



CRANBROOK
SCHOOL

2006 ANNUAL REPORT



Educational and Financial Reporting

CRANBROOK SCHOOL

2006 ANNUAL REPORT

CONTENTS

1	Messages From Key School Bodies	3
	1.1 Report from the President of the School Council	3
	1.2 Report from the Chair of the Student Representative Council	3
2	Adding Value	4
3	Performance In Statewide Tests And Examinations	6
	3.1 Higher School Certificate	6
	3.2 School Certificate	8
	3.3 Literacy and numeracy assessments in Year 7	9
	3.4 Literacy and Numeracy Assessments in Years 3 and 5	10
4	Professional Learning And Teacher Standards	12
	4.1 Teacher Standards	12
	4.2 Professional Learning Activities	12
	4.3 Professional Learning Expenditure	14
5	Teacher Attendance And Retention Rates	15
	5.1 Teacher Attendance Rate	15
	5.2 Teacher Retention Rate	15
6	Student Attendance And Retention Rates	15
	6.1 Student Attendance	15
	6.2 Retention Rates in the Secondary School	15
7	Post School Destinations	16
8	Enrolment Policies And Profiles	17
	8.1 Enrolment Procedures	17
	8.2 Student Population	18
9	School Policies	19
	9.1 Student Welfare Policies	19
	9.2 Student Discipline and Behaviour Management Policy	22
	9.3 Reporting Complaints and Resolving Grievances	23
10	School Determined Improvement Targets, 2006	25
11	Initiatives Promoting Respect And Responsibility	27
12	Parent, Student And Teacher Satisfaction	29
13	Summary Financial Information	30

1 MESSAGES FROM KEY SCHOOL BODIES

1.1 Report from the President of the School Council

It is pleasing to see another improvement in our overall HSC results. Congratulations are due to our dedicated teaching staff for the hard work that lies behind the statistics.

The special focus of the School Council during 2006 was on the Dangar project. Our appeal to the Court of Appeal from the adverse decision of the Land and Environment Court on the zoning question was expedited. In June the appeal was unanimously allowed. Woollahra Council officers then resumed work on our staged development application for the new early learning centre (K-2) and Junior School (3-6).

The Work Choices legislation of the Commonwealth Parliament enabled the School to negotiate a Teacher's Agreement with the Common Room and the Independent Education Union. The Headmaster was actively involved in general negotiations between the Association of Independent Schools and the Union which established a framework for such agreements on which our Agreement is based. The negotiations at Cranbrook were conducted by both parties in a civilised and positive manner.

In February 2007 the Common Room overwhelmingly endorsed the Agreement which will remain in force until 2010 and provides benefits for both the School and the teaching staff. The Agreement gives the School and the Common Room control over their industrial relationship.

1.2 Report from the Chair of the Student Representative Council

The Student Representative Council (SRC) has had a successful year. Our role statement seminar at the beginning of the year emphasised the need to focus on leadership and responsibility. The role of the SRC was defined: "The SRC reports on student ideas and issues to the executive of the School. The Council also aims to support a number of school and community projects."

Each Plain Clothes Day has been unique. Beginning with the cricket ball throw, we developed varied themes such as the 'Cranbrook Games,' inspired by the Commonwealth Games, with teachers and students running the length of the oval in flippers and goggles and the momentous 'fish toss'.

Other SRC activities were: the lunch time concert featuring Cranbrook's very own 'Absent', a charity dance held with Ascham School and an indoor soccer competition inspired by the World Cup. Financial contributions have been made to the Cranbrook Explorers and Travellers Club funding the building of an orphanage in Ladakh and many other charities such as Red Cross and the Royal Flying Doctor Service. The SRC has also designed a new logo, formed a uniform committee (currently designing a new school tracksuit), recommended numerous badges of recognition and made recommendations to the Cranbrook executive from which the School may benefit. We also purchased a massive eight burner BBQ for charity fundraisers and recommended that Junior School representatives join the Council next year.

2 ADDING VALUE

Report from the Headmaster

Academic

Staff addressed academic goals energetically in 2006. Highlights include the completion of the Cranbrook Frameworks of Learning manual, providing teachers with a shared language of pedagogy aiming to make teaching and learning programmes more effective for every boy; progress in writing new units of work based on Frameworks; the appointment of a Director of Teaching and Learning to support the development and co-ordination of Frameworks and to manage professional appraisal; and the extension of the Primary Years Programme of the International Baccalaureate at all K-6 levels, through a comprehensive professional development programme.

Additionally, support staffing was increased to assist more of the boys who struggle with literacy and numeracy, and we reviewed our reporting systems to comply with new Federal government rules without sacrificing the human dimension that must remain central to our communication about boys' progress.

We are pleased by the performance of the boys in statewide tests and examinations. The results are reported elsewhere (Section 3).

Personal development

Along with continued improvement of the innovative Years 7 to 12 Pastoral Care Programme (assisting boys' emotional, social and leadership development), our work experience and career guidance programmes were strengthened in 2006 and Peer Mediation was introduced to complement Senior School anti-bullying policies and programmes. Shortly after a lively and thought-provoking three-day Year 11 Conference at Collaroy we received news of the laying of the foundation stone for the new, post-tsunami school we sponsor in Polhena, Sri Lanka and steady progress with the school we are helping to build in the mountains near Leh, Ladakh. Our pastoral care and social service programmes are humming.

