foundation and served on Finance Committee. Bill Rothery also served on Finance Committee.

We welcomed Rt Rev Robert Forsyth to Council in May last year. Robert Forsyth is the recently retired Anglican Bishop of South Sydney, a position in which he served with distinction for 16 years. Robert is now a Senior Fellow with the Centre for Independent Studies.

Patrick Forth was elected as Vice President last year having been a Councillor since 2010 and a member of the Finance Committee since 2011. Geoffrey Kimpton was also elected as Vice President having served on School Council since 2006, and as Honorary Treasurer from 2008 until 2016. Geoff served the School with distinction in this role, and the School is stronger for his contribution.

We welcomed Suzanne Williams as a member of School Council during 2016. Suzanne serves on the Nominations Committee of Council. More recently, Tom Kendall joined Council in early 2017 as President of the Old Cranbrookians Association.

In conclusion, 2016 was a year in which we designed and laid foundations for Cranbrook's next century. We are continuing to do that in 2017 as we formulate plans for Stage 2 of the Bellevue Hill Master Plan, even as we begin to build Stage 1 and construct the Wolgan Valley campus.

As we do so, we recognise that Cranbrook is indeed privileged; our Master Plan will enable us to deliver the learning spaces required to attract the best teachers and deliver programmes that will revolutionise the way our boys' experience education and will equip them to respond to the challenges of a rapidly changing world. We also recognise that the privilege of being able to realise these plans for our future brings with it a duty to serve the wider community. Cranbrook does that by striving to provide an exceptional liberal education to our boys, and by striving to equip them with a strong moral compass founded in the Anglican tradition. These foundations will enable them to live fulfilled lives that contribute to our nation and beyond. Looking forward, we will continue to seek ways to be of service to, and to be recognised and valued by, the wider community.

I thank you for your support for Cranbrook in 2016, and ask you to join us on this exciting and ambitious journey in 2017 and beyond.

*Roger Massy-Greene  
President of the School Council*

## 1.2 Report from the Student Representative Council 2015-2016

Over the year, commencing in September 2015 and following through to September 2016, the Student Representative Council (SRC) was led by Jasper Stockley, supported by Jake Broekhuizen as Secretary and Tom Goodman as Treasurer. In the 12 months, the Committee led minor projects diversified through a variety of different aspects of school life.

The first proposition of the 2015-16 SRC was to implement large outdoor umbrellas as shade on areas around Cranbrook, such as the Library roof and Furber Court. Over a four week period, the SRC Executive team met with the Head of Senior School to discuss the implementation of this idea. It was concluded that the organisation and management of the umbrellas would be too cumbersome and impractical, and the idea was not implemented. The SRC also raised money for Cranbrook Explorers and Travellers Overseas Partnership (CETOP) in Term 4.

In Term 1 of 2016, the Committee hosted a Plain Clothes Day, and directed the proceeds to the Taronga Zoo Wildlife Fund. This was a new charity for the SRC, and the Zoo were very thankful as we helped them raise funds in their centenary year and, in return, we were gifted with a speaker from the Zoo's wildlife hospital who came and spoke at a School assembly. Earlier in the term, the SRC funded the barbecue at the annual 'Clean Up Australia Day' service event, and this helped provide a further incentive for boys to give up two hours of their Sunday morning to clean nearby streets and parks.

The following term was one of breakthroughs for the SRC. For the first time at the School, the 'Put a Nail in It' campaign was run targeting domestic violence. The SRC hosted a day where boys paid \$5 for a Krispy Kreme donut and a fingernail painted purple to symbolise their allegiance to fighting against domestic violence in their lives. The day was a success, and over \$3000 was raised, which was a tremendous effort.

## 1. Messages from key School bodies

The SRC also helped fund new recycling bins, much sturdier than the older ones, which were dispersed around the School, helping to further encourage recycling. The SRC also funded the barbecue for another service event, the Red Shield Appeal, which saw a record number of boys attend.

The final term of the 2015-2016 reign saw the SRC, under the expertise and guidance of Mr Berridge, put forward the notion to the School Council of the 'SRC Travel Scholarship.' The scholarship would be implemented in order to help boys who are excelling in a particular academic, co-curricular or sporting field to increase their proficiency and development in their chosen niche. The scholarship would provide an amount of money, calculated upon certain criteria, to pay for a portion of the student's travel costs and/or event fees. Despite the 2015-2016 SRC's departure before the scholarship could be finalised and implemented, all confidence is in the 2016-2017 SRC to get the inauguration of the scholarship over the line. Additionally, the SRC funded the activities involved in the celebration of Reconciliation Week, and raised money through a Plain Clothes Day for the Australian Literacy and Numeracy Fund. This week in the year has now become a tradition, and students gained new insight from the events in the week.

The year in the Student Representative Council was one of productive discussion and beneficial action. We are all very thankful to Mr Berridge who played a huge role in coordinating all the events and dealing with the matters which we were involved in, and we hope to see the body continue to flourish.

*2015-2016 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.

The School worked throughout the course of 2016 to move towards the realisation of these important aspirations. Cranbrook's commitment to institutional, professional and personal integrity, beautifully and simply crystallised in our motto of 'Esse Quam Videri', is of growing relevance within a world of dizzying change, great opportunity and competitive challenge: we are particularly saddened by the growing movement away from the principles of truth and integrity in some aspects of global public life and will seek to uphold those principles with greater strength as we seek to prepare our students 'to lead adventurous, courageous and generous lives which contribute to the betterment of society'.

#### Intellectual and Academic Matters

We value both the measurable, in terms of examination statistics, and the immeasurable, expressed through a myriad of actions, endeavours and enterprises. Great teachers encourage and enable so many vital facets of humane development through their interactions with students. Part of their duty is, of course, to form a fruitful partnership with their classes so that optimal examination results are achieved.

#### 2016 HSC Performance

The class of 2016 produced admirable results. The hard work of all boys culminated in a 20% increase in the number of our students who achieved a merit. This means that top results came from a much wider distribution of students than in recent years.

#### Dux of the School 2016

Dux is based on the highest ATAR. Benjamin Akres won this honour with an ATAR of 99.75. Angus Hayward was Proxime Accessit with an ATAR of 99.35.

#### 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 five boys achieved a place on this prestigious list: Benjamin Akres, William Chryssafis, Benjamin Clarke, James Parker and Michael Turner.

#### Top Achievers – Place in Course

Angus Hayward – 4th in Modern History and 17th in Legal Studies

Benjamin Akres – 7th in Modern History

Matthew Richards – 10th in History Extension

Zenith Wang – 11th in Mathematics

Lachlan Smith – 11th in Mathematics General 2

Tobias Tasker – 12th in Mathematics

In Mathematics, Tobias Tasker and Zenith Wang achieved a perfect score of 100 out of a possible 100. Zenith also earned the same distinction in Mathematics Extension 1 with a score of 50 out of a possible score of 50.

#### Distinguished Achievers

Students must score 90 per cent or above in a subject to be named on the Distinguished Achievers List. Cranbrook boys gained 227 merits in total, including 87 in Mathematics, with 102 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, Biology, Business Studies, Chemistry, Design and Technology, Drama, Earth and Environmental Science, Economics, English Advanced, English Extension 1, Geography, Industrial Technology, Legal Studies, Mathematics General, Mathematics, Mathematics Extension 1, Mathematics Extension 2, Modern History, History Extension, Music 2, Music Extension, PDHPE, Physics, Visual Arts, Chinese Continuers, French Continuers, Latin Continuers, Latin Extension.

## 1. Messages from key School bodies

Students who undertook the more challenging courses also performed strongly gaining results in the top two bands: 100% in English Extension 2, French Extension, Japanese Extension, Latin Extension, Mathematics Extension 2, Music Extension, and 97% in Mathematics Extension 1.

### HSC Showcases

#### *Shape 2016*

Jordan Rajek was nominated for Shape 2016 for Design and Technology. He has since been selected to show his works at the Powerhouse Museum in 2017. He has also been awarded the UNSW Built Environment Award for Sustainability at the opening of the SHAPE exhibition at the Power House Museum.

