



BRISBANE GRAMMAR SCHOOL

## SCHOOLS REPORTING 2023 (based on 2022 data)

Brisbane Grammar School was founded in 1868, accepted its first students in 1869 and is the oldest secondary school for boys in the city.

### 1. Our Purpose

Brisbane Grammar School educates boys within a strong learning culture that is innovative yet respectful of its traditions, by nurturing their intellectual, physical and emotional well-being to become thoughtful and confident men of character who contribute to their communities.

### 2. Our Ambition

Brisbane Grammar School aspires to be the best school for boys in Australia, and an international leader in teaching and learning. The School is committed to offering premium educational and leadership opportunities for boys of all backgrounds, to strengthening its global connections, and to building a vibrant school community among students, parents, staff, Old Boys and the broader society.

### 3. Our Values

- Endeavour
- Learning
- Respect
- Leadership
- Community

### 4. Our Motto

*Nil sine labore* – nothing without work

### 5. School Details

**School Sector:** Independent

**School's Address:** Gregory Terrace, Brisbane, Queensland, 4000.

**Total Enrolments:** 1882

**Year levels offered:** Years 5 to 12

**Co-educational or single sex:** Boys only

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CRICOS Number 00489C

## 6. Characteristics of the Student Body

Brisbane Grammar School is an inner-city school and its central location and academic reputation, student wellbeing programs and co-curricular provisions draws students from families of diverse locations and backgrounds, including a small number of students with indigenous heritage. The School's boarding population profile represents a balance of rural, provincial and international students.

## 7. Distinctive Curriculum Offerings

Brisbane Grammar School from its inception in 1868 has remained committed to providing young men with the lifelong advantages that a broad liberal education confers. The capacity to think critically and creatively, to deal effectively with diversity and change, to respond analytically and imaginatively to complex challenges; these are the enduring virtues of a liberal education.

Students are expected to study a combination of subjects that includes English and Mathematics, at least one of the major Sciences and at least one subject from the Humanities and/or Arts disciplines throughout their senior years. The School's first point of entry for students is Year 5 and the curriculum is explicitly designed to reflect our longstanding commitment to breadth and liberality in the education of young men. Teaching and assessment practices are closely aligned from Year 5 through to Senior.

Over the years 2012-2019, Brisbane Grammar School routinely audited and reviewed its curriculum frameworks and practices. Learning experiences are deliberately planned in the language of student thinking and cognition, while feedback is targeted through distinct values of inquiry to guide learner improvement. Significantly, the schema that underpins Grammar's vision for an effective thinking culture aligns closely with the *New Taxonomy of Educational Objectives* by Marzano and Kendell, a text essential to understanding student learning in the 21st century.

The School implemented the Queensland Curriculum and Assessment Authority's (QCAA) new QCE in 2019, offering 23 General Syllabuses as the pathway to ATAR eligibility.

## 8. Co-curricular Activities

The rich co-curricular life at Brisbane Grammar School embraces sport, the visual and performing arts (including music, art and drama) and a range of other cultural activities and special interest clubs.

Co-curricular involvement in the wide variety of activities available is central to the student's overall development and in his growth as a member of the Grammar community, promoting connectedness, skills in teamwork and, potentially, leadership. The School encourages both high levels of participation and the pursuit of excellence by boys who have talents in particular sports and activities.

Sports offered include those in the GPS competition - basketball, cricket, cross-country, rowing, rugby union, football, swimming, tennis, track and field, and volleyball – while fencing, gymnastics, and sailing are conducted as non-GPS sport.

The cultural life of the School provides opportunities in music performance, visual and performing arts, and debating. An abundance of clubs and activities further extends the School's thriving co-curricular life and includes: Apollo Club, Astronomy Club, Athene Club, BGS Enterprise Program, Chess Club, Community Service, Computer Club, Duke of Edinburgh Award Scheme, Senior DVD Committee, International Young Physicist Tournament (IYPT), Inter-School Christian Fellowship (ISCF) group, Mooting, Robotics Club, School Window, Strategic Games Club, Chang Hong Wu Shu Club, Titration, Cooking Club and Extension Art Clubs.

## 9. Athletic Development Program

The Athletic Development Program is available to Year 11 and 12 students who are in, or have the potential to be in, 'flagship' teams in the School. This will involve students working twice a week in what would otherwise be core Physical Education lessons. Students who nominate to be part of the program are evaluated physically and exposed to all the components of athleticism related to their particular discipline. The program aims to have an individual focus and by its very nature will cater to team needs. The program is based on the understanding that athleticism is the ability to perform discipline specific movements at optimal speed with precision, style and grace.

## 10. Student Leadership

Student leadership sits at the heart of improving our school and enabling young people to realise their potential. It builds the necessary skills, confidence and motivation for young people to engage directly in the wider improvement of the learning experience. Leadership enables students to become advocates for their own needs and the needs of others. It lies at the heart of building a sense of community and trust in schools and builds effective relationships. An investment in student leadership is a direct investment in tomorrow's leaders of our school and of our community.

