

CRANBROOK

Cranbrook School

NESA Annual Report 2021



**CRANBROOK
SCHOOL**

EST. 1918

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1. Messages from Key School Bodies

1.1 – Report from the President of the School Council

2021 started with a sense of optimism and hope that it would be back to normal. By mid-year it was back to remote learning and the cancelation of sport and gatherings that bring us together.

Once again, the Cranbrook community was quick to rise to the challenge and adapt to the world as it was.

On behalf of the School, I would like to acknowledge thank the Headmaster, Nicholas Sampson, for the way that he led Cranbrook during 2021. When faced with adversity, the Headmaster rallied to the cause. He acted quickly to ensure that the students and staff were safe and that Cranbrook was able to navigate the health restrictions and continue its operations.

I would also like to thank the Deputy Headmaster and Head of the Senior School, Bob Meakin for providing exceptional pastoral care to our boys – particularly Year 12.

I should also mention the outstanding leadership of the Head of the Junior School, Michele Marquet. Throughout the lockdown, Michele and her team were at the Junior School teaching between 40 and 50 boys on campus each day and delivering remote learning to those at home – we can only marvel at the efforts of trying to teach boys of 5 to 11 years of age via Microsoft Teams!

Cranbrook is very fortunate to have outstanding teachers and staff. I am sure that I speak for all of us in saying “thank you”. Thank you for being flexible and innovative in adapting to remote learning whilst also managing your own families. Thank you for your exceptional professionalism and hard work. Thank you for reaching out to the boys and their families to ensure that they were OK.

I would also like to thank the parents for your patience and support. We know that it was tough. Your support was vital to making it all work.

Whilst we were working from home, the building works at Bellevue Hill continued apace and will be completed this year. This will transform the Senior School and support the learning and the wellbeing of our students over the next 50 years.

The Aquatic and Fitness Centre is now open. It is truly extraordinary. It has a full-sized Olympic Pool, a Learn-to-Swim Pool, a proper Gym and a multi-sports room.

Hordern Oval will be back soon to provide much needed open space at Bellevue Hill.

The Centenary Building will be finished mid-year. It will provide performance spaces that enhance Music and Drama; innovative spaces that will transform teaching and learning; and a food service and dining area that will offer breakfast, lunch and dinner.

On top of the Centenary Building will be the Memorial Chapel. This will provide a place for quiet reflection and spirituality consistent with the Anglican values on which Cranbrook is founded.

This has been a massive project for Cranbrook in terms of complexity and resources. It has been almost ten years in the making.

I would particularly like to acknowledge Craig Carroll, Chair of the Building and Development Committee, who has been the driving force behind the Bellevue Hill Project. Craig has been supported by School Council members Hugh Dowling and Ben Ritchie and former parent and leading Architect Simon Swaney. I would also like to acknowledge our COO Andrew Moore who has led the Cranbrook Project Team and oversees the day-to-day construction of the facilities.

The Bellevue Hill Project has been generously supported by parents and donors. The Cranbrook Foundation, chaired by School Council Vice-President Katrina Rathie, has done an outstanding job in raising funds to realise the benefits associated with delivering this project.

The members of the Cranbrook School Council give generously of their time and expertise to the School and deserve our gratitude for their dedication and commitment.

Much of the work of School Council is done through Committees. In addition to Building and Development, I would like to thank and acknowledge the work done by members of the Finance Committee and the Governance Committee.

The Finance Committee is responsible for overseeing all of Cranbrook’s finances. It is chaired by Gillian Larkins. Gill is supported by Council Members Patrick Forth, Seamus Dawes and Skander Malcolm.

The Governance Committee oversees a range of broad governance issues. It is chaired by Suzanne Williams. Suzie is supported by Katrina Rathie, Patrick Forth, Craig Carroll and Bishop Robert Forsyth.

During the course of 2021, the School Council benefited from a strong mix of skills and expertise including

those of Susie Fuller who is the president of the CSPA; Jason Graham-Nye, who was president of the OCA; the Reverend Dr Michael Jensen, Rector of St Mark's Church at Darling Point and Professor Don Markwell, the former Warden of St Paul's College.

The School Council is responsible for the governance of Cranbrook and for determining its strategic direction. In terms of strategy, we want Cranbrook to be excellent now and to continue for the benefit of future generations.

To borrow a phrase from the Headmaster – “Great schools do not stand still”.

Accordingly, it is important to consider changes that better support the education of our students and that prepare them for the world in which they will live.

At the same time, we don't want to abandon the very things that enable Cranbrook to develop “well rounded” students or that undermine our values of a liberal education: academic aspiration, respect for the individual and personal integrity.

As previously announced, the School Council and Management have researched and considered various options for co-education at Cranbrook.

Our focus here is to increase interaction between boys and girls, encourage the development of healthy and respectful relationships, and to strengthen the academic and pastoral foundation of Cranbrook.

Accordingly, Cranbrook has decided to expand the range of coeducational opportunities. This will include an enhanced co-curriculum, the establishment of an after-school enrichment programme in the Senior School to be known as the ‘Cranbrook Academy’ and the further development of the Wolgan Valley campus to accommodate boys and girls in an experiential learning programme.

The School is also consulting with the Cranbrook community on a proposal to introduce coeducation to Years 11 and 12. The consultation process will ensure that all views are heard in determining what is the right approach for coeducation.

This Annual Report for Cranbrook School sets out summary financial information for the year ended 31 December 2021, as well as reports from the Headmaster and the Chair of the Cranbrook Foundation. Cranbrook is in a healthy position to implement its vision of being a world class school which encourages and enables all of our students to explore, enjoy and fulfil their potential. I commend the report to you and encourage you to attend the Annual General Meeting where the 2021 Annual Accounts will be presented.

