A recognised leader in the education of teenage girls, Girls Grammar is an academically non-selective secular school with an enviable record for academic achievement. Brisbane Girls Grammar School is one of eight grammar schools in Queensland established under the Grammar Schools Act. In 2000 these schools established the Queensland Grammar Schools Association. The School is governed by a Board of Trustees consisting of seven members: three elected by subscribers or donors to the School, and four appointed by the Governor in Council. The Trustees hold offices for four years and at the end of that time are eligible for re-election or re-appointment.

Click here to read more on the Board of Trustees and School Governance.

Founded in 1875, Brisbane Girls Grammar School offered girls the same educational opportunities as their brothers. This was six years before women were admitted to universities in Sydney and Melbourne and before similar schools appeared elsewhere in the country. The opening of Brisbane Girls Grammar School signified the School’s establishment as a leading academic secondary School for girls in Queensland. Equality of opportunity has become an accepted part of our culture and Girls Grammar is proud of the role it has played in the development of education for girls in Australia. The majority of those entering the School at Year 8 graduate from Year 12 after five years of secondary schooling when the students achieve a Queensland Certificate of Education. The majority of graduates choose to proceed to university studies and the opportunities that the principles of life-long learning promote, together with the growing acceptance of the value that multiple pathways present for our young people, are now well accepted.

These philosophies are reflected in the way in which we organise our School. A large variety of extension experiences are available at different stages including university link programmes, community service, vocational education and sister school programmes, which contribute to helping our young women develop knowledge, understanding and sensitivity to the society of which they are part.

Click here to read more about the School’s strategic direction
School sector
Brisbane Girls Grammar School is an independent day school specialising in secondary education

Address
Gregory Terrace Brisbane QLD 4000 AUSTRALIA
(E) communications@bggs.qld.edu.au (T) 617 33321300 (F) 617 38393187

Total enrolments
The School had 1,167 students enrolled in Years 8 -12 to commence 2009.

Year levels offered
Years 8 -12

Religious affiliation
Secular

Co-educational or single sex
Single sex

Distinctive curriculum offerings
With a background of distinguished academic achievement, Brisbane Girls Grammar School provides a broad-based holistic education that equips each young woman to meet her future with confidence.

The extensive range of subjects offered at Brisbane Girls Grammar School, combined with our comprehensive co-curricular programme and well developed student care activities, encourages each girl to realise her full potential.

From Year 8, learning experiences are designed to excite our students, capturing their imagination, securing their academic success and building a life-long love of learning. Embedded extension activities, cross-curricular experiences and involvement in national and international competitions are just some of the strategies employed to stimulate positive and enjoyable outcomes for students beyond the daily core programmes.

Brisbane Girls Grammar School is renowned for its innovative educational practices. The School offers a liberal education – an education that provides a basis for continuous learning and one that encourages girls to engage in critical thought with a variety of thinking methodologies. Our fundamental goal underpinning this is to provide every young woman with the best intellectual platform from which to approach their future endeavours. The School’s inclusive curriculum offers each student the opportunity to express her individuality, achieve her ambitions and be prepared to embark on a rewarding career path in her future.

The Alumni network, which includes past students and staff, provides our students with access to a powerful group of mentors. This is a valuable resource providing guidance to our young women as they consider tertiary options and career paths and ultimately as they enter the adult world.

Click here to read more about the School's curriculum
Co-curricular activities
At Brisbane Girls Grammar School we recognise that academic success needs to be balanced with a comprehensive co-curricular programme. Designed to complement the curriculum, these programmes encourage participation, team-work, self-esteem and creativity. Grammar girls are encouraged to extend and explore their knowledge and interest in particular areas through their choice of co-curricular activities. With over 120 co-curricular clubs and activities available all our students have the opportunity to be involved in a variety of activities including music ensembles, debating, public speaking, performing arts and sport. The leadership roles assumed by girls in many of these activities contribute to academic success and significant personal development. This emphasis on involvement in the School and wider community builds leadership, commitment and understanding. Students are encouraged to take a global perspective and look beyond their immediate environment.

Click here to read more about the School's co-curricular programme

Social Climate
At Brisbane Girls Grammar School we understand the importance of a strong and caring community in nurturing intellectual, emotional and spiritual growth in our young women. Growing in learning and life requires courage and an ability to take risks. Grammar girls are encouraged to set themselves high standards and to be strong and resilient in their endeavour to realise their potential.

We strongly believe in the value of positive relationships as a powerful factor in supporting our students in their growth. Staff work together with parents to consider the learning and emotional needs of each girl, while providing a stimulating and challenging learning environment. This careful, professional and individualised approach is rewarded by the growth of confidence and self-belief in our young women. We expect our growing girls to develop inner discipline based on empathy and respect for others. Pastorally, we believe in fostering connectedness between people and ideas in a strong community with a shared purpose.