Fostering student leadership is a central element of Brisbane Grammar's Student Wellbeing Curriculum. We view the essence of leadership as service and accept the ideal that "leaders are dependable, they have a willingness to undertake the hard task and they are not dull or immobile" (Greenleaf).

Our leadership model encompasses the following values and practices:

- Good citizenship;
- Effective teamwork;
- Personal relations;
- Selflessness;
- Personal responsibility; and
- Communal actualisation.

Through the Student Wellbeing Curriculum, Learn2Lead program, Public Purpose Program, Global Leadership Program, Student Representative Body, Leadership Preparation Program and Leadership Summits as well as the work of outside facilitators, such as Peer Power, leadership training is offered to all students at Brisbane Grammar School. The aim of this training is to develop dynamic, responsible and other-centred student leaders for the School's numerous academic, co-curricular, service and public purpose activities. The intended outcomes of this training are to create leaders, present and future, who have the capacity to set and maintain high standards while serving others.

Efforts have also been made to assist develop indigenous leadership skills with the students involved in our indigenous program. In partnership with elders from the indigenous boys' communities and indigenous leaders connected to the BGS community, a program is being developed to support the growth of this aspect of the boys' culture.

## 11. Social Climate of the School

Brisbane Grammar School's Student Wellbeing Curriculum is designed to promote social, ethical, physical, intellectual and emotional development of all our students. This curriculum is the clearest expression of the School's supportive social climate. The goals of this curriculum along with our student wellbeing structures are:

- To foster a safe, disciplined and supportive learning environment where all members of the School community are accepted and valued;
- To develop each student's:
  - Ethical behaviour;
  - Decision-making skills;
  - Independence and interdependence;
  - Tolerance, respect and community mindedness;
  - Social competence and communication skills; and

- Self-esteem.
- To assist boys to become responsible, effective, creative and enterprising members of the School and wider community.

The Student Wellbeing Curriculum encompasses four key themes:

- Leadership (Leading Self in Years 5 to 9 and Leading Others in Years 10 to 12);
- Healthy Living (Drug & Alcohol Education, Sex Education, Sleep, Protective Behaviours and Health promotion); and
- Future Planning (Careers, Tertiary Entrance and Scholarships); and Positive Education (Growth Mindsets and Signature Strengths).

Comprehensive school-wide anti-bullying strategies are employed to ensure a safe and secure learning environment, as outlined below.

The School has a number of measures to combat bullying (physical, verbal and cyber-bullying) and provides students with the means to report bullying. Senior student wellbeing staff designed an Anti-Bullying Policy as well as Anti-Bullying Operational Procedures. Anti-bullying education occurs at every year level and an Annual Bullying Audit is conducted. The data retrieved from the audit allows student wellbeing staff and classroom teachers to monitor situations, support particular students who may be the victims of bullying, and assist other students who may be the perpetrators of bullying to moderate their behaviour. Mediation and counselling services are available for all students. The audit has been conducted for a number of years; the longitudinal information assists student wellbeing staff to make decisions about what education and procedures are required and where best to deploy resources.

Students at Brisbane Grammar School also have access to a student wellbeing register. If they have witnessed bullying, or have been the victim of bullying, or wish to clear their conscience and seek assistance they may lodge their comments or concerns on the register and the relevant Head of Year will investigate the matter and seek to improve the situation for the boy(s) involved. It is also possible to report other child protection concerns via the Student Wellbeing Register. In all situations, where a boy has been bullied, parents are notified. Included in the operational procedures is a set of checking reminders that ensure key staff revisit the issue with all parties. In extreme cases where a boy(s) persistently bullies other students, then sanctions, such as a detention, removal from activities and/or a suspension are imposed. In the rarest of instances, a student's enrolment may be terminated.

## **12. Parental Involvement**

There is a proper and real recognition at Brisbane Grammar School that the education of the boys is a responsibility that is shared by the School and the boys' families.

An example of this sharing is the variety of avenues available to parents to be involved in the life of the School. Under the Parents and Friends' Association (Inc.) operate a large number of sub-groups of parents. These include the Parents and Friends' Auxiliary who not only provide a service to the School and families through the Tuckshop and the Grammar Shop but also organise a number of social and induction activities for parents through Year Group representatives.

A number of sub-committees in both the sporting and cultural areas are also very active.

There are sporting support groups in rowing, cricket, rugby, football, basketball, gymnastics, tennis and sailing. There are also strong support groups in Art and Music. The parent support groups are instrumental in organising such major school functions as Open Day, the Art Show, the Valedictory Dinner and the School Formal.

Parents make an important contribution to the School through involvement in surveys and focus groups that supply important information to assist planning and review.

