Annual Report

For the year ended 31 December 2025
ABN 32 104 373 631

MORETON BAY BOYS' COLLEGE

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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 the individual needs. MBBC is an affiliated Uniting Church school, amalgamated with our nearby sister school, Moreton Bay College, led by one CEO and Executive Principal and under the governance of a single Board. The College offers an inquiry based, engaging curriculum designed specifically for boys from Prep to 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, Life 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 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 now to the man he will become.

School Information

School Sector	**Independent**
School Address	**302 Manly Road, Manly West QLD 4179**
Total Enrolments	**At the end of 2025, 527 boys were enrolled in the College**
Year Levels Offered	**Early Years to Year 12**
Co-educational or single sex	**Single sex – boys only**
Characteristics of the Student Body	**A broad cross section of multi-cultural groups is represented in the student body with seven being indigenous**

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.

As at April 2025, the Board of Governors (Directors of MBBC) were as follows: Ms Samantha O'Brien (Chair), Mr Stuart Copeland (Deputy Chair), Mr Reg Gulley (Company Secretary), Mr Peter Bickerton, Mrs Adele Nisbet, Mr Kris Isles, Mr Nigel Fairbairn, Mr Robert Ritchie, Mrs Kirsty Elliott, Mrs Trisha Squires, Ms Elizabeth Morgan-Brett.

The amalgamation of the two colleges means that we have one CEO and Executive Principal, leading The Moreton Bay Colleges under the umbrella of Uniting Church values. This position was held by Mr Richard Henry until his resignation in July 2025. Mrs Vicki Waters was Interim CEO and Executive Principal for the remainder of 2025. The Principal at MBBC is Mr Andrew Holmes.

The Board is responsible for the strategic direction of the College. At the end of 2022 the Board launched the new Strategic Plan 2023-2027. The vision of the College is to be an inspiring and nurturing learning community which empowers students to be future-ready global citizens in an inclusive and diverse Christian learning environment. We deliver an outstanding student experience that allows students to graduate with the attitudes, attributes and skills that will provide the keys to becoming future ready 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-focused organisation.

Distinctive Curriculum Offerings

The MBBC curriculum is designed and tailored to provide a seamless transition for each boy from Pre-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 an d 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.

While intentionally a Pre-Prep - 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. Moreton Bay Boys' College is the only all-boys school in the Bayside authorised to deliver the International Baccalaureate Primary Years Programme (PYP). The International Baccalaureate is internationally recognised as a high-quality, academically rigorous framework that develops independent learners who are prepared to contribute as active, informed citizens in a global context.

At MBBC, the PYP promotes critical thinking and purposeful questioning through an inquiry-based approach to learning. This enables students to develop deep understanding through interconnected, relevant and engaging units of work. Through this framework, students build knowledge and skills across the following learning areas: English; Mathematics; The Arts (Visual Arts and Music); Science; Humanities and Social Sciences; Health and Physical Education; Technologies (Design and Digital); and Languages (Spanish).

The Australian Curriculum is delivered within this pedagogical framework and is strengthened through the explicit and systematic teaching of literacy and numeracy skills.

In Years 7 - 10, 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, secondary teachers utilise the Understanding by Design pedagogical approach. It is a curriculum approach that utilises backward design: the practice of looking at the outcomes to design curriculum units, performance assessments, and classroom instruction that is inquiry-driven.

In the Senior School we offer a broad range of QCAA Authority subjects leading to QCE and ATAR (See below). In 2025, our senior programme continued to demonstrate above average results with 18.8% 97 or above and 21.9% of 95 or above. 100% of students received an ATAR and/or VET Qualification. 100% of students received QCE. A number of senior school teachers serve as QCAA Endorsers or Confirmers.

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 2025, MBBC continued with the BYOD Digital Learning Programme in the Primary and Secondary Schools. The programme begins in Year 3, where parents supply an iPad for their son's schooling and is 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 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 Writer's Toolbox in both Primary and Secondary, Education Perfect from Years 7 to 10 and Atomi in Years 11 and 12. All these online platforms provide students with instant feedback and allow teachers 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 final of the First Tech Challenge.

