

Arcadia College Annual Report 2017 (Based on 2016 data)

Descriptive Information

School Sector:

Independent

School's Address:

1 Bellvue Drive Varsity Lakes Qld

Total Enrolments:

2014 – 109 students

2015 – 150 students

2016 – 152 students

Year Levels Offered:

Years 9 - 12

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

Arcadia College has 50% female and 50% male students

10% of the students identify as Indigenous

The vast majority of students come to Arcadia College with a variety of complex needs including anxiety, depression, homelessness, special learning needs and many other reasons that make their participation in mainstream schooling difficult. Students who attend Arcadia College tend to enjoy learning in smaller groups with a focus on their well-being in an inclusive and non-judgmental environment.

Distinctive Curriculum Offerings:

The Arcadia College model is underpinned by Project Based Learning. Projects are developed and delivered with particular curriculum and well-being objectives as the target outcomes with literacy and numeracy development a central focus.

Students are engaged in their own personal journey through extensive exposure to social, emotion, health and well-being programs delivered by a variety of facilitators including teachers, youth workers, social workers, health practitioners and psychologists.

To compliment the curriculum activities students, participate in a variety of programs including health & fitness courses, arts and community events. They also have the option of taking up a school-based traineeship, participating in work experience or completing a VET qualification.

Extra-curricular Activities:

Elective Options to support student engagement and exploring areas of interest for them:

Art and Craft

Fishing

Muay Thai

Individual Study

Water Activities

Driver Preparation

Cooking

Music

Meditation

Social Climate:

Arcadia College facilitates in small intimate learning spaces. We have a safe respectful environment that is renowned amongst all students and staff. Social and emotional lessons are weekly, focusing on resilience and self-efficacy. Anti-bullying & LGBTI+ programs are regular components involving all staff and students, peer leaders, volunteers and guest speakers. Community involvement is highly encouraged.

Restorative practice is part of our behavior process, discussions with students and parents/carers will take place to support students with strategies to move forward with identified behaviors. Our welfare team is strong and always involved in this process.

We follow a Nurtured Heart Approach (NHA) which recognizes greatness in all young people. All front-line staff are trained facilitators in this approach.

Arcadia College has a commitment to Child Protection and is actively involved with services in the community to support and protect our students.

Parental Involvement:

Parents/Carers are invited to Arcadia College at any time, we have an open-door policy. Parent/carer interviews are held each semester, with the option of 1:1 meetings with specific staff if requested. The Welfare team will encourage parent/carer/family involvement where they can to support the student.

Staff contact parents/carers on a regular basis.

Arcadia College have an extensive Volunteer program with over 100 volunteers that are part of our college life on a daily basis. They complete a 2-day orientation to become a Mentor. Each year level has 3 to 4 Mentors on a daily basis supporting our students. This support can range from tutoring, reading programs, co-facilitation, leadership and communication skills. Mentors are highly regarded with the staff and students and are very much needed. Volunteers can range from people completing studies at TAFE or university to retirees wanting to give back to the community.

The Arcadia College Board are a diverse group of professionals within our community. They are supportive of our college ethos and their experience guides us with driving our College vision.

Parent, Teacher and Student Satisfaction with the School

Where schools already undertake yearly surveys or studies of parents, students and teachers for the purpose of marketing and school improvement, it will involve preparing a relevant report, in plain English, on the findings of those surveys or studies.

If a school does not currently undertake any such studies or surveys, consideration might be given to such a project; or alternatively, the school should consider any other data or information that it may have which could be the basis of a report on parent, student and teacher satisfaction. For example, letters and testimonials from parents; enrolment retention rates over time; increasing enrolments over time, teacher retention rates over time.

Satisfaction Data:

Student Surveys and reports using Nearpod Application provides Polls, Open Ended questions to gather student satisfaction and ideas to improve.

Anecdotal comments from parents via email and phone communication.

School enrolment waitlist is constantly being updated with referrals.

Staff Surveys to gauge well-being, satisfaction, and opportunities.

