

Annual Report

2014



Moreton Bay Boys' College

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Annual Report

(By publishing this Report, our school will meet both State and Australian Governments reporting requirements. This information relates to the 2014 school year)

INTRODUCTION

Moreton Bay Boys' College is an independent, boys only College based on the principles of the Uniting Church that in 2014 catered for students from Preschool to Year 12. It is located in Manly, Brisbane and completed its twelfth year of operation. It began with 29 students in Preschool and Year 1 in 2003 and has grown, by the end of 2014 to a current enrolment of 532 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 113 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:

521

Year levels offered:

P-12

Co-educational or single sex:

Single sex – Boys only



CORPORATE GOVERNANCE:

Moreton Bay Boys' College is operated 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 amalgamation with Moreton Bay College in July 2011 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 some of whom are appointed by Moreton Bay College while others are Uniting Church appointees. They are responsible for overseeing and managing the strategic direction and governance of The Moreton Bay Colleges.

As at 31 December 2014, the Directors were as follows: Mr Graham Dredge (Chairman), Mr John Eisenmenger (Deputy), Dr Murray Evans (Principal), Mr Mike Hennessy, Mr Col Sutcliffe, Mr Robert Ritchie, Mr Ken Freer, Ms Samantha O'Brien, Ms Sylvia Grigg, Ms Tania Burgess. The Director of Business and Finance for Moreton Bay College and Moreton Bay Boys' College, Mr Andrew Moore was Company Secretary.

The amalgamation of the two colleges means that we have one Principal. Ms Jennifer Haynes was taken seriously ill at the beginning of 2014. Jennifer resigned from her position at the end of Semester 1. Dr Murray Evans was appointed as an interim Principal in leading The Moreton Bay Colleges – under the umbrella of Uniting Church values. The Head of College at MBBC is Mr Tony Wood.

Enrolments:

At the end of 2014, 521 boys were enrolled in the College.

Year Levels Offered:

Two classes were offered at each year level from Prep to Year 11. Single classes were offered in Year 12.

DISTINCTIVE CURRICULUM OFFERINGS:

While intentionally a P – 12 school we have three sub-school sections. The Primary School (Prep to Year 6), Middle School (Years 7 to 9) and the Senior School (Years 10 to 12). The College is an accredited International Baccalaureate (IB) School. 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: English; SOSE; Mathematics; Arts (Visual Arts and Music); Science; History; Geography; Health and Physical Education; Spanish.



The MYP aims to develop students who are active learners, internationally minded, able to empathize with others and who have the intellect and skills to pursue lives of purpose and meaning. It is a concept-based, inquiry-driven curriculum based on six global contexts: identities and relationships, personal and cultural identity, orientations in space and time, scientific and technical innovation, fairness and development, and globalization and sustainability which culminates in a year-long personal project.

In the Senior School we offer a broad range of QCAA Authority subjects leading to QCE and OP (See below). Our senior program continues to demonstrate excellent results with 100% of our OP eligible students receiving an OP 1-15. Flexible pathways exist for senior boys who wish to access VET courses. A number of senior school teachers serve on QCCA District Panels.

Professional development opportunities for staff throughout the year have also been a valuable component to the 2014 curriculum schedule. Staff from across the college participated in range of workshops designed to focus on best practice in a range of areas including pedagogy, learning support, differentiation of curriculum, behaviour management. This has ensured that our teachers are equipped to meet all the requirements for the Australian Curriculum but also places us 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 Asia Pacific Conference.

2014 has been an exciting year in terms of the teaching and learning that goes on within the College. A decision was made to implement a BYOD iPad program in Years 4 to 6 and a BYOD Laptop program in Years 7 to 9 starting with Year 4 and Year 7 in 2015. This decision compliments the existing BYOD program in Years 10 to 12.

In 2014 we continued our academic testing program 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:

Learning enhancement at MBBC is aimed at enhancing the learning of those boys who require additional support, either because of learning difficulties or because they require extension.

Learning Support is provided for boys who have been specifically identified and is provided by a team of teachers and teacher aides. Teachers' in class already differentiate their programs to cater for diverse learning needs.

