



Annual Report 2008

Moreton Bay Boys' College

(the information in this report is based on the 2007 school year)

Introduction

Moreton Bay Boys' College is an independent, boys only College based on the principles of the Uniting and Presbyterian churches that in 2007 catered for students from Preschool to Year 9. It is located in Manly, Brisbane and completed its fifth year of operation. It began with students in Preschool and Year 1 in 2003 and has grown to a current enrolment of 245 boys.

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

Special Event

The highlight of the year was the visit by the Prime Minister to open the library

DESCRIPTIVE INFORMATION

School sector:

Independent

School's address:

302 Manly Road, Manly West Qld 4179

Total enrolments:

244

Year levels offered:

P-10

Co-educational or single sex:

Single sex

Corporate Governance:

Moreton Bay Boys' College is owned by Moreton Bay Boys College Ltd, a Public Company, Limited by Guarantee under the Corporations Act 2001, registered in Queensland. The company has two members, Moreton Bay College and the Presbyterian and Methodist Schools Association.

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

As at 1 December 2007, the Directors were as follows: Prof Stephen Gray (Chairman), Mr Ken Madsen (Deputy Chairman and Company Secretary), Mr David Bancroft, Mr Dennis Reading, Mr Greg Rynenberg, Dr Des Robinson, Mrs Jacqueline McPherson.

During December 2007, the governance of the College changed such that the Presbyterian and Methodist Schools Association ceased voluntarily from being a member of MBBC Ltd and so withdrew from the

governance of the College. From the start of 2008, the Board of Directors may have 6 directors nominated by Moreton Bay College and 3 nominated by the board itself.

Enrolments:

At the end of 2007, 245 boys were enrolled in the College. The College has a policy of a maximum of 25 students per class.

Year Levels Offered:

A single stream of Prep to Year 9 plus two multi age classes (Year 2/3 and Year 4/5) was offered in 2007. It is the College's intention to offer Years P – 10 in 2008. The College seeks to be a driving force in boys' education and will ultimately grow to 800 students from P-12. The College's vision is to develop young men who can lead with faith and integrity who display Christian values and a commitment to excellence in all of their undertakings.

Buildings

Several new buildings were constructed in 2007, comprising a new administration block, 2 classrooms and an expanded library. The College has been able to take advantage of the various State and Federal agendas with successful grant applications allowing the installation of rain water tanks, a water bore, support for the nature refuge, additional interactive white boards, improved facilities for the Prep class and shade structures.

STAFF

Qualifications:

20 full time staff (Principal, 17 teachers, 4 aides, property manager and groundsman and 2 administrative staff) and 13 part time staff (chaplain, art, PE and music teachers, teacher aides, IT staff, cleaners) as well as instrumental teachers were employed in 2007. The full staff list, including qualifications is attached.

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

Highest Qualification	Percentage of classroom teachers and school leaders at the school
Doctorate	6
Masters	11
Bachelor Degree	83
Diploma	0
Certificate	0

Professional Learning:

Professional learning is an essential component in the development of staff and a high priority for the College. The College was successful in winning several grants to allow additional professional learning. One grant covered assessment practices and the other allowed the implementation of the Principles of learning and teaching (POLT) program to be introduced. In addition, work done under the Success for Boys program from 2006 (called Dads and Lads) was finalised. The PoLT grant enabled staff to look at best practice in education and apply it to their teaching. It involved surveys of staff and students and a review of current teaching practices. This program will be continued in 2008 and 2009.

In conjunction with PoLT, the other focus area has been improving our teaching practice in differentiation to cater for the different abilities within each classroom. This has been through rewriting units of work under the guidance of an external expert.

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

The following table indicates the professional learning undertaken in 2007.

