



# Australian Government Reporting

## Blackheath & Thornburgh College Annual Report 2016

### (Based on 2015 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 Australia 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 2015 there was a total enrolment of 249 students including 115 Boarding students from Northern Australia and overseas.

#### School Sector:

Independent

#### School's Address:

55 King Street, Charters Towers 4820

#### Total Enrolments:

250

#### Year Levels Offered:

Prep – Year 12

#### Co-educational or Single Sex:

Co-educational

#### Characteristics of the Student Body:

The gender split between boys and girls was approximately 50.5% female compared with 49.5% male.

Of the 250 students in P-12, 116 students were boarders – 4 in the Junior School and 112 in the Secondary School. We had 11 international students from PNG. In total, we had 41 indigenous students, all from North Queensland or the Torres Strait.

All students at the College in 2015 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; 22 Year 11 and 12 students studied Certificate courses at 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.

A second class was established in 2015 for both primary and secondary students, bringing the total enrolments of students in the program to 24.

### **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 2015 BTC once again competed successfully in the Charters Towers Eisteddfod. Public Speaking (Lions Youth of the Year and Rostrum) as well as 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 are clear behavior management policies and protocols for students and staff, with the behavior management policy revised during the year.

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 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 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 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 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 9 non –Year 12 (2014) students not returning at the commencement of the 2015 school year.

Student enrolments increased over the course of the 2015 school year.

There was a 100% teacher retention rate between 2014 and mid - 2015.

A survey was undertaken with our boarding parents. Positive feedback was received in regards to Prep and the use of teaching staff to assist students; there were concerns about the physical state of the dorms, including the ability to do additional study in the dorms. The ability to play in sports teams drew very positive feedback.

### **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: 48; part time staff: 21 Total staff: 69

Teaching staff: 23; non-teaching staff: 26

In 2015, 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	23
Epipen ; general first aid	23
School policy training	23
Visible Learning	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

#### 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
23	\$23600	\$944
The total funds expended on teacher professional development in 2015		\$23600
The proportion of the teaching staff involved in professional development activities during 2015		100%

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

**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	135	97.2%

For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 97.2% in 2015

**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	15	72%

From the end of 2014 72 % of staff were retained for the entire 2015 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
171	250	3198	39552

The average attendance rate for the whole school as a percentage in 2015 was 92.5%

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

Year levels	Average attendance rate for each year level as a percentage in 2015
Prep	93.6%
Year 1	92.3%
Year 2	93%
Year 3	93.4%
Year 4	96.3%
Year 5	96.1%
Year 6	92.9%
Year 7	94.1%
Year 8	92.8%
Year 9	92.3%
Year 10	93%
Year 11	91.1%
Year 12	88.7%

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 2015

*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.*



Benchmark Data for Year

<b>Reading</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	379	426	90
Year 5 (2015)	^	499	
Year 7 (2015)	534	546	90
Year 9 (2015)	535	580	88
<b>Writing</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	363	416	80
Year 5 (2015)	^	478	
Year 7 (2015)	497	511	80
Year 9 (2015)	475	547	50
<b>Spelling</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	346	409	90
Year 5 (2015)	^	498	
Year 7 (2015)	522	547	83
Year 9 (2015)	537	583	84
<b>Grammar and Punctuation</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	362	433	80
Year 5 (2015)	^	503	
Year 7 (2015)	521	541	77
Year 9 (2015)	526	568	84
<b>Numeracy</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	346	398	80
Year 5 (2015)	^	493	
Year 7 (2015)	529	543	93
Year 9 (2015)	562	592	94

### Apparent Retention Rate Year 10 to 12:

Year 12 student enrolment as a percentage of the Year 10 cohort is 128 %

### Year 12 Outcomes:

Outcomes for our Year 12 cohort 2015	
Number of students awarded a Senior Education Profile	31
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	14
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	22
Number of students awarded a Queensland Certificate of Education at the end of Year 12	30
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	85.7%
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	96.8%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	83.3%

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

At the time of publishing this School Annual Report, the results of the 2015 post-school 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.

### Other Information of Interest

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