Jon North
President

12 – Report from the Headmaster

The pandemic continued to impact our on-campus learning and activities throughout last year. It was a demanding period for us all but the manner in which the School was able to meet the various challenges brought about by the pandemic should be admired: I am most grateful to my colleagues and to the School community for the way we worked together to ensure a continuity in the Cranbrook education for all our students.

The work of our teaching and support staff in enabling a seamless switch to online learning midway through the year, and to expedite a safe and quick return to in-person teaching, is to be applauded. We thank our parent body who have continued to provide high levels of support throughout the continued challenges of the year.

I should like to commend my colleagues for their carefully planning of the Academic and Co-Curricular calendar to ensure that as many opportunities were available for our students as possible whilst simultaneously managing the risk to our students and staff. Learning was given priority with events and gatherings largely resuming the familiar online format: some cases they were postponed to later in the year.

As we progressed through the year, we were, through the inventive adaptability of our teams and supporters, able to reintroduce important elements of School life, either in new or in traditional form. It was a particular pleasure to hold Valedictory and Prize Giving events at the end of Term 4. We have missed some valued events, competitions, performances and occasions throughout the year but we have been heartened by the way in which our community has sustained its good humour, sense of proportion and optimism. We have also discovered some improvements and new ways of doing things.

Our staff and students once again ensured Cranbrook School enjoyed another year of accomplishment across the full breadth of our academic and co-curricular programme which culminated in our exceptional HSC results.

Our Year 12 Class of 2021 have sustained each other with good humour, compassion and warmth throughout this most unpredictable of years. The manner in which our Senior students of 2021 cared for one another and overcame the challenges of the year is testament to the courage and camaraderie this cohort possess. I am grateful to each of them. Their achievements not only reflect the School's focus upon the development of breadth and the whole individual in order to foster their capacity to thrive at University and beyond, but also their good humour, adaptability and growth in character.

Our placing in the Sydney Morning Herald academic rankings was at 35th position in 2021, which represents a significant achievement for a non-selective School and which continues a consistent trend of Cranbrook ranking in the top 40 Schools over the past few years.

Congratulations to our joint Dux, Joshua Abelev and Stephen Lincon, for achieving ATARs of 99.9. This score represents an impressive achievement and is reflective of their outstanding capabilities and focus. We offer particular congratulations to Joshua Abelev, who as an accelerated student last year, topped the State in Mathematics Advanced. In July he was awarded the Tuckwell Scholarship to study at ANU this year: his is an incredible achievement and reflective of his outstanding capability and focus.

Similarly, this year we have two students named as our Proxime Accessit for 2021 with an ATAR of 99.75. Warmest congratulations to both Emil Droga and Thomas Findlay on this wonderful achievement.

Despite the many upheavals during the course of their HSC studies, this cohort achieved our highest ever number of All Round Achievers and our highest number of 99+ ATARs. They are to be greatly admired.

Students who are eligible for naming on the HSC All Round Achievers List have gained 90% or better in ten or more HSC units. This year 18 Cranbrook boys achieved a place on this prestigious list, with 13 boys achieving an ATAR above 99.

The Arts at Cranbrook remain strong and it was encouraging to see the level of the broad range of successes and recognition our students attained across a range of design and arts subjects, with nominations for exhibitions of exemplary major works and performances in Design and Technology, Industrial Technology, Visual Arts, Drama and Music. Of particular note, Milo Ritchie's Visual Arts film was selected ARTEXPRESS - the annual exhibition of exemplary artworks created by students in HSC Visual Arts, and his Drama film for inclusion in OnSTAGE - the annual presentation of outstanding performances and projects by HSC Drama students. To have two separate works nominated in two prestigious exhibitions is a very impressive and rare achievement.

I should like to thank our dedicated and exceptional teaching staff who have so generously supported this cohort through the most challenging of circumstances, who have inspired confidence, instilled a sense of passionate engagement and a genuine love of learning within this cohort.

With the addition of the IB Diploma Programme in 2020, Cranbrook has formally become a 'continuum' IB

World School. Cranbrook is now one of only six Continuum schools in NSW. Offering our young people a complete journey from Pre-School to Year 12 within the IB is an important step towards enabling us to deliver our vision to be a world class School.

The International Baccalaureate (IB) is founded upon principles which are entirely in keeping with our School's Vision and Mission. It promotes connection whilst respecting the character and autonomy of individual disciplines. Adopting the IB Diploma Programme is a very exciting step for Cranbrook and we look forward to sharing our first IB Diploma cohort's results at the end of 2022.

The renewal of our Senior School campus has continued throughout the year and, whilst inevitably impacted by the ongoing stay at home orders and other Covid restrictions imposed by the pandemic, I should like to commend the hard work and dedication of the School's construction company, Richard Crookes Construction, who have worked to change our landscape so dramatically in recent months. We are excited for the completion of this project in 2022. This project is a transformational improvement in the facilities on offer at Cranbrook and will underpin many aspects of our educational programme for many years to come.

Towards the end of the year the School announced the commencement of a period of community engagement to consider future options for coeducation at Cranbrook. I look forward to sharing these results with the community in due course.

Service remained a key focus in 2021 as we continued to recognise our duty to teach our young men to use the advantages of being part of this privileged School in pursuit of the greater good. Our Director of Service, Claire Burden, worked tirelessly to create a series of community initiatives throughout the lockdown period of 2021 entitled Cranbrook Game Changers.

