

Blackheath & Thornburgh College - School Annual Report 2025

(Based on 2024 data)

Contextual Information¹

At Blackheath & Thornburgh College, we are guided by our “Go It Blue” values, which underpin every aspect of school life. These values are lived out daily as students engage in a wide range of activities that foster service, leadership, and personal responsibility. Throughout the year, our students actively participated in initiatives such as community service, anti-bullying campaigns, World Down Syndrome Day, leadership programs, sexual health education, ANZAC Day commemorations, Do It For Dolly, and cyber safety awareness. Supporting this holistic approach to student wellbeing is a dedicated pastoral team comprising Year Level Coordinators, a Pastoral Care Coordinator, School Counsellor, and Indigenous Support Liaison, ensuring every student feels connected and supported.

Celebrating success is central to our culture, and in 2024 the College achieved significant growth and accomplishment across both academic and co-curricular domains. Our Performing Arts program continued to flourish, showcasing the talents and creativity of our students. On the sporting field, the Softball teams once again dominated competition, while Junior Rugby League, Volleyball, and Netball teams brought home premierships. A standout achievement came from our secondary Cross-Country and Athletics teams, who recorded the best aggregate totals for the College in a decade across both girls’ and boys’ divisions. These triumphs reflect the spirit of commitment, teamwork, and excellence that define the BTC experience.

Our camp program plays a vital role in strengthening connections, resilience, and leadership among our students. The journey begins with the Year 7 Orientation Camp on Magnetic Island, where 60 new students embrace challenges and build bonds that mark the start of their secondary journey. Year 8 students broaden their horizons at Tallebudgera on the Gold Coast, while Year 10 students explore Sydney through an Urban Challenge style program, developing independence and problem-solving skills in a real-world environment. Leadership development takes centre stage in Year 11, with a camp in Airlie Beach focused on responsibility, initiative, and teamwork. These experiences, complemented by Junior School camps in Years 4 and 6, including the Year 6 Canberra Tour, ensure that every student has the opportunity to grow personally, socially, and academically beyond the classroom.

In the Junior School, enrolments continue to grow, supported by a stable staffing structure that fosters continuity and strong relationships. In 2024, the College successfully transitioned to the Australian Curriculum Version 9.0 across all eight key learning areas: English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, The Arts, and Technologies. Teaching and assessment are carefully mapped and structured to meet the needs, interests, and strengths of

¹ *Australian Education Regulation 2023 s60 (1)(a)*

all learners, supported by explicit instruction and opportunities for deep engagement, collaboration, and reflection.

A key highlight has been the implementation of Promoting Literacy Development (PLD), an evidence-based approach to Structured Synthetic Phonics aligned with the Science of Reading. This program ensures consistency and strength in literacy instruction from the early years through upper primary, providing students with the foundation to become confident readers and communicators. Literacy, numeracy, and digital technologies are integrated across all learning areas, equipping students with the essential skills to evaluate information, solve problems, and thrive in a changing world. Extension, enrichment, and specialist programs in Visual Arts, Music, Drama, Health and Physical Education, Food and Nutrition, and Manual Arts further broaden opportunities for every learner.

Our boarding community remains a cornerstone of College life, built on trust, connection, and the “Go It Blue” values. Families who entrust their children to us make significant financial, social, and emotional commitments, and our experienced boarding staff are mindful of their responsibility to act *in loco parentis* — as caring and guiding parents away from home. With diverse backgrounds and experiences, the boarding team offers strong role models for our students, who themselves represent a wide variety of cultures, backgrounds, and perspectives. Boarding at BTC emphasises independence, accountability, and service, while also ensuring students’ essential needs for nutrition, sleep, and physical activity are met. Boarders develop empathy, cooperation, and resilience as they share life with peers, while contributing to the wider community through volunteering at local events, school fundraising activities, and visits to aged care residents.

Together, these programs reflect a cohesive whole-school approach where values, wellbeing, learning, and opportunity are interwoven. At Blackheath & Thornburgh College, we are proud to provide a safe and supportive environment that builds confidence, fosters curiosity, and inspires a lifelong love of learning, ensuring our students are equipped to flourish both within our community and beyond.