Sports programme

Skills development in sport, K to 12, was supported by strengthening the role of Masters-in-Charge of individual sports, providing enhanced professional development of staff coaches and employing additional external coaches. A priority project was the extension of ball games skill development to Dickins House boys, to increase confidence and enjoyment. Sports facilities were improved: the commissioning of a deep bore guarantees water supplies for the maintenance of Hordern Oval's playing surface and the Rose Bay boatshed was re-developed to provide improved land training facilities for rowers and more efficient storage for our sailing fleet.

On the sporting field the boys played in fine spirit and with substantial success.

The broader co-curricular programme

The celebratory opening of the John Gaden Studio Theatre was but one highlight in a year of lively cultural endeavour. Others were the production of Gogol's 'The Government Inspector'; the wickedly satiric Year 12 Revue; our first student-directed production in the new Gaden Studio; the remarkable 'Peter Pan and Wendy', staged in conjunction with Ascham School; and those wonderful traditions, the Fine Music Dinner and the annual Dickins House musical (this year, the fast-moving and engaging 'Tribe').

Term 3 ended with more boys than ever gaining places on the Headmaster's List for Outstanding Academic Effort and with the news that two seniors achieved gold Duke of Edinburgh's Award status, a rare and richly deserved distinction.

A special innovation in 2006 was 'On the Move'...brainchild of the School's Production Manager and the staff of the Music Department. For one balmy, magical evening we strolled from place to place entertained by ensembles, individuals, son et lumiere effects, fine dining and – to cap it off – dancing in a transformed Carter Hall. The whole Bellevue Hill campus became a stage. Jazz on the Library terrace, with harbour views; choir on the grand sandstone steps, like a proscenium stage; guitar ensembles during dinner in the War Memorial Hall; rock drumming on Hordern as we strolled to Camellia Court for a swing band in Hawaiian shirts lit in multi-coloured Toucan Club style; pianos at the Rotunda and concert and stage bands for dancing in Carter Hall...along with gelato bar and coffee.

Teaching

Cranbrook teachers feel strongly about the importance of the School's pastoral, co-curricular, spiritual and aesthetic goals, all of which help make pupils better people and more effective learners. They support those goals with energy and thoughtfulness. But, at the end of the day, their primary focus is on our core business, the academic programme. One Year 12 leaver summed it up in a letter of thanks:

"I appreciate all the time and effort you put into your classes, and the passion... You all take such interest in your subject, and do not just teach it, but also seek to ensure that we really do understand it. Thank you for your time, your knowledge, your patience, your tolerance, and most of all, your sense of humour...coming to school and being surrounded by such a vibrant group of intelligent educators...has been a pleasure."

I endorse these comments warmly and thank all who have worked hard to add value to our pupils' schooling experience in 2006.

3 PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

3.1 Higher School Certificate

In 2006, Cranbrook students studied 38 courses in 26 different subjects. In total over 99% of all students in all courses achieved marks of 50 or more (Band 2 or higher), with two students achieving a mark in Band 1 in one subject each. Of the results across the 38 courses 60.79% were in the top bands (80-100 marks), this is a 4% decrease on 2005 but commensurate with 2004. All students in Extension 1 and 2 courses, except 1, achieved marks in Band E2 or above, with the one student achieving a result in Band E1 in one course.

HSC All-rounders list

Nine students (6.5%) were eligible for this list, gaining 90 per cent or above in 10 or more HSC units.

Merits

Cranbrook students gained 188 merit listings (marks above 90) in total. This was 7 more than in 2005, 18 more than in 2004, 30 more than in 2003 and 40 more than in 2002, including 23 in English (12%) and 62 in Mathematics (36%).

Position in subject in State

- One student – sixth place in History Extension
- One student – sixth place in Latin Extension and fourth in Philosophy (Distinction Course)
- Two students – second and third places in Legal Studies
- One student – eighth place in Mathematics Extension 2

Percentage of Cranbrook students in Bands 5 and 6, compared with statewide percentages

Course	Cranbrook candidature	% in Bands 5 and 6 at Cranbrook (E3 and E4 in Ext)	% in Bands 5 and 6 in New South Wales (E3 and E4 in Ext)
Ancient History	26	65.37	40.08
Biology	22	36.35	30.08
Business Studies	50	50	29.39
Chemistry	21	47.61	36.03
Design and Technology	9		24.95
Drama	26	84.61	41.43
Earth & Environmental Science	13	46.15	40.59
Economics	36	63.88	46.71
English Standard	11		3.26
English Advanced	118	49.14	38.73
English ESL	11	54.54	21.62
English Extension 1	47	82.97	83.67
English Extension 2	13	92.3	79.34
Geography	15	26.66	47.56
Information Processes & Technology	9	44.44	33.81
Legal Studies	31	67.73	37.36
Mathematics General	27	33.32	17.79
Mathematics 2U	85	58.81	38.68

Course	Cranbrook candidature	% in Bands 5 and 6 at Cranbrook (E3 and E4 in Ext)	% in Bands 5 and 6 in New South Wales (E3 and E4 in Ext)
Mathematics Ext. 1	45	84.43	71.53
Mathematics Ext. 2	13	100	81.89
Modern History	60	73.33	42.35
History Extension	25	48	65.89
Music 1	6	83.33	46.89
Music 2	1	100	80.02
Music Ext	1	100	92.75
PDHPE	21	38.09	38.06
Physics	46	58.69	37.47
Software Design & Development	11	27.27	31.5
Visual Arts	34	88.23	55.65
French Continuers	14	92.85	58.87
French Extension	6	100	88.07
German Continuers	6	33.33	58.17
German Extension	3	100	76.41
Japanese Continuers	6	50	48.85
Japanese Extension	4	50	75.28
Latin Continuers	7	100	95.04
Latin Extension	6	100	100
Philosophy Distinction	10	50% High Distinction 50% Distinction	na