We were delighted to hold our Music Gala Concert at Town Hall this year entitled Ascend, which provided a brief yet breathtaking return to live Music performances. Our Music teachers worked imaginatively to provide our students with opportunities to perform within the restrictions of the pandemic. From the contemporary Neu! to classical recitals, we were able to continue to enjoy the vibrant musicality of our aspiring young musicians.

Amidst stringent Covid Safety Protocols, it was a welcome return to a semblance of normality for students, staff and families alike when sport fixtures resumed at the beginning of the year, only to pause once more through the lockdown period. I am most grateful to all our Sports staff as well as our parent body for their support, cooperation and understanding during this time. The Sports Department found inventive approaches so that fitness could be sustained. We were able to fulfil a limited programme of sporting activities and fixtures and were delighted by the 1st XI's retention of the CAS Cricket and T20 Premierships.

In 2021 our School community also celebrated the benefactions of service made by our teaching and support staff, farewelling and thanking those who departed for new visions and new opportunities.

We look forward to 2022 with optimism and a sense of renewal. The future of Cranbrook is exciting and in great shape to realise its vision of being a truly world class School. With, we hope, the worst of the pandemic now behind us, the completion of this phase of our building project at Bellevue Hill and the first cohort completing the IB Diploma, this is to be a year of progress and restoration.

Nicholas Sampson
Headmaster

13 – Report from the Chair of the Cranbrook Foundation

Generosity has been at the heart of the Cranbrook community for over a hundred years. It has helped shape the lives of generations of students and their families. A heartfelt thank you to all donors and supporters of Cranbrook School through Cranbrook Foundation. Your continued support for our collective vision of a strong future for Cranbrook has been critical in achieving major milestones this year.

During the second year of the pandemic, we witnessed a quiet spirit of resilience, where challenges were faced bravely as we charted new pathways and moved through the challenges of COVID-19 together.

In 2021, the Foundation continued to engage with the Cranbrook community. This year, for us, was about the strengthening of the ties that we have with each other as a community comprised of students, their families, our donors, Old Cranbrookians and the School's exceptional teaching and professional staff.

With the onset of another lengthy lockdown in Sydney, a move to home-schooling, online learning and working from home, it was vital that the boys, their parents, the teachers and our community felt supported. A range of wellbeing initiatives were launched with the aim of supporting our community. For staff and teachers, the Foundation arranged online cooking classes with Guillaume Brahimi, a trivia night and other activities, which were welcomed and enjoyed. It was a nice way to thank our valuable teaching staff for all they have done for our boys' education and wellbeing during the year. As a parent, home-schooling was a humbling experience and I felt very grateful for all the support from the School and the community.

Connecting with our Old Cranbrookians during 2021 was an enjoyable experience throughout lockdown – phone calls to senior Old Cranbrookians were met with great conversations and insights ensuing. Many of these Old Cranbrookians have been very happy to share, with the Foundation and Development Office their own firsthand account of their own experience at Cranbrook, building a well-rounded view of school days in years past. Many of our Grandparents and Old Cranbrookians were happy to receive Cranbrook teacup and saucer sets, which was our way of checking in and offering a cup of tea to those not able to see family and friends. The Foundation also introduced birthday cards for the significant birthdays of our Old Cranbrookians.

Despite changed circumstances and the reduced opportunity to connect face to face due to the pandemic, contributions in the form of donations and commitments to the Masterplan Senior School Project continued. We continue to be very grateful to our community for your continued support and generosity. The impact of your gifts will start to be felt during 2022 as the new buildings and facilities start to open.

Contributions to the Realise Capital Campaign reached \$3.7 million by the end of the calendar year 2021. Thus, contributions since 2017 have now reached \$15.3 million, an extraordinary and dedicated 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 2021, accumulated net assets of the Foundation were \$6 million. The consolidated accounts of the Foundation include the Scholarship and Special Purpose Fund, the Building Fund and the General Foundation funds. During 2021, the Foundation transferred the majority of available funds to the School for the purpose of funding the build by Richard Crookes Construction of the Centenary Building, Aquatic & Fitness Centre. These transfers comprised of \$5 million from the Building Fund and \$1.1 million from general Foundation funds.

A very 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 is continuing to place emphasis on developing a strong corpus for scholarships to provide opportunities to capable students to enter the School. Your ongoing philanthropy is so important to help us achieve our scholarship mission. 2021 was another difficult year, placing stress on some families and the Foundation's Cranbrook Scholarship Fund is proud to have helped provide some support towards this need.

Our Bequest programme was a focal point in 2021. Early in the year, the Foundation sent out our recently updated Bequest Brochure to a targeted group with an accompanying letter from Archie Hyles (OC 2020), who was the recipient of the Bill Burcher scholarship to support a boy who, without financial assistance, would be unable to attend the School. Following the mailout, the Foundation has received confirmation from a former staff member and an Old Cranbrookian that Cranbrook has been named a beneficiary in their Will. This was subsequently followed up by a Christmas card mailout from the Headmaster, accompanied by a letter penned by Foundation Director and Old Cranbrookian Anthony Abrahams AM (OC'62), detailing the generous bequest by fellow student Robert Armstrong (OC'63). We sincerely thank the Armstrong Estate and family for this bequest, which has been put towards the Masterplan Stage 2 Project including the gym and fitness facilities. Sport and rugby played a key part of Robert Armstrong's life and legacy.

At the end of 2021, the Foundation Office was contacted after an unknown bequest was left by an Old

Cranbrookian to Cranbrook in excess of \$1 million.

Overall, in 2021, the Foundation received funds of \$5.1 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 programmes and developments we prioritise at the School.

