Blackheath and Thornburgh College Annual Report 2014
(Based on 2013 data)

P.O. Box 339 Charters Towers QLD 4820 Ph. 0747 875 100 CRICOS No. 00488D

Blackheath & Thornburgh College (BTC) is a co-educational College catering for Boarding and Day students from Kindy– Year 12. Founded on Christian principles, it has been a leading Boarding College in Northern Australian since its establishment in 1919.

The School is in a safe, rural environment on an attractive campus located in the centre of Charters Towers. There is a total enrolment of 230 students including 110 Boarding students from Northern Australia and overseas.

School sector:

Independent

School's address:

55 King Street, Charters Towers, Queensland 4820

Total enrolments:

205 children, comprising 24 in the Kindy; 42 in the Junior School and 139 in the Secondary School

Year levels offered:

Kindy to Year 12

Co-educational or single sex:

Co-educational

Characteristics of the student body:

The gender split between boys and girls was approximately 53% female compared with 47% male.

Of the 182 students in P-12, 94 students were boarders – 4 in the Junior School and 90 in the Secondary School.   We had 7 international students from PNG.   In total, we had 28 indigenous students, all from North Queensland or the Torres Strait.

All students at the College in 2013 were full time students.   Two students at the College were on adjusted education programmes.

Distinctive curriculum offerings:

The school is committed to excellence and offers a wide choice of academic subjects, assisting students in gaining entry to university or further study. One student undertook a unit of study through a University gateway programme.

A wide array of VET Certificate Options (including ICT, Agriculture (through RITE), Childhood Studies, Business, Engineering, Furnishings and Hospitality) are also available to assist students wishing to undertake an apprenticeship or return to the land.

The fundamentals of English, Maths, Science and the Humanities form an integral part of the core curriculum which is underpinned by the School's values system. The importance of age-specific curriculum (based on QSA syllabi), programmes and the importance of the creative and performing arts are paramount.

Core and Extension classes in key subjects such as English and Maths are offered to cater effectively for each individual student. Extensive learning support is available to assist students reach their goals, with a qualified support teacher in the Primary and Secondary sections of the school.

The school has its own observatory and is developing curriculum to ensure the facility's use is maximised.

Extra-curricular activities:

BTC has traditionally had a strong focus on sport. The College competes in Inter-School competitions in Rugby League, Cricket, Netball, Tennis, Softball, Athletics, Swimming and Cross-Country. The Inter-House sporting competition also embraces these sports and brings to the fore our strong College spirit.

Performing Arts – The College maintains an extensive tuition program in music   and students have opportunities to perform in the College Band, Choir, Vocal Groups and other ensembles. The College offers an instrumental program: strings for years 3 & 4, wind instruments in years 5 & 6 and Choral music in years 7 & 8. In 2013 BTC once again competed successfully in the Charters Towers Eisteddfod.   Public Speaking and Debating is encouraged

The social climate of the school:

BTC has a strong emphasis on pastoral care and this is reflected in the approach all staff, including non-teaching staff, display when interacting with students, staff and members of the broader School community.

In the Junior School, the classroom teacher is best suited to the pastoral care needs of primary children, whilst in the Secondary School this is undertaken by Mentor teachers.

There is a Head of Boarding for each of the Boys' and Girls' Dorms, support staff including a part time Chaplain, a part time Student Welfare Officer and a full time nurse.   We have a zero - tolerance to bullying; acceptable behaviour is recognised and praised; poor behaviour is dealt with swiftly.

Service – BTC has an active Interact and Earlyact club. These groups organises participation in many activities, including Red Cross Blood Collection, Shave for a Cure, and Mothers' and Fathers' Day visits to Eventide.

The College participates in a number of Community events including: the Anzac Day Commemoration, the Charters Towers Show, the Charters Towers Eisteddfod, Lions' Youth of the Year and the Premier's Reading Challenge.

Parental involvement:

AT BTC, we encourage and support parent involvement.   Parents are active in the Parents and Friends' Association and also a Boarder Parents' Group. P&F Meetings are held at the College on the first Tuesday of each month and BPG meetings are held at the College once a term.
These groups together contribute a substantial amount of money each year to fund a broad array of equipment and subsidise the costs incurred by students in representing the College in a variety of activities including camps, the Year 12 Driver Training Course and the annual Confraternity Sporting Tours.
A Fair and Auction is conducted annually by our Parent Group as part of the Blackthorn Past Students Association Annual Reunion festivities. The annual Carols Night is hosted by the P & F.
Many parents also support the College by managing Confraternity Teams, running the Cattle Club and Towers Tots

Parent, teacher and student satisfaction with the school

Parent satisfaction at BTC improved over the course of 2013 with only 14 non –Year 12 (2013) students not returning at the commencement of the 2014 school year.

