



BRISBANE GIRLS GRAMMAR SCHOOL

TO BE A *Leader* IN EXCEPTIONAL SCHOLARSHIP

2014 Government Reporting Requirements

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-wide 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 both in Brisbane and overseas, community service, vocational education and affiliate 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

School's address

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

Total enrolments

The School had 1165 students enrolled in Years 8 -12 to commence 2013

Year levels offered

Years 8 -12

Co-educational or single sex

Single sex

Characteristics of the student body

A secular, inner city girls' school which attracts students from a large number of areas in Brisbane

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 activities and well developed student care programmes, provides a platform for each girl to experience success and develop intellectually, emotionally, spiritually and physically.

Brisbane Girls Grammar School is committed to maintaining 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 using a variety of methodologies. From Year 8, learning experiences are designed to excite our students, capturing their imagination, challenging them intellectually and promoting their academic success. A differentiated approach to teaching and learning, co-curricular experiences and involvement in national and international competitions and experiences are just some of the strategies employed to stimulate positive and enjoyable outcomes for students.

The School's curriculum offers each student the opportunity to express her individuality, work towards her goals and be prepared to embark on a rewarding future.

The Alumni network and Old Girls Association, 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 100 co-curricular options available, all our students have the opportunity to be involved in a variety of pursuits including service groups, music ensembles, debating, public speaking, performing arts, enrichment activities, Duke of Edinburgh program 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 skills, commitment and understanding. Students are encouraged to take a global perspective and look beyond their immediate environment.

In order to promote a broad knowledge and understanding of the students in our care and to provide for positive student-staff interactions beyond the classroom context, all teaching staff are expected to participate in at least one co-curricular activity across a year.

[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, spiritual and social 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. Our student care programmes assist students to develop their sense of identity and purpose to prepare them for life after school. This careful, professional and individualised approach is rewarded by the growth of confidence and self-belief in our young women. We expect our maturing girls to develop inner discipline based on empathy and respect for others. The School has an anti-bullying policy entitled: Promoting Positive Relationships and a carefully devised and responsive Student Ethics Programme which communicates the School's expectation, that while difficulties in relationships can occur in all human contexts, there is a clear belief that respectful and tolerant interactions should occur. Staff endeavour to keep up-to-date with understanding adolescent social media usage and communicate to parents about how we can work proactively together to protect the students in our care. Our Social Media Policy (Students), Acceptable Use of the Internet and Student Code of Conduct provide guidance to the students in regard to the School's expectations. Philosophically, we believe in fostering connectedness between people and ideas in a strong community with a shared purpose and the Student Ethics Programme from Years 8 – 12 provides age appropriate

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

[Click here to read more about our student care programme](#)

Parental involvement

Our School nurtures the connections between our students, their families and our staff and the collaborative partnerships that evolve form a strong foundation which contributes to the success of the students. Communication with parents is key to ensuring this partnership and an effective system of two-way 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 interviews prior to her entering the School through to when she departs our School in Year 12 there is systematic and regular two-way communication between the School and parents in the form of parent-teacher interviews, parent information evenings, informal and formal reporting in regard to her learning and the School curricular and co-curricular programmes.

The School emails an electronic weekly newsletter, BGGGS News, directly to parents. Parents have access to our School's dedicated intranet for more specific information about activities and events at the School relevant to their daughter's school life. Our public website is also kept up to date with information regarding the School's activities. The School sends out a bi-annual publication, The Grammar Gazette to current and prospective parents, alumni and staff — which outlines key initiatives and happenings in the life of the School. The Annual Review is also sent to families each year. All publications are available on the School's public website.

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 support at the Café and the Parents and Friends Shop. Our parents are also very involved in our annual Open Night.

[Click here to visit the P&F Association web page](#)

Parent, teacher and student satisfaction with the School

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.

Surveys conducted with outgoing Year 12 students and incoming Year 8 parents over several years have produced consistent longitudinal data that positively supports the School's Aspiration and Intent.

A key finding, is that incoming parents are more likely to be influenced by the recommendations of friends and colleagues than by promotional material or websites such as My School. Parents indicate very high levels of satisfaction with the enrolments process and the information provided via the website, prospectus and enrolments office, was extremely high – 91 per cent.

The School's annual Open Day and interview with the Principal and Head of House are considered valuable orientation activities for incoming girls and their families, with the majority of families indicated that they had taken a school tour prior to their daughter commencing in Year 8 and the vast majority considered the tour useful or extremely useful.

