



BRISBANE BOYS' COLLEGE

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# Schools Reporting

## College Information

Address: Kensington Terrace Toowong Qld 4066 Australia  
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Total Enrolments: 1551  
Year Levels Offered: Prep - 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 enrolment of approximately 1500 Day boys and Boarders in Years Prep - 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. The basis of our educational philosophy at Brisbane Boys' College is simple - a successful education does not teach students what to think, but how to think. If we are to prepare tomorrow's leaders, we must help them to develop flexibility of mind, strength of character, social skills and a sound belief system.

As a boys' school, BBC is specifically tailored to meet the needs of young men as they progress through their education. 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.

A broad range of subjects are offered, from the fundamental three R's of learning - reading, writing and arithmetic - to performing arts disciplines, vocational training subjects and technology areas such as robotics and multi-media. This broad educational framework permits boys to choose their own direction, whether it be on to tertiary studies or directly into the workforce.

## Junior School (Years P – 6)

The Junior School provides a warm, supportive environment where all students are given the best opportunity to reach their potential. The dynamic, flexible curriculum provides enriching and challenging activities designed to encourage higher level thinking skills, independent learning and the development of talents.

Enriching activities, which include debating, public speaking, chess, camps, musicals, art/drama festivals, choirs, orchestra, bands, excursions and mathematical, science and english competitions, are integrated into the basic program. Boys are also given the opportunity to extend their talents by participation in Enrichment Days, Mathematics Olympiads, Tournament of Minds, Future Problem Solving, extension mathematics groups, individual instrumental lessons and a full sporting program which allows them to achieve up to state representation level.

# Pastoral Care

## The Building Better Community Program

The Building Better Community Program (BBCP) (Middle and Senior School) is part of the College's Pastoral Care Program. The BBCP fosters the development of students' physical, social and mental well-being.

The BBCP provides students with the opportunity to further develop the following skills:

Assertiveness	Critical Thinking	Negotiation	Relationship Building
Communication	Decision-making	Planning	Resilience
Conflict Resolution	Empathy	Problem Solving	Stress Management
Coping	Interpersonal	Refusal	Values

Students who possess these skills have a keen sense of self, resilience, connectedness and a sense of possibility. An individual's sense of self manifests itself in their values, attitudes and behaviours. Resilient individuals have the ability to reflect on, and learn from their experiences, and to creatively turn challenges into opportunities for continued growth and learning. Individuals who have a strong sense of connectedness are more likely to take positive risks in, and responsibility for, establishing strong relationships, which encourage responsibility for enhancing their sense of self, developing learning and growth. A sense of possibility empowers individuals to take responsibility for enhancing their sense of self, developing and maintaining positive relationships, and turning challenges into opportunities.

## 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

BBC Singers	Junior Strings	String Concertante
Big Band	Middle School Orchestra	Symphonic Band
Camerata	Middle School Stage Band	Symphony Orchestra
Colla Voce - Junior School Choir	Musical	Theatre Sports
College Strings	Pipe Band	The Collegians
College Wind Band	Senior Chamber Ensembles	Training Ensembles
Junior School Band	Senior School Musical Orchestra	Writers Club
Junior School Musical Group	Sotto Voce - Junior School Choir	

### Service and Interest

Amnesty International	Inter School Christian Fellowship	Runners' Club
Duke of Edinburgh	Photography Club	Science Club
Interact Club	Robotics Club	

### Sport

Australian Rules	Debating	Soccer
Basketball	Gymnastics	Swimming
Chess	Rowing	Tennis
Cricket	Rugby	Track and Field
Cross-country	Sailing	

# Parent Involvement

## The House and Housemaster Pastoral Care Structure

Parents who are concerned about their son's progress should contact their son's Housemaster.

## The Counselling Structure

Students can receive confidential counselling across a wide range of areas. Depending on the issue, parents, other family members and other staff will be encouraged to be involved.