Contact Person for Further Information:

The title of a school-based contact person for further information on the school and its policies

Title: Mr Byron Cracknell – Deputy Principal

Staffing Information

Staff Composition, Including Indigenous Staff:

Full time staff

1 x CEO, 1 x Deputy Principal, 1 x Head of Welfare, 1 x Marketing Manager, 1 x IT/Services Manager, 1 x Admin/Enrolment Officer, 4 x Teachers, 7 x Youth Workers/Facilitators, 1 x Career Training, Coordinator, 1 x Welfare Coordinator

Part Time staff

1 x Finance Manager, 1 x Payroll Officer, 1 x Receptionist, 1 x IT officer, 1 x Mentoring Coordinator

Qualifications of all Teachers:

Qualification	Number of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	0
Masters	1
Bachelor Degree	9

Diploma	2
Certificate	3

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
Autism training	2
Special Assistance School Visit – Arethusa College	12
RAGE – Anger Management Training	1
Doing Schools Differently Forum – Melbourne	3
Emotional & Physiological Intelligence training	1
EPIC program	4
Professional Boundaries	9
Adolescent Brain Development	10
Be Phenomenal – Motivational Speaking	4
Law Sense	4
Leadership Program	1
USQ – Science Fundamentals	1
Total number of teachers participating in at least one activity in the program year	14

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
15	\$13102	\$873
The total funds expended on teacher professional development in 2016		\$13102
The proportion of the teaching staff involved in professional development activities during 2016		100%
The major professional development initiatives were as follows: [details regarding in-kind professional development activities undertaken e.g. mentoring or peer learning can be included]		

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
18	193	180	94.8%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 94.8% in 2016			

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
14	14	100%
From the end of 2015 100% of staff were retained for the entire 2016 school year		

Key Student Outcomes

Average student attendance rate (%) for the whole school:

Number of possible attendance days	Total number of students	Total number of days absent	Total Attendance
193	152	3828	25508

The average attendance rate for the whole school as a percentage in 2016 was 86.9%

Average student attendance rate for each year level:

Number of possible attendance days for year level	Total number of students in year level	Total number of days absent by students in year level	Total Attendance
193 Yr 9	$193 \times 25 = 4825$	551	4274
193.....Yr 10	$193 \times 35 = 6755$	754	6001
193.....Yr 11	$193 \times 47 = 9071$	1508	7563
183.....Yr 12	$183 \times 45 = 8235$	1015	7220

Year levels	Average attendance rate for each year level as a percentage in 2016
Year Group 9	88.6 %
Year Group 10	88.9 %
Year Group 11	83.4 %
Year Group 12	87.7 %

A description of how non-attendance is managed by the school:

Students marked absent 'unexplained' are produced on a list for parents to receive an 'Absentee' text. This list is checked by administration to filter excused absences such as suspension, medical etc. This list is then checked by the DP before text messages are sent.

Students who are consistently unexplained are contacted by their Team Leader and notes recorded with attendance updated if need be. If students do not meet an average rate of 80% attendance, the school behavior policy is implemented.

If students/parents cannot be contacted, information is uploaded to senior management who discuss enrolment with parents.

Apparent Retention Rate Year 10 to 12:

The school's apparent retention rate must be published. The Year 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10, two years previously (this may be greater than 100%).

	Year 10 Base	Year 12	Apparent Retention Rate %
Number of Students	12	48	25

Year 12 student enrolment as a percentage of the Year 10 cohort is 25%

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2016	
Number of students awarded a Senior Education Profile	32
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	0
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	4
Number of students awarded one or more Vocational Education and Training (VET) qualifications	20
Number of students awarded a Queensland Certificate of Education at the end of Year 12	2
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	0%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	62%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	%

Post-school Destination Information:

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, *Next Steps – Student Destination* report for the school was not available. Information about these post-school

destinations of our students will be uploaded to the school's website in September after release of the information.

Background information on how the Next Steps survey was conducted:

In 2017, 44.0% of young people who completed Year 12 at Arcadia College in 2016 continued in some recognised form of education and training in the year after they left school.

The most common study destination was VET Certificate IV+ (16.0%). The combined VET study destinations accounted for 40.0% of respondents, including 32.0% in campus-based VET programs.

8.0% commenced employment-based training, all as apprentices.

A further 4.0% of respondents were studying a Bachelor Degree.

There were no respondents from this school who deferred a tertiary offer in 2017.

56.0% did not enter post-school education or training, and were either employed (12.0%), seeking work (36.0%) or not in the labour force, education or training (8.0%).

There are a range of differences between and within school, regional and state-wide destinations. Care should be taken when interpreting comparative data as the findings may relate to groups of different sizes.

School Response Rate to the Survey

Number of Year 12 students in 2016 (a)	Number of responses received from students (b)	Percentage response rate (b/a x100)
35	25	71.4%

Definitions of main destinations (see table below)

Summary of findings in relation to main destinations of students

School Year 2016	Number of Students in each category	Percentage of Students in each category
University (degree)	1	4%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	10	40%
Working full-time	1	4%
Working part-time/casual	2	8%
Seeking work	9	36%
Not studying or in the labour force	2	8%
Total Year 12 students	25	100

Chart showing main destinations of students

