



BRISBANE GIRLS GRAMMAR SCHOOL

TO BE A *Leader* IN EXCEPTIONAL SCHOLARSHIP

# 2017 Government Reporting Requirements

A recognised leader in the education of teenaged girls, Brisbane Girls Grammar School is an academically non-selective secular school with an enviable record of academic achievement. Brisbane Girls Grammar School is one of eight grammar schools in Queensland established under the *Grammar Schools Act 2016*. The School is governed by a Board of Trustees currently consisting of seven members: three elected by subscribers or donors to the School, and four appointed by the Governor in Council. The Trustees hold office 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 was established to offer 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 the School's culture and Brisbane Girls Grammar School 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 7 will graduate from Year 12 after six years of secondary schooling when the students achieve a Queensland Certificate of Education. The majority of graduates choose to proceed to tertiary 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 understood.

These philosophies are reflected in the way in which the School is organised. A wide variety of extension experiences are available at different stages including university link programmes both in Brisbane and overseas, community service and affiliate school programmes, which contribute to helping 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 for girls.

## School's address

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(E) [communications@bggs.qld.edu.au](mailto:communications@bggs.qld.edu.au) (T) +617 3332 1300 (F) +617 3839 3187

## Total enrolments

The School had 1371 students enrolled in Years 7 – 12 to commence in 2016.

## Year levels offered

Years 7 – 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 aims to equip each young woman to meet her future with confidence. The extensive range of subjects offered at Brisbane Girls Grammar School, combined with the School's comprehensive co-curricular activities and well developed student care programmes, provides a platform for each girl to experience success and develop intellectually, physically, emotionally and socially.

Brisbane Girls Grammar School is committed to maintaining innovative educational practices. The School offers a broad 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 7, learning experiences are designed to excite 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 represent a selection of the strategies employed to stimulate positive and enjoyable outcomes for students.

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

The Old Girls Association and Grammar Women network of past students provides current students with access to a powerful group of mentors. This is a valuable resource providing guidance to Grammar girls as they consider tertiary options and career paths in the world beyond school.

[Click here to read more about the School's curriculum](#)

## Co-curricular activities

At Brisbane Girls Grammar School it is recognised that academic success needs to be supported 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 students have the opportunity to be involved in a variety of pursuits including service groups, music ensembles, debating, public speaking, performing arts, enrichment activities, the Duke of Edinburgh Programme and sport. The leadership roles assumed by girls in many of these activities support 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 maintain 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 girls and young women. Growing in learning and life requires courage and an ability to take risks. Grammar girls are encouraged to set high standards for themselves and to be strong and resilient in their endeavour to realise their potential. The School believes strongly in the value of positive relationships as a powerful factor in supporting 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. The School's 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 girls and young women. It is expected that maturing girls develop inner discipline based on empathy and respect for others. The School has a Promoting Positive Relationships Policy that seeks to counter bullying behaviours 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 with parents about how the School and families can work proactively together to protect the students in our care. The Social Media Policy (Students), Acceptable Use Policy (Students) and Student Code of Behaviour provide guidance to students in regard to the School's expectations. Philosophically, the School believes in fostering connectedness between people and ideas in a strong community with a

shared purpose. The Student Ethics Programme from Years 7 – 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 School and in the wider community where so many have gone on to become outstanding contributors both nationally and internationally. Brisbane Girls Grammar School has 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

Brisbane Girls Grammar School encourages parental involvement at the School. A strong foundation of collaborative partnerships between the School, staff and families contributes to the success and wellbeing of Grammar girls. Parent teacher communication is key to ensuring this partnership, and an effective system of communication between home and school is well established. Each girl is placed in a House with the Head of House responsible for her general welfare and communication management; and from the interviews prior to her entering the School through to when she departs 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, formal and informal reporting in regard to the girls' learning and the School curricular and co-curricular programmes.

