



AUSTRALIAN
TRADE COLLEGE
NORTH BRISBANE



ANNUAL REPORT 2024





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A Beacon on the Hill for Senior Schooling

At ATCNB we do education differently

As a senior secondary college, our students complete their Queensland Certificate of Education (QCE) while gaining nationally recognised trade qualifications, industry experience, and a clear head start on their careers.

Through partnerships with Registered Training Organisations, students can graduate with pre-apprenticeship qualifications or partially completed trade certificates once signed into a school-based apprenticeship. This powerful dual pathway means our graduates leave with more than a certificate — they leave with a career.

The **Trade College Advantage** is what sets us apart: specialist trade training in high-demand industries, genuine industry engagement through large-scale work placements, two days per week of paid apprenticeships and traineeships, and strong academic foundations that keep pathways open to diplomas and university study.

Our flagship **Industry Engagement Program** delivers over 570 work experience phases each year and more than 40,000 hours of no-cost trial hours to local businesses and major industries. This program gives students authentic hands-on experience while providing employers with early access to the next generation of skilled tradespeople.

Students can choose from a wide range of trade pathways including Automotive, Hairdressing & Barbering, Construction, Early Childhood Education & Care, Electrotechnology (Career Start), Engineering Pathways, Health Services, Cookery, and Plumbing. Qualifications are offered from Certificate I to III, tailored to students' individual goals and industry needs.

Alongside their trade training, students study Mathematics, English, and Certificate III in Business to complete their QCE. These courses develop communication, problem-solving, and employability skills while also keeping university and diploma pathways open.

Unlike most schools, ATCNB students typically spend two days each week in on the job learning while completing school-based apprenticeships or traineeships. This unique model ensures they graduate job-ready, confident, and connected to industry.

As a co-educational, independent senior secondary college for students aged 15–18, ATCNB stands as a beacon on the hill for education in Queensland.

We are proud to provide **education with real purpose**: a future-focused model that links school, trade, and real employment experience to launch young people into **vibrant futures**.



Our Motto & Student Values

Our Motto

Our responsibility as a school is to ensure we **Nail the Connection** as students transition from Year 10 into Years 11 and 12, so that students have every opportunity to be successful if they choose to be.

All students at Australian Trade College North Brisbane are encouraged and supported to strive to achieve their very best in everything they do.

Our College is committed to the pursuit of quality teaching and trade training to equip young people with the knowledge and skills to remain competitive in a constantly changing world.

A major emphasis is on putting in the 'hard work' to get the job done right. We continue to produce strong QCE and employment outcomes through school-based apprenticeships and traineeships. Students are supported through regular individual academic, trade and career coaching and mentoring.

Student Values

Students are supported at college and in their workplace through support programs encompassing literacy and numeracy learning support, industry liaison services, student welfare and pastoral care. ATCNB actively works to increase the status of trades as an excellent career choice for young Australians. Our vision is built on the philosophy that students can reach their potential through many varied pathways. There is not just one way to reach your career goal. Central to our core focus is the belief that all students can succeed and achieve their goals – our job being to steer them on this journey.

We encourage our students to foster and demonstrate the following characteristics of:

📍 **Courage**

Act according to the College expectations and pursue individual learning and industry goals.

📍 **Engagement**

Demonstrate attention, curiosity, interest, optimism, and passion in all areas of the learning within the classroom, trade training workshop and while on industry work placements

📍 **Gratitude**

Be aware of and thankful for the good things that happen in your life and take the time to express appreciation and return kindness.



ATCNB Vision, Purpose & Values

Vision

Vibrant Futures

Mission

Education with Real Purpose

Purpose

To be the school of choice that empowers every student to thrive - by fostering curiosity, supporting individual aspirations, ensuring safety and belonging, and connecting learning to meaningful post-school pathways.

Values

○ Collaboration

We grow and build using our respective strengths as a united team.

○ Courage

We show determination to achieve our business goals and objectives.

○ Innovation

We actively pursue new ideas and implement improved ways of working.

○ Integrity

We create a culture of honesty, building trust, where our words become our actions.

○ Respect

We treat people equally, valuing and acknowledging the strengths, abilities and rights of all.



2025 - 2028 Strategic Vision

The 2022–2025 Strategic Plan has provided MRAEL and ATCNB with a strong foundation for delivering on our shared purpose: to provide communities and businesses with integrated education, skills, employment, and support services that offer choice and accessibility for all people.

This guiding principle continues to remind our stakeholders of the business's unwavering focus, as well as the collaborative commitment of our Board of Directors and staff, who proudly represent the values and purpose of IntoWork Australia.

Throughout this strategic period, our work has been shaped by the IntoWork Strategic Pillars:

- **Social Impact**
- **One Connected Team**
- **Innovation & Advocacy**
- **Effective, Efficient & Adaptable**
- **Sustainable**

These pillars have underpinned our decisions and actions, ensuring that our efforts remain both forward-thinking and community centred. Discussions with leadership have also highlighted the growing importance of shaping futures not just for individuals, but for the broader communities in which we operate.

As part of the ongoing reflection process, feedback and insights from the 2022–2025 Strategic Plan identified a range of opportunities and challenges that continue to inform our next phase of growth and improvement.

