

Annual Report

2009



Moreton Bay Boys' College

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Annual Report

(the information in this report is based on the 2009 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 2009 catered for students from Preschool to Year 11. It is located in Manly, Brisbane and completed its sixth year of operation. It began with students in Preschool and Year 1 in 2003 and has grown, by the end of 2009 to a current enrolment of 380 boys.

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:

380

Year levels offered:

P-11

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. The company has one member, Moreton Bay College. During December 2007, the governance of the College changed such that the Presbyterian and Methodist Schools Association ceased voluntarily from being a member of MBBC Ltd and so withdrew from the governance of the College.



At any one time the Board may have a maximum of 9 Directors, 6 nominated by Moreton Bay College and 3 nominated by the Board itself.

As at 31 December 2009, the Directors were as follows: Prof Stephen Gray (Chairman), Mr David Bancroft, Mr John Eisenmenger, Mr Ken Freer (Deputy Chairman), Mr Greg Rynenberg, Mr Robin Fardoulis, Mr Michael Millard, Ms Samantha O'Brien, Mr Matthew Sheerin. The Principal, Dr Roderick Crouch was Company Secretary.

Enrolments:

At the end of 2009, 380 boys were enrolled in the College. The College has a policy of a maximum of 25 students per class.

Year Levels Offered:

A double stream of Prep, Year 5, Year 6 and Year 8 was offered with single classes for Years 1, 2, 7, 9, 10 and Year 11 plus a multi age class (Year 3/4) was offered in 2009. It is the College's intention to offer Years P – 12 in 2010. 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.

Buildings

2009 was a huge year for building at the College. 2010 will be even bigger. The classroom bock (Building F) for Years 5 and 6 was opened, as was a second prep class in Building A and a second science lab in Building C. These were operational from the start of the year. The Federal Government stimulus program was announced and the College was able to construct an amphitheatre with its *school pride* money. Planning commenced for multi purpose hall which will be built in 2010 under the *P21, Building the Education Revolution* funding. In addition, the College commenced work on the senior studies building. This building, to be known as Building G, will house classrooms, break out areas, locker and meeting areas and a 120 seat lecture theatre for use by boys in Years 10 – 12. It will be fully wireless. Due to delays imposed by Brisbane City Council (BCC), the building will be ready for occupation in term 2, 2010.

Finally, the College resolved the requirement by BCC to upgrade Manly Rd at the front entrance of the College and work commenced on this project over the Christmas vacation.

STAFF

Qualifications:

40 full time staff (Principal, 23 teachers, 7 aides, property manager and groundsman and 2 administrative staff) and 12 part time staff (specialist teachers eg manual arts, ICT, teacher aides, administrative staff , IT staff, cleaners) as well as instrumental teachers were employed in 2009. 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
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Doctorate	10
Masters	14
Bachelor Degree	76
Diploma	0
Certificate	0

Professional Learning:

There were two main foci for professional learning (or professional development) in 2009 were the International baccalaureate and senior studies programs. Primary and middle school staff focussed on the International baccalaureate with many staff travelling to weekend courses and all staff spent two days in the mid year break on an in-house course. Senior school staff concentrated on the development of work programs for the senior school students and it was pleasing to see work programs approved promptly by district panels. Professional learning is an essential component in the development of staff and a high priority for the College. In addition to the above, the College was again successful in winning grants to allow additional professional learning. One grant covered specific practices for developing literacy and another concentrated on second language learning.

Continuing from previous years, the College has had a focus of improving teaching practice through differentiation to cater for the different abilities within each classroom. This has been through rewriting units of work under the guidance of an external expert, who spent several days per term working with teaching staff. In addition in 2009, there was support given to staff to identify and cater for gifted students in the College's academically gifted program

Finally, the cost of covering the absence of the teacher is often the largest expense, 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 2009.

