

CRANBROOK

Cranbrook School

NESA Annual Report 2022



**CRANBROOK
SCHOOL**

EST. 1918

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1. About Cranbrook School

Cranbrook School is an Anglican, independent day and boarding school, Pre-school to Year 12 in Sydney's Eastern Suburbs.

Our vision is to be a world class school which encourages and enables all of our students to explore, enjoy and fulfil their potential. We lead our students to discover and make the most of their talents, give their best and thrive in and love the pursuit of excellence. As a school we energise the educational environment by offering a rich and distinctive schooling both within and beyond the curriculum and give powerful pastoral support. We uphold the character and foundation of our Anglican foundation in order to promote the moral and spiritual development of each student and foster the principles of service.

Cranbrook aims to build resilience and confidence so that each student can face the challenges of the twenty-first century with personal confidence, intellectual versatility, academic hunger and optimism. We inspire and support them to respect the integrity of differences, lead adventurous, courageous and generous lives contributing to the betterment of society.

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 children with learning needs.

We encourage students to think and act skilfully, creatively and responsibly. In terms of pastoral care, Houses in the Senior School and classes in the Junior School promote an environment within which students feel safe, gain a sense of identity and become known and valued as individuals.

Cranbrook School is an IB World School, and in August 2020 became accredited as an IB Continuum School, now offering each of the PYP, MYP and IB Diploma Programmes.

The academic programme is based upon a structured teaching and learning framework, as well as the International Baccalaureate (IB) Primary Years Programme (PYP) in the Pre-schools and Junior School, and the Middle Years Programme (MYP) in Years 7 to 10. For Year 11 and 12 Cranbrook offers students the choice of the Higher School Certificate or the IB Diploma.

There is a wide range of co-curricular activities available across sport, service, drama, music, debating and public speaking, technology, outdoor education and visual arts.

We cater for approximately 1,760 students across all our campuses.

Currently, Cranbrook caters for boys and girls in the Pre-schools, and boys in Kindergarten to Year 12. As announced in 2022, Cranbrook is moving to coeducation and in 2026, Cranbrook will accept girls into Year 7 and Year 11. We will be fully coeducational in the Senior School in 2029.

Our two Pre-schools, St Mark's at Darling Point and St Michael's at Vaucluse, provide a secure, warm and exciting environment for our youngest Cranbrookians, who attend pre-school either two, three or five days a week from the age of three. Students must be three years old by 31 March in the year of entry. St Mark's Pre-school accommodates 22 students per day and students attend five days per week. St Michael's Pre-school accommodates 40 students per day and students attend two, three or five days per week.

The Junior School has classes from Kindergarten to Year 2 with an intake of approximately 60 students into three classes in each year group. Entry to Kindergarten is available if students are five years old by 31 March in the year of entry. There is an additional intake of approximately 12 students into Year 3, creating three classes of approximately 25 students in each of Year 3 to Year 6.

The Junior School campus for Kindergarten to Year 6 is located at Rose Bay. It is an outstanding, integrated educational facility. It provides academic and creative facilities, including art rooms, music rooms, a science classroom and a library, complemented by sports grounds including tennis courts, grass playing fields and a gymnasium that is also equipped to double as a multipurpose space for rehearsals, performances and special events. The campus is flexible enough to meet changing educational needs and is both spacious and robust; an ideal combination for active students.

The Senior School has classes from Year 7 to Year 12. Each year group has approximately 200 students. In Year 7, as well as students moving from the Junior School, there is an intake of approximately 125 students from other schools. Entry to other years in the Senior School is currently by way of a casual vacancy.

Boarding is offered from Year 7 onwards in one of two boarding houses. The total boarding capacity is 75 students. The boarding population consists of young people from various backgrounds: urban, rural and international, and we have a small number of full fee paying overseas students. The boarding experience at Cranbrook teaches the students to be independent and responsible both for themselves and to the group so

that they develop into mature and self-reliant young adults.

The Senior School campus at Bellevue Hill overlooks Sydney Harbour with facilities including bright, open and modern teaching spaces, specialist classrooms, a gymnasium, weights room, indoor swimming pool, library, basketball courts, playing field and recording studio. This campus is currently undergoing a process of renewal including replacement of buildings - some of which had been in use for over 70 years - with new facilities that include a multi-level contemporary education building incorporating a drama and music theatre, chapel and dining commons, and the state-of-the-art Murray Rose Aquatic and Fitness Centre and underground carpark.

The School also has an outdoor education facility located in the secluded and picturesque Wolgan Valley, a three hour drive from Sydney in the World Heritage listed Greater Blue Mountains. Wolgan Valley is a residential and experiential education site that complements the main campuses and allows learning to be undertaken in innovative ways, placing students in the natural environment and giving them an appreciation that they are part of an ecosystem, and have a responsibility to maintain it.

At the end of 2022, there were 79 students enrolled at the Pre-schools, 474 students enrolled at the Junior School and 1,171 students 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, from within a 10 kilometre radius of the School but some students travel a considerable distance to school each day.

For more information about the School, please visit our website: www.cranbrook.nsw.edu.au.

2. Messages from Key School Bodies

21 Report from the President of the School Council

I write on behalf of the new Cranbrook School Council, which came into office on 1 January 2023.

We thank the members of the former Council for their service of the School. Many of them served on Council for several years, during a time when so much was achieved at Cranbrook.

We also acknowledge the work of the two former Presidents, Helen Nugent AC and Roger Massy-Greene AM, who formed an independent Nominations Committee in late 2022 to recommend new members of Council. Following a process in which they consulted widely within the School community and externally, their recommendations were adopted in full by the previous Council.

The new Council has a strong mix of skills and experience, relevant to the governance of Cranbrook, and we are now fully engaged in working together to serve the best interests of the School and its students.

We express our gratitude to the Headmaster, Nicholas Sampson, the School's leadership team and all Cranbrook staff, for steering the School through 2022. It was a period of significant renewal and challenge, and their dedication and perseverance are greatly appreciated.

The academic results of last year's Year 12 students were very pleasing. The HSC results were of a high standard across the board and the IB cohort achieved an excellent set of results as the inaugural IB Diploma scholars. This reflects the dedication of the students, as well as the devotion of all Cranbrook staff. In particular, we thank the School's academic leadership team for their splendid efforts in leading the establishment of the IB Diploma Programme.

The School continues to strive towards its vision of being a world class school which encourages and enables all of our students to explore, enjoy and fulfil their potential. Our aim is for them to flourish here and to leave the School with the knowledge, skills and confidence to contribute to the betterment of society at large. It is an exciting and noble cause, which involves the participation of all members of the School community.

Now is indeed a momentous time in the School's history. After a lengthy period of community engagement, the School Council announced the decision last year to accept girls into Year 7 and Year 11 in 2026, with the Senior School to become fully coeducational by 2029. The admissions process is well underway, and the School is working hard to ensure a smooth transition to coeducation for all students and staff.

Over recent years the School has invested significantly in the redevelopment of its Senior School campus. The new Senior School facilities have rejuvenated the campus across its academic, pastoral and co-curricular programmes, and position the School well for the introduction of coeducation.

The School held a wonderful community event, *Illuminate*, at the start of Term 4 last year to officially open the new buildings. We thank the Project Control Group and the Council's Building & Development and Finance Committees for their considerable efforts over many years. Importantly, we are also profoundly grateful to the Cranbrook Foundation and the School's generous donors who contributed to making this project a reality.

The Cranbrook community is a close-knit one. Our Cranbrook School Parents' Association was tireless in its efforts to bring the community together throughout the year through a series of enjoyable events. Their extensive support at *Illuminate* was very well received. There is a generous culture of giving back within the Cranbrook community and this makes an enormous contribution to the life of the School.

Each year the School and the Old Cranbrookians' Association celebrate the value of a Cranbrook education by naming an Old Cranbrookian of the Year. For 2022 we again had two categories – Old Cranbrookian of the Year (Luke Johnson OC 1986) and Young OC of the Year (Joe Dusseldorp OC 2000). Both are fine examples of what Cranbrook can provide in preparing its students to become valuable contributors to a rapidly evolving and challenging world.

As the new Council settles in, we look forward to working together, alongside the Headmaster and the School's leadership team, in service of Cranbrook and its students. We are delighted to be playing a part in the future of this great and distinctive School.

Esse Quam Videri

Geoff Lovell
President

22 Report from the Headmaster

2022 has been an interesting year in so many ways, and it is important that we give absolute priority to students' experience at the heart of this reflection. In student growth, in student achievement, in student contribution and in each area of school life, the student body has performed extraordinarily well.

2022 was the real gateway into our second century as a School. We celebrated the opening of new buildings and facilities, we consolidated the IB Diploma Programme, thus making us a IB Continuum School with a particular and distinctive curriculum, and we took the decision to work towards coeducation in 2026.

If a school is made up of people, places and programmes, then our places have improved, our programmes have been strengthened and our pool of people has doubled. All of this has been carried through in the spirit of our founding mission. We have been true to ourselves, true to the School prayer, true to our Anglican foundation and true to our motto, *Esse Quam Videri*. This is a demanding taskmaster: integrity is hard but is so very essential and vital in today's world when truth is far too often represented as negotiable in some areas. For us, the pursuit of truth, the testing of it, the cherishing of it, the developing of it, the centrality of it enlivens our scholarship and enriches our lives.

We now face a new and very exciting chapter. When we first turned to consider coeducation we surveyed heavily, and there was strong support for the idea. In the two surveys that we ran, roughly 70% of our families were supportive of the pursuit of coeducation. About 20% had reservations and questions but were still aligned with the idea. Only around 10% of families were firmly opposed. Between Years 6 and 10, the Year Groups that would be most affected by any change towards coeducation, the parents of each Year Group were, by majority, in favour of coeducation. Our change has drawn huge attention in the wider community with a significant interest expressed by people wanting to send their children to our school.

The nature of the school we are seeking to build will be for girls and boys. The opportunities, the ambitions, our aspirations and our plans for the school of tomorrow will lift us all further and will be very exciting.

Teachers and members of the support and operations staff are also highly supportive of this change.

My colleagues and I were humbled and grateful for the expression of support through the recent petition given by parents. In 48 hours, 1000 expressions of support for coeducation and our current direction were received. It was a remarkable articulation of faith and we are appreciative of it. It is vital now that we unite in a commitment to mutually respectful engagement in all areas of school life. That is what our motto asks us to do.

The real joy of this year has been to restore normal operations, post Covid disruptions. George Herbert's exhortation to find: "Heaven in ordinary" comes to mind. Those things we had perhaps taken for granted, we discovered to have a value well beyond our habitual thinking. We have admired Year 12 being committed, constructive and concerned and, when they look back on their school years, their final three years were marked by distractions and disruptions of some sort. They required resilience and particular strength of character to flourish throughout. They showed these qualities as they led the School with distinction.