Harry Fitzhenry, nominated for InTech 2016 – Industrial Technology Timber.

#### *Artexpress*

Jordan Rajek was nominated for his film about memory and emotion called Remote Emotions. He was selected, and his work was screened at the Art Gallery of New South Wales. He was interviewed at Artexpress and appeared on the ABC news speaking about the importance of the study of Visual Arts.

Daniel Thompson was nominated for Between the Impossible and Possible, a suite of colour photographs featuring images of males engaged in sporting activities.

#### *OnSTAGE*

Five outstanding Individual Performances from the 2016 HSC Drama cohort were recognised by BOSTES with nominations for OnSTAGE. Joshua Lau presented a highly physical and original interpretation of Edgar Allan Poe's The Tell Tale Heart. Harry Marsh was powerful and controlled in his outstanding performance of Sondheim and Weidman's Assassins. Harry Fitzhenry also amazed with his extraordinary portrayal of Hamm from Beckett's Endgame. Sacha Zinn captivated the audience with his dark and fascinating monologue from Mark O'Rowe's Terminus.

Luke Shanahan's Individual Project: Promotion Design was officially selected for OnSTAGE. Luke's project was a highly sophisticated promotional design

(poster, flyer, program and media release) for an imagined ATYP production of Tom Stoppard's Rosencrantz and Guildenstern Are Dead. In February 2017, Luke's work was part of the exhibition of outstanding HSC Drama works from around the state.

#### *ENCORE*

Daniel Siu and Samuel Feitelberg were nominated for ENCORE. Samuel has since been selected to perform his composition Spring Bird at the Sydney Opera House.

#### **Averages**

The median and mean ATAR for the past eight years trace trends:

| Year | Median | Mean  |
|------|--------|-------|
| 2009 | 86.05  | 81.50 |
| 2010 | 89.09  | 85.95 |
| 2011 | 87.03  | 83.09 |
| 2012 | 79.25  | 77.70 |
| 2013 | 87.20  | 83.13 |
| 2014 | 89.15  | 85.83 |
| 2015 | 86.78  | 82.91 |
| 2016 | 88.05  | 83.59 |

#### **Beyond the Curriculum**

##### *Sporting Highlights*

2016 saw Cranbrook sportsmen continuing to represent the School with enthusiasm, pride and skill. For us, school sport is an expression of our educational character: it is not a marketing activity or a world unto itself. Valued, traditional sports such as Rugby, Cricket and Rowing now compete with the rising popularity of Basketball, Football and AFL: it is greatly to the credit of our players and their coaches that all are flourishing at Cranbrook.

Zach Facioni compiled an outstanding profile as athlete, leading our Cross-Country squad to a CAS premiership and winning the National Championships as an individual competitor: he represented his country with distinction and he also broke CAS records. Liam Lucas won a national body-boarding title and is also an Australian representative. Josh Kemeny was a brilliantly motivational Captain of Rugby and played for NSW Schoolboys. Alex Kairouz and Lewis Blackburn excelled in the pool, Finnbar Stenmark and Angus Hayward represented CAS at Cricket.

##### *AFL*

Angus Kilgour and Byron Middleton (U14), Robbie McHugh and Archie Crabb (U16) and Eddie Lewis and Jack Whaling (Opens) were all selected in the Independents schools all-stars teams.

##### *Archery*

Connor Lines won a Gold Medal and Scott Chen a Bronze Medal in the Under 20's Recurve Bow at the National Indoor Championships.

##### *Athletics*

Zac Facioni broke the CAS record in the U17 1500m and won the CAS Open 3000m at the CAS Championships.

Peter Masselos and Alex Kairouz both won their 400m Championship events breaking Cranbrook School records.

##### *Basketball*

Nate Henty-Brown was selected in the CAS 1st V.

##### *Cricket*

Tom Grieg, Yianni Theodorakopoulos and Alex Van Vugt were all selected in the CIS U15 Cricket team.

Finnbar Stenmark and Angus Hayward played in the CAS 1st XI Cricket team at the NSW School Boys Championships.

##### *Cross Country*

Cranbrook Opens won the CAS Championships.

Zach Facioni won the Australian U17 Cross Country Championships

Zach Facioni, Drew Fryer, Benjamin Brennan, Ben Revai and Alex Kairouz all represented the CAS team at the CIS Championships.

##### *Football*

Jordi Swibel, Scott Beattie and Asha Phillips were selected in CAS 1st XI for the CIS Championships. Harrison Flynn selected as shadow player.

##### *Rowing*

Fraser Ross, Jack Suriano, Mackenzie Matters, George Gibson and Will Sheller won the Bronze Medal in the National Championships School Boy Quadruple Sculls Final.

Stefan O'Neill, Konrad Kluck, Max Browne, Isaac Antico, Nicholas Stavrinou, Thomas Murray, Louis Marr, Angus Onisforou and Thomas Beckhurst won the NSW State Under 17 VIII's Championship. The first State Rowing Championship won by the School.

## 1. Messages from key School bodies

The crew went onto finish 4th at the National Championships, the best result by a Cranbrook VIII ever.

### *Rugby*

Josh Kemeny, Darcy Searle and Mac Matters CAS representatives.

Josh Kemeny played for the NSW team at the Australian Schools Championships.

### *Sailing*

Cranbrook was 5th at the NSW Schools Championships.

Cranbrook was 18th at the National Schools Championships in South Australia.

### *Snow Sports*

Cranbrook Div 2 Skier cross team (Tom Punch Will Burns, Gardner Dowling) placed 1st at the 2016 National Schools Championships. It was the School's first ever National gold medal. The team with Will Ferster as the 4th runner won Bronze in Alpine. Laidley Dowling won two individual Gold and two bronze and Joel Droga won two individual silver medals at the 2016 National Interschools Championships.

### *Swimming*

Lewis Blackburn and Alex Kairouz made the CAS and CIS Swim teams this year. Alex was 4th in the 100m Freestyle and 5th in the 50 Freestyle at the Australian All Schools.

Alex Kairouz broke four individual School records and was part of the 13 years Freestyle relay, which also broke the Cranbrook School record.

### *Tennis*

Jonathan Gafen was selected in the CAS 1st IV.

### *Water Polo*

Grayson Samuels played for the South Harbour U17 team at the CAS Water Polo trials.

### **Cultural Highlights**

The standard of music has, under the skillful and inspirational leadership of Dr Gilmour, continued to thrive: throughout the year, we enjoyed a sequence of brilliant performances. Of particular note were our two Encore Composition nominations in Samuel Feitelberg and Daniel Siu. Samuel's piece was chosen to open the 2016 Encore concert series at the Sydney Opera House. Another external form of recognition came to our Chamber Strings who achieved a Gold Award in the premier division of the Australian School Orchestra Festival.

Drama has shone equally brightly:

Ms Gregory has maintained excellence across the range of the theatrical programme. Performances included, 'Emile and the Detectives', 'When the Rain Stops Falling' and 'The Web'. Our theatre sports team won high success in completion, with our Intermediate team winning its championship and Roy Valentine being named Most Valuable Improviser. A most successful Drama Tour to the U.S. has a real highlight for participants.

The Visual Arts and Design areas have sustained extremely high levels of creativity and originality.

Debaters have continued to uphold the articulacy, humour and venerability of the young Cranbrookian.

The Houses have continued to provide warm and knowledgeable contexts within which boys can flourish.

Boarding is thriving and has throughout the year brought vitality and commitment to the heart of the School.

### **Year 12 College**

The Year 12 College was extremely well used by our HSC cohort and contributed strongly not only to results but also to the fostering of independence of mind and self-motivated learning which will serve our students well at university and beyond.

### **Spirituality and Service**

We acknowledge that, as a privileged society, we possess a deep duty to serve the wider community. Expansion of our Service programmes continued throughout the year; participation numbers in the Duke of Edinburgh Award rose sharply.

The Chaplaincy continued to play a vital role in the promotion of a sense of the world beyond the self.