College Curriculum

Learning Area	Prep–Year 6 (IB Primary Years Programme)	Years 7–8 (Australian Curriculum)	Years 9–10	Years 11–12 (QCAA)
English	English	English	English	English; Essential English
Mathematics	Mathematics	Mathematics	Mathematics	Essential Mathematics; General Mathematics; Mathematical Methods; Specialist Mathematics
Science	Science	Science	Science	Biology; Chemistry; Physics
Humanities and Social Sciences	Humanities and Social Sciences	Humanities (History and Geography)	Humanities (History and Geography); Business (Elective)	Modern History; Geography; Legal Studies; Business
Language Acquisition	Spanish (Years 1–6)	Spanish	Spanish (Elective)	Spanish
The Arts	Visual Art; Music; Singing	Visual Art; Music (1 Semester); Drama (1 Semester)	Visual Art (Elective); Music (Elective); Drama (Elective)	Visual Art; Music; Drama; Music Extension (Unit 3)
Health and Physical Education (HPE)	Health and Physical Education (HPE)	Physical and Health Education	Physical Education (Elective)	Physical Education
Design and Digital Technology	Design and Digital Technology	Technologies	Design Technologies (Elective); Digital Technologies (Elective); Engineering (Elective)	Design; Engineering; Digital Solutions
Religion	Religion	Religion	Religion	Religion

Co-Curricular Activities

A large range of co-curricular activities are offered to the boys.

Music

Learning music provides boys with significant cognitive, emotional, and social advantages, including enhanced brain development, improved academic performance, better emotional regulation, and increased self-discipline. It acts as a full-brain workout, boosting memory, focus, and coordination while fostering self-confidence, creativity, and perseverance. Of equal importance to these individual benefits, the learning and performing in multi-year level college ensembles builds teamwork, widens friendship groups, and builds engagement and connection within the school community. At Moreton Bay Boys' College, students are offered an extensive range of opportunities, with 25 ensembles covering band, string, vocal and contemporary areas to cater to all interests, ages and experience levels. MBBC students enthusiastically embrace these offerings, with 1 in 4 students undertaking private music tuition at the school and almost 40% actively involved in ensemble learning.

Participation Rates

Program Area	No. of Ensembles Offered	Students Involved
Vocal Programme	4	47
Band Programme	10	86
String Programme	8	54
Contemporary Programme	5	20
Private Tuition	N/A	131

As well as unique and varied internal concert and events, including the Twilight Picnic rock concert and Raise Your Voice musical production, students are offered exciting external opportunities to perform. Attendance at the CMC Battle of the Rock Bands has become an annual attraction for our senior bands, our choirs excelled in front of professional adjudication at the Wynnum Manly and Redlands Eisteddfods, and Senior Vocal Ensemble respectfully led the music at the Manly Lota RSL ANZAC Services. In combination with MBC students, our advanced musicians attended Music Camp, where they worked with expert clinicians to improve their technique and repertoire. Throughout the year, Cocurricular Music provides our young musicians with meaningful connection, contribution and service opportunities within our community

Sport

Sport remains a central pillar of student life at Moreton Bay Boys' College, supporting the development of well-rounded young men through participation, competition, and personal growth. Our programme continues to emphasise a culture of inclusivity, effort, and fairness, ensuring all students have the opportunity to engage and improve.

In 2025, students from Prep to Year 12 participated in a diverse range of sports, including Mountain Biking, Sailing, Basketball, Futsal, Football, Tennis, Touch Football, Swimming, and Volleyball. The College proudly competed in the Independent Schools Championship (ISC) competition, providing students with regular, high-quality interschool sporting opportunities and reinforcing commitment to team environments. The sporting roster also expanded to include gala days for Rugby 7s, Rugby League, AFL, Cricket, and Beach Volleyball, further enhancing participation opportunities.