This cohort has made history as it includes Cranbrook's first ever students who have accepted a new way of studying through the International Baccalaureate Continuum Programme, an inquiry-based way of learning across the Primary, Middle and Senior years. For those studying the HSC, we have seen an incredibly dynamic and strong cohort of students who have pushed themselves and have shown us the global minded attitudes of what it means to be a Cranbrookian.

Congratulations must go to Lachlan Harris for placing first in the State for Chemistry and Physics, Luke Sinden for Drama and Julian Zogg for German Beginners.

Our IB Cohort are also to be commended for achieving an overall average of 35, greatly exceeding the global average of 31 and equating to an IBDP median ATAR of 92. Our first title of IB dux was claimed by Max Lindley, who achieved an IBDP equivalent ATAR of 99.8

The reopening of Hordern Oval halfway through the year drew over two thousand people to celebrate an Oval which we now have back and of which we appreciate its true worth. *Illuminate*, the opening of the new buildings, drew similar numbers onto the School site. The community demonstrated its love for, respect for, engagement with and affinity with this School.

The community also relished events such as the Town Hall concert and the production of the first School musical in many years, *School of Rock*. From recitals in the new spaces with increased audiences, to recent carol services and to Assemblies which now have a completely different feel thanks to their new setting. Previously, we provided a sort of miniature CITF version of Assemblies with in-built hardship and constriction.

We sacrificed that for what is a much more graceful, respectful, tranquil set of engagements in the new facility. The Chapel, dedicated recently by the Archbishop of Sydney, gives us the heart and the peak of our new development. It is a space to celebrate humane possibility and all the virtues of the world's major religions, whilst also articulating a sense that we must move beyond the prison of self-hood as we engage in the building of a strong community and spiritual awareness.

There have been extraordinary moments this year. One was watching Nic Rodgers smash the 800m CAS record by running with a deceptive grace that did not reveal the hardship of training: to break an 800m record by two seconds is rare. We had two double centuries in Cricket, after never having posted one before. We have been playing Cricket at Cranbrook for a long time, but this year Sam Konstas scored 202 and obtained a record that was somewhat unsportingly taken away from him later this year by Oli Patterson, who scored 204. We celebrated our third successful Cricket premiership and a Cross-Country CAS premiership, which is the first time since the 1930s that we have secured two CAS premierships in the same season. Our Debating Team are also to be commended for missing out on their CAS premiership by one single point to Knox.

We have had a tremendous year in terms of competition, but also in representation. The chief joy of this is watching all members of the School grow as they represent it. They grow in confidence, they grow in team ship, they grow in understanding of themselves and each other.

We have had CITF once again and the worth of that has been fully reinforced. I must pay tribute to the outstanding leadership of the CITF programme by Claire White (nee Burden).

The Sports Department also deserves great credit: Matt Grice and Paul Hallam, for example, recently attracted 300 boys for voluntary Speed and Agility training at 6.30am on a Friday morning. It is this participant culture in the Arts, in Drama, in Service, in Sport, in performance, in social activity and pastoral work that we want to build. There is a huge range of possibilities and opportunities at a School like this. You grow as a person by trying new things. You grow in your understanding of those around you, you grow in your capacity to make friendships and you grow in empathy. If you think about doing the right thing and then choose to do it, it becomes easier to do the same next time. That way, you as an individual govern and improve your own development and the building of your character.

I should like to take this opportunity to acknowledge the great work our Junior School and Pre-School teachers undertake. As we emerge from a lengthy period of change, challenge and rapid adjustment, it is our youngest Cranbrookians who have perhaps needed the most support as they have readjusted to classroom learning and, importantly, socialisation with their peers and their educators. The way in which these teachers have collaborated and co-operated with the parent community in order to uphold the interests and welfare of these young students is impressive and admirable. I am deeply grateful for their commitment and invaluable work.

We have also had a great year with Old Cranbrookians thanks to Joe Karsay and his committee. Luke Johnson, OC of the Year, has been the architect for our new development and must take so much credit for the skill and intuition that he put into this design. As soon as it was in use, it changed the centre of gravity of the School and the way in which we operate. Joe Dusseldorp, Young OC of the Year, is an innovative medical practitioner who is leading from the front in an entrepreneurial way, who is searching for cures, searching for new technologies, searching for new opportunities to serve humanity. Each, then, is building hope and advancing humanity.

At this point I would like to thank colleagues who are leaving. They deserve their promotions and I am not surprised that other schools are fishing in our pool as we have a really outstanding college of teachers who display the highest of standards in their commitment. We need also to celebrate in particular Bob Lock, who leaves us after 38 years of service. Throughout that time, he has been a brilliant teacher, a superb colleague, a builder of companionship and a wonderful, warm hearted, generous, thoughtful and helpful Housemaster. Bob is a modest man, but he has a lot to be proud of. We are proud of him, we are proud of his colleagues, we are proud of those of you who are leaving today, we are proud of those who are staying and who make this place vital, innovative, ambitious and child centred.

In conclusion, this year has shown us vitality, it has demonstrated the real health and resilience of this community. We generate hope, we generate optimism and we generate powerful scholarship. This has been a year of growth, this has been a year of adherence to the truth, a year of genuine renewal. We need to ensure that we celebrate and articulate optimism. That we remain a beacon of kindness, full of grace and truth. This is a unique school, with an exciting agenda, a magnificent, gifted, generous community and a remarkable body of people in a beautiful place with wonderful programmes to lift the spirit.

Nicholas Sampson
Headmaster

23 Report from the Chair of the Cranbrook Foundation

This is my last Report as Chair of Cranbrook Foundation. After seven years serving on the Foundation Board including five years as Chair together with my contemporaneous service as School Councillor from 2019 to 2023 and Vice-President from 2020 to 2022, I have decided to step down at the June 2023 Annual General Meeting.

I have been a parent at the School for an amazing 24 years. As my youngest son will be doing the HSC soon, now is the right time for me to hand over the reins at the Foundation. It has been a great privilege to serve the Foundation over this time of significant change at Cranbrook and to be part of the incredible journey. Together with my colleagues, I am proud to have accomplished much in my time as Chair of Foundation, including being a part of the most successful capital raising program undertaken by a School to help fund the Vicars Centenary Building and Murray Rose Aquatic & Fitness Centre, funding several scholarships, overseeing a renewed and burgeoning bequests program, the naming and opening of the key Senior School facilities, playing a lead role in the School's historic decision to become coeducational, advocating for the best interests of the School during 2022 and assisting in the induction of the new School Council in the first half of 2023. I remain committed to being an active participant in the vibrant community which supports the future of Cranbrook.

There is something special about the Cranbrook community - we are part of something unique. Whether you are a student, current parent, past parent, grandparent, Old Cranbrookian, donor or part of the broader school community, our shared experience of this School is enriching and profoundly rewarding.

2022 was the year that saw community make a strong comeback from the Covid years. An uninterrupted collection of incredibly special gatherings for our Cranbrook community to experience our beautiful new Senior School campus. This year, for us at the Foundation, was about providing opportunities to celebrate and connect our students, their families, our donors, Old Cranbrookians and the School's exceptional teaching and professional staff.

We continue to be very grateful to our community for your continued support and generosity. The impact of your gifts during 2022 were felt as the new buildings and facilities opened and our students, staff and wider community were able to experience the Murray Rose Aquatic & Fitness Centre and the Vicars Centenary Building which includes the Lewin Basketball Courts, the Packer Theatre, the Orchestral Room and the beautiful Memorial Chapel next to the McKay Lawn.

Supporters were invited to the official openings of both the Murray Rose Aquatic & Fitness Centre in March 2022, and then the whole newly renovated Senior School campus in September 2022 presided over by Her Excellency The Honourable Margaret Beazley AC KC, Governor of NSW and our Headmaster Nicholas Sampson. As Chair of the Foundation and a member of the School Council, I was privileged to join Her Excellency in a tour of the School and celebrate the excitement around our coeducation decision. It was a personal highlight to be part of the historic decision for Cranbrook to become coeducational and I genuinely can't wait to see the first girls arrive at the School!

Year 7 and 8 parents, as well as new parents to Cranbrook, were welcomed in March at a Foundation cocktail party. In April a Hordern Society and 1918 Society gathering in the Governor's Ballroom was held so that we could acknowledge the continued support of our declared bequestors and those individuals and families who have donated more than 10 times to the Foundation. I always enjoy the Grandparents Lunch held in November and the opportunity to socialise with inter-generational families at the School. We were pleased to welcome back over ten Alumni year groups ranging from 1958 through to 2017, who were very excited to tour the new campus as part of their reunion events.

It was wonderful to see both the Old Cranbrookians' Association and the Cranbrook School Parents Association back on campus celebrating their constituents with large events such as the OCA Presidents' Dinner and OCA Sports Day.

Contributions to the Realise Capital Campaign reached \$1.63 million by the end of the calendar year 2022. Through the generosity of the community, contributions since 2017 have now reached \$16.96 million, an excellent result. School fees pay for teachers, staff and other administrative expenses, but our building program is financed through the generosity of our community and borrowings by the School. Donations were received from current parents, past parents, alumni and friends of Cranbrook and we are grateful that several multi-year pledge commitments continued.

At the completion of 2022, accumulated net assets of the Foundation were \$4.5 million. The consolidated accounts of the Foundation include the Scholarship and Special Purpose Fund, the Building Fund and the General Foundation funds. During 2022, the Foundation transferred \$4.7 million to the School towards the

Vicars Centenary Building and Murray Rose Aquatic & Fitness Centre.

An important aspect of our fundraising is to focus on supporting students who would be unable to attend Cranbrook unless they enter through a scholarship. For this reason, the Foundation will place increased emphasis on developing a strong corpus for scholarships to provide opportunities to capable students to enter the School in coming years, particularly as coeducation approaches in 2026. Your ongoing philanthropy to the Cranbrook Scholarship Funds (including the Pitt and Street Scholarships) is so important to help us achieve our scholarship mission. Thank you to all supporters who have helped finance scholarships which change and transform the lives of the students who have access to them. There is no better example of supporting a Cranbrook student's journey than the Helene Joklik Endowment. We are so grateful for the support that Frank Joklik (OC 1944), and his late brother, Bill (OC 1943), have given to the Foundation for close to 40 years.

In 2022, we were pleased to receive a number of bequests. Our focus on developing a strong bequest pipeline is through the continuance of developing strong personal connections with our community.

Overall, in 2022, the Foundation received funds of \$3.54 million, including investment returns and interest. These funds were mostly sourced from current and former parents, Old Cranbrookians and friends of Cranbrook and came in the form of regular contributions, one off donations and bequests. It is thanks to our committed and big-hearted community of donors and supporters that we can report our progress and community care. The Foundation would like to thank, with genuine appreciation, the Cranbrook community who have provided financial support for the programs and developments we prioritise at the School.

