



Moreton Bay
College



2022

ANNUAL REPORT





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This report is produced by Moreton Bay College to meet its reporting obligations to the Queensland and Australian Governments.



Introduction

Founded in 1901 and one of Queensland leading girls' schools, Moreton Bay College offers a broad and inclusive education, a record of outstanding academic achievement, exceptional cultural and sporting success and a strong commitment to Christian values and service to others in our local and global community. A Early Years to Year 12 Uniting Church school for girls with on-site childcare and out of hours school care services, we are located on 20 tranquil hectares at Manly West. The College is situated 30 minutes east of Brisbane and is partnered with Moreton Bay Boys' College under a joint board and a single CEO and Executive Principal to provide convenient and aligned single sex education for families. Our Vision, Purpose and Culture are deeply embedded in a set of unifying values. We actively pursue the following values through word and deed – Care, Teamwork, Engagement, Character.

At the heart of the school is a spirit which inspires a shared sense of pride among our students, which motivates them to strive for excellence. We also promote a strong sense of community and welcome parents into the College to foster a strong partnership between home and school. Our girls are known to be courteous, articulate, well presented and down to earth and to maintain an abiding sense of loyalty to the College long after their school years are over. Underpinning the development of attributes, attitudes and skills, and our record of inspiring students to academic success, are experienced and dedicated teachers and support staff, who foster student strength of character, integrity, self esteem and respect for others.

DISCRIPTIVE INFORMATION

School Sector
Independent

School Address
450 Wondall Road,
Manly West,
Qld 4179

Total Enrolments
1167

Year levels offered
Early Years to
Year 12

**Co-educational
or single sex**
Single sex - Girls
only

**Characteristics of
the Student Body**
A broad cross
section of multi-
cultural groups
is represented in
the student body
with four being
indigenous.

Corporate Governance



Moreton Bay College was established in 1901 as a Boarding School at Bay Terrace, Wynnum. Dwindling numbers resulted in its closure and relocation to the current site in the early 1980s as a day school for girls. It has now grown to over 1167 girls from Pre-Prep/Kindergarten to Year 12 and an Early Learning Centre of around 65. In 2007, following the PMSA withdrawal from Moreton Bay Boys' College, Moreton Bay College became the sole member of Moreton Bay Boys' College Ltd.

On 1 July 2011, MBC and MBBC, while remaining separate legal entities, amalgamated with two boards containing the same membership on each and one CEO and Executive Principal role that works across both Colleges. This position is currently held by Mr Richard Henry who commenced as the CEO and Executive Principal in July 2021. The Principal at MBC is Mrs Janet Stewart.

As at 5th April 2022 the directors are: Ms Samantha O'Brien (Chair), Mr Stuart Copeland (Deputy Chair), Mr Reg Gulley (Company Secretary), Mr Peter Bickerton, Ms Wendy Evans, Mrs Adele Nisbet, Mrs Adele Ramsay, Mr Robert Ritchie, Mr Jason Titman, Mr Nigel Fairbairn and Mrs Kirsty Elliott.

Distinctive Curriculum Offerings

The College curriculum provides a comprehensive programme at all levels – to stimulate, inspire, motivate and challenge the boundaries of the girls' cognitive, affective and physical abilities.

The College is an accredited International Baccalaureate (IB) School offering the Primary Years Programme (PYP) for students from Pre-Prep/Kindergarten to Year 6 as well as the Kindergarten Programme in the Early Learning Centre. The IB framework is recognised internationally as a high calibre programme, based on academic rigour, which develops independent learners who are prepared to be active citizens in a global world. The PYP fosters an inquiry approach to learning so that students are able to develop a deep level of understanding through interrelated, relevant and engaging units of work. The Australian Curriculum is delivered through this pedagogical framework and supported by explicit teaching of numeracy and literacy skills.

At Moreton Bay College, we believe that learning is at the heart of our inclusive Christian community. We have a shared responsibility to prioritise teaching and learning through the delivery of an innovative and differentiated curriculum. By providing progressive, purposeful learning and transformative assessment opportunities, we endeavour to foster future-focussed, global citizens. The MBC Learning Star was created and embodies teaching and learning at Moreton Bay College.

In the Secondary School, students have opportunity to study from a large number of subjects leading to an Australian Tertiary Admissions Rank (ATAR) and/or Queensland Certificate of





Education (QCE). In the middle level years students undertake a broad range of subjects across the full suite of key learning areas.

