



AMBROSE TREACY
COLLEGE

2023

ANNUAL REPORT

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From the Principal

I am always inspired by the wisdom of our students, and this was the case again in the Senior motto for 2023, Pave the Way.

In an increasingly secular world, young people have a knack for tapping into the DNA of our mission and culture as a Catholic school in the Edmund Rice tradition.

For a start, pave is a verb, a doing word and is a call to action. The motto of our founders, the Christian Brothers, is To Do and To Teach and it is renowned for its pragmatism and clarity. 'Pave' provided a great image because it invited us all into action together in engaging in our mission for 2023.

The second part of the motto refers to '*the way*'. This noun has been applied to numerous cultural contexts, religions, spiritualities and movements for centuries including most recently in The Mandalorian, the Star Wars spin off. For us as a Catholic community, The Way finds its ultimate meaning in the person of Jesus who tells us in the Book of John, "I am the way, the truth and the life".

This path that Jesus models for us and paves for us is mapped by our touchstones as a Catholic school in the Edmund Rice tradition, Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity, and our College Pillars of Service, Learning and Leadership act as our compass for the journey. The Seniors of 2023, both consciously and subconsciously, invited us all to get busy paving the way in Gospel and Good News this year. I thank and congratulate our Seniors who have been led with commitment, balance and dignity by David, Byron, and Harvey.

The Seniors of 2023 are a significant group in the history of our College as they are the first generation of students who attended Ambrose Treacy College from our inception in January 2015 to the end of our ninth year this year. I wish to acknowledge and thank this special group of young people who have helped us to grow, challenged us and joined us on our journey from 2015 until now. Thank you to our Year 12 Seniors for your energy in the classroom, talents in music, drama, art and sport, example in our service program and sense of community whether it be in taking the Feel Good Friday tradition to new heights or their friendships for life displayed in en masse attendance at the Barbie movie! We are proud of you, grateful for our partnership with your families and look forward to your ongoing membership of our community as past students of the College.

In preparation for our second decade, we have engaged this year in a consultative process with our community through the Australian Council for Educational Research which has developed what is known as the National School Improvement Tool. This process has benchmarked our development against nine key domains common to schools across Australia. Pleasingly, as a young school, we were benchmarked in the "high" category for all nine domains but more usefully, the generated report and feedback has provided us with very specific advice about areas for growth and improvement in the coming years. I thank the members of our community across staff, students, parents, and past students who contributed to this very valuable process this year.

As a result of this, and other feedback and data we have collected, the College has engaged in developing a new strategic plan to be launched in our 10th year in 2024. This launch will coincide with the opening of the

second phase of the Waterford Senior School Precinct during next year and heralds our paving the way for our next generation of Ambrose Treacy College students.

Our five strategic priorities for the next five years have been identified as:

- Enhancing Our Learning Culture
- Pursuing Productive Partnerships
- Celebrating Our Story
- Developing Our People
- Providing Exceptional Facilities, Services and Human Resources

I look forward to formally launching our new plan throughout next year and to working with our extended community in animating these priorities and realising the goals, focussed improvement agenda and key performance indicators which will be set each year over the five years of the plan.

The end of 2023 sees two of our College Leadership Team and ‘Chief Pavers of the Way’ departing ATC - Dean of Learning, Ms Lara Morgan and Deputy Principal, Mr David Gardiner.

We congratulate Lara on her appointment as Deputy Principal: Studies at St Rita’s College. She will bring her tenacity, diligence and passion for teaching and learning to this role. We thank Lara for her very strong commitment and contribution to learning practices and culture at ATC where her focus on value adding for all students, improving literacy skills across the curriculum and the implementation of the new senior schooling model and preparation for the new Australian Curriculum has set our school up for a strong future. We look forward to welcoming Ms Liana Baillie as our new Dean of Learning and to her leadership in enhancing our learning culture.

When Edmund Rice Education Australia set about recruiting for the position of Foundation Deputy Principal for Ambrose Treacy College in late 2013, there was a lot of interest. The appointment of Mr David Gardiner, a veteran of our local network having served at St James’s and St Patrick’s Colleges for 34 years was not a surprise and was most fortunate for the emerging community of ATC.

