

# Annual Report

2010



**Moreton Bay Boys' College**

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## Annual Report

*(the information in this report is based on the 2010 school year)*

### Introduction

Moreton Bay Boys' College is an independent, boys only College based on the principles of the Uniting Church that in 2010 catered for students from Preschool to Year 12. It is located in Manly, Brisbane and completed its seventh year of operation. It began with 29 students in Preschool and Year 1 in 2003 and has grown, by the end of 2010 to a current enrolment of 428 boys, graduating its first cohort of Year 12 (21 students).

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:**

428

#### **Year levels offered:**

P-12

#### **Co-educational or single sex:**

Single sex - boys

#### **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.

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 2010, 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 Fardoulys, Mr Michael Millard, Ms Samantha O'Brien, Mr Matthew Sheerin. The Principal, Dr Roderick Crouch was Company Secretary.

**Enrolments:**

At the end of 2010, 428 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 1, Year 2, Year 5, Year 6, Year 7 and Year 8 and single classes for Years 3, 4, 9, 10, 11 and 12 was offered in 2010. 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**

2010 was a huge year for building at the College, with eight (8) projects either completed or due for completion in 2011. The Senior Studies Complex and Lecture Theatre (Building G) was opened in April 2010. The complex comprises classrooms, break out areas, locker and meeting areas and a 120 seat lecture theatre for use by boys in Years 10 – 12. It is fully wireless. The Manly Rd upgrade (a requirement from Brisbane City Council) was finally completed. The BER hall was started and will be operational by the start of the 2011 school year. An arts precinct was also commenced. This is due for completion in early 2011.

**STAFF**

**Qualifications:**

66 full time and part time staff, as well as instrumental teachers, were employed in 2010. The full staff list, including qualifications is attached.

The teaching staff is well qualified. Several completed Masters degrees during the year and others are currently undertaking them.

Highest Qualification	Percentage of classroom teachers and school leaders at the school
Doctorate	8
Masters	21
Bachelor Degree	71
Diploma	0
Certificate	0



### Professional Learning:

Professional learning is an essential component in the development of staff and a high priority for the College. There were two main foci for professional learning (or professional development) in 2010 were the International Baccalaureate (IB) and senior studies programs. These both continued from 2009. 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. Considerable work was undertaken rewriting work programs into units of inquiry to match the IB framework. These units of inquiry must cater for different learning needs and styles, as well as having an international perspective.

Senior school staff concentrated on the development of work programs for the senior school students with a number of staff being accepted onto district panels. This is the best form of professional learning available, and enables staff to have a clear idea of standards and requirements across the senior program.

In addition to the above, the College was again successful in winning grants to allow additional professional learning. Three projects were undertaken by staff –one in technology and two in literacy. The projects, which are undertaken in the form of an action research program, enable staff to focus a particular area and then devise a specific project. The technology project assisted teaching staff to develop their skills in **Moodle**, an online learning management system, as the college will move to implementing this system completely in 2011. One of the literacy action research projects focussed on assisting boys reading through the study of graphic novel. The other looked at ways of helping boys with their spelling.

Support was maintained for the academically gifted program.

One aspect of each teaching staff member's appraisal is their contribution to the professional life of the College. The large commitment by the College to professional learning supports the staff in their desire to improve continually their teaching.

The following table indicates the professional learning undertaken in 2010.

<b>Description of Professional Learning activity</b>		<b>Number of teachers participating</b>
<i>International Baccalaureate</i>		<i>All teaching staff</i>
<i>Technology usage eg IWB's, Moodle</i>		<i>All teaching staff</i>
<i>Senior Secondary work program development</i>		7
<i>Literacy development in primary school</i>		6
<i>Subject specific PD in Art, music, Japanese and PE</i>		6
<i>Behaviour management, students at Risk</i>		2
<b>Total number of teachers participating in at least one activity in the program year</b>		<i>34 (all teaching staff)</i>
<b>Total Number of Teachers</b>	<b>Total expenditure on teacher PL ( as recorded in Financial Questionnaire plus cost of</b>	<b>Average expenditure on PL per teacher</b>



	<i>replacement teacher)</i>	
34	\$133,921	\$3,939

**In conclusion:**

*The total funds expended on teacher professional development in 2010 were \$133,921*