The School has a number of active parent support groups including the Parents & Friends Association, Mothers Group, Fathers Group, Music Support Group, Rowing Support Group and Water Polo Support Group, who play a valued role in the School. All parents and carers are welcome to be involved in these groups as well as volunteering at the P&F Shop, the School Café, and the Rangakarra Recreational and Environmental Education Centre canteen. Parents are also very involved in the School's annual Open Day.

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

## Parent, teacher and student satisfaction with the School

In 2016 the School commissioned an independent, confidential 'experience' survey for all staff, students and parents, following which the School will respond to, and track performance against, the broad and deep baseline results to directly inform and improve strategic planning and operational delivery.

662 parents, 950 students and 190 staff participated in the survey, providing views on such areas as academic performance, student care, outdoor education, co-curricular activities, sport, communications, reputation and facilities.

In relation to the five areas identified by parents as most important – quality of teaching, academic standards, a balanced and challenging education, student wellbeing and reputation – expectations were being met or exceeded by the School. Students and staff recorded similar levels of satisfaction across the same five areas with expectations being met or exceeded.

Elements of the survey will be replicated in 2017, in order to provide benchmarking statistics around the same key areas nominated by parents as most important to their satisfaction with the School.

## Contact person for further information

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

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Director of Communications and Engagement  
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## School Income broken down by funding source

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

## Staffing Information

The School's professional and talented staff are dedicated to establishing an educational foundation for students so that they are able to achieve the School's aspiration of leadership in exceptional scholarship and contribute to their world with wisdom, imagination and integrity. Staff understand that each student is unique and the programmes created are shaped so that every girl can develop a sense that she has a place in the School and is able to contribute in her own unique way to the school community and in time, to the wider world. This requires the recruitment and development of highly skilled, dedicated and professional staff.

### Staff composition

Our academic staff is composed of 122 full time, 24 part time and 10 non-teaching staff.

### Qualifications of all teachers

Qualification	Percentage of classroom teachers and school leaders with qualification
Doctorate or higher	7%
Masters	32%
Bachelor degree	98%
Diploma	63%
Certificate	12%

### Expenditure on and teacher participation in professional development

Professional development opportunities at Brisbane Girls Grammar School encourage continuous professional growth in the knowledge that there is a strong connection between teacher professional learning and teaching standards. The School is proud of its long history of being a strong learning community with a culture where 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 staff in their professional lives by providing a substantial annual budget that funds appropriate opportunities for professional development and training. Visiting experts, keynote speakers, seminars, workshops and conferences covered a wide range of fields and topics in 2016. In addition to the professional development programme on Staff Conference Days, there were more than 350 separate external training experiences for staff, many taking place in vacation time or after school hours in 2016.

From its inception in 2005, the Centre for Professional Practice (CPP) has been closely aligned to the School's Aspiration. In keeping with different iterations of the School's Strategic Design, from being respected internationally as a leader in education for young women and professional teaching practice to being a leader in exceptional scholarship. The CPP's model for collaborative professional learning links pre-service, beginning and experienced teachers through diverse activities. The Teacher Talk series of open professional conversations have continued successfully. In 2015 'Open Doors' was introduced, a collegial approach to enhancing individuals' pedagogy and transforming professional review processes. The first cycle of Open Doors concluded in 2016 when each member of the teaching staff met with a senior member of staff to discuss the outcomes of their classroom visits. The second cycle of Open Doors will commence in 2017 and is scheduled to run for three years: 2017 — Noticing (opportunity to reflect, experiment and explore); 2018 — Distilling (time to analyse, debate, refine and value); 2019 — Consolidating (time to consolidate and present). These significant extension experiences have been facilitated by funding from the Great Teachers Great Results Non-State Schools Grant. Additionally, CPP has appointed an Advisory Panel comprising representative, volunteer Deans, Directors and teachers to refine its operations. The Centre and its programmes have placed Girls Grammar at the vanguard of on-campus provision of quality teacher professional development.

Another significant initiative to facilitate 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 assists the School to address diverse future needs more effectively, implement good ideas and plan for the future.

