



AMBROSE TREACY
COLLEGE

2021

ANNUAL REPORT

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From the Principal

Brene Brown is a formidable intellect who is a clinical social worker and academic. She is a strong voice of wisdom for the 21st century on a range of themes associated with the human experience. Several things she has to say on a variety of topics strike me as engaging and challenging; one of these is:

“Those who have a strong sense of love and belonging have the courage to be imperfect.”

Three words for Ambrose Treacy College particularly stand out in this sentence for me: belonging, courage and imperfect.

We all yearn to be loved. Some of us are blessed to have this in abundance and some of us are in need of more. Our Seniors of 2021 tapped into this universal truth in their theme and motto for 2021 of ‘Belong’. The Seniors of 2021 have sought to invite and support relationships, welcome, participation, engagement, enjoyment, and achievement and done it well. Our Senior Leaders have understood that inclusion, connection, hospitality, and friendship are deeply embedded within the DNA of a Catholic School in the Edmund Rice tradition.

Without this aspiration to create a culture of belonging, it is very hard to have the courage to be imperfect and to be imperfect is to be fully human and alive. ATC is gloriously imperfect and proudly so. Our Men of Courage framework articulates our hope that our ATC students can grow towards being people of compassion, optimism, upstanding, respect, accountability, gratitude, and empowerment -all admirable and noble ideals most of us strive to aim for but there is no doubt that we are all imperfect! This is what makes our sense of belonging to community, to each other and to our values, so important. We need each other on the journey; we are diverse, different and we struggle from time to time but our relationships in the good times and the bad are what makes the journey so worthwhile. This is at the heart of Ambrose Treacy College and the goals of our Seniors of 2021. I thank and congratulate them most sincerely and we wish them peace, joy, and the luck of the Irish as they become our third group of ATC Old Boys and begin their journey beyond our gates. I take this opportunity to thank Charlie Neumann, Reily Allan and Owen Griffin for their sincere and passionate leadership and example, our fine House Captains in Finnlay Bell, Jem Woolcock, Will Bosci and Will Matapo, their Vice-Captains and Jesse Davies as Bainisteoir, for their energy and commitment and all Seniors for a year well lived and loved. You have helped us all to feel and know that we belong at ATC.

Despite the continuing process of pandemic management, lock downs, learning from home, mask wearing and vaccinations, the students of ATC, from Years 4 to 12 have enjoyed another year of learning, leadership and service with their characteristic natural energy, humour and ‘have a go’ spirit. In our 7th year, we have enjoyed growth in numbers to see 1307 students in attendance with over 1350 students predicted for enrolment in 2022. In the classroom, we are particularly pleased with our progress in our school improvement project of literacy skills across the curriculum. Much research and effort has gone into and will go into continuing this project and I thank and acknowledge all staff involved in the leadership of this initiative, our dedicated teaching staff and our students who are reaping the benefits. We were proud of our agility in adapting to the needs of our times in quickly pivoting to online learning when required this year and these events have helped push us beyond our comfort zones and deeper into the use of technologies and applications that will enhance our teaching and learning culture for years to come as we journey deeper into the 21st century.

2021 marks twenty years of Reconciliation Australia - we celebrate and value our partnership with the Clontarf Academy and the gift that our First Nation boys and families are to the ATC Community under the leadership of Allan and Jye this year. Ambrose Treacy College has proudly renewed our Reconciliation Action Plan in recent days, and we look forward to the continued growth and improvement of our Clontarf program and the rich contribution our students make to our community.

It was delightful to see our musicians and artists sharing their gifts with the community towards the end of the year during our Arts Week and to celebrate this with our Arts community which is a vibrant part of ATC. In a special way, I wish to acknowledge our Year 12 music students who are a particularly talented and generous group of leaders. Thank you to Atticus, Elliot and Patrick for their leadership and example and all the Year 12 musicians for their legacy of music for our College whether it be in celebration, liturgy, reflection, or ritual. The contribution of this group over many years is not lost on me and they will be missed, and we know that they have left this part of our student voice in good health. Congratulations to all musicians, artists, makers, designers and performers and the wonderfully talented staff of ATC for keeping the artistic flame alight in 2021 with brighter times ahead.