There was a 100% teacher retention rate between 2013 and 2014.

Student enrolments increased over the course of 2013 and increased again for the 2014 school year.

Contact person for further information: The title of a school-based contact person for further information on the school and its policies

Title: Mr. Nigel Fairbairn, Principal   principal@btc.qld.edu.au

School Income broken down by funding source

School income details may be located on the *My School* website http://www.myschool.edu.au/.

Funding in 2013 came from three main sources: government grants and funds; school fess from parents and donations.

STAFFING INFORMATION

Staff composition:

Full time staff: 33; part time staff: 23   Total staff: 56

Teaching staff: 21; non-teaching staff: 35

In 2013, there were no indigenous staff members.

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	4 %
Masters	13 %
Bachelor Degree	70 %
Diploma	9 %
Certificate	4 %

Expenditure on and teacher participation in professional development:

Description of PD activity	Number of teachers participating in activity
Child Protection	21
Epipen; general first aid	21
IT and technology training	21
Quality Teaching and Learning; QCT standards	21
Australian Curriculum	21
QSA panel membership or involvement	19
Marketing the School	21
Total number of teachers participating in at least one activity in the program year	21

Expenditure on PD

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
21	$16958	$807.

The total funds expended on teacher professional development in 2013 was $ 25,254

The major professional development initiatives were as follows: *quality teaching and quality learning; integration of ICTs; QCT and QSA updates and involvement.*

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
56	170	270	97%

For permanent and temporary staff and school leaders the average staff attendance rate was 98% in 2013

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
19	17	89 %

From the end of 2012 95 % of staff were retained for the entire 2013 school year

KEY STUDENT OUTCOMES

Average student attendance rate (%) for the primary and secondary school:

Number of school days in program year	Total number of all students	Total number of all student absences	Average Attendance Rate %
170	181	1654.5	94.6

The average attendance rate for the whole school as a percentage in 2013 was 94.6%

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2013
Prep	94.5%
Year 1	91.4%
Year 2	97.9%
Year 3	94.7%
Year 4	95.8%
Year 5	96.4%
Year 6	97.4%
Year 7	95.1%
Year 8	96.3%
Year 9	93.2%
Year 10	92.5%
Year 11	94.6%
Year 12	95.2%

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

The parents of absent day students are contacted each morning by the Student Services Officer. The Heads of the Boarding Houses notify the Student Services Officer each morning of any absences.   The School Nurse notifies the Student Services Officer of any students – boarding or day – who have gone home ill or who have any medical appointments each day.
Student absentee lists are published by the Student Services Officer by 9.30am daily and records are updated during the school day.

NAPLAN results for Years 3, 5 and 7 and 9 in 2013

READING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2013)	348	419	66
Year 5 (2013)	462	502	100
Year 7 (2013)	549	541	100
Year 9 (2013)	559	580	81

WRITING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2013)	382	416	66
Year 5 (2013)	463	478	100
Year 7 (2013)	509	517	100
Year 9 (2013)	533	554	65

SPELLING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2013)	315	411	33
Year 5 (2013)	435	494	67
Year 7 (2013)	518	549	100
Year 9 (2013)	569	583	85

GRAMMAR AND PUNCTUATION			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2013)	184	428	33
Year 5 (2013)	462	501	83
Year 7 (2013)	529	535	88
Year 9 (2013)	542	573	85

NUMERACY			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2013)	348	397	100
Year 5 (2013)	454	486	100
Year 7 (2013)	553	542	100
Year 9 (2013)	541	584	77

Apparent retention rate:

	Year 10 Base	Year 12	Retention rate %
Number of Students	27	20	74

Year 12 outcomes:

