2017 Annual Report

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Moreton Bay Boys' College
Life adventures. Life achievers.

Annual Report

(By publishing this Report, our school will meet both State and Australian Governments reporting requirements. This information relates to the 2017 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 programs 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 program. 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, as our motto suggests, *life adventurers; and 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 programs 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:

467

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 2017, the Directors were as follows: Mr John Eisenmenger (Chairman), Ms Samantha O'Brien (Deputy Chair), Mr Neil Ballment, Dr Julie Beeby, Ms Tania Burgess, Mr Graham Dredge, Mr Peter Davey, Ms Sylvia Grigg, Mr Robert Ritchie, Mr Col Sutcliffe, Mr Jason Titman, Mr James Sloman (ex officio). The Director of Business and Finance for Moreton Bay College and Moreton Bay Boys' College, Mrs Nicole Hawkins 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. During 2017 an external review of the College was held using the National School Improvement Tool to inform strategic priorities.

Enrolments:

At the end of 2017, 467 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 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.

MBBC is the only school in the bayside authorised to deliver the International Baccalaureate PYP and MYP programs. The IB encourages students to think critically, challenge and question. The IB program 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 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 for years 7 – 9 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 2017, our senior program continued to demonstrate above average results with 18% OP 1 – 5 and 72% 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 2017 MBBC continued with the BYOD Digital Learning Program in the Primary and Middle Schools. This program started with Year 4 and Year 7 and is staged over a three-year period (based on a three-year life span for a device). Our program 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.

In 2017, the Secondary School embraced progressive online reporting. This allowed boys to upload assessment tasks, receive feedback on drafts and receive final feedback and grades electronically. Parents were able to access the progressive online reporting enabling them to receive real-time academic progress on their son.

Our annual academic testing program 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 program (TrackOne) enabling teachers and administrators to make well informed decisions about individual student strengths and weaknesses as well as school wide improvement strategies.

In 2017 MBBC explored the use of Seesaw. Seesaw empowers students to independently document their learning with built-in creative tools, and provides an authentic audience for their work. The teachers or students upload work onto Seesaw giving families an immediate and personalized window into their child's school day, and makes communication with teachers seamless. 2017 saw this program implemented in Years 4-6 for the full year and P-3 in the second semester. It was primarily used for 'Celebration of learning ' information for parents. A parent survey was also conducted giving extremely positive feedback about the use of this new software for communication purposes.

Learning Enhancement:

At Moreton Bay Boys' College, we recognise, value and cater for bright and gifted learners. In addition to the individualised extension work offered in the classroom, the College's Enrichment program ALTIUS, is offered to those identified students of exceptional abilities.

Through the ALTIUS program, our students are offered the opportunity to participate in a variety of extension activities, events and competitions. We also understand that boys learn at different rates with different needs. We endeavour to tailor support programs to assist boys as they move through the learning continuum. The Learning Enhancement support team cater to those boys who have been diagnosed with a disability and provide guidance for those who may be identified as requiring individualised assistance.

Boys with a disability or a diagnosed learning difficulty receive inclusive support. This assistance is provided to the boys by a range of support staff including specialist teachers and support aides. Opportunities also exist for visiting specialists (i.e. Speech Language Pathologists, Occupational Therapists, etc.) to provide individualised support on campus. These support practices are implemented in and out of the classroom setting.

College Curriculum

Learning Area	**Prep – Year 6**	**Years 7 – 9**	**Year 10**	**Years 11 – 12**
	IB Primary Years Program	**IB Middle Years Program**		**QCAA**
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 Music Ext
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) 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 introduction of extracurricular academic offerings. Year 11 students were given the opportunity to complete a Diploma of Business (through a partnership with Barrington College) and Year 10 students were given the opportunity to complete a Civil Aviation Safety Authority (CASA) approved Remote Pilot Licence course (through a partnership with ACE Aviation). Both of these offerings were implemented with students from Moreton Bay College.

Tours

This year we conducted a ski trip to New Zealand, a cultural tour to Japan, an educational tour to Canberra.

Japan Cultural Trip
Students attended our buddy school Johoku Gakuen, Hiroshirma. Boys stayed with their host families and attended school to engage in classes, Mathematics, Calligraphy and Kando. Boys also took part in the Athletics Carnival. After Hiroshima, time was spent in Kyoto visiting the beautiful temples.

Canberra Tour
Students from years 6/7 attended the Capital again this year, learning about the formation of Australian democracy and federation.

New Zealand Cultural and Ski Trip
During the mid-year holidays a group of senior boys took on the snowy slopes of New Zealand. Students enjoyed the ski range at Coronet Peak and The Remarkables.