The school's technology programme (BYOD) supports an approach to teaching and learning which emphasises the development of independent and authentic student learning. We aim to encourage both creative and critical thinking and foster self-directed learning and provide a range of pathways to cater for the diversity of needs in our student cohort.

Moreton Bay College offers a rich selection of special programmes and services to support the educational and life experiences of its students. These include:

Performance Programme for girls with particular talents in sporting, music or cultural fields to undertake a tailored academic programme to facilitate their strenuous training requirements or time commitments.

Learning Enhancement Centre that helps students with special learning needs to experience success and growth in their endeavours in order to maximise their personal and academic potential.

The Learning Enhancement Centre also supports the extension of students who require and enjoy further academic challenge.

Subject Offerings Early Years and Primary

	Early Learning 15 months - 3 years	Kindergarten Programme 3 - 5 year olds	Pre-Prep/Kindergarten Programme 3-5 year olds
Early Years Learning Framework	✓		
Qld Kindergarten Learning Guide		✓	✓

	Prep – Year 1	Years 2 - 3	Years 4 - 5	Year 6
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Humanities and Social Sciences	✓	✓	✓	✓
Science	✓	✓	✓	✓
Digital and Design Technologies	✓	✓	✓	✓
French	✓	✓	✓	✓
Japanese				✓
Music	✓	✓	✓	✓
Instrumental Music			✓	
Visual Arts	✓	✓	✓	✓
Religious Education	✓	✓	✓	✓
Health and Physical Education	✓	✓	✓	✓
Dance and Drama	✓	✓	✓	✓

Subject Offerings Secondary

	Years 7 and 8	Year 9	Year 10	Year 11	Year 12
The Arts	Dance Drama Music Visual Art	Dance Drama Music Visual Art Project 8	Dance Drama Music Visual Art	Dance Drama Music Visual Art Visual Arts in Practice	Dance Drama Music Visual Art Visual Arts in Practice Music Extension
Business		Business Studies	Business and Commerce	Accounting Business Legal Studies	Accounting Business Legal Studies
English	English	English	English	English Literature Essential English	English Literature Essential English English and Literature Extension
Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education	Health Physical Education Certificate III in Fitness	Health Physical Education Certificate III in Fitness
Humanities and Social Sciences	Humanities and Social Sciences	Humanities and Social Sciences	Civics and Law Geography History Study of Society and Religion	Ancient History Economics Geography Modern History Study of Religion	Ancient History Economics Geography Modern History Study of Religion
Languages	French Japanese	French Japanese	French Japanese	French Japanese	French Japanese
Mathematics	Mathematics	Mathematics	General Mathematics Preparatory Mathematical Methods Methods Preparatory	General Mathematics Mathematical Methods Methods Specialist Mathematics Essential Mathematics	General Mathematics Mathematical Methods Methods Specialist Mathematics Essential Mathematics

Science	Science	Science	Science Biology Prep Chemistry Prep Physics Prep General Science - Forensics	Biology Chemistry Physics	Biology Chemistry Physics
Technologies	Digital Technology Design in Practice	Digital Technology Design in Practice Project 8	Digital Technology Food and Nutrition Textiles and Design	Design Digital Solutions Fashion Food and Nutrition Hospitality Practices	Design Digital Solutions Fashion Food and Nutrition Hospitality Practices

VOCATIONAL EDUCATION AND TRAINING (VET) in association with a number of registered training organisations. It offers students in senior secondary individual pathway opportunities, enabling students to obtain skill-based qualifications in addition to QCE. The qualifications are obtained via learning undertaken; off-campus one day a week; via a schoolbased traineeship; online; scheduled within senior timetable; or on-campus out of timetabled learning. The certificates and diplomas are delivered by educators from a number of registered training organisations.





Co-Curricular Activities

The College provides a wide and diverse range of co-curricular activities that form an integral part of a Moreton Bay College outstanding educational experience. Girls are able to be involved in many sports and at Moreton Bay College, girls enjoy exceptional opportunities to discover what they are really capable of and to experience a broad range of sporting and cultural activities, mostly located on our own extensive campus. As well as extending individual skills to the highest level, the co-curricular programme is an important element of developing teamwork, building perseverance, discovering courage and exploring creativity. With over 40 co-curricular activities to choose from, the options are endless.

Our spacious campus, first class amenities and broad co-curricular programmes provide opportunities for all students to participate and experience success. The College provides firstclass sporting and cultural facilities including:

- The Ken and Janet Waller Sports Centre with special-purpose floors for gymnastics (including foam training pits), weights, netball, basketball, volleyball and badminton
- The Music Centre featuring the Power Family Concert Hall
- The John Mason Pool for swimming, water polo and lifesaving
- A 7-court outdoor netball and tennis complex
- Two ovals for cricket, softball, touch football and athletics
- Mamie Mcquillan Auditorium with specialised dance floor
- Highly accredited instructors and teachers including partnerships with gymnastics, dance and swimming clubs on site.