The School has a strong social media footprint and actively uses Facebook, Twitter and Linked in to connect and engage with the School community. In 2013 the school used social media to actively broadcast School events, as well as student, staff and alumni achievements. The benefits derived from actively engaging in social media include gathering authentic feedback from stakeholders and building greater community engagement. The comments from our School's stakeholders on the School's Facebook page and the re-tweeting of our Twitter posts reflect their strong engagement with and advocacy for the School.

The School reports regularly to parents via the School's weekly newsletter (BGGGS News), the bi-annual publication (Grammar Gazette), the Annual Report and the School's website and secure parent portal intranet. Both the School's website and parent portal provide visitors with the opportunity to leave feedback, ask a question or seek information.

In addition to its publications the School holds numerous forums for parents to express their opinions about the School and to seek further information, these include: Year level information evenings, focus group sessions, P&F meetings and parent dinners. 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 and act on feedback from the School community.

Contact person for further information

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

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Director of Communications and Community Relations
Tel: +61 7 3332 1336
mallan@bggs.qld.edu.au

School Income broken down by funding source

Information can be obtained from <http://www.myschool.edu.au/>

Staffing Information

Our professional and talented staff is dedicated to establishing an educational foundation for our young women so that they are able to contribute to their world with wisdom, imagination and integrity and achieve the School's aspiration of leadership in exceptional scholarship. Each student is unique and the staff and the programmes created are shaped so that every girl feels that she has a place and is able to contribute in her own unique way to the school community and in due course, to the world she enters. This requires the recruitment and the development of a highly skilled, dedicated and professional staff.

Staff composition

Our academic staff is composed of 110 full time, 12 part time and 7 non-teaching staff.

Qualifications of all teachers

Qualification	Percentage of classroom teachers and school leaders with qualification
Doctorate	5%
Masters	24%
Bachelor degree	97%
Diploma	55%
Certificate	11%

Expenditure on and teacher participation in professional 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 prides itself on the fact that it has a history of being a strong learning community and the culture is one where the staff strive to deepen their subject knowledge, develop their teaching skills and stay current with new research while endeavouring to remain innovative and imaginative. The School endeavours to support the whole staff in their working lives and the 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 the professional development programme on Staff Conference Days, there were more than three hundred separate external training experiences for staff, many taking place in vacation time or after School hours.

The School's Centre for Professional Practice (CPP) offers regular on-site professional development opportunities for our staff through the provision of outside experts and also, collegially, from the expertise within our staff.

From its inception in 2005, the CPP has been closely aligned to the School's Aspiration to be respected internationally as a leader in education for young women and professional teaching practice. The CPP's unique model links pre-service, beginning and experienced teachers in a seamless collaborative learning environment—at its heart is the belief in the centrality of the quality of teaching to excellence in educational outcomes for our students.

The Centre and its programmes have placed Girls Grammar at the vanguard in providing quality teacher professional development on campus with a series of interlocking activities. Teacher Talk, with its primary purpose of sharing professional wisdom to spark innovation, offers three strands of professional conversations to staff:

Provocations—staff benefit from an array of stimulating ideas presented by guest speakers that enhance the professional learning community of the School. This enriches cross-faculty collegiality and understanding, and consequently the quality of teaching received by our students.

Passions—these presentations showcase the expertise and interests of our staff who enthuse others with topics that have fired their imaginations.

Pathways—these seminars promote empathetic mentorship, featuring professional focus topics led by our own staff experts, to enhance the mentoring experience for pre-service teachers at the School.

Another significant strategy for teacher learning is the cycle of reflective appraisals for classroom teachers which is carried out by the Principal or her delegate. This process encourages teachers to assess their effectiveness in the maintenance and improvement of teaching and pastoral care skills while providing information and receiving mentoring in regard to professional and personal plans. The data accumulated from these reflections assist the School to address diverse future needs more effectively, implement good ideas and plan for the future.

Our teaching staff remains committed to supporting QSA District and State Panels that monitor assessment at Years 11 and 12 with approximately 26 teachers involved in this rigorous professional exercise. Four of our teachers have contributed to the development of the National Curriculum and they, with other staff, have led our teachers in curriculum design. The School's two Directors of Technology continued their strategy of working across all faculties to extend the capacity of the staff to use IT meaningfully in their teaching programmes. 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.