Description of Professional Learning activity		Number of teachers participating
PoLT		17
Differentiation		17
Literacy and Numeracy Activities		13
Boys education best practices		17
Interactive whiteboard training		17
Prep Year best practices		2
Subject specific PD in Art, music, Japanese and PE		4
Total number of teachers participating in at least one activity in the program year		
Total Number of Teachers	Total expenditure on teacher PL (as recorded in Financial Questionnaire plus cost of replacement teacher)	Average expenditure on PL per teacher
17	\$85000	\$17000

In conclusion:

*The total funds expended on teacher professional development in 2007 were \$85000
The involvement of the teaching staff in professional development activities during 2007 was 100%*

Average staff attendance (includes aides, admin etc):

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
33	179	111	176

For permanent and temporary staff and school leaders the staff attendance rate was 98% in 2007

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
17	16	94

From the end of 2007, 94% of permanent teaching staff were retained for the 2008 school year. Two teachers also accepted other positions during the year, while 1 contract teacher was not reappointed for 2008

Distinctive Curriculum Offerings:

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

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

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

- Prep Year. The College introduced a full time play based prep year program designed specifically for boys;
- An outstanding early years literacy program that is achieving excellent results – please see the Year 3 state wide test results presented later in this report. The literacy program is specifically tailored to the learning needs of boys, for whom literacy tends to be a weakness. Students are explicitly taught skills and processes, for example, sentence, paragraph and generic structures. Throughout the year expectations are modeled and demonstrated to the students. Many tasks are jointly constructed with staff and students, enabling the students to practice tasks with support before independently completing tasks. It is also important that literacy is explored in all Key Learning Areas rather than

just English. This ensures that the boys understand the importance of literacy and the need for appropriate literacy skills within everyday life for everyday purposes;

- A focus on Science, particularly environmental science. A science program, *Eagle Eye: watching over Lota Creek*, was developed specifically by the staff for our students. The Year 9 component of this program, 'Lord of The Weeds', assisted the College in being named a sustainable living champion school by UNESCO;
- A thinking skills program that underpins the curriculum and encourages differentiation;
- A second languages program, Japanese, commencing in Year 6;
- An innovative music program that encompasses singing for all students, class teaching, a string program in Year 3 and a brass, percussion and woodwind program Year 5 instrumental programs as well as individual instrument training on a range of instruments;
- A middle school program that incorporates a negotiated curriculum and real life experiences to ensure high levels of engagement; and
- The College implemented a mentoring program entitled, Dads and Lads, to support the development of literacy.
- A student leadership program commencing with public speaking opportunities from Prep. The leadership opportunities are one aspect of the College's commitment to developing the emotional intelligence of each boy. Developing this intelligence through learning how to lead others is just as important as to the College as developing each boys intellectual and practical skills. This focus on building social and academic success simultaneously is seen in the way boys interact with each other.
- Middle School 3R time – this block of time enabled Middle School students to develop further their personal organisation and study skills.

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

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

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

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

How computers are used to assist learning:

Each classroom is equipped with a data projector and computer. In addition, boys have access to computers through mini labs as well as a full lab. Technology is not a separate subject in itself rather is integrated throughout the curriculum. Year 8 boys for example undertook to make their own film, while all students from Year 5 up can create their own PowerPoint. Technological skills such as file management, email, and skills specifically related to *Word* and *Excel* are incorporated into teaching units at different year levels. The College has a ratio of one (1) computer to two (2) students, a remarkable achievement in such a short space of time and well above the state benchmark. All students have an email account and are able to access work saved at school while at home. Memory sticks are part of the school book pack for all middle school students.

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

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

Extra Curricular Programs:

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

Science Club, Robotics Club, Debating Club, Computer Club, Chess Club, Art Club, Speech and Communication

Music

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

Sport

In 2007, the College entered teams in the following inter school and inter club competitions: Soccer, Basketball, AFL, Rugby Union, Touch, Cricket, Swimming and Athletics

The College won several trophies including Year 5 and 6 teams dominating the interschool soccer competition and the U14 basketball team winning the inter club competition. With MBC, the swimming team won the local schools, 'Schools with pools' competition.

The College continued its involvement in the Australian Government's active after school programme and as a result offered a sports skills program in each term. A variety of sports were offered with the most popular being judo. The participation rate remained the highest in the Bayside district for the third year running.

In addition, sailing was included in the Year 8 curriculum, waterpolo in Year 7 and all Year 9 boys had the opportunity to gain their Bronze medallion. Swimming was part of the Term 1 and 4 program for all boys, including Preschool in Term 4, while numerous boys undertook tennis lessons.

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

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

The College has an extensive camping program. The P-3 camp out was a huge success. Years 4-6 spent three days at Mapleton while Years 7-9 had a week under canvas on Moreton Island as well as a get to know you camp at the start of the year.