The year ahead is one that evokes a sense of optimism and energy as we play our part in ensuring a strong and sustainable future for Cranbrook. The Foundation is honoured and humbled that the concept of intergenerational responsibility is truly evident in the support we receive from the network of parents, both past and present, Old Cranbrookians, alumni, friends and supporters. I echo the sentiment of a former Headmaster the late Martin Pitt, "*always leave the wood pile higher than you found it.*" I hope that history will judge us kindly in this regard.

A very fond farewell and thank you for your continued support of the work of Cranbrook Foundation.

Esse Quam Videri

Katrina Rathie
Chair of Cranbrook Foundation

24 Report from the Chair of the Student Representative Council

Cranbrook's Student Representative Council (SRC) is an integral component of the School. The SRC is composed of 28 boys brought together by a common interest to better Cranbrook for their peers.

The SRC held its first meeting at the start of March, and with the strong and continued support of staff, it has already accomplished admirable outcomes for the school community.

The SRC started the year off with an immediate focus on better outlining roles and responsibilities within the body. It introduced new permanent and semi-permanent roles within the SRC. This structure is task-oriented and gives leadership opportunities to a greater number of members.

The development of logos and merchandise, coupled with increased communication through The Chronicle and assembly announcements, have raised the SRC's profile.

As part of plans to improve engagement and consultation, the SRC has completed an internal members survey, designed to encourage students to give honest feedback on how the SRC is operated. We have run a whole-school Student Voice Survey to gather ideas and suggestions from the entire student body and much of the feedback identified a need for more bubblers. We have also delivered two permanent digital suggestion boxes for each House so students can submit requests and feedback directly to representatives at any time.

We completed a mufti day bake sale for Project Kindness and the SRC. Two chess sets have been purchased for every House. Sports uniform policy has been raised with the Senior Staff. An SRC tie has been developed. The SRC has appointed a Liaison to the Junior School with charity integrations planned for later in the year. Consultation surrounding student leadership models as we move to coeducation has been undertaken. The SRC has been working with the Student Sustainability Committee regarding recycling.

The SRC is striving to achieve many goals of a large scale in Semester 2. So far, a Student-Led Summit has been booked in, with Paul Keating contacted to speak.

Fundraising for a remote Indigenous community at Lilla is being planned to enable the building of a Starlink network system to give residents access to the internet, as is a CETOP appeal week to raise funds for an impoverished community in Ladakh.

Anthony Tauszik
Student Representative Council President

3. Student Outcomes in Standardised National Literacy and Numeracy Testing

In 2022, 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.

Students in Years 3, 5, 7 and 9 are tested in reading, writing, spelling, grammar and punctuation, and numeracy.

NAPLAN participation for Cranbrook School in 2022 was 99%; NAPLAN participation for all Australian students was 95%.

The table below shows the average student results at Cranbrook School compared to students from schools with similar background and all Australian students. Students with a similar background are a comparison with the performance of all students with a similar background across the country, as determined by parental occupation and education.

The School’s average was well above the results of ‘All Australian students’ in all year levels and components, and well above or above the results of ‘Students with similar background’.

More information can be found on the My Schools website: <http://www.myschool.edu.au>, including student results over time.

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	Cranbrook	513	472	483	504	480
	All Australian	438	422	418	433	400
	Similar Background	472	444	447	467	430
Year 5	Cranbrook	574	551	554	551	559
	All Australian	510	484	505	499	488
	Similar Background	543	515	533	531	520
Year 7	Cranbrook	592	571	588	580	624
	All Australian	543	530	547	533	546
	Similar Background	567	555	570	559	576
Year 9	Cranbrook	635	611	616	638	650
	All Australian	578	560	577	573	584
	Similar Background	608	591	599	607	611

4. Senior Secondary Student Outcomes

Our Year 12 2022 cohort achieved very pleasing results. Overall student achievement was well above State average and continued with the overall trend of recent years of consistent and improving performance. Highlights of note include:

- This cohort achieved the School's second highest ever median ATAR, highest ever mean ATAR and the highest ever percentage of ATARs of 80 and above were achieved in 2022.
- 2022 was the fifth year in a row Cranbrook ranked in the 30's in the Sydney Morning Herald results table, and Cranbrook was the third highest ranked non-selective boys school.
- We ranked twelfth in the state in English across Advanced, Extension 1 and Extension 2 courses in the HSC.

4.1 Year 10 Record of School Achievement

The Record of School Achievement is only awarded to students who leave School prior to the HSC.

No Record of School Achievement credentials were issued to students in 2022.

4.2 Higher School Certificate (HSC) and Vocational Training

Vocational Training

Fifteen students (4% of all Year 12 students) completed Vocational Education courses as part of their HSC programme. These courses include Construction and Hospitality.

Higher School Certificate

100% of Year 12 students undertaking the HSC in 2022 qualified for the award of the HSC.

HSC All Round Achievers List

Students who are eligible for this list gained 90 per cent or above in 10 or more HSC units. This year eleven students achieved a place on this prestigious list.

In 2021, eighteen students achieved a place on this list, in 2019 and 2020 sixteen and in 2018 fifteen students.

Top Achievers – Place in Course

Six students achieved the following places in courses:

1st in the state in **Chemistry**

1st in the state in **Physics**

1st in the state in **Drama**

1st in the state in **German Beginners**

4th in the state in **Design and Technology**

7th in the state in **Design and Technology**

8th in the state in **Business Studies**

Four students achieved places in courses in 2021, four students in 2020, eleven students in 2019, and four students (with five places in courses) in 2018.

Distinguished Achievers

Students must score 90% or above in a subject to receive a Band 6 or E4 result and be named on the *Distinguished Achievers List*.

In 2022, 100 students were placed on the *Distinguished Achievers List* in at least one subject.

There were 101 students placed on this list in 2021, with 104 students in 2020, 106 students in 2019, and 102 in 2018.

HSC Showcase Nominations

In 2022, twenty Cranbrook students achieved nominations and/or were selected for outstanding works in practical and performance courses:

- One student was nominated and selected for InTech 2022, the exhibition of exemplary major works created by HSC Industrial Technology students.

- Eleven students were nominated for OnSTAGE 2022, a presentation and exhibition of group and individual performances and projects by HSC Drama students.
- Two students were nominated for ENCORE 2022, a program of outstanding performances and compositions by students from the HSC Music Examinations.
- Two students were nominated for Shape 2022, an exhibition featuring a selection of exemplary Major Projects from HSC Design and Technology students.

In 2021 there were nine students, in 2020 there were 14 students, in 2019 38 students and in 2018 26 students who were nominated and/or selected for HSC Showcases.

Achievement in Each Subject – Higher School Certificate

Band 6 is the highest band awarded for a course and indicates a mark of 90 or above out of 100. For Extension subjects, the highest band awarded is E4 for 45 or above out of 50.

Band 5 is the next highest band, indicating a mark of 80 to 89 out of 100. The equivalent band for Extension subjects, E3 is award for marks of 35 to 44 out of 50.

The first table on the following pages indicates achievement across all subjects in the top band across 2018 to 2022 and compares this to State results.

Of note for 2022 are very strong results compared to the rest of the State in the top band in Ancient History, Business Studies, Chemistry, Chinese Continuers, Design and Technology, Drama, Advanced and Extension English courses, Legal Studies, all Mathematics courses, Music 1, Extension Music and Physics. This is a broad range of subjects and reflects Cranbrook's commitment to the principles of a liberal education, the encouragement of a love of the pursuit of excellence and an appreciation of the integrity of differences.

Where there are subjects with smaller student cohorts (such as extension subjects and languages) results generally show more variability year on year, where the results of one student can have a significant impact.

The second table illustrates the same comparison, however across the top two bands.

This table shows that in all but five subjects (which have small cohorts), the percentage of students achieving a result in the top two bands is greater, and often significantly greater, than the percentage of students achieving a result in the top two bands across the State.

Cranbrook vs State: Top Band Results by Subject 2018 - 2022 (rounded to the nearest percentage)

	Cranbrook B6 & E4 2018	State B6 & E4 2018	Cranbrook B6 & E4 2019	State B6 & E4 2019	Cranbrook B6 & E4 2020	State B6 & E4 2020	Cranbrook B6 & E4 2021	State B6 & E4 2021	Cranbrook B6 & E4 2022	State B6 & E4 2022
Ancient History	37	9	33	9	32	9	26	10	38	9
Biology	31	9	17	7	3	6	8	7	4	6
Business Studies	9	8	15	9	24	9	20	9	33	10
Chemistry	13	9	37	16	24	13	6	11	30	9
Chinese Continuers	0	45	100	40	N/A	N/A	N/A	N/A	67	41
Design & Technology	11	11	50	14	80	16	13	17	56	13
Drama	58	14	58	15	62	19	46	18	73	21
Earth & Environmental Science	8	5	19	6	0	6	0	1	0	6
Economics	27	13	35	15	26	13	33	15	27	15
English Standard	10	1	0	1	0	1	0	1	4	1
English Advanced	34	14	41	13	31	14	47	16	46	15
English Extension 1	91	38	92	34	40	39	89	41	100	40
English Extension 2	40	17	71	26	20	26	33	25	100	29
English as a 2nd Language	0	3	0	4	0	3	N/A	N/A	N/A	N/A
French Continuers	33	29	33	31	0	31	44	33	0	26
French Extension	0	38	75	29	N/A	N/A	20	24	N/A	N/A
Geography	13	8	33	10	43	12	25	9	16	11
Industrial Technology	100	6	17	6	9	8	0	7	0	8
Latin Continuers	33	50	60	51	25	50	43	47	25	38
Latin Extension	N/A	N/A	100	77	100	86	57	78	100	78
Legal Studies	54	12	53	13	29	15	37	15	32	15
Mathematics Standard 2	21	7	13	5	22	5	21	6	22	7
Mathematics Advanced	39	22	52	24	52	23	55	23	31	23
Maths Extension 1	35	33	45	39	49	37	60	37	50	35
Maths Extension 2	58	33	10	36	58	36	45	43	75	40
Modern History	18	10	22	10	24	10	27	11	21	10
History Extension	22	24	30	28	29	21	13	24	7	25
Music 1	88	21	50	22	29	22	40	20	67	22
Music 2	100	42	60	41	20	38	67	45	0	34
Music Extension	100	67	60	66	33	69	75	64	100	76
PDHPE	5	7	6	6	5	9	13	7	16	5
Physics	24	10	8	12	32	13	26	12	47	12
Science Extension	N/A	N/A	N/A	N/A	25	7	67	10	11	8
Software Design & Development	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	17	14
Visual Arts	48	12	35	16	6	17	35	17	8	16

Cranbrook vs State: Top Two Bands Results by Subject 2018 - 2022 (rounded to the nearest percentage)

