



Cranbrook Junior School

# A Journey of Discovery



**CRANBROOK  
SCHOOL**  
EST. 1918



A young boy in a school uniform and cap is shown in profile, looking towards the right. The background is blurred, suggesting an outdoor setting. The lighting is soft, highlighting the boy's face and the texture of his uniform.

WE WANT OUR BOYS TO LEARN TO BECOME:

**Thinkers, inquirers,  
communicators,  
risk-takers,  
knowledgeable,  
principled, caring,  
open-minded,  
reflective and balanced.**



**MESSAGE FROM  
THE HEADMASTER,  
MR NICHOLAS SAMPSON**

**Our boys are encouraged to acquire the firmest of foundations upon which to build academic ambition and to develop a thoughtful view of their own possibilities.**



Cranbrook is defined by a distinctive ethos. We believe that a culture of broad opportunity can inspire both the growth of self-belief and a love of the pursuit of excellence. Nowhere is this approach to education more evident than within our Junior School.

Our boys are encouraged to acquire the firmest of foundations upon which to build academic ambition: concentration upon the twin pillars of literacy and numeracy provides the skills, concepts and opportunities which enable our students to explore the world around them, and to develop a principled and thoughtful view of their own possibilities.

All of this important work is undertaken within the framework provided by the International Baccalaureate's Primary Years Programme as we seek to offer our boys global perspectives.

The Junior School is beautifully located, occupying award-winning, custom-designed buildings and facilities. It is, above all, a warm community where individuality is cherished, boys are known and a spirit of discovery is cherished.

We have complemented outstanding architecture with exceptional teaching so that our Junior School, quite rightly, sets high standards and expectations for the Senior School to build upon. I hope that you will come to see this exceptional School in operation.

A handwritten signature in dark ink that reads "Nicholas Sampson". The signature is written in a cursive, flowing style.

**Mr Nicholas Sampson  
Headmaster**

**MRS MICHELE MARQUET OUTLINES  
THE BELIEFS AND THE ETHOS OF  
THE SCHOOL:**

An essential element of the Cranbrook approach is to truly know your son. We want our boys to learn to become inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, balanced and reflective.



An essential element of the Cranbrook approach is to truly know your son. We want our boys to learn to become inquirers, thinkers, communicators, risk-takers, knowledgeable, principled, caring, open-minded, balanced and reflective.

Our teaching practices reflect the belief that our boys are all capable of learning successfully. Being responsible for the education of our boys is an honour.

Cranbrook is a school that at its heart values the individual and the pursuit of excellence, which should and does look different for every child. It is personally rewarding to be part of a school that aims to foster an outward perspective, exploring how to prepare the future generation to engage and contribute positively to the wider world, both at school and in the years beyond.

We recognise the vital importance of working in partnership with parents and hope that your interest in our school is the start of a happy and productive working relationship between home and school.

A handwritten signature in black ink that reads "Michele Marquet". The script is fluid and cursive.

**Mrs Michele Marquet  
Head of Cranbrook Junior School**



A school that at its heart values the individual and the pursuit of excellence, which should and does look different for every child.

#### **WHY CRANBROOK JUNIOR SCHOOL?**

At Cranbrook Junior School we believe that learning is life's greatest adventure and we challenge and foster the individual talents of each boy to help them fulfil their potential. We provide a positive and caring learning environment to inspire all our boys to thrive.

Cranbrook Junior School provides learning opportunities for every student that not only encourages self-confidence and intellectual development but instils a sense of independence, responsibility and consideration of others.

Our programmes are based upon academic, cultural and personal development to ensure that the potential of each boy is realised in accordance with his particular abilities and aspirations. The construction of knowledge, understanding and the importance of skill development are central to all that we do at Cranbrook.





Cranbrook Junior School's  
Mission is dedicated to making a positive difference to our boys' learning,  
by embodying the philosophy that the child is our main focus.

It concentrates on the total growth of the developing child,  
encompassing intellectual, social, physical, emotional, spiritual  
and cultural needs.

IN THE JUNIOR SCHOOL  
COMMUNITY, WE:

Honour each  
child's individuality



Expect and  
model respect



Inspire  
excellence



Embrace  
global-mindedness



The Mission drives all interactions with parents, students and staff within the Cranbrook Community.

