



Annual Report 2007

Moreton Bay Boys' College

(the information in this report is based on the 2006 school year)

Introduction

Moreton Bay Boys College is an independent, boys only College based on the principles of the Uniting and Presbyterian churches that in 2006 catered for students from Preschool to Year 8. It is located in Manly West, Brisbane and completed its fourth year of operation. It began with students in Preschool and Year 1 in 2003 and has grown to a current enrolment of 186 boys. The fourth year of the college began with the opening of its next building (which included three oversized classrooms jam packed with technology and an IT lab) and a new intake of students in Years 7 and 8 as well as Preschool.

Boys' education remains the central purpose of the College. This commitment to boys is demonstrated in every aspect of the school. By providing a program aimed specifically at boys, their attitude to learning, self confidence and skill development will be of a high standard. This program provides inquiry based learning and has an emphasis on developing thinking skills as part of the learning process of all students.

DESCRIPTIVE INFORMATION

School sector:

Independent

School's address:

302 Manly Road, Manly West Qld 4179

Total enrolments:

186

Year levels offered:

P-8

Co-educational or single sex:

Single sex

Corporate Governance:

Moreton Bay Boys College is owned by Moreton Bay Boys College Ltd, a Public Company, Limited by Guarantee under the Corporations Act 2001, registered in Queensland.

At any one time the Board may have a maximum of 10 Directors, 5 nominated by Moreton Bay College and 5 nominated by the Presbyterian and Methodist Schools Association.

As at 1 December 2006, the Directors were as follows: Prof Stephen Gray (Chairman), The Hon Peter Richards (Deputy Chairman), Mr David Bancroft, Dr Gavan Doig, Dr Ness Goodwin, Mr Ken Madsen MBE (Company Secretary), Mr Dennis Reading, Mr Greg Rynenberg.

Enrolments:

187 boys were enrolled in the College at the start of 2006 and 186 finished the year. The College has a policy of a maximum of 25 students per class.

Year Levels Offered:

A single stream of Pre school to Year 6 and a multi age year7/8 was offered in 2006. It is the College's intention to offer Years P - 9 in 2007. The College seeks to be a driving force in boys' education and will ultimately grow to 800 students from P-12. The College's vision is to develop young men who can lead with faith and integrity who display Christian values and a commitment to excellence in all of their undertakings.

STAFF**Qualifications:**

17 full time staff (Principal, 9 teachers, 3 aides, groundsman and 3 administrative staff) and 13 part time staff (chaplain, art, Japanese, PE and music teachers, teacher aides, IT staff, cleaners as well as sports coaches and instrumental teachers) were employed in 2006. The full staff list, including qualifications is attached.

The teaching staff is well qualified with several currently undertaking higher degrees.

Highest Qualification	Percentage of classroom teachers and school leaders at the school
Doctorate	7
Masters	0
Bachelor Degree	93
Diploma	0
Certificate	0

Professional Learning:

Professional learning is an essential component in the development of staff and a high priority for the College. The College was successful in winning several grants to allow additional professional learning. One grant covered assessment practices and the other was under the Success for Boys program. This grant enabled staff to look at best practice in boys education and develop a model of mentoring boys to encourage higher levels of literacy. This innovation (called Dads and Lads) will be implemented in 2007.

The real expense in professional learning is not so much the cost of a course or seminar but rather the cost of covering the absence of the teacher, therefore the majority of professional learning was done by bringing experts into the College to work with the staff rather than sending people to courses/seminars. This has led to excellent professional conversations in the staff room and is seen as more effective than one off activities.

The following table indicates the professional learning undertaken in 2006.

Description of Professional Learning activity		Number of teachers participating
<i>School Assessment Practices</i>		14
<i>English</i>		4
<i>Differentiating the curriculum</i>		14
<i>Leadership</i>		3
<i>Best practice in Boys education</i>		14
<i>Maths</i>		2
<i>Children with special needs</i>		2
Total number of teachers participating in at least one activity in the program year		14
Total Number of Teachers	Total expenditure on teacher PL (as recorded in Financial Questionnaire plus cost of replacement teacher)	Average expenditure on PL per teacher
14	\$30,000	\$2150

In conclusion:

*The total funds expended on teacher professional development in 2006 were \$ 30,000
The involvement of the teaching staff in professional development activities during 2006 was 100%*

Average staff attendance (includes aides, admin etc):

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
22	179	52	177 (176.6)

For permanent and temporary staff and school leaders the staff attendance rate was 98% in 2006

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of program year (Head Count)	Number of these staff retained in the following year	% retention rate
7	6	87

From the end of 2005, 87% of permanent teaching staff (6 of 7) were retained for the entire 2006 school year. 2 part time contract staff also accepted other positions during the year.