In fifteen of the courses above, 25% or more of the candidature ranked in the top Band (Band 6 or E4). In 2006 this represents the same number of courses as in 2005. These courses for 2006 are as follows:

Subject	Cranbrook percentage with mark of 90% or above (Band 6) (45/50 or above in Ext)	State percentage with mark of 90% or above (Band 6) (45/50 or above in Ext)
Drama	26.92	9.04
Legal Studies	32.25	8.13
Mathematics 2U	34.11	14.56
Mathematics Ext 1	57.77	30.33
Mathematics Ext 2	46.15	28.71
Music 1	50	15.34
Music 2	100	28.66
Music Extension	100	58.65
French Continuers	57.14	27.83
French Extension	33.33	43.52
German Extension	66.66	36.79
Japanese Extension	25	19.39
Latin Continuers	85.71	73.62
Latin Extension	83.33	82.17
Philosophy	50 (HD)	na

3.2 School Certificate

Students performed above State level in the four School Certificate tests with the Cranbrook mean above the State mean in all tests.

In English literacy 89.62% were placed in Bands 6, 5 and 4 (12.59% in Band 6) compared with 71.73% of the State (5.58% in Band 6). The Cranbrook mean was 80.6% and the State 74.1%.

The percentage of students achieving Band 4 or above in Mathematics was 74.1% (11.88% in Band 6), compared with 40.96% of the State (5.67% in Band 6). The Cranbrook mean was 76.33% and the State 67.87%.

In Science, a similar pattern emerged with 80.4% of students placed in Bands 4 or above (11.18% in Band 6) compared with 62.79% in the State (4.64% in Band 6). The Cranbrook mean was 77.97% and the State 72.85%.

In Australian History, Civics and Citizenship, 70.36% of students were placed in Bands 6, 5 and 4 (7.4% in Band 6) compared with 52.34% in the State (6.94% in Band 6). The Cranbrook mean was 74.54% and the State 71%.

In Australian Geography, Civics and Citizenship, 82.22% of students were placed in Bands 6, 5 and 4 (16% in Band 6) compared with 66.24% in the State (8.49% in Band 6). The Cranbrook mean was 79% and the State 74.37%.

Percentage of Cranbrook students in Bands 3-6, compared with statewide percentages

Test	Cranbrook candidature	% Bands 3-6 Cranbrook	% Bands 3-6 State
English Literacy	135	97.02	88.99
Mathematics	143	89.48	71.01
Science	143	97.18	89.13
H, C&C	135	91.1	83.19
G, C&C	135	93.33	90.39

Percentage of Cranbrook students with grades of C or above, compared with statewide percentages

Course 200 hrs unless indicated	Cranbrook candidature	% grades A-C Cranbrook	% grades A-C State
English	147	95	75
Mathematics	154	76	68
Science	153	84	72
Aust Geog 100	148	90	69
Aust History 100	147	84	69
Commerce	75	93	83
History	49	92	88
French 100	1	100	74
French	35	94	85
German	14	100	98
Japanese	18	94	81
Latin	10	100	90
D&T	16	88	81
Indust Tech	20	75	73

Course 200 hrs unless indicated	Cranbrook candidature	% grades A-C Cranbrook	% grades A-C State
Drama 100	1	100	77
Drama	57	98	84
Music 100	1	100	68
Music	43	86	70
Phot Dig Media	26	96	79
Vis Arts	38	100	83
Vis Design	16	94	83
PDHPE	147	93	75

3.3 Literacy and numeracy assessments in Year 7

In 2006, 117 and 116 Year 7 students participated in statewide tests in literacy (ELLA) and numeracy (SNAP) respectively.

In the English Language and Literacy (ELLA) test, students performed above the State level in each of the three components of writing, reading, and language, and in overall literacy. 100% of students achieved at elementary level or above in each of the components of writing, reading and literacy, with one student performing at the low level in one component (language). This is consistent with performance in previous years. Of significance is the percentage of students achieving at the proficient level or above, ie the top two levels: writing 99%, reading 97%, language 96% and overall literacy 99%.

The results in the Secondary Numeracy Assessment Program (SNAP) test were also strong with the students performing above the State level in all components. 100% of students performed at elementary level or above in number, 97% in measurement, 99% in space, 99% in data and 97% in patterns and algebra. The percentage of students achieving at the proficiency level or above, ie the top two skills bands was: number 93%, measurement 87%, space 84%, data 88%, and patterns and algebra 83%.

ELLA - Percentage of Cranbrook students in the top 3 bands, compared with statewide percentages

Test component	Cranbrook %	State%
ELLA		
Writing - high	61	33
Writing - proficient	38	51
Writing - elementary	1	11
Reading - high	76	37
Reading - proficient	21	45
Reading - elementary	3	15
Language - high	49	34
Language - proficient	47	49
Language - elementary	3	12
Overall Literacy - high	61	33
Overall Literacy - proficient	38	51
Overall Literacy - elementary	2	12

**SNAP - Percentage of Cranbrook students in the top 3 bands,
compared with statewide percentages**

Test component	Cranbrook %	State%
SNAP		
Numeracy – high	54	24
Numeracy – proficient	37	39
Numeracy - elementary	9	30
Number – high	59	28
Number - proficient	34	37
Number – elementary	7	27
Measurement – high	50	25
Measurement – proficient	37	33
Measurement – elementary	10	31
Space – high	54	26
Space – proficient	30	33
Space – elementary	15	35
Data – high	53	26
Data – proficient	35	36
Data – elementary	10	28
P and A – high	49	25
P and A – proficient	34	34
P and A - elementary	13	28

3.4 Literacy and Numeracy Assessments in Years 3 and 5

In 2006, all Year 3 and 5 students participated in the statewide Basic Skills Test (BST), except for several students missing parts of the test due to illness or exemption. The BST assesses individual student achievement in areas of reading, writing and language (literacy) and numeracy (including the Number, Space and Measurement strands of the NSW K-6 Mathematics Syllabus). In 2005, the writing component of the BST replaced the Primary Writing Assessment (PWA) of previous years and thus since 2005, writing results have been incorporated into the overall Literacy results for the School. The writing component of the BST is an assessment of a student's writing ability, encompassing aspects of text structuring, grammar, spelling and punctuation.