School Sector: *

Independent

Year Levels Offered:

BTC Kindy	3.5 to 4 Year old (Co-educational)
Junior School	Prep to Year 6 (Co-educational)
Senior School	Year 7 to Year 12 (Co-educational)
Boarding	Year 5 – 12 (Co-educational across 2 separate residential settings onsite)

Co-educational or Single Sex: *

Co-educational

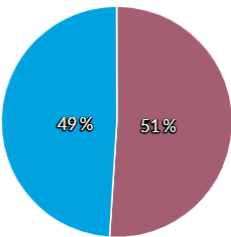
Characteristics of the Student Body: *

Blackheath & Thornburgh College has a diverse student cohort coming from the Charters Towers region and more broadly across North and North Western QLD, Cape & Gulf Communities, Papua New Guinea and the Northern Territory. In 2024 the College had 366 Students with 131 boarding students, of which 5 were international (PNG).

Students

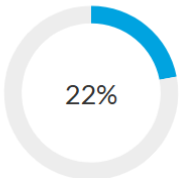
Total enrolments: 366

- Boys 178
- Girls 188



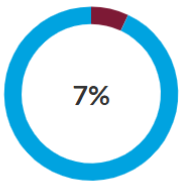
Full-time equivalent enrolments: 366.0

Indigenous students



Language background other than English

- Yes (7%)
- No (93%)
- Not stated (0%)



Total Enrolments:

Enrolments continue to move in a positive direction with cohort groups nearing or at capacity, particularly in key entry points such as Prep and Year 7. The table below depicts growth in student enrolment numbers since 2020.

2020	2021	2022	2023	2024
252	280	296	304	366

Workforce Information

Workforce Composition, Including Aboriginal and Torres Strait Islander Staff: *2

Employment type	Aboriginal and/or Torres Strait Islander	Non Aboriginal and/or Torres Strait Islander	Total
Casual Non-teaching	0	1	1
Casual Teaching	0	2	2
Full-Time Non-Teaching	2	18	20
Full-Time Teaching	1	31	33
Part-time Non-Teaching	3	36	39
Part-time Teaching	0	6	6

Qualifications of all Teachers: *3

Qualification	Detail the number and/or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	2.5 %
Masters	7 %
Bachelor	88 %
Diploma	2.5 %
Certificate	0 %

What attracts staff to your school?

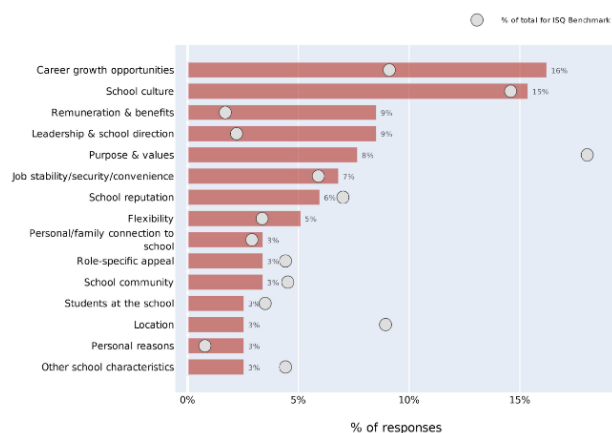
Participants were asked "What are the top three factors that led you to join your school?"

Qualitative data was then coded into themes and presented in the chart opposite. The top themes cited by your staff were:

- Career growth opportunities
- School culture.

For comparison, the top three themes on average for all schools in the project were:

- Purpose & values
- School culture
- Career growth opportunities.



² Australian Education Regulation 2023 s60 (1)(c)

³ Australian Education Regulation 2023 s60 (1)(b)

Funding Information

School Income Broken Down by Funding Source ^{*4}

Please refer to the My School website <http://www.myschool.edu.au/> for information on the Colleges Income and funding source

Social Climate

The College participated in the 'State of the Independent School' workforce survey across 2024 & 2025. The project is a collaboration between Independent Schools Queensland and People Bench, designed to provide independent school leaders with visibility of their workforce strengths and risks so they can prioritise their investment of time, energy and resources in the right areas. A key highlight for the college is reflected in the Net Promoter Score data collected from our staff. This data directly represents the positive environment as both a workplace and place for students to learn.

How likely are staff to advocate for your school?

The NPS is a quick way to gauge stakeholder satisfaction and loyalty. To calculate the NPS we subtract the number of responses rated 0-6 (those who are dissatisfied "detractors") from those rated 9-10 (those who are very satisfied "promoters").