The School's teaching staff remains committed to supporting QCAA District and State Panels that monitor assessment at Years 11 and 12 with approximately 29 teachers involved in this rigorous professional exercise in 2016. Four Girls Grammar teachers have contributed to the development of the National Curriculum and they, with other staff, have led other teachers in curriculum design. The School's Director of Technology and Director of Digital Pedagogies 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 student learning and encouraged teachers to maintain 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.

Staff are encouraged 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 and recognises that teacher knowledge and skills contribute significantly to the quality of teaching and learning. The School, therefore, actively supports the professional development of staff which for 2016 included:

- a series of regular 'in-house' professional development opportunities that 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
- QCAA State and local panel involvement of the academic staff
- Educate Plus Biennial International Conference
- the Alliance of Girls Schools Australia Biennial Conference
- 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, included:

- Administration and Marketing: 23 courses/conferences
- ICT: 9 courses/conferences
- Pedagogy: in excess of 150 courses/conferences
- Pastoral Care: 17 courses/conferences
- Personnel Management and Women's Leadership: 20 workshops/conferences
- Technology: 20 courses/workshops
- Student career support: 15 courses/workshops

100% of teaching staff were involved in professional development activities during 2016. The total expenditure on teacher development in 2016 was approximately \$210,000 — an average of \$1,438 per teacher. Total expenditure on all staff training was \$251,000.

## Staff Attendance

Average staff attendance for the School in 2016 was 97%, based on unplanned absences of sick and emergency leave periods of up to 5 days.

## Staff Retention

From the end of 2015, 89 per cent of staff were retained for the entire 2016 school year.

## Key Student Outcomes

### Attendance Rates

The average attendance rate as a percentage in 2016 was 96 per cent.

Year Levels	Average attendance rate for each year level as a percentage in 2016
7	97.1%
8	96.8%
9	96.4%
10	95.3%
11	95.3%
12	95.1%

### 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 7 Reading, writing and numeracy benchmark results

<b>READING</b>			
<b>Year</b>	<b>Average Score (School)</b>	<b>Average Score (Australia)</b>	<b>Percentage at or above National Minimum Standard</b>
2015	614	546	100%
2016	615	541	100%
<b>WRITING</b>			
<b>Year</b>	<b>Average Score (School)</b>	<b>Average Score (Australia)</b>	<b>Percentage at or above National Minimum Standard</b>
2015	576	511	100%
2016	571	515	100%
<b>SPELLING</b>			
<b>Year</b>	<b>Average Score (School)</b>	<b>Average Score (Australia)</b>	<b>Percentage at or above National Minimum Standard</b>
2015	601	546	100%
2016	601	543	100%
<b>GRAMMAR AND PUNCTATION</b>			
<b>Year</b>	<b>Average Score (School)</b>	<b>Average Score (Australia)</b>	<b>Percentage at or above National Minimum Standard</b>
2015	617	541	100%
2016	633	540	100%
<b>NUMERACY</b>			
<b>Year</b>	<b>Average Score (School)</b>	<b>Average Score (Australia)</b>	<b>Percentage at or above National Minimum Standard</b>
2015	607	543	100%
2016	630	550	100%

**Year 9 Reading, writing and numeracy benchmark results**

<b>READING</b>			
<b>Year</b>	<b>Average Score (School)</b>	<b>Average Score (Australia)</b>	<b>Percentage at or above National Minimum Standard</b>
2015	651	580	100%
2016	656	581	100%
<b>WRITING</b>			
<b>Year</b>	<b>Average Score (School)</b>	<b>Average Score (Australia)</b>	<b>Percentage at or above National Minimum Standard</b>
2015	622	546	100%
2016	597	549	100%
<b>SPELLING</b>			
<b>Year</b>	<b>Average Score (School)</b>	<b>Average Score (Australia)</b>	<b>Percentage at or above National Minimum Standard</b>
2015	644	583	100%
2016	641	580	100%
<b>GRAMMAR AND PUNCTATION</b>			
<b>Year</b>	<b>Average Score (School)</b>	<b>Average Score (Australia)</b>	<b>Percentage at or above National Minimum Standard</b>
2015	654	568	100%
2016	662	569	100%
<b>NUMERACY</b>			
<b>Year</b>	<b>Average Score (School)</b>	<b>Average Score (Australia)</b>	<b>Percentage at or above National Minimum Standard</b>
2015	659	592	100%
2016	670	589	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 per cent).