A point of difference at our College is our extensive range of club activities. From Years 4 to 12 there is quite literally something for every boy whether it be in e-sports, on the lawn bowls rink, a round of golf, cooking up a storm, throwing in a line, uniting nations, creating art, mountain biking, playing boardgames and many more. Our student body thrives in this diverse environment, and I thank our student, staff and caregiver leaders and volunteers for making these wonderful opportunities possible at ATC.

We are proud of our growth in sport participation in 2021. Yet again, the blue, white, and green has often played above our weight and competed hard on the court, the field, in the pool and for the first time on the track with our first participation in an inter-school athletics carnival within the Greater Brisbane Conference. Again, congratulations to our Seniors who have led the way on match day, in training and in coaching and supporting our younger students. ATC is on the move in sport, and I congratulate all players, coaches, and staff, especially our Co-curricular Leadership Team who are working hard. We look forward to further growth and opportunity in 2022 with our invitation as a guest participant in the Associated Independent Colleges competitions.

Our sense of belonging is enhanced by our parents, caregivers, and friends, and I thank all involved for their generosity and involvement in 2021, again, despite the frustrations of this COVID era. On behalf of the ATC staff, I thank our parent and caregiver community for your faith in us during challenging times. I thank you for your support, challenge, and partnership and for your vibrant contributions to the life of our school. Thank you to our Parents and Friends who formally volunteer their time in building up our community. Our Kick-off Cocktails event hosted at West Rugby Club was a marvellous opportunity to connect as were the numerous informal gatherings organised and facilitated by our year level co-ordinators. We pray and hope for even bluer skies and greener pastures in 2022 where we can return to more regular and normal opportunities to enjoy one another's company. Thank you to our Parents and Friends Executive of Benjamin Prain, Katey Daley, Jane Rowan and Annalinda Robinson and all regular contributors to our Parents and Friends network.

I thank our School Advisory Council, chaired by Mr Peter Kelly and our College Foundation, chaired by Mr Luke Ingham-Myers for their wisdom, solidarity, and camaraderie. These past two years have been challenging and further challenges lie ahead as we continue to grow and consolidate as an organisation in resourcing, master planning and stewardship. These good people who give generously of their time, expertise and talent are highly appreciated and their service to our College is invaluable. They say good help is hard to find and that adage is simply not true at ATC with the wealth of good will and commitment to our growth and improvement gifted by the Advisory Council and Foundation Board.

I take this opportunity to thank College Chaplain, Fr John Gillen for his ministry with us since the inception of the College. We are blessed by Fr John's wisdom and presence.

We are blessed by the staff of Ambrose Treacy College, both in and outside of the classroom. I hark back to Brene Brown's wisdom in saying that our staff, and I very much include myself, like our students, are gloriously imperfect but we have this courage because we enjoy a strong sense of love and belonging at ATC. Working

in schools in the 21st century is certainly neither beer and skittles or sunshine and lollipops. There are hard days and nights when patience is tested, nerves are rattled and the bones grow weary, but our staff always strive to be better, to maintain perspective and to have a heart for the imperfect as did Jesus, as did Blessed Edmund Rice and as did Brother Patrick Ambrose Treacy. For the annals of this young College, I record my deep respect, admiration, and appreciation for the authentic, resilient, and talented staff of Ambrose Treacy College.

I would also like to acknowledge Dr Craig Wattam, the new Executive Director of Edmund Rice Education Australia, for his support and leadership throughout 2021 as his positivity and excellent communication modelled the way for us. Equally, I acknowledge and thank Mr Peter Chapman, Director of Northern Region Support for EREA for his loyal and dedicated support of our College and for me as Principal.

Last but certainly not least, I thank the members of the College Leadership Team in David, Lara, Conor, Peter, and Matt. 2021 has been another extraordinary experience as we have navigated the twists and turns and like educators all over the world, learned to invent and live with a new way of leading in school. We have been ably supported by everyone that I have acknowledged above and across our faithful community and it is a pleasure to share in this time of our lives with five kind, compassionate and good-humoured people who are humble professionals and dedicated leaders of their respective areas of responsibility. On behalf of the ATC community, I thank you for ensuring that we have all belonged in 2021.