Drama Production
Secondary school students had the opportunity to perform in this year's musical Oklahoma. 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. This year we were excited to announce our Combined College Stage Band as an extension for advanced musicians at MBC and MBBC, following the establishment of the Combined College Drumline formed at the beginning of the year. Record number of students have successfully completed AMEB examinations.

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. Additional competitive sports including sailing and mountain biking are also offered. Students also had opportunity to pursue sporting representative honours through the State Schools pathways via Met East.

MBBC won one premiership in 2017 – Junior Volleyball.

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

Boys in Years 4 to 12 are also offered experiences in a range of adventure sports including mountain biking, sailing, wind surfing, kayaking, archery and motocross.

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 program 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 an optional parent and son overnight camp hosted at Thunderbird Park. This camp was held during term 4.

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

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 3.

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 3.

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 (Cooloola section). 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 three day camp during term 1 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 Year 7 camp to Tewantin at a new camp site Teen Mission during term 1. The boys spent a week in tents, undertaking team challenges and games, bushwalking, high ropes and a variety of rope activities. 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 Camp Kokada, Meebun-bia near Beaudesert beside picturesque Lake Maroon. The camp encouraged boys to get to know each other better, work together and develop leadership and teamwork capabilities.

Year 9 - This two week program was hosted by Adventure Alternatives Outdoor Education Program. The drop off and pick up location was at Woodford, during term 1. The camp involved an expedition through Bellthorpe National Park and Glasshouse National Park. The program 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 program was run by Adventure Alternatives during term 1 at Tewatin, Cooroibah. The camp included high ropes, a day hike, one day in a state forest on mountain bikes, and a 24-hour solo experience. 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 - Year 11 students attended a 3 day camp at Emu Gully during term 3. 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.

Cultural Activities

A range of non-sporting pursuits were offered to boys in 2017 including Chess, IT Club named Tech Ninjas, Debating, Public Speaking, Art Club, Model making, Speech and Communication. MBBC participated in the QDU debating competition in secondary years.

Community and Service Learning Program

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

Secondary school

- Smith Family Student2Student Reading buddies
- Tech crew for Oklahoma
- Participated in community service for their local sporting groups and associations.

Primary School

- Continued community relationship with Janoah Gardens Retirement Village – Students (Yr1 and Yr2 read books and played games with residents. Looking to grow this into 2018 with more year levels participating
- Students took Action, 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 – Through SMC
- Leo's Africa Tour – Funds raised for classrooms over there and goods donated for the Leo's Club to take over
- 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.

Accreditation

The College under took the five year cyclical accreditation review and submitted a comprehensive report to the Non State Accreditation Board. The Board has accepted the report as an indicator that Moreton Bay Boys College continues to comply with the requirements of the Education Act.

Pastoral Care Programs

We have a comprehensive pastoral program 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 Team Time. These weekly lessons see students mixed into their House groups, across three streams. 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) program 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 program covers a range of issues such as being a good man, digital citizenship, career education, leadership and drug and alcohol awareness. Boys in Years 10 – 12 are allocated to one of the four houses for their pastoral care program.

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 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 also conducted another Social and Emotional Welfare survey through ACER to determine the wellbeing of our students. We used this data to refine our pastoral programs to ensure that we are meeting the specific needs of our boys.

College Values

There is a strong focus on the College values: Engagement, Character, Care and Teamwork. These values underpin all the pastoral care programs 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 programs such as Bullying Awareness Week, White Ribbon (Domestic Violence), Modern Manners for Young Men, Elevate Education, Career Development, Peer Programs 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 a chess competition, Inter-house events, package-free lunches 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 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 Foundation 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 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

45 full time teaching staff, 8 full time non-teaching staff, 2 part time teaching staff and 14 term time non-teaching staff.

No identified indigenous staff.

Qualifications of all teachers

The teaching staff is well qualified. Several staff completed Masters Degrees during the year while one is a PhD candidate.

Highest Qualification	% of classroom teachers and school leaders at the school
Doctorate	4%
Masters	22%
Bachelor Degree	75%
Diploma	0%
Certificate	0%

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.

For 2017, student learning remained central with the implementation of the Australian Curriculum and International Baccalaureate (IB) Primary Years Program (PYP) and Middle Years Program (MYP), The Art and Science of Teaching and Peer Coaching all 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.

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. 2017 is the second year of the three year training program. 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.

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 2017.

