

# Blackheath and Thornburgh Annual Report 2015

*(Based on 2014 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 2014 there was a total enrolment of 227 students including 99 Boarding students from Northern Australia and overseas.

## School Sector:

Independent

## School's Address:

55 King Street, Charters Towers 4820

## Total Enrolments:

227

## Year Levels Offered:

Kindy – Year 12

## Co-educational or Single Sex:

Co-educational

## Characteristics of the Student Body:

The gender split between boys and girls was approximately 49% female compared with 51% male. Of the 211 students in P-12, 113 students were boarders – 11 in the Junior School and 102 in the Secondary School. We had 14 international students from PNG. In total, we had 39 indigenous students, all from North Queensland or the Torres Strait.

All students at the College in 2014 were full time students. Three 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.

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 30 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 Arrowsmith Program is suitable for students across a broad spectrum of mild to severe learning problems and has been successful with both primary and secondary students, and even adults.

### **Extra-curricular Activities:**

BTC continues to have 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 provides a tuition program in music and students have opportunities to perform in a College Band, Choir, Vocal Groups and other ensembles. The College offers classroom music; both instrumental and choral. Choirs and small bands practise and perform outside school hours. In 2014 BTC once again competed successfully in the Charters Towers Eisteddfod. Public Speaking and Debating is encouraged

### **Social Climate:**

The College 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. There are 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.

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 – The College has an active Interact Club. The Club 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 the College, 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 school 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 involvement in Confraternity Teams, running the Cattle Club and assisting with sports coaching.

## Parent, Teacher and Student Satisfaction with the School

Satisfaction Data:

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

Student enrolments increased over the course of the 2014 school year.

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

The College undertook student, parent and staff satisfaction surveys in October 2014. The students were very positive about the College:

88% said their teachers knew them either very well or well

87% said their teachers knew the subject matter they were teaching

85% said they felt either very safe or safe at the College

Only 70% said they were happy with the subject choices and 62% were happy or very happy with the facilities.

For the parents,

96% were very happy or happy with their relationship with the Administration staff

96% were very happy or happy with the direction of the school under the principal

96% were very happy or happy to recommend the school to a friend

Only 80% said they were very happy or happy with the co-curricular choices and with their relationship with teachers and 78% said they were very happy or happy with discipline.

For the teachers,

100% were very happy or happy with their relationship with students and with their peers

89% were very happy or happy with their relationship with parents and with the school's expectations of them

78% were very happy or happy with the facilities improvement path and with the direction of the College under the current principal

Only 56% said they were very happy or happy with professional development opportunities.

**Contact Person for Further Information:**

Title: Mr. Nigel Fairbairn; Principal
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**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 2014 came from three main sources: government grants and funds; school fess from parents and donations.

**Staffing Information****Staff Composition, Including Indigenous Staff:**

Full time staff: 51; part time staff: 16 Total staff: 67
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Teaching staff: 23; non-teaching staff: 44
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In 2014, there were no indigenous staff members.
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**Qualifications of all Teachers:**

Doctorate or higher	3 %
Masters	13 %
Bachelor Degree	71 %
Diploma	9 %
Certificate	4 %

**Expenditure on and Teacher Participation in Professional Development:****a) Teacher Participation in Professional Development**

Description of PD activity	Number of teachers participating in activity
Child Protection	23
Epipen ; general first aid	23
School policy training	23
IT and Technology Training	23
Quality teaching and learning	23
Australian Curriculum	23
QCAA training (including Panel membership)	15
Behaviour management	22
Indigenous Education	22
School Marketing	23
Total number of teachers participating in at least one activity in the program year	23

**b) Expenditure on Professional Development**

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
23	\$21817	\$949
The total funds expended on teacher professional development in 2014		\$21817
The proportion of the teaching staff involved in professional development activities during 2014		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
23	172	107	97.2%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 97.2% in 2014			

**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
21	21	100%
From the end of 2013 95 % of staff were retained for the entire 2014 school year		

## Key Student Outcomes

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

Number of possible attendance days	Total number of students	Total number of days absent	Total Attendance
172	211	1887	34405

The average attendance rate for the whole school as a percentage in 2014 was 94.8%

### Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2014
Prep	95.4%
Year 1	97%
Year 2	94.8%
Year 3	95.4%
Year 4	89.1%
Year 5	96.3%
Year 6	97.4%
Year 7	98.1%
Year 8	98.4%
Year 9	96%
Year 10	93.2%
Year 11	94.8%
Year 12	86.5%

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 2014**

### **Privacy and Interpretation of Data**

There are many Queensland schools that have small enrolment numbers, particularly at individual year levels. This is the case with our Year 5 cohort. Whilst we are able to provide average school scores for this cohort, to ensure student privacy we have not reported specific data for this cohort. Further details may be obtained on the *My School* website <http://www.myschool.edu.au/>

## NAPLAN Benchmark Data

<b>Reading</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	411	418	29
Year 5 (2014)	431	501	
Year 7 (2014)	485	546	13
Year 9 (2014)	535	580	38
<b>Writing</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	397	402	57
Year 5 (2014)	455	468	
Year 7 (2014)	444	512	13
Year 9 (2014)	477	550	12
<b>Spelling</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	407	412	43
Year 5 (2014)	447	498	
Year 7 (2014)	444	545	25
Year 9 (2014)	533	582	44
<b>Grammar and Punctuation</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	381	426	43
Year 5 (2014)	479	504	
Year 7 (2014)	479	543	13
Year 9 (2014)	532	574	35
<b>Numeracy</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	401	402	43
Year 5 (2014)	480	488	
Year 7 (2014)	489	546	25
Year 9 (2014)	539	588	15



### Apparent Retention Rate Year 10 to 12:

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 who were in Year 10, two years previously.

Year 12 student enrolment as a percentage of the Year 10 cohort is 105 %

### Year 12 Outcomes:

Outcomes for our Year 12 cohort 2014	
Number of students awarded a Senior Education Profile	18
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	5
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	11
Number of students awarded a Queensland Certificate of Education at the end of Year 12	14
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	57%
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	83%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

### \*\*\*Post-school Destination Information

At the time of publishing this School Annual Report, the results of the 2014 post-schools destinations survey, *Next Steps – Student Destination* report for the school 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.