The outstanding cultural facilities of the College feature our 600 seat Music Centre, the main location for co-curricular music teaching and all musical performances. The centre features numerous soundproof rehearsal spaces and classrooms as well as the main concert hall.



Through student achievement in various co-curricular pursuits, Moreton Bay College is widely respected and recognised as a school of excellence and opportunity. Moreton Bay College is a member of the Queensland Girls' Secondary School Sports Association (QGSSSA) and the Andrews Cup Association. These Associations conduct the majority of sporting competitions, while a range of sports associations and state sporting organisations operates others.

The College has an enviable sporting reputation, winning many premierships and trophies over recent years and fostering sporting success at state and national levels.

Moreton Bay College is strong in public speaking, debating, music, dance and drama and provides a range of service activities such as Leos, Amnesty International and the Duke of Edinburgh Award Scheme.

The College is achieving a far-reaching reputation for its dramatic and musical productions. Our Music Programme is one of the best and most comprehensive in Queensland. Girls enjoy inspirational opportunities to take master classes with national and international artists in our Music Centre and get a real taste for performance during concerts.

Those who prefer to expand their mental capacity have plenty of opportunities too, with public speaking, debating, chess, Future Problem Solving, the Australian Mathematics competition, Readers' Cup and SCOPE, Robotics club, to name just a few.



Learning Enhancement

Through our Learning Enhancement Centre at Moreton Bay College, we support students with individualised learning needs, incorporating gifted and talented, learning difficulties, learning disabilities, English and Additional Language or Dialect, or a combination of these attributes. Within the classroom, adjustments may be made to teaching strategies, resources and/or the classroom environment to support these students. Additional assistance by Learning Enhancement staff is based on the level of support a student requires to access the curriculum. Some students require an individualised academic programme to support or extend their learning. Our team includes both specialist teachers and teacher aides who recognise and value different learning styles and work along classroom teachers and visiting specialists to tailor individual learning in the classroom for those girls who have been diagnosed with a disability as well as those who require individual assistance. In addition, opportunities exist for small group assistance in a supportive environment.

In many instances, extension opportunities are embedded within and across curriculum areas. Once students have been identified as needing targeted differentiation in their learning, the Learning Enhancement staff support the teachers to provide appropriate learning experiences. In addition to the College's focus on differentiation within the classroom, experiences complementing the regular classroom curriculum also play a key role in developing students who have been identified with particular academic giftedness. Students from across the College have participated in Future Problem Solving, daVinci Decathlon, Brainways Challenges, University studies and multiple opportunities through subject specific competitions.



Performance Programme

Our Performance Programme supports students with achievements in one or more fields of elite performance as these students face many demands on their time related to training, rehearsal, travel, competition and performance. The College recognises a need to work in partnership with families to both achieve these goals and to assist a student to have a balanced life in key developmental phases. In 2022 we had 42 students participating in this programme with most electing to reduce their academic load to balance their academic and co-curricular commitments.

In 2022 Moreton Bay College went through the vigorous process of becoming an accredited Athlete Friendly School with the World Academy of Sport. Through our affiliation with the World Academy of Sport, MBC has established an Athlete Development Program (ADP) to support high performing student-athletes in achieving their sporting and academic goals. Our aim is to develop confident, independent, resilient, and courageous students whilst nurturing their physical talents.

The Head of Athlete Development works with the MBC student athletes and supports them on a daily basis in order to ease pressures that they are facing with their busy training and school schedules. The program is designed to cater for students who are aspiring, emerging or high performing athletes, and who want a holistic, well-rounded approach to their development in both sport and academic life. The program aims to develop leadership, teamwork, and communication skills, through providing a range of specialised health and support services.



Camps and Outdoor Education

Our camps and outdoor education are aligned to the social and leadership development of students.

PRIMARY CAMP PROGRAMME

Through carefully chosen activities, the Primary School's camp programme provides girls with further opportunities to develop the College Values; *Care, Teamwork, Character and Engagement*.

Over the Primary years, beginning with a day camp in Year 3, carefully sequenced camp activities allow the girls to develop resilience and courage and a willingness to try new things.

The overnight camps, which begin in Year 4, develop a level of independence and self-reliance while the girls are away from their parents. Camps also provide girls with the opportunity to interact with their peers and teachers in a relaxed, yet challenging environment.