Distinctive Curriculum Offerings:

In addition to the traditional subjects (English, maths, integrated studies (science and SOSE), religious education, art, music and PE), Moreton Bay Boys' College has developed a focus on literacy skills for boys, and ensured that science is core subject for all boys.

Teaching and Learning at Moreton Bay Boys' College focuses on boys and their needs. The staff develops activities, processes and procedures to optimise the boys' motivation and desire to be involved and make decisions in their own learning.

The College has a number of **distinctive** curriculum offerings:

- An outstanding early years literacy program that is achieving excellent results – please see the Year 3 state wide test results presented later in this report. The literacy program is specifically tailored to the learning needs of boys, for whom literacy tends to be a weakness. Students are explicitly taught skills and processes, for example, sentence, paragraph and generic structures. Throughout the year expectations are modeled and demonstrated to the students. Many tasks are jointly constructed with staff and students, enabling the students to practise tasks with support before independently completing tasks. It is also important that literacy is explored in all Key Learning Areas rather than just English. This ensures that the boys understand the importance of literacy and the need for appropriate literacy skills within everyday life for everyday purposes;
- A focus on Science, particularly environmental science. A science program, *Eagle Eye: watching over Lota Creek*, was developed specifically by the staff for our students, and won two awards in 2006 as well being the subject of an article in the international educational journal, *Snapshots*;
- A thinking skills program that underpins the curriculum and encourages differentiation;
- A second languages program, Japanese, commencing in Year 6;
- An innovative music program that encompasses singing for all students, class teaching, a string program in Year 3 and a brass, percussion and woodwind program Year 5 instrumental programs as well as individual instrument training on a range of instruments;
- A middle school program that incorporates a negotiated curriculum and real life experiences to ensure high levels of engagement; and
- The College was also awarded a *Success for Boys* grant and developed a mentoring program entitled, Dads and Lads, to support the development of literacy. This program will be implemented in 2007.

The 3 Rs of MBBC - helping all boys to soar to new heights:

Research - acquiring knowledge. A leader is able to locate quickly and digest the information he needs using both traditional and technological skills. This is research and incorporates the crucial skills of reading and writing as well as maths.

Reason - applying knowledge. Having knowledge is good, but a leader can apply it to new or different circumstances. This requires the development of higher order thinking skills such as analysis, synthesis and evaluation. This ability will be essential for our boys whose futures are likely to contain multiple career pathways.

Relationships - working together. A leader has a strong emotional intelligence which allows them to work well with others. At MBBC we have special, class-based programs that develop in boys this ability to build relationships.

How computers are used to assist learning:

Each classroom is equipped with a data projector and computer. In addition, boys have access to computers through mini labs as well as a full lab. Technology is not a separate subject in itself rather is integrated throughout the curriculum. Year 8 boys for example undertook to make their own film, while all students from Year 5 up can create their own PowerPoint presentation. Technological skills such as file management, email, and skills specifically related to *Word* and *Excel* are incorporated into teaching units at different year levels. The College has a ratio of one computer to 2.5 students, a remarkable achievement in such a short space of time and well above the state benchmark. All students have an email account and are able to access work saved at school while at home. Memory sticks are part of the school book pack from all middle school students.

The College has broadband access available from all computers and uses a monitoring program to ensure appropriate access. From Year 4, students must sign a code of conduct before being allowed to use the computers at all.

The college's website was redesigned to allow staff to upload units of work, information and assessment tasks so that they can be easily accessed by students and their parents.

Extra Curricular Programs:

Boys are able to participate in a vast array of activities. These include:

Science Club, Robotics Club, Debating Club, Computer Club, Chess Club, Art Club

Music

Instrumental lessons, Speech and Communication, Concert Band, Guitar Ensemble, Junior and Senior Choir

Sport

In 2006, the College entered teams in the following inter school and inter club competitions: Soccer, Basketball, AFL, Rugby League, Cricket, Swimming and Athletics

The College continued its involvement in the Australian Government's Active After School programme and as a result offered a sports skills program in Terms 2, 3 and 4. Soccer, basketball, cricket and general sports skills were covered in the program with a separate focus each term. The participation rate of over 65% was phenomenal and was the highest in the Bayside district for the second year running.