Our College motto, *Signum Fidei*: A Sign of Faith has called on us and challenged us over the past two years of the pandemic. We have been called to be people of compassion and optimism, to “look good, feel good and do good” in 2020 and to “Belong” in 2021. The Seniors of 2022 are calling us together “As One” for the journey ahead and we will respond to their call as a community of faith and action. Our pillars of Service, Learning and Leadership will once again show us the way. As Signs of Faith, Pope Francis reminds us that:

“Rivers do not drink their own water; trees do not eat their own fruit; the sun does not shine on itself, and flowers do not spread their fragrance for themselves. Living for others is the rule of nature. We are all born to help each other. No matter how difficult it is. Life is good when you are happy; but much better when others are happy because of you.”

Thank you to the young people, staff, parents, and caregivers of the Ambrose Treacy College community who have, in 2021, helped us all to be happy, to have a strong sense of love, belonging and the courage to be imperfect. Tonight, we celebrate our aspiration for personal excellence, that each student is encouraged and supported to reach their full potential. Congratulations to our award recipients this evening and to every student of Ambrose Treacy College who has tried their best this year.

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 1311 students: -

YEAR LEVEL	TOTAL STUDENTS	STREAMS
4	85	3
5	113	4
6	149	5
7	165	7
8	186	7
9	195	8
10	149	5
11	148	
12	121	
TOTAL	1311	

Students attending Ambrose Treacy College come from a variety of backgrounds and nationalities. Index of Community Socio-Educational Advantage (ICSEA) value is 1311. Total enrolments for 2021 is 1311 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.

School Funding

Description	Amount	Percentage
School fees	18,156,690	59
Other related income	191,367	1
Capital grants	328,740	1
State Government Recurrent Grants	3,620,425	12
Commonwealth Govt Recurrent Grants	8,669,014	28
Total Recurrent Income	30,966,236	100

Staff Profile

Workforce composition

Description	Teaching staff	Non-teaching staff
Headcounts	120	177
Full-time equivalents	95.28	68.13

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	37
Bachelor degree	110
Diploma	15
Certificate	5

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	2021
Overall attendance rate* for students at this school	93.69%
Attendance rate for Indigenous** students at this school	89.60%

* 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	95.32	94.49	94.47	94.00	93.00	92.99	93.16	93.59	92.39

NAPLAN

Benchmark Results

All students at the College in Years 5, 7 and 9 completed the National Assessment Programme - Literacy and Numeracy (NAPLAN) in May. 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 2021

	Year 5		Year 7		Year 9	
	ATC	Aust	ATC	Aust	ATC	Aust
Reading	538	511	572	542	610	577
Writing	480	480	546	522	573	551
Spelling	515	504	558	548	587	580
Grammar & Punctuation	511	503	563	533	597	573
Numeracy	521	495	588	550	615	588

Year 12 Outcomes

Description	2021
Number of students who received a Senior Education Profile (SEP)	121
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	118
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students receiving a Senior Statement only	2
Number of students awarded one or more VET qualifications	70
Number of students who are completing/completed a school-based apprenticeship or traineeship (SAT)	3
Percentage of QTAC applicants who received a tertiary offer	100%

ATAR Range	Students	Percentage	Cumulative
99.95-90.00	25	30.86%	30.86%
89.99-80.00	22	27.16%	58.02%
79.99-70.00	16	19.75%	77.78%
69.99-60.00	12	14.81%	92.59%
59.99-50.00	4	4.94%	97.53%
49.99-40.00	2	2.47%	100.00%
Grand Total	81	100.00%	100.00%

VET qualification	2021
Certificate I	26
Certificate II	30
Certificate III	42
Certificate IV	1
Diploma	21
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 2021, 70% 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	121
QTAC Applicants	86 (71%)
QTAC offers in 1 st round (Jan)	85 (99%)
QTAC applications for Semester 2 start	-
QTAC offers for 1 st or 2 nd preferences	76 (89%)
Apprenticeships/Traineeships	9