INTRODUCTION

Moreton Bay Boys’ College is an independent, boys only College based on the principles of the Uniting Church that in 2011 catered for students from Preschool to Year 12. It is located in Manly, Brisbane and completed its eighth year of operation. It began with 29 students in Preschool and Year 1 in 2003 and has grown, by the end of 2011 to a current enrolment of 463 boys.

An historic turning point occurred in the College’s evolution, as of 1 July, 2011 when Moreton Bay Boys’ College amalgamated with Moreton Bay College, its sister school of 110 years standing.

The decision was taken because of the opportunities it provides for the sharing of professional expertise, alignment of policies and procedures, and the achievement of greater operational efficiencies.

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.

Boys’ education is 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. Moreton Bay Boys’ College is an International Baccalaureate accredited World School with a committed global outlook.

DESCRIPTIVE INFORMATION

School sector:

Independent

School’s address:

302 Manly Road, Manly West Qld 4179

Total enrolments:

463

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.

The July amalgamation with Moreton Bay College saw some changes in the Governance of the College. Both Colleges have retained their independent legal status with a separate Board of Directors responsible for each College, however the membership of each board is common.

At any one time the Board may have a maximum of 11 Directors all of which are appointed by Moreton Bay College.

As at 31 December 2011, the Directors were as follows: Mr Geoffrey Diehm (Chairman), Prof Stephen Gray (Deputy Chairman), Mr Peter Davey, Mr John Eisenmenger, Mr Ken Freer, Ms Sylvia Grigg, Ms Kerry Harding, Mr Michael Millard, Ms Samantha O’Brien, Mr Matthew Sheerin, Mr Colin Sutcliffe. The Director of Business and Finance for Moreton Bay College and Moreton Bay Boys' College, Mrs Helen Gabriel was Company Secretary.

The amalgamation of the two colleges means that we have one Principal, Ms Jennifer Haynes, leading The Moreton Bay Colleges – under the umbrella of Uniting Church values. With one Principal and a combined Boards overseeing both colleges and managing the strategic direction and governance of The Moreton Bay Colleges we have also appointed a Head of College for our school, Mr Tony Wood.

Enrolments:

At the end of 2011, 463 boys were enrolled in the College.

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 2011.

DISTINCTIVE CURRICULUM OFFERINGS:

One of the biggest dates on our academic calendar for 2011 was the Authorisation visits for both the PYP(Primary Years Program) and the MYP(Middle Years Program) in the International Baccalaureate. Since the decisions was made towards the end of 2010 to have both Authorisation visits occur simultaneously, our teachers had to ensure that all our paperwork was up to the international benchmarks set by the IB organisation. As a result the International Baccalaureate Organisation authorised Moreton Bay Boys’ College as both a PYP and MYP World School. This in itself is a remarkable achievement considering there are only 75 schools around the world that are both PYP and MYP schools and we are one of the select 16 World Schools from the Asia Pacific Region that is both a PYP and MYP World School.

The process of becoming an IB school is both detailed and exacting. Regular checks and processes are put in place to uphold standards. Details of the IB program can be found on the College’s website www.mbbc.qld.edu.au or directly from the International Baccalaureate (IB) website, www.ibo.org.
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. 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.

The strengthening of our senior program continued by having a dedicated senior staff, with over 90% of the staff on subject specific panels eg: (Maths B, Chemistry, Ancient History, English, Graphics, PE, Geography, and Drama). These panels review the work of other schools within our district and provide advice on their assessment and whether or not they are meeting the standards set by the respective syllabus.

Professional development opportunities for staff throughout 2011 has also been a valuable component to the 2011 curriculum schedule. Staff from across the college participated in range of workshops designed to prepare our College for the pending implementation of the Australian Curriculum. The important information has ensured that our teachers are designing curriculum programs that meet all our requirements for the Australian Curriculum but also we are at the forefront of innovation in its delivery and implementation. Staff attended a range of curriculum associated seminars such as Australasian Curriculum, Assessment and Certification Authorities’ national conference, and IBO Pacific Asia Conference.