The assessment of students at the School in literacy and numeracy also included a measure of student performance against the National Benchmark Statements in reading, writing (excluding spelling) and numeracy. These benchmark statements describe the nationally agreed minimum acceptable standards at the particular year levels (Years 3 and 5). That is, they represent minimum acceptable standards of reading, writing and numeracy without which a student will have difficulty making sufficient progress at school. In summary, at Cranbrook Junior School in 2006, 99% of Year 5 students attained the national benchmarks in reading and numeracy, and 100% in writing. The equivalent figures for Year 5 in 2005 were 99% for writing and numeracy; 96% for reading. In Year 3 for 2006, 94% of students attained the reading and writing

benchmarks, while 99% of students attained the numeracy benchmark. The equivalent figures for Year 3 in 2005 were 99% for reading and writing; 100% for numeracy.

In reporting student achievement in the BST, students are placed in skill bands, representing the performance of students against statewide criteria. The School is informed of the percentages of its students in each band and the corresponding State percentages. This provides a useful comparison of School performance against the State's student population. There are separate bands for literacy (including writing) and numeracy. In Year 3 there are 5 bands, while in Year 5 there are 6 bands.

Cranbrook Junior School students consistently perform above State means, across all areas of the Basic Skills Test. In literacy (including writing) for Year 3, 56% of our students were placed in the top 2 bands, compared with 42% of the State. In numeracy (Year 3), 67% of our students were placed in the top 2 bands, compared with 46% for the State. In literacy for Year 5, 82% of our students were placed in the top 2 bands, compared with 50% of the State. In numeracy (Year 5), 94% of our students were placed in the top 2 bands, compared with 56% for the State.

The School's 2006 results are summarised in more detail in the following tables, as are the comparable State results (figures are all percentages). Band 5 (Year 3) and Band 6 (Year 5) are the highest bands, with Band 1, the lowest.

**Percentage of Cranbrook students in each band,
compared with statewide percentages**

BST Results - Year 3:

BST band	Literacy (including Writing)		Numeracy	
	Cranbrook	State	Cranbrook	State
Band 5	18	14	36	22
Band 4	38	28	31	24
Band 3	31	32	19	26
Band 2	7	19	10	19
Band 1	7	8	4	9

BST Results - Year 5:

BST band	Literacy (including Writing)		Numeracy	
	Cranbrook	State	Cranbrook	State
Band 6	58	22	69	30
Band 5	24	28	23	26
Band 4	15	29	7	24
Band 3	3	14	0	15
Band 2	0	5	1	5
Band 1	0	1	0	1

4 PROFESSIONAL LEARNING AND TEACHER STANDARDS

4.1 Teacher Standards

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

Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the guidelines of the National Office of Overseas Skills Recognition (AEI-NOOSR).	125
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines, but lack formal teacher education qualifications.	8
Teachers, employed in NSW before 1 October 2004 who do not have qualifications as described above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	1
Total number of teachers	134

4.2 Professional Learning Activities

The School conducted and/or provided extensive professional learning and support for teachers during the 2006 reporting period. This involved whole school professional development days, group and individual experiences. Professional development was conducted in-house and outsourced.

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

Category	Description	Teachers involved
Pastoral	Aspergers and autism	Whole school
	Conferences on pastoral care in boys' education	Housemasters
	Resilience	Individuals
	Leadership	Individuals
	Outdoor education	Individuals
	Boarding conferences	Individuals
Pedagogy and practice	Managing and Leading	Studies coordinators, Heads of Department
	Teaching practice conferences	Studies coordinators, Heads of Department, Individuals
	Information & Communications Technologies (ICTs)	Whole school and individuals
	Smartboard	
	Digital learning objects	
	Various software packages and applications (PowerPoint, TimeLiner, Reasonable, FrontPage, Smart Notebook, Word, Scanning, Flash and others)	

Category	Description	Teachers involved
Subject-specific	Careers Education Counselling Drama, DT and TAS, English, History, Languages, Library, Mathematics, Music, PDHPE, Religious Studies, Science, Social Sciences, Support for students with special needs and Visual Arts.	Careers Counsellor Counsellor Departmental staff

In the Junior School, Kindergarten to Year 6, professional learning came under the following categories: All KLAs (Key Learning Areas), Literacy, Integrated Studies, Numeracy, Special Education, PDHPE (Personal Development, Health and Physical Education), Gifted & Talented, ICT (Information and Communications Technologies), French, Music and OH&S (Occupational Health and Safety).