The primary camp programme consists of the following:

- Primary Leadership Day with Character Builders for Years 5 and 6
- Year 3 Day Camp at Kindilan Outdoor Education & Conference Centre
- Year 4 Camp (3 days, 2 nights) at QCCC Mapleton
- Year 5 Camp (3 days, 2 nights) at Somerset Outdoor Learning Centre
- Year 6 travels to Cairns for 4 days, 3 nights

SECONDARY CAMP PROGRAMME

In secondary, the College Camp Programme is designed to support students' social-emotional and leadership development and consists of three camps that are offered in Year 7, 9 and 11. Aligning with the Hearts and Minds wellbeing framework, the programme provides opportunities for students to build connections with their peers, be active, learn new skills, take notice and give.



The theme for the Year 7 Camp is, **Connect 4-26** and it provides students with the opportunity to develop their social, emotional and personal skills while building positive peer relationships. This camp plays a significant role in the smooth transition of students from Year 6 to Year 7, fostering new connections and encouraging a sense of belonging across the year group. To achieve this, students participate in a programme of challenge by choice, where students partake in a wide range of engaging activities facilitated by College Staff and external providers on and off site, including Urban X-treme a leading Brisbane indoor sport adventure facility. The students enjoy a variety of activities that may include laser games, trampolining, ninja and parkour, dodgeball, climbing, airbag and playland. Among other activities to promote teamwork, leadership and communication skills. This programme of activities is balanced with a series of group tasks underpinned by the values of friendship, acceptance and resilience. An emphasis is placed on acknowledging and celebrating the character strengths of our students as they enter into a new phase of their schooling and centred on the College's values of Character, Care, Engagement and Teamwork.

The Year 9 students participate in a programme called **Brave Hearts. Brave Minds** which uses a Rite of Passage approach to mark their transition from Year 9 to Year 10. Designed and facilitated by College staff, this programme provides opportunities for our Year 9 students to participate in physical challenges while encouraging them to think deeply about the importance of trust and teamwork as they strengthened connections with peers. Students work in small teams to complete a scavenger hunt in the local Wynnum-Manly area and travel to an inflatable obstacle course called Tuff Nutterz at Coomera for a chance to be active and connect with each other. When on campus, students have the opportunity to share meals together and hear from Old Girls about what they would tell their Year 9 self about school, friends, and family. The programme includes a sleepover on campus and students have agency in organising a Year 9 Fashion Show, where outfits purchased from local Op Shops as part of the scavenger hunt are modelled. Students choose from a range of activities including a run, walk, mindfulness bingo, yoga, and swimming. A process of reflection challenges students to consider behaviours they want to let go of, issues of concern to them and actions they want to take up as they



move into their senior phase of schooling. The programme culminates in an Honouring Ceremony, where students are invited to honour each other by articulating the strengths they notice in their team members over the course of the program.

The aim of the Year 11 **Fit for Leadership Conference** is to consolidate the Colleges' core values - *Engagement, Character, Care* and *Teamwork* – by affirming them as guiding principles in leadership at the College. Additionally, another fundamental objective is to develop and set in motion the senior legacy of the attending cohort. During the conference the students are inspired to move beyond the comfort zones of their stable social circles, by being challenged to learn new interpersonal and intrapersonal skills and embrace the diversity of the individual and collective strength of the group. A key aspect of the conference is a closing ritual where students identify behaviours they want to change as they transition to a senior student and acknowledge each other's character strengths. The conference is led by Peer Power Australia Ltd who are specialists in the area of leadership development for young people.

Note – in 2021 the Year 11 camp occurred as scheduled. The Year 7 and Year 9 programmes occurred, however due to COVID-19 restrictions the programmes were delivered on-site at Moreton Bay College, with the aim and outcomes detailed above still the focus.

OVERSEAS TOURS –language tours to France and Japan, sporting and music tours are also offered, as well as a service tour to Tanzania in Africa. We look forward to these tours occurring again.

Funding

A breakdown of school income by funding source is available from the My School website at

<https://www.myschool.edu.au/>

School Climate

Christian spirituality underpins and affirms our philosophy and approach at Moreton Bay College. We are under the guidance of the Uniting Church in Australia (UCA) and warmly welcome girls from all backgrounds and faiths who are open to participation in our Worship services and Religious Education programme.

Pastoral care is woven into the very fabric of the College and is seen as a collaborative partnership between students, parents and staff. We strive to create a community where girls feel safe, valued and connected. These elements provide an essential platform for the individual growth and success of each student.

