



BRISBANE BOYS' COLLEGE

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# Annual Report 2017

(Based on 2016 data)

## College Information

School sector:	Independent
Address:	Kensington Terrace, Toowong, Queensland 4066 Australia
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Total enrolments:	1560
Year levels offered:	Prep to 12

Brisbane Boys' College (BBC) is an independent boys' school. Founded in 1902 by Mr A W Rudd, BBC is a founding member of the Great Public Schools' Association Inc (GPS). The College is recognised by the community as a well-established day and boarding school with an enviable reputation and a tradition of servicing the educational needs of boys and young men over a number of generations. The school occupies a 13 hectare site, four kilometres from the centre of Brisbane and has an average enrolment of 1560 day boys and boarders from Prep to Year 12.

BBC's governing body is the Presbyterian and Methodist Schools Association (PMSA), an Association of the Uniting Church in Australia and the Assembly of the Presbyterian Church in Queensland. It is one of four schools, Clayfield College, Somerville House and the Sunshine Coast Grammar School being the others, which represent the church's involvement in education in independent schools.

## Curriculum Offerings

Brisbane Boys' College provides a rigorous academic environment which allows every boy to aim to maximise his educational potential. Recognising that knowledge-based learning is no longer enough, the College focuses on teaching boys how to think. Not only to solve problems but to recognise them in the first place. Not just when they leave school but now at BBC. As experts in boys' education the school views learning alongside childhood development with its approach contextualised by its guiding philosophy – 'All About the Boy'.

The curriculum is designed to foster active learning for boys through hands-on and practical experiences. This approach is designed to develop boys' minds to be forward thinking and assists them in exploring their passion and purpose in life.

Excellence is valued and academically gifted students are challenged to reach their full potential. Indeed students at all ability levels are provided with individual support and attention and the school prides itself on the care offered to all.

## Junior School (Years P – 6)

Designed to stimulate and challenge inquiring young minds, BBC's Junior School program caters for the unique learning styles of young boys, combining structured and play based learning experiences. Traditional foundation skills such as literacy and numeracy are a given, with boys extended in these areas through activities such as competitions in debating, public speaking and mathematics.

BBC's focus lies in the development of the whole boy and in preparing him for future learning and the changing world. Exposure to experiential learning builds and activates skills such as resilience, problem solving, independence, social aptitude and mindfulness.

The synergy that exists between childhood development and a boy's ability to learn, absorb and apply knowledge is reflected in the school's approach. Their understanding of key developmental milestones informs teaching strategies and the delivery of tailored learning experiences.

Specialist lessons including Visual Art, Christian Education, Music, Technology and Physical Education are integrated into the core curriculum for Junior School students. In the Early Years, boys also take part in the Music Every Day program. Based on the world-renowned Kodaly philosophy, it aims to foster a lifelong love of music yet, most importantly, supports literacy and numeracy development through song, syllable work and musical stories. It also assists in building confidence, self-esteem and expression through creativity and performance.

Enriching activities, which include public speaking, chess, camps, musicals, expressive arts, choirs, orchestra, bands, excursions and mathematical, science and English competitions, are integrated into the core program.

Boys are also given the opportunity to extend their talents by participation in Enrichment Days, Mathematics Olympiads, Future Problem Solving, extension mathematics groups, individual instrumental lessons and a full sporting program which allows them to achieve up to state representation level.

## Middle School (Years 7 – 9)

Middle schooling represents a time of great change for boys; more so than any other stage of their development. For this reason, the middle years focus on facilitating transitions and fostering independence - where boys learn from mistakes, grow through experience and unearth what truly makes them 'tick'. In addition to the core subjects, boys are also able to select a number of electives which enable them to explore their interests.