## SETTING THE FOUNDATIONS FOR A LIFETIME OF LEARNING

The curriculum for all students, Kindergarten to Year 6, is the prescribed Australian Curriculum in New South Wales. We use the International Baccalaureate, Primary Years Programme (IB PYP) curriculum framework to guide our approach to teaching and learning. The programme promotes global mindedness and a focus on students making a difference and taking action.

Alongside academic excellence, we aim to develop inquiring, knowledgeable and caring young people who help to create a better world through inter-cultural understanding and respect, inspiring excellence and a celebration of difference.

We put our children at the centre of their own learning and place great emphasis on nurturing skills and attitudes such as resourcefulness, resilience and co-operation.

## WHAT MAKES CRANBROOK JUNIOR SCHOOL UNIQUE?

One of the key tools for success in learning is a person's capacity to read, write and be numerate. At Cranbrook, we recognise that skills in English and Mathematics need to be taught purposefully, directly and sequentially. The teaching of these skills should be individualised to meet the specific needs of each boy at the point at which he currently is, so as to build on his prior knowledge and skills.

To embed literacy and numeracy skills effectively we have introduced an innovative approach to the teaching of English and Mathematics. Every day, each Year Group has one hour each of these core subjects. Extra staff join each year level to form a larger teaching team. The larger teaching teams mean we can group the boys in small numbers, based around their specific learning needs. The teacher-student ratios we utilise in the core subjects are unusually low and help us to be able to genuinely meet the needs of every boy at Cranbrook Junior School.

We are excited by the way our approach to the teaching of literacy and numeracy has developed and we look forward to sharing how this helps our teachers honour every boy's individuality.



### THE AWARD-WINNING CAMPUS

The Junior School was completed in 2012 and is an outstanding, integrated educational facility. The provision of first-rate academic and creative facilities is complemented by a number of fine sports grounds. The beautiful campus is not only an inspiration for all who work and play here, but reflects the main educational underpinnings of teaching and learning in the Junior School.

The campus is flexible enough to meet changing educational needs and is both spacious and robust, an ideal combination for active boys.

We put our children at the centre of their own learning and place great emphasis on nurturing skills and attitudes.



## THE IB PRIMARY YEARS PROGRAMME (PYP)

The PYP at Cranbrook Junior School provides a framework that powerfully challenges all boys to fulfil their potential academically, socially, physically, emotionally and culturally.

Cranbrook Junior School is an authorised International Baccalaureate World School delivering the Primary Years Programme (PYP). The PYP is the curriculum framework of the International Baccalaureate Organisation (IBO) for children aged 3 to 12 years.

The International Baccalaureate Organisation was established in 1968 to meet the needs of students around the world wanting a common global curriculum and university qualification.

The organisation has been motivated by a vision that critical thinking and exposure to a variety of points of view will encourage international understanding by young people.

### **IB Mission Statement**

*The International Baccalaureate Organisation aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.*