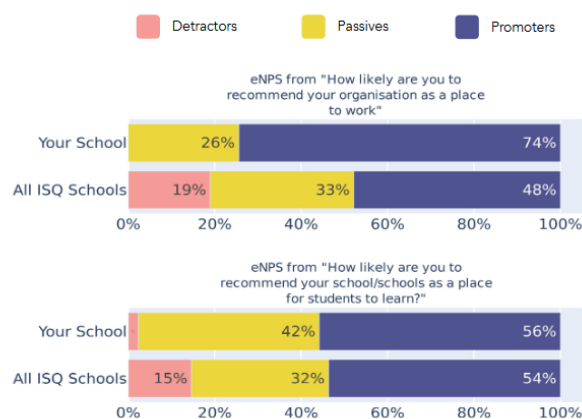
The resulting score ranges from -100 to 100. Generally, a score above 0 is considered positive, above 20 is considered 'favourable' and above 50 is considered 'excellent'.

Question 1: "How likely are you to recommend your organisation as a place to work?"

- Your school's NPS: 74
- ISQ benchmark NPS: 29.

Question 2: "How likely are you to recommend your school as a place to for students to learn?"

- Your school's NPS: 53
- ISQ benchmark NPS: 39.

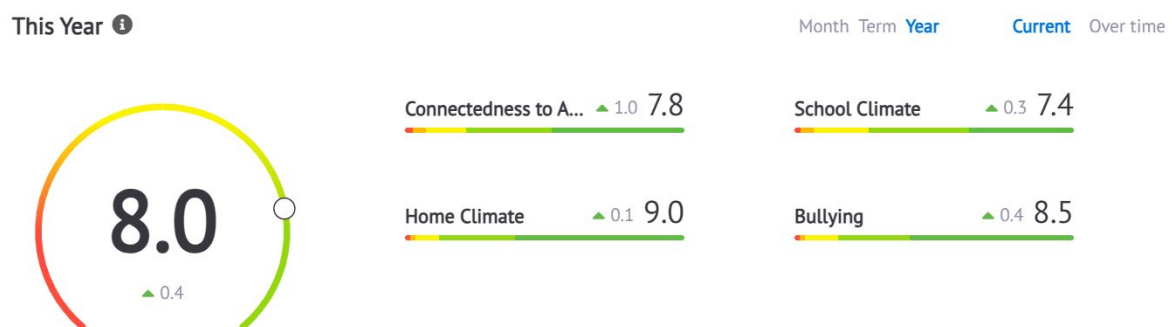


The College continues to invest in the Go It Blue values which underpin who we are as a school and community. One of the key elements of these values is the beauty of diversity, and as regional boarding school our student and staffing cohorts join us from a broad range of places and backgrounds. Along with a strong local staffing group, we have found success with staff across the varied roles in the College joining our community from New Zealand, South Africa and Canada. For many of boarding families and students the College is a home away from home which provides a wealth of diversity that gives our boarders and day students exposure and connections to people they come to call friends as they grow through their school life at Blackheath & Thornburgh College. We have a growing cohort coming across from the Northern Territory (Katherine and Borroloola), many with connections to Katherine School of the Air, increasing interest and numbers from Papua New Guinea, and the remaining cohort hailing from around Queensland including Torres Strait, Mornington Island, Palm Island and all across the northern and western part of the state. The isolation and distances between school and home provide some of the greatest challenges for families and the College, particularly in travel and communication. Ensuring open lines of regular communication and systems for remote families to engage with their children's school life is paramount in a positive experience for our boarders and their families. The large number of current boarders who are children of past boarding students, is testament to the levels of satisfaction and buy in from families at the College.

⁴ Australian Education Regulation 2023 s60 (1)(g)

Whilst the College remain a boarding hub for families, our growing presence in the local Charters Towers community as a school of choice for families has led to many of our student cohorts nearing or at capacity. The period of growth has been particularly notable in the Junior School setting where a positive learning environment is well received by students and families. Investment in Parent Engagement through participation in the ISQ parent engagement program has provided the College with a clear framework, providing a focused approach to continue building on the current positive school climate. Parent engagement at Blackheath and Thornburgh College means parents are actively involved at the various levels of the school - Junior, Senior and Boarding. Key to this has been defining what Parent Engagement at the College looks and feels like: “Parents feel comfortable contacting teachers to discuss their child's progress. This engagement provides parents with a platform to know, understand, and actively participate in their child’s learning journey, fostering a collaborative and supportive educational environment.”