A key highlight of 2025 was the continued growth of our Mountain Biking program, catering for students from Year 1 to Year 12. Students competed in the Schools Rocky Trail series, demonstrating skill, resilience, and a strong sense of team culture. The Moreton Bay Colleges won the Schools Epic competitions for the 10th year in a row. Our Sailing programme for students in Years 7 to 12 also continued to develop, with students competing in school team racing and fleet racing events, providing unique high-performance and outdoor education experiences. Moreton Bay College competed at the National Schools Sailing titles in Adelaide where they achieved 9th place out of 23 schools.

Students in Years 4 to 12 represented the College in CSSAQ Swimming, Cross Country, and Athletics. These carnivals remain key highlights of the sporting calendar, promoting school spirit, participation, and competitive excellence.

For students in Prep to Year 3, the College offered a diverse range of activities through the Australian Government Sporting Schools initiative and local club partnerships. These programmes, including AFL, Basketball, Cricket, Football, Touch Football, Pickleball, and Rugby, play an important role in developing fundamental skills and fostering a lifelong connection to sport.

Students also accessed representative pathways through Riverside Rays, Metropolitan East, and at State and National levels, with several students achieving selection at these higher levels.

Across all programmes, there has been a continued focus on attendance, teamwork, and personal accountability. Sport at MBBC continues to play a vital role in building resilience, character, and a strong sense of community.

Sport	Number of Participants
Basketball - Winter	31
Basketball - Summer	36
Football (Soccer) - U6/U7	26
Football (Soccer) - U8 to U12	19
ISC Beach Volleyball Gala	10
ISC Futsal	28
ISC Volleyball	22
ISC Football	23
ISC Rugby 7's	35
ISC Basketball	22
ISC Touch Football	25
ISC Tennis Gala	4
Mountain Biking (MBC/MBBC) - Term I	93
Mountain Biking (MBC/MBBC) - Term 2	90
Mountain Biking (MBC/MBBC) - Term 3	96
Mountain Biking (MBC/MBBC) - Term 4	94
Sailing - Term 4	18
Sailing - Term 1	19
Swimming	40
Swimming Camp/Clinic	34
Tennis	74
Volleyball - Semester I	N/A
Volleyball - Semester 2	10

Learning Enhancement

At Moreton Bay Boys' College, we recognise, value, and cater for a diversity of learners and learning styles, from students with learning difficulties or diagnosed disabilities to those identified as gifted and talented students. Through providing targeted and differentiated support, the college is responding to the fact that boys learn at different rates and have different needs. As such, we endeavour to tailor programmes to assist all our boys as they move through the learning continuum.

The Learning Enhancement team provides educational adjustments (AARAs) to address the needs of students diagnosed with learning disorders and disabilities. Inclusive support and individualised adjustments are provided to help improve curriculum access by removing barriers to learning. A team of Teacher Aides provides support in classrooms, while targeted individualised support is offered through dedicated intervention in Primary years and Study Lessons in Secondary. Students are also given the opportunity to sit exams and complete assessments in a quiet and supported environment where approved educational adjustments are available.

Social and emotional support and guidance is provided to students who are identified as requiring such assistance. This assistance is offered by a range of support staff, including specialist teachers, pastoral care staff and the college counsellor. Opportunities also exist for external visiting specialists (i.e. Speech-Language Pathologists, Occupational Therapists, etc.) to provide individualised intervention on campus.

For gifted or high potential students, the college provides a research-informed approach to gifted education that combines differentiated classroom practice with targeted enrichment. Enriched learning experiences foster intellectual curiosity and creative thinking, while purposeful grouping, mentoring and pastoral care supports students' social and emotional development. Individualised learning pathways, including curriculum compacting, enrichment, appropriate acceleration and access to competitions and external programmes, enable students to pursue their strengths in meaningful contexts and build confidence as they realise their potential and strive for personal excellence.

Outdoor Education

The College's Outdoor Education Programme continues to be a strong component of the College curriculum, starting from Prep.