Opportunities

- *Strengthen internal collaboration across the IntoWork Group—for example, through initiatives such as the HELP Bin Safe manufacturing project in Scarborough and the development of social enterprise opportunities for Year 11 and 12 students.*
- *Develop a bold and future-focused strategy for school growth, aligned with IntoWork's national schools expansion agenda.*
- *Establish a comprehensive school alumni program to maintain meaningful connections with graduates, apprentices, and industry partners beyond graduation.*

Challenges

- *Modernise workshop technology across Engineering, Automotive, and Electrotechnology, as current traditional equipment no longer reflects contemporary industry standards.*
- *Invest in advanced equipment such as CNC and laser cutters, robotics, and virtual welding in Engineering.*
- *Expand Automotive offerings to include hybrid, electric, and hydrogen vehicle technologies.*
- *Strengthen the focus on sustainable energy systems, including battery, solar, and wind technologies.*
- *Address increasing competition from local schools and RTOs offering programs similar in nature to ATCNB's distinctive model.*



A key outcome of this strategic reflection has been the determination that the Australian Trade College North Brisbane (ATCNB) will hold a Strategic Planning Workshop, led by Professor Martin Bean in partnership with MRAEL executives, the ATCNB Leadership Team, and teaching staff. Commencing at the end of Semester 1, 2025, this workshop represents a bold step forward in shaping a future-focused strategy for the College.

Feedback gathered from students, staff, parents, and industry partners makes it clear that ATCNB is more than a school—it is a place of connection and belonging. It provides alternative pathways and authentic, real-world experiences that enable young people to move forward, find their place, and create meaningful, vibrant futures.

In partnership with our wider community of students, families, industry, and supporters, ATCNB will now develop a Strategic Plan for 2025–2028. At its core, it will be guided by the College's vision and to be the school of choice that empowers every student to thrive.

Looking ahead, futurists remind us that the next generation of learners must be creative, adaptable, culturally intelligent, emotionally aware, and technologically adept. They will face increasing social complexity and must do so with resilience and a strong sense of wellbeing. ATCNB's unique model of co-educational, trade-based learning positions the College to prepare students for exactly this future.

The forthcoming Strategic Plan will serve as more than a document—it will be a blueprint for growth and purpose, a living guide that empowers students and staff to become future-ready, lifelong learners. It will call on them to act with integrity, pursue excellence, and become the very best version of themselves through shared wisdom and opportunity.





The 2024 academic year has represented a significant period of achievement and advancement for the Australian Trade College North Brisbane, guided by our strategic vision of Vibrant Futures.

This vision has continued to underpin our commitment to fostering a dynamic, inclusive, and supportive learning environment in which students excel academically, develop their trade and employment skills, and pursue personal and pathway goals with confidence.

A key milestone was the establishment of a strategic partnership with Moreton Bay Region Industry and Tourism (MBRIT). This collaboration enabled the College to contribute to major community events across the City of Moreton region and facilitated valuable business-to-business engagement. Notable outcomes included strengthened relationships with organisations such as Sesame Lane Early Learning and the University of the Sunshine Coast (Petrie Campus). These partnerships directly supported expanded student pathways, as evidenced by the early university offers secured by our inaugural cohort of Year 12 Health Services students.

Parent engagement and student retention have remained central priorities. The introduction of Year 11 Industry Information Sessions in Terms 1 and 2 resulted in high levels of parent participation, equipping families with greater insight to support their child's industry journey. Signature events such as Grandparents' Day and the Cadet and Year 11 Awards Ceremony achieved record attendance, with the latter doubling parent engagement compared to the previous year. This enhanced connection between the College and families contributed to our strongest Year 11 and Year 12 retention rates in five years, culminating in the largest Year 12 graduating cohort in recent history.

Student employability outcomes continue to reflect the strength of our educational and industry training model. Over 70% of Year 12 students successfully secured school-based apprenticeships during their senior studies, a result made possible through the sustained support of our host employers and the professional expertise of our teachers, trade trainers, and support staff.

The reintroduction of student houses in 2024, Wisdom, Justice, and Humanity, proved a transformative initiative, enhancing student connection, belonging, and engagement. Each house was launched with distinct mascots and colours, complementing the College's wellbeing framework. The annual Fun Run provided an opportunity for students to demonstrate house spirit in a vibrant, inclusive community event, fostering a sense of belonging and teamwork aligned with the College's wellbeing objectives.

Our Powered with Positivity wellbeing program underwent a strategic refresh in 2024, delivering a calendar of initiatives aligned with Queensland Mental Health Week. The College's sustained commitment to student wellbeing was formally recognised at the Statewide 2024 Queensland Mental Health Achievement Awards, where we were named the leading school in Queensland. This honour reflects our position as a sector leader in promoting positive mental health and wellbeing across the school community.

The Year 12 Formal and our annual Year 12 Awards and Graduation Ceremony provided fitting celebrations of the graduating class, reinforcing the value of shared achievement and community connection.

The achievements of 2024 have been underpinned by a strong culture of community engagement, student-centred wellbeing, and exceptional academic and vocational outcomes. These results have been made possible through the dedication and professionalism of our staff, whose commitment to excellence ensures every student is supported to achieve their personal and pathway goals. The College remains focused on delivering outstanding academic, vocational, and wellbeing outcomes, equipping every student to succeed in their chosen pathway.

Looking ahead, we will continue to build on these foundations to advance our Vibrant Futures vision.



Brett Kavanagh

Brett Kavanagh - Principal, Australian Trade College North Brisbane

The 2024 college year has demonstrated the Australian Trade College North Brisbane's ability to deliver strong outcomes while maintaining a clear strategic direction and robust governance framework.

The Board's role in providing oversight, ensuring accountability, and supporting long-term planning has been central to these results.