**Average staff attendance (includes aides, admin etc):**

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
61	182	279	97.5%

*For permanent and temporary staff and school leaders the staff attendance rate was 97.5% in 2010*

**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
34	25	73.5

*From the end of 2010, 76.5% of permanent teaching staff were retained for the 2011 school year. Of the 8 teaching staff who left the college, 2 moved interstate, 1 went on maternity leave, 1 gained a promotion in another school, 1 was made redundant, 1 left teaching and 3 took positions in other Brisbane schools.*

**Distinctive Curriculum Offerings:  
General**

2010 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 12s graduated in 2010. They studied a wide variety of courses as well as embarked upon a diversity of academic pathways. There were students who engaged in a full OP (Overall Position) Pathway, students on a vocational pathway, also known as Non OP, students who 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.

The curriculum provides flexible opportunities for the boys through their senior years and allows them to start the journey in their chosen career early in their schooling. It is designed to provide a seamless transition for the boys with the aim that each one achieves his desired result at the end of his Senior Phase of Learning.



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 to 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.

There are many exciting and unique aspects of the College's curriculum, most especially the International Baccalaureate (IB) framework which MBBC began implementing last year. This non-profit, educational foundation has been in existence for more than 40 years and provides a sound framework for curriculum development. The IB framework builds upon the College's use of higher order thinking skills and our inquiry based and differentiated model of curriculum development.

Through the Primary and Middle Years, and then in the Senior Phase of Learning, the IB program is one that engages the boys in looking at their interests and planning a program of study to suit their individual needs. The aim is to give them the skills and knowledge to meet a rapidly changing world head on.

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.

The intensive pastoral program at MBBC is supported within the Primary School by core subjects taught by the primary pastoral teacher, supplemented by specialist teachers for various aspects of the program. Students in the Middle School have a core group of teachers who work together with a wider team of specialist teachers to develop a cohesive and integrated curriculum program. They benefit from programs designed to assist in the development of leadership skills, study skills and public speaking. Rigorous assessment tasks help prepare the boys for the expectations of their final years of schooling.



The curriculum can be defined as in the following chart:

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

In 2010, MBBC continued the implementation of the International Baccalaureate (IB) Primary Years Program (PYP) and Middle Years Program (MYP).

The process of becoming an IB school is both detailed and exacting. Regular checks and processes are put in place to uphold standards. During 2010 the College was externally inspected as Stage 1 of the authorisation process. It is expected that we will be a fully accredited IB World School by the end of June 2011, after the scheduled second inspection occurs.

Details of the IB program can be found on the College's website [www.mbbc.qld.edu.au](http://www.mbbc.qld.edu.au) or directly from the International Baccalaureate (IB) website, [www.ibo.org](http://www.ibo.org). Once authorised the College will be the only MYP school in Brisbane.

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.

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 held 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. Miss Helen Nafranowicz held the position of MYP Coordinator in 2010.

### Academically Gifted Education:

The continuation of an Academically 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. Two additional opportunities were offered in 2010 - Future Problem Solving and the Australian Maths Competition.

Our team of Year 7 dynamos faced a steep learning curve at Future Problem Solving and performed admirably, while 34 MBBC boys received awards in the incredibly difficult Australian Maths Competition test.

In other Maths-based programs, six teams from Years 6-10 attended the annual Maths Challenge Day and recorded much improved results, especially the Year 6/7 Team 1. It was also our most successful year to date for the Years 5-7 boys who **won** the Maths Masters competition. Congratulations also to the Years 7-10 boys who achieved high distinctions, distinctions and credits in the Mathematics Challenge for Young Australians.

Tournament of the Minds (TOM) was expanded this year to include students from Years 3-6 and MBBC Team 6 did the school proud in winning their division.

The College was again involved in the Days of Excellence program and hosted 60 students from other independent schools while 22 of our boys went off to various workshops across Brisbane.



Boys from Years 8 and 9 attended the Innovators of the Future science based program at AB Paterson College on the Gold Coast and Years 8-10 participated in the ASX Sharemarket Game.

### **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:**

More than 100 co-curricular activities were offered to the boys this year and the College can proudly boast that more than 90 percent of the Year 5-9 boys participated in at least one sporting team. While it is not 'all about winning', persistence is paying off with success in Chess, Maths Masters, Year 5 Basketball, Year 8 Rugby, Tournament of Minds, and more.