Grammar girls are encouraged to question and to make things happen, both here at School and later in the wider community, where so many of them have become outstanding contributors both nationally and internationally. We have a tradition of nurturing imaginative and adventurous women who use mind and spirit to benefit the world they inhabit

Click here to read more about our student care programme

Parental involvement
Partnerships between staff and parents form the basis of the School community. The relationship of this School with our parents is central to the success of the students. In order to facilitate this relationship, based on mutual trust and the appropriate sharing of knowledge, an effective system of communication has been implemented. Each girl is placed in a House with the Head of House responsible for her welfare and communication management; and from the Year 7 interview prior to her entering the School, there is systematic and regular two-way communication between the School and parents in the form of parent-teacher interviews, parent information evenings, regular reporting (both formal and informal) in regard to her learning and
the School curricular and co-curricular programmes. In this way, we seek to involve parents in the learning journey of their daughters.

The School is fortunate also to have many parents actively involved in the School through the many support groups that provide invaluable assistance and opportunities for participation. These groups include the Parents and Friends Association, Mother’s Group, Father’s Group, Music Support Group, various Sporting Support Groups as well as the volunteer activities such as Cafe and Uniform Shop support. Our parents are very involved in our annual Open Night. The School sends out a weekly newsletter which is emailed directly to parents. Our public website is also kept up to date with information regarding the School’s activities and parents have the facility to access more specific information through a dedicated intranet login. They also have the facility to comment on the weekly educational essays written by senior staff either through email or an electronic comment capacity.

Click here to visit the P&F Association web page

Presentation of Information
For further information on the School and its policies please contact:

Loren Bridge
Director of Communications and Community Relations
61 7 3332 1336
lbridge@bggs.qld.edu.au
Staffing Information
Our professional and talented staff is dedicated to ensuring that each girl feels that she is an important member of our community.

Staff development
Professional development opportunities at this School encourage continuous professional growth in the belief that there is a strong connection between teaching standards and teacher professional learning. The School seeks to support the whole staff in their working lives and judgments they must make with a substantial annual budget that sources appropriate opportunities for professional development or training. Visiting experts, keynote speakers, seminars, workshops and conferences covered a disparate range of fields and topics in the past year. In addition to events on Staff Days, there were almost two hundred separate external training experiences for staff, many taking place in vacation time or after School hours. Another significant strategy for teacher learning is the biennial cycle of reflective appraisals for classroom teachers carried out by the Principal. This procedure encourages teachers to assess their effectiveness in the maintenance and improvement of pastoral care skills and the learning environment in classrooms, while providing information about professional and personal plans for the next three years. The data accumulated from these reflections assist the School to address diverse future needs more effectively.

Our teaching staff remain committed to supporting QSA District and State Panels that monitor assessment at Years 11 and 12 with approximately twenty teachers involved in this rigorous professional exercise. The totality of professional development experiences has strengthened current theoretical understanding of our students and encouraged in our teachers a confident, active response to the ‘... shift from an era of mass communication to an era of individuated communication ... from the ‘passive’ audience to the ‘interactive’ audience.’ (Snyder, 2002, p.179) Increasingly, there is a focus on more active engagement, creativity and imagination in teaching performance. In 2006, 2007, 2008 and 2009 Brisbane Girls Grammar School was recognised by the Federal Government’s Equal Opportunity for Women in the Workplace Agency (EOWA) and awarded as an Employer of Choice for Women.

Click here to view current staff list

2004 saw the award of the inaugural BGGS Staff Fellowship and, in subsequent years, another important initiative was the offer of a BGGS Staff Research Grant. A second Staff Fellowship was awarded in 2009.

The aim of these awards is to encourage staff to undertake further research via approved higher degree courses (particularly Masters Degrees and Doctorates) to enhance their professional qualifications, to contribute to the School’s Archive and to promote the School as a leader in effective and innovative projects throughout the wider education community.
Staff Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage of academic staff with qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>6%</td>
</tr>
<tr>
<td>Masters</td>
<td>19%</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>100%</td>
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</tbody>
</table>

Expenditure on and teacher participation in professional development
The involvement of teaching staff in professional development activities during 2009 was 100 per cent. The total funds expended on teacher development in 2009 were $91,580 — an average of $825 per teacher.

The major professional development initiatives were as follows:
- Teaching and Learning Initiatives, especially related to ICT
- Staff and student wellbeing / pastoral care
- Curriculum Development
- Staff leadership development

Total expenditure on all staff training was $117,150.