A brief outline of each activity is below:

Prep and Year 1 - The Prep Cohort visited Mount Cootha Botanical Gardens and Wynnum Foreshore area as part of their Unit of Inquiry Where we Are in Place and Time.

Year 2 - Year 2 enjoyed an 'Outdoor Experience Day' at PGL Kindilan in Term 3. Activities included bush craft, climbing, aeroball and group activities. This was a wonderful experience for the boys in preparation for an overnight camp stay in Year 3.

Year 3 Camp - Year 3 visited PGL Kindilan in the Redlands for a 2 day and 1 night activity-based camp during Term 1. Students were able to build on the previous Year 2 camp and completed activities such as canoeing, team challenges, low ropes and aeroball.

Year 4 Camp - The Year 4 students attended the 3 day and 2-night camp at CYC Burleigh during Term 2. The boys were challenged by a wide variety of activities, including dragon boating, stand-up paddle boarding, canoeing, Students stayed in dormitory style accommodation.

Year 5 Camp - Year 5 Camp was hosted by Noosa North Shore- activities included hiking, canoeing, initiative games and the Giant Swing.

Year 6 Camp - The Year 6 cohort attended a 3-day camp during Term I 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.Students participated in ANZAC themed activities such as Commando Cable Crossing, Siege of Tobruk, Storm the Fort and completing the Kokoda Track.

Year 7 Camp - The Year 7 camp was held at Adventure Alternatives Kenilworth in Term 1 as a 5-day/4-night programme. Set in the surrounds of Cambroon, this camp marked the beginning of each boy's secondary journey. The programme focused on building trust, forming friendships, and fostering independence through team initiatives, outdoor challenges, and shared reflection. Students developed confidence in themselves and their peers, establishing a strong foundation for the year ahead.

Year 8 Camp - Year 8 camp took place at Tunnel Ridge Ranch in Landsborough during Term 1. This 4-day programme encouraged students to step outside their comfort zones through activities designed to build teamwork, communication, and personal courage. Boys engaged in problem-solving tasks and outdoor challenges while strengthening peer relationships and developing responsibility, resilience, and self-discipline.

Year 9 Camp - Hosted at Luther Heights on the Coolum coastline in Term 1, the Year 9 camp was a 5-day/4-night experience. The programme focused on leadership, initiative, and self-awareness, providing opportunities for students to reflect on their growth as young men. Through a range of team-based and outdoor activities, boys further developed perseverance, collaboration, and positive decision-making.

Year 10 Camp - The Year 10 camp was a 5-day programme held at Camp Cooby during Term 1. This experience combined physical challenge with reflective practice, allowing students to explore group dynamics, solve complex problems, and strengthen communication skills. Activities supported the development of resilience, teamwork, and a deeper understanding of contributing meaningfully within a group.

Year 11 Camp - Year 11 attended a 5-day camp at Emu Gully in Term 3. This demanding and rewarding programme, inspired by Australian military history, focused on leadership, teamwork, and perseverance. Students developed grit, unity, and selflessness while working collaboratively through challenging activities, preparing them for their senior leadership responsibilities within the College.

Year 12 Camp - The Year 12 Retreat was held at Maranatha Recreation Camp in Term 1 as a 5-day experience. This final camp in the programme provided students with time to reflect, strengthen peer connections, and consider their future beyond MBBC. Through guided discussions, group activities, and quiet reflection, the retreat offered a meaningful conclusion to their outdoor education journey.

Cultural Activities

To complement curriculum programmes, the College has continued to offer enriched opportunities within and across the disciplines of Science, Technology, Engineering, and Mathematics (STEM), The Arts, Public Speaking and Communications including Chess, IT Club named Tech Ninjas, Art Project Group, Film Club, Music Maestros Club, Speech and Communication and Group Drama classes, Film and Television Acting classes, and the College Tech Production Crew.

MBBC participated in Queensland Debating Union (QDU) competitions across the secondary years, with representation in all year levels. Mrs Williams, Mrs Cadzow-Andreas and Mrs Flynn coached the QDU teams, supporting students in developing their debating and public speaking skills.