MBBC also offered international experiences to Africa, Japan and Lithuania.

Activities included:

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

### **Music**

Instrumental lessons, Speech and Communication, Concert Band, Guitar Ensemble, Choir, Trashcan Drummers, Wind Ensemble, Rock band(s)

### **Sport**

For boys in Years 5-7, sport is conducted through the Combined Independent Colleges competition. Sports include 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. Sports include 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. The participation rate remained the highest in the Bayside district for the fifth year running. The College also had the highest participation rate ever for the Milo cricket program for any Australian school.

### **Outdoor Education**

The College's outdoor education program is unique in Australian education, starting right from Prep and culminating with five boys achieving their Gold Duke of Edinburgh award this year.



60% of Year 10, 11 and 12 students are involved in the Duke of Edinburgh program, each committing to between six and twelve months to the following activities: a service, pursuit of a skill, physical fitness and practising and undertaking adventurous journeys, such as the four day Silver walk of the Gold Coast hinterland.

A brief outline of each activity is below:

**Prep/Year 1** - The P-1 camp is an optional parent and son overnight camp at Thunderbird Park. It was a huge success.

**Year 2** - Year 2 enjoyed the experience of an overnight sleepover at the College.

**Year 3** - Year 3 visit Kindilan in the Redlands for an overnight activity based camp.

**Year 4/5 Camp** - 75 boys attended the 3 day/2 night camp at Mapleton Outdoor Education Centre. The boys were challenged by a wide variety of activities, including rock climbing, abseiling, canoeing and a giant swing or flying fox. Five of our Year 12 students who are pursuing their Gold Duke of Edinburgh Award, attended the camp on the second night to lead indoor games for the evening program.

**Year 6 Camp** - The Year 6 cohort attended a three day camp at Emu Gully near Helidon. This camp fosters the development of leadership and team-building skills in a program developed around some of the famous military encounters of the Australian forces. Highlights included the Rats of Tobruk series of tunnels and the (very) muddy obstacle course.

**Year 7 Camp** - MiCat hosted our revamped Year 7 camp to Moreton Island this year. The boys spent some time under canvas, but heavy rain forced relocation to drier ground. Snorkelling the wrecks, climbing Mt Tempest and sand tobogganing were highlights of this week for the boys.

**Year 8 Camp** - A more challenging outdoor education experience was introduced for the Year 8 boys this year, as better preparation for their time in western Queensland in Year 9 and the Duke of Edinburgh challenges in Year 10. The two Year 8 classes hiked through the hinterland near Rathdowney for 4 days. Meebunn-bia staff tailored the program to support the development of our MIRROR attributes as well as encourage greater teamwork and tolerance amongst the boys.

**Year 9** - Charters Towers – the program was extended to two weeks this year. The program focused on Queensland's pioneer history, the gold rush, primary industries and cattle, prehistoric time and geography and provided many opportunities to extend academic skills as well as develop the boys' independence and resilience. The boys were required to adapt to boarding school life (at All Souls St Gabriels), accepting greater responsibility while being aware of the needs of others.

**Year 10** - Bronze Duke of Edinburgh in Woodford. The five day program includes high ropes, a day hike, a day on mountain bikes, and a 24-hour solo experience.

**Year 11** - Leadership Camp - This was a new initiative for MBBC. Year 11 attended a 3 day camp at Emu Gully. The program used the ANZAC themes of courage, perseverance, integrity and mateship to frame a series of teamwork activities based on Australia's war efforts. The character of the boys was tested as they were put under pressure – as a group and individually. It was a valuable opportunity to identify those boys with the potential to undertake



positions of leadership next year, as well as a chance for the Year 11 boys to come together as a group in preparation for Year 12.

In addition, students in Years 11 and 12 can opt to pursue the Silver and Gold Duke of Edinburgh Awards. Remarkably, four (4) students achieved their Gold Award.

The College's Yearbook, which is available in the office and which was distributed to all boys and parents at the end of 2010 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. Quite simply, the College could not survive without parental assistance. Both parents and grandparents are actively involved, not only in the major events such as the Art Show, Music Festival, Science Night, the Easter and Carol services, Grandparents Day, but also in the day to day activities of the College such the support –a-reader programme which assisted over 40 boys in their literacy development. As a staff we spend a great deal of time working with parents to ensure that the parent/school partnership is successful.

