



AMBROSE TREACY
COLLEGE

2020

ANNUAL REPORT

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From the Principal

College Overview

The Australian and Queensland Governments require schools to report to their communities on a number of mandatory and optional criteria. These government initiatives are designed to provide open and transparent reporting on school outcomes.

Ambrose Treacy College, founded in 2015, is proudly a Catholic boys' school in the Edmund Rice tradition, educating male students from Years 4 to 12 formerly known as Nudgee Junior College which was founded by the Congregation of the Christian Brothers in 1938. The College is located on 13.5 hectares on the northern side of the Brisbane River. The College is owned and administered by Edmund Rice Education Australia. Currently the College is a boys' only year 4 to 12 school that will grow to over 1300 students across years 4 to 12 in 2021. Students are drawn from a wide catchment of the western suburbs of Brisbane.

Vision and Mission Statement

Foundational to the distinctive nature of education provided for all students of Ambrose Treacy College is the College Vision and Mission Statements.

Vision Statement

Who We Are We are a Catholic school for boys – inspired by the store of Jesus, the charism of Edmund Rice and the example of Patrick Ambrose Treacy.

What We Do We inspire, educate and form our young men to be Signs of Faith through learning, leading and serving.

Why We Do It We empower our young men to be the best version of themselves to make a courageous difference for the world.

How We Do It We engage with the energy of our boys, intentionally and relationally, through a balance of challenge and support.

Mission Statement

As a Catholic school in the Edmund Rice tradition, Ambrose Treacy College has developed a Mission Statement that describes the community we strive to be. In our endeavours, we strive to be an inclusive community on a journey to:

- Live and grow as a faith community based on the story of Jesus, Edmund Rice and Ambrose Treacy in order to make their message of compassion, justice and love an active reality.
- Demonstrate respect for the dignity of the person by celebrating and supporting the holistic pursuit of their potential.
- Engage boys in dynamic and relevant experiences and pathways that promote learning, personal growth, achievement and service.
- Develop courageous young men of character and integrity who build compassionate relationships and proudly contribute to the College, its traditions and aspirations.

Chris Ryan, the second College Principal of Ambrose Treacy College, commenced in 2020 and is committed to the privilege of building the wonderful community and culture of the College in partnership with students, staff and parents. His vision for Ambrose Treacy College is that each young man is inspired by the stories of Jesus, Blessed Edmund Rice and Brother Ambrose Treacy and formed by our pillars of learning, leadership and service to become for their families, communities and our world; Signum Fidei, Signs of Faith.

Our first group of Seniors graduated in 2019 and as such, form a new story as the first Old Boys of Ambrose Treacy College, joining 76 years of Nudgee Junior College Old Boys tradition.

The formal Blessing and Opening of the Waterford West Building took place in the Senior School precinct. The ritual and ceremony is a significant signpost in the journey of Ambrose Treacy College as it marks the conclusion of the establishment of the full community footprint.

During 2019, a significant community consultation was carried out in the formation of the new College Strategic Plan for 2020-2022. Our new College Strategic Plan has three priorities:

- Charism and Culture
- Challenge and Excellence
- Partnerships and Sustainability

Needless to say, one of the greatest challenges to face the world and our school community has been the impact of the global pandemic. While this has seen our community confront tremendous obstacles, it has also seen us gain from the opportunity, and in some regards we will never revert to the practices once held. ATC has risen to meet the unprecedented challenges front on, with a shift from face-to-face learning to ATCLearns@Home. In a matter of a few weeks, teachers had to endeavour new technical frontiers so that they could teach through a myriad of new online pedagogies. Teachers were upskilled so they could pre-record lessons via Screencast-O-Matic, taught how to live video conference on Teams, create online exams in Edperfect, engage in student discussion boards and utilise online writing platforms. Students, too, had to overcome the challenges of learning with the multiple required online platforms, self-paced learning, and lack of peer engagement. Despite the challenges, the community came together to find a way to make it work, all the while in isolation from friends and family and adhering to strict government directed guidelines. Parent Teacher Interviews were held on Teams and conducted from a location of staff and parent choice, which allowed greater flexibility and consequently parent involvement. This is just one way that will see an evolution of our current practice into a post-pandemic world.