Total Number of Teachers	**Total expenditure on teacher PD (as recorded in Financial Questionnaire)**	**Average expenditure on PD per teacher**
47	$72,132.79	$1534.74
The total funds expended on teacher professional development in 2017		$72,132.79
The proportion of the teaching staff involved in professional development activities during 2017		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**
69	185	443.353179	96.41%

For permanent and temporary staff and school leaders the staff attendance rate was 96.41%in 2017

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
44	43	98%

From the end of 2017, 98 % of permanent teaching staff were retained for the 2018 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 %
467	179	4104	95%

The average attendance rate as a percentage in 2017 was 95%

Average student attendance rate for each year level:

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

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 2017

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	472	431	100%
Year 5 (2017)	546	506	100%
Year 7 (2017)	574	545	98%
Year 9 (2017)	624	581	100%
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	412	414	100%
Year 5 (2017)	486	473	98%
Year 7 (2017)	521	552	93%
Year 9 (2017)	585	549	97%
Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	446	416	100%
Year 5 (2017)	520	501	100%
Year 7 (2017)	573	550	98%
Year 9 (2017)	596	581	100%
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	455	439	100%
Year 5 (2017)	523	499	100%
Year 7 (2017)	565	542	98%
Year 9 (2017)	588	574	100%
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	444	409	100%
Year 5 (2017)	526	494	100%
Year 7 (2017)	596	554	100%
Year 9 (2017)	631	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 Program
- 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 Program
- Joint Musical and drama products with sister school MBC
- Additional efficiencies through the amalgamation with Moreton Bay College
- Mountain Bike Program with fully certified track on campus
- Adventure Sports 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
- Academically Gifted program for advanced students
- International Mindedness Day
- 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 program of study (Years 10, 11 and 12) were able to undertake their choice of subjects
- Multiple pathways program
- Individualised programs for students with special needs
- Facilitator of School based apprenticeships
- Beautifully landscaped grounds
- All-purpose Sports Hall and courts complex

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 reduce their carbon footprint by riding bikes, scooters 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.

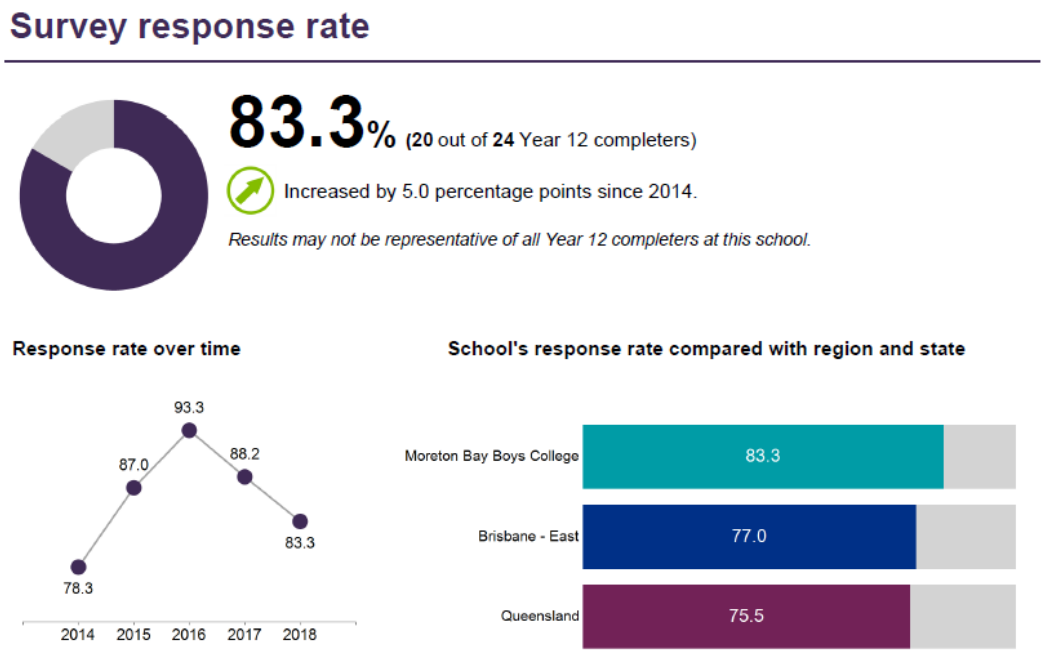
Post-school destinations of Year 12 completers from 2017

This report is to inform the school community about Year 12 completers' transitions into further education, training and employment.

This information is useful for:

- reviewing programs and services, such as subject offerings, career advice and links with employers and tertiary institutions
- reporting to parents through newsletters, annual reports and the school website.

The results are from the Department of Education's *Next Step — Year 12 Completers* survey. The survey is conducted six months after the end of each school year when students will have accepted tertiary education places. Students who completed Year 12 in 2017 at a State, Catholic or Independent school, or TAFE secondary college in Queensland are included.



Post-school engagement

Year 12 completers from Moreton Bay Boys College have been categorised by their engagement in education and training, or employment. Survey respondents who are both working and studying are included in education and training. Apprentices and trainees are required to undertake a study component to their qualification so are also considered to be in education and training.