The College has a very active Parent and Friends Association which raised over \$50000 during the year – a remarkable effort from such a small community. The P&F ran a number of fund raising events including selling entertainment books, cookie dough and chocolates. The highlights of the year were the Dinner Dance and the Trivia Night.

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, Easter egg distribution, or toy drive.

### **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**

Education is more than just schooling, it has a greater purpose to provide guidance in how to succeed in the broader aspects of life and being a productive, positive member of the world. To this end, the College works to address a few basics for boys.

Starting in Prep, the 'You Can Do It' program offers structured lessons designed to develop confidence, persistence, organisation, getting along and resilience. Together, with an age-appropriate understanding of our MIRROR attributes, the College looks to build the social, emotional and motivational capacities of the boys. The Year 6 Social Emotional Day provides the opportunity to consolidate these attributes in preparation for Middle School, Year 8 Cooking equips them with the basic skills needed to feed themselves and the Year 12s undertake a four-week Modern Manners for Young Men program which included etiquette, table manners and grooming.



Fostering the development of self-control and personal responsibility is not an easy task when it comes to boys as the risk-taking section of their brains does not fully develop for 25 years, and sadly, too many young Australian men's lives are cut short by impulsive, reckless behaviour. When boys make poor choices at school, the College's system of reflection and identification of what is needed to move forward, making a commitment and offering support, gives them the chance to take control and make the changes needed for good choices.

To assist our young drivers, Year 11 boys attend a Youth Driver Awareness day with the MBC girls, a Rotary-sponsored initiative held at the Mt Cotton Driver Training facility involving presentations from the Police and victims of spinal injury. The Year 12 boys also undertake a full day, practical Defensive Driving Course in their last week at school so that, with their Learner's Permit, they are able to get behind-the-wheel practice in controlled driver training situations.

By giving the boys of MBBC the chance to develop their social and emotional side, the College hopes they will be well prepared for the adventures of life.

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.

IB Learner Profile	MBBC Mirror
Caring	Merciful
Inquirers Knowledgeable	Independent
Thinkers Communicators	Resourceful
Principled	Respectful
Open-minded Reflective	Open-minded
Balanced Risk-takers	Resilient



### Student Leadership

Student leadership has a number of components. In Year 6 and Year 9 we offer a House Vice-Captain role to boys for six months each, thus enabling more boys to share in the experience. Our Senior Leadership (Year 11 or 12) House 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. In addition, Senior boys can be appointed to one of the five senior leadership positions - Captain, Vice-Captain, Cultural Captain, Sports Captain, Service Captain. Students in Years 6, 9 and 12 are invited to nominate for positions of student leadership and subsequently 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 boys worked closely with Mrs Patchett to extend their natural leadership skills and develop greater appreciation for teamwork and planning for success.

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.

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. 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.

### 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 %
428	182	4139	94.7

The average attendance rate as a percentage in 2010 was 94.7%



**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.

The following results are available on the *myschool* website.

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

<b>READING</b>			
Year	Average Score (School)	Average Score (State)	% above benchmark
Year 3	415	393	100%
Year 5	484	468	94% (2 students)
Year 7	575	537	100%
Year 9	597	564	100%

<b>WRITING</b>			
Year	Average Score (School)	Average Score (State)	% above benchmark
Year 3	438	402	100%
Year 5	469	471	97% (1 student)
Year 7	549	530	98% (1 student)
Year 9	588	564	96% (1 student)

<b>NUMERACY</b>			
Year	Average Score (School)	Average Score (State)	% above benchmark
Year 3	438	378	100%
Year 5	506	473	100%
Year 7	591	548	100%
Year 9	598	577	96% (1 student)



<b>SPELLING</b>			
Year	Average Score (School)	Average Score (State)	% above benchmark
Year 3	389	371	96% (1 student)
Year 5	468	478	88% (4 students)
Year 7	540	535	98% (1 student)
Year 9	575	573	84% (4 students)

<b>GRAMMAR AND PUNCTUATION</b>			
Year	Average Score (School)	Average Score (State - boys)	% above benchmark
Year 3	429	398	100%
Year 5	494	483	94% (2 students)
Year 7	548	528	93% (3 students)
Year 9	587	573	88% (3 students)