Brisbane Girls Grammar School was recognised by the Federal Government's Workplace Gender Equality Agency (WGEA) and awarded the Employer of Choice for Gender Equality citation in 2013.

[Click here to view current staff list](#)

2004 saw the award of the inaugural BGGGS Staff Fellowship and, in subsequent years other important initiatives followed which included the offer of a BGGGS Staff Research Grant, a Scholar-in-Residence, a Visiting Philosopher and, in 2012, a Writer-in-Residence.

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.

The School values the knowledge and commitment of its employees. We recognise teacher knowledge and skills contribute significantly to the quality of teaching and the School therefore actively supports the professional development of our staff which for 2013 included:

- a continuation of Professional Development for middle management occurred specifically in relation to human resource and change management but the focus for 2013 was around providing opportunities for staff learning in order to develop key strategic initiatives such as the School's Philosophy of Learning Philosophy of Teaching, BYOD and Ethical Engagement in the World and whole-school alignment of the Learning Areas
- a series of regular 'in-house' professional development opportunities occurred on campus, throughout the year
- on School Staff Days professional development workshops took place with key speakers providing presentations to staff
- outdoor education training for specialised staff at the School's outdoor education centre
- QSA State and local panel involvement of the academic staff
- Harvard Women's Leadership Forum in Boston
- Fourth International Conference on Sports and Society in the USA
- Evolution of Psychotherapy Conference in Anaheim
- The Association of School Business Administrators Conference.

Other management and training activities in which staff have participated, as part of school-funded external professional development, include:

- Administration & Marketing: 11 courses/conferences
- ICT: 8 courses/conferences

- Pedagogy: in excess of 90 courses/conferences
- Pastoral Care: 15 courses/conferences
- Personnel Management & Women's Leadership: 10 workshops/conferences
- Technology: 8 courses/workshops
- Student career support: 6 courses/workshops
- Differentiated studies: 5 courses/workshops

The involvement of teaching staff in professional development activities during 2013 was 100 per cent. The total funds expended on teacher development in 2013 were \$78,203 — an average of \$641 per teacher. Total expenditure on all staff training was \$146,650.

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 per cent in 2013.

Staff Retention

From the end of 2012, 94.2% per cent of staff were retained for the entire 2013 school year.

Key Student Outcomes

Attendance Rates

The average attendance rate as a percentage in 2013 was 96.4 per cent.

Year Levels	Average attendance rate for each year level as a percentage in 2013
8	97.5%
9	96.8%
10	95.8%
11	96.0%
12	96.1%

A description of how non-attendance is managed by the school

The School has a *Student Attendance Policy* which sets out procedures for early intervention for students at risk of developing irregular patterns of attendance.

NAPLAN Results (National Assessment Program – Literacy and Numeracy)

Year 9 Reading, writing and numeracy benchmark results

READING			
Year	Average Score (School)	Average Score (Australia)	Percentage at or above National Minimum Standard
2012	638	575	100%
2013	645	580	100%

WRITING			
Year	Average Score (School)	Average Score (Australia)	Percentage at or above National Minimum Standard
2012	628	553	97.3%
2013	640	554	99.6%
SPELLING			
Year	Average Score (School)	Average Score (Australia)	Percentage at or above National Minimum Standard
2012	635	577	100%
2013	639	583	99.6%
GRAMMAR AND PUNCTATION			
Year	Average Score (School)	Average Score (Australia)	Percentage at or above National Minimum Standard
2012	661	573	99.6%
2013	672	573	99.6%
NUMERACY			
Year	Average Score (School)	Average Score (Australia)	Percentage at or above National Minimum Standard
2012	650	584	100%
2013	668	584	100%

Further information can be obtained from <http://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%).

Leaving Year	Year 10 Base	Year 12	Retention rate %
2010	230	232	100.8
2011	231	234	101.3
2012	232	228	98.3
2013	226	230	101.8

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 2013 Year 12 cohort 100% per cent were eligible to receive an OP (Overall Position) score.

Number of students awarded a Senior Education Profile	230
Number of students awarded a Queensland Certificate of Individual Achievement	Nil
Number of students who received an Overall Position (OP)	230
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	Nil
Number of students awarded one or more Vocational Education and training (VET) qualifications	Nil
Number of students awarded a Queensland Certificate of Education at the end of Year 12	227
Number of students awarded an International Baccalaureate Diploma (IBD)	Nil
Percentage of Year 12 students who received an OPI 1-15 or an IBD	93.91%
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	98.70%
Percentage of Queensland Tertiary Admissions centre (QTAC) applicants receiving an offer	99.6%

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 competitions, real-world projects, our affiliate school programmes and outdoor education at the School's second campus – Marrapatta – in the Mary Valley.