In addition, sailing was included in the Year 8 curriculum, swimming was part of the Term 1 and 4 program for all boys, including Preschool in Term 4, while numerous boys undertook tennis lessons.

Aus Kick was also offered in Term 4 to all boys including Preschool.

Boys could undertake gymnastics and swimming via our links with Moreton Bay College.

The College has an extensive camping program. Unfortunately the P-3 camp was washed out this year but all boys from Year 4 went away to camp. Years 4-6 spent three days at Mapleton while Year 7-8 had a week under canvas on Moreton Island as well as a get to know you camp at the start of the year.

The College's Yearbook, which is available in the office and which was distributed to all boys and parents at the end of 2006 lists the plethora of activities in which the boys were involved.

Parental Involvement:

Moreton Bay Boys' College has firm community ties with both the parent body and the wider community. The parents are actively involved and support the hands on and creative program provided. The family fun science night was especially well attended and the packed congregations at the Easter and Christmas services are testament to the wonderful support of parents. As a staff we spend a great deal of time working with parents to ensure that the parent/school partnership is successful.

The College, being so young, could not survive without parental assistance. Several parents serve on the Board of Directors, while more generally, parents assist with classroom programmes, library cataloguing and particularly the support –a-reader programme which supported over 20 boys in their literacy development.

The P&F was tremendously active and raised over \$25000 during the year – a remarkable effort from such a small community. With this money, two cricket nets were built for boys to use and the class instrumental program was established. The P&F ran a number of fund raising events, including sausage sizzles for the students. The high light of the year was the Trivia Night and auction.

Many grandparents are involved in the life of the College. Grandparents day recognised their vital role in the lives of their grandchildren and the College. It is considered that grandparents are wonderful role models for their grandsons by providing the students with fantastic opportunities to learn about integrity and leadership from a source other than their parents or their school.

We have an open door policy that encourages parents and extended family members to attend seminars or workshops and then for them to use these skills with the boys in the classrooms. This assists boys to see parents as part of our school community. Furthermore the boys are becoming involved in the wider community through their participation at local events, such as the Anzac Day march.

Reporting/Communication:

Semester reports, work folios and two interviews a year provide parents with an excellent insight into their child's progress. In addition the use of a two way homework diary allows for constant monitoring of progress by parents as well as high levels of communication between school and home. Increasingly many parents use email to communicate with the College. Each staff member has an email address (as well as a telephone extension) and check their email at least twice daily.

Pastoral Programmes/Social Climate:

Class teachers take pastoral responsibility for boys and the College prides itself on the quality of its pastoral care. A behaviour management consequence chart was published during the year and is based on the concept that all actions have consequences and that boys need to learn to be responsible for their own actions. The chart has acted as a guide to behaviour for staff, students and parents. More importantly, the College has various ways of rewarding positive behaviour such as a house competition, and award cards which have proved very popular with the boys.

A process entitled **responsible thinking** has been used since the College's foundation as a guide for behaviour management.

Social behaviour stickers are also used with the express aim to allow a boy to take responsibility for his actions and to initiate a conversation between the boy and a parent about the particular behaviour. They informed parents and encouraged sons to talk about the circumstances surrounding the behaviour (both positive and negative) for which a sticker has been issued. They are used for particular behaviours (not academic) that occur at school.

In addition an encouragement system exists which enables boys to earn merit cards for achieving 10 positive signatures and earn points for their 'House'. They have proved to be extremely successful at motivating boys.

The College also had a part time chaplain who provided counselling for all sections of the school community.

In addition, the *You Can Do It! Program* was introduced to assist in developing the boys' resilience by developing The Five Foundations (Keys) for Achievement and Social-Emotional Well-Being. These are:

Confidence, Persistence, Organisation, Getting Along & Resilience.