2020 saw our Senior School adopt a new reporting and assessment system that represents the biggest change to education in Queensland in 40 years. A lot of work has been prioritised throughout many areas in the College to ensure our students are prepared and given the best chance of success. Senior teachers have gone through quality assurance processes for the first time, consisting of endorsement, where summative internal assessment instruments are approved by the QCAA before administered with students, and confirmation, a process for ensuring the comparability of students results for summative internal assessment. The change to an inclusion of an external exam for general subjects has necessitated a change in our teaching pedagogy due to the different framework that exists in the new syllabus documents and the nature of preparing students for external testing. Students are now required to commit large amounts of content to long term memory, and this skill will need to be further developed in the middle years of schooling.

The story of 2020 is a prophetic one celebrating the faith and fidelity of humanity as our community came together whilst being required to stay apart. Jesus, Edmund and Ambrose continue to be accessible through Formation initiatives such as the Formation Curriculum, Student Representative Councils, House Competition, Men of Courage Program and everyday pastoral care of our students.

At Ambrose Treacy College, our challenge to be people of Compassion and Optimism is appropriate, realistic and timely given the context of our year. In the midst of a pandemic, our boys were invited to find little ways to connect with their world, their families, and their spirituality. For every cancelled retreat, Mass, liturgy, assembly or service initiative, came the chance to be creative, be present and be reflective. The Emmaus Way, created along the back of Tipperary, signifies each year level and our retreat program for that group.

At Ambrose Treacy College we believe service is central to the authenticity of our community as it empowers a boy's capacity to live his faith through action. We provide a comprehensive service learning program designed to form young men for others through meaningful and challenging opportunities, programs and immersions. In 2020, some service initiatives included visits to the Montessori Children's House, Intro to India campaign, Meals on Wheels, car washes, care packs, cooking meals, Yellow Brick Road 4 week program that saw students completely small acts of kindness and continued support for Emmanuel City Mission. There was huge support for the alternate ANZAC Day Commemoration services this year, with students and their families gathering in their neighborhoods for the Light Up the Dawn event. Our ATC Men of Courage were challenged throughout the year to be creative, to be proactive, and to be ongoing in their support of not only the poor and marginalized, but of anyone in our wider community. What eventuated was an extraordinary example of Faith in Action from a community that understands what it means to be a Signum Fidei.

In 2020, Ambrose Treacy College partnered with the Clontarf Foundation to continue their support of the Aboriginal and Torres Strait Islander community. The Clontarf Foundation exists to improve the education, discipline, self-esteem, life skills and employment prospects of young Aboriginal and Torres Strait Islander men and by doing so, equips them to participate more meaningfully in society. Clontarf's pillars of Education, Leadership, Well-Being, Employment, Partners and Sport align with the college's values and has shown to help both parties work together in supporting our students.

Ambrose Treacy College elected their first Indigenous Leaders in 2020 adding important cultural insight for staff and students. Attendance is one of the key focus areas of the program and the College has seen a record high level of attendance from our Aboriginal and Torres Strait Islander students in 2020.

Through the Clontarf Program we work to support students in life outside of school and help them secure meaningful employment. We will continue to implement programs to help our boys learn about and express their pride in their culture and to foster inclusive relationships within the College and with the wider community.

For the ATC Co-curricular Department, 2020 will be remembered as a successful year of innovation and evolution. Ultimately, we were able to deliver on our promise and intention of providing authentic and enjoyable experiences for boys, that facilitate lifelong engagement.

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 2020 the total enrolment was 1295 students:-

| YEAR LEVEL | TOTAL STUDENTS | STREAMS |
|--------------|----------------|---------|
| 4 | 112 | 4 |
| 5 | 141 | 5 |
| 6 | 124 | 4 |
| 7 | 191 | 8 |
| 8 | 193 | 7 |
| 9 | 164 | 7 |
| 10 | 149 | 5 |
| 11 | 126 | |
| 12 | 95 | |
| TOTAL | 1295 | |

Students attending Ambrose Treacy College come from a variety of backgrounds and nationalities. Index of Community Socio-Educational Advantage (ICSEA) value is 1128. Total enrolments for 2020 is 1295 with 3% indigenous students and 16% 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.