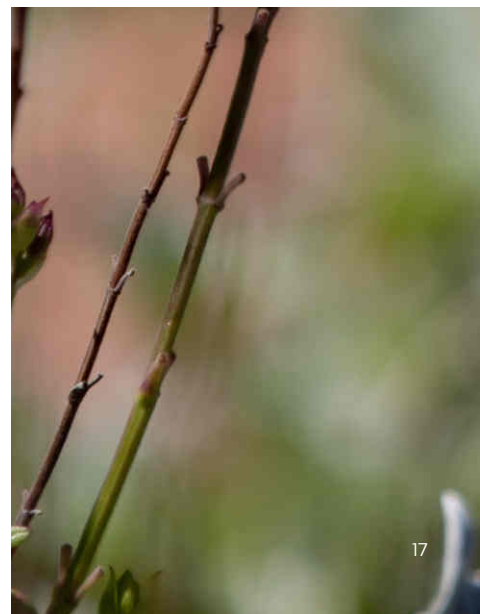
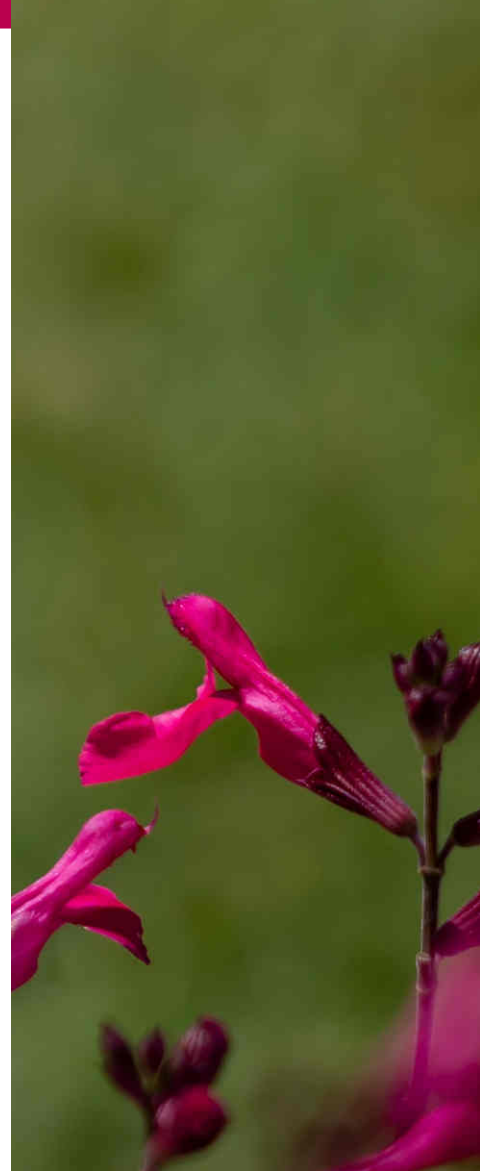
At Moreton Bay College, respectful and positive relationships are fundamental to our mission of educating young women who exemplify our College values of, *Character, Care, Teamwork and Engagement*. Underpinning this belief to foster such relationships is our Positive Behaviour Policy. We believe the positive relationships are forged when Parents/Caregivers, staff and students form a partnership and acknowledge each other's rights and accountability for their individual and collective action. The Hearts and Minds Wellbeing Framework overarches all pastoral programmes and policies from Pre-Prep/Kindergarten to Year 12. The framework consists of a set of five evidence-based actions which have been shown through research to improve personal wellbeing when embedded into everyday life.

Hearts and Minds



Our Positive Behaviour approach aims to develop practices that encourage responsible, respectful and positive behaviours for students in the context of a Christian environment, by encouraging:

- the creation of an environment in which girls can achieve their academic and personal potential.
- students to develop a sense of personal integrity and responsibility to the College and themselves.
- students to have a sense of care and compassion for one another.





The College's well-articulated expectations encourage high standards of individual behaviour, which is nurtured through high levels of support and care. We aim to cultivate a positive and inclusive school community with emphasis on maintaining an optimistic classroom environment where everyone feels like they are respected, supported and belong.

Framing all our interactions in this positive manner, our pastoral programmes are proactive and encompass preventative skills which seek to build socially and emotionally healthy individuals. Students are explicitly, and implicitly, taught skills for wellbeing such as gratitude, character strengths, resilience and mindfulness styles and traps; all of which help them overcome challenges and buffer against mental health issues.