Categories	Description	Numbers
All KLAs	Best Practice in K-3 education.	1
Literacy	Spelling: developing K-2 spelling continuum	9
	THRASS training (K-2)	4
	National Library Conference	1
	Scholastic Seminar: reading comprehension K-3	2
	Implementing Guided Reading and Writing	1
	Multilit: supporting children with reading difficulties	1
	University of Sydney Literacy Conference	1
	Teaching Reading Comprehension	1
	Writing is not teaching genre	6
	In-service on students who have impaired hearing	1
	THRASS: for teachers new to the School	3
	Spelling Workshop on new Cranbrook Spelling Program	25
Integrated Studies	Reggio Emilia Conference: Learning about the Reggio Emilia philosophy of early childhood education	1
	Planning integrated units: Kath Murdoch	8
	2 day Training Level 2 PYP: workshop on enquiry	40
	3 day PYP Workshop	1
	3 day PYP Conference	1
	In School Team: enquiry planning	25
Numeracy	AIS Teaching Measurement strand: in-class support and training sessions after school	8
Reporting & Assessment	Reporting: developing a new report format in line with government legislation	25
	Benchmarking: grading using rubrics	8
Special Education	CHERI Conference: teaching children with special needs course	3
	Learning Links course: basic Makaton signing	3
	Learning Links course: Understanding learning disabilities	1
	Learning Links course: Dyspraxia	1
	Best practice in special education	1

Categories	Description	Numbers
PDHPE	Sensori-motor course: gross motor programme	1
	Bullying : overview of current trends & interventions	1
	Attachment: its importance over the lifespan	1
	Beyond Speech Alone guidelines for psychologists	1
	Anxiety symposium	1
	FRIENDS: one day training workshop	1
	Autism Spectrum Disorders: assessment, diagnosis and early intervention	1
	AIS School Counsellors Conference	1
	Supporting integrated students in the classroom	1
	Certificate of Gifted Education (UNSW)	1
Gifted and Talented		
ICT	AIS IT Integrators Conference	1
French	Teaching French: ideas and strategies	1
Music	Orff Schulwerk Certificate Course Level 1	1
OH & S	Voice Care Session: care of voice for teachers	8
	OH & S Course: training as an OH & S officer	1
	Using a fire extinguisher	1
	First Aid	3

4.3 Professional Learning Expenditure

The School is committed to providing quality education. One factor in achieving this is supporting continuous learning through the provision of professional development. The average expenditure in 2006 for professional learning activities was \$1,252 per teacher with each member of the teaching staff having been involved in more than one course or activity.

5 TEACHER ATTENDANCE AND RETENTION RATES

5.1 Teacher Attendance Rate

Average attendance rate per member of teaching staff in 2006 = 98.00%

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

5.2 Teacher Retention Rate

Retention rate of teaching staff (From 2005 continued to 2006) = 97.62%

Teaching staff retention is measured as the percentage of teachers who continued to be employed at Cranbrook School from 2005 to the 2006 academic year relative to the total number of staff in 2005.

6 STUDENT ATTENDANCE AND RETENTION RATES

6.1 Student Attendance

Average daily attendance 2006 (as percentage):

Junior School (Kindergarten to Year 6)	96.10%
Senior School (Year 7 to Year 12)	95.25%

In both the Junior and Senior Schools attendance rates are similar to those of 2005. The attendance patterns show no particular trends, other than seasonal fluctuations.

6.2 Retention Rates in the Secondary School

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

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

Overall, the actual retention rate averaged over the five groups reported to date is 95.7%. This is relatively high compared to the statewide average. The 2004/2006 group retention rate of 95.3% is well within the range of the School's average of 95.7%.

The number of leavers (six) in the current group, 2004/2006, is only slightly greater than the average number of leavers (5.5) of all previous groups reported. Minor variations between groups are not statistically significant and do not show a trend. Variations can be ascribed to varying group dynamics as well as economic and social fluctuations.

7 POST SCHOOL DESTINATIONS

This information relates to the destinations of students over 15 years of age who left the School in 2006. These students are the post compulsory school attendance group. The information is provided in two groups: Student Leavers - Years 9 to 11 and Students Completing the HSC - Year 12.

Student Leavers – Years 9 to 11

Destination	Number	Percentage
Overseas School	8	42%
Secondary School	4	21%
Private College	1	5%
Workforce	2	11%
Unknown	4	21%
Total Leavers	19	

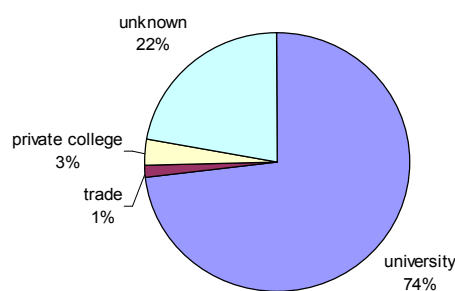
Of the total number of students in Years 9, 10 and 11 in 2006, the number of leavers represents less than 5%. Most of the students who left went on to complete their education at another Australian or overseas secondary school due to family relocations. Those who entered the workforce represent 11% of the leavers group. The collection of this information for students over 15 has not been compulsory and families are sometimes unwilling to provide it, hence the 'Unknowns' group.

Students Completing the HSC in 2006 – Year 12 Leavers

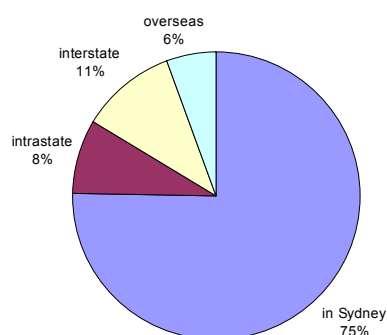
Post school destinations for students who completed the Higher School Certificate are reported as percentages by destination, University location and University program.