<i>Description of Professional Learning activity</i>	<i>Number of teachers participating</i>
<i>International Baccalaureate</i>	<i>All teaching staff</i>
<i>Differentiation</i>	<i>All teaching staff</i>
<i>Senior Secondary work program development</i>	6
<i>Academically Gifted</i>	<i>All teaching staff</i>
<i>Restorative Justice</i>	2
<i>Early childhood literacy best practices</i>	6
<i>Subject specific PD in Art, music, Japanese and PE</i>	6



Total number of teachers participating in at least one activity in the program year		27 (all teaching staff)
<i>Total Number of Teachers</i>	<i>Total expenditure on teacher PL (as recorded in Financial Questionnaire plus cost of replacement teacher)</i>	<i>Average expenditure on PL per teacher</i>
24.8 FTE	\$150,257	\$6,058.75

In conclusion:

The total funds expended on teacher professional development in 2009 were \$150,257

Average staff attendance (includes aides, admin etc):

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
43.91 FTE	183	204	97.5%

For permanent and temporary staff and school leaders the staff attendance rate was 97.5% in 2009

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
24	21	87.5%

From the end of 2009, 87.5% of permanent teaching staff were retained for the 2009 school year.

Distinctive Curriculum Offerings:

General

2009 has been an auspicious year for Moreton Bay Boys' College, with many new and exciting opportunities for curriculum growth and consolidation. Our teaching team grew quite considerably, with new staff adding a balance of skills to complement our strong and professional team.

Our first Year 11 students began their Senior Program this year. These boys will be our first graduates in 2010. They studied a wide variety of courses as well as embarked upon a diversity of academic pathways. There are students engaged in a full OP (Overall Position) Pathway, students on a vocational pathway, also known as Non OP, students who have commenced School Based Apprenticeships and Traineeships, as well as students working on higher level tertiary programs that will articulate into university courses. Taking the time to develop programs that are tailor made for the boys was a key factor in helping us to achieve



our strategic goal that every boy will gain their desired post-school destination, whether that is university, TAFE or entering the work force.

At MBBC, we pride ourselves on our ability to develop programs that meet the individual needs of the students in our care, for all year levels, from Prep to Year 12. The key to this is provide engaging and relevant programs that support and extend where appropriate. The teaching staff have continued to refine and develop the units of inquiry that form a staple part of the whole school overview All teachers within the College are active in ensuring that the units of work they teach are 'boy friendly' and engaging and relevant to the students at MBBC.

All teachers within the College plan their units of work using a differentiated model. This means that all boys, regardless of their abilities, are catered for within the mainstream setting, thereby avoiding a 'one size fits all' approach. Activities such as Science Week, Maths Masters, the MBBC Chess Team and Readers Cup offered extension opportunities for boys with these skills and interests, while programs such as Support-a-Reader help students reach their potential.

Academic Scholarships were introduced at MBBC this year and will continue in the future. These scholarships are open to current and prospective students going into Year 8 & Year 11 and aim to value the calibre of students within the College.

The curriculum can be defined as in the following chart:

Learning Area	Year 1-6	Year 7-9	Year 10	Year 11-12
International Baccalaureate	IB Primary Years Programme	IB Middle Years Programme	IB Middle Years Programme	
Language A	English	Language A English	Language A English English Communications	English English Communications*
Mathematics	Mathematics	Mathematics	Mathematics Maths A Maths B	Mathematics Mathematics A Mathematics B Mathematics C
Science	Science Unit of Inquiry	Science	Science Biology Chemistry Physics Science 21	Sciences Biology Chemistry Physics Science 21
Humanities	Social Studies Unit of Inquiry	Geography Modern History Ancient History Economics	Geography Modern History Ancient History Economics	Economics Ancient History Modern History Legal Studies
Language B	Spanish (Year 2-6)	Spanish Japanese	Japanese	Japanese
The Arts	Visual Art	Visual Art Music Drama	Visual Art Elective Music Elective Drama Elective	Visual Art Music Drama
Health & Physical	Social & Physical	Physical Education	Physical Education	Health Education



Education

Education

Fitness Certificate

Physical Education

Design & Technology

Design Technology

Design Technology IPT

Graphics IPT

*Authority Registered Subject

Prep

Prep students learn within the PYP framework under the areas of:

- Learning language and communication
- Early mathematical understandings
- Health and physical learning
- Active learning processes
- Social and personal learning

International Baccalaureate

MBBC has begun implementation of the International Baccalaureate program this year.

We researched this program for more than eighteen months and, after Board approval, progressed through the Application Phase and have now entered the Candidate Phase of implementation. The process of becoming an IB school is detailed and takes several years to implement, to ensure that IB schools are meeting high standards. Regular checks and processes are then put in place to uphold standards. Our aim is to be a fully accredited IB World School by the end of 2010.