### 13. Parent, student and teacher satisfaction

In 2022, the School continued using a blend of quantitative and qualitative methods in order to measure the effectiveness of school resources and programs and to identify those areas of school operation where improvement was desirable and achievable. Students are routinely surveyed to:

- gather progress data and provide feedback on performance to individual teachers as part of the formative appraisal and confirmation processes.
- measure their perceived levels of safety and belonging via the welfare and bullying audits conducted with each year level.
- evaluate the effectiveness of the School's academic frameworks in improving student learning.

In addition to the established committee and community representative bodies, there exist various survey and focus group mechanisms for the provision of feedback from parents. A range of committee and consultative structures offer opportunities for staff to raise areas of concern and targeted online surveys are conducted to assist in identifying where resource and service deployment is best allocated.

### 14. Staff Composition

Brisbane Grammar School in 2022 employed 164.58 full time equivalent (FTE) teaching staff, 114.85 FTE support and business staff (excluding casual staff).

Approximately 55.8% are employed on a full-time basis with business and support staff having a higher rate of part-time or casual engagements (56.76%), demonstrating the School's commitment to providing flexible working arrangements. The School employs casual staff across a number of roles including teaching, coaching, supervision, tutoring, catering and cleaning.

### 15. Staff Qualifications

Qualification	Percentage of classroom and school leaders at the School who hold this qualification
Doctorate	2.76%
Masters	33.14%
Bachelor Degree	64.08%

### 16. Major Professional Development Activities in 2022

Staff professional learning in 2022 involved, once again, both the consolidation of the School's existing programs and the preparation for new initiatives. The School dedicated eight days to formal professional learning activities throughout the year. These eight days were deployed with three full days 'distributed' as one-hour sessions across set Monday afternoons over the year, enabling more regular targeted professional learning. These were used substantially to enable staff to develop and share pedagogical routines to advance the implementation of effective thinking cultures in classrooms to upskill staff in the effectiveness of online learning platforms and to present up to date research in the student welfare and co-curricular fields. Professional learning is delivered by a combination of large group presentations (generally to the entire teaching staff) and ongoing specific and targeted sessions conducted at the small group, academic departmental, pastoral year group and specialist coaching level. The School commits significant resources to ensuring staff can access quality professional development experiences locally, nationally and internationally. 2022 again saw reduced face-to-face professional development activities particularly those interstate, were conducted virtually. Attendance by staff (260+ registrations in total) at (120+) major external professional development activities was fully funded and supported by the School.

## 17. Average staff attendance for the school

The average attendance rate of all teaching staff was 95.47% in 2022. This includes absences for personal or compassionate leave.

## 18. Proportion of teaching staff retained from the previous year

From 2021 to 2022, the teaching staff retention rate was 94%.

## 19. Student Attendance

The average student attendance rate in 2022 was 92.17%. Attendance rates by year level were as follows:

Middle School		Senior School	
Year Level	Attendance %	Year Level	Attendance %
5	94.43	9	91.91
6	92.54	10	91.74
7	93.22	11	91.73
8	92.24	12	91.11

Brisbane Grammar School manages student attendance through period-by-period electronic roll marking with follow-up notification to parents (by SMS or telephone) of student absence. An electronic roll system ensures an accurate tracking tool as well as the ability to produce timely attendance data. The expectation remains that all absences need to be explained by parents (either in email or by telephone contact with the Head of Year, Form Tutor or School Marshal). Any extended absences that might impact learning and assessment are managed through the School's Access Arrangements and Reasonable Adjustments (AARA) Policy.

## 20. Benchmark Testing Data - 2022 NAPLAN data

Year	Subject	Average Score (BGS)	Average Score (National)	% above National minimum standard
5	Reading	579	510	100
5	Writing	535	484	100
5	Spelling	568	504	100
5	Grammar and Punctuation	587	499	100
5	Numeracy	577	493	100
7	Reading	609	542	100
7	Writing	684	530	99
7	Spelling	608	547	100
7	Grammar and Punctuation	609	533	100
7	Numeracy	650	546	100
9	Reading	648	577	99
9	Writing	617	560	97
9	Spelling	633	577	100

9	Grammar and Punctuation	659	573	98
9	Numeracy	673	584	100

## 21. Student Retention Rate

The 2022 Year 12 student retention rate as a percentage of the 2020 Year 10 cohort was 97.7%.

## 22. Year 12 Student Outcomes

Outcomes for the BGS Year 12 cohort 2022	
Number of students awarded a Senior Statement	265
Number of students awarded an ATAR	265
Number of students awarded Queensland Certificate of Education (QCE) at the end of Year 12	265
Percentage of students QCE and ATAR eligible	100%
Number of students who achieved the top ATAR rank of 99.95	5
Number of students who achieved the ATAR rank of 99.90	3
Percentage of Year 12 students who achieved the ATAR rank of 99 or above	17%
Percentage of Year 12 students who achieved the ATAR rank of 95 or above	28%
Percentage of Year 12 students who achieved the ATAR rank of 90 or above	76%
Median ATAR of Year 12 students	94.50

For further comprehensive information on Year 12 outcomes for 2022, please refer to *Academic Results* on the Brisbane Grammar School Website.



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