Extension Activities include: Tournament of the Minds (TOM), Days of Excellence program, Maths Masters & Da Vinic Decathlon.



Learning Area	Prep – Year 6	Years 7 – 9	Year 10	Years 11 – 12
International Baccalaureate Program	IB Primary Years Program	IB Middle Years Program	IB Middle Years Program	IB Middle Years Program
Language	English	English (Language and Literature)	English (Language and Literature)	English
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics A Mathematics B Mathematics C
Science	Science	Science	Science	Biology Chemistry Physics
Humanities	Social Studies History Geography	Individuals and Societies	Individuals and Societies	Ancient History Economics Geography Legal Studies
Language Acquisition	Spanish (Years 2-6)	Spanish and Japanese (Year 7) Spanish or Japanese (Year 8)	Japanese Elective Spanish Elective	Japanese Spanish
The Arts	Visual Art Music Singing	Visual Art Music (1 Semester) Drama (1 Semester)	Visual Art (1 Semester) Music (1 Semester) Drama (1 Semester)	Visual Art Music Drama
Health & Physical Education (HPE)	Physical, Social and Personal Education	Physical & Health Education	Physical & Health Education Certificate III in Fitness (Elective)	Health Education Physical Education
Design & Technology		Design	Design (1 semester) Elective IPT Elective	Graphics Engineering Technology
Religion	Religion	Religion	Religion	Religion



EXTRA CURRICULAR ACTIVITIES:

A large range of co-curricular activities were offered to the boys this year, strengthened with new offerings in technology and design. The engagement of Malpass Tennis provided year-round access to private tennis coaching as well as improved support for the CIC tennis season.

MBBC students and staff toured Japan during 2014.

Music

Instrumental lessons, Individual music lessons, Concert Band, Guitar Ensemble, Jazz Ensemble, Choir, Wind Ensemble and 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.

For boys in Years 8-12, sport is conducted through AIC competition, as well as through district and regional competitions. Sports include soccer, basketball, rugby union, cricket, swimming, sailing, cross country and athletics. Competitive sports such as sailing and mountain biking are also offered.

For boys in P-4, the College continued its involvement in the Australian Government's Active After School Communities program with participation in Milo Cricket, Rookies to Reds, AFL Auskick and Total Football Academy.

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 - camp is an optional parent and son overnight camp hosted at Thunderbird Park.

Year 1 – Dads and Lads Sleepover in the College Hall

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 Kindilan 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 - This year our Year 5 cohort went to Noosa for their camp. The boys spent 3 days and 2 nights camping in tents and participated in a variety of activities including canoeing, high and low ropes as well as hiking around the beautiful Noosa National Park.



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 4 days. Camp Kokoda tailored the program to support the development of our MIRROR attributes as well as encourage greater teamwork and resilience amongst the boys.

Year 9 - This was a three week camp 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 a state forest on mountain bikes, and a 24-hour solo experience. 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.

Cultural Activities

A range of non-sporting pursuits were offered to boys in 2014. Chess is a very popular activity for boys in years 4 to 12. Debating and public speaking for boys in years 7-12 is also offered with boys being able to enter into competitions. MBBC participated in the QDU competition in secondary years.

THE SOCIAL CLIMATE OF THE SCHOOL

Student Care

General

Moreton Bay Boys' College promotes equity and excellence and ensures that all students have the opportunity to 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.

The Eagle's Flight - Behaviour Management Framework



The behaviour management framework for the College is based on the belief that it should be more than a punitive measure. We believe that boys respond very well to positive reinforcement but at the same time must understand that there are consequences for poor behaviour.

Our Eagle's Flight behaviour management framework has embedded the MIRROR attributes in an explicit way. Boys move from Blue to Gold for positive behaviours or to Yellow/Orange/Red for behaviours that don't meet our expectations.

MIRROR Program:

The MIRROR program describes the key attributes of an MBBC boy and the man we would like him to become. 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

Together, with an age-appropriate understanding of our MIRROR attributes, the College looks to build the social, emotional and motivational capacities of the boys through a range of programs such as Bullying Awareness Week, Cooking skills and Modern Manners for Young Men.

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, 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.