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

**Reading**

Year	% on or above benchmark		
	2008	2009	2010
3	83 (3 students)	97.3% (1 students)	100%
5	100	100%	94% (2 students)
7	100	100%	100%
9	N/A	95.4% (1 student)	100%
	<b>Percentage change =</b>		<b>+0.325%</b>

**Writing**

Year	% on or above benchmark		
	2008	2009	2010
3	100	100%	100%



5	100	100%	97% (1 student)
7	100	100%	98% (1 student)
9	74 (3 students)	90.9% (2 students)	96% (1 student)
<b>Percentage change =</b>			<b>+0.25%</b>

**Numeracy**

Year	% on or above benchmark		
	2008	2009	2010
3	100	97.3% (1 student)	100%
5	100	97.6% (1 student)	100%
7	81	100%	100%
9	N/A	100%	96% (1 student)
<b>Percentage change =</b>			<b>+1%</b>

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:**

The Year 10 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%).

**2010 was the first year of students to complete Year 12 at MBBC. 20 students graduated from the College. 16 of these students were in Year 10 at MBBC in 2008. The rest joined the College in Year 11 and 12.**

Year 12 student enrolment as a percentage of the Year 10 cohort is 125%

**Year 12 outcomes:**

<b>Outcomes for our Year 12 cohort 2009</b>	
Total number of Senior Certificates awarded	19
Percentage of Overall Position (OP) –eligible students with OP 1-15	69%
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	5%
Percentage of students awarded Senior Certificates with OP-eligibility or	74%



awarded a VET qualification	
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	84.6%

**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;
- The International Baccalaureate
- 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 and the IB Learner Profile);
- 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;
- All students entering the senior program of study (Years 10, 11 and 12) were able to undertake their choice of subjects.
- School based apprenticeships; and
- Award winning sustainability program (further details below)

**Sustainability practices**

MBBC was recently named *Queensland's Most Waterwise School*, with Keep Australia Beautiful commending the College on its climate smart practices. The award follows hot on the heels of the College being named *Greenest and Healthiest School in Brisbane*, and winning the city's *Water Wise Award* and the *Low Carbon Award*.

The College's commitment to sustainability includes practices ranges from installation of solar panels and wind turbines on the Prep building earlier this year so that MBBC is now sending power back to the grid, plus 20,000 litre water tanks, rain sensing sprinklers, regulated watering and recycling schemes to reduce greenhouse emissions, through to clever architectural design of classrooms, and active participation in initiatives such as Earth Hour, packaging-free lunches, and National Tree Planting Day. We planted more than 1600 native trees this year.

The younger members of the school enjoyed a visit to the school by "Hugo the Turtle" and also took up the challenge of the Green Heart City Smart Art competition, for which they designed and drew their ideas for a sustainable backyard. MBBC won the Participation Award and a one day workshop run by Reverse Garbage.



The College was the only school to be a finalist in the Healthy Waterways Awards for its environmental project 'Lord of the Weeds', in which Year 9 students managed weeds to protect the rare and threatened swamp orchid which is found in the College's 5.5ha nature refuge.

Two MBBC students were part of the annual Bunya to Bay expedition – a 16 day voyage along which they completed educational activities including water quality monitoring, plant and weed assessment, film and photography, writing and news reporting, fauna monitoring, including endangered species, and land management. A report of their journey was titled: *What is the future of our waterways?*

The College maintains active relationships with local community conservation groups and encourages its whole community to get on board the sustainability drive with recycling schemes and the promotion of eco-friendly transport.

Sustainability is also a major component of the education program at MBBC. Boys from Prep to Year 9 take part in an Environmental and Natural Sciences curriculum. Their important role as stewards of the planet is instilled in the boys, and they are encouraged to make a positive contribution to issues relating to biodiversity, climate change and sustainable resource use. As a College, we aim to lead by example.

#### **Parent Surveys:**

A comprehensive survey of parents is conducted very two years. The next survey is due to occur in 2011. In 2010, new parents were surveyed as to the enrolment process. the results indicated that the overwhelming majority (between 90%-100%) of new families found that:

- The enrolment process was beneficial and informative;
- There was plenty of opportunity to have their questions answered;
- They were kept in the loop;
- The website, Parent Handbook, and newsletter are very informative and easy to follow; and
- The curriculum was meeting their expectations

#### **Further Information:**

More information on the College's activities in 2010 is available in the College yearbook. This report may be accessed in hard copy by contacting the office on 07 3906 9444.