Key highlights include the establishment of the Moreton Bay Region Industry and Tourism (MBRIT) partnership, which enhanced the College's engagement with local industry, education providers, and community organisations. These collaborations have contributed directly to record retention rates for both Year 11 and Year 12, the strongest in five years, and the largest Year 12 graduating cohort in recent history. Over 70% of Year 12 students secured school-based apprenticeships, underscoring the College's leadership in integrating industry experience with senior studies.

The College's recognition as Queensland's leading school in the 2024 Queensland Mental Health Achievement Awards is further evidence of its holistic approach to education. By prioritising student wellbeing alongside academic and vocational success, the College continues to set a high benchmark for trade-focused education in Queensland.

The Board extends its gratitude to the Principal, leadership team, staff, and industry partners for their tireless dedication. We also acknowledge the strategic support provided by MRAEL and the IntoWork group, which strengthens our capacity to deliver on the Vibrant Futures vision. With strong governance, committed leadership, and active stakeholder engagement, the College is positioned to continue its trajectory of excellence and growth in the years ahead.

Kevin Breen

Chair, ATCNB Ltd Board



Kevin Breen

In 2024, Australian Trade College North Brisbane (ATCNB) continued to deliver high-impact vocational education and training - providing students with real skills, real experience, and clear pathways into employment.

Our scalable, industry-aligned programs are designed to meet the needs of both learners and the local workforce, and the results speak for themselves: retention, completion, and apprenticeship conversion rates have exceeded national benchmarks, validating our integrated approach.

We have strengthened operational collaboration with Australian Trade Training College, a fellow IntoWork Group business. This partnership is helping us deliver practical training programs that match real industry needs and create clear pathways for students into local jobs. By working together, we're expanding access to trade training and building a model that's focused on outcomes.

Our industry engagement partners remain critical to ATCNB's delivery model. Their willingness to invest in young talent, provide meaningful work experience placements, and shape training outcomes ensures our programs remain relevant and responsive to workforce needs.

Looking ahead, we are actively exploring future expansion opportunities, with feasibility work underway to assess new locations and delivery formats. Every initiative - current and emerging - is guided by our Vibrant Futures vision - a commitment to equipping all students with the skills, confidence, and support they need to thrive in work and in life.

ATCNB's leadership team, staff and industry partners have played a critical role in delivering strong, student-focused outcomes throughout 2024. Their commitment to quality, relevance, and continuous improvement has positioned the College to extend its reach, strengthen its partnerships, and deliver even greater impact in the years ahead.

Christine Zechowski

Chief Executive Officer, MRAEL & ATCNB



Christine Zechowski

From the Assistant Principal

As we reflect on the academic year of 2024, we celebrate a remarkable journey filled with achievements and initiatives that embody our college values of courage, engagement, and gratitude.

This year has not only highlighted the potential of our students but has also reinforced our commitment to nurturing their growth into responsible and empowered individuals.

One of the key highlights was the continuation of the YLead Work Readiness Days program, now in its fourth successful year. This provided our students with the tools to lead with courage and confidence. These days focused on empowering students to step out of their comfort zones and take on leadership roles. This experience has allowed students to embrace challenges; forging work ready skills grounded in their newfound resilience and self-determination.

This year's introduction of houses has further enriched our school community. This initiative encouraged student engagement by allowing them to take ownership within their houses, fostering collaboration and house spirit, which has been essential to creating a supportive and lively school environment. In 2025, we are looking forward to introducing house leaders, a First Nations and a Wellbeing leader, reinforcing our commitment to inclusivity and a sense of belonging, fostering a supportive atmosphere where every student feels valued and heard.

On the academic front, we are thrilled to announce a 97% achievement rate for our Queensland Certificate of Education (QCE) this year. This outstanding success of our Year 12 students was a testament to the courage shown by our students, who have embraced challenges and demonstrated resilience throughout their studies. Our dedicated teaching staff has played an integral role in this achievement, providing continuous support and fostering an environment where every student can thrive. The collaborative spirit among teachers, students, and parents has been vital in creating an atmosphere of mutual respect and accomplishment.

As we look to the future, we remain committed to our values of fostering courage, engagement, and gratitude within our school community. We understand the real purpose of education is to inspire and empower our students, preparing them for vibrant futures filled with opportunities in their chosen trade and employment.

Megan Moore

***Assistant Principal,
Australian Trade College North Brisbane***



Megan Moore

From the Head of Student Engagement

As the Head of Student Engagement and Guidance Officer, my role centers on supporting the holistic development of every student at the College.

I lead wellbeing initiatives, provide individual counselling for mental health and emotional wellbeing, facilitate restorative meetings and assist students with tertiary transitions. My portfolio also includes leading the College's inclusion strategies (Trade Support) to ensure equity in educational access, coordinating support for our First Nations students, including QATSIF scholarships, elder engagement as well as facilitating the Love Bites Respectful Relationships Program.

Highlights of the Year

2024 has been a year of growth, recognition, and meaningful impact.

Powered with Positivity

The College was awarded the Queensland Mental Health Week Achievement Award (Schools Category) for our college wide wellbeing initiative; the Powered with Positivity program. Being recognised by a leading body in mental health was both humbling and affirming.

The program is grounded in Positive Psychology and has become a cornerstone of our student wellbeing approach, equipping every student, across all year levels, with tools to foster resilience, self-awareness, and a stronger sense of self. The program has fostered strong student engagement, contributing significantly to the enhancement of their wellbeing.

House Formation

The College successfully launched our new house system, aligned with the character strengths embedded in the Powered with Positivity program. The House of Humanity (Turtles), House of Justice (Bull Sharks) and House of Wisdom (Dolphins) were thoughtfully chosen to reflect the values we aspire to instill. These houses will stand as enduring pillars of foundation, fostering belonging and wellbeing for future students.

