Moreton Bay Boys' College

Life adventurers. Life achievers.

2019

Annual Report

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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 2019 school year).

INTRODUCTION

Moreton Bay Boys' College (MBBC) is an independent, innovative boys' school in Brisbane. MBBC is an accredited International Baccalaureate (IB) World school with a globally-focused curriculum and learning programmes tailored to boy's individual needs. MBBC is a Uniting church school, amalgamated with our nearby sister school Moreton Bay College, led by one Executive Principal and under the governance of a single Board, the College offers an inquiry based, engaging curriculum designed specifically for boys from Prep – Year 12.

MBBC has a strong philosophy of educating the whole person-body, mind, heart and spirit. At MBBC our boys are encouraged to extend themselves intellectually and to strive to achieve, whether this is in the classroom, the playing field or on the stage. The focus on academic excellence is underpinned by a rich and caring pastoral programme. This is coupled with outstanding co-curricular opportunities to engage boys across visual and performing arts, cultural activities and a wide range of sports. It truly is a school experience that allows boys to become, L*ife Adventurers, Life Achievers*!

The College is nestled in a stunning, natural bushland environment of wide-open spaces featuring large, technology-rich classrooms. A few minutes drive from Moreton Bay College the two schools offer families the confidence of mutual values, aligned calendars and the educational benefits of a single-sex school. With internationally benchmarked IB programmes across the primary and middle years, multiple learning pathways, and a broad range of opportunities supported by Christian values, Moreton Bay Boys' College will guide boys from the boy he is today to the man he would like to be.

DESCRIPTIVE INFORMATION

School sector:

Independent

School's address:

302 Manly Road, Manly West Qld 4179

Total enrolments:

487

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 2019, the Directors were as follows: Mr John Eisenmenger (Chairman), Ms Samantha O'Brien (Deputy Chair), Mr Neil Ballment, Dr Julie Beeby, , Ms Sylvia Grigg, Mr Reg Gulley, Mrs Adele Nisbet, Mr Robert Ritchie, Mr Col Sutcliffe, Mr Jason Titman, Mr Peter Bickerton, Mr James Sloman (ex officio). The Director of Business and Finance for Moreton Bay College and Moreton Bay Boys' College, Mrs Anna Thompson was Company Secretary.

The amalgamation of the two colleges means that we have one Executive Principal, Mr James Sloman leading The Moreton Bay Colleges under the umbrella of Uniting Church values. The Head of College at MBBC is Mr Tony Wood.

The Board is responsible for the strategic direction of the College. At the end 2018 the Board launched the new Strategic Plan 2019-2022. The vision of the College is *Two Colleges; One Community – Preparing our students for tomorrow's world*. Purpose must have passion and the Moreton Bay Colleges' passion is to develop and nurture students in an inclusive and diverse Christian learning environment. We will deliver on an outstanding student experience that allows students to graduate with the attitudes, attributes and skills that will provide the keys to becoming global citizens. Our strategy for achieving our vision, our purpose and living our values is built on five pathways – providing an outstanding student experience, developing exceptional people, working together in an inclusive, supportive Christian culture, building an engaged community and ensuring a sustainable and future-focussed organisation.

Enrolments:

At the end of 2019, 487 boys were enrolled in the College.

Year Levels Offered:

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

DISTINCTIVE CURRICULUM OFFERINGS:

The MBBC curriculum is designed and tailored to provide a seamless transition for each boy from Prep to Year 12 with the end goal that every student achieves his desired post-school destination. This is achieved by broadening the experiences of the boys through an innovative, relevant and engaging curriculum.

MBBC's curriculum is designed around the specific, distinctly different ways boys think and learn, and the emotional support they need to maximise their potential. We believe our boys should be able to engage in a wide range of academic and co-curricular endeavours and be free to express themselves in a way that is not limited by stereotypes.