I extend tremendous thanks to my fellow Foundation Board members Anthony Abrahams AM, Craig Carroll, Seumas Dawes, Hugh Dowling, Bruce Liu and Angus Raine for their ongoing support, hard work and contributions during another difficult year in our history. Their dedication and ongoing support is very much appreciated.

I would like to thank and acknowledge the important contributions of our exceptional Headmaster, Nicholas Sampson, as well as the multi-talented Cameron Torrance in his role as Director of Development. Our thanks also to our Chief Operating Officer Andrew Moore, Company Secretary Sarah Deveson and super organiser Mel Berry for their superb contributions. The Foundation warmly welcomed Rebecca Curran as Associate Director of Advancement. We acknowledge the significant and continued support the Cranbrook Development Office provides to connect and unite our community.

Your continued support and generosity assist in underpinning all that we hope to achieve as a school. You are part of the future of Cranbrook. By giving, you open doors and create opportunities for boys who are prepared to meet today's challenges, who aim high and who live the School's motto, both now and well into the future.

Katrina Rathie
Chair of Cranbrook Foundation

14 – Report from the Chair of the Student Representative Council

The current members of the Student Representative Council all have different interests around the School, but all share a love of bettering and pursuing the best for our pupils. Alongside this, Mr Young, Mr Bell, and Miss Hartson all help with the organisation and focus of SRC meetings. This year we wanted to bring back fundraisers and a great community culture, which had been difficult in recent years due to the COVID-19 pandemic.

The floods featured prominently in Term One, with the team planning a mufti day and bake stall, with the help of Miss Hartson, to go to Vinnies's flood relief. Raising \$4,453 towards this initiative, it has created the beginning of a relationship with Vinnie's.

A barbeque alongside a musical event was the activity for Term 2, with sausages being cooked together with entertainment from some of Cranbrook's finest musicians. This was not a matter of raising funds, however a matter of raising "culture".

An inter-school SRC conference is being held in Term 3, to share ideas between different SRC's and a talk by Lucy and Malcom Turnbull, centred around leadership and how to inspire people to help the community. It will be one of the first events in the new building to showcase its brilliance whilst allowing a network of SRC's to discuss and learn.

Dan O'Regan
Student Representative Council President

2. Contextual Information about the School

Cranbrook School is an Anglican independent school for boys and girls in Pre-school and boys only from Kindergarten to Year 12.

Established in 1918, Cranbrook is located in Sydney's Eastern Suburbs, with a Senior School campus at Bellevue Hill, Junior School campus at Rose Bay. It also has an outdoor education facility in the beautiful Wolgan Valley, located on Australia's Great Dividing Range within the World Heritage listed Greater Blue Mountains.

The academic programme is based upon a structured teaching and learning framework in the Senior School as well as the International Baccalaureate's Primary Years Programme (PYP) in the Junior School and the Pre-schools and the Middle Years Programme (MYP) covering Years 7 to 10. Cranbrook also offers the International Baccalaureate Diploma Programme for Years 11 and 12.

We aim to discover each child's potential and develop their strengths. Because we believe that every child is unique, we provide motivation and challenge for those with academic or creative gifts and appropriate support for children with learning needs.

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

There is a wide range of activities available including sport, service, drama, music, debating, outdoor education and House activities.

At the Senior School, the boarding experience at Cranbrook teaches boys to be independent and responsible both for themselves and to the group so that they develop into mature and self-reliant young men.

The Pre-schools accept both boys and girls when they are three years old by 31 March in the year of entry. St Michael's Pre-school accommodates 40 students per day and students can attend either two, three or five days per week. St Mark's Pre-school accommodates 22 students per day and students attend five days per week.

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

The Junior School has classes from Year 3 to Year 6 with an additional intake of approximately 12 students into Year 3, creating three classes of approximately 25 students each.

The Senior School has classes from Year 7 to Year 12 with an additional intake of approximately 90 boys in Year 7. Entry to other years is by way of a casual vacancy. Each academic year group has approximately 160 to 190 students.

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, including full fee paying overseas students.

As at the end of 2021, there were 71 students enrolled at the Pre-schools, 481 students enrolled at the Junior School and 1,128 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 but some boys travel a considerable distance to school each day.

3. Student Outcomes in Standardised National Literacy and Numeracy Testing

NAPLAN in Years 3, 5, 7 and 9

In 2021, 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 2021 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, Indigeneity and geographic location.

The School’s average was well above when compared to ‘All Australian Students’ in all year levels and components, and mostly close to or above when compared to ‘Students with similar background’.

More information can be found on the My Schools website: <http://www.myschool.edu.au>

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	Cranbrook	501	460	474	517	467
	All Australian	438	425	421	433	403
	Similar Background	482	455	458	480	442
Year 5	Cranbrook	564	529	542	569	553
	All Australian	511	480	504	503	495
	Similar Background	557	518	541	552	540
Year 7	Cranbrook	588	560	597	588	608
	All Australian	542	522	548	533	550
	Similar Background	576	553	577	571	588
Year 9	Cranbrook	626	601	630	623	651
	All Australian	577	551	580	573	588
	Similar Background	627	603	622	628	636

4. Senior Secondary Outcomes (Student Achievement)

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 2021.

4.2 – Higher School Certificate and Vocational Training

Vocational Training

Eight students (4% of all Year 12 Students) completed one Vocational Education course each as part of their HSC programme.

Higher School Certificate

100% of Year 12 students in 2021 qualified for the award of the Higher School Certificate.

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 eighteen boys achieved a place on this prestigious list, the highest ever number achieved by the School.