	Cranbrook B5/6 & E3/4 2018	State B5/6 & E3/4 2018	Cranbrook B5/6 & E3/4 2019	State B5/6 & E3/4 2019	Cranbrook B5/6 & E3/4 2020	State B5/6 & E3/4 2020	Cranbrook B5/6 & E3/4 2021	State B5/6 & E3/4 2021	Cranbrook B5/6 & E3/4 2022	State B5/6 & E3/4 2022
Ancient History	85	35	71	35	74	33	74	34	84	34
Biology	59	37	71	31	56	30	60	31	37	27
Business Studies	53	36	62	33	78	35	65	36	78	34
Chemistry	67	41	93	46	65	43	53	40	63	33
Chinese Continuers	100	85	100	79	N/A	N/A	N/A	N/A	100	75
Design & Technology	77	42	71	46	100	46	100	55	89	47
Drama	95	42	96	44	95	47	79	46	96	59
Earth & Environmental Science	58	37	57	31	33	29	40	28	30	33
Economics	73	46	87	52	61	51	81	50	74	50
English Standard	27	15	23	12	13	11	50	17	51	16
English Advanced	82	63	90	61	84	63	93	69	97	68
English Extension 1	100	96	100	95	100	92	100	94	100	93
English Extension 2	80	71	100	80	100	83	100	84	100	85
English as a 2nd Language	25	25	25	24	50	25	N/A	N/A	N/A	N/A
French Continuers	100	64	56	64	50	64	56	63	50	58
French Extension	100	81	100	89	N/A	N/A	60	80	N/A	N/A
Geography	78	43	85	43	86	41	69	44	82	42
Industrial Technology	100	22	50	21	54	23	22	25	45	22
Latin Continuers	83	86	100	88	100	89	43	77	25	74
Latin Extension	N/A	N/A	100	100	100	100	100	95	100	95
Legal Studies	79	43	87	41	83	39	77	42	80	41
Mathematics Standard 2	62	27	59	24	72	24	50	25	64	29
Mathematics Advanced	72	51	87	49	84	52	77	50	67	49
Maths Extension 1	89	80	98	80	87	74	87	74	97	74
Maths Extension 2	100	85	100	86	95	84	100	87	100	86
Modern History	77	51	65	39	69	37	70	38	70	35
History Extension	94	79	90	78	100	76	73	77	100	83
Music 1	100	65	100	66	71	64	100	64	100	70
Music 2	100	91	100	91	80	86	100	88	80	86
Music Extension	100	96	100	98	100	97	100	95	100	97
PDHPE	42	33	39	31	47	24	57	31	69	26
Physics	80	34	56	37	68	41	61	41	76	41
Science Extension	N/A	N/A	N/A	N/A	100	74	100	72	78	79
Software Design & Development	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50	38
Visual Arts	96	53	96	63	94	65	95	63	95	65

4.3 International Baccalaureate (IB) Diploma

In 2022, for the first time, Cranbrook students completed the demanding IB Diploma programme. All of the 24 students undertaking the programme were awarded their Diploma.

Cranbrook IB Diploma graduates averaged a score of 35 (out of 45 points), well above the world average of 31. The top possible score in the IB Diploma Programme is 45 points.

The median ATAR equivalent score for the 2022 IB Diploma students was 92, with three students achieving an ATAR of over 99. There were 21% of IB Diploma students who achieved an ATAR in excess of 98 and 63% who achieved an ATAR in excess of 90.

For the IB Diploma, in addition to six subjects studied, three of which studied at Standard Level (SL) and three at Higher Level (HL), students also completed an individually researched Extended Essay of 4,000 words, a Theory of Knowledge course and at least 150 hours of Creativity, Activity and Service.

Grades in each subject range from 7 as the highest grade possible to 10 being the lowest grade. Cranbrook IB Diploma students were awarded 27 grades of 7, across 15 subjects.

Comparison of Cranbrook Average Grade and Global Average in 2022

Subject	Number of Students	Cranbrook Average	Global Average
English Literature HL	10	5.60	5.47
English Literature SL	14	4.86	5.04
Chinese B – Mandarin SL	1	7.00	6.57
French B SL	8	5.88	5.53
German B SL	1	7.00	5.47
Japanese ab initio SL	7	6.00	5.68
Spanish ab initio SL	7	6.00	5.41
Economics HL	4	5.00	5.60
Economics SL	1	7.00	5.50
Environmental Systems and Societies SL	5	5.60	4.12
Global Politics HL	5	5.60	5.35
History Europe HL	6	6.17	5.24
Psychology HL	10	6.00	5.47
Psychology SL	2	7.00	5.04
Biology HL	4	6.00	4.85
Biology SL	6	5.00	4.01
Chemistry HL	2	5.00	5.50
Chemistry SL	1	4.00	4.22
Design Technology HL	4	4.75	4.61
Design Technology SL	2	4.50	3.55
Physics HL	3	5.33	5.44
Physics SL	2	6.00	3.99
Mathematics Analysis and Approaches HL	1	4.00	5.42
Mathematics Analysis and Approaches SL	5	6.20	4.40
Mathematics Applications and Interpretation HL	9	4.56	4.45
Mathematics Applications and Interpretation SL	9	5.22	4.20
Music HL	5	5.20	5.67
Theatre HL	5	6.20	5.91
Theatre SL	1	6.00	4.69
Visual Arts HL	4	4.75	4.81

4.4 ATAR Results

An ATAR is a rank between 0 and 99.95 that indicates a student's position relative to the State cohort.

The median ATAR at Cranbrook School for students undertaking the Higher School Certificate in 2022 was 88.5. The median ATAR for the Cranbrook IB Diploma students in 2022 was 92. The combined median ATAR across both courses in 2022 was 89. The State median was 71.25.

The top ATAR at Cranbrook School in 2022 was 99.95, and ten students received an ATAR of 99 or higher in 2022.

Cranbrook ATAR Comparative Data 2018 - 2022

	Cranbrook Median ATAR	State Median ATAR	Cranbrook Top ATAR	Students with ATAR of 99 or higher
2022	89	71.25	99.95	10
2021	88.5	70.4	99.9	13
2020	88	69.75	99.9	10
2019	89.6	69.75	99.95	11
2018	88.45	69.65	99.95	11

The table below illustrates the continued trend of “moving the middle” with the percentage of students achieving an ATAR of 80 or higher increasing over the past five years.

Cranbrook vs State ATAR Comparison 2018 - 2022 (rounded to the nearest percentage)

	Cranbrook ATAR of 90 or higher	State ATAR of 90 or higher	Cranbrook ATAR of 80 or higher	State ATAR of 80 or higher
2022	44%	18%	74%	35%
2021	42%	17%	70%	34%
2020	45%	17%	70%	34%
2019	46%	17%	68%	33%
2018	44%	17%	66%	33%

5. Teacher Professional Learning, Accreditation and Qualifications

5.1 Teaching Standards and Qualifications

The table shows the number of teachers who were responsible for delivering the curriculum during 2022 according to the following categories (including those who were appointed and/or resigned during 2022):

Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	222
Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal education qualifications.	10
Total number of teachers	232

5.2 Professional Learning Activities

Continuous professional development is actively encouraged for all staff: a love of learning, in all its forms, underpins everything we do at Cranbrook. The appetite our staff have for continuous learning and improvement has been strongly evidenced in this extraordinary period of recent years where innovation, resilience and adaptability have been key; staff have used this time to build new skills and enhance their knowledge and expertise, for the benefit of our students, their colleagues and the broader school community.

Cranbrook offers a varied and extensive professional development programme, support for individualised professional development activities, and mentoring for teacher accreditation and early career teachers.

We have also established a Staff Development Fund as a mechanism to provide access to enhanced development activities identified as integral to a staff member's professional development, which in turn will benefit the School and our students. This may be through a study tour, a substantial professional development programme, post-graduate studies, teacher exchange, placement in another school of interest, attending a conference, or tertiary study. Applications for grants from the Fund are considered quarterly by a committee of senior staff members and the Headmaster.

In 2022, the focus of professional development was centred on multiple key areas.

There was a strong emphasis on ongoing training and professional growth within the International Baccalaureate (IB) Diploma program while training and support for the NSW curriculum continued to ensure that teachers were well-equipped with the latest knowledge and resources to effectively deliver the curriculum content and meet the specific learning outcomes.

Another significant theme that emerged was student well-being recognizing the critical role of mental health and social-emotional development in student success after the COVID-19 pandemic period.

In line with the Junior School goal of improving pedagogy and practice in Mathematics, all Junior School class teachers took part in the AIS Primary Numeracy Project, a comprehensive professional learning package designed to support schools with the explicit and systemic teaching of numeracy skills.

Overall, the staff development and professional development efforts of 2022 aimed to address the school's strategic direction and empower teachers with the necessary skills, knowledge, and tools to deliver high-quality education that catered to both academic excellence and student wellbeing.

Detail of external professional learning activity is included in Appendix 1. This covered a very broad range of training, conferences, courses, symposiums and similar, across broad areas of pedagogy, curriculum, leadership, child safety, student wellbeing, technology, communication, accreditation and compliance.

External opportunities are supplemented by regular internal professional learning – including through collaborative planning meetings, lunchtime discussion groups, regular staff meeting, online training and professional development days.

53 Teacher Accreditation

This table shows level of accreditation of teachers who were responsible for delivering the curriculum during 2022 (including those who were appointed and/or resigned during 2022).

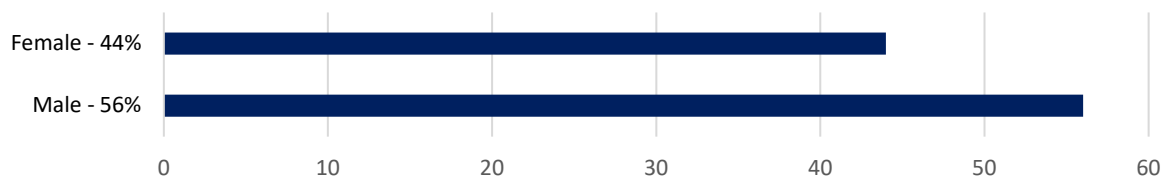
Level of accreditation	Number of Teachers
Conditional	12
Provisional	11
Proficient Teacher	211
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	234

6. Workforce Composition

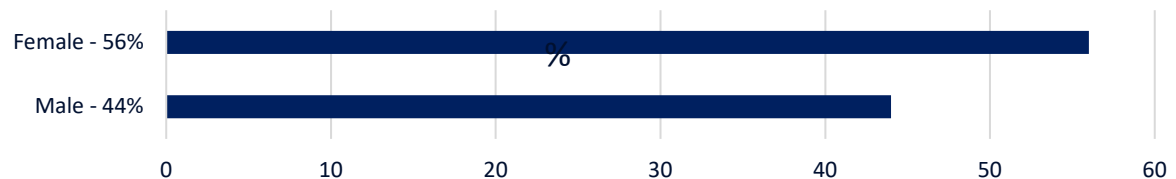
School Staff Numbers - Teaching and Non-Teaching*	Number of Staff
Teaching staff	174
Non-teaching staff	167
Full-time equivalent teaching staff	160.5
Full-time equivalent non-teaching staff	112.5