The College's magazine, which is available in the office and which was distributed to all boys and parents at the end of 2007 lists the plethora of activities in which the boys were involved.

Parental Involvement:

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

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

The P&F was tremendously active and raised over \$33,000.00 during the year – a remarkable effort from such a small community. With this money, a kiln was purchased and the balance of funds will be used towards building an amphitheatre. The P&F ran a number of fund raising events, including sausage sizzles for the students. The highlights of the year were the fashion night and the dinner dance.

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

We have an open door policy that encourages parents and extended family members to attend seminars or workshops and then for them to use these skills with the boys in the classrooms. This assists boys to see

parents as part of our school community. Furthermore the boys are becoming involved in the wider community through their participation at local events, such as the Anzac Day march.

Reporting/Communication:

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

Pastoral Programmes/Social Climate:

Class teachers take pastoral responsibility for boys and the College prides itself on the quality of its pastoral care. A behaviour management consequence chart is available to all students and parents and is based on the concept that all actions have consequences and that boys need to learn to be responsible for their own actions. The chart has acted as a guide to behaviour for staff, students and parents. More importantly, the college has various ways of rewarding positive behaviour such as a house competition, and award cards which continue to be very popular with the boys. Middle school students can earn points towards extrinsic motivators such as golf afternoons.

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

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

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

The College also had a part time chaplain who provided counselling for all sections of the school community. The time allocation for the chaplain was expanded to 2 days per week thanks to a Federal grant.

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

Confidence, Persistence, Organisation, Getting Along & Resilience.

Student Leadership - In Middle School, student regularly studied leadership concepts and the first student College leaders were appointed. The College insists that to be a good leader, students need to *lead with love*. This is the heart of leadership and is built on the importance of example. True leaders do not simply bark orders, they set the example that others want to follow to follow. By doing this, they engender respect and build trust. True leadership can only occur when we build positive relationships with each other and must be demonstrated first in the way teachers interact with their students.

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 %
245	179	2648	94

The average attendance rate as a percentage in 2007 was 94 %

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

The College participated in the state wide testing program at Year 3, 5 and 7. Boys and staff are to be congratulated on their tremendous efforts. The results are in parts, simply outstanding particularly in Year 5, where some results are over 100 points ahead of state averages,. There are some statistical anomalies with the Year 5 reading result, which were investigated in 2007. The Year 7 results are an improvement in raw average score from the equivalent cohort in Year 5/ 2005 but the state average has also improved. Comparisons to the state average for boys are as follows:

READING			
Year	Average Score (School)	Average Score (State boys)	% above benchmark
Year 3	567	523	100
Year 5	622	594	86 (4 students below)
Year 7	664	670	100

WRITING			
Year	Average Score (School)	Average Score (State boys)	% above benchmark
Year 3	597	511	96 (1 student)
Year 5	699	586	100
Year 7	655	665	100

NUMERACY			
Year	Average Score (School)	Average Score (State - boys)	% above benchmark
Year 3	577	526	100
Year 5	666	593	100
Year 7	647	650	81 (3 students)

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

Year	Reading Average Score (School)		% on or above benchmark	
	2006	2007	2006	2007
3	583	567	100	100
5	639	622	96	86
7	n/a	664	n/a	100
			Percentage change = - 4.7 %	

Year	Writing Average Score (School)		% on or above benchmark	
	2006	2007	2006	2007
3	578	597	100	96
5	684	699	100	100
7	n/a	655	n/a	100
			Percentage change = -1 %	

Year	Numeracy Average Score (School)		% on or above benchmark	
	2006	2007	2006	2007
3	588	577	100	100
5	644	666	100	100
7	n/a	647	n/a	81
			Percentage change = n/a %	

At all Year levels, students below either the state average or the MBBC average receive support and/or intervention from the class teacher, individually or in small groups: the support a reader program is particularly important in this.

Apparent retention rate of Students: n/a

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

2007 was the first year that the College enrolled students in Year 9. As these students will not graduate till 2010, this data is not yet available.

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

Year 12 outcomes:

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

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

Awards:

The College was awarded both the Keep Australian Beautiful State Award for environmental partnerships and was named a Sustainable Living Champion School through UNESCO.