An all-boys environment also allows us to develop our resources towards the particular needs of boys, from the books they prefer to read to larger sized classrooms, high levels of technology and large, open spaces in which to play and build relationships.

The College uses Robert Marzano's Art and Science of Teaching (ASOT) as a comprehensive framework for student instruction. The Art and Science of Teaching proposes ten Instructional Design Questions to guide teachers as they plan to put their knowledge into practise in the classroom.

While intentionally a P – 12 school our Primary School consists of Prep to Year 6 while Secondary School is Years 7 – 12.

The College is an accredited International Baccalaureate (IB) School. Details of the IB programme can be found on the College's website www.mbbc.qld.edu.au or directly from the International Baccalaureate (IB) website, www.ibo.org.

MBBC is the only school in the Bayside authorised to deliver the International Baccalaureate PYP and MYP programmes. The IB encourages students to think critically, challenge and question. The IB programme is an internationally recognised framework, which works hand in hand with the Australian Curriculum. It encourages boys to consider both local and international environments in order to prepare him as a young man for a future life on the global stage with the skills to ask challenging questions, think critically, develop research skills proven to help them in higher education and to be active in their communities in order to take their learning beyond academic study.

The PYP operates from Years P-6. It is based on facilitating inquiries whereby students gain insight into conceptual based learning , taking action to better our world and gain valuable knowledge in the following subject areas: English; Mathematics; Arts (Visual Arts and Music); Science; History; Geography; Health and Physical Education; Spanish.

The MYP for Years 7 – 10 aims to develop students who are active learners, internationally minded, able to empathise 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). In 2019, our senior programme continued to demonstrate above average results with 18.75% OP 1 – 5 and 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 QCAA District Panels.

A key goal of the College's Strategic Plan is the development of a dynamic and innovative 21st Century learning environment, which will deliver a multifaceted technology-rich curriculum. We believe that such an approach will have pronounced benefits in:

- increasing student learning outcomes
- improving boys' engagement with the curriculum
- developing the skills needed for their future
- enhancing digital citizenship
- ensuring that our boys have the capacity to thrive and be safe in a digital world

In 2019 MBBC continued with the BYOD Digital Learning Programme in the Primary and Middle Schools. The programme extended to voluntary programme in Year 3, where parents could choose to supply an iPad for their son's schooling. This programme was complimented with classroom iPad sets from Prep to Year 3. This programme encourages flexibility and personalised learning through allowing the boys control over their devices. It enhances existing learning opportunities and continues to produce high quality educational outcomes.

The College refined its progressive online reporting approach. Seesaw is used for Primary reporting and TASS for Secondary. This has allowed for parents to receive timely feedback on their son's school work, enabling them to engage more deeply in their son's education.

Our annual academic testing programme includes consistent standardised testing for all boys from Prep to Year 10. This data is aggregated along with other student performance data within a data analytics programme (TrackOne) enabling teachers and administrators to make well informed decisions about individual student strengths and weaknesses as well as school wide improvement strategies.

MBBC continues to use the Education Perfect platform as our core text for English, Maths, Science, Humanities and the Languages. Education Perfect provides students with instant feedback, and with instant feedback, and allows for teacher to provide more extensive differentiation.

The Moreton Bay Colleges' Robotics Programme grows from strength to strength with students from both Colleges competing in two competitions – Robocup Junior and the First Tech Challenge – putting in a strong showing in both competitions and competing in the Final of the First Tech Challenge.

Learning Enhancement:

At Moreton Bay Boys' College, we recognise, value, and cater for gifted and highly capable learners. In addition to the individualised extension work offered in the classroom, the College's Enrichment programme ALTIUS is provided to those identified students of exceptional abilities. Through the ALTIUS programme, our students are provided the opportunity to participate in a variety of enrichment activities, events, and competitions. We also understand that boys learn at different rates with different needs. We endeavour to tailor support programmes to assist boys as they move through the learning continuum.