This proactive approach is invaluable in establishing an anti-bullying culture. The College Anti-Bullying Strategy provides our community with clear definitions and guidelines about our procedures for dealing with bullying when it is identified. By promoting positive behaviours and teaching anti-bullying strategies that can help our students stand up for themselves in difficult situations, our proactive approach is affirmed. Moreover, through developing this social confidence in our students and engaging in restorative approaches to build, maintain and repair relationships, we believe a respectful community will flourish. The College has a Mental Health Strategy and provides counselling services to students through the services of appointed professional psychologists/counsellors.

Pastoral Care in Primary occurs in the year level class, with the core teacher building a relationship with the girls which ensures each student is known, cared for and cared about. Relationships are built with the girls, valuing them and ensuring they are known as unique individuals. Their holistic wellbeing is paramount in this significant relationship.

Pastoral care is provided to students in Secondary through a vertical structure based on House membership, the Head of House and the Form teacher.



Parental Information

Parents are encouraged and supported to contribute to the College life in a variety of ways, including volunteering, attending and supporting functions, being active members of the Parents and Friends (P&F) association or one of its support groups.

A Parent Representative Committee also exists to coordinate informal social events as well as welcoming and helping to assimilate new parents.

Opportunities for parents to meet with their child's teacher/s and discuss their child's progress are provided through three-way conferences at various stages during the year.

Satisfaction Data

Strong retention rates of students are indicative of parents' satisfaction and the ability of the College to respond to the needs and wants of the parent body appropriately. This is also supported by evidence gained from enrolment and exit interviews, open days, satisfaction surveys and feedback from parent communications.