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

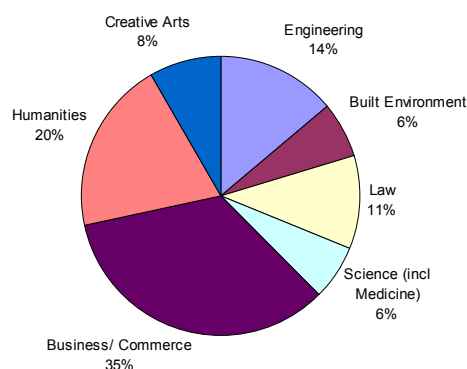
Year 12 2006 – Post School Destinations



Year 12 2006 – University Locations



Year 12 2006 – University Programs



8 ENROLMENT POLICIES AND PROFILES

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

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

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

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

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

8.1 Enrolment Procedures

8.1.1 All applications are processed in accordance with the School's enrolment policy.

8.1.2 Applicants are added to the relevant waiting lists in order of the date of receipt of the applications. Consideration may also be given to Old Boy and current sibling connections.

8.1.3 Parents/guardians may nominate up to three Intake Years. Applications are also accepted for non-Intake Years and are considered if a casual vacancy arises due to the withdrawal of a current student.

Intake Years: involve the formation of a new class or classes and occur for Pre-school, Kindergarten, Year 3 and Year 7.

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

8.1.5 Applicants are invited to attend an interview according to their position on the waiting list – in order of date of application and with consideration of Old Boy and current sibling connections. Priority may be granted to boarders.

8.1.6 Interviews are conducted by:

Pre-school Directorsfor Pre-school entry

Director of Early Learningfor Kindergarten to Year 2 entry

Head of Junior Schoolfor Years 3 to 6 entry

Director of Admissionsfor Years 7 to 12 entry

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

8.1.8 Following the interview, and in the absence of any decision on the part of the School or the parent to withdraw or defer the enrolment, the School will make an offer of a place. Payment of a non-refundable Enrolment Fee and a formal Acceptance of Offer confirm the place.

8.2 Student Population

8.2.1 The Pre-schools accept both boys and girls when they are three years old by 31 March in the year of entry. Each Pre-school is able to accommodate 40 students per day and students can attend for 2, 3 or 5 days per week.

The Junior School – Dickins House (Years 0 to 2) has classes from Kindergarten (Year 0) to Year 2. There is an intake of 50 boys into two Kindergarten classes, continuing with two classes in both Year 1 and Year 2. Entry to the Kindergarten class is available if boys are five years old by 31 March in the year of entry. The total student population from Years 0 to 2 is 150

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

8.2.4 The Senior School (Years 7 to 12) has classes from Year 7 to Year 12 with an intake of approximately 65 boys in Year 7. There is a smaller intake at Year 11. Each Academic Year has a maximum of approximately 140 students, giving the Senior School a total student population of approximately 840 students.

8.2.5 Boarding is offered from Year 7 onwards in one of two boarding houses. A number of overseas students are enrolled as boarders. The total boarding population is approximately 98 students.

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

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

9 SCHOOL POLICIES

9.1 Student Welfare Policies

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

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

To ensure that all aspects of the School's mission in providing for a student's welfare are implemented the policies and procedures, in place during 2005 with changes and further developments during 2006 noted, as well as new policies implemented in 2006 are as follows:

Policy	Changes in 2006	Access to Full Text
Student Attendance Policy	Nil	Policy and Procedures Manual and Parent Handbook.
Child Protection Policy encompassing: <ul style="list-style-type: none"> • Definitions • Relevant Legislation • Risk Management • Investigation Processes • Roles and Responsibilities • Prevention Strategies 	New Cranbrook staff trained with regard to legislation and School policy.	Included in the 2006 Staff Handbooks. This policy is available to parents on request.
Staff Code of Conduct for the Care and Protection of Children encompassing: <ul style="list-style-type: none"> • The Legislative Context • Duty of Care and Legal Liability • Supervision of Students • Relationships with Students • Discipline of Students • Communication Issues • Camps / Billets / Excursions / Tours • Duty to Disclose • Resources 	New Cranbrook staff are trained with regard to the School policy.	Included in the 2006 Staff Handbooks. This policy is available to parents on request. Details of access are provided in the Parent Handbook.

Policy	Changes in 2006	Access to Full Text
<p>Pastoral Care Policies including:</p> <ul style="list-style-type: none"> • Pastoral Care System (K-6) • Pastoral Care System (7-12) • Anti-Bullying Policy (K-12) 	<p>All policies collated in the School Policies and Procedures Manual during 2006.</p> <p>Further reviewed in 2006. Bullying Reference Group expanded and Peer Mediation introduced.</p>	<p>Junior School Staff Handbook (Section 3 – Duties of Teachers). Senior School Staff Handbook.</p> <p>Staff Handbooks and Parent Handbook.</p>
<p>Health Care Policies including:</p> <p>Health Centre Procedures, Years 3 to 6</p> <p>Anaphylaxis Policy, Years K to 6</p> <p>Sun Protection Policy, Years K to 6</p> <p>Sun Protection Policy, Years 7 to 12</p>	<p>Nil</p> <p>Nil</p> <p>Nil</p> <p>Nil</p>	<p>Junior School Staff Handbook (Section 6 – Health Centre). Senior School Staff Handbook (Section 7a – Student Services). Parent Handbook.</p> <p>Staff Handbook Section 3. Parent version of policy distributed to all parents; guidelines also in Parent Handbooks (K-2 and 3-6).</p> <p>Junior School Staff Handbook (Section 3) and available to parents on request.</p> <p>Published in Policy and Procedures Manual.</p>
<p>Homework Policy for:</p> <ul style="list-style-type: none"> • Junior School, Years K-6 • Senior School, Years 7-12 	<p>Nil</p> <p>Published in 2006.</p>	<p>Distributed to staff in Junior School Staff Handbook</p> <p>Parent version of policy distributed to parents and available on the School website.</p>