David is a people person, a relational educator of boundless energy, optimism, compassion and kindness and a trusted and loyal colleague and friend. He is equally at home coaching a Year 5 football team, teaching a Year 10 Science class, and solving complex timetabling challenges for a teaching staff of 120. He is the manager of a thousand post it notes with reminders scribbled everywhere, an enthusiast who is distracted by all who pass by his central station office and a confidante for many a boy in need, a frustrated member of staff or an upset parent reaching out to a calm and considered voice of reason.

Ambrose Treacy College has been blessed to have “DG” as Deputy to Michael and me for the past ten years. I thank him for his wisdom, loyalty, friendship, and company in what can sometimes be a lonely and challenging role as Principal. David’s predictability, reliability and steadiness have been invaluable. On behalf of the entire community, I thank and congratulate David on a job well done and thank him for his genuine care,

commitment, approachability, good faith, and good humour. I thank David's wife, Sue, for her generosity and unwavering support of David in his work and for being a most welcome member of our extended community.

David retires after 44 years of service to the Christian Brothers and the Charism of Blessed Edmund Rice. As they say in the classics, "they don't make them like that anymore" and in the case of David, the catchphrase rings absolutely true. His warm laughter, welcoming smile, dedication, experience and most of all, massive heart for young people and their formation, will be sorely missed at ATC. We look forward to welcoming Mr Jason Sepetauc as our new Deputy Principal in 2024 and to his leadership and relational presence that will be a gift to our community.

I also wish to celebrate the stellar contribution to Nudgee Junior and Ambrose Treacy Colleges of Mrs Lisa Mortlock who finishes with us after 25 years. Lisa has had a variety of roles across this time, but it is her generosity, compassion, and dedication for which she will be remembered. Lisa wants what is best for our students no matter the situation or context and she has been prepared to roll up her own sleeves time and time again in this pursuit. She is a much-loved member of our staff community, a close friend to many who share a laugh, shed a tear or problem solve. Her presence, humour and kindness will be remembered by all who have met her over the years.

In thanking these members of staff, in turn, I acknowledge and celebrate all of our staff, both teaching and non-teaching, for their support and guidance of our students of all ages and across all dimensions of College life in 2023. Whether it be in the classroom, the sporting fields, cultural pursuits, or service initiatives, we are blessed by our committed, relational, and professional staff who have paved the way for the students of Ambrose Treacy College this year. In outlining our strategic intent for the next five years, it is our staff who will lead the way in collaboration with our parents, review of our practices, implementation of our plans and the achievement of our goals in working with the young people in our charge to be the best they can be. I thank our Dean of Faith and Mission, Mr Matt Warr, College Business Manager, Mr Peter Nugent and Dean of Formation Mr Conor Finn for their stewardship and example in leading and supporting the College and our aims again this year.

I thank Father John Gillen, our College Chaplain for his presence and ministry in our community. Father John's sacramental leadership in our community, pastoral advice and support and friendship are prized by us all.

I am grateful for the devotion and generosity of our parents and caregivers in paving the way in 2023. Whether it be our College Advisory Council, Parents and Friends Executive, enthusiastic volunteers or participative and present Mums, Dads, Grandparents, and friends, we are blessed by the vitality and interest of our extended community. Thank you to our Advisory Council Chair, Mr Peter Kelly and our Council members, and outgoing President of the ATC Parents and Friends Mr Ben Prain who served our community through the challenging period of recent years. Thank you to our Parents and Friends outgoing Treasurer, Annalinda Robinson who also ends her time with us after a long and devoted period of service to our community. I acknowledge and thank Jane Rowan, P&F Vice President and Catherine Jackson, Secretary for their continued participation, dedication and support. Thank you to everyone who has attended meetings, provided feedback and advice, cooked a sausage, co-ordinated an event, poured a glass of champagne, sold raffle tickets, or cheered on the sidelines throughout this year. To our families who finish this part of their Ambrose Treacy College journey, I

thank you for your contribution to the first decade of our story and warmly invite you to remain connected during the next 10 years.