Art (elective Year 9)	Health and Physical Education	Mathematics A, B and Pre-vocational
Christian Education	Studies of Society and Environment (History/Geography)	Music (elective Year 9)
Dance (Years 7 and 8)	Languages (French, Chinese, Japanese)	Robotics (elective Year 9)
Dance/Drama (elective Year 9)	General Shop (elective Year 9)	Science
English	Multi-Media	
Graphics (Year 8 and elective Year 9)		
General Shop/Graphics (elective Year 9)		

## Senior School (Years 10 – 12)

The senior years represent the pinnacle of a boy's education. As he begins to seriously consider the possibilities that lie ahead, BBC continues to encourage innovative and forward thinking. Focus is given on providing real world experiences. Boys are able to participate in a number of programs which enable them to actively contribute to initiatives outside of the College. For example, the Student Scientist Partnership Program enables extension Biology students to complete industry based research under the supervision of professors at the University of Queensland. In the field of medicine, students are able to complete practical and volunteer work with Brisbane surgeons and health care leaders as part of the Wesley Hospital Internship program. Each experience is focused on pathway creation.

### **Year 10**

Christian Education  
English  
English Communication  
Health/PE  
Science  
Art  
Drama  
Geography  
Justice, Money and Markets  
(Commerce)  
Ancient History  
Modern History  
LOTE - Chinese  
LOTE - French  
LOTE - Japanese  
Mathematics A, B and Pre-vocational  
Music  
Film, Television and New Multimedia  
Graphics  
Technology Studies (Manual Arts/Shop)  
Information /Technology Systems  
Information Processing and Technology  
Information and Communication  
Technology  
Outdoor Recreation

### **Years 11 and 12**

English  
English Communication  
English Extension  
Mathematics A  
Mathematics B  
Mathematics C  
Pre-Vocational Maths  
Accounting  
Ancient History  
Biology  
Chemistry or Chemistry Extension  
Chinese  
Drama  
Earth Science  
Economics  
Film, Television and New Media  
French  
Geography  
Graphics

### **Year 11 and 12 Contd/...**

Information Processing and Technology  
Information and Technology Systems  
Japanese  
Legal Studies  
Life and Belief Issues  
Philosophy and Reason  
Modern History  
Music or Music Extension  
Physical Education  
Physics  
Technology Studies  
Visual Art

### **Authority Registered Subjects**

English Communication  
Industrial Technology Studies  
Information and Communication  
Technology  
Physical Recreation  
Pre-vocational Mathematics

## Teaching and Learning with Technology

### **Computer 1:1 program**

The College has a strong technology focus - every teacher and student in the Middle and Senior School uses a tablet computer as part of the College's 1:1 Learning Program and all classrooms have data projectors. There is a campus wide wireless network, and we utilise a Media on Demand audio-visual system and the Schoolbox content management system. The digital classroom environment is supported by software, which allows for collaboration and interaction utilising the Tablet PCs. Technology is very much seen as a tool to facilitate learning as opposed to the learning itself, with focus given to developing boys' thinking skills.

# Extra-curricular Activities

The comprehensive and extensive out-of-school curriculum seeks to provide additional opportunities for character development, decision-making, problem solving and leadership. In striving for the education of the whole person, Brisbane Boys' College aims to provide as many activities as possible, within and outside the formal school curriculum. It is intended that much of what has been termed a co-curricular activity is merely an extension of what occurs in the classroom. The comprehensive and extensive out-of-class curriculum seeks to provide additional opportunities for character development, decision-making, problem solving and leadership.

Participation in activities at BBC, though not compulsory, is expected.

The College does not regard cultural activities as more important than sporting or vice versa. The lessons learnt and experiences gained occur regardless of the specific activity. The College does suggest though, that some physical activity be included in each student's routine because of our concern for the health and physical well being of every student.

Generally, it is recommended that every student be involved in a minimum of one cultural and one sporting activity per year.