Mrs Williams and Mr Paterson coached students for the Australian Individual Debating and Public Speaking Championships (AIDPSC) and SpeakFest, with MBBC also hosting both prestigious tournaments.

A highlight of the year was Nicholas McGhee being awarded Australian Champion in After Dinner Speaking, an outstanding achievement at national level.

Manifest Annual Art Show provided an opportunity to welcome the community onto campus to engage with student artwork, with all Visual Art students displaying their work in the 'pop up' gallery established in the College library. Drama and Music students supported the event through live entertainment - providing an authentic performance opportunity for the artists.

Community and Service Learning Programme

Our Community service and Service learning activities are directed towards building relationships where all people grow and learn. Through our IB PYP programme, students learn that they can take Action when you apply what you are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service - making a positive difference to the lives of others and to the environment.

Secondary School

- Students participated in community service for their local sporting groups and associations
- Various Leo's Club fundraising activities
- Gold Coin Donation Days - Each House selected a specific charity

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
- Gold Coin Donation Days - Each House selected a specific charity

The Social Climate of the School

General

Moreton Bay Boys' College promotes equity and excellence and ensures that all students can 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

Across the College, wellbeing is supported through a consistent, evidence-based approach that draws on The Resilience Project and the Keeping Safe Child Protection Curriculum. These two programmes provide a shared language and framework for emotional literacy, resilience, respectful relationships and personal safety from Prep to Year 12. While each sub-school delivers wellbeing in developmentally appropriate ways, the whole-school approach ensures continuity and alignment with our College Values.

In Primary, students also participate in Who We Are units of inquiry in line with the PYP curriculum. These weekly lessons target well-being and emotional intelligence, while students explicitly learn about our College Values, IB Learner Profile Attributes and IB Attitudes.

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.

Positive Behaviour

The Positive Behaviour Management Framework for the College is based on Restorative Practices. 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 Positive Behaviour Management Framework has embedded IB Learner Profile Attributes in an explicit way. Boys are celebrated by earning certificates from Blue to Platinum for positive behaviours or complete Yellow/Orange/Red behaviour trackers for behaviours that do not meet our expectations.

Wellbeing for Learning Framework

The College's approach to student wellbeing is guided by the MBBC Wellbeing for Learning Framework, designed in conjunction with Sue Chandler (Transformative Schools). This framework reflects a whole-school, evidence-informed approach that places wellbeing at the heart of learning, recognising its critical role in student growth, engagement, and success.

At MBBC, the Five to Thrive framework—*'Connect, Be Active, Take Notice, Keep Learning, and Give'*—remains an embedded and visible element of this approach. These actions are integrated within a broader, co-designed strategy that connects wellbeing, safety, and learning across all aspects of College life.

Through this framework, MBBC is committed to fostering a culture where wellbeing is actively developed, supported, and sustained for every member of the community.

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.

Secondary School Pastoral Care Programme

Together, the College seeks to build the social, emotional, and motivational capacities of students through a range of programmes and initiatives, including Bullying Awareness Week, The Push Up Challenge, Career Development, peer-led programmes, and Digital Citizenship. Students also have the opportunity to hear from a range of guest speakers who generously share their insights, experiences, and expertise, further enriching their personal growth and understanding.

This work is supported by evidence-informed programmes such as The Resilience Project and the Keeping Safe curriculum, which explicitly teach emotional literacy, respectful relationships, help-seeking behaviours, and personal safety.

By providing these opportunities, MBBC aims to support the holistic development of each boy, preparing him not only for success at school but for the broader challenges and opportunities of life. Of equal importance is the development of students' spiritual wellbeing. Reflection and contemplation in Chapel set the tone for each week, reinforced through Religious Education, creating space for students to consider their values, purpose, and place within the community.

When students make poor choices, the College adopts a restorative and educative approach. Through structured reflection and guided conversations, students are supported to develop self-regulation, personal responsibility, and an understanding of the impact of their actions on others. This approach reinforces our commitment to wellbeing for learning, ensuring that behaviour is addressed in a way that promotes growth, accountability, and positive future decision-making.