2011 has been an exciting year in terms of the teaching and learning that goes on within the College. The College’s NAPLAN results are an indication of the strength of the work that is going on within the classrooms and our continued efforts to ensure the highest quality curriculum is been delivered.

Our senior program in 2011 has continued to go from strength to strength with the addition this year of Maths C and Geography to our long list of subjects that contribute to boys studying an OP course.

Through the middle school Spanish program we saw the introduction of iPads which were part of a Language project from Independent Schools Queensland. These iPads are used specifically in the teaching and learning of Spanish through the middle year’s program. Also in the lower primary school a number of our teachers were involved in a state wide project around the area of Prep to Year 2 and the Australian Curriculum. Their work is now used to help inform teachers across the state. This is just one example of the work that all teachers have been doing to ensure that we have thoroughly covered all aspects of the Australian Curriculum.

In 2011 we undertook to streamline our academic testing program and with a consistent standardised testing program from Prep to Year 10. This is useful for teachers to gather further information to help assist identifying each boys strengths and weaknesses.
**Learning Enhancement:**

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. Extension Activities include: Tournament of the Minds (TOM), Days of Excellence program, Maths Master

The curriculum program of the College can be defined as in the following chart:

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Years 1-6 IB Primary Years Program</th>
<th>Year 7-9 IB Middle Years Program</th>
<th>Year 10 IB Middle Years Program</th>
<th>Years 11—12 Queensland Studies Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language A</td>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English Communication</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics A Elective #</td>
<td>Mathematics A Mathematics B Mathematics C</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Biology Chemistry Physics Science 21</td>
</tr>
<tr>
<td>Humanities</td>
<td>Social Studies Unit of Inquiry</td>
<td>Ancient History Modern History Economics Geography</td>
<td>Ancient History Modern History Economics Geography</td>
<td>Ancient History Modern History Economics Geography Legal Studies</td>
</tr>
<tr>
<td>Language B</td>
<td>Spanish (Year 2—6)</td>
<td>Spanish</td>
<td>Japanese</td>
<td>Japanese</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Social &amp; Physical Education</td>
<td>Health &amp; Physical Education Certificate III Fitness</td>
<td>Health Physical Education</td>
<td>Health Physical Education</td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td>Design Technology</td>
<td>Design Technology Elective IPT Elective</td>
<td>Engineering Graphics</td>
<td></td>
</tr>
<tr>
<td>Recognised Study</td>
<td>Bronze Duke of Edinburgh</td>
<td>Award: Bronze, Silver, Gold</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EXTRA CURRICULAR ACTIVITIES:

More than 100 co-curricular activities were offered to the boys this year, strengthened with new offerings in technology and design and additional sporting opportunities in fencing and equestrian. The engagement of Malpass Tennis provided year-round access to private tennis coaching as well as improved support for the CIC tennis season.

MBBC offered tours experiences to Canberra and New Zealand in 2011.

Music

Instrumental lessons, Individual music lessons, Concert Band, Guitar Ensemble, Jazz Ensemble, Choir, Trashcan Drummers, Wind Ensemble, three Rock bands

Sport

For boys in Years 5-7, sport is conducted through the Combined Independent Colleges competition (CIC). Sports include soccer, basketball, rugby union, cricket, swimming, tennis, cross country and athletics. The College was successful in winning the Percentage Shield for all three major carnivals (swimming, cross country and athletics).

For boys in Years 8-11, sport is conducted through the supplementary GPS and AIS competition, as well as through district and regional competitions. Sports include soccer, basketball, rugby union, cricket, swimming, sailing, cross country, fencing 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 continues to be a strong component of the College curriculum, starting from Prep and culminating with the seniors’ involvement in the Duke of Edinburgh award.

A brief outline of each activity is below:

**Prep/Year 1** - The P-1 camp is an optional parent and son overnight camp hosted at Thunderbird Park.

**Year 2** - Year 2 enjoyed the experience of a Friday night sleepover at the College.

**Year 3** - Year 3 move off campus for the first time with a visit to Kindilin in the Redlands for a mid-week overnight activity based camp.