## **Creative**

Sotto Voce - Junior School Choir	Senior String Quartet	Big Band
Colla Voce – P-3 Choir	College Strings	Senior Percussion Ensemble
BBC Singers – Middle School Choir	String Quartet	Brass Ensemble
Camerata – SATB Choir	Junior Band	Clarinet Ensemble
The Collegians – TTBB Choir	Junior Percussion Ensemble	Symphony Orchestra
Acton Strings	Concert Band	Pipe Band
Junior Strings	Stage Band	Theatre Club
Middle School Strings	Percussion Ensemble	Theatre Sports
Middle School String Quartet	Symphonic Band	Senior Theatre Production
		Rock Bands

## **Service and Interest**

Art Club	Photography Club
Amnesty International	Robotics Club
Duke of Edinburgh	Science Club
Interact Club	
Interschool Christian Fellowship	

## **Sport**

Basketball	Golf	Tennis
Chess	Gymnastics	Track and Field
Cricket	Rowing	Volleyball
Cross Country	Rugby	Water Polo
Debating	Sailing	
Football	Swimming	

# The Social Climate of the School

## **Junior School (Prep to Year 6)**

Pastoral care is an integral part of the educational process. While the individual classroom remains the primary focus of care, in the Junior School it is regarded as a global responsibility in that all staff are involved with all boys at one time or another.

A House System operates to provide opportunities for all boys to participate in an intra-school competition in a wide variety of sports and other activities.

Many boys are also offered the chance to develop leadership through a variety of roles which include being appointed or elected to positions of responsibility such as monitor, house captain or house vice-captain, sport and activity captains, peer mediators as well as captains of individual sporting teams.

## **Because KidsMatter**

The early years of a boy's life represent a vital period of growth and development. The quality of experiences in these years can have a powerful impact on his long-term wellbeing and success. BBC adopts the KidsMatter program and is an accredited KidsMatter School - a national mental health and wellbeing initiative. This framework has informed the Junior School's Social and Emotional Learning (SEL) program with each year level completing timetabled SEL classes each week.

## **Middle School (Years 7 to 9) and Senior School (Years 10 to 12)**

### **The Principal Teacher (Middle School)**

The emphasis on Middle Schooling at BBC is to provide a progressive transition from Junior to Senior School learning environments. Junior School learning environments consist of a 'principal teacher' who works with the class each day and teaches the boys in that class for most core subjects which include English, Mathematics, Science and SOSE. The classroom provides a base for boys to relate to, identify with the school and gain a sense of comfort and familiarity within which they can take responsible risks and develop their learning. A teacher who knows the boys both academically and pastorally very well and who sees and works with those boys on a daily basis forms the basis of such a learning environment. The Middle School structure is designed to progressively move the boys learning environment away from this dependence to a more independent environment, characterised by a variety of teachers and classroom environments. The aim is to take boys to a point where they are confident enough to relate to many teachers and navigate the College with ease. As such in Year 7 boys experience a learning environment that is more like the Junior School than the Senior School. The balance of these characteristics gradually changes in Years 8 and 9 until the Year 9 learning environment is more like the Senior School than it is the Junior School.

### **Year 7 Orientate and Connect Retreat**

In Year 7, all boys take part in a unique Orient and Connect Retreat program, designed to help boys build resilience, alleviate any anxieties associated with the transition to high school and importantly to foster genuine connection. Run over the first week of school, the experience commences with an Orient program, followed by an Outdoor Education retreat.

### **The House System (Middle and Senior School)**

Within BBC, the House System places emphasis upon the welfare of the individual. Older students lead the house, particularly in intra-school sporting and cultural activities, in association with the house teaching staff.

The houses not only provide a means for the organisation of various intra-school sporting and cultural competitions, but also cater for the important aspect of providing strong pastoral care frameworks. The house staff act as mentor and model. Our aim is to provide a secure and nurturing 'family environment' for our students. From the day they enter the Middle and Senior Schools, students become members of a smaller house group whose staff are dedicated to helping them in their progress both in and out of the classroom.