Inclusion (Trade Support)

The Trade Support Room has served as a dedicated space providing targeted academic support for students requiring additional assistance. Designed to be inclusive and accessible, the room offers a range of tailored interventions and strategies aimed at helping students overcome learning barriers and realise their full potential. During the year, 27% of students received educational adjustments, developed in consultation with parents and carers, ensuring they accessed and participated in education on an equitable basis with their peers.

First Nations

100% of our First Nations students were successful in obtaining a Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF) scholarship. This outstanding result is of great significance, as the scholarship not only provides valuable financial assistance to support students in their educational pursuits, but also formally acknowledges their dedication, potential, and future aspirations. The achievement underscores the importance of creating equitable opportunities, removing barriers to learning, and reflects the College's ongoing commitment to fostering First Nations student success and wellbeing.

Queensland Mental Health Week

Queensland Mental Health Week was a standout event and offered a platform where we dedicated time to promoting the wellbeing of our students by providing opportunities for connection with peers, staff and mental health support networks in our community. Throughout the week, we celebrated activities that focused on awareness, belonging and connection including shared lunches, silent yoga, a smoking ceremony and games.



Leah Pollock-Grant

From the Head of Student Engagement

Challenges and Learnings

One of the key learnings identified this year was the growing need to strengthen the capacity of our staff in supporting student mental health. While our staff are highly committed to the wellbeing of students, we look to extend their competencies outlined in the Mental Health First Aid (MHFA) framework. This highlighted an important opportunity for professional development, ensuring that our staff are equipped with the knowledge and confidence to respond appropriately to student mental health needs and to foster a safe and supportive learning environment.

An additional learning from the year is the need to establish a dedicated cultural space for our First Nations students. The absence of such a space, such as a Yarning Circle, has highlighted the importance of providing a safe and welcoming environment where students can connect with culture, heritage, and community.

Priorities for the Next Year

Looking ahead to 2025, we will focus on deepening the impact of the Powered with Positivity program through targeted professional development, with the goal of training all staff as qualified Mental Health First Aiders (MHFA) through the completion of the Youth MHFA course. This initiative will ensure that every staff member is equipped with the knowledge and confidence to respond effectively to student mental health needs, further strengthening a safe, supportive, and thriving learning environment for all students.

Cultural responsiveness will remain a key priority. Efforts will focus on strengthening community partnerships, particularly with local Elders, to enhance support for our First Nations students, including the construction of a Yarning Circle.

The development of House identity will continue to grow, with initiatives such as the creation of house banners and war cry's designed to foster connection, pride, and engagement across the College community.

Inclusion will remain central to our work, with a commitment to expanding and enhancing resources in the Trade Support program to increase the availability of tailored academic support within learning spaces, ensuring all students can participate fully and achieve their potential.

Leah Pollock-Grant

Head of Student Engagement and Guidance Officer



As Head of Senior Studies, my role is to provide strategic leadership and guidance to teaching staff across senior subjects, fostering a culture of collaboration and professional growth.

My goal is to continually support our teachers through effective curriculum leadership, unit planning, assessment design, moderation, and differentiation processes. With a strong focus on data-informed practice and QCAA compliance, I drive continuous improvement in teaching quality and student outcomes. My leadership emphasises staff empowerment, reflective practice, and maintaining high academic standards across all senior programs.

Philosophy and Intent

At Australian Trade College North Brisbane (ATCNB), our curriculum is designed to prepare young people for both successful careers and meaningful lives.

We recognise the diverse pathways our students pursue, through our unique approach to curriculum. Students participate in school-based apprenticeships, vocational qualifications, industry preparation programs and Senior subjects of General Math, Essential Mathematics, General English, Essential English and Cert III Business. Our goal is to support every student in achieving their Queensland Certificate of Education (QCE) and a pathway aligned to their trade interest. ATCNB aligns our content delivery to the unique demographics and goal focused students who choose ATCNB.

We balance contextualised academic learning with hands-on vocational education and training (VET), providing authentic learning experiences that bridge school and the workplace. Our aim is to empower students with the knowledge, skills, and confidence to thrive in the trades and beyond, fostering qualities of resilience, problem-solving, teamwork, and lifelong learning.

Curriculum Structure

Our curriculum aligns with the Queensland Curriculum and Assessment Authority (QCAA) framework and the Australian Curriculum. It integrates:

- *Core Academic Subjects: General English, Essential English, General Mathematics, Essential Mathematics, Cert III Business, Literacy Short Course, Numeracy Short Course and Careers Education (short course) ensure strong foundations in literacy, numeracy, critical thinking, and communication.*

Teaching and Learning Practices

Our staff are committed to high-impact teaching strategies and individualised support:

- *Explicit teaching and clear learning intentions provide clarity for students.*
- *Formative assessment and feedback cycles guide growth and achievement.*
- *Data-driven teaching enables targeted support in literacy, numeracy, and employability skills.*
- *Differentiated instruction ensures students of varied backgrounds, abilities, and learning styles experience success.*
- *Professional Communities of Practice (CoP) encourage staff to engage in reflective dialogue, continually improving pedagogy and practice.*



Katrina Gardner

From the Head of Senior Studies

Student Support and Inclusion

We recognise that many students come to the Trade College with different prior schooling experiences. Our Trade Support Team provides targeted assistance for students requiring additional academic, social, or emotional support, ensuring an inclusive environment where all students feel they belong.