The International Baccalaureate (IB) is an international nonprofit educational foundation, motivated by its mission, focused on the student. It offers three programs, for students aged 3 to 19, comprising: Primary Years Program (PYP), Middle Years Program (MYP), and Diploma Program (DP), which can be implemented independently of each other. The three programs help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalising world. The IB program has been in existence for more than 40 years and provides a sound framework for curriculum development. Worldwide, there are over 2500 schools in 128 countries (supporting in excess of 640,000 students worldwide) that have implemented one or more IB programs. Of these, 111 are in Australia, with less than 10 in Queensland.

There are a number of benefits for MBBC in becoming an IB school. The IB framework is recognised internationally as a high calibre program, based on academic rigor, which develops independent learners who are prepared to be active citizens in a global world. It fosters an *inquiry* approach to learning so that students are able to develop a deep level of understanding through interrelated, relevant and engaging units of work. Being recognised as an IB school will further cement MBBC's place on the educational map.

At MBBC, we are implementing the PYP and MYP programs.

The PYP operates from Years P-6. It is based on imparting *concepts, skills, attitudes, actions and knowledge* in the following subject areas: language; social studies; mathematics; arts; science; personal, social and physical education. Ms Mary Youngman has worked closely with me this year to develop this program and will take on the position of PYP Coordinator in 2010.

The MYP is based around five areas of interaction: approaches to learning; community and service; human ingenuity; environment; health and social education. In the fourth year of the



MYP, all students undertake a culminating year-long personal project. MBBC already undertakes all subject areas required and plans and organises our curriculum in a manner very similar to that required, with the IB offering an extra dimension to our approach. Ms Helen Nafranowicz has worked closely with me to implement the MYP and will take on the MYP Coordinator role in 2010.

Gifted Education

The introduction of a Gifted Education program at MBBC was designed to complement the already highly differentiated program in place for students, and includes enrichment, extension, and pull-out programs.

One highlight was the Tournament of Minds (TOM) team event, comprising two teams in the Primary section and three in the Secondary. The boys undertook challenges in the areas of Language/Literature, Maths Engineering and Applied Technology.

Selected boys in Years 3 and 4 were involved in the Artifact box project, challenging them to find clues about a hidden location for other people to solve.

Throughout second semester, boys in Prep, Year 2 and Year 5 have been involved in Literacy Extension projects, showing some amazing ability with both their reading and writing.

Students were also involved in the *Days of Excellence* program operated by Independent Schools Queensland. This is an event that extends students through high level thinking skills and problem solving in a special area of expertise. A Philosophy workshop offered at MBBC, while 20 of our own boys went off to workshops all over Brisbane.

In Summary

From the above, the College has a number of *distinctive* curriculum offerings:

- Prep Year. The College introduced a full time play based prep year program designed specifically for boys;
- An outstanding early years literacy program that is achieving excellent results. The literacy program is specifically tailored to the learning needs of boys, for whom literacy tends to be a weakness. 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. The Year 9 component of this program, 'Lord of The Weeds', assisted the College in being named a sustainable living champion school by UNESCO in 2007;
- 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 P-6, 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;



- A student leadership program (described elsewhere in this report);
- Middle School 3R time – this block of time enabled Middle School students to develop further their personal organisation and study skills;
- A dedicated Year 10 program designed to introduce students to the rigours of senior schooling. This program provides an introduction of senior school subjects and assesses work in the same manner as that expected in Year 11 and 12. In this way boys are fully prepared for their senior program. A combination of set and elective subjects are offered; and
- Multiple pathways- interviews with the deputy principal (Curriculum) are offered to all boys and families in Years 9,10 and 11 to assist them in determining the best pathway for their son. This assists in maximising the opportunities and chances of each boy.
- A specific program for the academically gifted
- A fully integrated technology program enabling all students high levels of access to computers and technologies. 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 enables staff to upload units of work, information and assessment tasks so that they can be easily accessed by students and their parents.

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.

Extra Curricular Programs:

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

Science Club, Robotics Club, Debating Club, Drama Group, Computer Club, Chess Club, Enviro Club, Art Club, Speech and Communication

Music

Instrumental lessons, Speech and Communication, Concert Band, Guitar Ensemble, Choir, Trashcan Drummers, Rock band

Sport



For boys in Years 5-7, sport is conducted through the Combined Independent Colleges competition. This enabled all boys to have the opportunity to play for MBBC against other independent colleges in the Brisbane and Gold Coast regions in soccer, basketball, rugby union, cricket, swimming, tennis, cross country and athletics.