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 Head of College. 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 and 9 House Vice-Captains were especially prominent in organising a number of important activities such as a chess competition, Interhouse events, package-free lunches, 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 Parents and Friends Association (P&F) meets regularly and is very active raising valuable funds for the College. These funds were re-invested into facilities and resources that benefit the boys and the College as a whole. The P&F ran a number of fund raising events including selling entertainment books and a chocolate drive. The highlights of the year were the Dinner Dance and the Trivia Night. The P&F are also involved in other aspects of the College, including parent representatives for each year level, Parent Helper training and involvement, support a reader, volunteering in the library and canteen and assisting with Open Days.

The College provides many varied opportunities for parents and the community to be involved in College activities such as Mother and Son Breakfast; Father and Son Breakfast; Grandparents Day; Carnival Day and parent information sessions.



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.

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

School Income broken down by funding source

For information regarding the funding of the College’s educational programs please access the My School website <http://www.myschool.edu.au/>.

STAFFING INFORMATION

40 full time teaching staff, 8 full rime non-teaching staff 2 part time teaching staff and 17 pert time non-teaching staff.

No identified indigenous staff.

Qualifications of all teachers

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

Highest Qualification	Number of classroom teachers and school leaders at the school
Doctorate	4%
Masters	21%
Bachelor Degree	100%
Diploma	44%
Certificate	12%

Professional Learning:

The college is very much committed to the ongoing development of all staff to ensure that we are providing current educationally sound experiences for all boys. This is reflected in the financial and time support given to all members of staff to support their ongoing professional growth. Staff engage in a variety of experiences including attending workshops and conferences during the year to continue to meet both individual needs and the curriculum needs of the school. Professional development activities are also built into student free days and the regular meeting schedule.

For 2014, student learning remained central with the implementation of the Australian Curriculum and International Baccalaureate (IB) Primary Years Program (PYP) and Middle Years Program (MYP) being foci. In addition, cross curricula priorities including literacy, numeracy, thinking skills and the inclusion of Information Communication Technologies (ICTs) were also priorities. All teaching staff were involved in at least one school directed professional development activity.



In addition, staff were provided with First Aid training and professional development on Staff Wellbeing.

The following table indicates the expenditure and teacher participation in professional learning undertaken in 2014.

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
42	\$77218	\$1838
The total funds expended on teacher professional development in 2014		\$77218
The proportion of the teaching staff involved in professional development activities during 2014		100%

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):

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
67	183	366	97%

For permanent and temporary staff and school leaders the staff attendance rate was 97.17% in 2014

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
40	29	72.5%

From the end of 2013, 72.5 % of permanent teaching staff were retained for the 2014 school year.

KEY STUDENT OUTCOMES

Average student attendance rate:

Total number of students	Number of school days in program year	Total number of student absences	Average Attendance Rate %
532	182	4777	95%



The average attendance rate as a percentage in 2014 was 95%

Average student attendance rate for each year level:

<i>Number of school days in program year</i>	<i>Total number of students in a particular year level</i>	<i>Total number of student absences in a particular year level</i>	<i>Average Attendance Rate for a particular year level %</i>
182	(Prep)	42	98%
182	(Year 1)	46	95%
182	(Year 2)	44	94%
182	(Year 3)	52	95%
182	(Year 4)	47	96%
182	(Year 5)	48	96%
182	(Year 6)	43	94%
182	(Year 7)	34	95%
182	(Year 8)	50	94%
182	(Year 9)	32	94%
182	(Year 10)	38	95%
182	(Year 11)	33	95%
172	(Year 12)	23	86%

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 9.30am 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).



BENCHMARK DATA 2014

NAPLAN results for Years 3, 5 and 7 and 9 in 2014

Privacy and Interpretation of Data

The fundamental principle for reporting performance information is to support school improvement throughout Queensland and to provide a profile of all schools to the community. While the reporting initiative is a valuable move towards sharing education information, it brings with it responsibilities in the areas of personal information and privacy. The reporting of student achievement information needs to be managed according to appropriate privacy provisions and needs to ensure that publicly available information is accurate and easily interpreted.