Cranbrook In The Field (CITF) took young men beyond comfort in order to develop resilience and to deepen appreciation of natural beauty.

In the Junior School, academic rigour has been balanced by humane warmth and, under Chrissy Gamble and Michel Marquet's leadership, the enjoyment of the pursuit of excellence has become a contagious habit.

It was particularly pleasing to receive outstanding assessments of St Mark's Pre-school and to send the strengthening of a whole-school approach to living out our Mission Statement.

### **Staff**

We value the transformational benefactions offered by our college of teachers through their skillful, committed and generous work. 2016 offered the opportunity to thank some exceptional colleagues for their leadership and exemplary contributions to the life of the School.

As Head of the Junior School, Chrissy Gamble inspired a remarkable programme of academic ambition and institutional renewal: she left to take up a Principalship in Melbourne where she will continue to shine brightly. Hilary Dixon, as Academic Deputy, cared for the curriculum with genuine passion and extraordinary attention to detail: she was also an inspirational teacher of French. Her progression to work on the shaping of national curricular policy, at ACARA, was well-merited recognition of her outstanding record and skillset. She has been joined at ACARA by Mark McAndrew who, for 35 years, was an exemplary teacher of History and much, much more: latterly, as Director of Teaching and Learning, he advised and guided teaching colleagues as they looked to strengthen their practice and progress their careers. Craig Davies stood down as Director of Service and Alliances in April: he had pioneered important initiatives for us and had forged particularly significant-rewarding links with the Lilla community in Central Australia.

We can, then, reflect upon 2016 as a year filled with wholehearted endeavour. The School sought to be true to its motto and mission in a broad range of educational, cultural, sporting, service-related and spiritual enterprises and activities. As ever, reports such as these tend to shine a spotlight upon particular successes: many outstanding achievements have necessarily been omitted. It is also important to state that the real strength of the School is made up of good deeds done without public recognition and acts of quiet, unnoticed kindness.

Exciting plans for Cranbrook's future were developed further throughout 2016: great schools cannot stand still but it is clear that our ambitions for the years ahead are illuminated by our founders' ideals and vision and aim to elevate further the principle of integrity, which is at the centre of our institutional character.

*Nicholas Sampson*  
Headmaster

## 2. Contextual information about the School and characteristics of the student body

Cranbrook is an Anglican independent school for boys and girls in Pre-school and boys only from 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 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 has classes from Kindergarten to Year 2 with 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 Junior School has classes from Year 3 to Year 6 with a small intake of students into Year 3.

The Senior School has classes from Year 7 to Year 12 with an intake of approximately 90 boys in Year 7. Entry to other years is by way of a casual vacancy. Each academic year group has a maximum of approximately 165 students.

Boarding is offered from Year 7 onwards in one of two boarding houses. A number of Full Fee Paying Overseas Students are enrolled as boarders. The total boarding capacity is 75 students. The boarding population consists of young people from various backgrounds: urban, rural and international.

As at the end of 2016, there were 110 enrolled at the Pre-schools, 455 enrolled at the Junior School and 958 enrolled at the Senior School.

Cranbrook has a student population reflecting a diversity of cultural and linguistic backgrounds as well as a broad range of abilities and learning styles, including students with special learning needs. The student body is predominantly local but some boys travel a considerable distance to School each day.

### 3. Student outcomes in standardised national literacy and numeracy testing

#### NAPLAN in Years 3, 5, 7 and 9

In 2016, 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.

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.

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        | 3                       | 3        |
|      | State     | 3       | 1       | 3        | 3                       | 3        |
| 2    | Cranbrook | 3       | 0       | 2        | 0                       | 0        |
|      | State     | 9       | 5       | 9        | 5                       | 11       |
| 3    | Cranbrook | 2       | 3       | 7        | 6                       | 2        |
|      | State     | 17      | 13      | 12       | 20                      | 25       |
| 4    | Cranbrook | 7       | 27      | 12       | 10                      | 21       |
|      | State     | 19      | 27      | 22       | 19                      | 22       |
| 5    | Cranbrook | 16      | 38      | 27       | 18                      | 19       |
|      | State     | 24      | 49      | 28       | 21                      | 25       |
| 6    | Cranbrook | 72      | 21      | 52       | 60                      | 50       |
|      | State     | 28      | 17      | 27       | 35                      | 20       |

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                       | 0        |
|      | State     | 6       | 5       | 5        | 4                       | 4        |
| 4    | Cranbrook | 1       | 3       | 3        | 3                       | 1        |
|      | State     | 13      | 11      | 9        | 11                      | 13       |
| 5    | Cranbrook | 13      | 20      | 12       | 15                      | 10       |
|      | State     | 19      | 34      | 22       | 20                      | 26       |
| 6    | Cranbrook | 24      | 41      | 28       | 25                      | 35       |
|      | State     | 24      | 31      | 30       | 23                      | 27       |
| 7    | Cranbrook | 36      | 31      | 27       | 32                      | 32       |
|      | State     | 23      | 14      | 18       | 20                      | 15       |
| 8    | Cranbrook | 25      | 5       | 31       | 24                      | 22       |
|      | State     | 15      | 5       | 16       | 21                      | 16       |

### 3. Student outcomes in standardised national literacy and numeracy testing

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

| Band |           | Reading | Writing | Spelling | Grammar and punctuation | Numeracy |
|------|-----------|---------|---------|----------|-------------------------|----------|
| 4    | Cranbrook | 0       | 1       | 0        | 1                       | 0        |
|      | State     | 5       | 8       | 5        | 5                       | 3        |
| 5    | Cranbrook | 3       | 8       | 4        | 4                       | 3        |
|      | State     | 15      | 19      | 12       | 18                      | 13       |
| 6    | Cranbrook | 16      | 27      | 9        | 12                      | 8        |
|      | State     | 27      | 31      | 21       | 20                      | 23       |
| 7    | Cranbrook | 24      | 35      | 28       | 26                      | 26       |
|      | State     | 23      | 24      | 28       | 26                      | 29       |
| 8    | Cranbrook | 27      | 21      | 35       | 33                      | 32       |
|      | State     | 18      | 13      | 22       | 16                      | 18       |
| 9    | Cranbrook | 30      | 8       | 23       | 24                      | 31       |
|      | State     | 12      | 4       | 12       | 15                      | 14       |

Table 4: Percentage of Cranbrook Year 9 Students in each band v State

| Band |           | Reading | Writing | Spelling | Grammar and punctuation | Numeracy |
|------|-----------|---------|---------|----------|-------------------------|----------|
| 5    | Cranbrook | 1       | 3       | 1        | 1                       | 0        |
|      | State     | 6       | 16      | 8        | 10                      | 2        |
| 6    | Cranbrook | 6       | 15      | 4        | 5                       | 3        |
|      | State     | 17      | 22      | 13       | 17                      | 16       |
| 7    | Cranbrook | 13      | 25      | 16       | 28                      | 11       |
|      | State     | 27      | 26      | 23       | 31                      | 29       |
| 8    | Cranbrook | 25      | 29      | 32       | 29                      | 28       |
|      | State     | 26      | 23      | 29       | 20                      | 26       |
| 9    | Cranbrook | 31      | 17      | 36       | 21                      | 29       |
|      | State     | 17      | 8       | 17       | 13                      | 15       |
| 10   | Cranbrook | 24      | 10      | 10       | 16                      | 28       |
|      | State     | 8       | 4       | 8        | 9                       | 11       |

## 4. Senior secondary outcomes

### 4.1 Senior secondary outcomes

For full details see: <http://www.myschool.edu.au>

### 4.2 Year 10 Record of School Achievement

2016 was the fifth 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.

### 4.3 Higher School Certificate and vocational training

#### Vocational training

All Year 12 students in 2016 qualified for the award of the Higher School Certificate. One student completed one Vocational Education courses as part of his HSC programme.

#### Higher School Certificate

All Year 12 students in 2016 qualified for the award of the Higher School Certificate.