For boys in Years 8-11, sport is conducted through the supplementary GPS competition, as well as through schools and district competitions. This enabled all boys to have the opportunity to play for MBBC against other independent colleges in the Brisbane and Gold Coast regions in soccer, basketball, rugby union, cricket, swimming, sailing, cross country and athletics.

For boys in P-4, the College continued its involvement in the Australian Government's active after school programme and as a result offered a sports skills program in each term. A variety of sports were offered with the most popular being a martial arts program. The participation rate remained the highest in the Bayside district for the fourth year running. An Auskick program was also offered.

Within the classroom, sailing was included in the Year 8 curriculum, and all Year 9 boys had the opportunity to gain their Bronze medallion. Swimming was part of the Term 1 and 4 program for all boys, including Preschool in Term 4, while numerous boys undertook tennis lessons.

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

Outdoor Education

The College has an extensive outdoor education program. The P-1 camp at Thunderbird Park was a huge success. Year 2 enjoyed the experience of an overnight sleepover at the College. Year 3 headed off to Kindilan for a challenging opportunity to spread their wings in true camp style. Years 4-5 spent three days at Mapleton while Year 6 experienced "education in the ANZAC tradition" at Emu Gully. Year 7 learned how to bring out the best in everybody on their camp at the Currimundi Recreation Centre. Year 8 boys left Playstations and Xboxes behind to get back to nature on Moreton Island. Meanwhile our Year 9 students flew off to Charters Towers for a 9 day stay at All Souls St Gabriels School. The Year 10 students started their Bronze Duke of Edinburgh Award with a 2 night stay in Binna Burra. Ten Year 11 students turned the great outdoors into an interactive classroom during their challenging and rigorous weekend practice for their Silver Duke of Edinburgh Award.

The College's Yearbook, which is available in the office and which was distributed to all boys and parents at the end of 2009 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 year was full of wonderful and highly enjoyable performances and events - the Art Show, Music Festival, Science Night, the Easter and Carol services, Grandparents Day, all well supported by 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 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 30 boys in their literacy development.



The P&F was tremendously active and raised over \$35000 during the year – a remarkable effort from such a small community. The P&F ran a number of fund raising events, including sausage sizzles, chocolate drive and the fitness-a-thon for the students. The highlights of the year were the Masquerade Dinner Dance and the Trivia Night.

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 them 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 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 for parents into their son's progress. In addition the use of a two way home work diary, and email allows for constant monitoring of progress by parents as well as high levels of communication between school and home.

STUDENT CARE

General

Student care at Moreton Bay Boys' College is a natural extension of the level of support and attention the boys receive in their family environment. All members of staff relish the opportunity to establish meaningful relationships with the boys – tuning in to their likes, dislikes, strengths and weaknesses and supporting the boys in their journey of personal development. While maintaining a focus on our common goal to produce young men who can 'lead and serve with faith and integrity', we also work together to offer experiences that will strengthen their mind, body and spirit.

It is central to the success of our boys that their time at school is well spent in the practice of developing positive relationships – with themselves, each other, the wider community and nature.

Individual accomplishments in sport and speech and communication, to name a few, are evidence of the talent nurtured at MBBC. Likewise, the 100% success of our Year 10 students in their 24-hour solo challenge and the four boys who achieved Silver Duke of Edinburgh awards this year, are confirmation of young men who are making a positive contribution through self discipline and personal challenges.

Our boys also get along with one another, and not just in their own age groups. For many, it is the opportunity to be a big brother or little brother to other boys. The environment we have created is steeped in Australian values of doing your best, responsibility and integrity - whether in the classroom or the playground. Best of all, the boys are looking out for each other, and have the confidence to stand up and do the right thing.

Looking beyond themselves and the College, our students have demonstrated a care and concern for others. Our Bronze Duke Of Edinburgh students have strengthened our relationship with the residents of Palm Springs Retirement Village, and the Middle School



conducted a Charity Expo during Carnival Day this year, working in House groups across Years 7 to 9. Our students have also supported key local events through Eisteddfods, Lions and Rotary Club events, and community conservation activities. At each occasion, our students are commended for their good manners and active involvement.

MBBC's continued commitment to the environment was recognised by the Minister for Sustainability and Climate Change as the region's best Low Carbon School. This year's Outdoor Education program, our Eagle Eye natural sciences and environmental program, and regular Nature Refuge events further strengthened our relationship with nature: respecting the environment while appreciating our place in the world.