Value Added:

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

- Class sizes capped at 25
- Individualised programs for students with special needs. Student results are tracked from year to year and meetings held regularly between staff and administration to ensure resources are targeted at students with greatest needs
- The MBBC 3rs of research reason and relationships
- A wide ranging curriculum and co curricular program
- Extension and enrichment programs for advanced students
- A highly dedicated and committed staff all of whom engage in on going professional learning and are committed to improving student outcomes
- Specific programs in relation to the development of resilience (such as *You can do it!*) as well as specific aimed to give middle school students the opportunity to develop leadership.
- All students have the opportunity to present or speak at public gatherings such as assembly or chapel which develops life skills, confidence and self-esteem
- Being chosen for a 'success for boys' grant enabled staff to develop boys specific programs to assist in their development
- Recognition in the wider educational community for its curriculum and educational practices
- Having its own Nature Refuge has enabled students to experience an outstanding environmental science program.
- All students entering the senior program of study (Year 10) were able to undertake their choice of subjects.
- School based apprenticeships will be offered in 2008.

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

A focus group of parents was conducted by an external researcher. Parents complimented the College on the quality of staff, their consistency and pastoral care and the high expectations the College had for the students both in terms of academic work and behaviour.

The College undertook a parental survey in 2006 and is likely to do so again at the conclusion of 2008. The following is a summary of the 2006 survey:

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

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

Further Information:

More information on the College's activities in 2007 is available in the College yearbook. This report may be accessed in hard copy by contacting the office on 39069444.



Moreton Bay Boys' College Staff 2007

Principal

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

Teaching Staff

Deputy Principal (Curriculum)

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

Assistant to the Principal

Diana Patchett *BSc, Dip Ed, MACEL*

Teacher – Year 8

Matthew Thallon (Terms 1-2)

Melissa Heirdsfield *BEd Secondary (Drama) (Terms 3 -)*

Teacher - Year 7

Meagan King *BEd (on maternity leave)*

Benjamin Triggs (Term 4) *BA (Business), BEd*

Teacher – Year 6

Damien Evans *BA (Business), BEd*

Teacher - Year 5

Eliza Joannides *BA, Post Grad Dip Ed (Secondary), Dip Ed (Primary)*

Teacher – Year 4/5

Linda Willis *BEd, Dip T (Terms 1-2)*

Jacqueline Proctor *BA Business, BEd (Terms 3 -)*

Teacher - Year 4

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

Teacher- Year 3

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

Teacher - Year 2

Andrea Bowden *B. Ed, Dip. T*

Teacher- Year 1/2

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

Teacher - Year 1

Alex Givney *BEd, (Early Childhood), Dip Community Services (Children Services)*

Prep

Mary Youngman *B.Ed. Dip. T.*

PE/Year 9

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

Art

Julianne de Lange *BEd, Dip Tch, Cert. Spanish*

Music

Nerida Sacre *BMus Bed, AMusA*

Japanese

Sally Bun Young *BA, BEd*

School Chaplain

Tim Griggs (Terms 1-2)

Reverend Shane McCarthy, *BMin. Grad Dip Min.* (Term 3 -)

Teacher Aides

Karen Glenn (Term 3 -), Trudy Tait (Library), Kathy Toohey, Nicola Vincent, Theresa Wyatt (Library)

Administration Staff

Accountant

Sonja Bancroft CA., *BBus* (Accounting)

Accounts Clerk

Meegan Hetherington

PA to the Principal

Kathy Poulton (Terms 1-2)

Louise Seddon (Term 3 -)

Registrar

Jenny Wood (Terms 1- 2)

Kathy Poulton (Terms 3 - 4)

Administration Assistant

Lynnette Schlobohm (Terms 1 - 2)

Suzanne Engelbrecht (Term 3 -)

Grounds Staff

Property Manager

Des Schinkel *Cert III Horticulture*

Groundsman

Todd Schinkel (Term 3 -)

IT Department

Director of Information Services and Technology

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

Network Administrators

Jon Smith *Cert III IT*

Gareth Oxley

Visiting Specialist Teachers

Mr Craig Atkinson *Guitar*

Mrs Jacqui Cuny *Voice and Piano*

Mrs Andrea Slater *Violin*

Mr Geoff Green *Percussion*

Mr Derek Capewell *Saxophone*

Mrs Annette Thomas *Speech & Drama*