* As at 5 August 2022

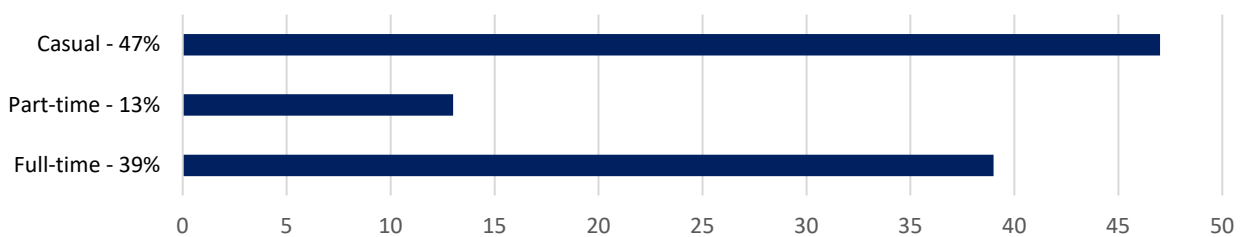
Staff By Gender (All Staff)



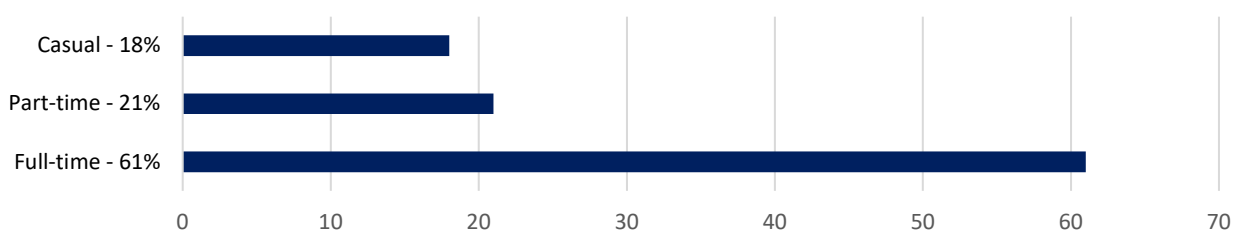
Staff By Gender (Excluding casual sports coaches and tutors)



Staff By Employment Type (All Staff)



Staff By Employment Type (Excluding casual sports coaches and tutors)



In 2022 the School did not have any staff who have identified themselves to the School as Aboriginal and/or Torres Strait Islander.

7. Student Attendance, Retention Rates and Post-School Destinations

7.1 Student Attendance Rates in 2022

Year Level	Attendance Rate %
Kindergarten	93.3%
Year 1	91.5%
Year 2	92.6%
Year 3	92.3%
Year 4	90.3%
Year 5	91.4%
Year 6	90.1%
Year 7	93.2%
Year 8	92.5%
Year 9	92.1%
Year 10	92.2%
Year 11	93.2%
Year 12	94.5%

The whole school attendance rate, indicating the percentage of students attending school on average each school day in 2022, was 92.5%.

This is lower to the whole school attendance rate in recent years – for much of 2022 the requirement for mandatory COVID-19 isolation, the Omicron variant waves and a general increase in respiratory illness had a noticeable impact on attendance levels across the School.

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 who completed Year 10 with the number of students who completed Year 12 from that cohort. The retention rate is reported as a percentage.

The number of leavers in the Year 12 2022 cohort was small. Students moved overseas, changed schools for pastoral reasons, or left school to pursue an apprenticeship.

Year Level	Cohort students completing		Actual Retention Rate
	Year 10	Year 12*	
2016/2018	158	156	98.7%
2017/2019	158	155	98.1%
2018/2020	156	152	97.4%
2019/2021	156	152	97.4%
2020/2022	170	165	97.0%

* Number of students completing Year 12 that were enrolled in the School at the end of Year 10

7.3 Management of Non-Attendance

Cranbrook School has implemented policies and procedures to assist in the management of non-attendance. These include:

- The School monitors the daily attendance and absence of students;
- Student absences from classes or school are identified and recorded;
- Unexplained absences from classes or school are followed up with the student and their parents;
- The School notifies parents where a student has a poor record of school or class attendance;
- Where unsatisfactory class or school attendance is identified, appropriate action is taken to address the issue; and
- Extraordinary leave must be requested in writing and requests will be considered in the light of individual circumstances.

Attendance Requirements

Attendance every day at school, and at compulsory events, sport, and co-curricular activities that a student has elected to join, unless ill or granted leave in advance, is a condition of enrolment at Cranbrook School.

Students are expected to attend all compulsory events, which may occur outside of class times and on weekends. Absence from any compulsory events requires a medical certificate. Unexplained absences from compulsory events are followed up by a letter requesting an explanation for the absence. It may also result in disciplinary measures being taken.

Participation in school sport is compulsory for every student from Year 3 onwards. This participation involves attendance at training sessions and a Saturday commitment. Unexplained absences from sporting commitments usually result in disciplinary measures being taken.

Where a student has committed to a co-curricular activity, the student is expected to attend all classes, practice sessions and events in relation to that co-curricular activity. Unexplained absences from co-curricular commitments usually result in disciplinary measures being taken.

Daily Attendance Register

Cranbrook School keeps a register of the daily attendance of all students at the School electronically.

Parents are responsible for personally notifying the School by ringing the relevant Absentee Line as early as possible (and prior to the start of the school day if possible) when their child is absent from school.

Unexplained absences are monitored by the Student Services and Sports Administrator (Senior School) and the Executive Assistant to the Junior School Executive (Junior School) and followed up for explanations with parents. Medical Certificates are required for absences of three days or more (Senior School) or two days or more (Junior School) unless leave in advance has been approved. Any absence on the last day of term, the beginning of a new term or the day of a compulsory event also needs to be supported by a medical certificate dated that day.

There are procedures for students for signing in and signing out when arriving late or leaving the School prior to the end of the school day.

Monitoring of Absences

Absences are regularly monitored by relevant Class Teachers (Junior School) and Housemasters (Senior School) and if absences reach certain thresholds must be escalated to the Deputy Head - Student Wellbeing P-6 (Junior School) or Director of Students (Senior School) who will investigate the absences and take such further steps as are considered necessary.

At any time when a student's absences are considered likely to interfere with their educational progress, a number of steps will be taken to help address the issue. The aim is to:

- Arrive at an understanding of the student's circumstances;
- Facilitate the student's return to school;
- Co-ordinate the student's continuing studies;
- Seek to ameliorate the effect of the absence on the student's educational progress; and
- Explore appropriate strategies to address the absence issue and support the student.

Requests for Approval for Leave in Advance

Applications for leave during term time must be made in advance and in writing to the relevant staff member who has the authority to approve an absence of that type and duration.

The School does not generally approve the taking of leave for travel during term time. Travel should be organised wholly within Cranbrook's published holidays.

Parents whose son is absent without approved leave are advised that they and their son are jeopardising his place in the School.

7.4 Post School Destinations

This information relates to the destinations of students over 17 years of age who left the School in 2022. 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 or IB Diploma – Year 12 leavers

Student Leavers – Post Compulsory Age of 17 Years

Destination	Number
Overseas	-
Other School	-
Left School – Private College	1
Unknown	-
Total Leavers	1

Student Leavers – Year 12 Leavers Completing the HSC or IB Diploma in 2022

100% of the 2022 student cohort of 175 completed their Higher School Certificate or IB Diploma: 13.7% completing the IB Diploma and 86.3% completing the Higher School Certificate.

The provision of post school information for students over 17 years of age is not compulsory and accordingly the data provided is to the best of our knowledge based on the information provided from the NSW/ACT University Admissions Centre ("UAC") which indicates university offers made, as well as information provided by students voluntarily to the School.

The vast majority of students (98%) go to a tertiary institution, TAFE or private college to further their education either straight after school or after completing a "gap year".

Again in 2022 there was a significant number of students, estimated at approximately 12%, taking a gap year. Many of these students are spending the year working in UK schools.

A very small proportion of students have gone straight to full time work, although this often involves a cadetship.

Notably, a significant proportion of over 120 students received one or more early entry offers to university. These were from the Australian National University, Macquarie University, the University of Technology Sydney and a small number of other universities.

Students are attending a wide range of tertiary institutions, both local, interstate and overseas. Local universities include University of Sydney, University of NSW, UTS and Macquarie University. Interstate universities include Australian National University and the University of Melbourne. Overseas universities are generally in the UK or USA.

A small number of students are attending TAFE, and a few students joined the Australian Defence Force.

For those studying, courses cover a broad range of disciplines: business/economics/commerce/finance; engineering; information technology; medicine and health sciences; science; arts/international studies/social sciences; law; communications; construction; creative arts to name a few.

8. Admission Policy

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 all required 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.**

Entry Points

Pre-schools

Both St Mark's Pre-school and St Michael's Pre-school are co-educational.

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

St Mark's Pre-school offers a five day programme for children commencing Kindergarten the following year. For applications into St Mark's Pre-school, your child must be four years old by 31 March in the year of entry.

St Michael's Pre-school offers a two day programme (Thursday and Friday), a three day programme (Monday, Tuesday, Wednesday) and a five day programme. For applications into St Michael's Pre-school, your child must be three years old by 31 March in the year of entry. Children may be enrolled to commence in the year of entry if they have reached the age of three by 31 January. Those turning three between 1 February and 31 March in the year of entry will still be considered for a place. Families with children in this age bracket will be expected to pay tuition fees to hold their place up until their child can commence pre-school on or after their third birthday.

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 School

The Junior School is for boys only.

There are two intake years for admission to the Junior School:

- Kindergarten
- Year 3, which is a small intake of 10 to 15 children only.

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.

Senior School

The Senior School is currently for boys only but will, however, become co-educational commencing in 2026. Applications for girls to attend the Senior School may be made for entry from 2026 onwards.

There are two intake years for admission to the Senior School:

- Year 7
- Year 11 for the International Baccalaureate Diploma Programme, and, more generally, from 2026 onwards.

Applications may be made for admission into non-intake years. Vacancies in non-intake years are limited,

unpredictable, and vary from year to year. Places can only be offered in non-intake years when vacancies arise.

Applications for admission into non-intake years for girls may only be made for years of entry that will be co-educational at the time of entry, until the Senior School has completed its transition to full co-education in 2029.

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. Currently boarding is available for boys only.

Assessments and Interviews

Confirmation of Interest

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 closer to the potential date of entry.

You may be contacted up to eighteen months before the potential date of entry for Pre-school and Kindergarten, up to two and a half years before the potential date of entry for Year 3 and Year 7, and up to eighteen months before the potential date of entry for Year 11.

On confirmation that you still wish your child to be considered for a place, invitations to attend observations / assessments and interviews 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.

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.

Observations and Assessments

Observations and assessments may be held up to twelve months before the potential date of entry for Kindergarten, up to two years before the potential date of entry for Year 3, up to two years and six months before the potential date of entry for Year 7, and up to one year before the potential date of entry for Year 11.