Highlights

This year marked the successful introduction of General English to our academic program, expanding our senior subject offerings in response to student demand and our commitment to academic excellence. The subject provides an opportunity for students seeking greater academic challenge and pathways to tertiary study. Our inaugural cohort of General Mathematics students successfully completed their studies and sat the QCAA external examinations. The results were outstanding, with 100% of students achieving a pass, 12% attaining an A grade (compared with 9% statewide) and 64% achieving a B grade (compared with 43% statewide).

Across the board, our Essential Mathematics and Essential English cohorts continued to perform above state averages, with assessment design and implementation consistently recognised during moderation as exceeding QCAA benchmark exemplars.

Co-Curricular and Enrichment

Our curriculum is complemented by programs that broaden student learning:

- *Sporting and fundraising activities promote teamwork, leadership, and wellbeing*
- *Road Safety program*
- *Respectful Relationships program*
- *Leadership and school values aligned learning*
- *Awarding winning Powered with Positivity Program*

Continuous Improvement

Our approach to curriculum is future-focused, strategic and data driven. Each year, we review programs against student outcomes, industry standards, and educational research. By embedding literacy and numeracy across all subjects, leveraging data to refine practice, and maintaining strong links with employers, we ensure that our curriculum remains relevant, responsive, and rigorous.

Katrina Gardner

Head of Senior Studies, Australian Trade College North Brisbane



Education with Real Purpose

*“Changing to ATCNB was
THE best education decision
we have ever made”*



Enrolments

2024 Enrolments Female Students		
Year 11	Year 12	TOTAL
24	21	45 - 18.9%
2024 Enrolments Male Students		
Year 11	Year 12	TOTAL
106	86	192 - 81%

2024 Enrolments		
Year 11	Year 12	TOTAL
130	107	237

Total students enrolled at the February Census

2024 Indigenous Students		
Year 11	Year 12	TOTAL
8	8	16 - 6.75%

Student Outcomes

Number of students who received a Senior Education Profile (SEP)	103 (100%)
Number of students awarded a Queensland Certificate of Education at the end of Year 12	100 (97%)
Number of students awarded one or more Vocational Education and Training (VET) qualifications	103 (100%)
Number of students awarded a VET qualification:	
Certificate I	16
Certificate II	44
Certificate III	103
Number of students who are completing or completed a SBAT	75 (73%)
Year 12 Graduates converting from school-based apprenticeship to full-time apprenticeship	47 (63%)

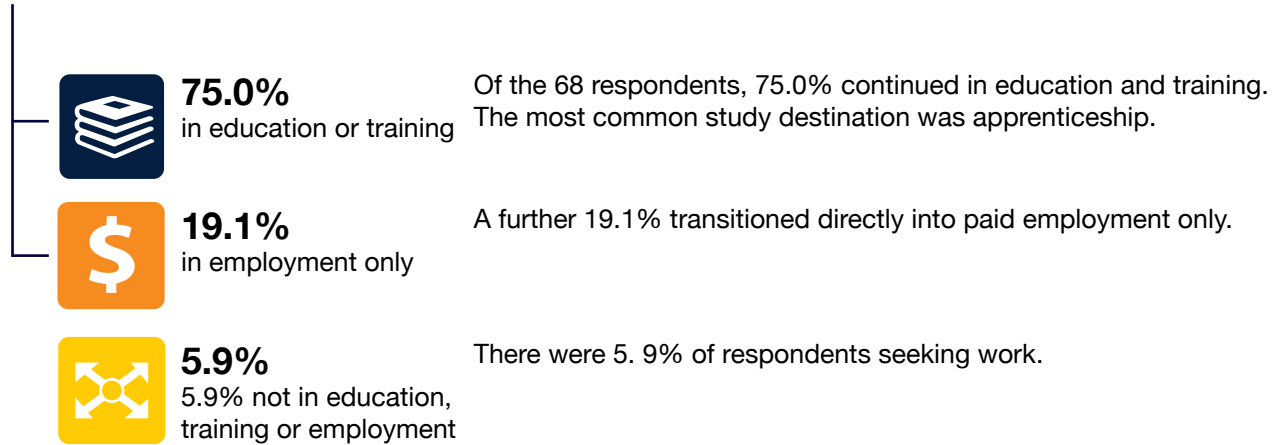
Post School Engagement

Year 12 completers from Australian Trade College North Brisbane have been categorised by their engagement in education and training, or employment.

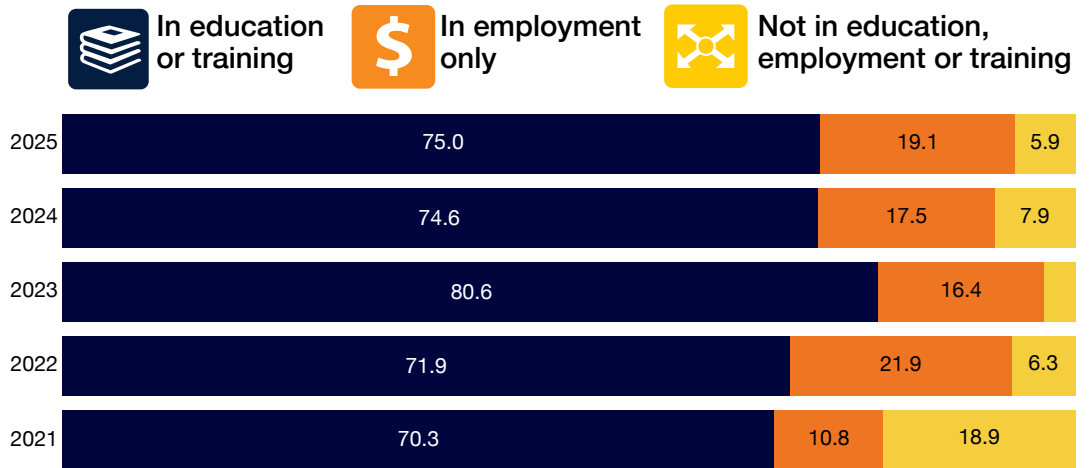
Survey respondents who are both working and studying are included in education and training. Apprentices and trainees are required to undertake a study component to their qualification so are also considered to be in education and training.