The Learning Enhancement team also provides identified students with educational adjustments to address diagnosed disorders and disabilities. Inclusive support and individualised adjustments are provided to help improve curriculum access by removing barriers to learning. Guidance is also provided to those who are identified as requiring individualised assistance. This assistance is offered to students by a range of support staff, including specialist teachers, pastoral care staff, college counsellor, and support aides. Opportunities also exist for external visiting specialists (i.e., Speech-Language Pathologists, Occupational Therapists, etc.) to provide individualised intervention on campus.

College Curriculum

Learning Area	Prep – Year 6	Years 7 – 9	Year 10	Years 11 – 12
	IB Primary Years Programme	IB Middle Years Programme		QCAA
Language	English	(Language and Literature)	(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 (History and Geography)	Individuals and Societies (History and Geography)	Ancient History Economics Geography Legal Studies
Language Acquisition	Spanish (Years 2-6)	Spanish and Japanese (Year 7) Spanish or Japanese (Years 8 and 9)	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 Music Ext
Health & Physical Education (HPE)	Physical, Social and Personal Education	Physical & Health Education	Physical & Health Education Certificate III in Fitness (Elective)	Physical Education
Design & Technology		Design	Design (1 semester) IPT (Elective)	Graphics Engineering Technology IPT
Religion	Religion	Religion	Religion	Religion

EXTRA CURRICULAR ACTIVITIES:
A large range of co-curricular activities are offered to the boys.

Academic
This year saw the continuation of extracurricular academic offerings. Year 11 and 12 students were given the opportunity to complete a Diploma of Business (through a partnership with Barrington College). This offering was undertaken with students from Moreton Bay College.

Tours
This year we conducted a cultural tour to Japan and a ski tour to New Zealand.

New Zealand Ski Tour
Secondary students attended New Zealand during the June/July holidays.

Japan Cultural Tour
Secondary students attended Japan on a 10 day tour in the June/July holidays

Drama Production
Secondary school students had the opportunity to perform in this year's musical High School Musical. The musical was a true reflection of the College community spirit, as it brought together a wide range of students, parents, teachers and volunteers in order to create such a successful production.

Music
Our choirs, rock bands and instrumental ensembles have continued to go from strength to strength and it has been wonderful sharing music with the school and wider community. Various bands have been invited to perform at assemblies, showcasing the musical talents of our students.

Sport
For boys in Prep to Year 12 sport is conducted through local affiliated club's competitions. MBBC competes as "The Eagles" in a large number of sports including cricket, volleyball, football, basketball, tennis and touch. For the third year running, the combined Colleges' Mountain Bike team won the National Schools' Championship. Additional competitive sports such as sailing is also offered. Students also had opportunity to pursue sporting representative honours through the State Schools pathways via Met East.

For boys in Years 4 to 12, competition in the Christian Schools Sporting Association (CSSA) was offered in swimming, cross-country and athletics.

For boys in Prep to Year 3, the College offers a range of activities through the Australian Government Sporting Schools. Activities include touch, cricket, softball, golf, gymnastics, soccer, tennis and basketball.

Outdoor Education
The College's outdoor education programme continues to be a strong component of the College curriculum, starting from Prep and culminating with the seniors' optional involvement in the Duke of Edinburgh award.

A brief outline of each activity is below:

Prep & Year 1- camp is a parent and son overnight camp hosted at Tallebudgera Creek. This camp was held during term 2.

Year 2 - Year 2 enjoyed the experience of a Friday night activities at the College. The Leo's students helped the Year 2 staff lead indoor games for the evening programme. This was held during term 4.

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. This took place during Term 1.

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. The camp was held during term 2.

Year 5 Camp - This year our Year 5 cohort went to Noosa for their camp during term 1. Noosa Eco Retreat is the gateway to so many destinations. Just 100 meters to Lake Cooroibah and adjacent to Queensland's cleanest urban river system, at the gateway to the Great Sandy National Park. The boys spent 3 days and 2 nights in dormitory accommodation and participated in a variety of activities including body boarding, surf awareness, raft building as well as hiking around the beautiful Noosa National Park.