The observations and assessments involve your child participating in activities under the observation of professional staff as outlined below:

Year of Entry	Observation / Assessment Activities
Pre-school	Applicants and their parents attend an interview with the Pre-school Coordinator
Kindergarten	Applicants will participate in activities and observations in a classroom setting at the Junior School
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
Year 11	Applicants will participate in activities under the supervision of the Admissions team including on-line activities, divergent and creative thinking tasks
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 may participate in assessment activities under the supervision of the Admissions team, depending upon the timing of the application

Interviews

Interviews are held subsequent to the assessment and should be attended by both parents, and for applications for entry into the Senior School, your child. If only one parent is able to attend, please discuss this with the Admissions Office prior to the interview.

Depending on the potential year of entry, interviews may be with one or more of the Director of Admissions, Admissions Officer, Pre-school Co-ordinator, Head of Junior School, Deputy Head of Junior School, Head of Senior School, Deputy Head of Senior School, or another senior staff member.

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 alumni 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* (which includes your agreement to abide by the *Enrolment Terms and Conditions*) and *Authority to Release Personal Information* by the required date. You must also provide the other documentation requested in the offer letter 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 Admissions Office in writing to request the application be amended to be considered for a subsequent point of entry.

Prerequisites to Commencement and Continuing Enrolment

Students attending either Pre-school are required to be fully toilet trained prior to commencing at the Pre-school.

All students are expected to support the School's goals and values and comply with the School rules to maintain their enrolment. This includes, without limitation, meeting the School's expectations in relation to behaviour, attendance, attitude and academic progress, in accordance with the *Enrolment Terms and Conditions*.

Parents are expected to support the School's goals and values, pay the school fees and charges for their child, and comply with the *Parent Code of Conduct* and *Enrolment Terms and Conditions*, in accordance with the *Enrolment Terms and Conditions* to maintain the enrolment of their child.

Fees

Fees and charges are determined each year by the School Council, are reviewed annually, and are subject to change. 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.

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 Admissions Office 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.

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 withdrawal is not received in the timeframe indicated in the table below, 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.

ACCEPTED PLACE	TIMEFRAME FOR NOTICE OF WITHDRAWAL
At either Pre-school	On or before the date outlined in the offer of enrolment
In the Senior School or Junior School commencing at the start of Term 1	On or before 30 June in the preceding year
In the Senior School or Junior School commencing at any other time	At least one full term prior to commencement

If your child does not take up a place that has been offered and accepted, you may make a request in writing to the Admissions Office for your original application to be amended and 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.

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.

Family Law Matters

The School is unable to involve itself in any family law matters. In the case of all families, including divorced or separated families, the School will assume that prior, to contacting the School, both parents are in agreement to the Application for Admission being submitted and the possible enrolment of their child.

Unless otherwise stated in Family Court Orders, both parents are required to sign the *Application for Admission Form*, and, should a place be offered, both parents must sign the *Confirmation of Acceptance* (which includes agreement to abide by the *Enrolment Terms and Conditions*) and *Authority to Release Personal Information*.

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 by email to familyupdates@cranbrook.nsw.edu.au, clearly stating your child's full name and previous contact details, as well as your new contact details.

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, including those whose parents hold a visa which allows their child to undertake education while in Australia, can be sought from the Admissions Office.

Correspondence Regarding Admissions

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

Change of Policy

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

Further Information

For further information about Cranbrook School's Admission 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

9. Other School Policies

Policy	Changes in 2022	Access to Full Text
<p>Student Welfare</p> <p>The School seeks to provide a safe and supportive environment which:</p> <ul style="list-style-type: none"> • minimises the risk of harm and makes students feel secure; • supports the physical, social, academic, spiritual and emotional development of students; and • provides student welfare programmes that develop a sense of self-worth and foster personal development. <p>This is achieved through the pastoral care system, student wellbeing programmes, the counselling service, the health centre, learning support, religious education and the House system.</p> <p>In addition, there are a number of specific policies addressing the welfare of students including the following:</p> <ul style="list-style-type: none"> • Attendance Policies • Child Protection Policies • Staff Code of Conduct • Anti-bullying Policies – see below • Health related policies • Critical Incident Management Plan • Evacuation Procedures and Lockdown Procedures • Student Digital Agreement (Junior School and Senior School versions) • Behavioural Expectations Policy – Senior School /Behaviour Support Stages Policy Junior School – see below • Code of Responsibilities and Standards of Behaviour for Students/Student Code of Conduct –Junior School – see below 	<p>Minor updates to the Working With Children Checks Policy were made to reflect changes in Department titles and to clarify responsibilities.</p> <p>No other changes were made in 2022.</p>	<p>General information about the School's student well-being programmes 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>Anti-bullying</p> <p>The School does not tolerate bullying or harassment in any form. The School has systems of pastoral care, reporting and discipline which react immediately to cases of bullying and harassment, with all reports followed up, investigated, reported and acted upon. The policies (Junior School and Senior School specific) provide processes for reporting, responding to and managing bullying and harassment issues within the School.</p> <p>Contact details for the School Liaison Police Officer and School Counsellors are also included.</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 2022.</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>

Policy	Changes in 2022	Access to Full Text
<p>Student Discipline</p> <p>Students are required to abide by the School's expectations as set out in the Code of Responsibilities and Standards of Behaviour for Students - Senior School and Student Code of Conduct – Junior School.</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 – Junior School, Co-curricular Awards Criteria – Senior School.</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.</p> <p>Guidelines as to appropriate consequences are given in the Behaviour Support Stages Policy – Junior School and Behavioural Expectations Policy – Senior School.</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 2022.</p>	<p>The Student Code of Conduct – Junior School, Commendation Policy – Junior School, Behaviour Support Stages Policy - Junior School and the Code of Responsibilities and Standards of Behaviour for Students – Senior School 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 – Senior School and the Behavioural Expectations Policy - Senior School, are 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>

Policy	Changes in 2022	Access to Full Text
<p>Reporting Complaints and Resolving Grievances</p> <p>The School’s policies for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by students, parents, staff or other members of the School Community.</p> <p>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 from students, parents and other members of the School community can be raised with any member of staff, there are specific senior staff designated as Complaints Officers who are authorised to manage formal complaints. Formal complaints and grievances can be raised by email, telephone or letter.</p> <p>Allegations of Staff Misconduct or Reportable Conduct are handled separately to other complaints and grievances, due to the differing legal obligations with respect to such matters. Such matters may be raised with a smaller group of more senior staff.</p> <p>With respect to complaints by staff, both informal and formal resolution options are available, involving Human Resources, supervising staff or a member of the Executive Committee, as appropriate, as set out in the Internal Grievance Resolution Policy and What To Do If You Feel You Have Been Discriminated Against, Harassed, Or Bullied.</p>	<p>No changes were made in 2022.</p>	<p>The Complaints and Dispute Resolution Guide and Handling Allegations of Staff Misconduct and Reportable Conduct Policy 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 for 2022

Area	Priorities	Achievements
Teaching and Learning	<p><i>Junior School</i></p> <ul style="list-style-type: none"> Strengthening teaching of Mathematics across Kindergarten to Year 6 to improve student outcomes. Examining ways to improve the tracking of students' learning growth, so as to strengthen targeted, differentiated teaching practices across all subject areas for Kindergarten to Year 6. Development of a coaching model for staff to enhance teaching and learning excellence and professional growth of staff. Review of current practices around the reporting of learning growth to parents in preparation for a new reporting format. Review and streamlining of processes and systems in place currently to better ensure the goals of our teaching and learning approach are being met in the most efficient and effective ways. <p><i>Senior School</i></p> <ul style="list-style-type: none"> Launch of the Cranbrook Teachers Talking Teaching (CTTT) initiative; a forum for teachers to gather and discuss/share teaching strategies. Continuation of the RISE program of peer-to-peer teacher observations. Launch of the Senior School data dashboard and appointment of a Coordinator of Data Analytics. Continued development of the IB Diploma Programme. 	<p><i>Junior School</i></p> <ul style="list-style-type: none"> Completed AIS Primary Numeracy Project and implemented many strategies across the School including the 'daily review'. Evaluated and developed a plan for Assessment and Data Coordinator to be able to work with teams to strengthen assessment processes in 2023. Attended professional development to explore a model for instructional coaching and started to plan a staged rollout over the next two years in the Junior School. Developed a plan to move towards continuous reporting, including unit progress reports and a new semester report model, to be introduced in 2023. Reviewed current planning processes and developed a new planner to simplify recording of unit planning, to be rolled out in 2023. <p><i>Senior School</i></p> <ul style="list-style-type: none"> Ten CTTT meetings have been held covering a broad range of topics, with positive feedback from staff. The RISE program has successfully been implemented in subject departments. A Data Analytics Coordinator has been appointed and Student Dashboard has been released. It has proven to be a useful tool already, although further development is required. The first cohort of 36 IB Diploma students were awarded the Diploma in 2022, to be followed by a larger cohort of 42 in 2023.

Area	Priorities	Achievements
	<ul style="list-style-type: none"> Continued development of the embedding of MYP philosophies into teaching practice in preparation for the re-registration visit in 2023. Significant continued planning for use of new Masterplan Stage 2 facilities from a Teaching and Learning perspective. 	<ul style="list-style-type: none"> Work continues in preparation for the MYP evaluation visit scheduled for July 2023. New facilities are in use.
Student Welfare	<p><i>Junior School</i></p> <ul style="list-style-type: none"> Review of transition programmes for Pre-school to Kindergarten and Year 6 to Year 7. Ongoing review of the impact of existing Wellbeing programmes such as Friendly Schools and Smiling Minds. <p><i>Senior School</i></p> <ul style="list-style-type: none"> Consideration and implementation of Pastoral Care review undertaken by AISNSW. Continuation of the 'Tomorrow Man' project for Year 11, with a strong focus on senior years student wellbeing for young men. 	<p><i>Junior School</i></p> <ul style="list-style-type: none"> Developed and implemented cross campus visits for Pre-school and Kindergarten staff to build greater understanding and re-developed Year 6 to Year 7 transition programme to include more opportunities to build connections across campuses prior to transition. A full review of these programmes will be conducted in 2023 after appointment of Director Educational Psychology. <p><i>Senior School</i></p> <ul style="list-style-type: none"> Completed. Key recommendation to create two new pastoral Houses has been implemented. Completed.
Facilities and Resources	<p><i>Whole School</i></p> <ul style="list-style-type: none"> Continued planning for refurbishment of some existing facilities and new uses for decommissioned facilities after completion of the Masterplan Stage 2 project. <p><i>Junior School</i></p> <ul style="list-style-type: none"> Review of current utilisation of the Junior School Gym and outdoor spaces for teaching and learning opportunities with Kindergarten to Year 6 alongside the Year 7 to Year 12 programmes. 	<p><i>Whole School</i></p> <ul style="list-style-type: none"> Ongoing. Master planning architects appointed and undertaking full site review of Bellevue Hill Campus. <p><i>Junior School</i></p> <ul style="list-style-type: none"> Ongoing.