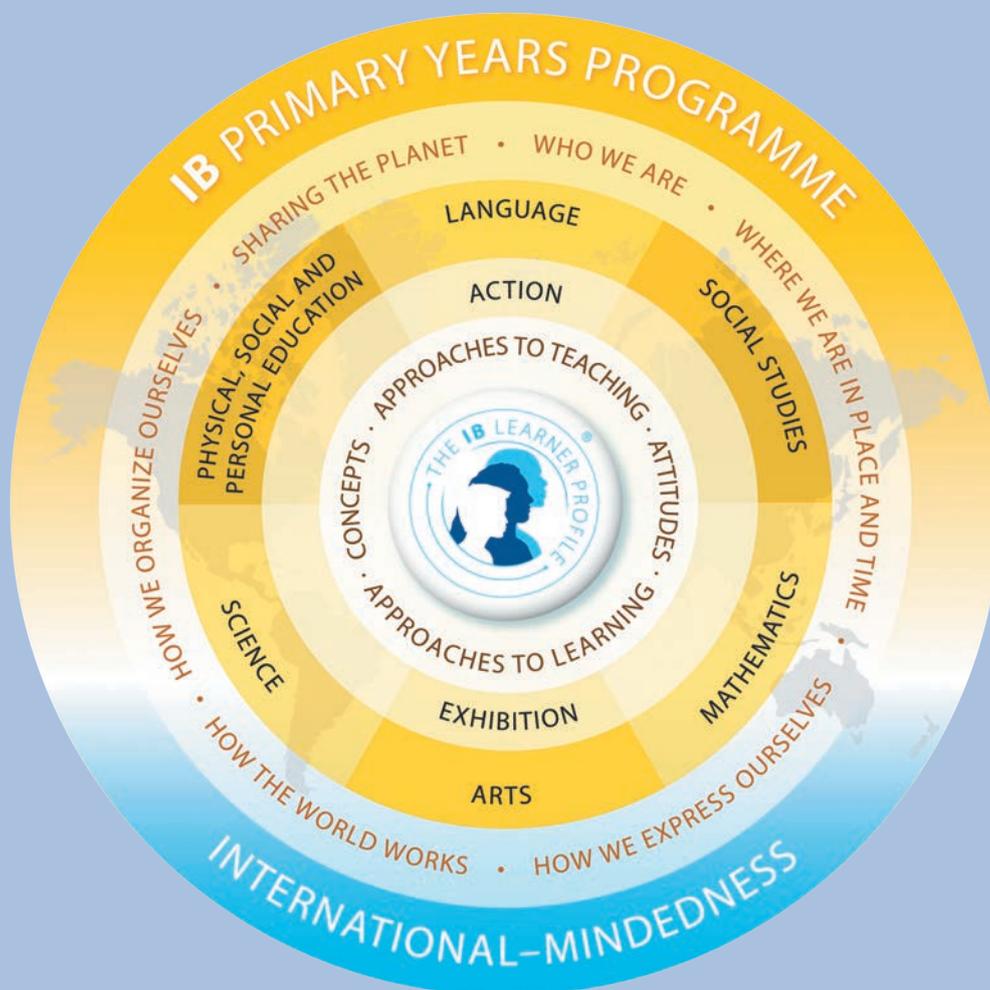
These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The PYP at Cranbrook Junior School provides a framework that powerfully challenges all boys to fulfil their potential academically, socially, physically, emotionally and culturally, reflecting Cranbrook's Mission Statement in 'being committed to nurturing the growth of individual boys producing citizens who can realise their potential, enjoy life and contribute to society'. Mandatory NSW Board of Studies syllabus requirements are fulfilled through the PYP framework at Cranbrook.

The PYP provides a means by which teachers collaboratively plan transdisciplinary units of work, promoting the implementation of best educational practice through a structured, integrated, inquiry-based learning approach, with an internationally-minded focus.

## TRANSDISCIPLINARY THEMES



### THE PYP FRAMEWORK

Through the five essential elements of the PYP: knowledge, concepts, skills, attitudes and action, the curriculum model of the PYP provides for a transdisciplinary programme that acknowledges the traditional disciplines and recognises that content and skills can be interrelated across all disciplines.

The framework sets out six transdisciplinary themes which have significance for all students in all cultures.

Each year, the boys at Cranbrook Junior School study each of these transdisciplinary themes in six units of inquiry.

### CURRICULUM

The curriculum consists of all learning experiences under the auspices of the School and content is generally organised under the following key learning areas, as determined by NESA:

- English
- Mathematics
- History
- Geography
- Science
- Personal Development, Health and Physical Education
- Creative Arts: Drama, Music, Visual Arts
- French

## THE IB LEARNER PROFILE

In developing a globally-minded person, Cranbrook Junior School aims to develop students who exemplify the IB Learner Profile, which comprises the following ten attributes. IB learners strive to be:

### INQUIRERS

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

### KNOWLEDGEABLE

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and understanding across a broad and balanced range of disciplines.

### THINKERS

They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

### COMMUNICATORS

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

### PRINCIPLED

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of others. They take responsibility for their own actions and the consequences that accompany them.

### OPEN-MINDED

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of others. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

### CARING

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

### RISK-TAKERS

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

### BALANCED

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

### REFLECTIVE

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## PYP ORGANISING THEMES AND CONCEPTS



COOPERATION,  
CONFIDENCE  
AND COMMITMENT



Within the framework of the PYP, there are eight key concepts that drive the curriculum. Regular consideration of these concepts promotes deep understanding and critical thinking, and connects learning across disciplines.