## Moreton Bay Boys' College Staff

2010

### 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 (Term 1)*

### Assistant Principal

Mrs Diana Patchett *M Ed St., BSc, Dip Ed, MACEL*

### Director of Teaching and Learning

Mr Tony Dosen *Dip Ed Tech Secondary (Commercial)*

### Teaching Staff

Jodee Armstrong *B.Teach (Terms 1 & 2)*

Katchia Avenell, *B. Music Theatre, Grad. Dip Ed, Level One Kodaly Certification (Primary)*

Valerie Blane *B.Sc (Hons), A.R.C.S. M.Sc, DLSHTM, PGCE (Terms 3 & 4),*

Leigh Ann Cadzow-Andreas *BA (Qld), Grad Dip. Ed*

Guy Cassarchis *BEd, Dip. Teaching (Terms 2 & 3)*

Leanne Clark *BEd (Early Childhood and Primary)*

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

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

Margaret Forbes *B.Arts, Post Grad DipT Librarianship, DipT (Term 3-)*

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

Rebecca Glendinning (nee Sullivan) *BEd, Dip (Com Serv) (Terms 3-4)*

Anne Green *BA, Grad. Dip Library Sc. Cert Ed (Terms 1-2)*

Larissa Guy *B. Teaching (Early Childhood), BEd (Primary)*

Melissa Heirdsfield *BEd (Drama)*

Gavin Henderson, *B. Mus (Hons), Dip Ed.*

Dr Nick Holmes *PhD BSc (Hons) BEd (Term 1)*

Rob Jeffries, *BA, BEd (Primary)*

Lynn Joubert *BA, Dip.Ed.*



Meagan King *MEd (Gifted Education), BEd*

James Lloyd, *MEd (Curriculum and Pedagogy), BEd (Primary)*,

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

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

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

David Peckham *BA (Hons) Primary Education*

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

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

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

Sean Smith *BEd (Technology) (Hons), Trade Fitter & Turner*

Adriana Soler *BEd (Arts of Teaching Spanish, English and French), Cert. in Common European Framework of Reference for Languages, Certificate IV in TESOL*

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

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

Mark Watson *BLM (Secondary)*

Naomi Williams *BA, Dip. Ed.*

Mary Youngman *BEd, DipT*

### **School Chaplain**

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

### **Teacher Aides**

Robyn Arnold *Associate Diploma in Child Care*

Karen Crowe *Certificate of Education Integration Aide*

Karen Glenn *Certificate III in Children's Services*

Kim Larkin *Diploma in Children Services*

Tania McBain *BTeaching*

Di Petrie *Certificate III in Education Support*

Allison Petrillo *Diploma of Children's Services – Early Childhood*

Ted Radke *BEd*

Trudy Tait (Library)

Theresa Wyatt (Library) *Ass Dip Bus (Accounting) and Cert IV Library & Information Services*



### **Visiting Specialist Teachers**

Derek Capewell	<i>Cello/Percussion/Saxophone</i>
Jacqui Cuny	<i>Voice and Piano B.Mus BA</i>
Tamsyn Eastgate	<i>Strings</i>
Mai-Lin Hagiwara	<i>Speech &amp; Communication BA Grad Dip. Ed</i>
Alex Tronza	<i>Wind/Brass/Percussion</i>

### **Administrative Staff**

#### **Business Manager**

Sonja Bancroft *CA., BBus (Accounting)*

#### **Accounts Clerk**

Kerrie Smiley

#### **PA to Principal**

Louise Seddon

#### **PA to the Assistant Principal and Director of Teaching & Learning**

Lesley Cosgrove

#### **Administration Assistant**

Suzanne Hasenkam

#### **Administrative Assistant**

Deb Allen

#### **Registrar**

Nicola Vincent *Cert IV Teacher Aide Studies*

#### **Marketing Manager**

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

#### **Grounds Staff**

#### **Property Manager**

Des Schinkel *Cert III Horticulture*

#### **Groundsman**

Mark Bayes



Gavin Keenan

Todd Schinkel

**Cleaners**

Julie Baker

Kerry McDonald

Bev Procter

**IT Department**

**Director of Information Services and Technology**

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

**Network Administrator**

Greg Marsh