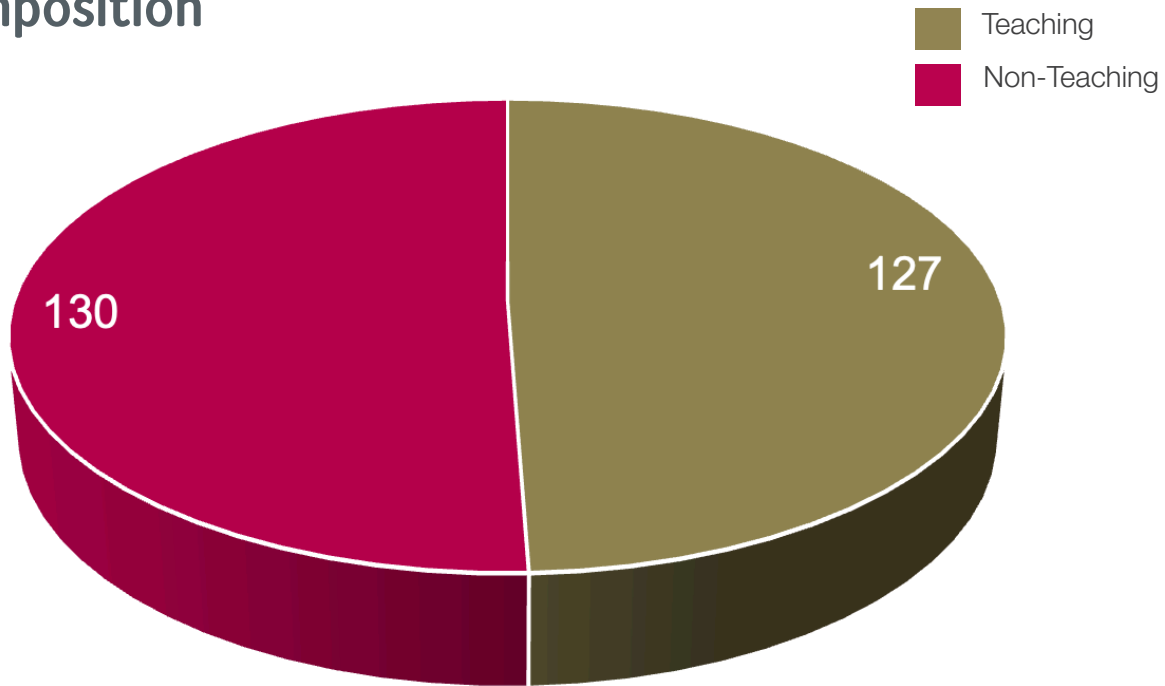
Contact for further Information

Registrar Email: registrar@mbc.qld.edu.au

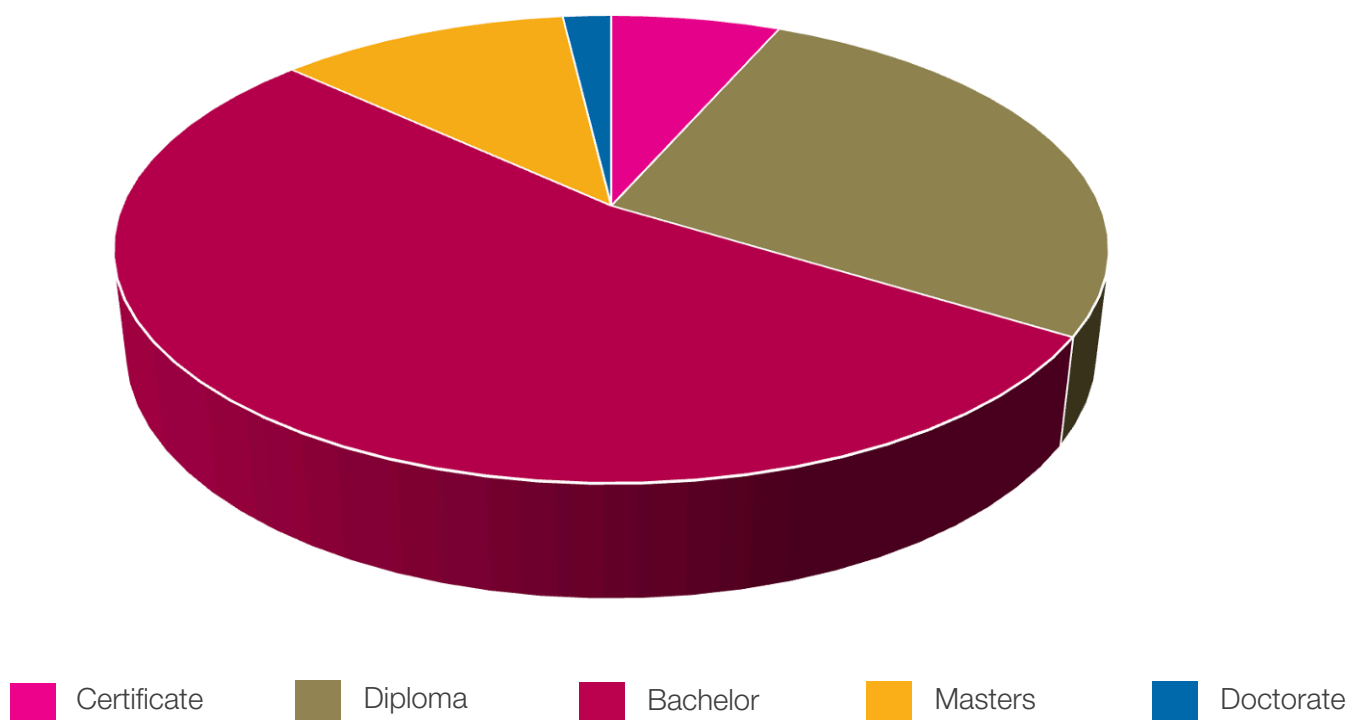
Staffing Information

Moreton Bay College employed 257 highly skilled staff in 2022. Below is a synopsis of the composition and qualifications.

Composition



Qualifications



Professional Development

Moreton Bay College provides extensive professional development (PD) opportunities.

A significant amount of PD undertaken by MBC staff is through the Association of Independent Schools which is free. Further, in-house professional learning takes place regularly throughout the year. Costs associated with relief teachers is not calculated as a PD expense.

Total number of Teachers

127

Total expenditure on teacher PD

\$70,932.00

Average expenditure per teacher

\$558.00

Note: Due to the restrictions being lifted in 2022 and allowing staff to attend seminars and conferences face-to-face the expenditure on Teacher PD has increased from 2021.



Benchmark Data Naplan

Progress

The percentage of students at the school who achieved above average progress, compared to students of a **similar background** and who had the same **starting score** on their previous NAPLAN test.