#### 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. In 2016 five boys achieved a place on this prestigious list.

#### Top Achievers – Place in Course

Students also achieved the following top places in courses:

4th in Modern History and 17th in Legal Studies

7th in Modern History

10th in History Extension

11th in Mathematics

11th in Mathematics General 2

12th in Mathematics

In Mathematics, two students achieved a perfect score of 100 out of a possible 100, and one of these also earned the same distinction in Mathematics Extension 1 with a score of 50 out of a possible score of 50.

#### Distinguished Achievers

Students must score 90 per cent or above in a subject to be named on the Distinguished Achievers List. Cranbrook boys gained 227 merits in total, including 87 in Mathematics, with 102 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, Biology, Business Studies, Chemistry, Design and Technology, Drama, Earth and Environmental Science, Economics, English Advanced, English Extension 1, Geography, Industrial Technology, Legal Studies, Mathematics General, Mathematics, Mathematics Extension 1, Mathematics Extension 2, Modern History, History Extension, Music 2, Music Extension, PDHPE, Physics, Visual Arts, Chinese Continuers, French Continuers, Latin Continuers, Latin Extension.

Students who undertook the more challenging courses also performed strongly gaining results in the top two bands: 100% in English Extension 2, French Extension, Japanese Extension, Latin Extension, Mathematics Extension 2, Music Extension, and 97% in Mathematics Extension 1.

#### Achievement in Each Subject

Band 6 is the highest Band awarded for a course and indicates a mark of 90 or above. Band 5 is the next highest band awarded and indicates a mark of 80 – 89.

For Extension Subjects, the highest two bands awarded are E4 (45/50 or above) and E3 (40-44/50).

The tables on the following page indicate strong achievement across all subjects in the top two bands.

In 15 courses, 25% or more of the candidature received marks of 90% or above.

The Class of 2016 worked hard and students deserve great credit for the manner in which they supported each other, dealt with pressure and sustained their good-humour. All of us at the School thank them, and their families, for their outstanding hard work and support for the School's ethos.

## 4. Senior secondary outcomes

### Cranbrook percentage in Band 5 or 6 v State.

| Course                 | Number Awarded Band 5 or 6 | Cranbrook % | State % |
|------------------------|----------------------------|-------------|---------|
| Ancient History        | 15                         | 46.87       | 30.68   |
| Biology                | 36                         | 64.28       | 35.11   |
| Business Studies       | 35                         | 64.8        | 34.33   |
| Chemistry              | 28                         | 65.11       | 40.94   |
| Chinese Beginners      | 2                          | 100         | 82.64   |
| Design and Technology  | 9                          | 81.81       | 40.8    |
| Drama                  | 18                         | 94.73       | 42.6    |
| Earth and Env Science  | 8                          | 88.88       | 34.38   |
| Economics              | 43                         | 75.42       | 45.2    |
| English Standard       | 9                          | 28.12       | 13.39   |
| English Advanced       | 98                         | 80.32       | 61.92   |
| English ESL            | 1                          | 33.33       | 27.03   |
| English Extension 1    | 7                          | 94.43       | 94.94   |
| English Extension 2    | 5                          | 100         | 79.35   |
| French Continuers      | 9                          | 75          | 65.33   |
| French Extension       | 7                          | 100         | 88.74   |
| Geography              | 12                         | 54.54       | 40.93   |
| Industrial Tech Timber | 5                          | 100         | 25.79   |
| Japanese Continuers    | 1                          | 25          | 56.46   |
| Japanese Extension     | 2                          | 100         | 89.43   |
| Latin Continuers       | 4                          | 100         | 80.48   |
| Latin Extension        | 3                          | 100         | 98.24   |
| Legal Studies          | 28                         | 68.28       | 42.27   |
| Mathematics General    | 37                         | 61.66       | 25.63   |
| Mathematics 2U         | 62                         | 78.47       | 52.51   |
| Mathematics Ext. 1     | 64                         | 95.52       | 79.37   |
| Mathematics Ext. 2     | 20                         | 100         | 85.34   |
| Modern History         | 46                         | 69.69       | 40.84   |
| History Extension      | 13                         | 100         | 80.59   |
| Music 1                | 9                          | 100         | 62.74   |
| Music 2                | 6                          | 100         | 89.53   |
| Music Extension        | 3                          | 100         | 51.87   |
| PDHPE                  | 7                          | 46.66       | 34.41   |
| Physics                | 19                         | 43.17       | 29.94   |
| Visual Arts            | 20                         | 90.9        | 54.38   |

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

| Subject               | Cranbrook % | State % |
|-----------------------|-------------|---------|
| Business Studies      | 26          | 9       |
| Chinese Continuers    | 50          | 45      |
| Design and Technology | 36          | 13      |
| Drama                 | 37          | 14      |
| Economics             | 32          | 14      |
| English Ext 1         | 28          | 35      |
| Industrial Technology | 60          | 7       |
| Legal Studies         | 29          | 12      |
| French 2U             | 25          | 30      |
| Latin 2U              | 50          | 49      |
| Latin Ext             | 33          | 70      |
| Mathematics 2U        | 57          | 23      |
| Mathematics Ext 1     | 42          | 33      |
| Mathematics Ext 2     | 25          | 32      |
| Music Ext             | 100         | 52      |
| Visual Arts           | 32          | 14      |

## 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 | 166        |
| Teaching staff who are responsible for delivering the curriculum, who lack formal teaching education qualifications                        | 0          |
| <b>Total number of teachers</b>  | <b>166</b> |

### 5.2 Professional learning activities

The School continued to provide extensive professional learning and support for teachers during the 2016 reporting period. As in prior years 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.

#### Senior School

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 | 8       |
|  |          | First Aid training   | 106     |
|  |          | Boarding   | 3       |
| Pedagogy and Practice                                  | External | IB pedagogy  | 130     |
|  | In-house | Changemakers   | 112     |
|  |          | Formative feedback and writing strategies                                  | 112     |
|  |          | Science Strategic Planning Day   | 10      |
| Subject Specific                                       | External | Cranbrook co-mission workshop  | 112     |
|  |          | Academic Support – multiple incl conferences and workshops                 | 4       |
|  |          | Careers – conferences  | 3       |
|  |          | DT – multiple incl conferences, workshops                                  | 4       |
|  |          | Drama - multiple incl conferences, workshops                               | 5       |
|  |          | English – multiple incl conferences, workshops                             | 24      |
|  |          | History – multiple incl conferences, workshops                             | 19      |
|  |          | Languages – multiple incl conferences, workshops                           | 6       |
|  |          | Library – multiple incl conferences, networking and library admin          | 12      |
|  |          | Mathematics – multiple incl conferences, workshops and IT                  | 15      |
|  |          | Music – multiple incl conferences, workshops, IT                           | 9       |
|  |          | PDHPE – multiple incl conferences, workshops                               | 9       |
|  |          | Science – multiple incl conferences, workshops                             | 26      |
| Social Science – multiple incl conferences, workshops  | 6        |  |         |
| Visual Arts – multiple incl conferences, workshops, IT | 6        |  |         |