Policy	Changes in 2006	Access to Full Text
<p>Curriculum Initiatives to Support Student Welfare, including:</p> <ul style="list-style-type: none"> • Bounce Back (K-Year 6) – a sequential personal development program promoting resilience. • Friends (Year 5) – an anxiety management program • PD Program (Years 3-6) – anti-bullying • Life Education Program (K-Year 6) • Pastoral Care Program (Years 7-12) 	<p>Junior School program changed and enhanced to include, as per at left, with: Year 3 – ‘Stop, Think, Do’ social skills program developed (to be implemented from 2007); Year 4 – the Year 5 ‘FRIENDS’ program now allocated to Year 4 (to be implemented from 2007); Year 5 – ‘Anti-bullying’ program developed (to be implemented from 2007); Year 6 – ‘Transition to Year 7’ program developed and implemented; Year 6 – ‘Moving into Adolescence’ program developed and implemented.</p> <p>Fully implemented. Tutor Manual developed during the year. Published and distributed to all Senior School Tutors & Housemasters.</p>	<p>Documentation for all Junior School programs, Years K to 6, is available on request.</p> <p>Tutor Manual provided to all pastoral care staff, executive staff and School Council. Available to parents on request.</p>
<p>Discipline and Commendation Policies (K-6) and (7-12) Behaviour Management Policy</p>	<p>Introduced Class Character Prizes (3-6)</p>	<p>Junior School Staff Handbook (Section 5 – Discipline and Commendation). Senior School Staff Handbook (Sections 5 and 7) and Policy and Procedures Manual. Policies are available to parents on request.</p>
<p>Supervision Policies (K-6) encompassing:</p> <ul style="list-style-type: none"> • Playground supervision • Wet Weather Supervision • Before and After School Supervision • Student Movement around School 	<p>Out of bounds areas in Junior School now marked or fenced.</p>	<p>Junior School Staff Handbook. Policies are available to parents on request.</p>

Policy	Changes in 2006	Access to Full Text
Security Policy encompassing: <ul style="list-style-type: none"> • Procedures for security of the grounds and buildings • Use of grounds and facilities • Emergency procedures • Travel on school-related activities 	Nil	Staff Handbooks. Policies available on request.
Communications Policy <ul style="list-style-type: none"> • Reporting to Parents Policy • Operations of the School 	<p>Changed to comply with Federal Government requirement.</p> <p>Published a comprehensive Parent Handbook.</p>	<p>Staff Handbook. Policy available to parents on request.</p> <p>Parent Handbook issued to all families.</p>

9.2 Student Discipline and Behaviour Management Policy

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

Where a student disregards behavioural expectations or rules, disobeys instructions or otherwise engages in conduct that causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the student may be subject to disciplinary action.

The disciplinary procedures undertaken by the School will vary according to the seriousness of the alleged offence and the age and stage of development of the student. When advised of the allegation the student and/or parents will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegation.

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

Corporal punishment is not permitted under any circumstances.

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

- informed of the alleged infringement;
- informed as to who will determine the penalty;
- informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations; and
- afforded a right of review or appeal.

In instances of suspension or expulsion the Headmaster or delegate will reach a decision in relation to the allegation and advise the student and parent/guardian of that view. The student

and parent/guardian may choose to have the decision reviewed by making application to the Headmaster or delegate. Any further information to be considered in the review process is to be submitted at this time. Resulting from the review, the Headmaster or delegate will then either confirm or amend the preliminary decision as final.

9.3 Reporting Complaints and Resolving Grievances

The School's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by students, parents or staff. These processes incorporate, as appropriate, principles of procedural fairness.

9.3.1 Policy Principles

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

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

9.3.2 Complaints and Grievance Resolution Procedures

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

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

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

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

c. How are complaints and grievances dealt with?

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

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

9.3.2 Grievance Resolution Advisers

The grievance resolution advisers in the School are as follows:

- Director of Early Learning Dickins House (K-Year 2) and Pre-school matters
- Head of Junior School Years 3-6 matters
- Business Manager Finances, Facilities and Administration matters
- Dean of Co-curricular Sport, Cultural and other Co-curricular Programmes matters
- Dean of Studies Senior School academic issues
- Head of Senior School Years 7-12 pastoral, disciplinary, staff/student relations and general Senior School matters
- Headmaster Appeals and Reviews