Outcomes for our Year 12 cohort 2013	
Number of students awarded a Senior Education Profile	nil
Number of students awarded a Queensland Certificate of Individual Achievement	nil
Number of students who received an Overall Position (OP)	10
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	
Number of students awarded one or more Vocational Education and Training (VET) qualifications	13
Number of students awarded a Queensland Certificate of Education at the end of Year 12	18
Number of students awarded an International Baccalaureate Diploma (IBD)	nil
Percentage of Year 12 students who received an OP1-15 or an IBD	100%
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	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

Mandatory Information to be published by 30 September each year

Post-school destination information from the current *Next Steps* survey as follows:

Background information:

The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2013, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2014, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

- School response rate to the survey

Number of Year 12 students in 2013 (a)	Number of responses received from students (b)	Percentage response rate (b/a x100)
20	5	**25%**

- Definitions of main destinations (see table below)

- Summary of findings in relation to main destinations of students

School Year 2013	Number of Students in each category	Percentage of Students in each category
University (degree)	2	40%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)		%
Working full-time	3	60%
Working part-time/casual		%
Seeking work		%
Not studying or in the labour force		%
Total Year 12 students		

PUBLICATION CHECKLIST

Mandatory information to be published by 30 June every year[1]

1. Contextual information
☐
- ☐ Whether the school is State, Independent or Catholic ☐
- ☐ Whether the school is co-educational or single-sex
- ☐ The school's address
- ☐ Total number of enrolments
- ☐ Characteristics of the student body
- ☐ Year levels offered
- ☐ Distinctive curriculum offerings - regular subjects do not need to be listed
- ☐ Extra-curricula activities. Descriptions of the activities should be provided, particularly those that involve a significant number of students
- ☐ The social climate of the school, including pastoral care programs and commentary about strategies to respond to bullying
- ☐ Parent, teacher and student satisfaction with the school
- ☐ Strategies used for involving parents in their child's education
- ☐ The title of a school-based contact person for further information on the school and its policies
- ☐ School income broken down by funding source (a link to the *My School* website)

2. Staff Information
- ☐ Staff composition, including Indigenous staff
- ☐ Qualifications of all teachers
- ☐ Expenditure on and teacher participation in teacher professional development
- ☐ Average staff attendance for the school, based on unplanned absences of sick and emergent leave for periods of up to five days
- ☐ Proportion of teaching staff retained from the previous school year.

3. Key student outcomes
- ☐ Average student attendance rate (%) for the whole school and for each year level
- ☐ A description of how non-attendance is managed by the school
- ☐ National Assessment Program Literacy and Numeracy - Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy results for Years 3, 5, 7 and 9 as follows (or a link to the *My School* website):
  - ☐ average scores for the school
  - ☐ average scores for Australia
  - ☐ percentage of students in each year at or above the national minimum standard
- ☐ Apparent retention rates for Year 10 to 12. Schools may also report on real retention rates.
- ☐ Year 12 outcomes. Schools have been provided with a set of information by the Queensland Studies Authority and are to report on school websites the following:

- ☐ number of students awarded a Senior Education Profile
- ☐ number of students awarded a Queensland Certificate of Individual Achievement
- ☐ number of students awarded a Queensland Certificate of Education at the end of Year 12
- ☐ number of students awarded an International Baccalaureate Diploma (IBD)
- ☐ number of students awarded one or more Vocational Education and Training (VET) qualifications
- ☐ number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)
- ☐ number of students who received an Overall Position (OP)
- ☐ percentage of OP/IBD students who received an OP 1-15 or an IBD
- ☐ 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.
- ☐ percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer

☐ Post-school destination information from the current Next Step survey as follows1:

- ☐ background information on how the *Next Step* survey was conducted
- ☐ school response rate to the survey
- ☐ definitions of main destinations
- ☐ summary of findings in relation to main destinations of students
- ☐ chart showing main destinations of students

4. Other Information

Schools are encouraged to include any other information that may be of interest to parents and the community.

5. Publication format

The School Annual Report for the previous year is to be made publicly available on the internet for a minimum of 12 months and schools are to make arrangements to provide the information, on request, to a parent, carer or a person who is responsible for a student at the school and is unable to access the internet.

6. Publication timeline

The School Annual Report is to be published by 30 June of each year.

However, post-school destinations information for Year 12 completers is to be included by 30 September of each year, after release of the information.

For further details, schools are encouraged to access the Department of Education and Training reporting web pages.

[[1] *Post-school destinations information for Year 12 completers is to be included by 30 September of each year after release of the information.]*