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

Top Achievers – Place in Course

Four students achieved the following places in courses:

- 1st** in the state in **Mathematics Advanced**
- 7th** in the state in **Mathematics Extension 1**
- 6th** in the state in **Ancient History**
- 9th** in the state in **English Extension 2**
- 12th** in the state in **Mathematics Standard**

Two students achieved places in courses 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 2021 101 students were placed on the *Distinguished Achievers List* in at least one subject.

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

HSC Showcase Nominations

In 2021, nine Cranbrook students achieved nominations and/or were selected for outstanding works in practical and performance courses.

One student was nominated and selected for ArtExpress 2021, the exhibition of exemplary artworks created by HSC Visual Arts Students.

Four students were nominated for OnSTAGE 2021, a presentation and exhibition of group and individual performances and projects by HSC Drama students, and one was selected.

Two students were nominated for ENCORE 2021, a program of outstanding performances and compositions by students from the HSC Music Examinations.

Two students were nominated for Shape 2021, an exhibition featuring a selection of exemplary Major Projects from HSC Design and Technology students.

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

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 in 2021 was 88.50 compared with the State median of 70.40. (2020: Cranbrook 88.00, State 69.75; 2019: Cranbrook 89.60, State 69.75; 2018: Cranbrook 88.45, State 69.65)

The top ATAR at Cranbrook School in 2021 was 99.90. (2020: 99.90; 2019: 99.95; 2018: 99.95)

Thirteen students received an ATAR of 99.00 or higher in 2021, representing the highest ever percentage of students achieving an ATAR of 99.00 or higher. (2020: ten students; 2019 eleven students; 2018 eleven students)

The table below illustrates the continued trend of "moving the middle" with the percentage of students achieving an ATAR of 80.00 or higher increasing over the past four years.

	Cranbrook ATAR of 90.00 or higher	State ATAR of 90.00 or higher	Cranbrook ATAR of 80.00 or higher	State ATAR of 80.00 or higher
2021	42%	17%	70%	34%
2020	45%	17%	70%	34%
2019	46%	17%	68%	33%
2018	44%	17%	66%	33%

Cranbrook vs State ATAR Comparison 2018 - 2021 (rounded to the nearest percentage)

Achievement in Each Subject

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 page indicates achievement across all subjects in the top band across 2018 to 2021, and compares this to State results.

Of note for 2021 are strong results compared to the rest of the State in the top band in Ancient History, Business Studies, Drama, Economics, Advanced and Extension English courses, Geography, Legal Studies, all Mathematics courses, Modern History, all Music courses, Physics and Science Extension. This broad range of subjects 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. There was also a significant improvement in top band results in PDHPE.

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

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

Cranbrook vs State Top Two Bands Results by Subject 2018 - 2021 (rounded to the nearest percentage)

5. Teacher Qualifications and Professional Learning

5.1 – Teaching Standards and Qualifications

The table shows the number of teachers who were responsible for delivering the curriculum during 2021 according to the following categories (including those who were appointed and/or resigned during 2021):

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.	177
Teachers having a bachelor 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	187

5.2 – Professional Learning Activities

The COVID-19 pandemic continued to have a significant impact on the ability of staff to undertake professional learning activities in 2021, as lockdowns, and gathering, travel and social distancing restrictions continued to limit the availability and options for professional learning. Regardless, the School continued to provide as much professional learning and support for teachers during the 2021 reporting period as possible in the circumstances.

As in prior years this involved whole School professional development days, fortnightly staff development meetings, group and individual experiences, where possible. Professional development was conducted in-house and through external providers.

Junior School

Descriptor	Number
CPR	63
Anaphylaxis and Asthma	63
First Aid	12
International Baccalaureate Primary Years Programme	226
Various External Conferences	7
Pastoral Care / Student Wellbeing / Child Protection	105
Teaching and Learning	202
ICT	87
Sports Coaching	5
Staff Wellbeing	25
Policies and Procedures	4

Senior School

Descriptor	Number
CPR	103
Anaphylaxis and Asthma	103
First Aid	49
Accreditation	10
Indigenous Education	5
Leadership Development	19
International Baccalaureate	140
Library Research	1
Pastoral Care / Student Wellbeing / Child Protection	187
Sports Coaching	19
ICT	8
Teaching and Learning	140

53 – Teacher Accreditation

This table shows level of accreditation of teachers who were responsible for delivering the curriculum during 2021 (including those who were appointed and/or resigned during 2021).

Level of accreditation	Number of Teachers
Conditional	10
Provisional	19
Proficient Teacher	158
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	187

6. Workforce Composition

School Staff as at 6 August 2021	Number of Staff
Teaching staff	171
Full-time equivalent teaching staff	158.2
Non-teaching staff	144
Full-time equivalent non-teaching staff	102.5

In 2021 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 2021

Year Level	Attendance Rate %
Kindergarten	94.1%
Year 1	96.0%
Year 2	94.8%
Year 3	94.9%
Year 4	94.8%
Year 5	94.7%
Year 6	96.4%
Year 7	96.9%
Year 8	96.3%
Year 9	95.9%
Year 10	96.1%
Year 11	96.8%
Year 12	95.8%

The whole school attendance rate, indicating the percentage of students attending school on average each school day in 2021, was 96%. This is similar to the whole school attendance rate in 2019 and 2020.

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 2021 cohort was not statistically significant. Leavers post Year 10 were attributed to changes of school or move to TAFE for the emotional wellbeing of the student, noting that almost three quarters of students who left post Year 10 were students who had recently enrolled at Cranbrook School – either in the second half of Year 10 or in Year 11.

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%

* 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 2021. These students represent the post compulsory school attendance group.