Clubs and Special Interest Activities

The diverse range of clubs and special interest activities available at the School allow girls ample opportunity to deepen their understanding and expand their skills in areas of personal interest. Many of these activities have a real-life or community focus and provide the girls with significant challenges that help develop a sense of leadership, maturity, complex reasoning and responsibility.

Community Service

The opportunity for students to give back to the community is a vital component of our Co-curricular programme. Through a wide range of clubs, activities and charity committees, Grammar girls are encouraged to create a meaningful link between their School life and the wider community. Girls commit time and energy to community service, raise funds for charities and worthy causes and help create awareness for issues and causes on a local and global scale.

The experiences provided by these opportunities endows a significant learning framework; a greater understanding of the work and organisation required to make it happen, and perhaps more importantly it builds a sense of empathy and appreciation of how individuals can make a difference.

In a combined effort the School raises over \$60,000 annually for more than twenty charities ranging from causes such as breast cancer, heart disease, childhood diseases, poverty, and adolescent health to environmental causes and animal welfare.

Antipodeans

Through the Antipodeans Abroad Programme at Brisbane Girls Grammar, and with regard to our Grammar tradition, we provide students with a unique opportunity to contribute to the international community through a programme of leadership, teamwork, adventure and challenge. Antipodeans Abroad draws together and extends the themes of outdoor education,

personal challenge, community service, teamwork and leadership into the senior school through its planned programmes in developing countries around the world.

Marrapatta - Memorial Outdoor Education Centre

The School's Memorial Outdoor Education Centre, Marrapatta, was established to provide a range of experiences and challenge for our students. This Centre is sited 175 km north of Brisbane in the Mary Valley. Outdoor Education is regarded as an integral part of the School's Junior Curriculum emphasising environmental awareness, knowledge of self, interpersonal skills, and physical challenge. The programme is a carefully considered sequential progression through Years 8, 9 and 10, encouraging students to firstly, manage themselves and secondly, to think and work interdependently with others.

Activities undertaken serve to focus on specific aspects; for example, an activity like canoeing necessitates communication and teamwork. Expeditioning has become a common theme throughout the three Year levels. Students use multimodal transport to reach a destination. The learning comes from more than reaching the destination; importance is placed on the journey. Most activities (particularly the rope adventure activities) operate on a 'challenge by choice' philosophy which enables students to set personal goals and encourages them to challenge their own level of ability. The Centre is committed to providing innovative outdoor experiences to nurture the development of independent and spirited young women who make positive contributions to their communities.

[Click here to read more about Marrapatta and our Outdoor Education Programme](#)

Sports Campus at Fig Tree Pocket

In 2013, Brisbane Girls Grammar School acquired a 13 hectare site in Fig Tree Pocket, which comprises 2 cricket ovals and 2 fields, which together can be configured to create 6 playing fields. It is 12 kilometres from the CBD and will be the home ground for sports such as hockey, cricket and touch and will be utilised for other sport training sessions.

[Click here to read more about our Sports Campus at Fig Tree Pocket](#)

Additionally there is an environmental focus on this campus where students are involved in joining with local community greening organisations to work towards enhancing the environment along creeks through planting native grasses and trees, thereby improving the waterways and encouraging native birdlife. The nature of this more personal connection with the location is developing a sense of stewardship and environmental responsibility amongst the girls.

International Affiliate Schools

Brisbane Girls Grammar School has affiliate schools in France, Germany, China and Japan. The programme began officially in 1978 and has the intent of providing students with opportunities to meet and build relationships with similar-age native speakers from various countries, develop intercultural understanding and awareness of their own culture and improving their proficiency and sophistication in their target language, by using it in realistic contexts.

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

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 take 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 at Brisbane Girls Grammar School is to provide quality post-secondary planning advice - assisting girls to choose Senior School subjects and tertiary programmes that provide flexibility and focus while reflecting personal interests and passion. The post-secondary planning service also provides four career planning events throughout the academic year – a combined Grammar Schools Careers Evening and a combined Grammar Schools University Scholarships Evening, Personal Growth Year Options Evening and a Careers Mentoring Breakfast.

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, as well as staff, are encouraged to take advantage of these services when considering a change of direction or adding postgraduate studies.