Each student is placed in one of the nine houses. All boarders are in Rudd House and brothers are in the same house. Sons of Old Collegians are placed in the same house as their fathers, except for those day boys whose fathers were boarders. Membership of houses is arranged vertically across the five middle and senior years with approximately the same number of students from each year group. The names of the nine houses honour men who have strong associations with the College or with the churches which comprise the Presbyterian and Methodist Schools Association.

# Parental Involvement

## **The House and Housemaster Pastoral Care Structure**

Parents who are concerned about their son's progress should contact their son's housemaster or principal teacher in the first instance.

Parent teacher interview sessions are held throughout the year and parents are invited to set meetings to discuss their son's progress with their son's housemasters or teachers throughout the year. All staff are accessible via email or phone.

## **In partnership**

BBC values and encourages a close relationship between the school and the family, knowing that when both parties work together, the learning outcomes for children are strengthened. The school sees its entire community as educators and a number of initiatives are in place to foster an exceptional and thriving learning community.

In the Junior School a number of Classroom Cafes are held throughout the year, where parents are welcomed into the education fold to speak directly with classroom teachers and to gain a firsthand insight into activities taking place within their son's classroom. Fathers are also encouraged to participate in the reading program where they talk about their favourite books in class and recreational activities are also organised including Father and Son Fishing Weekends and Father and Son Tennis Day.

The Parents and Friends' Association (P&F) meets monthly during term and representatives of the College's Executive deliver reports and are available for questions from parents. The Association has many interest support groups for parents wishing to be involved with individual activities in which their sons are involved. The Tuckshop and College Shop run by the Association are other avenues for involvement with all profits channeled back through the school to fund valuable educational resources.

The P&F also host a number of parent forums throughout the year, designed to support parents in the schooling and parenting journey.

The Parent Connections group coordinates the Class and Year parent representatives who are a point of contact for other parents whose sons are in the same house or class.

The College also hosts a number of parent evenings whether they are welcoming new families to the College community, providing information on subject selection or addressing transitioning processes between the schools.

In addition, the Counselling Department provides an opportunity for students to receive confidential counselling across a wide range of areas. Depending on the issue, parents, other family members and staff will be encouraged to be involved. Topics discussed have included:

- Study and exam techniques
- Relaxation techniques
- Personal issues at school and home
- Stress management
- Interview preparation
- Grief
- Career decision making
- Time management
- Depression
- Conflict resolution
- Substance abuse issues

# Parent, Student and Staff Satisfaction

The College undertakes an extensive whole of school survey for parents, students and teachers periodically with smaller samples conducted in between. The results highlight areas for improvement and provide the basis for the College's Rolling Strategic Plan. Following is a summary of the findings of the 2016 survey with Years 3, 6, 9 and 12 parents and students.

- Response Rates: Parents 42%, Students 54%
- Satisfaction Index (%). Level of overall satisfaction with BBC: Parents: 79%, Students: 83%,

The following key issues will be addressed in our strategic planning in response to feedback from each group:

Parents – the College will continue to focus on the needs of individual students

Students – are very satisfied with the programs directed toward enhancing their educational experience

Employees – the College will continue to develop policies and programs to ensure that teachers remain at the forefront of boys' education

## School Income

(broken down by funding source)

Details of school finances can be found on the My School website - [www.myschool.edu.au](http://www.myschool.edu.au)

## Staffing Information

### Staff composition

In 2016, 65.7% of the College's staff were in teaching roles and 34.3% were in non-teaching roles. Of the staff in teaching roles, 85.53% were full-time and 14.47% were part-time; 59.12% were male and 40.88% were female. Of the staff in non-teaching roles, 81.93% were full-time and 18.07% were part-time; 40.96% were male and 59.04% were female. During 2016, the College did not employ any staff who identified as Indigenous.