Staff Attendance
Average staff attendance for the School, based on unplanned absences of sick and emergency leave periods of up to 5 days was 97% in 2009

Staff Retention
From the end of 2008, 88 per cent of staff were retained for the entire 2009 school year.
Key Student Outcomes

Attendance Rates
The average attendance rate as a percentage in 2009 was 96.5 per cent.

<table>
<thead>
<tr>
<th>Year Levels</th>
<th>Average attendance rate for each year level as a percentage in 2009</th>
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<tbody>
<tr>
<td>8</td>
<td>97.2%</td>
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<tr>
<td>9</td>
<td>96.9%</td>
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<tr>
<td>10</td>
<td>95.5%</td>
</tr>
<tr>
<td>11</td>
<td>96.1%</td>
</tr>
<tr>
<td>12</td>
<td>96.6%</td>
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</table>

NAPLAN Results (National Assessment Program – Literacy and Numeracy)
Year 9 Reading, writing and numeracy benchmark results

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<thead>
<tr>
<th></th>
<th>READING</th>
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<tbody>
<tr>
<td></td>
<td>Year</td>
<td>Average Score (School)</td>
<td>Average Score (Australia)</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>635</td>
<td>578</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>643</td>
<td>580</td>
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<tr>
<th></th>
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<td></td>
<td>Year</td>
<td>Average Score (School)</td>
<td>Average Score (Australia)</td>
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<tr>
<td></td>
<td>2008</td>
<td>638</td>
<td>569</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>654</td>
<td>569</td>
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<tr>
<th></th>
<th>SPELLING</th>
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<tr>
<td></td>
<td>Year</td>
<td>Average Score (School)</td>
<td>Average Score (Australia)</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>630</td>
<td>577</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>635</td>
<td>576</td>
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<th>GRAMMAR AND PUNCTUATION</th>
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<tr>
<td></td>
<td>Year</td>
<td>Average Score (School)</td>
<td>Average Score (Australia)</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>659</td>
<td>569</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>655</td>
<td>574</td>
</tr>
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<thead>
<tr>
<th></th>
<th>NUMERACY</th>
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<tbody>
<tr>
<td></td>
<td>Year</td>
<td>Average Score (School)</td>
<td>Average Score (Australia)</td>
</tr>
<tr>
<td></td>
<td>2008</td>
<td>641</td>
<td>582</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>651</td>
<td>589</td>
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</table>

**Statistically Similar Schools – as defined by the Index of Community Socio-Educational Advantage (ICSEA).**
Further information can be obtained from www.myschool.edu.au
**Apparent Retention Rate**

The Year 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students in Year 10 two years previously (this may be greater than 100%).

<table>
<thead>
<tr>
<th>Leaving Year</th>
<th>Year 10 Base</th>
<th>Year 12</th>
<th>Retention rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>212</td>
<td>210</td>
<td>99.1</td>
</tr>
<tr>
<td>2007</td>
<td>217</td>
<td>219</td>
<td>100.9</td>
</tr>
<tr>
<td>2008</td>
<td>224</td>
<td>227</td>
<td>101.3</td>
</tr>
<tr>
<td>2009</td>
<td>232</td>
<td>233</td>
<td>100.4</td>
</tr>
</tbody>
</table>

**Year 12 Outcomes**

The School has a consistent record of academic excellence – particularly remarkable as Brisbane Girls Grammar is not an academically selective school and offers only one merit bursary each year.

Of the 2009 Year 12 cohort 99.5 per cent were eligible to receive an OP (Overall Position) score.

| Total number of Senior Certificates awarded | 232 |
| Percentage of Overall Position (OP) – eligible students with OP 1-15 | 90.5 |
| Number of students awarded a Queensland Certificate of Education at the end of Year 12 | 230 |
| Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification | 10.3 |
| Percentage of students awarded Senior certificates with OP-eligibility or awarded a VET qualification | 99.5 |
| Percentage of Queensland Tertiary Admissions centre (QTAC) applicants receiving an offer | 97 |

**Added Value**

In addition to the extensive curriculum and co-curriculum programmes offered at Girls Grammar, the School provides unique opportunities for its students to be involved in the wider community, extending their learning and personal experiences beyond the classroom through connections with universities, our alumni, participation in national and international forums and competition, real-world projects, our affiliate school programmes and outdoor education at the School’s second campus – Marrapatta – in the Mary Valley.

**QUT Accounting in Schools Programme**

Brisbane Girls Grammar School is now in its eighth consecutive year in offering this tertiary studies opportunity to its Accounting students through the Queensland University of Technology’s Accounting in High Schools Programme. Accounting students are able to complete a first year university subject in Accounting free of HECS fees whilst completing Year 12.