**Year 4 Camp** – The Year 4 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. Some of our Year 12 students pursuing their Gold Duke of Edinburgh Award, attended the camp on the second night to lead indoor games for the evening program.

**Year 5 Camp** - MiCat hosted our revamped Year 5 camp to Moreton Island this year. The boys spent 3 days and 2 nights under canvas. Snorkelling the wrecks, climbing Mt Tempest and sand tobogganing were highlights of this camp for the boys.
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 Kokoda course.

Year 7 Camp – Adventure Alternatives hosted our revamped Year 7 camp to the Sunshine Coast hinterland this year. The boys spent a week in tents near Woodford, undertaking team challenges, bushwalking, high ropes and rogaining.

Year 8 Camp - The two Year 8 classes hiked through the hinterland near Rathdowney for 5 days. Meebunn-bia staff tailored the program to support the development of our MIRROR attributes as well as encourage greater teamwork and resilience amongst the boys.

Year 9 - The program was extended to three weeks this year and was hosted at the Ballon Outdoor Education centre near Chinchilla. The program included a 3 day canoeing adventure on Lake Boondooma and a 3 day hike through state forest. The boys developed greater independence having to do much of the cooking for themselves.

Year 10 - The five day program includes high ropes, a day hike, a day in the state forest on mountain bikes, and a 24-hour solo experience. In combination with a weekend camp in the Lamington Ranges earlier in the year, this camp satisfies the adventurous journey component of the Bronze Duke of Edinburgh.

Year 11 - Leadership Camp - Year 11 students 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, ten (10) students achieved their Silver Award and three (3) students achieved their Gold Award in 2011.

THE SOCIAL CLIMATE OF THE SCHOOL

Student Care

General

Moreton Bay Boys’ College promotes equity and excellence and ensures that all students become successful learners, confident and creative individuals, and active and informed citizens.

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.

<table>
<thead>
<tr>
<th>IB Learner Profile</th>
<th>MBBC Mirror</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring</td>
<td>Merciful</td>
</tr>
<tr>
<td>Inquirers</td>
<td>Independent</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td></td>
</tr>
<tr>
<td>Thinkers</td>
<td>Resourceful</td>
</tr>
<tr>
<td>Communicators</td>
<td></td>
</tr>
<tr>
<td>Principled</td>
<td>Respectful</td>
</tr>
<tr>
<td>Open-minded</td>
<td>Open-minded</td>
</tr>
<tr>
<td>Reflective</td>
<td></td>
</tr>
<tr>
<td>Balanced</td>
<td></td>
</tr>
<tr>
<td>Risk-takers</td>
<td>Resilient</td>
</tr>
</tbody>
</table>

**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 are interviewed by members of the Senior Leadership Team, including the Principal. The standard of nominations was excellent and all demonstrated a desire to motivate, inspire and lead the College community. During their tenure, the boys worked closely with the Deputy Head of College 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 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 and the Battle of the Bays competition with Moreton Bay College students.

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.

PARENTAL INVOLVEMENT

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 and chocolates. The highlights of the year were the Dinner Dance and the Trivia Night.

Satisfaction Data

The College has been able to demonstrate it is satisfying the community through its continued enrolment growth, enrolment interviews, exit surveys, open days, satisfaction surveys, letters and feedback. Parent and staff surveys are conducted on a regular basis.

For further information, Mr Tony Wood, Head of College can be contacted on 3906 9444.

STAFFING INFORMATION

Qualifications

66 full time and part time staff, as well as instrumental teachers, were employed in 2011. 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 | 5
Masters | 17.5
Bachelor Degree | 97.5
Diploma | 2.5
Certificate | 0

Professional Learning:
The following table indicates the professional learning undertaken in 2011.