Year 6 Camp - The Year 6 cohort attended a 3 day camp during term 1 at Emu Gully near Helidon. This camp fosters the development of leadership and team-building skills in a programme 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 – Camp Lawrence at Lake Moogerah was the destination for the Year 7 camp and the camp programme was well received by staff and students. The aim of the camp was to provide opportunities for personal growth, forging new friendships and creating memories.

Year 8 Camp - The Year 8 camp was held during Term 1 at Adventure Alternatives Kenilworth. It was a 5-day camp. The camp encouraged boys to get to know each other better, work together and develop leadership and teamwork capabilities.

Year 9 - This two-week programme was hosted by Adventure Alternatives Outdoor Education Programme. The drop off and pick up location was at Woodford during Term 1. The camp involved an expedition to Mt Beerburrum and Glasshouse National Park. The programme is based on the process, coined by Murray Toft of the Canadian Calgary University, "Traffic Light Decision Making". This model encourages students to think deeply about the foundation on which their decisions are made. The traffic light model is a clear demonstration of aligning the thinking process with appropriate action. Its strength is found in slowing down the decision-making process. Developing this thought process is vital for students in this age bracket as freedom in society and social outings all start to become apparent. These skills were enhanced by students engaging in activities that encouraged them to consider their personal safety and that of others.

Year 10 - The five day programme was run by Adventure Alternatives during Term 1 at Noosa. The camp included abseiling a day hikes, and mountain biking through the Noosa Hinterland Boys also had the opportunity to partake in numerous activities such as hiking, ropes and team challenges that encouraged further development of skills of self-reliance, initiative and teamwork.

Year 11 - Leadership Camp, students attended a 3-day camp at Emu Gully during term 3. The programme 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.

Cultural Activities

A range of non-sporting pursuits were offered to boys in 2019 including Chess, IT Club named Tech Ninjas, Debating, Public Speaking, Art Club, Model making, Speech and Communication. MBBC participated in the QDU and Circuit debating competitions in secondary years.

Community and Service-Learning Programme

This year our boys participated in a structured programme of service to their community. This included tasks such as ANZAC Services and a Buddy programme for the Secondary/Primary Students.

Secondary school

- Smith Family Student2Student Reading buddies
- Tech crew support for College events
- Participated in community service for their local sporting groups and associations.
- Through the MYP Personal Project, students worked with various organisations to help make a difference, in their community e.g. raising money for projects in Tanzania ($12,000) and PNG (books and stationery)
- Easter Eggs for Others
- Various Leo's Club fundraising activities
- Gold Coin Donation Days – Each House selected a specific charity
- Carnival Day – Continued relationship with Camp Quality and Beyond Blue as our charities

Primary School

- Students acted in their community, as per their reflections and gained knowledge through their Units of Inquiry.
- Through the PYP Exhibition students worked with various organisations to help make a difference in their community
- Easter Eggs for Others
- Gold Coin Donation Days – Each House selected a specific charity
- Carnival Day – Continued relationship with Camp Quality and Beyond Blue as our charities

THE SOCIAL CLIMATE OF THE SCHOOL

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.

Pastoral Care Programmes

We have a comprehensive pastoral programme that encompasses subject matter such as leadership, resiliency, career education well-being and study skills. This is delivered on a weekly basis through form classes.

In Primary, students participate in Who We are lessons which covered many social skills but also blended well into meeting the elements of our PYP. These weekly lessons see students mixed across years levels P, 1&2, 3&4 and 5&6. These lessons target well-being and emotional intelligence, while students explicitly learn about our College Values, IB Learner Profile Attributes and IB Attitudes. Our MATEs (Mentoring Another Throughout Education) programme sees upper Primary students mentoring the lower Primary students. These weekly lessons help to promote students' abilities to display the IB Social, Self-Management and Communication Skills.