KEY STUDENT OUTCOMES

Average student attendance rate: Number of school days x number of students in the school = number of possible attendance days

Total number of students	Number of school days in program year	Total number of student absences	Average Attendance Rate %
186	179	1395	96

The average attendance rate as a percentage in 2006 was 96%

Reading, Writing and Numeracy results for Years 3, 5 and 7:

(NB – the College had too few Year 7 students in 2006 for results to be able to be published)

The College participated in the state wide testing program at Year 3 and 5 levels with outstanding results. As the College only had 5 students in Year 7, the cohort was too small for meaningful comparisons to be drawn. 100% of children exceeded the national benchmarks, except for one student in reading. Comparisons to the state average for boys are as follows:

READING			
Year	Average Score (School)	Average Score (State boys)	% above benchmark
Year 3	583	528	100
Year 5	639	603	96 (1 student below)
Year 7	n/a		

WRITING			
Year	Average Score (School)	Average Score (State boys)	% above benchmark
Year 3	578	506	100
Year 5	684	610	100
Year 7	n/a		

NUMERACY			
Year	Average Score (School)	Average Score (State boys)	% above benchmark
Year 3	588	533	100
Year 5	644	605	100
Year 7	n/a		

Percentage of students in the current and previous year above the national benchmark:

Year	Reading Average Score (School)		% on or above benchmark	
	2005	2006	2005	2006
3	592	583	100	100
5	680	639	100	96
7	n/a	n/a	Percentage change = -2 %	

Year	Writing Average Score (School)		% on or above benchmark	
	2005	2006	2005	2006
3	583	578	100	100
5	596	684	100	100
7	n/a		Percentage change = 0 %	

Year	Numeracy Average Score (School)		% on or above benchmark	
	2005	2006	2005	2006
3	600	588	100	100
5	686	644	100	100
7	n/a		Percentage change = 0 %	

At all Year levels, students below either the state average or the MBBC average receive support and/or intervention from the class teacher, individually or in small groups: the support a reader program forms an integral part of this.

Apparent retention rate of Students: n/a

The Year 8 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who started secondary school five years previously (this may be greater than 100%).

2006 was the first year that the College enrolled students in Year 8 (12 students). As these students will not graduate till 2010, this data is not yet available.

Year 12 student enrolment as a percentage of the Year 8 cohort is n/a %

Year 12 outcomes:

As the College will not have students in Year 12 till 2010 these requirements are not applicable as yet.

Outcomes for our Year 12 cohort 2006	
Total number of Senior Certificates awarded	n/a
Percentage of Overall Position (OP) –eligible students with OP 1-15	n/a%
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	n/a%
Percentage of students awarded Senior Certificates with OP-eligibility or awarded a VET qualification	n/a%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	n/a%

Awards:

The College was awarded both the Healthy Waterways Award and a Peter Doherty Science Success school Award.

Two Year 8 boys were the only independent school students selected to participate in the Bunya to Bay expedition.

Value Added:

The following are some of the ways in which MBBC 'value adds' to its students:

- Class sizes capped at 25
- Individualised programs for students with special needs. Student results are tracked from year to year and meetings held regularly between staff and administration to ensure resources are targeted at students with greatest needs
- The MBBC 3rs of research reason and relationships
- A wide ranging curriculum and co curricular program
- Extension and enrichment programs for advanced students
- A highly dedicated and committed staff all of whom engage in on going professional learning and are committed to improving student outcomes
- Specific programs in relation to the development of resilience (such as *You Can Do It!*) as well as specifically aimed at giving middle school students the opportunity to develop leadership.
- All students have the opportunity to present or speak at public gatherings such as assembly or chapel which develops life skills, confidence and self-esteem
- Being chosen for a 'Success for Boys' grant enabled staff to develop boys specific programs to assist in their development
- Recognition in the wider educational community for its curriculum and educational practices
- Having its own Nature Refuge has enabled students to experience an outstanding environmental science program.

Additional ways in which the College value adds are indicated in the results from parent and student surveys which are listed below:

Parental Survey:

At the end of 2006 a parent survey was conducted. All parents were given the opportunity to participate. The following is a summary of the results:

- Environment - parents were extremely happy with the caring environment the College provided for their son and very satisfied that his individual needs were being met in the classroom. It was considered that the College sent sufficiently strong signals about what personal conduct is acceptable and unacceptable.
- Communication - parents felt very comfortable about contacting the class teacher about any concerns they may have with their son's progress and found the weekly newsletter useful and informative.
- Parental involvement - parents felt the school involved them very well in the education of their son and always felt welcome when they visited the College.
- The broader curriculum - parents were particularly pleased with the way the College effectively integrated technology, such as computers, into the teaching program, as well as providing a more than sufficient exposure to the arts (including music, theatre and art work).