Student Leadership

Student leadership has a number of components. In Year 6 we offer a Primary School Captain role and Vice Captain role as well as House Vice Captaincy for a year long commitment. Enabling our boys to share the experience. In addition, 2025 saw the first cohort of Early Year's Leaders joining the Primary student leadership team.

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 seven senior leadership positions - Captain, Vice-Captain, Cultural Captain, Sports Captain, Service Captain, House Captain(s), International Ambassador, Music Captain and Music Vice Captain.

Students in Years 6 and 12 are invited to nominate for positions of student leadership and are interviewed by members of the College Leadership Team, including the Principal. 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.

Regular class presentations in 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 working 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 (P&F) Association and our dedicated Parent Representatives continue to play an active and integral role within our college community. Their commitment to building strong connections and fostering a welcoming, engaged environment has a meaningful impact on college life.

Throughout 2025, P&F hosted several successful events, including the Colour Run, Trivia Night, and the MBBC Movie Night. These events not only brought our community together but also supported our focus on friend-raising-creating meaningful relationships that strengthen our shared sense of purpose and belonging.

Both the P&F and Parent Representatives meet regularly and work closely with college staff and students. Their ongoing contributions support the college's sustainability initiatives and strategic goals, helping to shape a vibrant and inclusive future for all.

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, Principal 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://myschool.edu.au

Environmental Sustainability

In 2025, Moreton Bay Boys' College took a proactive step towards long-term sustainability launching the Environmental Sustainability Strategy 2025 - 2030. This initiative was shaped through a collaborative approach, engaging students, staff, parents, and the Uniting Church Queensland Synod to ensure a shared vision for a greener future. Aligned with the Queensland Synod's Flourishing Creation Advocacy and Action Plan, the strategy reflects six key themes.

These themes are:

- Empowered People and Connection;
- Active Travel and Sustainable Transport;
- Energy, Water and Emissions;
- Biodiversity;
- Reduce, Reuse and Recycle; and
- Advocacy.

These themes directly support eight of the United Nations Sustainable Development Goals (SDGs), for example,

- Goal 3 Good Health and Wellbeing,
- Goal 11 Sustainable Cities and Communities, and
- Goal 13 Climate Action.

The Strategy particularly supports Goal 4, Quality Education. Through this approach, the College strives to cultivate a learning environment where students are inspired to take meaningful action toward a sustainable future.

To measure progress, the College partners with the Brisbane Chamber Queensland, EcoBiz program to assess waste, water and energy usage over time.

To read the full Strategy, go to Environmental-Sustainability-Strategy-2025-2030.pdf

Staffing Information

Moreton Bay Boys' College employed 87 highly skilled staff in 2025. Below is a synopsis of the composition and qualifications.

Teaching Staff	55	Professional Services & Other Support Staff	32
Full Time Staff	47	Part Time Staff	25
Term Time Staff	15		

Qualifications

Certificate	30%	Diploma	30%	Bachelor	70%
Masters	17%	HAT	1%		

Professional Learning

The College is very much committed to the ongoing development of all staff recognising that the quality of teaching 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 QCAA, Australian Curriculum and International Baccalaureate (1B) Primary Years Programme (PYP) and Coaching. In addition, cross-cur-ricula 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 Coaching. The aim is to train all teachers as Coaches. Several staff have been trained in facilitative coaching and others dialogical.

Restorative practices continued to be emphasised with workshops for the staff along with updates to The Writer's Toolbox, and an ACARA/QCAA curriculum changes. 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 2025:

Total Expenditure on PD	$65,068	Average expenditure per teacher	$891.34

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 School Days in 2025: 187
Total Days Staff Absences: 361
Average Staff Attendance Rate: 98%

Benchmark Data NAPLAN

This standardised testing is completed by all Australian students in Years 3, 5, 7 and 9. There are five results emerging from the papers: reading; writing; spelling; grammar and punctuation; and numeracy.