Expenditure on and teacher participation in professional development:

<table>
<thead>
<tr>
<th>Description of Professional Learning activity</th>
<th>Number of teachers participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Baccalaureate</td>
<td>All teaching staff</td>
</tr>
<tr>
<td>Technology usage eg IWB’s, Moodle</td>
<td>All teaching staff</td>
</tr>
<tr>
<td>QSA Panel members</td>
<td>7</td>
</tr>
<tr>
<td>Literacy development in primary school</td>
<td>8</td>
</tr>
<tr>
<td>Curriculum eg: Art, music, spelling, science</td>
<td>35</td>
</tr>
<tr>
<td>Boys’ education, student welfare</td>
<td>11</td>
</tr>
<tr>
<td>Total number of teachers participating in at least one activity in the program year</td>
<td>All teaching staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Number of Teachers</th>
<th>Total expenditure on teacher PL (as recorded in Financial Questionnaire excluding replacement teacher)</th>
<th>Average expenditure on PL per teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>$92,369</td>
<td>$2716</td>
</tr>
</tbody>
</table>

In conclusion:
The total funds expended on teacher professional development in 2011 (excluding TRS) $92,369

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Average staff attendance (includes aides, admin etc):

<table>
<thead>
<tr>
<th>Number of Staff</th>
<th>Number of School Days</th>
<th>Total Days Staff Absences</th>
<th>Average Staff Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>182</td>
<td>316</td>
<td>97.1%</td>
</tr>
</tbody>
</table>

For permanent and temporary staff and school leaders the staff attendance rate was 97.5% in 2011

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 | 29 | 85.3%

From the end of 2011, 85.3% of permanent teaching staff were retained for the 2012 school year. Of the 5 teaching staff who left the college, 1 went on maternity leave, 1 gained a promotion in another school, and 3 took positions in other Brisbane schools.

**KEY STUDENT OUTCOMES**

**Average student attendance rate:**

<table>
<thead>
<tr>
<th>Total number of students</th>
<th>Number of school days in program year</th>
<th>Total number of student absences</th>
<th>Average Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>463</td>
<td>182</td>
<td>5028</td>
<td>93.84%</td>
</tr>
</tbody>
</table>

The average attendance rate as a percentage in 2011 was 93.84%

**Average student attendance rate for each year level:**

<table>
<thead>
<tr>
<th>Number of school days in program year</th>
<th>Total number of students in a particular year level</th>
<th>Total number of student absences in a particular year level</th>
<th>Average Attendance Rate for a particular year level %</th>
</tr>
</thead>
<tbody>
<tr>
<td>197</td>
<td>47 (Year 1)</td>
<td>458</td>
<td>93.84%</td>
</tr>
<tr>
<td>197</td>
<td>51 (Year 2)</td>
<td>422</td>
<td>95.79%</td>
</tr>
<tr>
<td>197</td>
<td>26 (Year 3)</td>
<td>491</td>
<td>90.41%</td>
</tr>
<tr>
<td>197</td>
<td>27 (Year 4)</td>
<td>206</td>
<td>96.12%</td>
</tr>
<tr>
<td>197</td>
<td>46 (Year 5)</td>
<td>297</td>
<td>96.72%</td>
</tr>
<tr>
<td>197</td>
<td>41 (Year 6)</td>
<td>422</td>
<td>94.75%</td>
</tr>
<tr>
<td>197</td>
<td>49 (Year 7)</td>
<td>505</td>
<td>94.76%</td>
</tr>
<tr>
<td>197</td>
<td>44 (Year 8)</td>
<td>422</td>
<td>95.13%</td>
</tr>
<tr>
<td>197</td>
<td>24 (Year 9)</td>
<td>537</td>
<td>88.64%</td>
</tr>
<tr>
<td>197</td>
<td>21 (Year 10)</td>
<td>355</td>
<td>91.41%</td>
</tr>
<tr>
<td>197</td>
<td>19 (Year 11)</td>
<td>379</td>
<td>89.87%</td>
</tr>
<tr>
<td>197</td>
<td>20 (Year 12)</td>
<td>586</td>
<td>85.12%</td>
</tr>
<tr>
<td>Year levels</td>
<td>Average attendance rate for each year level as a percentage in 2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>95.05%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>95.79%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>90.41%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>96.12%</td>
<td></td>
<td></td>
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<tr>
<td>Year 5</td>
<td>96.72%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 6</td>
<td>94.75%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>94.76%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 8</td>
<td>95.13%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td>88.64%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 10</td>
<td>91.41%</td>
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<tr>
<td>Year 11</td>
<td>89.87%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
<td>85.12%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A description of how non-attendance is managed by the school:

All student rolls are marked during Form class at the commencement of each day. If a student is marked absent from school, parents are contacted via SMS or telephone to ascertain reason for absence. Reasons for student absences are recorded in the school’s electronic database by 10am each day.