APPRECIATION,  
TOLERANCE  
AND RESPECT



### KEY CONCEPTS

- Form – What is it like?
- Function – How does it work?
- Causation – Why is it like it is?
- Change – How is it changing?
- Connection – How is it connected to other things?
- Perspective – What are the points of view?
- Responsibility – What is our responsibility?
- Reflection – How do we know?

### PYP ATTITUDES

Knowledge, concepts and skills alone do not make an internationally-minded person. It is vital that there is also focus on the development of personal attitudes towards people, towards the environment and towards learning; attitudes that contribute to the well-being of the individual and of the group. In focusing on the development of the whole child, we explicitly teach the twelve attitudes embedded in the PYP.

### SKILLS AND ASSESSMENT

#### Skills

The PYP explicitly identifies five skill areas that the boys will develop throughout their learning:

- thinking skills
- communication skills
- social skills
- research skills
- self management skills

#### Assessment

Assessment of student learning is a vital part of the PYP teaching and learning cycle. Assessment tools and strategies are designed with the learning outcome in mind and differentiated for different learning styles and abilities. Types of assessment also vary, from assessing prior knowledge about a subject to formative assessment, i.e. assessment which takes place throughout the unit, and summative assessment, at the end of the unit.

Other forms of assessment, such as standardised testing, are also used to evaluate student learning and the success of our programme.

Boys also participate in student-led conferences in Term 3 each year, where they lead parents in an exploration and celebration of their learning. As a culmination of the programme in Year 6, the boys collaboratively plan and present the PYP Exhibition, an endeavour that is designed to demonstrate the boys' knowledge of the programme's essential elements:

- knowledge
- concepts
- skills
- attitudes
- action



INTEGRITY,  
INDEPENDENCE  
AND ENTHUSIASM



EMPATHY,  
CURIOSITY  
AND CREATIVITY



## Every child's progress is important and teachers look for opportunities to encourage and support each boy's development.

Cranbrook's teaching staff are a team of dedicated, passionate and capable teachers. Every child's progress is important and teachers look for opportunities to encourage and support each boy's development. Teachers engage, support and challenge that potential, to draw out their best, and to instil a sense of pride in their achievements.

Our teachers are all Junior School specialists and understand how young people learn, providing the boys with the necessary confidence and skills to ensure they embrace the new challenges that await them at the Senior School.

Teachers at the Junior School are recruited from across Australia and internationally. Teachers want to work at Cranbrook because of our unique ethos, strong tradition and focus on respect for individuality and difference.

All of our exceptional educators ensure that as each child continues their journey through the School, they grow in independence, question and learn, and are nurtured to be the best they can be.

### **THE TEACHING AND LEARNING CYCLE**

No matter what is being taught, all teachers at Cranbrook Junior School use a similar teaching-learning cycle to ensure every boy is being catered for as a learner, so that we can honour his individuality and help him aspire to excellence.

At Cranbrook Junior School, we do not stream our classes. The boys are grouped into smaller clusters based around what things they need to be taught next, to help each grow in their knowledge, skills and understanding. Reflecting on their pre-assessments, the boys, with teacher guidance, decide what they really need to learn and set some learning goals.

Teachers continue to observe and reflect on the boys' grasp of what is being taught as the boys participate in their learning experiences. This continuous assessment process allows the teachers to give verbal as well as written feedback to the boys, often daily, to help them strengthen their understanding of what is being taught. It also allows teachers to modify and adjust what will be taught tomorrow, so that it stretches the boys and reinforces their learning, helping them build on their understanding.

Towards the end of each unit, a final activity will help staff evaluate how much the boys have grown within that learning area and pre-assessment begins for the next unit.

### **TEACHER PROFILES**

#### **Fiona Kettle Kindergarten Teacher**

"Teaching at Cranbrook provides a unique opportunity to work collaboratively with my peers to produce the best possible educational outcomes for the boys. The professionalism and commitment of the School to constantly raise standards and expectations has made Cranbrook a dynamic and innovative place to be. The commitment towards the School's vision is a shared one, making us all part of the journey together."