Most importantly, thank you and well done to the students of Ambrose Treacy who are the face of Jesus on our journey each day. In this sense, our young people are the way that we are paving. They present to us as parents and teachers and ask that we help form them, shape them, and prepare them in a rapidly evolving and complex world. Most importantly, they ask us to see them, to know them and to walk with them. Jesus asked the same of his Disciples and followers and it is our students who call us to our mission each and every day. We celebrate the achievements of all of our students in pursuit of their own personal excellence academically, on the playing fields, stages, and theatres and purposeful service across our community and extended community. We strive to form young people of courage for our families, communities, and the world so that they may be Signs of Faith, people of principle and Gospel values who pave the way of the Good News.

2024 will see the conclusion of our first decade as Ambrose Treacy College; an extraordinary decade of achievement, growth, and community. We look forward to the contribution of Declan Lever as College Captain and his peers as they build on the fine legacy of our first five years of Seniors with their motto for the year, *'Be the Change'* - Show Up, Represent and No Excuses! As I exclaimed at the commencement of this article, I am inspired by the wisdom of our students and Declan's theme calls us forward in our tradition and mission as do our role models of Jesus, Blessed Edmund Rice, and Brother Patrick Ambrose Treacy who have lived in our hearts, hands and minds this year and remind and challenge us as does our school song that we sing together as one : Signum Fidei is what we are at Ambrose Treacy College

College Profile

Student Enrolments

Ambrose Treacy College is an independent Catholic School in the Edmund Rice Tradition, educating male students from Years 4 to 12. The College is located at Twigg Street, Indooroopilly, Queensland 4068. For additional information relating to the College and its policies, please contact the College Principal, Mr Chris Ryan or visit the College website. In 2023 the total enrolment was 1329 students: -

YEAR LEVEL	TOTAL STUDENTS	STREAMS
4	80	3
5	108	4
6	107	4
7	184	7
8	196	7
9	163	6
10	172	6
11	177	6
12	142	6
TOTAL	1329	

Students attending Ambrose Treacy College come from a variety of backgrounds and nationalities. Index of Community Socio-Educational Advantage (ICSEA) value is 1329. Total enrolments for 2023 is 1329 with 2.56% indigenous students and 18% having a language background other than English.

Curriculum Overview

Vision for Learning

Ambrose Treacy College has developed the following vision for learning:

Ambrose Treacy College believes that all students are empowered to engage in learning, belong in our community and experience academic success. Teachers work to equip students for the responsibilities and challenges of the 21st century, aspiring to develop empathetic, worldly and highly literate students who know how to learn, problem solve, create, critique and reflect.

The vision for learning is an important statement which guides the practice of teachers, resource prioritisation and curriculum design. All teachers at the College, irrespective of their subject allocation, are asked to create authentic learning environments that enhance the learning vision.

Pedagogy

At Ambrose Treacy College teachers adopt an intentional approach to curriculum and pedagogy which recognises the unique developmental characteristics of children at particular year levels. Teachers employ both constructivist and instructional approaches to enhance learning outcomes for boys. Constructivism involves a learning strategy that draws on students' existing knowledge, beliefs and skills. With a constructivist approach, students synthesize new understanding from prior learning and new information. The constructivist teacher sets up problems and monitors student exploration, guides student inquiry, and promotes new

patterns of thinking. Working mostly with raw data, primary sources and interactive material, constructivist teaching asks students to work with their own data and learn to direct their own elaborations. Ultimately, students begin to think of learning as accumulated, evolving knowledge.

