



AMBROSE TREACY  
COLLEGE

# 2024

## ANNUAL REPORT

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## From the Principal

Pope Francis tells us that *“Education is not about knowing things or taking lessons but being able to use three lingos: those of the head, the heart and the hands...learning so that you can think about what you feel and do, can feel what you think and do and can do what you feel and think.”*

The Seniors of 2024 set us on the path for the year with the words: Be the Change; Show Up, Represent, No Excuses. The 2024 motto is very much an active result of the prayer we share each day that calls our students to be Signs of Faith in their heads, hands and hearts as Pope Francis teaches. The Senior Motto for 2024 has been both aspirational and critically reflective as it has served as an invitation but also a signpost of our continuing evolution; a line in the sand about what our Seniors thought and felt and what they wished to get done.

An analogy that I often use in a variety of forums is that as a ten-year-old organization, much like a ten-year-old child, Ambrose Treacy College is not the finished article. I would posit that no school, even one over a century old, is ever complete or finished. Change is a constant in education and community culture, and just as a ten-year-old is still very much learning, growing, evolving and bursting with natural potential, optimism, trials, questions and possibilities, so too is our school.

In 2025, we will mark and celebrate our first decade as Ambrose Treacy College. There is much to celebrate in a school that has more than doubled in population within a decade, has been almost a permanent building site during that time and has ridden some waves of joy and challenges in our short life.

In 2025, we will celebrate 10 years of striving to be true to our three pillars of Service, Learning and Leadership. In 2025, we will celebrate 10 years of striving to be authentic to the four touchstones of a Catholic School in the Edmund Rice tradition: Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity. In 2025, we will mark and celebrate a vibrant, dynamic, and successful first decade as Ambrose Treacy College.

In marking the end of our tenth year, I wish to thank and celebrate the students of our College who aspired to rise up to the challenge our College Captain, Declan and the Seniors of 2024 put to them to be animators and drivers of our culture in all domains of school life and have left a legacy for others to follow. Thank you to the ATC students of courage who show up and are present within our community, who represent our College with pride and make the sacrifices big and small for the greater good of their friends, their classmates, their teammates and their community in their service, learning and leadership in the classroom and beyond.

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In 2024, we have been blessed with three outstanding people in Declan Lever, Jock Noonan, and Michael Neumann as our College Captains. I wish to acknowledge their example, humility, dedication, and sincerity in everything they have striven to do and achieve. These three ATC graduates are fine examples of the young people we wish to form in partnership with their families and gift to the world as Signum Fidei, Signs of Faith.

Each aim for excellence in their own ways and are the hardest markers on themselves but I wish to thank them for how they have modelled the way in 2024. Of course, they have not been alone in the journey, and I thank all Seniors and their families for their contribution to the ATC story not only this year but for many, for the past nine years. Some magnificent families finish this part of their ATC journey this year, but we hope that they will continue to return and always feel a part of this school community as we continue to grow and evolve. Thank you most sincerely for your wonderful contributions to the ATC story. I also acknowledge Joshua Kelly who received the 2024 Signum Fidei Award, the highest award for our College. Joshua demonstrated an extraordinary capacity to be a model Ambrose Treacy student - an engaged learner and a respectful leader who builds relationships that empower the marginalised.

2024 has been another dynamic year for the students from Years 4 to 12 of the College in the classroom, on the stage, on the playing field and in the local, interstate and international community. Our Senior school students have inhabited the new Waterford Building that has been two years in the making, and we are confident that this year's Seniors may bring home our strongest academic results yet. At the end of Semester One this year, we saw over 10% of our Year 4 to 12 students receive an Academic gold medal. This year we have applauded our musicians at school, at a stellar set of performances at the Queensland Catholic Music Festival and on tour at the Sydney Opera House. We welcomed our youngest students each Friday with the tradition of Feel-Good Friday and watched that give birth to the Year 4 to 12 Warrior Parade environment initiative. We have seen our Actors Studio tread the boards amazingly in the production of Slammed. This year, we see six members of our Clontarf Academy program which supports First Nations students graduate from Year 12. We have seen the College play AIC Rugby League for the first time and continue to grow and improve our wider sport program. We have regional and state representatives across numerous sports both within our school and beyond and students completing formal qualifications in music and speech and drama at an elite level. We have seen the growth of our partnerships with girls' schools, Brigidine College, the Stuartholme School and St Aidan's with projects in social justice, retreats, community, sport, and music. We won the AIC T20 Cricket championship, completed over 20000 hours of service within and beyond our community and so much more has been achieved as individuals and as a collective community this year including the formal establishment of our Past Students Association chaired by Mr Patrick Robinson of our foundation year in 2019 and the hosting of a very successful first ever Ambrose Treacy College reunion of our first seniors who celebrated 5 years since graduation.