### Qualifications of all teachers

Qualification	Percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate (or higher)	1.84%
Masters	24.54%
Bachelor Degree	71.17%
Diploma	2.45%
Certificate	nil

### Expenditure on and teacher participation in professional development

Description of PD Activity	# of teachers participating
1-1 session with CFE	8
Prep to Year 3 – Professional Learning Team Meetings	6
2016 CLTFA National Conference Inaugural Asian Pacific Chinese Conference	1
2016 PMSA Day	115
2016 Summer School	2
2016 Summer School Music Program - Secondary 1	1
Ceramics Course Clairy Laurence Indooroopilly	1
AAMT Annual Conference	2
Accelerated Reader PD	24
Accelerated Reading #2	2
Accelerated Reading #3	2
ACEL Leading and Innovation Agenda in Education - Dr Williamson	1
ACER STEM Conference	5
Adelaide AMSPP Project (Office of the Chief Scientist), AMSPP Writing Intensive	1

Advanced features of OneNote/Class OneNote	3
Advanced Laser Cutting Techniques	2
Advanced Laser Cutting Techniques/Technology	2
Ai Weiwei Andy Warhol Exhibition at NGV Melbourne	1
All Languages Event	4
Antipodeans Preparation Camp	3
ASCTA PD	1
Asia Pacific Conference for Adolescent Success	1
Asia Pacific Emerging Leaders Program EduTech Bundle	1
Aspiring Women Leaders Conference	6
Assessment for Learning #1	6
Assessment for Learning #2	2
Assessment Review Course Development/Year 10 Manufacturing 2017	
Advanced Table Saw Techniques	4
Auckland City Art Gallery	1
Australian Maths Competition Preparation and Test Management	1
Australian Internal Education Conference - connectivity at the heart of international education	2
Australian Pipe Band Championships at Knox Grammar Sydney	1
Autism in the classroom with specific reference to Andre Gianduzzo by Sarah Mooy – Psychologist and ACT Therapist	1
Autodesk University	2
BEAQ Conference	4
Belshazzar's Feast	1
Biology Teacher's Network Sessions at Somerville	1
Bonze Medallion Workshop	1
Brita Futures: Adolescent Training Program	1
Britannica Webinar Training	2
Building Active Communities Workshop	1
Business Curriculum Consultation Forum	1
Cambridge eBook IT skills for Maths Teachers	1
Cambridge Maths Texts Year 7 to 10	13
Capstone Software for Physics	2
Ceramics Course	1
Certificate 4 Teacher Training	2
Certificate in Human Nutrition (Sports Nutrition)	1
Childhood in the Digital Age	1
Christian Education PMSA Day	7
Christianity Explored	14
Class OneNote 11.30-12.30pm	71
Clickview Training	7
Clinical Evaluation of Language Fundamentals Screening Test – Fourth Edition, Australian and New Zealand Language Adapted Edition (CELF-4 Screener)	1
Coaching Accreditation Phases 1-3 blended and face to face course - over several days	1
Coding Bootcamp	1
Conasta 65 Conference	5
Course/Project Development	2
Cross-sector Collaboration on Quantitative Skills for Biology	3
Curriculum Development - Junior School	26
Customizing TA Programs	2