There are many Queensland schools that have small enrolment numbers, particularly at individual year levels. For this reason, care needs to be taken not to identify individual students. Care also needs to be taken in the interpretation of information where trends may be volatile. When reporting on small numbers or 'cohorts' of students, an annual variation in enrolment of just one or two students can have a significant effect on data from one year to the next. This is where setting information in context is of prime importance.

When publishing information on student achievement and school performance:

- Careful consideration should be given to the nature of reporting where there are fewer than five students in a group, cohort or reporting field;
- Information should not be published where all persons in a particular group have achieved identical results, irrespective of group or cohort size.

All published information must:

- Maintain the privacy of individual student information;
- Minimise the likelihood of false assumptions and conclusions being inferred from the data.

School principals may decide that it is not possible to report certain data publicly in ways that maintain student privacy or minimise misinterpretation of performance. Where a decision is made not to report specific data for these reasons, a narrative or descriptive comment on student achievement or school performance would meet the requirements of the Annual Report.

Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.



Benchmark Data for Year 2014

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	434	418	96% (1 student)
Year 5 (2014)	529	501	98% (1 student)
Year 7 (2014)	555	546	100%
Year 9 (2014)	567	580	94% (2 students)
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	377	402	92% (4 students)
Year 5 (2014)	479	468	98% (1 student)
Year 7 (2014)	503	512	97% (1 student)
Year 9 (2014)	536	550	80% (6 students)
Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	401	412	96% (2 students)
Year 5 (2014)	508	498	96% (2 students)
Year 7 (2014)	542	545	100%
Year 9 (2014)	570	582	94% (2 students)
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	409	426	98% (1 student)
Year 5 (2014)	507	504	93% (3 students)
Year 7 (2014)	557	543	100%
Year 9 (2014)	552	574	87% (4 students)
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	420	402	100%
Year 5 (2014)	520	488	100%
Year 7 (2014)	563	546	100%
Year 9 (2014)	595	588	100%



Apparent Retention Rate Year 10 to 12:

The school's apparent retention rate must be published. 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 were in Year 10, two years previously (this may be greater than 100%).

Schools may also report the real retention rate, but this is not compulsory.

	Year 10 Base	Year 12	Apparent Retention Rate %
Number of Students	26	23	88%

$$\text{Apparent Retention Rate} = \frac{\text{Number of Students in Year 12}}{\text{Number of Students in Year 10}} \times 100$$

You may wish to put this data in context, particularly if you are a new school or there is a reason for 'abnormal' retention rates in particular years. *[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 10 cohort is 88%

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2014	
Number of students awarded a Senior Education Profile	23
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	18
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	3
Number of students awarded one or more Vocational Education and Training (VET) qualifications	10
Number of students awarded a Queensland Certificate of Education at the end of Year 12	22
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	100%
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	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%



Response rate for Moreton Bay Boys College

Table 1 below reports the response rate for Moreton Bay Boys College. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended Moreton Bay Boys College in 2013.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from this school.

Table 1: Survey response rate, Moreton Bay Boys College 2014

Number of respondents	Number of students who completed Year 12	Response rate (%)
18	23	78.3

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep.

Summary of findings

In 2014, 13 young people who completed Year 12 at Moreton Bay Boys College in 2013 continued in some recognised form of education and training in the year after they left school.

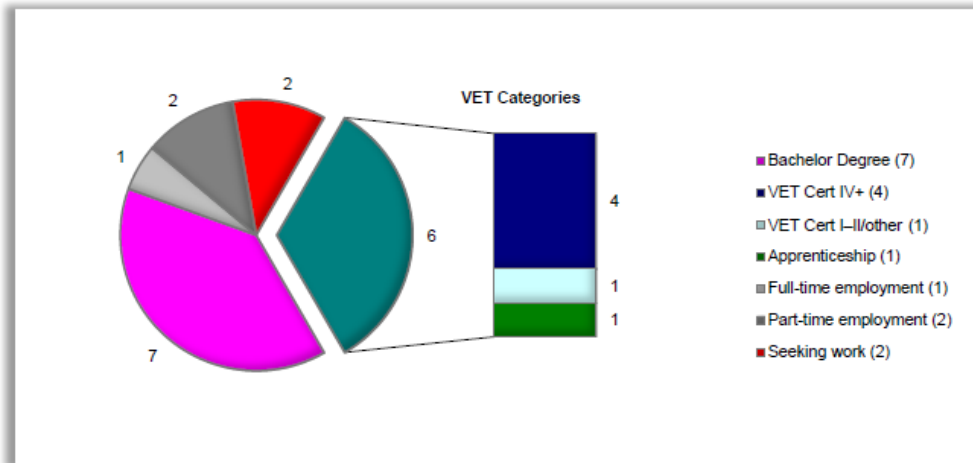
The most common study destination was Bachelor Degree (seven respondents). The combined VET study destinations accounted for six respondents, including five in campus-based VET programs, with four Year 12 completers entering programs at Certificate IV level or higher.