## 5. Teacher qualifications and professional learning

### Junior School

| Category      | Source                  | Descriptor  | Numbers                                      |
|---------------|-------------------------|---|--|
| Pastoral Care | In House                | AIS Behaviour Management  | 35   |
|               | In House                | AIS Strategies to assist children suffering from anxiety  | 12   |
|               | External                | Addressing Dyslexia and its co-existing difficulties  | 1  |
|               | External                | Understanding Autism Disorder   | 1  |
|               | External                | AIS Evidence-based Behaviour Support  | 2  |
|               | External                | AIS Strategies for Managing Parental Complaints   | 2  |
|               | In House                | Management of Anaphylaxis   | 22   |
|               | In House                | CPR   | 65   |
|               | Subject/Teacher Support | External  | AIS Designing Rich Assessment in Mathematics |
| External      |                         | AIS Grammar Online: Levels of Delicacy  | 40   |
| In House      |                         | 3P Learning Integrating Reading Eggs  | 40   |
| External      |                         | PETAA A Closer Look at Spelling   | 5  |
| In House      |                         | Introduction to Matific as a Teaching Tool  | 30   |
| External      |                         | AIS Principles of Purposeful Planning online course   | 13   |
| In House      |                         | AIS Leadership Development (2 days, Leadership Team – 11 staff)   | 22   |
| External      |                         | AIM Language Learning   | 1  |
| External      |                         | PETAA Assessment in to Practice   | 2  |
| External      |                         | NSW Syllabus for the Australian Curriculum – Geography K-6  | 5  |
| External      |                         | IB PYP The Exhibition   | 2  |
| External      |                         | IB PYP Making the PYP Happen  | 6  |
| External      |                         | AAIBS Speaker Series  | 2  |
| In House      |                         | IB PYP NSW Network meetings   | 4  |
| External      |                         | IB NSW PYP Induction Day  | 10   |
| In House      |                         | Developing a Whole School Approach to the Teaching of English (3 full days, 75 staff involved each session) | 225  |
| In House      |                         | 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 (3 x 1hr sessions, 65 staff involved in each session)                           | 195  |
| In House      |                         | Appretio Goal Setting   | 65   |

## 6. Workforce composition

For full details see [www.myschool.edu.au](http://www.myschool.edu.au)

As at the end of 2016 the School did not have any Aboriginal and/or Torres Strait Islander staff.

# 7. Student attendance and retention rates

## 7.1 Student attendance

For whole School attendance rates, please refer to the School's data on the My School Website:

<https://www.myschool.edu.au/StudentAttendance/Index/107308/CranbrookSchool/43969/2016>

### Student Attendance Rates in 2016

| Year Level   | Attendance Rate % |
|--------------|-------------------|
| Kindergarten | 95.9              |
| Year 1       | 97.4              |
| Year 2       | 96.2              |
| Year 3       | 96.2              |
| Year 4       | 96.4              |
| Year 5       | 95.9              |
| Year 6       | 95.4              |
| Year 7       | 96.9              |
| Year 8       | 96.1              |
| Year 9       | 97.0              |
| Year 10      | 95.9              |
| Year 11      | 95.8              |
| Year 12      | 97.3              |
| Whole School | 96.3              |

## 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%                |
| 2014/2016          | 161                                | 156                                | 96.90%                |

The number of leavers in the 2016 cohort of Year 12 was not statistically significant. Leavers post Year 10 were largely attributed to international/interstate move or financial restrictions.

### 7.3 Management of non-attendance

#### Absences – Years K-6

Students are required 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 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. This message will then be forwarded via email to the main reception, who will in turn inform the student's teacher.

If a full message is left on the automated messaging system, it is not 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.

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

#### Parental Absence

Parents are asked to inform the Reception staff or their son's teacher in writing if they are going away on business, etc and to introduce the person who will be caring for their son.

#### Absence and Leave – Years 7-12

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.

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 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.

In addition, students from overseas are to meet attendance requirements per overseas student visa conditions.

## 7. Student attendance and retention rates

### Absence Procedure

On the day of absence the parent/guardian should telephone the Senior School Absence Line 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 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 2016. 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 2016 Cohort |
|----------------------|----------|---------------------------|
| Overseas             | 0        | 0%                        |
| Other School         | 0        | 0%                        |
| Unknown              | 0        | 0%                        |
| <b>Total Leavers</b> | <b>0</b> | <b>0%</b>                 |

There were no leavers over the age of 17 who did not go on to complete the HSC in Year 12 in 2016.

### Student Leavers – Year 12 Leavers Completing the HSC in 2016

100% of the 2016 student cohort of 156 completed their Higher School Certificate. 146 students went on to a tertiary institution/private college to further their education. Details of the destinations/offers of the students who completed their Higher School Certificate are provided below. Approximately 1.9% of the cohort did not apply to university. Only 10 students who applied did not receive a main round offer; two of those received later offers. The destination of those students is unknown.

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.

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.

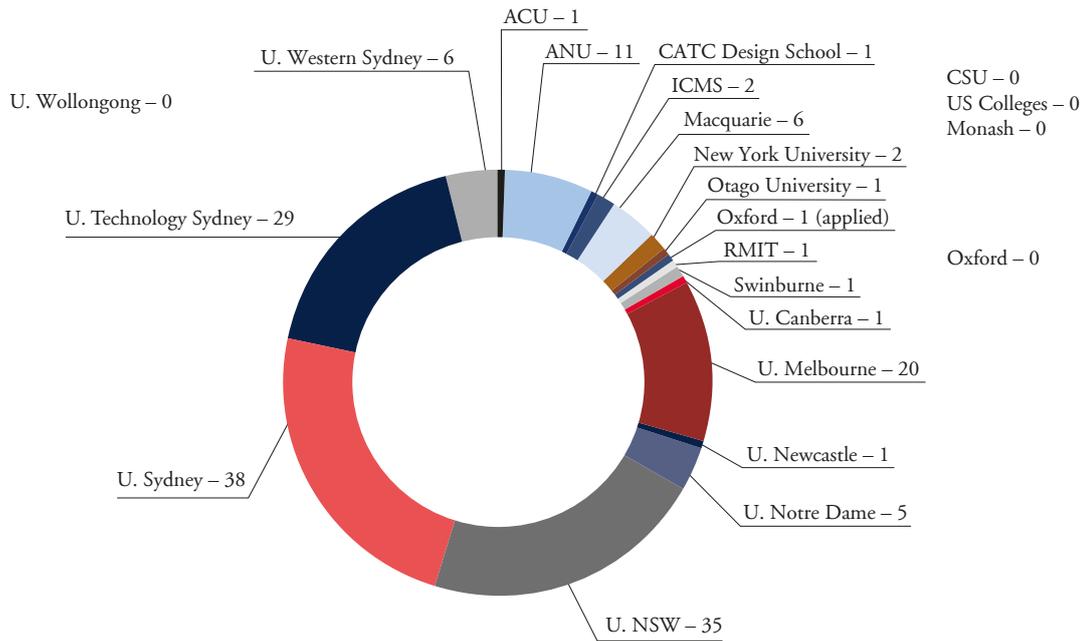
Students who were applying for university overseas also apply for university in Australia as a safeguard in case they were unsuccessful.