In Secondary, the pastoral care programme covers a range of issues such as being a good man, digital citizenship, career education, leadership and drug and alcohol awareness. Secondary boys are allocated to one of the four houses for their pastoral care programme.

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. The College is making good progress in implementing Restorative Practices, with staff undertaking PD.

Our Eagle's Flight behaviour management framework has embedded IB Learner Profile Attributes in an explicit way. Boys move from Blue to Gold for positive behaviours or to Yellow/Orange/Red for behaviours that do not meet our expectations.

This year we partnered with the University of Adelaide to measure the wellbeing of students and staff across the Colleges. We used this data to refine our pastoral programmes to ensure that we are meeting the specific needs of our boys.

Five to Thrive
The *5 Ways to Wellbeing* framework is implemented across the colleges. This wellbeing framework was developed by the New Economics Foundation (NEF), which was commissioned by the British government to establish a set of evidence-based actions that would improve personal wellbeing. The NEF's research found that there were five everyday actions, which when embedded into everyday life, will enhance wellbeing.

MBBC have titled these five actions the *Five to Thrive* framework following the suggestions from NEF's research.

Connect, Be active, Take Notice, Keep learning and Give. MBBC commits itself to programmes and events that align with this framework

College Values
There is a strong focus on the College values: Engagement, Character, Care and Teamwork. These values underpin all the pastoral care programmes and are a key aspect in developing the leadership of the boys.

IB Learner Profile Attributes
The IB Learner Profile describes the key attributes of an MBBC boy and the man we would like him to become. The IB Learner profile consists of the following ten attributes: Caring, Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open Minded, Reflective, Balanced, Risk Takers.

Together, with an age-appropriate understanding of IB Learner Profile attributes, the College looks to build the social, emotional and motivational capacities of the boys through a range of programmes such as Bullying Awareness Week, White Ribbon (Domestic Violence), Modern Manners for Young Men, Elevate Education, Career Development, Peer Programmes and Digital Citizenship.

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, the Year 12 boys 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.

The boys also have the opportunity to hear from a range of guest speakers who have shared their skills, wisdom and knowledge.

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 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 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 and Service Captain. Students in Years 6 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 senior staff to extend their natural leadership skills and develop greater appreciation for teamwork and planning for success.

The Secondary School has a very active Student Representative Council (SRC). The SRC is led by the College Captain, Vice-Captain and Service Captain and contains an elected representative from each Form class. The SRC provides students from multiple year levels to share in decisions on school issues, build relationships and community spirit, respond to student concerns and needs and bring about student imitated change.

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 prominent in organising a number of important activities such as house competitions, Inter-house events, assisting with carnivals and running assemblies. They 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 Inter-House sports events, special church services and the Pink & Blue competition with Moreton Bay College students.

PARENTAL INVOLVEMENT

The Parents and Friends Association (P&F) meets regularly and is very active raising valuable funds for the College. These funds are re-invested into facilitates and resources that benefit the boys and the College as a whole. The P&F ran a number of fund-raising events, but the highlights of the year were the P&F Ball and the Trivia Night. Parents are also involved in other aspects of the College, including being Parent Representatives for each year level, Parent Helper training and involvement, support a reader, coaching teams, volunteering in the library and canteen.

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, satisfaction surveys, letters and feedback.

For further information, Mr Andrew Holmes, Head of College, since January 2020 can be contacted on 3906 9444.

School Income broken down by funding source
For information regarding the funding of the College's educational programmes please access the My School website http://www.myschool.edu.au/.

STAFFING INFORMATION

44 full time teaching staff, 6 full time non-teaching staff, 11 part time teaching staff and 27 term time non-teaching staff.

No identified indigenous staff.

Qualifications of all teachers

The teaching staff are well qualified. Several staff have completed a Masters Degrees, while one is a PhD candidate.

