



Blackheath & Thornburgh College

Blackheath & Thornburgh College Annual Report 2018 (Based on 2017 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 2017 there was a total enrolment of 264 students including 122 Boarding students from around Australia and overseas.

School Sector:

Independent

School's Address:

55 King Street, Charters Towers 4820

Total Enrolments:

264

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 48.5% female compared with 51.5% male.

Of the 264 students in PP-12, 122 students were boarders – 5 in the Junior School and 117 in the Secondary School. We had 8 international students from PNG and 1 from China. In total, we had 42 indigenous students, all from North Queensland or the Torres Strait.

All students at the College in 2017 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; 28 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 2017 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, 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 was good with 28 non –Year 12 (2016) students not returning at the commencement of the 2017 school year.

Student enrolments increased over the course of the 2017 school year.

There was a 80% teacher retention rate between 2016 and 2017.

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: 46; part time staff: 26 Total staff: 72

Teaching staff: 25; non-teaching staff: 47

In 2017, 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	25
Epipen; general first aid	25
School policy training	25
Visible Learning – John Hattie	25
IT and Technology Training	25
Quality teaching and learning	25
Australian Curriculum	25
QCAA training (including Panel membership)	16
Behaviour management	25
Indigenous Education	25
School Marketing	25
Total number of teachers participating in at least one activity in the program year	25

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
25	\$31,303	\$1252
The total funds expended on teacher professional development in 2017		\$31303
The proportion of the teaching staff involved in professional development activities during 2017		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
25	172	193	83%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 83% in 2017			

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
25	20	80%
From the end of 2016 80% of staff were retained for the entire 2017 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 2017 was 94.52%

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2017
Pre-Prep	94.16%
Prep	94.59%
Year 1	96.39%
Year 2	94.17%
Year 3	89.35%
Year 4	96.17%
Year 5	89.07%
Year 6	97.08%
Year 7	95.49%
Year 8	94.69%
Year 9	93.91%
Year 10	94.98%
Year 11	95.38%
Year 12	93.99%

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 2017

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	334	425	80
Year 5 (2017)	448	503	83
Year 7 (2017)	494	540	81
Year 9 (2017)	543	575	84
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	363	402	100
Year 5 (2017)	453	461	83
Year 7 (2017)	442	503	78
Year 9 (2017)	518	539	64
Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	342	409	100
Year 5 (2017)	494	497	100
Year 7 (2017)	498	546	85
Year 9 (2017)	541	577	78
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	309	437	50
Year 5 (2017)	462	496	83
Year 7 (2017)	480	538	81
Year 9 (2017)	536	574	75
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	325	402	80
Year 5 (2017)	499	490	100
Year 7 (2017)	511	549	88
Year 9 (2017)	552	585	97

Apparent Retention Rate Year 10 to 12:

Year 12 student enrolment as a percentage of the Year 10 cohort is 95%

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2017	
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)	23
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	13
Number of students awarded one or more Vocational Education and Training (VET) qualifications	28
Number of students awarded a Queensland Certificate of Education at the end of Year 12	28
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	52%
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%

***Post-school Destination Information

At the time of publishing this School Annual Report, the results of the 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.

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

Background information on how the Next Steps survey was conducted:

Background information:

School Response Rate to the Survey

Number of Year 12 students in 2015 (a)	Number of responses received from students (b)	Percentage response rate (b/a x100)
		%

Definitions of main destinations (see table below)

Summary of findings in relation to main destinations of students

School Year 2015	Number of Students in each category	Percentage of Students in each category
University (degree)		%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)		%
Working full-time		%
Working part-time/casual		%
Seeking work		%
Not studying or in the labour force		%
Total Year 12 students		

Chart showing main destinations of students.