## 7. Student attendance and retention rates

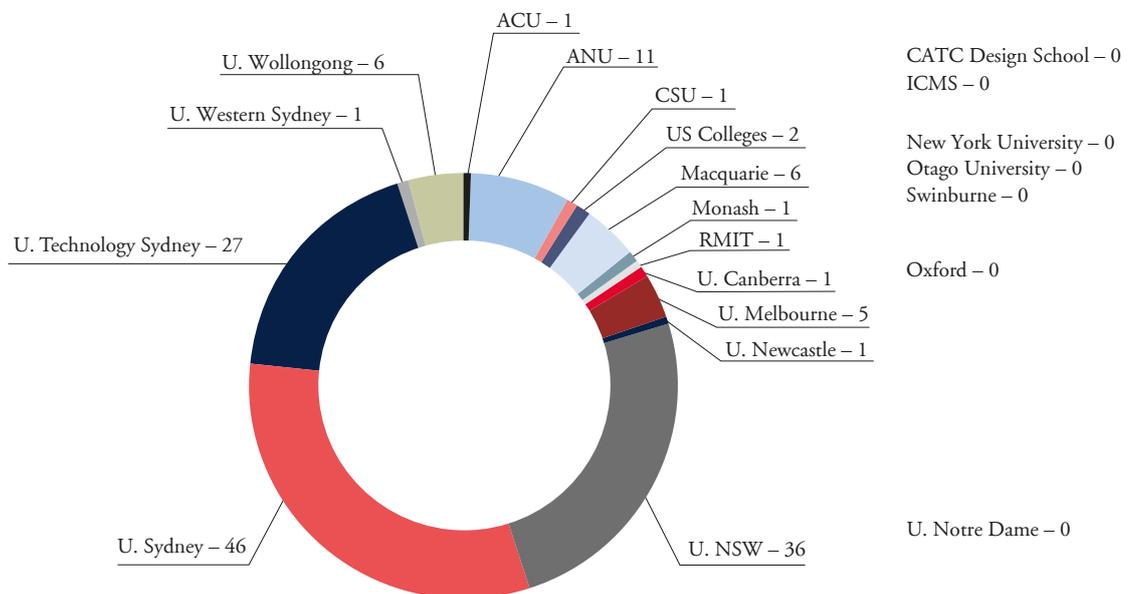
| University           | Location   | Number of students who gained entry in 2016 | Number of students who gained entry in 2017 |
|----------------------|------------|---|---|
| ACU                  | Sydney     | 1   | 1   |
| ANU                  | Interstate | 11  | 11  |
| CATC Design School   | Sydney     | 1   | 0   |
| CSU                  | NSW        | 0   | 1   |
| ICMS                 | Sydney     | 2   | 0   |
| US Colleges          | Overseas   | 0   | 2   |
| Macquarie            | Sydney     | 6   | 6   |
| Monash               | Interstate | 0   | 1   |
| New York University  | Overseas   | 2   | 0   |
| Otago University     | Overseas   | 1 accepted                                  | 0   |
| Oxford               | Overseas   | 1 applied                                   | 0   |
| RMIT                 | Interstate | 1   | 1   |
| Swinburne            | Interstate | 1   | 0   |
| U. Canberra          | Interstate | 1   | 1   |
| U. Melbourne         | Interstate | 20  | 5   |
| U. Newcastle         | NSW        | 1   | 1   |
| U. Notre Dame        | Sydney     | 5   | 0   |
| U. NSW               | Sydney     | 35  | 36  |
| U. Sydney            | Sydney     | 38  | 46  |
| U. Technology Sydney | Sydney     | 29  | 27  |
| U. Western Sydney    | Sydney     | 6   | 1   |
| U. Wollongong        | NSW        | 0   | 6   |
| <b>Total</b>         |            | <b>162</b>                                  | <b>146</b>                                  |

## 7. Student attendance and retention rates

### Number of students who gained entry in 2016



### Number of students who gained entry in 2017



# 8. Enrolment policy

The full text of Cranbrook School's Admissions Policy is outlined below.

## Admission policy

### 1. Applications for admission

To apply for a place at Cranbrook School for your child, you must submit a completed and signed application form, along with supporting documents and the non-refundable Application Fee.

Applications for admission must be on the current *Application for Admission Form or Application for Admission Form – Overseas Students*, as appropriate. A separate application form must be completed for each child.

Applications for admission will be accepted only after the birth of the child.

Applications for admission will only be processed once the Admissions Office has received a fully completed application form signed by both parents, all the supporting documentation requested on the application form, and payment of the non-refundable Application Fee.

The Admissions Office will confirm receipt of the application and your child will be placed in the waiting pool(s) for the nominated point(s) of entry. **Acceptance of an application does not guarantee a place at the School for your child.**

### 2. Entry points

#### *Pre-schools*

Applications may be made for entry to St Mark's Pre-school or St Michael's Pre-school, or both.

For applications into Pre-school, your child must be three years old by 31 January in the year of entry.

There is no automatic progression from St Mark's Pre-school or St Michael's Pre-school to Kindergarten at Cranbrook School. Application for admission into Kindergarten involves a separate waiting pool and admission process. If you would like to apply for a place in Kindergarten as well, please indicate this on the application form.

#### *Junior and Senior School*

There are three intake years for admission to the Junior and Senior School:

- Kindergarten
- Year 3 (a small intake of 10 to 15 children only)
- Year 7

For applications into Kindergarten, your child **must** be five years old by 31 March in the year of entry.

Applications may be made for admission into non-intake years. Vacancies in non-intake years are limited and unpredictable, and vary from year to year. Places can only be offered in non-intake years when vacancies arise.

Please indicate on the application form all potential entry points for which you would like your child to be considered.

#### *Boarding*

Applications may be made for boarding places for any year from Year 7. Priority for boarding applications is given to those applying for Year 7.

### 3. Assessments and interviews

Applications for admission are often made by parents many years in advance so the School may seek a further confirmation of interest from you regarding a place for your child in the School. You may

be contacted up to eighteen months before the date of entry for Pre-school and Kindergarten and up to two and a half years before the date of entry for Year 3 and Year 7.

On confirmation that you still wish your child to be considered for a place, offers for assessment and interview are made having regard to a number of factors.

An application may be cancelled if no confirmation of interest is received.

#### **Some applicants may miss out on assessments and interviews due to demand for places exceeding places available.**

Assessments and interviews may be held up to twelve months before the date of entry for Pre-school and Kindergarten and up to two years and six months before the date of entry for Year 3 and Year 7.

Prior to assessment and interview, you must provide:

- Two recent school reports if your child is already at school; and
- Any other supporting documentation which has been updated subsequent to submitting the application form.

The assessment involves your child participating in activities under the observation of professional staff.

- **Kindergarten:** Applicants attend the Junior School to undertake a Kindergarten Readiness Assessment.
- **Year 3:** Applicants will participate in activities and observations in a classroom setting at the Junior School.
- **Year 7:** Applicants will participate in activities under the supervision of the Admissions team including on-line activities, divergent and creative thinking tasks, and observational time.
- **Junior School non-intake years:** Applicants will participate in activities and observations in a classroom setting at the Junior School.
- **Senior School non-intake years:** Applicants will attend an interview accompanied by their parents and may participate in assessment activities under the supervision of the Admissions team, depending upon the timing of the application.

Interviews are held subsequent to the assessment and should be attended by your child and both parents. If only one parent is able to attend, please advise the Director of Admissions prior to the interview if possible.

### 4. Offers of places

After the assessment and interview, your application will be reviewed.

Offers of places are made subject to availability and at the discretion of the School.

Whilst Cranbrook School does not support a chronological waiting list, or offer children/grandchildren of Old Boys or siblings of current students a guaranteed place, such factors may be considered in the review of your application.

Following the assessment and interview, you will be notified in writing if an offer is to be made or if your application was unsuccessful.

To accept the offer and confirm your child's place, both parents must sign and return the *Confirmation of Acceptance, Enrolment Terms and Conditions and Authority to Release Information*, and pay the Enrolment Fee or Deposit (as applicable), by the required date.

If the School is unable to offer your child a place at a particular point of entry, your application will only be transferred to the waiting pool for a subsequent point of entry if you nominated a subsequent point of entry on your application form or you contact the Director of Admissions in writing to request the application be amended to be considered for a subsequent point of entry.

## 8. Enrolment policy

Once enrolled, students are expected to support the School's goals and values and comply with the School rules to maintain their enrolment, in accordance with the Enrolment Terms and Conditions. Parents are expected to support the School's goals and values and comply with the *Parent Code of Conduct*, in accordance with the *Enrolment Terms and Conditions*.

### 5. Fees

Fees and charges are determined each year by the School Council. The current fees are listed in the Fees Schedule on the School's website.

#### *Application Fee*

On submitting your application, you will be required to pay a non-refundable Application Fee to cover administration costs.

#### *Enrolment Fees – Kindergarten to Year 12*

An Enrolment Fee must be paid at the time an offer of enrolment is accepted. The Enrolment Fee confirms the enrolment of your child at a particular point of entry. The Enrolment Fee is not refundable, whether or not your child starts at the School.

The Enrolment Fee is not credited towards tuition fees.

#### *Deposit – Places in St Mark's Pre-school or St Michael's Pre-school*

A Deposit must be paid at the time that an offer of enrolment is accepted. The Deposit confirms the enrolment of your child at a particular point of entry. The Deposit is refundable when your child leaves the Pre-school, provided at least one full term's notice has been given and all accounts paid. If your child does not start at the Pre-school, the Deposit is non-refundable.

The Deposit is not credited towards tuition fees.

### 6. Changes to applications

Subsequent to making an application, if you wish to amend the point of entry for which you have applied, you must make this request in writing to the Director of Admissions including your child's full name, address, the current point of entry and calendar year for which you have applied, and the new point of entry and calendar year for which you wish to apply.