Teachers also use direct instruction practices. Using direct instruction, teachers follow a step-by-step, lesson-by-lesson approach to instruction. The prescribed approach to teaching is paced, linear and incremental, aimed to maximise time on task, and positively reinforce student behaviours. Teachers at Ambrose Treacy College, in particular:

- Establish learning intentions which are explicit to students, and builds activities which align to the learning intention
- Purposefully models success criteria
- Check for student understanding

Pedagogical practice also creates opportunities for:

- The targeting of higher order thinking skills, including development of a common language and understanding of higher order thinking literacies and processes
- Integrated curriculum and assessment tasks where students can apply knowledge meaningfully in different contexts
- Cooperative and collaborative learning where students can work within school networks and outside school networks, to seek and refine understanding
- Active learning where students are encouraged to draw on their own experience and interaction with others, intellectually, socially and physically, to develop their understanding and capacity.

Curriculum Offerings

Junior School

In the Junior School, teachers follow the Australian Curriculum. Students study the following subjects:

- English – core teacher
- Mathematics –ability grouped
- Humanities & Social Studies – core teacher
- Science – core teacher
- Religious Education – core teacher
- Health and Physical Education – specialist teacher
- Japanese – specialist teacher
- Music – specialist teacher
- Visual Art – specialist teacher
- I Skills – specialist teacher

Across subjects, teachers embed the General Capabilities, with a particular focus on Literacy and Numeracy. Teachers in the Junior School are trained in Reading to Learn pedagogy. Additionally, the College has a whole school writing program which includes talk homework, on demand writing, explicit teaching of 12 sentence types and explicit teaching of different paragraph types. Teachers across the Junior School use a common language around writing instruction to enhance the transfer of information across classes.

As well as following the Australian Curriculum, Junior School teachers build an engaging learning environment in which boys are motivated, energetic learners. The Australian Curriculum is covered in an engaging way,

which reflects boys' interests and learning styles. The enthusiasm shown by boys for taking risks and having a go is capitalised upon to create a stimulating learning environment.

Middle School

In Year 7, students study 6 subjects across the year. These are:

- English
- Mathematics
- Science
- Religious Education
- Humanities: History (6 months), Geography (6 months)
- Health and PE

In addition, students study other subjects for varying times:

- Business and Economics
- Design Technology
- Digital Technology
- Drama
- Japanese
- Music
- Visual Art
- Curriculum Support (for students with learning support needs)

In Year 8, students study both compulsory core and elective subjects. The compulsory core subjects include:

- English
- Mathematics
- Science
- Religious Education
- Humanities : History (6 months), Geography (6 months)
- Health and PE

Students can then select 4 elective subjects, 2 for each Semester. These include:

- Business and Economics
- Design Technology
- Digital Technology
- Drama
- Japanese
- Music
- Visual Art
- Curriculum Support (for students with learning support needs)

Students in Year 7 and 8 with significant literacy needs can undertake a Literacy Intervention Program in place of Humanities.

In Year 9, students are encouraged to think about their post-school pathways and will therefore have an opportunity to complete both core and elective subjects. Core subjects (which are mandatory) include:

- English
- Mathematics
- Science
- Religious Education

-
- History
 - Health and PE

Students may then choose 2 electives each Semester. The electives they choose from include:

- Business and Economics
- Design Technology
- Digital Technology
- Drama
- Engineering
- Food Technology
- Japanese
- Justice and Peace Studies
- Music
- Visual Art
- Curriculum Support (for students with learning support needs instead of History)

In addition to delivering the Australian Curriculum framework across each subject area, teachers look for opportunities to make the curriculum relevant so that boys see the purpose of their learning. In each year level across Middle School, teachers look to make purposeful curriculum connections across faculties, to ensure deep learning of our boys, as well as relevance to 'real world' contexts. Pedagogy combines both instructional and constructivist models, indicating a commitment to a balanced approach. Projects are designed to take the Middle School young man beyond his immediate community, where he will learn to grapple with the realities of a globalised world.

Middle School is also a time to embed foundational skills, in particular Literacy. Teachers in Middle School build on the writing program, reinforcing the 12 sentence types used in the Junior School and building on paragraphing styles. On demand writing and writing that identifies purpose and context is a feature of the Middle School program. Each student has access to an online writing tutorial program, which is particularly useful in embedding writing processes and establishing a common language around writing development.