Dance Workshop	4
Data - Advanced Laser Cutting Techniques	3
DATA - Assessment Review and Data Collection	7
Data #1 Getting to know your class data	9
Data #2 ICAS	4
Data #3 NAPLAN	1
Data/Student Profiles and Assessment Review	7
Data/Student Reflection Format/OneNote Classroom	6
Datacom full STEAM ahead round table breakfast	2
Day of Excellence 2016	11
Developing Visible Learning	3
Developing your beginning Teacher toolkit	1
Diabetes Education	28
Differentiated Instruction	2
Differentiation in the Classroom and Nutrition for Learning	7
Digital Ped Session	13
Digital Ped #2 10 Tips with Class OneNote	2
Digital Ped #2 10 Tips working with Class OneNote	9
Digital Ped OneNote follow-up/Tips	7
Digital Pedagogy: Tools and Platforms	25
DOL and Academic Orientation	12
Dragon TFI	9
EAL Internal PD	4
Early Childhood Conference	6
Ecoman Enterprise Education Program	1
Economics Syllabus	1
Edify	15
EduTech Teaching Kids to Code Masterclass	1
Embedding Aboriginal and TSI Perspectives in Numeracy	1
Emerging Leaders Program	1
Engaging Students Learning through workflow apps on the iPads	8
English Extension Observation Day	1
English Extension Panel Training	1
Executive Functions in Students - what are they?	2
Fire Warden Training	17
Fit Education for Certificate in Fitness Training	2
Fitnace Training	2
Future Direction of Junior Graphics at BBC	6
Generation Next Health and Wellbeing of Young People	4
Geography Teachers Association of Queensland	2
Get Active Queensland Accreditation Program (GAQAP) in Teaching Cricket	1
GPS Track and Field Historical Research Project	1
Hobby House PD	14
How do you think about Mathematics?	4
HTAA National Conference	1
ICAS Presentation	16
Identification: Language Disorder	1
Indigenous Artist and Storyteller	4
Inspiring Conference	1
Instructional Coaching + Better Conversations Workshop	1
Integration of DOL and UbD	9

International English Language Testing training	1
Introducing LEGO Education WeDo 2.0 Workshop	4
ISQ School and Curriculum Leaders Briefing	1
Junior School Comprehension STEM and Dyslexia	22
Language Disorder and Implication for Learning	1
Leadership and Pastoral Care for Antipodeans trip to India	3
Let's start with OneNote	3
Literacy: Strengthening Reading and Comprehension in Junior Secondary	1
Madame Butterfly OperaQ production, coaching, music call, direction call, rehearsals	1
Makerspaces Roadshow	1
Manual Arts Staff PD	4
Masterclass ASD	6
Math Master Series Seminar	1
Maths Curriculum Meeting	6
Maths PD guest speaker Felicity Fury	1
Mental Health for Young People	1
Mentor Induction Day	8
Middle School Science Curriculum review modification of units and mapping of key concepts across the four strands of science	13
Mindfulness Teacher Training Certificate Course	1
Mindmatters for Schools	1
MindMatters for schools online	1
Mindset Unlocking Student Potential	2
Moderation of Year 8 Science Assignment	5
Moderation Session for Year 8 Science	3
Morrisby Career Profiling Workshop and Accreditation	1
Mould Making Techniques	1
MS Word and Endnote Advanced Skills	1
NAPLAN PD Presenter Julianne Davison	11
NAPLAN Reading/Teaching Challenging	1
National Curriculum Senior Arts Syllabus at Albany Creek High School	1
Navigating Lynda.com	2
NCCD Moderation	3
New Queensland Senior Assessment	5
OneNote for Beginners	12
OneNote Student Records	1
OneNote PD for Commerce Department	8
OneNote Setup	20
Online Training	1
Orientation to Duke of Edinburgh's Award Workshop	1
P-3 The Teaching of Spelling	6
PE Senior Syllabus Forum	1
2016 Screen Futures Summit	1
Annual Interact/Earlyact Conference	1
Into Pan's Cave: Ancient Greece meets contemporary Art	1
Michael Harding Artists Oil Colours Lecture & Demo	1
Nuts and Bolts	1
Panel Discussion: The Art or The Science of Learning	1
QAMT PD Presentation	1