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I wish to acknowledge and thank all the parents and caregivers of ATC 2024. Parenting and teaching are certainly not getting easier as the world around us increases in complexity and division. Our Seniors of 2024 are right to call us to solidarity and community in these times of flux and uncertainty. Thank you to all parents and caregivers of the Ambrose Treacy College community for your support and challenge of your son, partnership with the staff of the College and commitment to the continued growth and evolution of our community. Thank you to our Parents and Friends community chaired by George Patrikos, the executive of Jane Rowan, Catherine Jackson and Stephen Curtis and all volunteers and supporters who have made our year a positive one. I would particularly like to thank and acknowledge Prue Moloney for her many years of leadership of various Parents and Friends events and in recent years the facilitation of the very successful annual Spring Lunch. Further, I would like to thank and acknowledge Suzanne Rosolen who has been a staunch and dependable supporter of all Parents and Friends activities from Nudgee Junior College days all throughout the first 10 years of ATC; thank you and well done on your service to the building up of our community Suzanne.

Our tenth year has seen the launch of our third strategic plan which maps our vision and priorities for the next five years and beyond. I am grateful for the advice, support and wisdom of our College Advisory Council chaired by Peter Kelly. During the past five years, we have been blessed with fantastic stability in this team which is so committed and dedicated to our young community. I thank the Advisory Council both personally and on behalf of the wider community. In turn, I thank Mr Chris Woolley, Chief Executive Officer of Edmund Rice Education Australia Colleges and his team for the faith in and support of our College community.

Thank you to Father John Gillen, our College Chaplain who is a strong, consistent, and trusted presence and voice in his ministry at our College. We are blessed by your friendship, care and breaking open of God's Word with us and for us.

2024 saw significant change in our College Leadership Team with a new Dean of Learning Ms Liana Baillie, a new Dean of Business Ms Deborah Carcary and new Deputy Principal Mr Jason Sepetauc. Large schools are complex organisations and there is much to do, places to be and tasks to complete. I congratulate Liana, Deb, and Jason on an excellent first year at the College and thank them for their dedication to our community.

On behalf of the College community, I wish to record my thanks and appreciation for services to the College of two departing members of the College Leadership Team in Business Manager, Mr Peter Nugent and Dean of Faith and Mission, Mr Matt Warr. Each held entirely different roles but have been instrumental in the establishment, consolidation and sustainability of our organization and culture. Peter's expertise in planning, attention to detail and financial discipline has seen our community grow rapidly and our capital works program unfold steadily. Matt's ability to build relationships, share relatable stories and inspire the Good News in the

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everyday has seen our community feel known and understood and our mission and identity be clear. I thank Peter and Matt for their years of dedicated service to our community and wish them well for their futures.

On World Teacher's Day this year, I spoke on College Assembly about the occupation and vocation of working in schools either in a teaching or non-teaching role. We are blessed in abundance at ATC with staff who invest in the notion of vocation. It is one thing to carry out one's tasks and duties competently and reliably but another to do it relationally, generously and with heart. I applaud the staff of our College and thank them for their dedication to our shared mission of forming our young people of service, learning and leadership to be *Signum Fidei*, Signs of Faith in our world, who have the courage to make a difference. In particular, I wish Sue Goonan, Karen Bate and Bryan Shepherd the very best in their respective retirements as they finish with us this year. These three people; Sue one of our devoted School Officers and Karen and Bryan, vastly experienced educators across a range of settings are indicative of the quality of people we have on our staff. Thank you to one and all for the things, big and small, that you did in 2024 to challenge and support our students to *Be the Change*: show up, represent and make no excuses.

The Seniors of 2025 herald us into our second decade in 2025 with their motto, *Stronger Together*. It is fitting that we will celebrate our first decade next year through this call to community and look confidently and positively to our teenage years of continued growth, improvement, and pride in our identity as Ambrose Treacy College, an authentic Catholic School in the Edmund Rice tradition.

Thank you for what you have done and will do to continue to realise and promote our potential this year, and for the next decade and beyond, as we work together to form young people through their heads, hands and hearts to be *Signum Fidei*: Signs of Faith for our world.