	Year 3-5 (2022)	Year 5-7 (2022)	Year 7-9 (2022)
Reading	The comparison data for the 2022 cohort is unavailable due to the 2022 NAPLAN Testing being Nationally cancelled		
Writing			
Numeracy			

Results

The average NAPLAN score for all students at the school in each domain, compared to the average score of students in Australia for that domain

	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Reading				
Average Score (School)	484	546	580	614
Average School (National)	438	510	543	578
Writing				
Average Score (School)	446	514	568	590
Average Score (National)	422	484	530	560
Spelling				
Average Score (School)	449	541	574	598
Average Score (National)	418	505	547	577
Grammar and Punctuation				
Average Score (School)	470	538	560	605
Average Score (National)	433	499	533	573
Numeracy				
Average Score (School)	427	522	575	607
Average Score (National)	400	488	546	584

- Average NAPLAN participation for Moreton Bay is 97%
- Average National participation is 95%

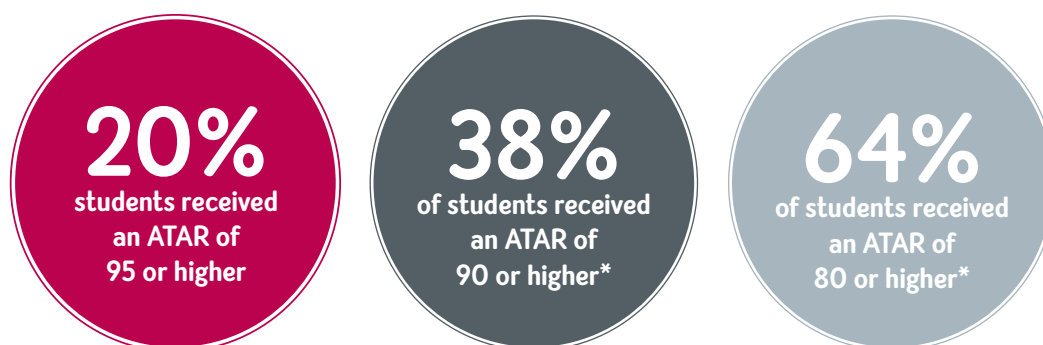
Apparent Retention Rate Year 10-12

The Years 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 who were in Year 10, two years previously (this may be greater than 100%).

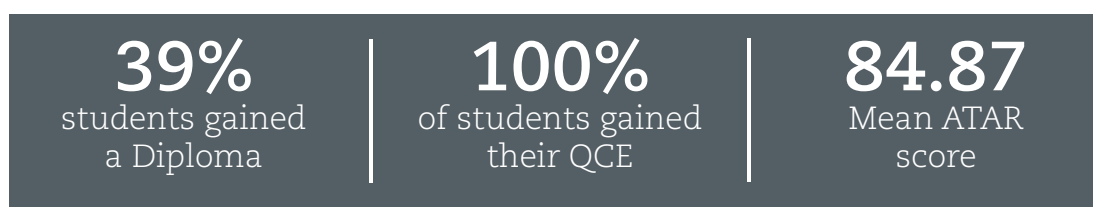
Year 12 student enrolment as a percentage of the Year 10 cohort is 91.4%.

This figure indicates parental preference for Moreton Bay College to educate their children.

Year 12 Outcomes



We are thrilled to report that 100% of our students have graduated with a Queensland Certificate of Education (QCE). Every student also graduated with an Australian Tertiary Admission Rank (ATAR) and/or Vocational Education and Training (VET) qualifications.



51% of students also gained a VET qualification



26 students received an early offer to University

Post-school Destination Information

At the time of publishing this Annual Report, the results of the 2021 post-school destinations survey, *Next Steps-Student Destination* report was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.

Key Student Outcomes

Student Attendance Rate

% Average Attendance Rate for MBC Pre-Prep/Kindergarten to Year 12



Management of Student Attendance

An absentee report is generated from TASS (The Alpha School System) every fortnight. This report is emailed to the four Heads of House and the Deputy Head of Secondary (Students), who analyse the data and track the attendance of students. Follow up occurs in the form of a phone call home to parents/guardians if a student has an unexplained absence of 3 or more days. For ongoing absences – explained and unexplained – a letter is sent to parents/guardians of students documenting the College's concerns about the high absentee rate and the impact on the student's academic wellbeing.





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An Early Years to Year 12 Uniting
Church School for Girls
CRICOS 03371K



In the spirit of reconciliation, The Moreton Bay Colleges' acknowledge the Traditional Custodians of the land upon which our Colleges stand, the the YUGGERA (Yoo-ger-a) and the YUGAMBEH (Yoog-am-bear). We respectfully acknowledge the QUANDAMOOKA (Qwon-da-moo-ka) people of Moreton Bay, the NGUGI (Noo-gi), the NOONUCCAL (New-nuckle) and the Goenpul (Ku-wan-pal) peoples and their deep spiritual connections to the islands and waters. We thank them for the care they have continued to show the earth and sea over thousands of years. In doing so, we pay our respects to their elders, past and present.

Our Two Colleges artwork was a joint project with The Moreton Bay Colleges and Quandamooka Artists Delvine 'Cockatoo' Collins.