Highest Qualification	% of classroom teachers, non-teaching staff and school leaders at the school
Doctorate	2%
Masters	17%
Bachelor Degree	57%
Diploma	9%
Certificate	15%

Professional Learning:

The College is very much committed to the ongoing development of all staff recognising that it's the quality of teaching that has the biggest impact on student learning. Staff from across the College participated in range of workshops designed to focus on best practice areas such as pedagogy, learning support, differentiation of curriculum, information and communication technology, behaviour management.

Professional development activities are also built into student free days and the regular meeting schedule.
Student learning remained central with the implementation of the Australian Curriculum and International Baccalaureate (IB) Primary Years Programme (PYP) and Middle Years Programme (MYP), The Art and Science of Teaching and the Peer Coaching. 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.

The College acknowledges that we have a number of very experienced teachers on staff and have tapped into their expertise through Peer Coaching. The aim is to train all teachers as Peer Coaches. 2019 is the third year of the three-year training programme. As part of Peer Coaching model, a teacher

selects a colleague to be their coach, develop a goal, complete an observation, and then conclude with a feedback session.

All teaching staff attended a full day workshop with John Collins, whose writing programme has been adopted across the College to improve literacy.

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 2019.

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
55	$86,004.86	$1,563.72
The total funds expended on teacher professional development in 2018		$86,004.86
The proportion of the teaching staff involved in professional development activities during 2019		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):

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
88	184	451.12	85.13%

For permanent and temporary staff and school leaders the staff attendance rate was 96.41%in 2019

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of programme year (Head Count)	Number of these staff retained in the following year	% retention rate
47	43	91.49%

From the end of 2018, 98 % of permanent teaching staff were retained for the 2019 school year.

KEY STUDENT OUTCOMES

Average student attendance rate:

Total number of students	Number of school days in programme year	Total number of student absences	Average Attendance Rate %
496	178	5312	94%

The average attendance rate as a percentage in 2019 was 95%

Average student attendance rate for each year level:

Year level	*Average Attendance Rate %*
Prep	94%
Year 1	96%
Year 2	96%
Year 3	96%
Year 4	94%
Year 5	95%
Year 6	95%
Year 7	92%
Year 8	93%
Year 9	92%
Year 10	92%
Year 11	96%
Year 12	94%

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 NAPLAN results for Years 3, 5 and 7 and 9 in 2019

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)	489	432	100%
Year 5 (2019)	532	506	100%
Year 7 (2019)	573	546	100%
Year 9 (2019)	629	580	100%
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)	446	423	100%
Year 5 (2019)	481	474	98%
Year 7 (2019)	523	513	100%
Year 9 (2019)	547	549	100%
Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)	452	419	100%
Year 5 (2019)	505	501	100%
Year 7 (2019)	579	545	100%
Year 9 (2019)	600	582	100%
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)	500	441	100%
Year 5 (2019)	524	499	100%
Year 7 (2019)	572	542	100%
Year 9 (2019)	609	573	100%
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2019)	453	408	100%
Year 5 (2019)	531	496	100%
Year 7 (2019)	591	554	100%
Year 9 (2019)	639	592	100%

Apparent Retention Rate Year 10 to 12:

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%).

	Year 10 Base	**Year 12**	**Apparent Retention Rate %**
Number of Students	42	34	81%