Senior School

The Senior phase of learning commences in Year 10. Staff will work with students in the Senior School to build both their capacity to make decisions around their post-school pathway, as well as their preparedness for that pathway. Students in the Senior School have a wider range of choice about their subject offerings and should be guided in their decision-making by their post-school desires. Recognising that not all students have a clear sense of their post-school pathways, the College will offer careers counselling, as well as a diverse range of options, such that students may choose from a combination of pathway options, including General, Applied, Certificate and Diploma courses.

Curriculum programs will be organised around an inquiry approach and the College will work with students to build their capacity for higher order thinking, by using a common language around learning processes. Units of work will be organised to ensure coverage of both content and skills, with an emphasis on building student capacity for critical and creative thinking. Subjects currently being offered across the Senior School are diverse and provide opportunities for students with wide-ranging pathways. These subjects include:

Year 10	Year 11 and 12	
<ul style="list-style-type: none"> - English and Essential English - Extension Mathematics, Advanced Mathematics, General Mathematics, Essential Mathematics - Science: Intro to Biology / Chemistry; Science: Intro to Chemistry /Physics - Religious Education - Accounting /Economics - Digital Solutions - Design - Drama - Geography - History - Japanese - Music - Physical Education - Visual Art - Cert 1 Hospitality SIT10216 - Industrial Skills 	<p>General</p> <ul style="list-style-type: none"> - Accounting - Biology - Chemistry - Design - Digital Solutions - Drama - Economics - English - Geography - Japanese - Mathematics: General Mathematics, Mathematical Methods and Specialist Mathematics - Modern History - Music - Physical Education - Physics - Study of Religion - Visual Art 	<p>Applied</p> <ul style="list-style-type: none"> - Essential English - Essential Mathematics - Media Arts in Practice - Religion and Ethics - Visual Arts in Practice <p>Certificates / Diplomas</p> <ul style="list-style-type: none"> - Building & Construction Skills and Cert I in Construction (CPC10111) - Cert II/III Hospitality (SIT20316) - Cert III Business (BSB30115) - Cert III Sport and Recreation (SIS30115) - Diploma of Business (BSB50215) <p>*In addition, students in the Senior School can explore options to study the TAFE in Schools program</p>

Formation Program

Pastoral Care

Pastoral Care is an integral component of the College community. Classroom teachers and Middle Leaders develop strong relationships with the students and work with them at an individual level. Leadership programs in Years 6 and 9 provide skills for the students to be buddied up with Year 4 and 7 students respectively.

Our Pastoral Care system is also strongly supported by our Outdoor Education program, Retreat Program, the College curriculum, the College Counsellors and Service-Learning Programs. The College develops leaders through a strong co-curricular program encompassing sport and cultural programs.

As a Catholic College in the Edmund Rice Tradition, our Pastoral Care structures are consistent with the spirit and ethos of our faith. We invite all students into the story of Jesus and strive to make his message of compassion, justice, and peace a living reality.

At Ambrose Treacy College there is a commitment to a holistic approach to the emotional and spiritual wellbeing of all. This applies to young people, parents, and staff. We invite all young people, their families and staff share in the life-giving quality that comes from deep connection and a true sense of belonging to a Catholic community that seeks to live the values of justice, compassion, peace, joy and love.

Pastoral Care is therefore integral to College life and it is scaffolded into the life and operation of the College. There are a number of key pastoral roles in place to support, guide and care for young people and to enable strong collaboration between parents and staff.

There are a number of personal support levels within the College Pastoral Care system:

- Each young person connected with a Home Room Teacher who develops an active and robust connection with that young person.
- Each year level has a Year Level Coordinator or Head of Year who works in collaboration with Home Room Teachers and other staff to support the pastoral engagement with all young people. They are also an important link with parents to facilitate the partnership between home and college.
- The Head of Junior School has a Pastoral Leadership in that part of the College.
- The Dean and Assistant Dean of Formation have an overall leadership role across the College in terms of Pastoral Care.
- The College also has three Counsellors who are there to provide further and specific support to young people, parents and staff.