Parents requesting extended absences should do so by submitting a request to the Head of College stating dates of absence and reasons. The administrative assistant for Student Services records the dates of absence in the school’s electronic database (TASS).

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%).

2011 was the second year of students to complete Year 12 at MBBC. 20 students graduated from the College. 18 of these students were in Year 10 at MBBC in 2009. 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:

<table>
<thead>
<tr>
<th>Outcomes for our Year 12 cohort 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of Senior Statements awarded</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Individual Achievement</td>
</tr>
<tr>
<td>Number of students who received an Overall Position (OP)</td>
</tr>
<tr>
<td>Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Education and Training (VET) qualifications</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD)</td>
</tr>
<tr>
<td>Percentage of Year 12 students who received an OP 1-15 or an IBD</td>
</tr>
<tr>
<td>Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer</td>
</tr>
</tbody>
</table>
BENCHMARK DATA 2011

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.

### READING

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (State)</th>
<th>% at/above benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>426</td>
<td>400</td>
<td>95 (1 student below)</td>
</tr>
<tr>
<td>Year 5</td>
<td>518</td>
<td>470</td>
<td>97 (1 student below)</td>
</tr>
<tr>
<td>Year 7</td>
<td>573</td>
<td>534</td>
<td>100</td>
</tr>
<tr>
<td>Year 9</td>
<td>589</td>
<td>573</td>
<td>95 (1 student below)</td>
</tr>
</tbody>
</table>

### WRITING

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (State)</th>
<th>% at/above benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>461</td>
<td>404</td>
<td>100</td>
</tr>
<tr>
<td>Year 5</td>
<td>492</td>
<td>471</td>
<td>95 (2 students below)</td>
</tr>
<tr>
<td>Year 7</td>
<td>565</td>
<td>533</td>
<td>95 (2 students below)</td>
</tr>
<tr>
<td>Year 9</td>
<td>586</td>
<td>566</td>
<td>91 (2 students below)</td>
</tr>
</tbody>
</table>

### NUMERACY

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (State)</th>
<th>% at/above benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>428</td>
<td>385</td>
<td>100</td>
</tr>
<tr>
<td>Year 5</td>
<td>531</td>
<td>470</td>
<td>100</td>
</tr>
<tr>
<td>Year 7</td>
<td>588</td>
<td>539</td>
<td>100</td>
</tr>
<tr>
<td>Year 9</td>
<td>620</td>
<td>575</td>
<td>100</td>
</tr>
</tbody>
</table>
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.

**Value Added:**

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

- 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;
- Overseas Tours – Africa and Japan
- 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, well qualified and committed staff all of whom engage in ongoing 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.
- Study Labs (provide students with the opportunity to meet with subject specific teachers before and after school)
School based apprenticeships; and
Award winning sustainability program (further details below)

**Sustainability practices**

The College maintains active relationships with local community conservation groups and encourages its whole community to adopt sustainable living practices. The College has made significant contributions to a wide range of environmental education and sustainability initiatives involving students, teachers and the community including biodiversity, waste management and active travel. The College was a member of the BCC’s Active School Travel network in 2011, and encouraged students and their families to consider reducing their carbon footprint by riding bikes, scooters or car-pooling at least one day per week.

One of the College’s most significant efforts is the establishment of the 5.5 hectare Nature Refuge. The refuge area has undergone substantial enhancement for habitat and conservation including revegetation of native species and weeding undertaken as class projects and community events hosted by the College action group “Friends of the Nature Refuge”.

The College is committed to promoting ecologically sustainable development through building partnerships with local developers and community environment groups and via its own strategic planning vision including design of the school’s grounds and facilities.

