



Blackheath & Thornburgh College

Blackheath & Thornburgh College Annual Report 2017 (Based on 2016 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. In 2016 there was a total enrolment of 258 students including 117 Boarding students from around Australia and overseas.

School Sector:

Independent

School's Address:

55 King Street, Charters Towers 4820

Total Enrolments:

258

Year Levels Offered:

Pre-Prep – Year 12

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

The gender split between boys and girls was approximately 48.45% female compared with 51.55% male.

Of the 258 students in PP-12, 117 students were boarders – 6 in the Junior School and 111 in the Secondary School. We had 8 international students from PNG and 1 from China. In total, we had 37 indigenous students, all from North Queensland or the Torres Strait.

All students at the College in 2016 were full time students. Six 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. Students were taught at the College; 23 Year 12 students studied Certificate courses at either the College or the Dalrymple Trade Training Centre.

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.

In September 2014, the College began implementation of the Arrowsmith Program. The Arrowsmith Program is founded on neuroscience research and more than 40 years of experience showing that it is possible for students to strengthen the weak cognitive capacities that affect learning. It has proven effective for students who have difficulty with reading, writing and mathematics, comprehension, logical reasoning, problem solving, visual and auditory memory, non-verbal learning, attention, processing speed and dyslexia.

The total enrolments of students in the Program in 2016 was 24; at the end of the year, four students graduated from the Program.

Extra-curricular Activities:

The College continues to have a strong focus on sport. Students compete 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 as well as soccer and basketball; this helps develop our strong College spirit.

Performing Arts – The College provides a tuition program in music and students have opportunities to perform in a College Band, Choir and Vocal Groups. The College offers classroom music; both instrumental and choral. Choirs and small bands practice and perform outside school hours. In 2016 BTC once again competed successfully in the Charters Towers Eisteddfod. Public Speaking (Lions Youth of the Year and Rostrum). In addition, Debating is encouraged, with debaters participating at the Junior and Senior level in Inter-School competition.

Social Climate:

The College has a strong emphasis on pastoral care. 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. There is a Code of Conduct and BTC Ethos document in addition to clear behavior management policies and protocols for students and staff.

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. These programmes are overseen by the Head of the Junior School and Dean of Students respectively.

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. We also work closely with the local police who present seminars to students.

Service – The College has an active Interact Club. The Club organizes participation in many activities, including 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 the 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 school camps, the Year 12 Driver Training Course and the annual Confraternity and QISSN 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 involvement in support-a-reader in the Junior School, Confraternity / QISSN Teams, assisting at the Saleyards Canteen and assisting with sports coaching.

Parent, Teacher and Student Satisfaction with the School

Satisfaction Data:

Parent satisfaction at BTC continued to improve with only 13 non –Year 12 (2015) students not returning at the commencement of the 2016 school year.

Student enrolments increased over the course of the 2016 school year.

There was a 84% teacher retention rate between 2015 and 2016. Three teachers left during the course of 2016 to take on new opportunities – one overseas and two closer to home.

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

School Income Broken Down by Funding Source

Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.

Staffing Information

Staff Composition, Including Indigenous Staff:

Full time staff: 47; part time staff: 23 Total staff: 70

Teaching staff: 24; non-teaching staff: 46

In 2016, there were no indigenous staff members.

Qualifications of all Teachers:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	0 %
Masters	13 %
Bachelor Degree	79 %
Diploma	8 %
Certificate	0 %

Expenditure on and Teacher Participation in Professional Development:

Description of PD activity	Number of teachers participating in activity
Child Protection	24
Epipen ; general first aid	24
School policy training	24
Visible Learning – John Hattie	24
IT and Technology Training	24
Quality teaching and learning	24
Australian Curriculum	24
QCAA training (including Panel membership)	16
Behaviour management	24
Indigenous Education	24
School Marketing	24
Total number of teachers participating in at least one activity in the program year	24

a) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
24	\$35749	\$1489
The total funds expended on teacher professional development in 2016		\$35749
The proportion of the teaching staff involved in professional development activities during 2016		100%
The major professional development initiatives were as follows: <i>quality teaching and quality learning; integration of ICTs; QCT and QCAA updates and involvement.</i>		

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
24	172	169.5	99%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 99% in 2016			

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
24	20	84%
From the end of 2015 84 % of staff were retained for the entire 2016 school year		



Key Student Outcomes

Average student attendance rate (%) for the whole school:

The average attendance rate for the whole school as a percentage in 2016 was 92.42%

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2016
Pre-Prep	93.99%
Prep	93.99%
Year 1	91.05%
Year 2	90.52%
Year 3	95.03%
Year 4	90.23%
Year 5	95.11%
Year 6	93.74%
Year 7	91.89%
Year 8	93.57%
Year 9	89.87%
Year 10	92.48%
Year 11	92.1%
Year 12	90.18%

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 if they do not notify the College of absence. 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 2016

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2016)	392	420	63
Year 5 (2016)	473	500	70
Year 7 (2016)	507	539	63
Year 9 (2016)	563	576	64
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2016)	375	409	63
Year 5 (2016)	453	466	80
Year 7 (2016)	462	502	56
Year 9 (2016)	499	534	71
Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2016)	339	411	63
Year 5 (2016)	481	486	70
Year 7 (2016)	499	540	56
Year 9 (2016)	524	574	43
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2016)	347	433	63
Year 5 (2016)	513	506	90
Year 7 (2016)	503	538	66
Year 9 (2016)	536	569	71
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2016)	354	397	88
Year 5 (2016)	486	488	80
Year 7 (2016)	488	546	70
Year 9 (2016)	556	582	64

Apparent Retention Rate Year 10 to 12:

Year 12 student enrolment as a percentage of the Year 10 cohort is 97%

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2016	
Number of students awarded a Senior Education Profile	28
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	11
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	6
Number of students awarded one or more Vocational Education and Training (VET) qualifications	23
Number of students awarded a Queensland Certificate of Education at the end of Year 12	26
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	73%
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 a tertiary offer	100%