Progress
This table shows the percentage of students who achieved above average progress, compared to students with the same starting score and similar background.

Year 3 (2025)	Year 5 (2025)	Year 7 (2025)	Year 9 (2025)

The average NAPLAN score for all students at the school in each domain, compared to the average score of students in Australia for that domain.

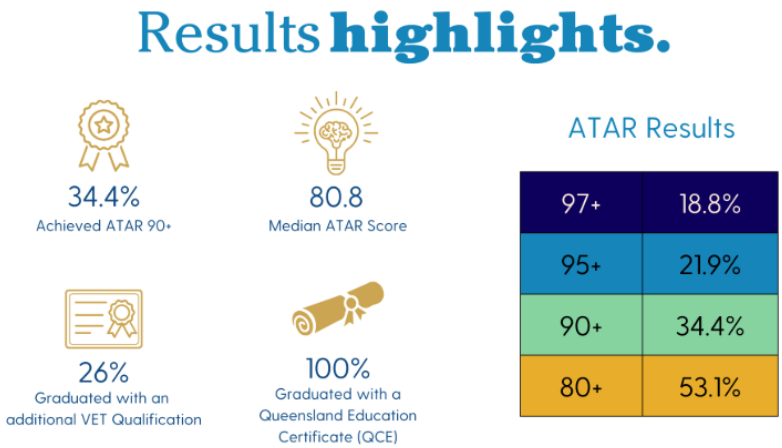
Reading	**Year 3**	**Year 5**	**Year 7**	**Year 9**
Average Score (School)	415	539	560	583
Average (Similar School)	435	523	535	565
% of Average	95	103	105	103
Writing				
Average Score (School)	427	502	540	584
Average (Similar School)	442	504	540	574
% of Average	97	100	100	102
Spelling				
Average Score (School)	413	507	553	559
Average (Similar School)	432	509	540	567
% of Average	96	100	102	99
Grammar and Punctuation				
Average Score (School)	428	542	544	551
Average (Similar School)	448	531	537	555
% of Average	96	102	101	99
Numeracy				
Average Score (School)	426	546	591	597
Average (Similar School)	437	525	539	565
% of Average	97	104	110	106

Results
The average NAPLAN score for all students at the school in each domain, compared to the average score of students in Australia for that domain

Year 3 (2025)	Year 5 (2025)	Year 7 (2025)	Year 9 (2025)

Reading	Year 3	Year 5	Year 7	Year 9
Average Score (School)	415	539	560	583
Average Score (National)	402	492	535	565
Writing				
Average Score (School)	427	502	540	584
Average Score (National)	414	480	540	574
Spelling				
Average Score (School)	413	507	553	559
Average Score (National)	405	487	540	567
Language Conventions				
Average Score (School)	428	542	544	551
Average Score (National)	408	497	537	555
Numeracy				
Average Score (School)	426	546	591	597
Average Score (National)	405	492	539	565

Year 12 Outcomes



Apparent Retention Rate

The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 (Domestic and International) 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%).

Number of Students:		
Year 10 Base	**Year 12**	**Apparent Retention Rate**
38	46	121%

Value Added

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

- ✓ The International Baccalaureate, Primary Years Programme
- ✓ 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
- ✓ 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
- ✓ A wide-ranging curriculum and co-curricular programmes
- ✓ Academically Gifted Programme for advanced students
- ✓ Diploma of Business
- ✓ LEO's 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
- ✓ State of the art Library offering beautiful, spacious, and flexible learning area

Student Attendance Rate

% Average Attendance Rate for MBBC P to Year 12

92%	**96%**	**93%**	**94%**	**96%**	**93%**	**95%**
Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

92%	**94%**	**90%**	**88%**	**88%**	**78%**
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12

Average student attendance rate for each Year level:

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 Primary or Head of Secondary stating dates of absence and reasons. The Administrative Assistant for Student Services records the dates of absence in the school's electronic database (TASS).

MORETON BAY
BOYS' COLLEGE

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An Early Years to Year 12
Uniting Church school for boys.
CRICOS: 03772J