One Year 12 completer commenced employment-based training, as an apprentice.

In addition to the above study destinations, a further one respondent from this school deferred a tertiary offer in 2014 (deferrers are shown in Figure 1 in their current destination).

Five respondents did not enter post-school education or training, and were either employed (three) or seeking work (two).

Figure 1: Main destination of Year 12 completers, Moreton Bay Boys College 2014





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;
- Japan;
- Student Leadership Program;
- Joint Musical and drama products with sister school MBC;
- Mountain Bike Program;
- Availability of professional counselling to staff and students;
- Dedicated Chaplaincy, RE and worship Program;
- Music Program, - peripatetic music staff offering individual instruction;
- Speech & Communication tutoring;
- Involvement in World Public Speaking & Debating competitions;
- 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 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.
- Study Labs (provide students with the opportunity to meet with subject specific teachers before and after school)
- Facilitator of School based apprenticeships; and
- Award winning sustainability program (further details below)
- Beautifully landscaped grounds.
- All-purpose Sports Hall and courts complex.
- Additional efficiencies through the amalgamation with Moreton Bay College.

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 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 re-vegetation of native species and weeding undertaken as class projects.



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 2014

Senior Leadership Team

Principal

Ms Jennifer Haynes *BA, Dip. Ed, MEd, FACE, MAICD (Semester 1)*

Dr Murray Evans *TSTC, B.Com, M.Ed, Ph.D. FACE, FAIEA, MAICD, CommDec (Semester 2)*

Head of College

Mr Tony Wood *BEd, MEd Admin, Grad Cert Th, MACE, MACEL*

Deputy Head of College | Head of Middle & Senior School

Mr Damien Barry *BEd, MEd, HGrad Cert Bus Admin*

Director of Teaching and Learning

Mr Jason Day, *MEd (Leadership & Mgt), MEd (Behav Mgt), GradDipEd (CompEd), GradDipEd (Sec), BIT*

Head of Primary School

Mr Steve Box, *BBus, BA, BEd, MEd*

Director of Business and Finance

Helen Gabriel, *FIPA, AIMM, CSA Cert (Semester 1)*

Andrew Moore, *B.Com, B.Econ, CPA, MAICD, Comm Dec*

Business Manager

Sonja Bancroft *CA., BBus (Accounting)*

Teaching Staff

Eleni Amarandos, *BAppSc, Grad Dip Secondary, Grad Cert RE*

Meg Andersen, *BEd (Primary)*

David Ash, *DrScEd, BA Dip Ed, MSc*

Donna Beacham *Post-Grad Cert. Ed; BA (Hons) Education/Combined Studies; Dip. Higher Ed; R.S.A. Cambridge C.T.E.F.L.A.*

Angie Beighton *BEd, Dip.T (Art & Teaching)*

Werner Botha *BA Human Movement & Applied Science (Secondary) Education*

Julie Bowness, *BSc (Hons) Pure Mathematics and Statistics, PGCE*

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

Amy Cash, *B.Econ, LLB, Grad Dip (Ed)*

Gabrielle Castle, *Grad Dip (Ed), BA (Arts in Applied Theatre Double Major in Theatre)*