Parent, Student and Staff Satisfaction

Parent and Student satisfaction surveys were conducted in 2019 and a student exit survey was conducted in 2020. The College is presently renewing the design on these surveys for future use.

School Funding

| Description | Amount | Percentage |
|------------------------------------|------------|------------|
| School fees | 15,222,653 | 51.37 |
| Other related income | 2,804,489 | 9.47 |
| Capital grants | 326,816 | 1.10 |
| State Government Recurrent Grants | 3,342,055 | 11.28 |
| Commonwealth Govt Recurrent Grants | 7,936,786 | 26.78 |
| Total Recurrent Income | 29,632,799 | 100.0 |

Staff Profile

Workforce composition

| Description | Teaching staff | Non-teaching staff |
|-----------------------|----------------|--------------------|
| Headcounts | 95 | 104 |
| Full-time equivalents | 89.3 | 78.7 |

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 | 3 |
| Masters | 33 |
| Bachelor degree | 105 |
| Diploma | 18 |
| Certificate | 2 |

Students

Student Attendance

On average, the attendance rate of students on any given school day was 93%. 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 | 2020 |
|--|--------|
| Overall attendance rate* for students at this school | 92.29% |
| Attendance rate for Indigenous** students at this school | 82.32% |

* 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 | 89.76 | 94.16 | 93.45 | 93.52 | 92.71 | 91.57 | 91.35 | 91.9 | 91.44 |

NAPLAN

Due to COVID-19, students in Years 5, 7 and 9 were unable to complete the National Assessment Programme - Literacy and Numeracy (NAPLAN) in May.

Earlier this year, federal, state and territory education ministers agreed that all schools will gradually transition from the current paper-based tests to the computer-based assessments, with the aim for all schools to undertake NAPLAN online by 2022. To prepare for this change to the National Assessment Program for Literacy and Numeracy, ATC participated in the School Readiness Test (SRT) with promising results. The successful completion of the SRT confirmed that ATC has the required IT capability, logistics and administration processes for both test administrators, teachers, and students and as such, can conduct NAPLAN online successfully in 2021.

Year 12 Outcomes

| Description | 2020 |
|--|------|
| Number of students who received a Senior Education Profile (SEP) | 95 |
| Number of students awarded a Queensland Certificate of Individual Achievement (QCIA) | 1 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12 | 93 |
| 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 | 67 |
| Number of students who are completing/completed a school-based apprenticeship or traineeship (SAT) | 5 |
| Percentage of QTAC applicants who received a tertiary offer | 100% |

| ATAR Range | Students | Percentage | Accumulative |
|--------------------|-----------|----------------|----------------|
| 99.95-90.00 | 12 | 22.64% | 22.64% |
| 89.99-80.00 | 13 | 24.53% | 47.17% |
| 79.99-70.00 | 16 | 30.19% | 77.36% |
| 69.99-60.00 | 8 | 15.09% | 92.45% |
| 59.99-50.00 | 3 | 5.66% | 98.11% |
| 49.99-40.00 | 1 | 1.89% | 100.00% |
| Grand Total | 53 | 100.00% | 100.00% |

| VET qualification | 2020 |
|-------------------|------|
| Certificate I | 29 |
| Certificate II | 33 |
| Certificate III | 39 |
| Certificate IV | 3 |
| Diploma | 17 |
| 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 a 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 2020, 65% 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 | 95 |
| QTAC Applicants | 62 (65%) |
| QTAC offers in 1 st round (Jan) | 59 (95%) |
| QTAC applications for Semester 2 start | 3 |
| QTAC offers for 1 st or 2 nd preferences | 49 (79%) |
| Apprenticeships/Traineeships | 4 |