This information is provided in two parts:

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

Student Leavers – Post Compulsory Age of 17 Years

Destination	Number
Overseas	1
Other School	-
Left School – TAFE	1
Unknown	-
Total Leavers	2

Student Leavers – Year 12 Leavers Completing the HSC in 2021

100% of the 2021 student cohort of 163 completed their Higher School Certificate.

The collection of post school information for students over 17 years of age is not compulsory. The data below is derived from the NSW/ACT University Admissions Centre ("UAC") which indicates university offers made, as well as information provided by students voluntarily to the School. Information as to students receiving early entry offers into university, applying for university through another state body such as VTAC, applying to attend university or college overseas, undertaking TAFE studies and an apprenticeship, or entering the workforce, the defence force or taking a "gap year" is provided solely by the students themselves.

With respect to UAC offers, some students receive offers in multiple rounds or from multiple sources and the School does not necessarily have the information as to which offer was accepted. The data below has been presented based on the assumption that the final round offer or a first preference early entry offer is accepted.

Post school destinations of the 2021 student cohort are illustrated in the charts below.

These indicate that the vast majority of students go on to a tertiary institution, TAFE or private college to further their education. The 2021 cohort has seen a marked increase in the number of students going overseas for study or taking gap year prior to commencing study to levels that are higher than prior to the COVID-19 pandemic. Universities offering early entry have also increased in the proportion of students they attract.

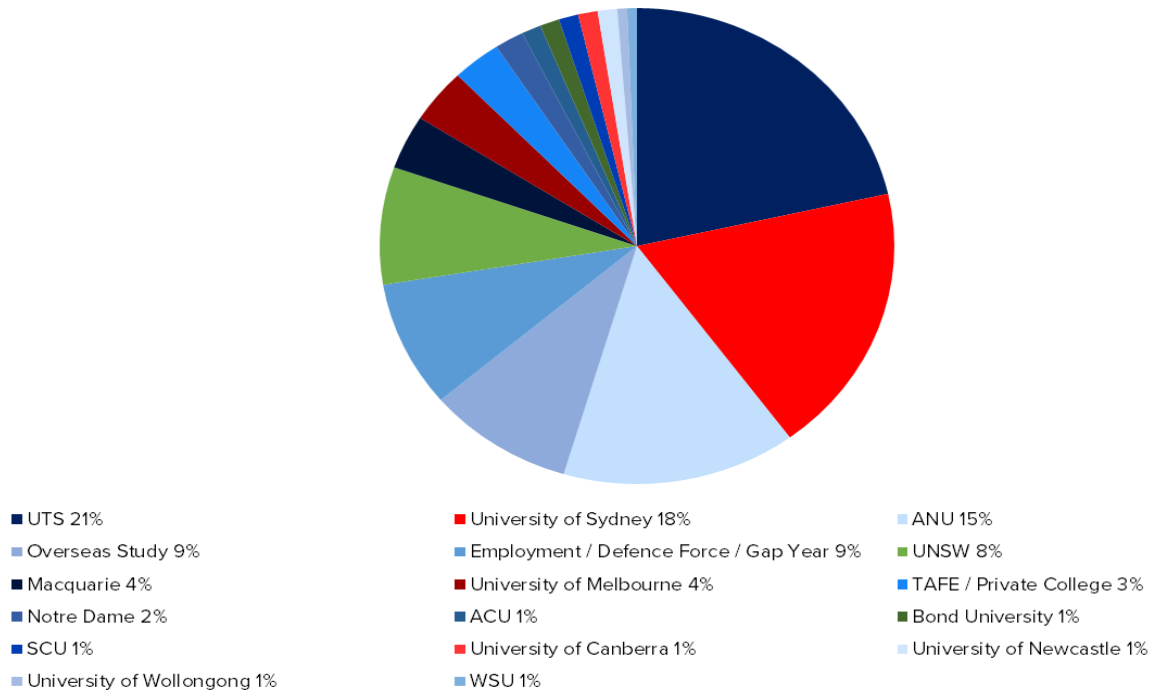
Out of the 2021 student cohort over 100 students received early entry offers from the Australian National University, Macquarie University and the University of Technology Sydney.

At least four students received scholarships to university, including one recipient of the prestigious Tuckwell Scholarship.