#### **Peter Fox Pre-school – Year 6 Music Teacher**

"I love working at Cranbrook Junior School. The energy and enthusiasm the boys bring to School is infectious and ensures that every day is filled with vigour and passion. It is a privilege to be part of each child's journey through Cranbrook."

## STRUCTURE OF THE DAY

The school timetable has been organised to value the dedicated and uninterrupted English Literacy and Numeracy blocks each day of the school week across each Year Group.

### CAR LINES

All boys in K-6 may be dropped off at school from 8am. A teacher is on duty from 8am.

### AFTER-SCHOOL CARE

After-school care is available until 6pm, Monday to Friday, through Cranbrook's out-of-school hours care provider, Kids' Club. Kids' Club caters exclusively for Cranbrook students, Kindergarten to Year 6, and operates each afternoon at the Junior School campus.

### COMPUTERS

Multiple computers are available in each classroom, in addition to many laptop computers, desktop computers and iPads in K-2, the iCentre and art rooms. A range of software is provided and used to complement the classroom programme.

### K-2 TIMETABLE

8am	<i>Arrival</i>
8.15am	<i>Enter class</i>
8.30am	<i>Period 1 – Literacy</i>
9.30am	<i>Period 2 – Numeracy</i>
10.30am	<i>Fruit snack and play</i>
11am	<i>Period 3</i>
12 noon	<i>Period 4</i>
1pm	<i>Lunch – eating</i>
1.15pm	<i>Lunch – play</i>
1.40pm	<i>Period 5</i>
2.45pm	<i>K carline</i>
2.55pm	<i>Year 1 and 2 carlines</i>

### 3-6 TIMETABLE

8am	<i>Arrival</i>
8.30am	<i>Period 1</i>
9.30am	<i>Period 2</i>
10.30am	<i>Recess – eating and play</i>
11am	<i>Period 3 – Literacy</i>
12 noon	<i>Period 4 – Numeracy</i>
1pm	<i>Lunch – eating and playing</i>
1.40pm	<i>Period 5</i>
3.05pm	<i>Year 3 and 4 carlines</i>
3.15pm	<i>Year 5 and 6 carlines</i>

## LEARNING TO BE CREATIVE

The creative arts are a vital thread of the School's fabric and each boy is encouraged to embrace the programme. The programme is not restricted to a few top performers; we invite all to participate, for all can learn from and enjoy their experience.

## MUSIC

We have a vision to provide a world class Music programme for a world class school.

The aim of the Junior School Music programme is to develop a love of music from an early age, as well as fostering growth of musical knowledge and skills.

Singing is the foundation of musical learning. Through singing games, movement, rhythmic and beat patterns, all boys gain the skills necessary for more complex music making in later years.

Each boy participates in a Year Choir rehearsal each cycle and a weekly classroom Music lesson. In addition, all boys in Year 2 participate in our Strings, Woodwind and Brass programme. Our co-curricular ensembles work in partnership with the curriculum and consist of a series of Core Vocal Ensembles, String Ensembles and Concert Bands. In addition, there are a number of opportunities for boys to explore including a Jazz Ensemble, Chamber Ensembles and an auditioned Vocal Ensemble.



## ART

Art appreciation and creative thinking begins early at Cranbrook. From Kindergarten, visual art is entwined with all the learning areas allowing the boys to not only be making observational art responses, but to use art as a language of expression and individuality.

The Visual Arts programme is dynamic and challenging, encouraging experimentation, questioning, decision making and reflection. Art making opportunities parallel classroom inquiry into transdisciplinary themes, allowing

subject matter and conceptual understanding to be purposefully integrated.

Beyond developing and enhancing artistic skills and talents, students learn the art of thinking critically and creatively. These are skills that they will be able to apply to any area of study in their more senior schooling years.

**The aim of the programme is to inspire, motivate and develop a love of music from an early age.**



As a school we firmly believe in the concept of active bodies, active minds and encourage a real love of sport in all our boys.