As the College matures, so do the students; and the seeds we have nurtured over the past 6 years are becoming young trees, with many starting to bear fruit. Our focus on positive relationships means that we will continue to reap these rewards, for generations to come.

	Attribute	Definition
	A MBBC Boy shall be:	
M	Merciful	Though strong in himself he is known for being a compassionate and empathetic person. He is generous with and understanding of others at all times.
I	Independent	He is a confident, self-motivated and well-organised learner who takes initiative and responsibility for his actions in regards to himself, his learning and his life. He is self-reliant, able to form opinions for himself.
R	Resourceful	He is an innovative problem solver, capable of creative and strategic thinking, utilising all available resources.
R	Respectful	In both word and deed he treats himself and others with care and consideration. He is a gentleman.
O	Open-Minded	He is a lifelong learner, reflective and open to new ideas or opportunities. He is tolerant of others and their opinions.
R	Resilient	He is a person who has developed the ability to cope with change and adversity. He is emotionally strong and secure in his character and abilities.

Of equal importance, particularly with boys, was the opportunity for students to develop their spiritual side. Reflection and contemplation in Chapel set the tone for each school week, reinforced by religious education classes.

Mirror Program:



MIRROR program describes the key attributes of an MBBC boy it is designed to assist boys to take pride in the person they see in the mirror, and to uphold a philosophy of *"to thine own self be true"*, using these key attributes to help them engage successfully with others and their world.

Student Leadership

A new model of student eldership was introduced in 2009. Students in Years 6, 9 and 11 were invited to nominate for positions of student leadership. These nominations were considered carefully and the candidates were each interviewed by the Principal and Assistant Principal. The standard of nominations was excellent and all demonstrated a desire to motivate, inspire and lead the College community. The College insists that to be a good leader, students need to *lead with love*. This is the heart of leadership and is built on the importance of example. True leaders do not simply bark orders, they set the example that others want to follow to follow. By doing this, they engender respect and build trust. True leadership can only occur when we build positive relationships with each other and must be demonstrated first in the way teachers interact with their students.

Regular class presentations on Assembly and Chapel ensure that every boy at MBBC has the opportunity to develop their confidence and skills in public presentations, but at certain times, they are invited to nominate for a Student Leadership position. In Year 6 and Year 9 we offer a House Vice-Captain role to boys for six months each, in the hope that we can share the experience with more boys. Our Senior Leadership positions call for a year-long commitment and, as such, the boys have a chance to work as a mentor with two groups of younger leaders. The boys work closely with Mrs Patchett to extend their natural leadership skills and develop greater appreciation for teamwork and planning for success.

Our Student Leaders particularly improved their skills in personal organisation this year. They worked on a rotational semester roster to be responsible for weekly meetings, House point collection and Assembly duties. Meetings were dedicated to further developing their impromptu speaking skills as well as identifying Leadership Muscles – the strengths needed to be a good leader. The Year 6 and Year 9 House Vice-Captains researched a leader and as a group, the boys discussed the different talents each brought to their role then identified how those skills transferred to situations of student leadership. The importance of persistence and self-belief was a powerful message that came from these discussions. Winston Churchill featured in many presentations by the boys, and his message of 'Attitude is a little thing that makes a big difference' became a reminder for the boys as they initiated various student activities during the year.

Our Year 6 House Vice-Captains were especially successful in organising the Primary interhouse Chess competition and the Year 9 leaders facilitated regular Friday afternoon interhouse events in the Middle School. As a combined group, these boys managed the four College package-free lunches, supported the Friends of the Nature Refuge events and led their Houses in learning the new College song and war cry at the Spirit Gatherings. The Senior Leaders took a lead role in organising guest speakers and presentations for Senior Assemblies, as well as worked with staff to facilitate successful interhouse sports events, special church services, an Impromptu Speaking competition and more.

Above all, these boys demonstrated the tenets of servant leadership: leading from alongside the College community, and working together to raise College spirit and participation. They have been excellent role models and respected ambassadors for MBBC.



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 %
380	183	3165	95

Student attendance was impacted by the swine flu 'crisis' during winter. At its zenith, 14% of the College was absent on any particular day!

The average attendance rate as a percentage in 2009 was 95%

National Assessment Program for Literacy and Numeracy (NAPLAN) results for Years 3, 5, 7 and 9:

The College participated in the national testing program at Year 3, 5, 7 and 9. Boys and staff are to be congratulated on their tremendous efforts. In Years 3, 5 and 7 our averages are consistently, well above state averages for boys.