Leaving Year	Year 10 Base	Year 12	Retention rate %
2013	226	230	101.8
2014	237	231	97.5
2015	227	223	98.2
2016	236	238	100.85

## Year 12 Outcomes

The School has a consistent record of academic excellence – particularly remarkable as Brisbane Girls Grammar School is not an academically selective school and offers only one means-tested merit bursary from time to time.

Of the 2016 Year 12 cohort 100 per cent were eligible to receive an OP (Overall Position) score.

Number of students awarded a Senior Education Profile	235
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	235
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education and training (VET) qualifications	2
Number of students awarded a Queensland Certificate of Education at the end of Year 12	235
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OPI 1-15 or an IBD	96.17%
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	100%
Percentage of Queensland Tertiary Admissions centre (QTAC) applicants receiving an offer	100%

## Post-school Destination Information

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

## Other Information

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, alumnae, participation in national and international forums and competitions, real-world projects, affiliate school programmes and Outdoor Education at the School's Marrapatta Outdoor Education Centre at Imbil 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 are built upon a significant learning framework; develop a greater understanding of the work and organisation required to effect change, and build 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.

[Click here to read more about our Community Service Programme](#)

### Antipodeans

Through the Antipodeans Abroad Programme at Brisbane Girls Grammar School, 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 extend and enrich the education experiences of our students. This Centre is situated 175 km north of Brisbane in the Mary Valley, close to the rural township of Imbil.

Outdoor Education is an integral part of the School's Junior Curriculum where students engage in a carefully considered sequential progression through Years 7 to 10. The programmes are designed to encourage students to strengthen their personal capacities, develop social competence and build connection to the natural world.

Additionally, Marrapatta provides a setting for field work, real life contexts and the opportunity for intensive subject specialisations. The facility also supports other co-curricular programmes including the Adventurous Journey component of the Duke of Edinburgh's Award.

Brisbane Girls Grammar remains the only girls' school in Queensland with its own dedicated facility focused on providing this style of enriching educational experiences. The School believes it is an important asset within the current social climate where positive mental health, the development of interpersonal skills and connection with nature are important priorities.

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

## Rangakarra Recreational and Environmental Education Centre

In 2012, Brisbane Girls Grammar School acquired a 13 hectare site in Sprenger Street, Fig Tree Pocket, comprising two cricket ovals and two fields, which together can be configured to create six playing fields. It is twelve kilometres from the Brisbane CBD. The site was officially named Rangakarra Recreational and Environmental Education Centre on 23 May 2015 and the Main Field was renamed the Daphne Welch (1949) Oval in honour of past student and sporting legend Mrs Daphne Pirie (Welch) MBE, AO.

Rangakarra is the home ground for sports such as hockey, cricket and touch and is used for other sport training sessions and environmental initiatives such as the Grammar Goes Green bushland rehabilitation project.

[Click here to read more about Rangakarra](#)

## 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

Planning and managing a career is a lifelong commitment.

The School's Strategic Design values curiosity and life-wide learning and encourages design thinking: all of these are essential elements of judicious and purposeful career planning and decision making. The broad focus of career education and development at Brisbane Girls Grammar School is to create opportunities for students to develop the skills that will allow them to successfully manage multiple transitions in their careers, throughout their lives.

An important component of this focus is the provision of quality post-secondary planning information and advice that assists girls to choose senior school subjects and tertiary programmes that combine flexibility and focus, and which also acknowledge and reflect personal interests and abilities. This is complemented by a series of 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.