Engagement in education, training or employment

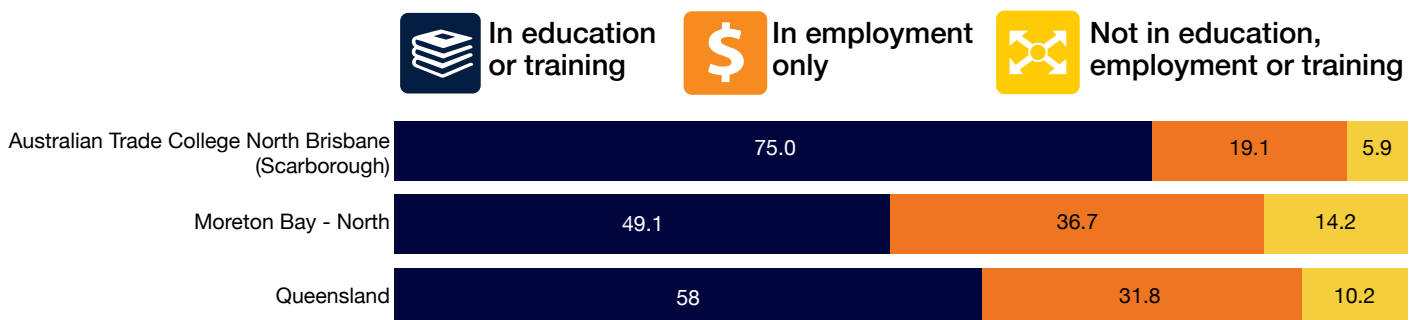
94.1% engaged in education, training or employment



Engagement over time



How does your school compare?



2024



Effort & Behaviour Statistics

At Australian Trade College North Brisbane (ATCNB), we are committed to providing a safe, supportive and disciplined learning environment where every student is encouraged to thrive.

Our College culture promotes respect, responsibility and resilience—values that underpin both academic success and lifelong wellbeing.

ATCNB staff take an educative and restorative approach to behaviour, recognising that positive conduct and strong effort are skills that can be explicitly taught, modelled, and reinforced. We view mistakes not as setbacks, but as opportunities for learning and growth. Central to our philosophy is the belief that every student has the capacity to succeed; our role is to guide, support and challenge them along this journey.

Effort is a cornerstone of success. Through active participation and effort-based strategies—such as goal setting, seeking feedback, and embracing a growth mindset—students learn that persistence and determination lead to progress and achievement.

The 2024 student data reflects consistently strong results in both Effort and Behaviour across all Senior Studies areas and Trade Training courses. These outcomes highlight the College's culture of high expectations and its commitment to nurturing capable, motivated, and respectful young people prepared for success in work and life.

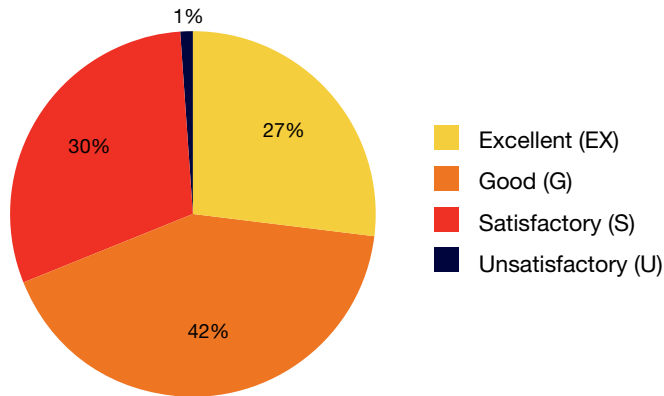
The following indicators are used to represent the level of Effort and Behaviour exhibited by students in all subject and trade areas.