Area	Priorities	Achievements
	<ul style="list-style-type: none"> • Exploration of opportunities for Junior School usage of new Senior School buildings and facilities. <p><i>Senior School</i></p> <ul style="list-style-type: none"> • Relocation of relevant Houses and Departments into the Centenary Building and commence use of new facilities by Drama and Music Departments and Boarding staff and students. • Review use of Aquatic and Fitness Centre and the Centenary Building towards the end of the year. 	<ul style="list-style-type: none"> • Plans made to use Packer Theatre for Junior School productions in 2023 and expansion of Junior School student involvement in Aquatics and Fitness Centre swimming programme. <p><i>Senior School</i></p> <ul style="list-style-type: none"> • Completed. • Continuing over first year of operation of facilities.

2023 Priority Areas for Improvement

Area	Priorities
Teaching and Learning	<p><i>Junior School</i></p> <ul style="list-style-type: none"> • Strengthen teaching of Mathematics and Writing for all students, through continuation of the daily review process in Mathematics and the familiarisation and introduction of the new syllabus. • Simplify and strengthen the tracking of student learning growth, through the utilisation of online tools such as Essential Assessment. • Review and streamline existing processes to maximise students learning by facilitating more time to discuss and address effectively learning growth observations each week in planning meetings. • Enhance clearer communication of learning growth to parents through a careful review of current reporting formats, trialling some new modes across the year. • Improve teaching pedagogies by driving teacher professional growth through the initial implementation of a new teaching coaching model. <p><i>Senior School</i></p> <ul style="list-style-type: none"> • Continuation of the CTTT initiative. • Continued preparation for the MYP evaluation visit. • Exploration of a new shape of the school day to ease congestion at the start and end of the school day. • Launch the Year 11 College and related programmes. • Assessment of introduction of additional subjects as part of move to coeducation.
Student Welfare	<p><i>Junior School</i></p> <ul style="list-style-type: none"> • Improve how students transition between stages and campuses through the introduction and continuation of targeted experiences to build confidence and excitement. • Introduce new tools to measure the quality of student experience in the social and emotional zone and use the information to review and improve student wellbeing programmes. <p><i>Senior School</i></p> <ul style="list-style-type: none"> • Evaluation of the updated Student Wellbeing Programme. • Review of general student welfare policies in preparation for coeducation.

Area	Priorities
Facilities & Resources	<p><i>Junior School</i></p> <ul style="list-style-type: none"> • Review the usage of various buildings on the Junior School site to support the growth of the Creative Arts programmes whilst still facilitating a differentiated, targeted English and Maths model. • Review the Junior School site to maximise existing sporting facilities for co-educational purposes. <p><i>Senior School</i></p> <ul style="list-style-type: none"> • Evaluation of site for needs for introduction of coeducation and increase in size of student body. • Determination of additional facility needs for sport, particularly in the context of the introduction of coeducation. <p><i>Whole School</i></p> <ul style="list-style-type: none"> • Review of support and operational staffing structures, systems and processes for projected school growth over next five years. • Implementation of new School Management System.

11. Initiatives Promoting Respect and Responsibility

Junior School

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 students.

Initiative	
Kindergarten-Year 6 Class Essential Agreements	These are agreements formed by students and class teachers to define the expected behaviours – they typically feature the promotion of care, respect and responsibility.
IB Learner Profile	The IB Learner Profile represents a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional and social growth: Inquirer, Thinker, Communicator, Risk-taker, Knowledgeable, Principled, Caring, Open-minded, Balanced, Reflective. Students have a range of opportunities to develop, demonstrate and reinforce attributes of the learner profile in their daily life within the learning community.
IB Student Agency	Student Voice, one of the core elements of student agency, is integral to the Primary Years Programme (PYP) learning process and to the Programme’s overarching outcome of international-mindedness. Through taking individual and collective action, activating choice and enabling ownership, students come to understand the responsibilities associated with being internationally minded and to appreciate the benefits of working with others for a shared purpose. Students see themselves as competent, capable and active agents of change.
Chapel Program and Classroom Spirituality Programmes	These programmes often explicitly promote respect and responsibility.
Junior School Values Statements	The Junior School Values Statements promote a shared understanding of common expectations for all members of the Junior School Community.
Mindfulness	Using the Smiling Minds programme, teachers explicitly teach mindfulness practices once a week. Students have 2-3 opportunities each week to practice mindfulness in their classrooms.
K-2 Creative Play	Teachers in K-2 developed a programme to explicitly teach infants students the skills that they will need to initiate play and resolve conflict. This programme is supported by extensive playground resources.
Year 6 Leadership Programme	The Year 6 Leadership Programme provides all students in Year 6 with an opportunity to participate in a leadership responsibility. With a focus on service and legacy, the students work with staff mentors to plan, implement and communicate their leadership initiatives.
Peer Support Programme	Facilitated through the House system, the Peer Support Programme is run across the Junior School K-6. Students are grouped together with one student representative from each year level. The Student Wellbeing Programme (SWP) runs for an hour on Monday afternoons and includes a range of activities designed to foster relationships across and between year levels, provide leadership experience for the older students, enhance the students’ connection to the School and provide a sense of safety and security.

Initiative	
Student Management	Consistency is the essential ingredient to all successful student management systems. With this in mind, the Junior School runs a series of workshops for staff in an effort to promote a consistent interpretation of the School's Student Management Policies and greater uniformity in their implementation.
Social and Emotional Learning Programme	Utilising Friendly Schools as a primary resource for the Junior School's Social and Emotional Learning (SEL) Programme, teaching teams plan weekly lessons to be delivered during the SWP hour. The five key areas of social and emotional learning skills include: <ul style="list-style-type: none"> • Self-awareness • Self-management • Social awareness • Relationship skills • Social decision making.
Incursions	To supplement the classroom Personal Development and Health programme, a variety of visiting speakers or incursions are organised. The goal of these programmes is to build respect for others, our environment and ourselves and an understanding our responsibilities in relation these. Speakers/incursions include: <ul style="list-style-type: none"> • Courage to Care (acceptance of others) • Healthy Harold (healthy life choices) • Emmy and Friends (protective behaviours) • ySafe (safe online behaviours).
Camps	Students in Year 3 to Year 6 take part in an annual camps programme, designed to build self-respect, as well as respect for others, and provide opportunities for taking responsibility, develop resilience and foster friendships.
Community Service	Each year, students have the opportunity to take action in response to local and national issues. Examples are: <ul style="list-style-type: none"> • Toys and Tucker Drive • Cancer Council Biggest Morning Tea • Boots for the Bush • Dental care bags for communities in Nepal

Senior School

In addition to promoting respect and responsibility as an essential part of the daily work of Senior School teachers and other staff, the following initiatives are designed to promote respect and responsibility, amongst other things.

Initiative	
Student Wellbeing Program	This is an extensive programme with a fifty minute session each fortnight. Topics are presented by tutors and guest speakers, and include: <ul style="list-style-type: none"> • Accepting difference • Online behaviours and responsibility • Ethical dilemmas • Respectful relationships • Indigenous affairs • Immigration and refugees • Free speech and its limits • Interviews with mentors • Managing stress and anxiety • Reciprocal rights and responsibilities online and in person • Positive masculinity • Senior led session on respect to foster positive role modelling • Guest speakers- Elephant Ed, Brent Sanders, Old Cranbrookians' Association.

Initiative	
School Co-mission Statement	<p>Activities around what the statements of the Co-mission mean to the boys and how they can live to these ideals of respect and responsibility. The Co-Mission is:</p> <ul style="list-style-type: none"> • Celebrate the individual • Model and expect respect • Strive for excellence • Embrace global mindedness • Lead through service.
Parent/Student Evenings	<p>Events with guest speakers who speak on a variety of issues about drug and alcohol abuse.</p>
School Representative Council	<p>Activities include working on School initiatives with regard to the environment, and providing a voice for the Student body.</p>
Service Learning Committee	<p>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.</p>
Code of Responsibilities and Standards of Behaviour for Students and Student Digital Agreement	<p>Appropriate behaviours based on respect and responsibility are stated.</p>
Peer Support	<p>This programme involves senior students working closely with junior students.</p>
House System	<p>Individual House responsibilities and activities offer opportunities for personal development and the care of others.</p>
Leadership	<p>Multiple opportunities are provided, from the School Prefect system, based on the principle of service, to sports, cultural and pastoral activity leadership positions. These include Year 11 Leadership presentation by Katrina Marsden to leaders from a range of schools in the Sydney and a Year 11 Leadership Day at Knox.</p>

12. Parent, Student and Teacher Satisfaction

We encourage parental and staff involvement and feedback and our Executive Team very much operate an open door policy towards both.

Parents

Parents are given a myriad of opportunities to contact the School, their child's teachers, Mentor or Housemaster. This can be by phone, email or meeting in person. Parents also attend student / parent / teacher events each year to get feedback on their child's learning.

Parents also attend a number of functions at the school, including a welcome cocktail party, mothers' and fathers' day events, professional events, student musical and drama performances.

The Cranbrook School Parents' Association has a regular meeting with the Headmaster and is an avenue for parents to express their levels of satisfaction and/or any concerns they have with how the School is operating.

A formal survey of parents of students in Year 12 was conducted in 2022 to measure stakeholder perceptions and satisfaction across a range of areas including academic programmes, student wellbeing and co-curricular offerings. Key strengths indicated were the quality of teaching and the School's facilities, as well as the strength of community and co-curricular activities offered. Areas for further consideration based on feedback from the survey include investing further in holistic support available to students, expanding the range of formal and informal leadership opportunities available to students, and offering programmes for students to be able to understand real life application of the skills they have learnt at school.

Staff

Staff are encouraged to share constructive feedback with leadership through a variety of forums; from staff meetings and workshops to 1:1 meetings. By encouraging feedback and acting upon it, our staff are motivated and this leads to continuous improvement for the School and its students.

Staff have the opportunity to join the staff Common Room which organises regular social events, gatherings and activities for staff.

Less experienced teachers are allocated a staff mentor to coach and mentor them as needed.

A formal staff survey was conducted in early 2022. Survey results show strong staff engagement and perceptions of school performance and progress. Staff wellbeing showed an improvement from the previous staff survey conducted, and is in line with scores at other schools. Staff rated their colleagues and immediate supervisors extremely highly. Areas to focus on for improvement that were identified include workload, processes and procedures, and career opportunities.

Students

Students have many avenues to give their feedback on their schooling. Students meet in small mentor groups where feedback is encouraged.

Students are also part of the leadership of the School and make up the Student Representative Council, House leaders and prefect body. The prefect body are provided with an opportunity each year to provide feedback directly to the School Council with respect to their views and experiences at the School.