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# 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 2024 the total enrolment was 1324 students: -

YEAR LEVEL	TOTAL STUDENTS	STREAMS
4	72	3
5	96	4
6	111	4
7	181	7
8	181	7
9	186	6
10	157	6
11	165	6
12	175	6
<b>TOTAL</b>	<b>1324</b>	

Students attending Ambrose Treacy College come from a variety of backgrounds and nationalities. Index of Community Socio-Educational Advantage (ICSEA) value is 1324. Total enrolments for 2024 are 1324 with 3.70% indigenous students and 8% 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

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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,



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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

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- 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"> <li>- English and Essential English</li> <li>- Extension Mathematics, Advanced Mathematics, General Mathematics, Essential Mathematics</li> <li>- Science: Intro to Biology / Chemistry; Science: Intro to Chemistry /Physics</li> <li>- Religious Education</li> <li>- Accounting /Economics</li> <li>- Digital Solutions</li> <li>- Design</li> <li>- Drama</li> <li>- Geography</li> <li>- History</li> <li>- Japanese</li> <li>- Music</li> <li>- Physical Education</li> <li>- Visual Art</li> <li>- Cert 1 Hospitality SIT10216</li> <li>- Industrial Skills</li> </ul>	<b>General</b> <ul style="list-style-type: none"> <li>- Accounting</li> <li>- Biology</li> <li>- Chemistry</li> <li>- Design</li> <li>- Digital Solutions</li> <li>- Drama</li> <li>- Economics</li> <li>- English</li> <li>- Geography</li> <li>- Japanese</li> <li>- Mathematics: General Mathematics, Mathematical Methods and Specialist Mathematics</li> <li>- Modern History</li> <li>- Music</li> <li>- Physical Education</li> <li>- Physics</li> <li>- Study of Religion</li> <li>- Visual Art</li> </ul>	<b>Applied</b> <ul style="list-style-type: none"> <li>- Essential English</li> <li>- Essential Mathematics</li> <li>- Media Arts in Practice</li> <li>- Religion and Ethics</li> <li>- Visual Arts in Practice</li> </ul> <b>Certificates / Diplomas</b> <ul style="list-style-type: none"> <li>- Building &amp; Construction Skills and Cert I in Construction (CPC10111)</li> <li>- Cert II/III Hospitality (SIT20316)</li> <li>- Cert III Business (BSB30115)</li> <li>- Cert III Sport and Recreation (SIS30115)</li> <li>- Diploma of Business (BSB50215)</li> </ul> <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 Formation Leader 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 of Formation 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 is 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.

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**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	\$23,449,033	60%
Other related income	\$1,726,447	4%
Capital grants	0	0
State Government Recurrent Grants	\$3,795,094	10%
Commonwealth Govt Recurrent Grants	\$9,974,238	26%
<b>Total Recurrent Income</b>	<b>\$38,944,812</b>	100%

## Staff Profile

### Workforce composition

Description	Teaching staff	Non-teaching staff
Headcounts	104	92
Full-time equivalents	99	76.6

### 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	28
Post-Graduate / Graduate	22
Bachelor	49
Assoc Diploma / Diploma	3
Certificate	0

# Students

## Student Attendance

On average, the attendance rate of students on any given school day was 82.86%. 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	2024
Overall attendance rate* for students at this school	82.86%
Attendance rate for Indigenous** students at this school	79.41%

\* 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	3	4	8	6	7	2	6	4	9

## 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 2024

	Year 5		Year 7		Year 9	
	ATC	QLD	ATC	QLD	ATC	QLD
Reading	517	485	569	525	591	554
Writing	508	471	576	527	589	560
Spelling	495	477	552	532	568	560
Grammar & Punctuation	508	492	573	529	581	548
Numeracy	519	481	586	536	602	554

## Year 12 Outcomes

Description	2024
Number of students who received a Senior Education Profile (SEP)	175
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	174
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	118
Number of students who are completing/completed a school-based apprenticeship or traineeship (SAT)	14
Percentage of QTAC applicants who received a tertiary offer	95%

ATAR Range	Students	Percentage	Cumulative
99.95-90.00	37	33	33
89.99-80.00	40	36	69
79.99-70.00	24	21	90
69.99-60.00	6	5	96
59.99-50.00	2	2	97
49.99-40.00	2	2	99
<40.00	1	1	100
<b>Grand Total</b>	<b>112</b>	100	100

VET qualification	2024
Certificate I	71
Certificate II	37
Certificate III	39
Certificate IV	1
Diploma	55
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

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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 2024, 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	175
QTAC Applicants	134 (77%)
QTAC offers by the 1 <sup>st</sup> round	127 (95%)
QTAC applications for Semester 2 start	0
QTAC offers for 1 <sup>st</sup> or 2 <sup>nd</sup> preferences	114 (90%)
Apprenticeships/Traineeships	6