The College uses the Ei Pulse, an online tool that provides better visibility of wellbeing levels across the school, including students in need of rapid intervention. Students complete regular Pulse check-ins through the mentor program providing our wellbeing team and staff with outstanding insights into how our students are tracking throughout the year. Our survey asks students to explore their experience across a range of areas related to the school climate. Below is an extract of the data for the year showing a positive trend in all areas. This data provides our teams with a clear snapshot and key areas for focus as we support students to navigate transitions from children to adolescents and into adulthood.



Student Outcomes

Attendance Data

Total number of students	Number of possible attendance days (Y12 included to end of Term 3)	Total number of days absent (Y12 included to end of Term 3)	Total attendance days
422 (inclusive of international and Kindy)	6755	6963	60692

Average student attendance rate for the whole school in 2024 was **89.71 %**

Year level	Total number of students in year level	Number of possible attendance days for year level	Total number of days absent for year level	Total attendance days for year level	Year level attendance rate
Kindy	25	3912	407	3505	89.6%
Prep	17	2688	321	2367	88.06%
1	14	2444	154	2290	93.7%
2	14	2358	187	2171	92.07%
3	18	2781	199	2582	92.84%
4	19	3272	304	2968	90.71%
5	18	3185	202	2983	93.66%
6	30	5250	349	4901	93.35%
7	62	10308	1024	9284	90.07%
8	48	7207	767	6440	89.36%
9	41	6855	917	5938	86.62%
10	43	6582	920	5662	82.63%
11	38	6220	633	5587	89.82%
12	35	4593	579	4014	87.39%

NAPLAN results for Years 3, 5 and 7 and 9 in 2024 ^{*5}

Benchmark Data for Year

Results				
The average NAPLAN score for all students at the school in each domain, compared to the average score of students in Australia for that domain				
Reading				
	Year 3 (2024)	Year 5 (2024)	Year 7 (2024)	Year 9 (2024)
Average Score (School)	365	484	513	513
Average Score (National)	405	496	536	564

⁵ Australian Education Regulation 2023 s60 (1)(e)

Writing				
	Year 3 (2024)	Year 5 (2024)	Year 7 (2024)	Year 9 (2024)
Average Score (School)	421	456	505	525
Average Score (National)	416	483	534	567
Spelling				
	Year 3 (2024)	Year 5 (2024)	Year 7 (2024)	Year 9 (2024)
Average Score (School)	397	479	502	544
Average Score (National)	404	489	539	568
Grammar and Punctuation				
	Year 3 (2024)	Year 5 (2024)	Year 7 (2024)	Year 9 (2024)
Average Score (School)	379	480	505	515
Average Score (National)	411	497	539	557
Numeracy				
	Year 3 (2024)	Year 5 (2024)	Year 7 (2024)	Year 9 (2024)
Average Score (School)	358	459	508	530
Average Score (National)	407	488	538	568

Year 12 Outcomes: *⁶

Outcomes for our Year 12 cohort 2024	
Number of students awarded a Senior Education Profile	33
Number of students awarded a Queensland Certificate of Individual Achievement	1
Number of students who received an ATAR	10
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	1
Number of students awarded one or more Vocational Education and Training (VET) qualifications	26
Number of students awarded a Queensland Certificate of Education at the end of Year 12	25
Number of students awarded an International Baccalaureate Diploma (IBD)	n/a
Percentage of Year 12 students who received an ATAR above 90	0%
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 (QTAC) applicants receiving a tertiary offer	90%

Post-school Destination Information*⁷

The following information has been extracted from the Next Steps survey which provides a summary of the post-school destinations of students from Blackheath and Thornburgh College (Charters Towers) who completed Year 12 and gained a Senior Statement in 2024. The results are from the *Year 12 Completers Survey*, which is conducted approximately six months after students completed Year 12.

Post-school destinations



In 2025, 95.0% of Year 12 completers from Blackheath and Thornburgh College (Charters Towers) were engaged in education, training or employment in the year after they completed school.



Of the 20 respondents, 55.0% continued in education and training. The most common study destination was bachelor degree.



A further 40.0% transitioned directly into paid employment only.

All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

⁶ Australian Education Regulation 2023 s60 (1)(h)(i)

⁷ Australian Education Regulation 2023 s60 (1)(h)(ii)

Main Destination in 2025