Engagement in education, training or employment

90.0% engaged in education, training or employment

75.0% in education or training

Of the 20 respondents, 75.0% continued in some recognised form of education and training. The most common study destination was bachelor degree.

15.0% in employment

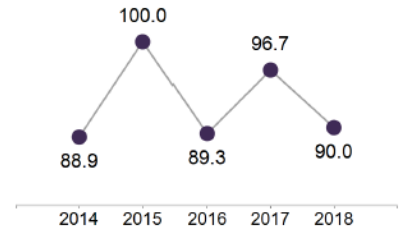
A further 15.0% transitioned directly into paid employment and no further study.

10.0% not in education, training or employment

There were 10.0% of respondents seeking work.

Engagement in education, training or employment over time

Increased by 1.1 percentage points since 2014



Main Destination

Post-school destinations of survey respondents from Moreton Bay Boys College in 2018.

All Year 12 completers were assigned to a main destination. This categorisation system prioritises education-related destinations over other destinations. For example Year 12 completers who were both studying and working are reported as studying for their main destination.

15% of respondents deferred a tertiary offer and are reported in their current post-school destination in this report.

Main Destination

Main Destination	Total	
	number	%
Bachelor Degree	12	60.0
VET Certificate IV+	1	5.0
VET Certificate III	0	0.0
VET Certificate I–II/other	0	0.0
Apprenticeship	1	5.0
Traineeship	1	5.0
Full-time employment	0	0.0
Part-time employment	3	15.0
Seeking work	2	10.0
NILFET	0	0.0
Total	*20*	*100.0*

Moreton Bay Boys' College Staff 2017

Senior Leadership Team

Executive Principal
Mr James Sloman

Head of College
Mr Tony Wood

Head of Secondary School
Mr Jason Day

Assistant Head of Secondary (Academic)
Naomi Williams

Assistant Head of Secondary (Pastoral)
Susanne Jamieson

Head of Primary School
Mr Richard Curtis

Assistant Head of Primary (Academic)
Mary Youngman

Assistant Head of Primary (Pastoral)
Joseph Fumar

Teaching Staff

Melissa Acocks
Meg Andersen
Audrey Aquaro
Donna Beacham *(Term 1)*
Angie Beighton
Jenny Bond
Werner Botha
Julie Bowness
Leigh Ann Cadzow-Andreas
Anna Cooper *(Term 2)*
Eddie Cox
Paul Dack
Haydn Eames
Scott Emblen
Caroline Fogg
Joseph Fumar
Alex Givney (*maternity leave*)
Larissa Guy
Terry Grant
Leanne Heelaas
Megan Henderson
Susanne Jamieson

Robert Kelly
Sian Leszczynski
Peggy Lee
Anthony Lewis
Carol Milne
Arran Montgomery
Damien Murtagh
Leisa O'Connor *(maternity leave)*
Michelle Palmer
Stuart Paterson
Meagan Pearse (*maternity leave*)
David Peckham
Jemma Pickering
Graeme Potter
Allanah Secis
Stephanie Smith
Elizabeth Stone
Rebecca Sullivan
David Vial
Naomi Williams
Kim Wilson (*maternity leave*)
Mary Youngman

College Chaplain

Reverend Shane McCarthy

Teacher Aides

Jennifer Fraser
Jenny Furlong
Karen Glenn
Marian Herdegen
Dianne Petrie
Allison Petrillo
Colin Pesch
Debra Southern
Trudy Tait
Neddie Westaway
Dianne Wood

Library Technician
Nerida Winchester

Science Technician
Colleen von Stein

Administration Staff

PA to Head of College
Lesley Cosgrove

Senior Administration Officer (Secondary School)
Katherine McDonald

Senior Administration Officer (Primary School)
Michelle Overell (Terms 1-3)

Administration Assistant (Primary)
Tracey Watkins (Term 4)

Administration Assistant (Main Reception)
Suzanne Hasenkam

Administration Assistant (Student Reception)
Paula Jowitt

Finance Department

Director of Finance and Business
Nicole Hawkins

Business Manager
Sonja Bancroft

Marketing & Enrolments Department

Director of Marketing
Donna Rogers (Terms 1&2)
Lynne Labanne

Marketing Manager
Rachel Wilkinson (Term 1)
Linda Stevens (Terms 2&3)

Business Advancement Manager
Julia Macdonald

Admissions Officer
Jan Westerhuis

Registrar
Rosie Norfolk (Term 1)
Emma Campbell

Human Resources Department

Human Resources Manager
Jacques Retief

Human Resources Advisor
Tracey Lee

IT Department

Director of Information Services and Technology
John Oxley

Network Administrator
Kris Klutke

Grounds Staff
Property Manager
Des Schinkel