Once an offer of enrolment into a particular entry point has been offered or accepted, this place is not transferable to another point of entry at any time.

### 7. Not taking up an accepted place

If your child does not take up a place that has been offered and accepted, the Deposit/Enrolment Fee will be forfeited.

If notice in writing of this withdrawal is not given:

- on or before 30 June in the preceding year for a place commencing at the start of Term 1,
- at least two full terms prior to commencement for a place commencing at any other time, or
- for Pre-school places, by the date outlined in the offer of enrolment,

a full term's tuition fees in lieu of notice will be charged for day places, and two full term's tuition and boarding fees in lieu of notice will be charged for boarding places.

If your child does not take up a place that has been offered and accepted, you may make a request in writing to the Director of Admissions for your original application to be amended to be considered for a subsequent point of entry. If a place is offered and accepted for this subsequent point of entry, no additional Deposit/Enrolment Fee will be payable for this subsequent enrolment provided the required notice in writing of withdrawal was given.

### 8. Special needs/medical conditions

The School must be fully informed in relation to your child's special or individual needs (including medical, physical, learning, or psychological needs, medical conditions and/or health care requirements), in order to provide adequate resources, facilities and support for your child should a place be offered.

You must fully and accurately disclose any special or individual needs, (including medical, physical, learning, or psychological needs, medical conditions and/or health care requirements) in the application form.

Where any of these matters change or where any new matters arise subsequent to submitting your application, you must notify the School immediately. If you have failed to disclose or not fully and accurately disclosed any material matter, either in the application form or subsequently, the School may refuse your application, withdraw an offer of enrolment, or terminate the enrolment without notice.

### 9. Change of contact details

It is essential that at all times the Admissions Office has up to date contact details for each parent because if at any stage of the application or enrolment process the School cannot contact you, the application or enrolment will not be able to progress and your child will be removed from the waiting pool(s) or enrolment list.

Changes of contact details must be notified to the Director of Admissions in writing, clearly stating your child's full name and previous contact details, as well as your new contact details.

### 10. Overseas students

Applications for children who will be applying on a student visa should be made on the *Application for Admission Form – Overseas Students*.

Tuition at the School is in English and competence in English is a condition of entry. If at assessment and interview your child does not show evidence of the required competence, you may re-apply after your child has completed an intensive English course (at your discretion and expense).

Further information about applications for children who are not Australian Citizens or Permanent Residents can be sought from the Admissions Office.

### 11. Correspondence regarding admissions

All correspondence regarding admissions should be addressed to the Director of Admissions in writing.

### 12. Change of policy

Cranbrook School reserves the right to change the Admissions Policy at any time without notice.

### 13. Further information

For further information about Cranbrook School's Admissions Policy please contact the Admissions Office.

Cranbrook School  
Director of Admissions  
5 Victoria Road  
Bellevue Hill NSW 2023  
E enrol@cranbrook.nsw.edu.au  
T 61 2 9327 9000

Cranbrook School  
ABN 79 000 007 723  
CRICOS Registered Provider No. 02298E  
Published 3 November 2016

## 9. Other school policies

| Policy  | Changes in 2016  | Access to Full Text   |
|---|--|---|
| <p><b>Student Welfare</b><br/>The School seeks to provide a safe and supportive environment which:</p> <ul style="list-style-type: none"> <li>– minimises the risk of harm and makes students feel secure;</li> <li>– supports the physical, social, academic, spiritual and emotional development of students; and</li> <li>– provides student welfare policies and programs that develop a sense of self-worth and foster personal development.</li> </ul> <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"> <li>– Student Attendance Policy (7-12)/Attendance Policy (K-6)</li> <li>– Child Protection Policies including Abuse, Grooming and Neglect Identification and Initial Notification, Mandatory Reporting of Abuse and Neglect, Staff-Student Relationships, Reportable Conduct of Staff, Volunteers and Others, Working With Children Checks and Detecting, Reporting and Addressing Grooming Behaviours</li> <li>– Staff Code of Conduct</li> <li>– Bullying and Harassment Policy (7-12)/Anti-Bullying Guidelines (K-6)</li> <li>– Sun Protection Policies</li> <li>– Critical Incident Management Plan</li> <li>– Student Security and Excursion Risk Management Procedures</li> <li>– Evacuation Procedures and Lockdown Procedures for each campus</li> <li>– Policy and Procedures regarding Students at Risk of Self-Harm or Suicide</li> <li>– Guidelines for Managing and Assisting Students with ADHD</li> <li>– Student IT Acceptable Use Policy</li> <li>– Digital Code of Conduct for Students Agreement (K-6 and 7-12 versions)</li> <li>– Asthma Policy (K-6)</li> <li>– Anaphylaxis Policies</li> <li>– Health Policy (K-6)</li> <li>– Behavioural Expectations Policy (7-12)/Behaviour Support Stages Policy (K-6)</li> <li>– Code of Responsibilities and Standards of Behaviour for Students</li> </ul> | <p>All of the child protection policies were reviewed in 2016 and minor amendments made.</p> <p>An additional child protection policy – Detecting, Reporting, and Addressing Grooming Behaviours Policy – was introduced in 2016, which provides staff with additional guidance regarding grooming behaviours.</p> <p>Minor amendments were made to the Staff Code of Conduct.</p> <p>The Evacuation Procedures and Lockdown Procedures were updated to reflect staff changes and physical changes in the School.</p> <p>A new Critical Incident Management Plan was implemented in 2016 with the assistance of external risk consultants.</p> <p>A new Digital Code of Conduct for Students Agreement was created specifically for Junior School students.</p> <p>No other changes were made in 2016.</p> <p>The School is currently in the process of reviewing and updating its entire suite of policies and procedures as part of the implementation of its new policy management system. Most of the student welfare policies noted are being reviewed and updated in 2017.</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 of certain welfare policies is available on the Parent Portal.</p> <p>The full text of any specific welfare policy is available upon request from the Headmaster.</p> <p>All policies and procedures are available to staff on the Staff Policies and Procedures Portal.</p> |
| <p><b>Anti-bullying</b><br/>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 2016.</p> <p>The School is currently in the process of reviewing and updating its entire suite of policies and procedures as part of the implementation of its new policy management system. The anti-bullying policies noted are being reviewed and updated in 2017.</p>   | <p>The anti-bullying policies are available on the School's public website, the Parent Portal and available upon request from the Headmaster.</p> <p>The Senior School policy is also published in the Senior School Student Diary.</p> <p>All policies and procedures are available to staff on the Staff Policies and Procedures Portal.</p>  |

## 9. Other school policies

| Policy  | Changes in 2016  | Access to Full Text   |
|---|--|---|
| <p><b>Student Discipline</b><br/>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: Commendation Policy (K-6), 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 2016.</p> <p>The School is currently in the process of reviewing and updating its entire suite of policies and procedures as part of the implementation of its new policy management system and student discipline related policies are being reviewed and updated in 2017.</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 any specific student discipline related policy is available upon request from the Headmaster.</p> <p>The Code of Responsibilities and Standards of Behaviour for Students is published in the Senior School Student Diary.</p> <p>All policies and procedures are available to staff on the Staff Policies and Procedures Portal.</p> |
| <p><b>Reporting Complaints and Resolving Grievances</b><br/>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 specific senior staff designated as Complaints Officers who are authorised to manage formal complaints.</p>   | <p>A new Complaints and Dispute Resolution Guide was implemented in 2016. The revisions include a more specific detailing of the complaints management process, including appeals.</p>   | <p>The Complaints and Dispute Resolution Guide is available on the public website, on the Parent Portal, and upon request from the Headmaster.</p> <p>All policies and procedures are available to staff on the Staff Policies and Procedures Portal.</p>   |