In all parents agreed overwhelmingly that they were happy with the overall quality of the educational experience their son had enjoyed at the College so far.

Middle School Student survey

These students commenced at MBBC in 2006. They were asked to comment on the year and this was tabulated as follows.

The student experience of Middle School at MBBC

Intro What the year has meant to some of the boys A day in the life of an MBBC Middle School student The best year so far?	
Social different experiences, changes, growth <ul style="list-style-type: none"> • Many social events: relaxed, community focus • Settled in, many different schools in background: more accustomed to MBBC • Year 8 – oldest in the school – positive thing for Year 8s • Welcomed in without needing to be assigned friends by teachers • Teasing not so much, teachers deal with it 	Academic different experiences, changes, growth <ul style="list-style-type: none"> • Many opportunities • More hands-on: filming, writing scripts, dissection • Fun learning, interesting units, get out of the classroom • Higher level skills and knowledge • More help and support for assignments • More attention from teachers (small classes) • Different subjects, move between classes • Good to have two teachers – specialise in subjects – better learning in all subjects • Specialist subjects and teachers • A lot of technology available (security) • Teachers not uptight
Physical different experiences, changes, growth <ul style="list-style-type: none"> • Good team spirit, respect for other teams, sportsmanship, competitive and non-competitive • Opportunities for everyone, not just elite 	Personal different experiences, changes, growth <ul style="list-style-type: none"> • Leadership opportunities, jobs to help run the school • More responsibilities good and a challenge (don't want to let people down) • More relaxed, can be yourself • Friends (to some degree) with everyone • No one is "on the outer"
Conclusion Significant events, happenings Looking forward to next year and the future New opportunities Fide et integritate	

Further Information:

More information on the College's activities in 2006 is available in the College yearbook. This report may be accessed in hard copy by contacting the office on 3906 9444.



Moreton Bay Boys' College Staff 2006

Principal

Dr Roderick Crouch BA, Dip Ed, MEd Admin, EdD, MACE, MACEL

Teaching Staff

Assistant to the Principal/Teacher - Year 2 (Term 1)

Leanne Ruddle BEd Early Childhood, Med

Assistant to the Principal (Term 2-) /Teacher - Year 6

Diana Patchett BSc, Dip Ed, MACEL

Teacher - Year 7/8

Matthew Thallon BA Bed (Sec)

Teacher - Year 5 (Term 1)

Fiona Thompson BA (Ed)

Teacher - Year 5 (Term 2 -)

Linda Willis BEd, Dip T

Teacher - Year 4

Cara Ryan BEd Primary (Hons), Adv Dip (Bus Mgmt)

Teacher- Year 3

Hamish Pike BEd (Sec - PE), Adv Dip (Sports Med)

Teacher - Year 2 (Term 2-)

Andrea Bowden B. Ed, Dip. T

Teacher- Year 1

Amy Woodgate B. Ed (Early Childhood) / B. App Sci (Ecology)

Teacher - Year 1

Rebecca Sullivan B. Ed (Early Childhood), Dip (Com Serv)

Preschool

Mary Youngman B.Ed. Dip. T.

PE

Friedel Dovey BphysEd, Dip Ed, Dip Arch

Michelle Rhodes B.Ed, Dip.T.

Art

Julianne de Lange BEd, Dip Tch, Cert. Spanish

Music

Sarah Hollingworth BMus(Hons) BEd, AMusA

Nerida Sacre BMus Bed, AMusA

Japanese

Hiroko Kikkawa BA, GradDipEd.

Teacher Aides

Nicola Vincent

Trudy Tait

Denise Soden

Theresa Wyatt (Library)

Administration Staff

Accountant

Mark Kumarathash BCom CPA ACMA

PA to the Principal/Registrar

Kathy Poulton

Administration Assistant

Anna Smith (Terms 1-3)

Lynette Schlobohm (Term 3-)

IT Department

Director of Information Services and Technology

John Oxley *BEd, BA, MEdSt, Grad Dip Ed St(Computer Ed), MACCE*

Network Administrators

Jon Smith *Cert III IT*

Gareth Oxley

Grounds Staff

Head Groundsman

Des Schinkel *Cert III Horticulture*

Visiting Instrumental Teachers

Mrs Jacquie Cuny - Voice, piano and guitar

Ms Nerida Sacre - Flute and recorder

Mr Kevin Deland - Strings

Mr Keith Frame - Saxophone

Mr Cvitan Barac - Percussion