The College Pastoral Care system is also strongly supported by:

- The Outdoor Education Program
- The Retreat Program
- The College Curriculum
- The Service Program
- The Co-Curricular Programs encompassing sport, clubs and activities and culture.

Parent Involvement

At Ambrose Treacy College we welcome parents' involvement in their son's education. This involvement may take a variety of forms including assistance in classes and on class excursions. The Parent & Friends is primarily a fund-raising and friend-raising organisation. All P & F functions are strongly oriented towards fostering a co-operative community spirit among parents. The P & F meet each month. One major function is held each term. The P & F Executive is comprised of the President, Vice President, Secretary and Treasurer. The P & F is an essential part of College life as it is an important link between College and family life.

Formation

Formation at Ambrose Treacy College is informed by the mission of Jesus and the Edmund Rice charism. Our model of service, Jesus, proclaimed a message of compassion, justice and service, especially with the poor and marginalised. This challenge inspired our model of leadership, Blessed Edmund Rice, to make this an active reality through an education that liberated the dignity of the person by supporting the holistic pursuit of their spiritual and leadership potential. Finally, our model of learning, Brother Ambrose Treacy, championed this vision engaging learners in dynamic and relevant pathways. This innovation empowered learning, service and personal excellence.

Formation at Ambrose Treacy College is central to the identity and authenticity of our community. Our suite of programs includes our formation curriculum, rites of passage rituals, service program, pastoral care structures and processes, camps, retreats and masses. Together they provide the holistic journey of forming each student to be the young men they have not yet dreamed of yet the one we know he is capable of being. This important at Ambrose Treacy College because whilst we will build their capacity to be plumbers, paediatricians, priests and parents our world needs young men who are 'Signs of Faith' committed to lifelong learning, leadership and service.

Our Men of Courage Project outlines the expectations of what it means to be a Sign of Faith in word and action:

Compassionate: We are kind and hopeful.

Optimistic: We are positive and proactive.

Upstanding: We are honest upstanders.

Respectful: We show pride and perspective.

Accountable: We are responsible and accountable.

Grateful: We are thankful.

Empowering: We are selfless.

Our Touchstones

The Formation Framework is informed by *The EREA Charter* and provides holistic support for the purposeful growth of the community. It provides structures and opportunities for our staff, students and parents to live and grow as a 'Signum Fidei' (Sign of Faith) for each other and for our world.

Our Framework

Our Formation Framework outlines the authentic provision of a Catholic education in the Edmund Rice tradition that promotes holistic formation of 'Signs of Faith'.

Anti-Bullying and Cyber Safety

The Ambrose Treacy College position statement on this issue is that bullying of any kind is unacceptable. If the bullying incident amounts to harm as referred to in the Protection Policy, then the matter must be dealt with under the guidelines of the EREA Student Protection Processes.

Ambrose Treacy College takes a proactive approach to dealing with bullying by establishing processes to educate and inform employees, parents, carers and students about bullying and the procedures to follow in the event that an individual is being bullied. All Ambrose Treacy College employees, parents, carers and students will be educated about the College's anti-bullying guidelines as follows:

All employees, parents, carers and students will be provided access to a copy of the College Anti-Bullying Policy and the appropriate working policy, which will include the protocols to follow should a bullying incident occur. During the induction process, employees, parents, carers and students will be informed of the intentions of the policy and where to find the policy. Education for all other year levels will occur through the Formation Program and at School and College assemblies throughout the year. In addition, these strategies may also be utilised:

- Articles placed in the College Social Media Forms,
- Parent information evenings,
- Anti-Bullying Forums;
- All employees will be continually educated in regard to the Anti-Bullying Policy and reminded of their responsibilities,
- A bullying survey will be conducted at least once a year to identify bullying behaviours so that these may be addressed.