Theatrical Performance - The Secret River - Illustrating the Effect of European Settlement on Indigenous Australians	1
Unlocking Musical Potential	1
Conference Presenter NOEC	1
Oxlades Oil Colours Lecture and Demo	1
Annual QTAC updated	1
Attend National Future Schools Expo and Conference 'Teaching kids to Code' Conference	1
Australian National Band an Orchestra Conference	1
Educational Adjustment Program	1
Implementing Australian Curriculum Digital Technologies	3
Mindset: Unlocking student potential	1
Natural Edge Bowl Turning	1
QAMT Annual Conference	1
QCAA Accreditation	7
Repertoire Reading Sessions	1
Teaching and Supporting Students with Dyslexia	1
Technology/Update Woodturning Skills	1
PMSA Biology Teachers PD	2
PMSA Christian Education Teachers PD	17
PMSA Online Training 2016	151
Positive Schools - Mental Health and Wellbeing	1
Post prevention in relation to school-based suicide	3
Preparation for Mentor PD	1
Preparation for Socrative training	1
Presenter equivalent hours	2
Professional seminar by McInnes Wilson Lawyers	1
QAMT Conference Day	1
QAMT Year 7/8 Math Round 1 quiz	1
QCAA Accreditation	1
QCAA Accreditation Module Trial	1
QCAA Assessor Training	1
QCAA External Marking for New System	1
QCAA forum for Year 11 and 12 syllabus	2
QCAA Moderation State Meeting	1
QCAA Modern History Recalibration Workshop	1
QCAA Module 1 Accreditation Trial	1
QCAA NAPLAN Spelling Workshop	1
QCAA PE Curriculum Forum Webinar	1
QCAA Principles of Good Writing NAPLAN	3
QCAA Principles of Quality Assessment	1
QCAA Scrutiny Panel	1
QCAA Senior Ancient History Workshop	1
QCS Test Marking Operation - Short Response Training Session	1
QETA State Conference	1
Queensland Association of Maths Teachers Annual Conference	2
Queensland New Senior Assessment System	37
QRRR Annual Training	1
QTAC Seminar at Southbank Tafe	2
QTeachers Queensland Mandarin Teachers Association	3
Research and Innovation in Classroom Assessment 2016 Conference	1

Richard Gill	7
RoboCup Junior Australia Conference	1
School and Curriculum Leaders Briefing and Workshop	1
Schoolbox Executive Consulting Meeting	1
Schoolbox Online Training and Internal Schoolbox Training for Maths Department	1
Schoolbox Training - Commerce Coordinators	3
Schoolbox Manufacturing Set Up	1
Schoolbox Online Training	1
Schoolbox Set-up Format	7
Schoolbox Training	17
Schoolbox Unit Creation	28
Setting UP a Class OneNote	2
Sharing Knowledge Breakfast	1
SLRC Seminar - Science	1
Smart Money Teaching Workshop	4
Socrative Training (online exam/testing purpose program)	2
SOSE/MATHS/IT staff meet	6
STAQ Science is Primary 2016	2
STEM hosted by Adolescent Success	7
STEM Teacher Symposium	1
STEMx	1
Strategic Briefings Roadshow Tour	1
Survey for Draft 2 of New Syllabus	1
TA & Class OneNote Follow-up	3
Tablet Training	7
Taylor-made First Aid Solutions	23
Teacher Lookout Program ATP8 GOMA	1
Teacher Performance and Development Symposium Leading Great Teachers in Independent Schools	1
Teaching and Learning Tour presented by QCAA focused on Middle School Numeracy and Literacy	1
Teaching Comprehension - Junior School	22
Teaching Kids to Code	1
The Aboriginal and TSI focus in our School - What are the Key Conversations	1
Track and Field Historical Research	1
UK Independent School Visits	1
Understanding and Supporting Students with Speech Language Impairment	4
Understanding Autism Spectrum Disorder: Practical Strategies for Teachers	1
Unit Planner - Chic Foote	28
Unit Planner - Maths Department	13
Unit Planner and DOL	4
Unit Planner with Chic Foote	1
Unit Planning Overview for All Academic Staff	68
Unit Writing and Unit Planner 10.30am to 3.00pm	42
Units by Design work undertaken getting units written up	1
Unpacking, Understanding and Using the Australian Curriculum: Languages	1
UNSW/UWS Campus Visits	1
Using Data to Inform Strategic Planning	1
Using Data to Inform School Improvement	1
Verification and Monitoring	15

Webinar STAQ Beyond Science Content - Science Investigations	1
Women Teaching Boys Workshop	5
YuMi Deadly Centre Sharing Summit	1

#### Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
157	\$251,611	\$1602.62

The total funds expended on teacher professional development in 2016 were \$251,611.  
The participation of the teaching staff in professional development activities during 2016 was 100%.