10 SCHOOL DETERMINED IMPROVEMENT TARGETS, 2006

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> develop frameworks for teaching and learning, Years 7-12 	<ul style="list-style-type: none"> published comprehensive Frameworks of Learning (FoL) manual all departments involved in FoL professional development
	<ul style="list-style-type: none"> co-ordinate developments in teaching and learning programmes and strategies 	<ul style="list-style-type: none"> appointed Director of Teaching and Learning
	<ul style="list-style-type: none"> implement IBO Primary Years Programme (PYP) 	<ul style="list-style-type: none"> implemented PYP and sought accreditation as a PYP school weekly grade meetings held to support explicit teaching of PYP Learning Profiles and Attitudes
	<ul style="list-style-type: none"> improve literacy intervention Years K-6 	<ul style="list-style-type: none"> Progression in Phonics programme introduced in Kindergarten introduced new literacy screening programme K-6 new Spelling for Years 3-6 programme developed guided literacy programmes extended
	<ul style="list-style-type: none"> develop musical skills K - 6 	<ul style="list-style-type: none"> introduced compulsory strings programme, Year 3
Pastoral Care	<ul style="list-style-type: none"> extend psychological counselling service 	<ul style="list-style-type: none"> K - 6 School Counsellor now full time
	<ul style="list-style-type: none"> strengthen integrated well-being programme in the Senior School, managed by Housemasters and Tutors 	<ul style="list-style-type: none"> implemented extended pastoral programme for all Senior School year levels
	<ul style="list-style-type: none"> enhance personal development K - 6 	<ul style="list-style-type: none"> introduced “Stop, Think, Do” social skills programme, “Friends” anxiety management, and “Moving into Adolescence” sex education programme re-wrote anti-bullying policy, for implementation in 2007

Area	Priorities	Achievements
Co-curricular	<ul style="list-style-type: none"> • improve sports coaching 	<ul style="list-style-type: none"> • further increased numbers of coaches for priority sports • appointed Director of Sport, K - 12
Communications	<ul style="list-style-type: none"> • extend the range of School communications and publications 	<ul style="list-style-type: none"> • published new prospectus, commissioned new School website and published community newsletter • developed Parent Handbook, for publication in 2007 • reviewed K-6 reporting to comply with new Federal Government requirements
Strategy	<ul style="list-style-type: none"> • act on strategic goals based on the School community's views about the School's programmes and priorities 	<ul style="list-style-type: none"> • continued to implement strategic priorities
Facilities	<ul style="list-style-type: none"> • obtain permission for a Junior School at Dangar 	<ul style="list-style-type: none"> • resolved issue of permissibility of development on the new site
	<ul style="list-style-type: none"> • implement water management policies on School campuses 	<ul style="list-style-type: none"> • connected rainwater tanks to grounds reticulation systems • commissioned greywater recycling system for boarding house
	<ul style="list-style-type: none"> • support information technology learning 	<ul style="list-style-type: none"> • Smartboard and Data Projection roll-out phase 2

11 INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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

Junior School – Kindergarten to Year 6

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

Kindergarten and Year 2 Buddies Program	This program links Year 2 boys with Kindergarten boys to promote care, respect and responsibility in the Year 2 boys and belonging, security and respect in the Kindergarten boys.
Year 3 and Year 6 Buddies Program	This program links Year 6 boys with Year 3 boys to promote care, respect and responsibility in the Year 6 boys and belonging, security and respect in the Kindergarten boys.
K-6 Class Essential Agreements	These are agreements formed by boys and class teacher in each class as to the expected behaviours – they typically feature the promotion of care, respect and responsibility.
Year 3-6 Essential Agreement	This is a whole Junior School (3-6) agreement about behavioural expectations, based on care, respect and responsibility. It was a most useful reference point for staff and boys in 2006.
Harmony Day	Harmony Day was recognised and celebrated in both the K-2 and 3-6 sections of the School in 2006. Harmony Day promotes respect for our differences.
Bounce Back (K-6 Resilience program)	Bounce Back features units of work that promote Respect and Responsibility.
IBO PYP Attitudes	PYP Attitudes are explicitly taught to boys K-6 – they include <i>tolerance, respect, integrity, appreciation, commitment, confidence, creativity, cooperation, curiosity, empathy, enthusiasm independence, integrity, respect and confidence</i> . These are taught in class and reinforce at other times (merit cards, assembly playground etc)
Religious Education (3-6) and Chapel Program (K—6)	These programs often explicitly promote respect and responsibility.
House Captains and Vice-captains	There are six House captains and six Vice-captains who worked in 2006 to support Housemasters in engendering house spirit and planning house events and involvement. The Junior School also formed a Student Council under the direction of the Deputy Head.

Senior School – Years 7 to 12

Initiative	Brief Description
Pastoral Care Programme	An extensive programme with fifty minute periods each fortnight. Topics, presented by tutors and guest speakers, include: Connectedness, Anti-bullying programme, Goal setting interviews with tutors, Culture shock, Mentoring and masculinity, Your life, your responsibility, Responsibilities and rights, Sexual harassment, Learning through partnership, Ethics workshops.
Parent/Student evenings	Events with guest speakers about drug and alcohol abuse, coping with change etc.
School Representative Council	Activities include fundraising for organisations working with people in need.
School Social Service Committee	This group is involved in appeals such as Red Nose Day and the Red Shield Appeal for the Salvation Army, and regular assistance in programmes such as feeding the homeless.
Amnesty International.	Raising money and collecting materials for projects such as refugees in Darfur.
Weekly Senior School Newsletter	Articles are published specifically on respect and responsibility.
Teaching & Learning Framework	The principles of Intelligent Behaviours outlined in the Senior School Report Book issued to all Years 7 to 12 boys, are applied across the whole School.
Code of Responsibilities	This includes outlines of appropriate behaviours with respect and responsibility forming the common principle.
Peer Support and Peer Mediation	Various programmes involving seniors working closely with juniors.
House System	Individual House responsibilities and activities
Leadership	Multiple opportunities are provided, from the School Prefect system, based on the principle of service, to sports, cultural and pastoral activity leadership positions.

12 PARENT, STUDENT AND TEACHER SATISFACTION

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

Overall, results were positive:

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

Some areas for improvement were identified:

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

On identifying the issues the School wasted no time addressing them. Further surveys will be undertaken to assess the value of the steps taken to improve the School's programmes.

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

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

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

13 SUMMARY FINANCIAL INFORMATION