- Study and Exam Techniques
- Relaxation Techniques
- Personal Issues at School and Home
- Stress Management
- Interview Preparation
- Grief
- Career Decision Making
- Time Management based on Steven Covey's method, outlined in his book *First Things First*
- Depression
- Conflict Resolution
- Substance Abuse Issues
- Parent-Teacher Interviews (held four times a year)

# Staffing Information

## Qualifications of all Teachers

Qualification	Percentage of classroom teachers and school leaders at the school
Doctorate	2.5%
Masters	14.9%
Bachelor Degree	76.8%
Diploma	5.8%
Certificate	0%

## 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
121	183	602	97.3%

For permanent, temporary staff and school leaders the staff attendance rate was 97.3% in 2006.

## 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
118	108	91.5%

From the end of 2005, 89.0% of staff were retained for the entire 2006 school year.

### Expenditure on and Teacher Participation in Professional Development

Description of professional development activity		Number of teachers participating in activity
Teachers Conference		10
Middle Schooling Conference		9
Classroom Management Seminar		8
Independent Schools Seminar		1
Boys Education Seminar		1
Masculinity Seminar		2
Teacher/Student Wellbeing Seminar		2
Bullying Seminar		3
Careers Conference		1
Child Psychology/Psychiatry Seminars		2
PMSA Inservice		108
QSA (assessment & moderation)		3
QIEU Meetings/Conferences		2
Management/Leadership Courses		2
Timetabling Course		1
Computer Training Courses		2
IT Conference		2
Special Needs Education Seminars		8
Gifted Students Seminars		2
Science Seminars		11
Music Seminar		2
Maths Seminar		2
English Seminar		2
Technology Seminar		5
History Seminar		5
Accounting Seminar		1
Geography Seminar		1
Manual Arts Seminar		3
Physical Education Seminar		5
Drama Seminar		1
Christian Education Conference		1
First Aid Courses		7
Other		3
<b>Total number of teachers participating in at least one activity in the program year</b>		<b>114</b>
<b>Total number of teachers</b>	<b>Total expenditure on teacher professional development (as recorded in Financial Questionnaire)</b>	<b>Average expenditure on professional development per teacher</b>
121	\$51,700	\$427

The total funds expended on teacher professional development in 2006 were \$51,700. The major professional development initiatives were teaching and learning developments and strategies (general and subject-specific) and classroom management techniques. The involvement of the teaching staff in professional development activities during 2006 was 94.2%.

# 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 (%)
1551	190	11581	96.07

The average attendance rate as a percentage in 2006 was 96.07%.

## Benchmark Data

Year	Average score (school)	Average score (state)	Above benchmark (%)
<b>Reading</b>			
Year 3	n/a	n/a	n/a
Year 5	640	608	91
Year 7	712	679	94
<b>Writing</b>			
Year 3	n/a	n/a	n/a
Year 5	654	627	100
Year 7	745	696	97
<b>Numeracy</b>			
Year 3	n/a	n/a	n/a
Year 5	650	599	96
Year 7	700	653	96

## Percentage of Students in the Current and Previous Year above the National Benchmark

Year	Average score (school)		On or above benchmark (%)	
	Previous Year	Current Year	Previous Year	Current Year
<b>Reading</b>				
3	n/a	n/a	n/a	n/a
5	626	640	86	91
7	743	712	Percentage change = 5%	
<b>Writing</b>				
3	n/a	n/a	n/a	n/a
5	639	654	97	100
7	835	745	Percentage change = 3%	
<b>Numeracy</b>				
3	n/a	n/a	n/a	n/a
5	633	650	87	96
7	700	700	Percentage change = 9%	

## Apparent Retention Rate

Year	Year 8 base	Year 12	Retention rate (%)
2003	237	245	103.4
2004	203	210	103.4
2005	224	229	102.2

Year 12 student enrolment as a percentage of the Year 8 cohort is 102.2%.