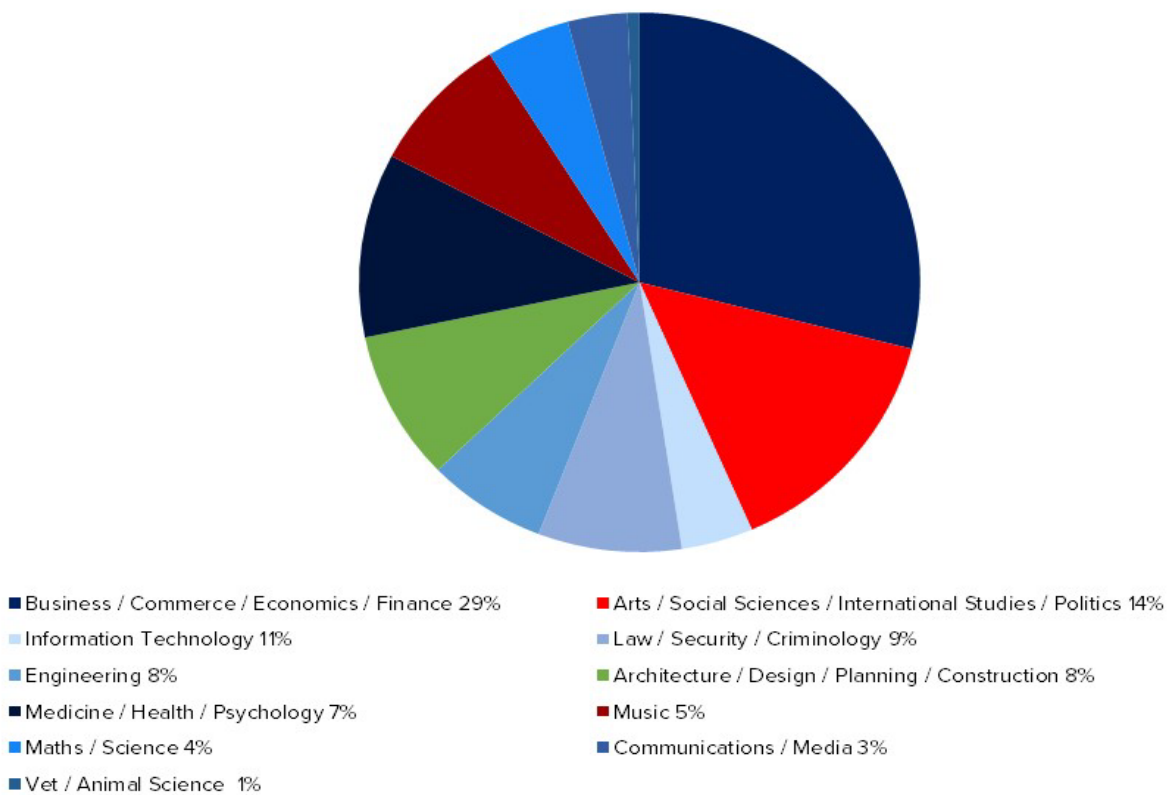
Offered disciplines through UAC and early entry offers are also illustrated in the charts below.

2022 Post School Destinations including University Offers by Institution

2022 University Offers by General



Discipline



8. Enrolment Policy

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 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

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

For applications into Pre-school, your child must be three years old by 31 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 and Senior School

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

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

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

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

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

Boarding

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

Assessments and Interviews

Applications for admission are often made by parents many years in advance so the School may seek a further confirmation of interest from you regarding a place for your child in the School 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 and up to two and a half years before the potential date of entry for Year 3 and Year 7.

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

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

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

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

Prior to assessment and interview, you must provide:

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

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

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

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

Offers of Places

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

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

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

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

To accept the offer and confirm your child's place, both parents must sign and return the *Confirmation of Acceptance* (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*, 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. 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 this withdrawal is not given:

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

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

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

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.

Change of Contact Details

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

Changes of contact details must be notified to the Admissions Office in writing, 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 can be sought from the Admissions Office.

Correspondence Regarding Admissions

All correspondence regarding admissions should be addressed to the Admissions Officer 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 and External Relations

5 Victoria Road

Bellevue Hill NSW 2023

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enrol@cranbrook.nsw.edu.au

T 61 2 9327 9000

9. Other School Policies

Policy	Changes in 2021	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 Evacuation and Lockdown Procedures were made to reflect practical operation and staffing changes.</p> <p>No other changes were made in 2021.</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 2021.</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 2021	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 2021.</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 2021	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 2021.</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 2021

Area	Priorities	Achievements
Teaching and Learning	<p><i>Junior School</i></p> <ul style="list-style-type: none"> Focus on how assessment data is analysed effectively and regularly to inform teaching in English and Mathematics across Kindergarten to Year 6. Exploration of Learning Progressions as a tool to track learning growth and to differentiate effectively across Pre-school to Year 6. <p><i>Senior School</i></p> <ul style="list-style-type: none"> To continue to explore the craft of teaching through Staff Mentors and Peer teaching programmes. To continue to push for “Best Work Submitted” in the classroom with academic rigor a priority every day. 	<p><i>Junior School</i></p> <ul style="list-style-type: none"> Review of existing practices completed and decision to increase support for effective analysis of data to inform teaching is underway. Work with teaching teams to ensure the assessment tasks and practices assist with this process is underway. Several staff attended an online PD course examining the role of Learning Progressions. <p><i>Senior School</i></p> <ul style="list-style-type: none"> Senior School Staff Mentors continue their work with less experienced staff. ‘Cranbrook Teachers Talking Teaching’ group established to share the craft of excellent classroom practice with their peers.
Student Welfare	<p><i>Junior School</i></p> <ul style="list-style-type: none"> Review of impact of current Student Wellbeing Programmes across Pre-school to Year 6. Review of impact of current play time options at the Junior School. <p><i>Senior School</i></p> <ul style="list-style-type: none"> Review of consent education. New Scope and Sequence for the Student Wellbeing Program for Semester 2. 	<p><i>Junior School</i></p> <ul style="list-style-type: none"> Review is ongoing. Implementation of a new way to organise play in year levels with rotating location options and changing play equipment provided, including a review of current playground resources and supplementation of equipment. <p><i>Senior School</i></p> <ul style="list-style-type: none"> Director of Student Wellbeing appointed and leading this review. New Scope and Sequence for the Student Wellbeing Program is ready to be implemented in Semester 2.

Area	Priorities	Achievements
Facilities and Resources	<p><i>Whole School</i></p> <ul style="list-style-type: none"> 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"> Careful management of facilities at the Junior School to ensure maximum usage for programme delivery across Kindergarten to Year 6, and Year 7 to Year 12. <p><i>Senior School</i></p> <ul style="list-style-type: none"> Planning for the use of the new Senior School campus facilities with regard to Mathematics, Drama, Music and the pastoral housings of three Houses. 	<p><i>Whole School</i></p> <ul style="list-style-type: none"> Planning for refurbishment and new uses continues, including use for decanting of Music Department to enable renovation of current Music Department building. <p><i>Junior School</i></p> <ul style="list-style-type: none"> Completed with planning underway for changes to use of facilities at the Junior School as a result of the Masterplan Stage 2 project completion during 2022. <p><i>Senior School</i></p> <ul style="list-style-type: none"> Aquatic and Fitness Centre in use for all Senior School students since early Term 2, and plans made for relocation and use of Centenary Building in advance of completion of the building in Term 3.