Anna Cooper, *BEd, BA Music*

Paul Dack *BEd (Primary)*

Sarah Devonshire *B Learning Management (Japanese)*

Scott Emblen, *BEd, Dip Teaching (Secondary)*

Paul Fleuren *BEd, M Teach Con (Primary)*

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

Joseph Fumar *BA (Recreation and Leisure Studies), Grad Dip Ed (Primary)*

Larissa Guy *BEd (Early Childhood), BEd (Primary)*

Katherine Hamson *MEd, BA, Dip Ed, Grad Cert TESOL*

Stephanie Hogan, *B.Arts, PG Dip Ed, C.O.G.E.*

Susanne Jamieson, *BEd*

Elena Kariolis, *BEd*



Sian Leszczynski, *BComm, Grad Dip Ed*
Joseph Lewczuk, *Bed, BA, MS, PgC*
Anthony Lewis, *BEd (Primary)*
Carol Milne, *Dip Teaching (Primary/Preschool), Grad Dip Ed (Teacher-Librarianship)*
Kim Moore, *BEd, Dip Community Services (Children Services)*
Leisa O'Connor, *BAppSc (Hons) BLM (Secondary)*
Tim O'Connor, *BEd, Cert IV Training and Assessment, Cert II Engineering, Cert I Furnishing*
Stuart Paterson, *BA, Dip Ed*
Lenny Parratt, *BEd Secondary PE & ICT*
Meagan Pearse, *BEd Sec (GE), B Arts, Post Grad Cert Ed Leadership, MEdLead*
David Peckham, *BA (Hons) Primary Education*
Darryl Pereira, *BSc (Maths), Grad Dip Ed (Secondary)*
Adriana Soler, *BEd (Arts of Teaching Spanish, English and French), Cert. in Common European Framework of Reference for Languages, Certificate IV in TESOL*
Elizabeth Stone, *BEd (Early Childhood)*
David Vial, *B Visual Arts; Grad Dip.Ed; MArts (Creative Industries)*
Naomi Williams, *BA, Dip Ed*
Mary Youngman, *BEd, Dip T*

College Chaplain

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

Teacher Aides

Jennifer Campbell, *Cert III Teacher Aide Special*
Linda Claxton, *BA Community Services (Children's Services)*
Karen Crowe, *Cert III Children Services*
Jennifer Fraser, *Cert III Education Support, Cert I IT*
Karen Glenn, *Cert III Children Services*
Kim Larkin, *Dip Child Services (term 1)*
Dianne Petrie, *Cert III Ed Support*
Allison Petrillo, *Dip Early Childhood*
Trudy Tait, *Cert III Ed Support, Cert IV Workplace Training and Assessment*
Theresa Wyatt, *Associate Dip Bus, Dip Library & Information Services, BA*
Tammy Walker, *BSc (Hons)*
Colin Pesch (Design Technology)
Neddie Westaway, *BSc, Cert III Education Support*

Administrative Staff

Marketing Manager

Rachel Wilkinson, *BA Comm. Studies (PR and Prof Writing)*

Registrar

Emma Campbell, *BBus (PR and Marketing) (Semester 1)*
Rosie Barbieri, *BA in Language and Applied Linguistics, BEd (Secondary)*

PA to Head of College

Lesley Cosgrove, *Adv Dip Bus Admin, Dip Bus Mgt, FHD*

PA to Director of Teaching & Learning & Deputy Head of College

Nardene Lumley, *Dip (Youth Work)*



Human Resources and Compliance Officer

Tracey Lee

Administration Assistant (Head of Primary & Head of Middle/Senior School)

Jackie Luscombe , *BA Communications/Journalism*

Administration Assistant (Student Reception)

Paula Jowitt *Cert IV Business, Dip Mgt*

Administration Assistant (Main Reception)

Suzanne Hasenkam, *Cert III Hospitality*

Administration Assistant (Marketing)

Ruth Otley

Accounts Assistant

Kerrie Smiley

IT Department

Director of Information Services and Technology

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

Network Administrator

Damien Watkins (Semester 1 only)

Kris Klutke (from (Semester 2))

Grounds Staff

Property Manager

Des Schinkel *Dip (Horticulture)*

Cleaners

Melinda Johnson

Kerry McDonald

Kerrie Lose