### Outcomes for our Year 12 Cohort 2006

Total number of Senior Certificates awarded	197
Percentage of Overall Position (OP) – eligible students with OP 1-15	75%
Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	5%
Percentage of students awarded Senior Certificates with OP - eligibility or awarded a VET qualification	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	96%

### Value Added

The College monitors student academic and social welfare on a term-by-term basis. Data is provided to House Masters who examine this in order to develop an academic and social profile. Depending upon the nature of the profile indicated by the data, the Housemaster will initiate discussions with each student and/or with his parents.

## Parent, Student and Teacher Satisfaction

### Introduction

In 2004, Brisbane Boys' College completed an extensive survey of parents, students and teachers. The results highlighted areas for improvement and they provided the basis for the College's 2004 to 2010 Strategic Plan. Annual Operational Plans are derived from the Strategic Plan. These plans direct work for the next 12 month period. Parents, students and teachers will be re-surveyed in 2009 to evaluate the programs that have been implemented, aimed at making the necessary improvements. Following is a summary of the findings of the surveys.

### Response Rates

- A total of 1209 parent questionnaires were distributed and 389 returned in time for processing. This represents a return rate of 32%.
- A total of 250 employee questionnaires were distributed and 91 returned for processing which represents a return rate of 36% of employees. This breaks down to 37.3% for academic staff and 35% for corporate staff.
- A total of 234 student questionnaires were distributed representing 20% of the Middle and Senior Schools.

### Results

	Satisfaction index (out of 100)
Parents	88.6
Students	96.2
Staff (Academic and Corporate)	72.9

### Key Issues

Generally, there are three key areas for improvement. These key areas are addressed in the Strategic Plan.

- Parents – Continue to implement programs and processes that focus on the teachers and tutors better understanding the progress and needs of every boy.
- Students – More opportunities to interact with students across year levels.
- Staff – Want the College to continue to supply first-class resources and further opportunities for professional development.

### Other Notable Points

- The key issues are centred on 'people and relationships'. This affirms the focus on relationships that is at the centre of the College's Strategic Plan.
- Several initiatives have been implemented recently, however, it is too early for their effect is to be realised within and outside the school. For example, the appointment of a Human Resource Manager, Bullying Program, Student Mentor Program, Pastoral Care Curriculum and Structures, Differentiation and Dimensions of Learning. Students regularly attain very high academic standards. Following the implementation of the new initiatives, further improvements are already evident in Years 7, 8 and 9.

# How computers are used to assist learning

Computers are used in a variety of ways to support learning at BBC. They are used as an information resource in many subjects as they provide access to the Internet and many commercial databases that the College subscribes to. Computers are also used for the drafting and production of many written and multimedia assignments in many subjects across a number of year levels. Subjects such as LOTE use the multimedia capabilities of computers to aid in the development of skills such as listening and reading using dedicated programs for their subject.

Computers are also used to develop information technology skills both in formal information technology subjects and informally in other classes accessing the computers in the five general computer laboratories, the Resource Centre or the specialist graphics, film and television laboratories.

Computer use is not limited to the classroom as two classes of laptop computers are available for use by students during the school day. This allows for classes, such as science, to use computers to support learning outside the traditional classroom environment. These laptops are available for student borrowing outside of school hours to enable their use in the completion of set work. Computers are also used to deliver curriculum material for all subjects through the College's electronic learning portal that is managed using Blackboard. This allows students to access curriculum material at all times as it is accessible from home as well as at school.

Computers also have a role in presenting material in the classroom as all rooms are provided with projection equipment so that staff can display curriculum material to all students in the classroom. This is often done through PowerPoint presentations or dedicated software. The use of graphics tablets by staff allow for the recording of board work so that students can access this for revision and consolidation work.

## School Year 2006 Data

School year – 2006	Number of students in each category	Percentage of students in each category
University (degree)	157	78.5%
VET total (Cert IV +III, I-11, Apprenticeship, Traineeship)	16	8%
Working full-time	27	13.5%
Working part-time/casual	-	-
Seeking work	-	-
Not studying or in the labour force	-	-
Total Year 12 students	200	100