The School's Child Safety Committee continues to explore opportunities for increasing Student Voice in the School, which includes encouraging both formal and informal student feedback.

A formal survey of students in Year 12 was conducted in 2022. Results were similar to the survey conducted with parents. Subject satisfaction amongst Year 12 students overall was high across both the HSC and IB Diploma Programme, as was satisfaction with co-curricular activities.

Many students and staff also participated in the University of Sydney "Corridor Cultures" project, which directly included students and teachers as co-researchers to investigate how school policies, spaces and activities influence culture, particularly in relation to gender and sexuality and how these in turn shape feelings of belonging and wellbeing at school. This is providing the School with expert advice as to how gendered violence can be disrupted in contextually responsive ways, and funding for resources to target various areas through guest speakers for students, curriculum and library resources and professional development for teachers.

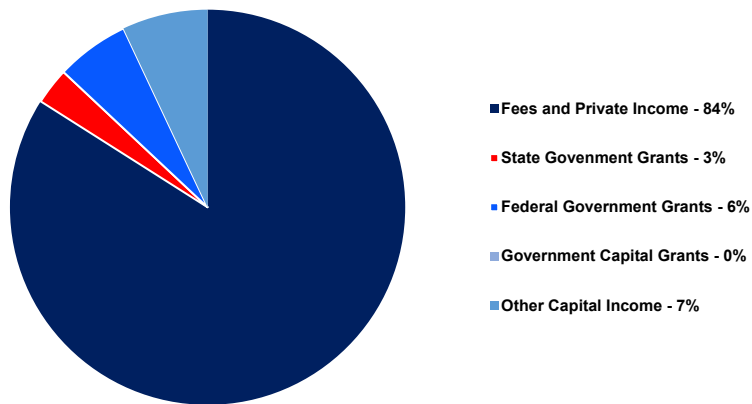
13. Summary Financial Information

Income	2022
Fees and Private Income	\$64,841,734
State Government Grants	\$1,940,960
Federal Government Grants	\$4,564,563
Government Capital Grants	-
Other Capital Income	\$5,930,947
Total	\$77,278,204

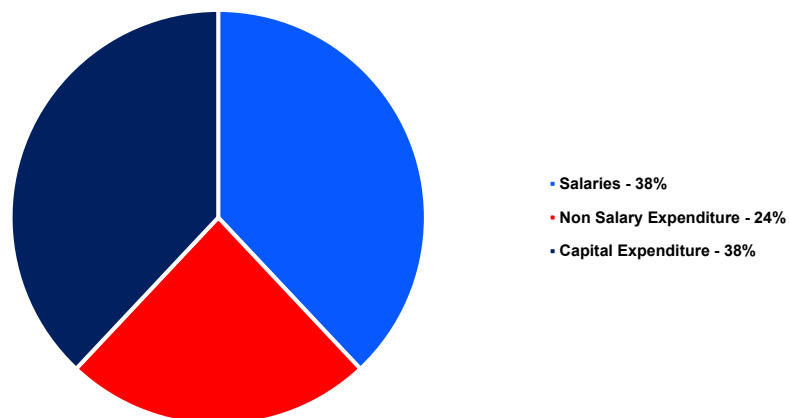
Expenditure	2022
Salaries	\$44,877,671
Non Salary Expenditure	\$27,610,867
Capital Expenditure	\$44,578,467
Total	\$117,067,005

Source: 2022 Annual Financial Report

2022 Income



2022 Expenditure



Appendix 1: External Professional Development

Senior School

Professional Development Activity	Number of Staff
AASE National Conference	1
ABSA Duty of Care Workshop	1
ABSA International Boarding Forum	2
ACER Research Conference	1
AHISA Director of Studies Conference	2
AIS Extension English 1 and 2 Symposium	5
AIS Heads of Sport Conference	2
AISNSW Education Research Symposium	2
AISNSW English Conference	2
AISNSW History Extension Symposium	1
AISNSW Leading Evidence Informed Practice Conference	1
AISNSW PDHPE Conference	4
AISNSW Teacher Librarian Conference	1
AISNSW Wellbeing Conference	3
ASCTA Conference	1
ASET-NSW CONFERENCE	1
Aspiring Heads of Department: English	1
Asthma & Anaphylaxis Management	109
Australian Association of Special Educators National Conference	1
Australian Swimmer Coaches and Teachers Conference	3
BannerBeyond PowerPoint: Delivering Truly Interactive Presentations	1
Becoming Accredited at Experienced Teacher	6
Being Student Centered Leader	1
Bell Shakespeare National Teacher Conference	1
Camera Confidence: Essential Strategies	1
Careers Adviser Seminar	2
Certificate Course on Cyber Security and Social Media	1
Children and Families	1
Cidilabs Mini Conference	1
CLTANSW Annual Conference	1
Coach Level 2- Developing Coach Program 2020	1
CONASTA 69: Science Revealed	1
Connecting Around Data - Continuous Reporting	1

Professional Development Activity	Number of Staff
Contested Discourses: Reframing the Discipline of History	1
Courageously Navigating Hard Conversations	2
CPR	55
Cracking the Hard Class - High School	1
Creating Student Management Practices that work!	2
Crossing Professional Boundaries Webinar	1
Data Analysis in NSW Secondary Schools	1
Dealing with Difficult Parents	2
Developing Cultural Responsiveness through Reconciliation Action Plans	1
Differentiation in Stage 4 Mathematics	1
Drama NSW State Conference	1
Duty of Care Workshop	3
Early Career History Teacher's Day	1
Economics and Business Educators of New South Wales (EBENSW) Annual Conference	1
EduTech Conference	7
EP School Leaders Masterclass	1
ETA Annual Conference	2
First Aid	47
First Nations Histories and Cultures in Schools	1
Flagship Principal Observation and School Visit	1
Focus on Mathematics Standard	1
Gender and Sexuality Diversity at School: Building Inclusion and Wellbeing	1
Geography: A focus on internal assessment	1
Growth Mindset: Improving Teaching and Learning	2
Helping Boarders Overcome Fatigue	1
History Curriculum Symposium	2
How Schools Can Champion Consent Education	1
HSC Mathematics Advanced Symposium	1
IB Conference	4
IB Dip Exam Preparation Course	1
IB Diploma Coordinators Network	1
IB DP Subject Related Sessions	24
IB Marking Demonstration	1
IB Mock Exam Initiative	1
IB Mock Trial Initiative	4

Professional Development Activity	Number of Staff
IB MYP CAT 2 Design	4
Improving Daily Spelling and NAPLAN Results	1
Inaugural Cultural Immersion Program	1
Inspiring the Best Writing: Fiction and Non-Fiction; Persuasive and Poetic	1
Integrate to Maximise	1
ISTA DP Workshop	1
iTE Technology Education Conference	1
Kicking off! A strong start for your Stage 4 & 5 students	1
Language Acquisition Network Day	1
Latin Summer School	1
LawSense Dealing With Difficult Parents	3
Lawsense Managing Student Online Behaviour and Avoiding Media Fallout	1
LawSense School Law Conference	1
Leadership for Equity and Excellence	1
Leading an IB Education	1
Leading Evidence Informed Practice	1
Leading Staff Wellbeing	1
Leading the Way to Mentally Healthier Schools	2
Lift New South Wales's Writing Results Conference	1
Managing Student Disability - Adjustments, Behaviour & Discipline	1
Mathematics Extension 1 Workshops	3
Maximising HSC Marks for New English Syllabus	1
Mentoring and Development- Dealing with Workplace Challenges	1
Moving Beyond Numbers: Using Qualitative Data	1
MYP Planning for Programme Evaluation	1
Navigating Leadership	1
NIDA Upgrade: CUA30420 Certificate III Live Production and Technical Services	2
NSW Rugby Development Day	1
NSW Rugby PD Clinic	1
NSW Rugby Workshop - Schools Coaches	1
NSW Schools Coach Workshop	2
Online HSC Study Day for Chinese Beginners, Continuers, Extension and In Context	1
Orff Schulwerk Teacher Training Course	1
Painting: Colours in the Landscape	1
PDHPE Conference	2

Professional Development Activity	Number of Staff
Personalised Learning Processes for Aboriginal Students	2
Preparing for Leadership: Before Your First Role	3
Purposeful Programming and Assessment for Stage 6 Languages	1
Reach Thousand Faces Camp	1
Reflections on the 2021 Ancient History HSC Exam	1
Reflections on the 2021 Modern History HSC Exam	1
Risk Assessment and Management in Schools: Child Protection and Mental Health	1
Stage 6 Conference: A Deep Dive into Stage 6 Pedagogy	2
STANSW Meet the Markers	2
STANSW Stage 6 Science Conference	2
Steamposium22	1
Summit on Self Harm	1
Supporting Teachers through Experienced Teacher Accreditation 2023	2
Teach Writing	1
Teacher Librarians Conference	1
Teacher Writing Conference	1
Teaching Stage 6 for the First Time	1
The Accidental Counsellor Training Course	1
The Art of Improvisation	1
Throwing on the Wheel	1
Transgender & Gender Fluidity NSW: Navigating Student Welfare, Rights & Obligations	1
Unpacking the HSC Geography Exam	1
VET Compliance Officers Network Day	1
VET Construction Network Day	2
Welcoming New Boarders - Maximising the Transition Experience for Boarders and Their Families	1
What is Educational Data? Interpreting and Telling the Story	1
Women in Leadership	3
Writer's Toolbox Workshop	1
Youth Mental Health First Aid	2

Junior School

Professional Development Activity	Number of Staff
AIS Middle Leaders Program	1
AIS Preparing for Leadership: Before your First Role	1
AIS Webinar - New English and Mathematics syllabus	10
Asthma and Anaphylaxis Management	63
Australian School Library Association Conference	1
Becoming Accredited at Experienced Teacher	1
Brightpath Community PL	1
Brightpath Formative Assessment	8
Civica Education Suite - Admin Training	7
CPR	63
Engaging Hands-on Maths Sessions For Students (Mathspace)	14
First Aid	58
IB PYP NSW Network Meeting	1
Identifying and Responding to Problematic and Harmful Sexual Behaviours in Students	63
Introduction to Experienced Teacher	1
IPSHA English K-2 Syllabus	9
IPSHA Umbrella Group Meetings	5
Making the PYP Happen	9
Presentation Skills & Public Speaking	2
Primary Numeracy Project 2022	52
Programme of Inquiry Review	63
PYP Evaluation of Units of Inquiry	63
Risk Assessment and Management in Schools	1
School Nursing Conference	2
SoundWaves - Spelling	1
The Bonsai Student, Judith Locke	63
Women Leaders: Own Your Success	5

Cranbrook School

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Darling Point NSW 2027

T 02 9363 2260

St Michael's Pre-school

Gilliver Avenue Vaucluse NSW 2030

T 02 9371 9214

Junior School

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Rose Bay NSW 2029

T 02 9327 9100

Senior School

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Bellevue Hill NSW 2023

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