Year 12 student enrolment as a percentage of the Year 10 cohort is 81%

VALUE ADDED

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

- The International Baccalaureate, Primary Years and Middle Years Programme
- Overseas study tours
- Intentional small student population with small class sizes and individual attention
- Study Labs – free out of hours tuition and homework support
- Data analytics to track student performance and inform appropriate interventions
- Student Leadership Programme
- Joint Musical and drama productions with sister school MBC
- Additional efficiencies through the amalgamation with Moreton Bay College
- Mountain Bike Programme with fully certified track on campus
- Availability of professional counselling to staff and students
- Dedicated Chaplaincy, RE and worship programme
- Music Programme, - peripatetic music staff offering individual instruction
- Speech & Communication tutoring
- Involvement in World Public Speaking & Debating competitions
- A wide-ranging curriculum and co-curricular programme
- Academically Gifted programme for advanced students
- International Mindedness Day
- Diploma of Business
- LEOs committee
- A highly dedicated, well qualified and committed staff all of whom engage in on-going professional learning and are committed to improving student outcomes
- All students entering the senior programme of study (Years 10, 11 and 12) were able to undertake their choice of subjects
- Multiple pathways programme
- Individualised programmes for students with special needs
- Facilitator of school-based apprenticeships
- Beautifully landscaped grounds
- All-purpose Sports Hall and courts complex
- New Library completed in 2018 offering beautiful, spacious, and flexible learning areas

Sustainability practices

The College maintains active relationships with local community conservation groups and encourages its whole community to adopt sustainable living practices. The College encouraged students and their families to reduce their carbon footprint by riding bikes or car-pooling at least one day per week, taking part in Earth Hour, using package-free lunches and National Tree Planting Day.

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.

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.

Moreton Bay Boys' College Staff 2019

College Leadership Team

Executive Principal
James Sloman

Head of College
Tony Wood

Head of Co-curricular
Peter Foster

Head of Secondary School
Michael Holland

Assistant Head of Secondary (Academic)
Naomi Williams

Assistant Head of Secondary (Pastoral)
Shane McCarthy

Head of Primary School
Richard Curtis

Assistant Head of Primary (Pastoral)
Joseph Fumar

Curriculum Coordinators P-3
Larissa Guy

Curriculum Coordinator 4-6
Paul Dack

Teaching Staff

Melissa Acocks
Meg Andersen
Audrey Aquaro
Sharon Atkins
Angie Beighton
Julie Bowness
Leigh Ann Cadzow-Andreas
Anna Cooper
Eddie Cox
Haydn Eames
Scott Emblen
Caroline Fogg
Leanne Heelaas
Robert Kelly
Julie Kearns
Peggy Lee
Sian Leszczynski

Anthony Lewis
Carol Milne
Arran Montgomery
Damien Murtagh
Leisa O'Connor (maternity leave)
Stuart Paterson
Jemma Pickering
Graeme Potter
Alistair Rofeta
Allanah Secis
Stephanie Smith
Rebecca Sullivan
Naomi Williams
Kim Wilson (maternity leave)
Victor Laredo
Bailey Lee
Julie Kearns

College Chaplain

Reverend Shane McCarthy

Teacher Aides

Jennifer Fraser
Jenny Furlong
Karen Glenn
Joanne Houghton
Dianne Petrie
Allison Petrillo
Debra Southern
Trudy Tait
Dianne Wood
Debra Southern

Library Technician

Sally Joyce
Ki Sook Kim
Jackie Luscombe
Trudy Tait

Science Technician

Bhavana Singh

Administration Staff

PA to Head of College

Lesley Cosgrove

Senior Administration Officer (Secondary School)

Katherine McDonald (maternity Leave) Coby Action (Acting)

Senior Administration Officer (Primary School and Sport Administrator)
Paula Jowitt

Administration Assistant (Main Reception)
Lianne Ryalls

Administration Assistant (Student Reception)
Chantelle Cross

Finance Department

Director of Finance
Anna Thompson

Marketing & Enrolments Department

Director of Marketing
Lynne Labanne

Communications Officer
Ryan Hind

Business Advancement Manager
Julia Macdonald

Admissions Officer
Jan Westerhuis

Registrar
Emma Campbell

Human Resources Department

Human Resources Officers
Nina Leveque
Hayley Wilson

IT Department

Associate Director of Information Services and Technology
Jon Smith

Network Administrator
Harrison Parker
Cody Richter

Grounds Staff
Property Manager
Kevin Dubber