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to five days

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
157	184	880.77	96.78%

For permanent and temporary classroom teachers and school leaders, the average staff attendance rate in 2016 was 96.78%.

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
145	134	92.41%

From the end of 2015 92.41% of staff were retained for the entire 2016 school year.

## Key Student Outcomes

Below is the average student attendance rate for Prep to Year 12 in 2016.

Total number of students	Number of attendance divisions	Total number of absent divisions	Average attendance rate %
1560	543676	28885	94.68

The average attendance rate for the whole school as a percentage in 2016 was 94.68

Average student attendance rate for each year level

Year	Average % attendance rate in 2016
Prep	95.45%
Year 1	95.08%
Year 2	95.73%
Year 3	95.50%
Year 4	94.75%
Year 5	95.88%
Year 6	95.14%
Year 7	95.98%
Year 8	95.13%
Year 9	94.43%
Year 10	93.31%
Year 11	93.62%
Year 12	94.73%

### How non-attendance is managed by the school

Parents/guardians are required to telephone through to Students Services, the Middle or Junior School Office as soon as possible when they are aware their son will be absent from school.

Should a student be absent from morning tutor group (roll call) without prior notification an SMS message is sent to parents notifying them of their son's non-attendance requesting they contact the school to explain the absence. The reason for the absence is then documented on the College's database.

Housemasters follow up on extended absences either by email or telephone, making contact with parents or guardians. Housemasters, along with the relevant head of school, in partnership with parents, are responsible for ensuring students attend school as required.

Any requested leave for up to two days is made by parents/guardians through the student's Housemaster. Leave requests for longer periods are made in writing to the Headmaster for his approval.

### Benchmark Data

Details of NAPLAN results can be found on the My School website - [www.myschool.edu.au](http://www.myschool.edu.au)

### Apparent retention rate

	Year 10 Base	Year 12	Retention rate %
Number of Students	229	221	96.51%

### Outcomes for our Year 12 cohort 2012

Number of students awarded a Senior Education Profile	201
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	114
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	7
Number of students awarded one or more Vocational Education and Training (VET) qualifications	62
Number of students awarded a Queensland Certificate of Education at the end of Year 12	181
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	100%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	93%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	97%

### Tracking student academic outcomes

At Brisbane Boys' College the traditional Grade Point Average method of tracking student academic progress has been replaced with a common scale across all year levels, going from a value of 1 (E- at prep) to 55 (A+ at year 12). The scale extends further to incorporate the performance of students in university subjects. Where a student is subject accelerated and studying a subject above their chronological year level, the value of their grade at the year level they are working at contributes to their Common Scale GPA, rewarding them for the increased difficulty of the subject they are studying.

Under the Common Scale Score system each subject that contributes to the Common Scale GPA is weighted by the number of contact periods the subject has. In this way, a subject that is studied for one period has 1/5 of the GPA contribution of a subject that is studied for five periods. This approach results in a fairer calculation of the GPA based on the different effort and difficulty required of subjects with different contact hours.

The value of this approach is twofold: parents, teachers and students are able to see the academic development of a student over time and students who are on modified programs either above or below their chronological year level are reported on appropriately.

The Common Scale GPA data is qualified through an external measurement of standards. The external measurement used is the International Competitions and Assessments for Schools (ICAS) results in English, Mathematics and Science. Every student at the College sits these tests.

### **Post-school Destination Information**

At the time of publishing this School Annual Report, the results of the 2016 post-schools destinations survey, *Next Steps – Student Destination* report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.

## Further information

If you would like more information about the content of this report, the following staff members are able to assist:

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