Successful completion may allow the students to use this subject as a credit towards a qualification in a university course at QUT or other institutions. While students do exactly the same course as their university counterparts they do not have to attend lectures each week but they sit the same examinations. This early experience of university is an excellent introduction to university style study and life on a large university campus.
**Real World Projects**

Year 12 ITS students worked with a local child care centre to test and observe children playing their games. Students then set about designing and developing interactive child-friendly computer games and then authentically tested their products. This is an exciting, innovative and interactive team-oriented activity that employs emerging technologies to produce online curriculum for pre-school aged children. The games are designed with either a literacy or numeracy focus and encourage pre-school children to use multimodal environments to enhance their learning. Our students found it exciting and rewarding to see the children so engaged in games that they had produced. This activity is a fine example of Brisbane Girls Grammar School students developing their IT fluency to create interesting products that can both entertain and educate their target audience.

**Post Secondary Planning**

Career education is a lifelong commitment for each and every one of us. As the School's Director of Post Secondary Planning says, "Effective career assessment, guidance and planning takes time. People who invest time and sit down with an advisor to discuss and understand their options make better choices."

The School's Strategic Design recognises this and aims to promote life-long learning and to encourage students to develop the skills that will allow them to deal successfully with transitions in their careers. The focus of career education is to provide quality tertiary programme advice - assisting girls to choose secondary subjects and tertiary programmes that provide flexibility and, importantly, reflect their personal interests and passion for learning. In an extension of the careers services provided to our students, the School also offers individual careers counselling to the wider Girls Grammar community. Past students are encouraged to take advantage of these services and particularly the staff expertise and knowledge of QTAC and the tertiary sector if considering second degrees, postgraduate studies or a change of course.

**International Affiliate Schools**

Brisbane Girls Grammar School has relationships and interchanges with seven overseas schools with the following intent:

- Provide students with opportunities to meet students from the countries of these schools.
- Develop further understanding of diverse cultures and ways of thinking.
- Encourage students to experience and use their target language in real life communication.

The Affiliate Schools we interact with are in England, France, Germany, China and Japan. The programme began officially in 1978 and has run continuously since that time.

[Click here to read more about our Affiliate School Programme](#)

**Marrapatta - Memorial Outdoor Education Centre**

Grammar girls are given the opportunity for adventure and challenge at Marrapatta, our Memorial Outdoor Education Centre. The Outdoor Education programme encourages girls to have greater involvement and increasing responsibility for decision making, leading and managing their experiences. They are encouraged to
set personal goals, to meet personal challenges and to gain a greater appreciation of the environment. Marrapatta is located in the Mary Valley at Imbil. This 30 hectare campus provides unique educational opportunities for our young women by adding an important dimension to the holistic education process.

Click here to read more about Marrapatta and our Outdoor Education Programme

Centre for Science Research Programme
The Centre for Science Research is a facility designed to create synergy between young scientists, science educators, professional scientists, technicians, physical resources and infrastructure to foster a passion for scientific research among all students during their school years, regardless of academic achievement.

Click here to read more about Centre for Science Research

Satisfaction data
The School reports regularly to parents on its achievements via the School’s weekly newsletter (BGGS News), the twice-yearly publication (Grammar Gazette), the Annual Report and the School’s website.

The current parent section of the website receives on average over 2000 unique visitors each month and feedback from parents indicates a high level of satisfaction with the information provided.

In 2008 Year 8 parents evaluated the information provided by the School’s website and gave a rating of 4.21 (out of a possible 5) on the question: Key questions about the school are answered by the website.

The Annual Report is mailed to all current families in the School. Each year the report contains transcripts of the Chair of the Board’s and the Principal’s Speech Day Addresses. Both of these detail the School’s achievements relative to the School’s Strategic Design. In 2006 a readership survey of the Annual Report indicated that 87 per cent of parents read the report. Of those 97 per cent found it informative and 98 per cent indicated that they were happy with the level of disclosure it contained.

Similarly readership surveys of the Grammar Gazette indicate that 97 per cent of current parents find the information informative. There were no requests for additional articles on the School’s achievements or strategic plan, indicating a high satisfaction level by parents for the School’s communication strategies.

In addition to its publications the School holds numerous forums for parents to express their opinions about the School and to request information, these include:

- Year level information evenings
- Focus group sessions
- P&F meetings

In the instance that a particular issue/s has been raised by a number of parents the School has convened an open meeting of interested parents, relevant staff and industry/educational experts.
Feedback from all of these is positive in regard to the School’s communication of its objectives and achievements and its willingness to report to parents.

The School prefers not to overtly survey parents’ opinions and perceptions to obtain quantitative data but rather to obtain more meaningful qualitative information using a consultative approach.

An exit survey conducted with Year 12 students over several years has produced consistent longitudinal data that positively supports the School’s Aspiration and Intent.