- *Excellent (EX)*
- *Good (G)*
- *Satisfactory (S)*
- *Unsatisfactory (U)*

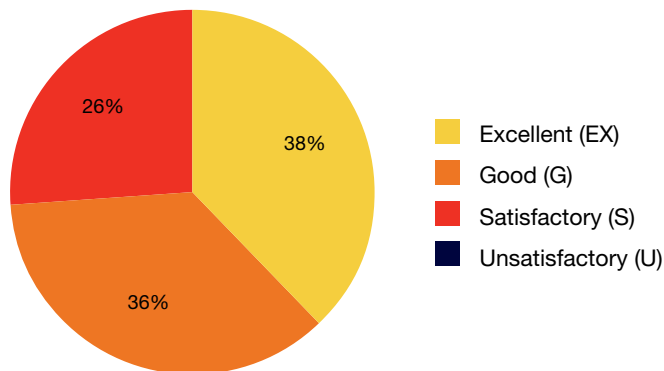


Cadet and Year 11

Effort

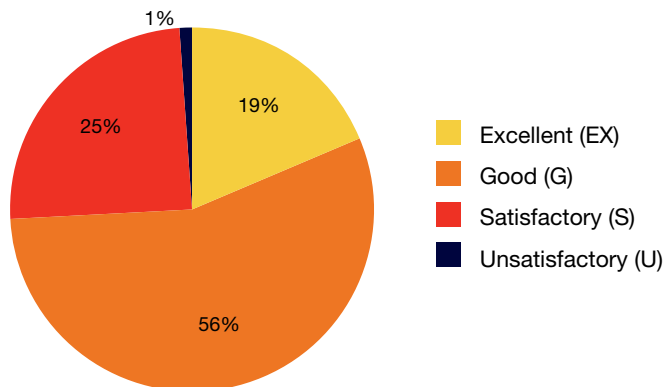


Behaviour

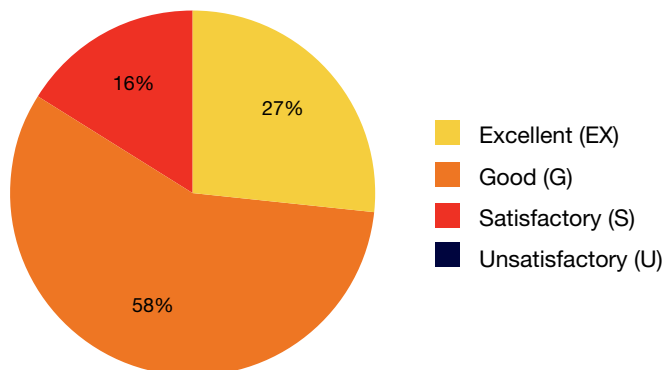


Year 12

Effort



Behaviour



This Data has been obtained from the 2024 ATCNB Semester 1 Reporting Data.

Expanding Pathways and Diversity

In 2024, the Australian Trade College North Brisbane strengthened its commitment to increasing gender diversity in traditional trade industries through the Women in Trades initiative.

Informed by national research and supported by field officers engaged with the sector, the College designed and delivered dedicated *Women in Trades Try-a-Trade Day* experiences as part of its school holiday program. These specialised sessions complemented the College's existing Try-a-Trade offering and provided female students with the opportunity to explore trade training in an environment tailored to their needs and aspirations.

The response to these programs was overwhelmingly positive. Engagement from prospective students and families translated into steady enrolment growth, with female representation at the College projected to reach 24% in 2025, up from an average of 16% in previous years. Significantly, this growth extends beyond hairdressing, which has traditionally accounted for the majority of female enrolments. Of the 24% of female students now expected to commence, only 6% are entering through hairdressing, compared to 10–12% in prior years. This shift demonstrates a meaningful increase in female participation across a broader range of trade disciplines, including construction, electrotechnology, and automotive.

These outcomes reflect a wider movement within Australia's vocational education and training sector to support and encourage women in trades. National data highlights the importance of improving female representation in traditionally male-dominated industries to address skills shortages, enhance workforce diversity, and create inclusive employment opportunities. By providing structured entry points and visible pathways for young women, the College is actively contributing to this shift.

The Women in Trades initiative underscores the College's commitment to creating equitable access to trade training and ensuring that all students — regardless of gender — are able to pursue meaningful pathways into industry. This work not only supports the College's *Vibrant Futures* vision but also aligns with the positive changes taking place across the national trades sector.



At ATCNB, in partnership with MRAEL and IntoWork Australia, our vision for reconciliation is to create Vibrant Futures with First Nations peoples and their communities through meaningful collaboration, expanded opportunities, and genuine choice.

Our Reconciliation Action Plan (RAP) represents more than a statement—it is a commitment to strengthening relationships, deepening respect, and increasing participation and representation of First Nations peoples across education, training, and employment. Within our College, students engage with Indigenous culture and history as an essential part of their learning, supported by relationships with local Elders, Acknowledgement of Country at assemblies and formal events, and the recognition of significant cultural milestones such as NAIDOC Week and Reconciliation Week.

We are proud to offer QATSIF scholarships to support Year 11 and 12 Indigenous students in achieving their educational goals. Beyond the classroom, ATCNB works to ensure First Nations peoples have equitable access to pathways that build skills, knowledge, and future opportunities. We also encourage our staff to undertake their own learning journeys, sharing insights within our College community and beyond.

Every action within our RAP is strengthened by the collaboration and support of the wider IntoWork Australia Group, as together we work to contribute to meaningful change.

About the Artwork

Aaron used a range of colours in the artwork to represent people from different communities across QLD and NSW. Throughout the entire painting, there are accents of gold used to represent wealth and worth of culture and knowledge. It is also used in the symbols to represent MRAEL and show the understanding of how it is included in the main values of IntoWork Australia.



About the Artist

Aaron Eastment is a contemporary artist who takes inspiration from the earth, sea and sky. Aaron is a proud Aboriginal and Torres start Islander man, with Wiradjuri and Mabuiag Island roots.

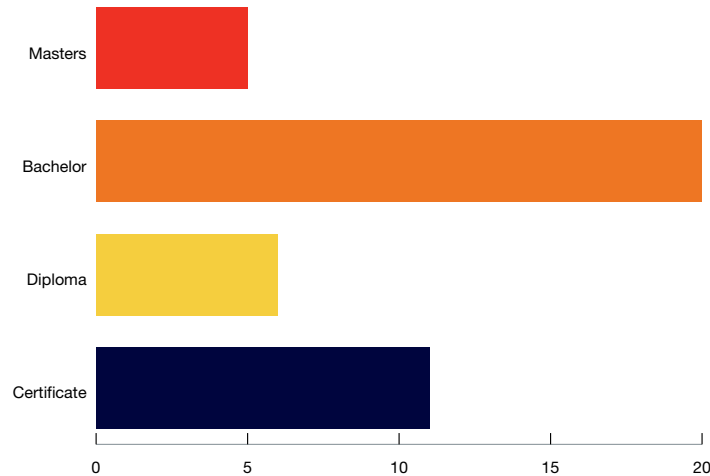
Staffing, Workforce & Funding

The College is committed to being an equal opportunity employer and actively values diversity within its workforce. Over the past year, staff retention has demonstrated measurable improvement, supported by a strengthened emphasis on authentic and impactful professional development opportunities for all employees.