## 10. School determined priority areas for improvement

### Achievement of priorities identified in the School's 2015 Annual Report

| Area                     | Priorities   | Achievements   |
|--------------------------|--|--|
| Teaching and Learning    | <ul style="list-style-type: none"> <li>- Further preparation for MYP implementation.</li> <li>- Completion and publication of School Improvement Plan (SIP) based upon Embedding Excellence frameworks.</li> <li>- Development of classroom observation as part of professional life.</li> </ul> | <ul style="list-style-type: none"> <li>- Timetable set for IB MYP Accreditation visit in 2017.</li> <li>- SIP used as a basis for the structure of the School's Strategic Plan.</li> <li>- Renewed Academic Team has developed Classroom observation initiatives.</li> <li>- Trial of RISE staff mentoring programme in Junior School.</li> </ul>  |
| Student Welfare          | <ul style="list-style-type: none"> <li>- Continuing alignment of pastoral and academic structures and channels.</li> </ul>   | <ul style="list-style-type: none"> <li>- United Senior School Management has continued to bring pastoral and academic lines of responsibility together.</li> <li>- Junior School Leadership structure reviewed.</li> <li>- Refinement of Junior School MarkBook to record learning growth of each student in each key learning area across the academic year.</li> <li>- Embedding of the Momentum system in the Junior School as the main repository for pastoral care and attendance matters.</li> </ul> |
| Facilities and Resources | <ul style="list-style-type: none"> <li>- Progression of Master Plan for Bellevue Hill.</li> <li>- First use of Wolgan Valley campus.</li> </ul>  | <ul style="list-style-type: none"> <li>- Master Plan has reached next stage: significant progress towards a completion of designs made.</li> <li>- Plans for Wolgan Valley infrastructure and Phase One of development agreed.</li> </ul>  |

### 2017 Priority areas for improvement

| Area                     | Priorities  |
|--------------------------|---|
| Teaching and Learning    | <ul style="list-style-type: none"> <li>- Successful completion of IB MYP Accreditation process.</li> <li>- Completion of renewal of Academic Leadership Team and further development of Classroom Observation initiatives.</li> </ul> |
| Student Welfare          | <ul style="list-style-type: none"> <li>- Further strengthening of Student Welfare Programmes.</li> </ul>  |
| Facilities and Resources | <ul style="list-style-type: none"> <li>- Refurbishment of Senior School building.</li> <li>- Completion of Wolgan Valley infrastructure.</li> <li>- Progression of Master Plan for Bellevue Hill.</li> </ul>                          |

# 11. Initiatives promoting respect and responsibility

## 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 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 Buddy Program           | Expansion of this program to provide greater opportunities for connection, care, respect and responsibility between the older and younger students.  |
| Kindergarten-Year 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"> <li>– Self-awareness;</li> <li>– Self-management;</li> <li>– Social awareness;</li> <li>– Relationship skills; and</li> <li>– Social decision making</li> </ul>   |
| IBO PYP Attitudes                                    | PYP Attitudes are explicitly taught to boys – 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 and classroom spirituality programmes | These programs often explicitly promote respect and responsibility.  |
| Junior School Leadership Programme                   | All children in Year 6 are Student Leaders in their final year of School. Alongside six House Captains and six Vice-captains, boys fulfill a range of leadership roles and are mentored by members of the Junior School Leadership Team.   |
| Community Committee (Years 3-6)                      | The Junior School 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

#### Student Wellbeing Program

This is an extensive program with a forty five minute session each fortnight. Topics are presented by tutors and guest speakers, and include:

- accepting difference
- mentoring
- online behaviours and responsibility
- ethical dilemmas
- road safety
- gender relations
- indigenous affairs
- immigration and refugees
- free speech and its limits
- interviews with Tutors
- managing stress and anxiety
- reciprocal rights and responsibilities.

#### School Co-mission Statement

Activities around what the five statements mean to the boys and how they can live to these ideals of respect and responsibility.

#### Parent/Student Evenings

Events with guest speakers who speak on a variety of issues about drug and alcohol abuse, coping with change, responsible use of social media, navigating the teenage years.

#### Student 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 Clean Up Australia Day, Daffodil Day and the Red Shield Appeal for the Salvation Army, as well as working with people in the wider community.

#### Code of Responsibilities and Standards of Behaviour for Students

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 2016 these included Yr 6, 7 and 12 parents and students.

Levels of support for the School's academic agenda continued to be high across the range surveyed. Year 12 families appreciated the excellent support offered by the House system and by Departments: helpful constructive criticism was given regarding specific areas.

The School will continue to use surveys throughout 2017 and intends to offer teachers the chance to express their views. We are also considering a whole school survey of parental opinion.

# 13. Summary financial information

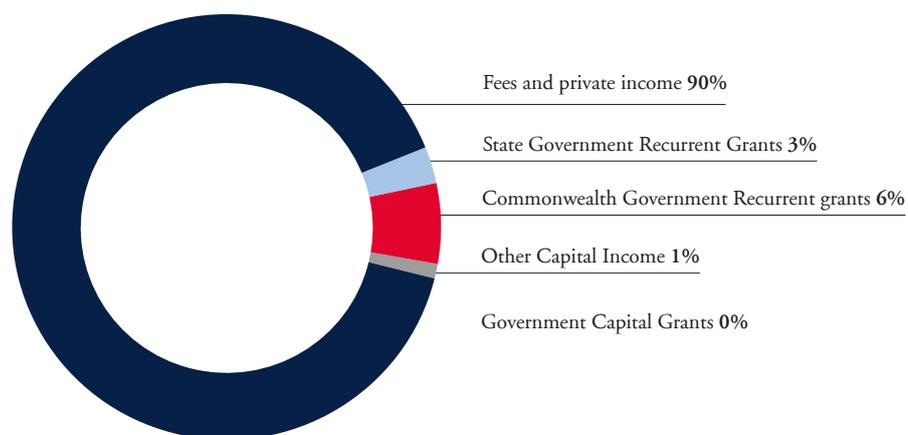
## School Annual report 2016

| Income                                   | 2016              |             |
|--|-------------------|-------------|
| Fees and Private Income                  | 47,648,198        | 90%         |
| State Government Recurrent Grants        | 1,722,376         | 3%          |
| Commonwealth Government Recurrent grants | 3,248,848         | 6%          |
| Government Capital Grants                | 0                 | 0%          |
| Other Capital Income                     | 539,891           | 1%          |
| <b>Total</b>                             | <b>53,159,312</b> | <b>100%</b> |

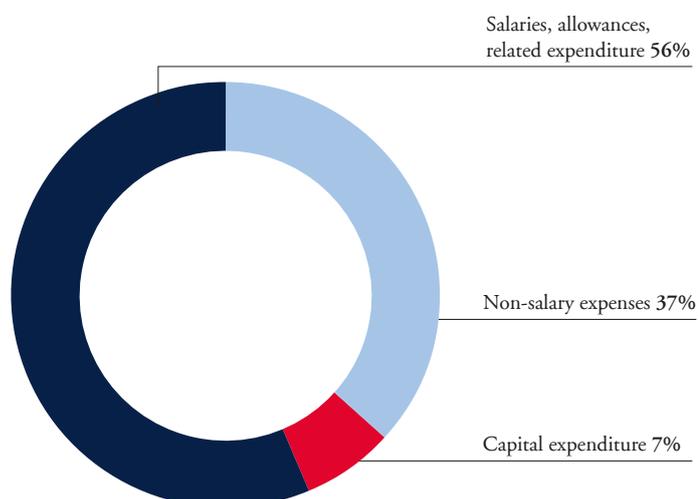
| Expenditure                               |                   |             |
|---|-------------------|-------------|
| Salaries, Allowances, Related Expenditure | 30,697,184        | 56%         |
| Non-salary expenditure                    | 20,204,350        | 37%         |
| Capital Expenditure                       | 4,139,247         | 7%          |
| <b>Total</b>                              | <b>55,040,741</b> | <b>100%</b> |

Source: 2016 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

Cranbrook School  
ABN 79 000 007 723  
CRICOS Provider Code 02298E

**Website**

[www.cranbrook.nsw.edu.au](http://www.cranbrook.nsw.edu.au)



**CRANBROOK**  
SCHOOL