2022 Priority Areas for Improvement

Area	Priorities
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. 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.

Area	Priorities
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.
Facilities & Resources	<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. 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. <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.

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 boys.

Initiative	
Kindergarten-Year 6 Class Essential Agreements	These are agreements formed by boys and class teachers to define the expected behaviours – they typically feature the promotion of care, respect and responsibility.
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.
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.

Initiative	
Social and Emotional Learning Programme	<p>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:</p> <ul style="list-style-type: none"> • Self-awareness • Self-management • Social awareness • Relationship skills • Social decision making.

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	<p>This is an extensive programme with a fifty minute session each fortnight. Topics are presented by tutors and guest speakers, and include:</p> <ul style="list-style-type: none"> • accepting difference • mentoring • online behaviours and responsibility • ethical dilemmas • road safety • gender relations • indigenous affairs • immigration and refugees • free speech and its limits • interviews with mentors • managing stress and anxiety • reciprocal rights and responsibilities.
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, coping with change, responsible use of social media, navigating the teenage years. These are now mainly presented as webinars to enable more people to attend.</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.</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 sons' teachers, Mentor and 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 son'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 6, 10 and 12 was conducted in late 2021 to measure stakeholder perceptions and satisfaction across a range of areas including academic programmes, student wellbeing and co-curricular offerings. Results indicated the School's academic offering and sense of community are key strengths, that staff care greatly about student wellbeing, and that the School offers a broad range of co-curricular opportunities. The School is seen as effecting developing good character in its students and fostering an inclusive environment, however an area for identified for further development was addressing inappropriate behaviour.

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 gatherings for staff. The School also celebrates special occasions 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 post-school survey of students in Year 12 was conducted in late 2021. The survey elicited a low response rate, with timing of the survey to be considered for future years. Results generally reflected those outlined above with respect to the parent survey, and also provided feedback with respect to individual subjects and co-curricular activities.

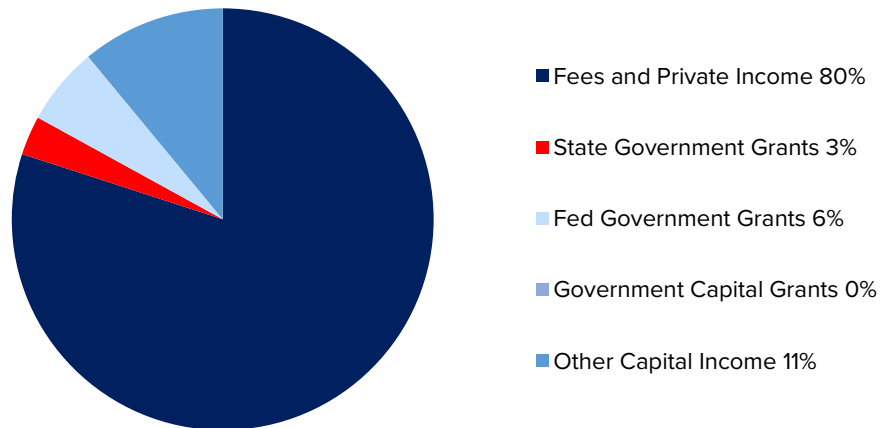
13. Summary Financial Information

Income	2021	
Fees and Private Income	\$58,934,309	80%
State Government Grants	\$2,001,207	3%
Fed Government Grants	\$4,452,954	6%
Government Capital Grants	\$0	0%
Other Capital Income	\$7,959,440	11%
	\$73,347,911	100%

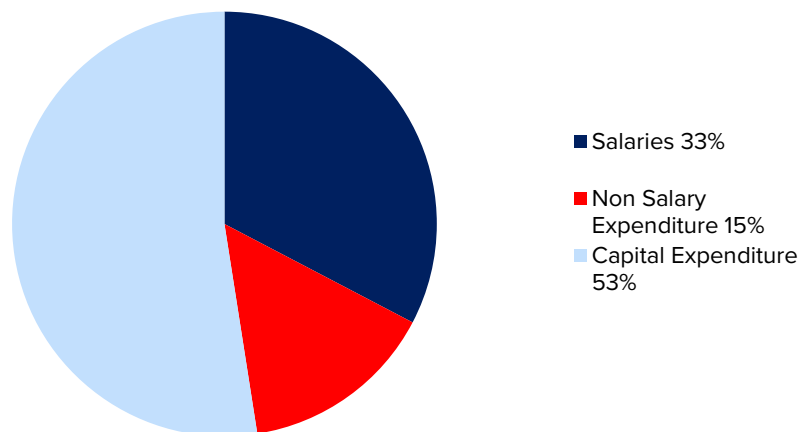
Expenditure	2021	
Salaries	\$39,757,985	33%
Non Salary Expenditure	\$17,776,598	15%
Capital Expenditure	\$63,617,757	53%
	\$121,152,340	100%

Source: 2021 Annual Financial Report

2021 Recurrent and Capital Income



2021 Recurrent and Capital Expenditure



Cranbrook School

ABN 79 000 007 723

CRICOS Registered Provider 02298E

St Mark's Pre-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 NSW2023

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