Professional development remains a strategic priority for both teaching and non-teaching staff, with all staff encouraged to enhance their skills and maintain currency within their respective areas of expertise.

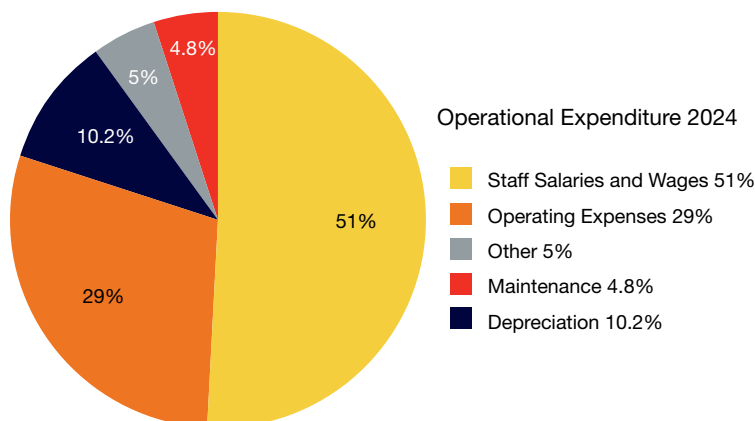
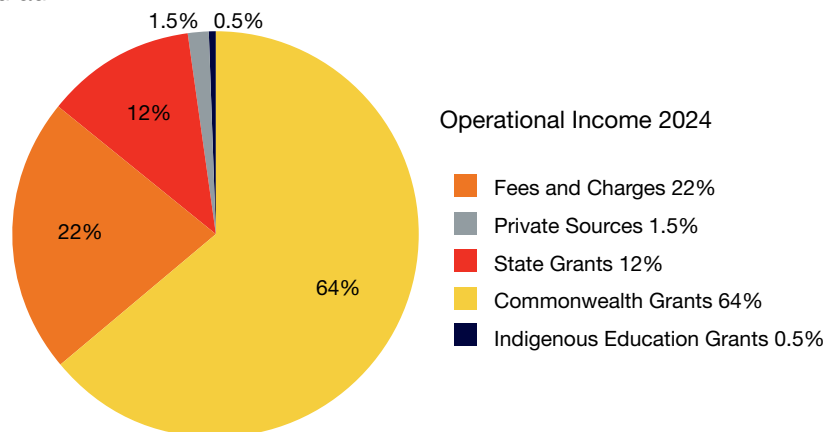
Notably, 100% of teaching staff engaged in professional development activities during the year.

Qualifications of all Teachers



School Income by Funding Source

Detailed information on the school's income by funding source is available from the MySchool website: <http://www.myschool.edu.au>



Social Climate

Parent/ Teacher and Student Surveys conducted greatly assist the College with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

Parent Engagement Survey

Australian Trade College North Brisbane received an NPS of +52, with 63% of parents as 'Promoters' (those who will generally provide positive word-of-mouth). Parents indicated they're extremely likely to recommend the school to other families.

- *Results indicate a strong level of advocacy for the school*
- *NPS is highest for new parents – results are very positive for enrolment and integration*
- *The greatest value of the school (and the reason the school has been chosen) relates to the trade training (85%), industry placement opportunities (56%) and career acceleration through trade training apprenticeships (56%)*
- *The school is seen to be warm and welcoming and to show strong encouragement to support students in their learning (guiding and developing their skills in how they work, how they think, how they interact and how they engage)*
- *Correlation analysis highlights the importance of providing a challenging and motivating learning environment*

Student Engagement Survey

Students in Year 11 responded the most (38), followed by Cadets (30) and Year 12 (25)

- *Students who indicated the 'fit with the school culture' (+60) and 'level of challenge' (+40) as reasons for choosing the school, have the highest NPS.*

What do you value most about the school and its services?

- *Trade/apprenticeship opportunities*
- *Balance of trade specialisation and 'mainstream' curriculum*
- *Support from trainers/teachers/staff*
- *Feeling more prepared for work and life after*



A young man with short brown hair, wearing clear safety glasses and a bright orange work shirt with a dark blue collar, is smiling warmly at the camera. He is holding a silver metal pipe. The background is a blurred industrial or workshop setting with overhead lights. The text is overlaid on a white, angular shape on the left side of the image.

Waking up with purpose

“Our son started with the Cadet Program in Term 3 this year, and sending him to Trade College has truly been the best decision we’ve made for his education.

After attending a few of the open nights before applying, the comment about “Waking up with Purpose” really resonated with us — and now we see exactly what that means. Our son enjoys going to school, values the teaching style, and has built strong relationships with his teachers.

He’s naturally a quiet person, so receiving emails from both his Maths teacher and Plumbing trainer noting how hard he’s working and how he asks thoughtful questions to stay on track speaks volumes about how comfortable and supported he feels in class.

He recently completed a week of work experience shadowing electricians and now has a clear sense of direction for his future.

Thank you for creating such an inspiring environment — the Trade College has truly been a game changer for our family.”

AUSTRALIAN
TRADE COLLEGE
NORTH BRISBANE



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