As with all one off tests, which provide a result on a given day, the results should be read and interpreted in conjunction with the other information parents receive during the year concerning their son, such as semester reports, portfolios, homework and interviews.

For the first time, comparisons are being made between school based on their socio economic index which bears no relationship to the actual make up of students. These results were subsequently published on a Government determined web site. As a result NAPLAN tests have assumed a life of their own and become a defacto (but ultimately false) indicator of a school's worth, although they have no impact on a child's ultimate school result.

The better indicators are three questions that all parents should ask:

Is my child happy at school?

Is he learning and improving academically?

Is he growing socially?

When the answer is yes, then we know that our children will develop into successful and productive young men and women who will contribute positively to society. While I have been happy with the boys' preparation for NAPLAN, it is these questions, that we are ultimately focus on for each boy at MBBC, so that he does achieve his preferred post school destination and becomes a fine young man.

With a small cohort, percentages can be skewed and national comparison is problematic. Comparisons to the state average for boys are as follows:



READING			
Year	Average Score (School)	Average Score (State boys)	% above benchmark
Year 3	444	383	97.3% (1 students)
Year 5	530	471	100%
Year 7	545	528	100%
Year 9	563	568	95.4% (1 student)

WRITING			
Year	Average Score (School)	Average Score (State boys)	% above benchmark
Year 3	432	386	100%
Year 5	505	457	100%
Year 7	581	513	100%
Year 9	550	543	90.9% (2 students)

NUMERACY			
Year	Average Score (School)	Average Score (State - boys)	% above benchmark
Year 3	427	376	97.3% (1 student)
Year 5	518	477	97.6% (1 student)
Year 7	578	547	100%
Year 9	593	588	100%

SPELLING			
Year	Average Score (School)	Average Score (State - boys)	% above benchmark
Year 3	403	372	100%
Year 5	501	461	92.9% (3 students)
Year 7	549	527	100%
Year 9	555	567	90.9% (2 students)

GRAMMAR AND PUNCTUATION			
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Year	Average Score (School)	Average Score (State - boys)	% above benchmark
Year 3	429	401	97.3% (1 student)
Year 5	512	491	97.6% (1 student)
Year 7	539	539	100%
Year 9	557	571	90.9% (2 students)

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

Reading

Year	% on or above benchmark		
	2007	2008	2009
3	100	83 (3 students)	97.3% (1 students)
5	86	100	100%
7	100	100	100%
9	N/A	100	95.4% (1 student)
	Percentage change = -1%		+2%

Writing

Year	% on or above benchmark		
	2007	2008	2009
3	96	100	100%
5	100	100	100%
7	100	100	100%
9	N/A	74 (3 students)	90.9% (2 students)
	Percentage change = +1%		+ 4%

Numeracy

Year	% on or above benchmark		
	2007	2008	2009
3	100	100	97.3% (1 student)



Year	% on or above benchmark		
5	100	100	97.6% (1 student)
7	81	100	100%
9	N/A	100	100%
	Percentage change = +6%		- 1.5%

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 is particularly important in 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%).

2009 was the first year that the College enrolled students in Year 11. As these students will not graduate till 2010, this data is not yet available.

Note: If your school does not have Year 12, you should include a notation to this effect.

Year 12 student enrolment as a percentage of the Year 8 cohort is _n/a___%
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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 2009	
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%

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
- Multiple pathways program
- VET program
- The MBBC 3rs of research reason and relationships
- A wide ranging curriculum and co curricular program
- Academically Gifted program 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 character (such as the MIRROR program).
- 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
- 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.
- All students entering the senior program of study (Years 10 and 11) were able to undertake their choice of subjects.
- School based apprenticeships.

Additional ways in which the College value adds are indicated in the comments from parents included on the school DVD, copies of which are available from the College office.

The College undertook a parental survey towards the end of 2009. 50% of parents returned the survey with half of these coming from parents in P- Year 4. The following is a summary of the survey:

Areas of Strength

- Quality of learning and teaching
- Spiritual and Personal Development
- Admin Staff
- Communication
- Quality of Care and Support

Results were strongest from parents in senior school, followed by middle school and primary school.

Satisfaction rates peaked at 100% for senior school parents with strong numbers for middle school and primary school parents. The question, "have your expectations been met?", provided excellent results (100% senior school, 81% for middle and primary school). Our overall rating was on par with a benchmark of 80 schools.