MBBC’s commitment to sustainability also includes active participation in initiatives such as Earth Hour, package-free lunches, and National Tree Planting Day.
Moreton Bay Boys’ College Staff

2011

Principal
Dr Roderick Crouch BA, DipEd, M Ed Admin, EdD, MACE, MACEL
(January – June 2011)
Ms Jennifer Haynes MEd, BA, DipEd, FACE, MAICD
(July 2011 – to current)

Assistant Principal
Mrs Diana Patchett M Ed St., BSc, Dip Ed, MACEL
(January – June 2011)

Acting Head of College
Mrs Diana Patchett
(July – December 2011)

Director of Teaching and Learning
Mr Tony Dosen Dip Ed Tech Secondary (Commercial)

Acting Assistant Head of College
Mr Tony Dosen
(July – December 2011)

Teaching Staff
Elizabeth Allotta B.Sc (Hons), Grad. Dip Ed, Cert IV Theology
Katchia Avenell, B. Music Theatre, Grad. Dip Ed, Level One Kodaly Certification (Primary)
(Maternity Leave)
Lynn Back BA, Dip.Ed. (Term 1-2)


Angie Beighton (Term 3-4)Dip. Teach (Art & Teaching); BEd
Steven Box BEd, B.Bus (Communications), BA (Media)
Leigh Ann Cadzow-Andreas BA (Qld), Grad Dip. Ed
Leanne Clark BEd (Early Childhood and Primary)
Jan Collins (Term 3 -)BEd, Dip Teaching (Primary & Pre-School)
Paul Dack BEd (Primary)
Ben Dervish-Ali BEd, B. Creative Ind (Drama)
Sarah Devonshire (nee Smith) BEd (Professional Japanese)
Scott Emblen, BEd, Dip Teaching (Secondary)
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)
Larissa Guy B. Teaching (Early Childhood), BEd (Primary)
Gavin Henderson, B. Mus (Hons), Dip Ed.
Lisa Hocking B. Mus Ed, M. Mus Perf.
Meagan King MEd (Gifted Education), BEd - (Terms 1-3) – Maternity Leave
Jan Lepp BA (History) MEd
Kim Moore BEd, Dip Community Services (Children Services)
Graham Nash (Term 3) BEd
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), BEd
David Vial (Term 3)-B. Visual Arts; Grad Dip.Ed; M.Arts (Creative Industries)
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
Angie Beighton
Linda Claxton
Karen Crowe
Jennifer Fraser
Karen Glenn
Leisa Green (Lab Technician – Term 2 -)
Kim Larkin
Di Petrie
Allison Petrillo
Ted Radke (Lab Technician – Term 1)
Trudy Tait (Library)
Theresa Wyatt (Library)

**Administrative Staff**

**Director of Business and Finance**

Helen Gabriel *FIPA, AIMM, CSA (Cert) (2008)*

**Business Manager**

Sonja Bancroft *CA., B.Bus (Accounting)*

**Accounts Clerk**

Kerrie Smiley

**PA to Principal**

Mrs Louise Seddon *Diploma Legal and Business Studies*  
(- June 2011)

**PA to Head of College**

Mrs Louise Seddon  
(*July 2011 -*)

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

Lesley Cosgrove *Diploma Business Administration*  
(- June 2011)

**PA to Assistant Head of College**

Lesley Cosgrove  
(*July 2011 -*)
Administration Assistant
Suzanne Hasenkam

Administrative Assistant
Deb Allen

Registrar
Nicola Vincent

Marketing Manager
Rachel Wilkinson, BA Comm. Studies

Grounds Staff

Property Manager
Des Schinkel Cert III Horticulture

Groundsman
Mark Bayes
John Forbes (Term 2 -)
Todd Schinkel
Steven Thompson (Term 1)

Cleaners
Julie Baker
Tanya Bowman (Term 2 -)
Kerry McDonald
Bev Procter (Term 1)

IT Department

Director of Information Services and Technology
John Oxley BEd, BA, MEdSt, Grad DipEd St (Computer Ed), MACE

Network Administrator
Greg Marsh