## CO-CURRICULAR

A variety of co-curricular activities are available in the school. Co-curricular subjects are designed to widen students' horizons, and complement and enrich their education. These activities usually take place after school and occasionally before school. Different options are available for boys in Years 1-6. Examples of co-curricular subjects are: art, chess, sailing, Mandarin, code camp, ceramics, speech and drama.

## SPORT

All boys in Years 3-6 represent the school in team sports played against teams from other schools, under the auspices of the Independent Primary School Heads of Australia (IPSHA) NSW Branch. Boys in Years 3-6 represent the school in both winter and summer sporting teams.

### Term 1:

Basketball, cricket, tennis and sailing. Swimming and cross country running are general sports.

### Term 2:

Rugby, football, tennis.

### Term 3:

Rugby, football and tennis followed by athletics.

### Term 4:

Basketball, cricket, tennis and sailing.

Team training is held on Friday afternoons during school time and at one other time each week, usually after school but sometimes before school, depending on the sport and team concerned. Sport uniforms are worn to and from school on Fridays but are brought to school for other training sessions.

## LEARNING TO STAY HEALTHY

Fitness and health are supported by an active life at school. Our sports programme is varied and undertaken in a spirit of genuine education. We play sport because it teaches valuable lessons about resilience, challenge, courage, failure and success.

Hayden Danks, Director of Sport: 'As a school we pride ourselves on providing the boys with excellent coaching and resources to allow them to improve their sport and develop as young people. We encourage all our boys, when representing the School in their chosen sport to do so with maximum effort and application. Our sporting culture is built on these two key points, as we encourage and support each boy to give their best and enjoy sport.'

## AWARD-WINNING FACILITIES

The Junior School has high-quality grass playing fields, tennis courts and a large gymnasium. The Junior School boys also have access to the indoor swimming pool on the Senior School campus.

## SPORTS COACHES

Sports coaching at the Junior School is of a very high standard and all children are given the opportunity to represent the School at some point during their school years. Outside expertise is sought on a regular basis to ensure the teams are the best they can be.

## SPORTS ON OFFER

### Compulsory Sport

Summer Sports: Basketball, Cricket, Sailing and Tennis

Winter Sports: Rugby, Football and Tennis

**Carnivals:** Cross Country, Athletics and Swimming

## CO-CURRICULAR SPORT

The co-curricular programme is tailored to complement our Sport programme. We offer a range of activities which are

run in accordance to seasonal shifts. Activities endeavour to cater for all boys of all different ability levels and ages. The co-curricular programme is run separately to our compulsory Sport programme.

## HEALTHY EATING

We are a healthy eating school and strongly believe in the importance of providing nutritional lunches and snacks for our rapidly developing young boys. The Junior School canteen provides a wide range of healthy options.

## LEARNING LIFE SKILLS

As a school, we foster global citizenship with an awareness of their wider responsibilities and an understanding of difference, we instil a sense of service and responsibility to others.

An important part of preparing our boys for life after the Junior School is developing the practical knowledge and computer literacy to ensure they have both the integrity and skills to manage this information age.

## TWO-WAY DIALOGUE BETWEEN SCHOOL AND HOME

We encourage two-way dialogue between school and home and support this not only through the Parent Engagement Workshops but through Parents' Evenings and invitations to many of our assemblies and school events.

### SCHOOL AND HOME

At the heart of a great education is an acknowledgement that our role as a school is to develop the whole child and truly know each boy. Our role is not merely to educate them but to work alongside our families to nurture and guide them to become great human beings.

Cranbrook Junior School is fortunate to have a diverse and committed parental body. The School firmly believes in the partnership between parents and school. We run a series of Parent Engagement Workshops throughout the year to inform parents about the education process and reduce the mystery around what happens within the School.

These Workshops also provide parents with best practice so they can readily support their children at home.

We encourage two-way dialogue between school and home and support this not only through the Parent Engagement Workshops but through Parents' Evenings and invitations to many of our assemblies and school events.

We pride ourselves on striving to provide excellent pastoral care for each child. Staff members participate actively in caring for the boys through their interactions with them in the classroom and Co-curricular activities. Staff meet with parents to discuss any issue or concern they may have in relation to their child's academic progress, wellbeing or behaviour.



**Cranbrook School**

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CRICOS Registered Provider 02298E  
Published July 2017

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