As the College believes in the importance of self improvement, the results have been analysed, with key issues identified and a working party of staff meeting to determine priority of issue, strategy, and action items. A parent information evening was also held to share successes and clarify challenges.

Further Information:



More information on the College's activities in 2009 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

2009

Principal

Dr Roderick Crouch *BA, DipEd, M Ed Admin, EdD, MACE, MACEL*

Deputy Principal (Curriculum)

Ms Marie Perry *MEd (Gifted Education), BEd, Dip Ed, Advanced Cert. Human Resources Development*

Assistant Principal

Mrs Diana Patchett *BSc, Dip Ed, MACEL*

Teaching Staff

Jodee Armstrong *BTeach (Term 2 -)*

Katchia Avenell *BMus T, Grad Dip Ed.*

William Barnes *B AppSc HM, Dip T*

Andrea Bowden *BEd, DipT (Terms 1-3)*

Sally Cheadle *BEd (Terms 1-2)*

Peter Cottle *BA and Grad Dip Ed. (Early Years)*

Sarah Devonshire (nee Smith) *BEd (Professional Japanese)*

Caroline Fogg *BA (Hons) Business Studies, PGCE*

Alexandra Givney *BEd, Dip Community Services (Children Services)*

Rebecca Glendinning (nee Sullivan) *BEd, Dip (Com Serv)*

Anne Green *BA, Grad. Dip Library Sc. Cert Ed*

Melissa Heirdsfield *BEd (Drama)*

Dr Nick Holmes *PhD BSc (Hons) BEd*

Lynn Joubert *BA, Dip.Ed.*

Meagan King *MEd (Gifted Education), BEd*

Sarah Milburne *BA, PGDip.Ed.*

Kim Moore *BEd, Dip Community Services (Children Services)*

Helen Nafranowicz *BEd (Primary), MEd (Special)*

Dan Noonan *BEd, BA, MA (Ancient History)*

Hamish Pike *BEd, Advanced Dip (Sports Medicine)*

Jack Pincott *BA (Leisure Management, Major in Sport Management), BEd*



Jacqueline Proctor *BA (Business), BEd (on maternity leave Terms 3-4)*

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

Dr Brett Sawyer *PhD BSc (Hons) Dip.Ed.*

Dylan Troyahn *B.Mus (multi-instrumental), B.Ed*

Marianna Vidas *MSPed, BA, Dip.Ed.*

Scott Ward *BEd, Grad Dip. Ed. Studies*

Naomi Williams *BA, Dip. Ed. (Term 3 -)*

Mary Youngman *BEd, DipT*

School Chaplain

Reverend Shane McCarthy *BMin. Grad Dip Min., Grad Dip.Ed.*

Teacher Aides

Robyn Arnold

Karen Crowe (Term 3 -)

Karen Glenn

Kim Larkin

Kelly Lea (Terms 1-2)

Di Petrie

Allison Petrillo (Term 4 -)

Trudy Tait (Library)

Kathy Toohey

Theresa Wyatt (Library)

Visiting Specialist Teachers

Derek Capewell *Cello/Percussion/Saxophone*

Jacqui Cuny *Voice and Piano*

Tamsyn Eastgate *Strings*

Mai-Lin Hagiwara *Speech & Communication*

Kyri Peace *Guitar*

Alex Tronza *Wind/Brass/Percussion*

Jennifer Willis *IPT*



Administrative Staff

Business Manager

Sonja Bancroft *CA., BBus (Accounting)*

Accounts Clerk

Meegan Hetherington (Terms 1-2)

Deborah McGuire (Term 2 -) *Cert II (Accounting Procedures)*

PA to Principal

Louise Seddon

PA to the Deputy Principal and Assistant Principal

Lesley Cosgrove

Administration Assistant

Suzanne Hasenkam

Registrar

Nicola Vincent

Marketing Manager

Jayne Cusack *BA (Comms) BA (Psych), Grad. Cert Bus, Cert. Mktg, Cert Advertising*

Grounds Staff

Property Manager

Des Schinkel *Cert III Horticulture*

Groundsman

Bruce Bitossi

Cleaners

Julie Baker

Kerry McDonald

IT Department

Director of Information Services and Technology

John Oxley *BEd, BA, MEdSt, Grad DipEd St (Computer Ed), MACE*

Network Administrator

Greg Marsh