School Funding

Description	Amount	Percentage
School fees	\$21,692,065	59%
Other related income	\$1,874,949	5%
Capital grants	0	0
State Government Recurrent Grants	\$3,798,274	10%
Commonwealth Govt Recurrent Grants	\$9,632,844	26%
Total Recurrent Income	\$36,997,632	100%

Staff Profile

Workforce composition

Description	Teaching staff	Non-teaching staff
Headcounts	100	98
Full-time equivalents	92.3	79.8

Qualification of all teachers

Teacher qualifications for classroom teachers and school leaders at this school are as follows: -

Highest level of qualification	Number of qualifications
Doctorate	2
Masters	25
Post-Graduate / Graduate	21
Bachelor	45
Assoc Diploma / Diploma	3
Certificate	1

Students

Student Attendance

On average, the attendance rate of students on any given school day was 83.88%. The attendance of students at Ambrose Treacy College is handled by the relevant Head of Year or Head of House. As a part of this role they monitor the rolls and bring to the attention of key staff patterns of non-attendance that are of concern.

The College has in place an SMS Absentee Alert system to notify parents in the event of an unexplained absence. If a student is absent from the College and an absentee message has not been received from a parent/guardian by 9.30am, a text message is sent to a nominated mobile phone number advising parents of the need to contact the College. Parents play a significant role informing the College of any difficulties students may be experiencing in attending normal classes. Weekly absence reports are generated and distributed to the relevant Formation Leader and CLT. Habitual lateness or non-attendance is then managed via direct contact with the student's parents to work together to create a solution.

Description	2023
Overall attendance rate* for students at this school	83.88%
Attendance rate for Indigenous** students at this school	78.04%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Year	4	5	6	7	8	9	10	11	12
Rate	6	0	4	3	3	3	7	2	3

NAPLAN

Benchmark Results

All students at the College in Years 5, 7 and 9 completed the National Assessment Programme - Literacy and Numeracy (NAPLAN) in March. The results of the tests provide important information to the College about each student and their level of achievement and will be used to support teaching and learning programmes. Analysis of the results is essential in assisting College planning, as well as monitoring literacy and numeracy development over time.

Summary Results of NAPLAN Tests 2023

	Year 5		Year 7		Year 9	
	ATC	QLD	ATC	QLD	ATC	QLD
Reading	517	489	565	529	600	557
Writing	479	467	547	521	600	557
Spelling	490	479	552	533	581	563
Grammar & Punctuation	509	491	556	532	582	551
Numeracy	524	478	575	531	605	559

Year 12 Outcomes

Description	2023
Number of students who received a Senior Education Profile (SEP)	142
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	141

Description	2023
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving a Senior Statement only	1
Number of students awarded one or more VET qualifications	74
Number of students who are completing/completed a school-based apprenticeship or traineeship (SAT)	32
Percentage of QTAC applicants who received a tertiary offer	96%

ATAR Range	Students	Percentage	Cumulative
99.95-90.00	25	28	28
89.99-80.00	32	36	64
79.99-70.00	15	17	81
69.99-60.00	16	18	99
59.99-50.00	1	1	100
49.99-40.00	0	0	
Grand Total	89	100	100

VET qualification	2023
Certificate I	47
Certificate II	36
Certificate III	37
Certificate IV	0
Diploma	20
Advanced Diploma	0

Students completed a range of Certificate I, II, III and Diploma courses through either the school or outside RTO's including TAFE Qld. Students could undertake the following at school – Certificate I Construction, Certificate II Hospitality, Certificate III Sport & Recreation, Certificate III Business and Diploma of Business. Students undertook a range of Certificate II and III qualifications through the TAFE at School program. Some students also undertook Certificate III courses through their School Based Apprenticeship/Traineeship.

Post School Destination Information

In 2023, 73% of Year 12 students at Ambrose Treacy College continued with some form of education and training, offered through QTAC, in the year after they left school. Refer to the table below for a breakdown of school-leaver pathways.

Total # of students	142
QTAC Applicants	104 (73%)
QTAC offers by the 1 st round	104 (100%)
QTAC applications for Semester 2 start	0
QTAC offers for 1 st or 2 nd preferences	100 (96%)
Apprenticeships/Traineeships	16