



**Arcadia College Annual Report 2021
(Based on 2020 data)**

THE ARCADIA WAY

'Inclusive, Innovative, Individualised.'

Arcadia College aims to provide an engaging educational experience to young people who have prematurely disengaged from conventional schooling. It is our vision to provide flexible approaches to secondary schooling through the provision of a safe, inclusive, supportive, and progressive educational experiences. Thus, it is our mission at Arcadia College to support and empower all young people to achieve individual and collective success. Our philosophy is to support and encourage our learners by forming trusting relationships with them, and offering them an enjoyable, engaging educational and welfare programs that meet the individual needs, interests and abilities of our young people.

Arcadia College aims to provide an alternative, inclusive and innovative approach to education. Our school understands that engagement in education creates an opportunity for students to become empowered and successful learners. We believe that learning success is determined by an individual, and our priority is to nurture and guide young people so that they believe they are capable of success through hard work, determination and commitment to their learning.

Arcadia College prioritises engagement, wellbeing and achievement. We prioritise the physical, mental health and welfare of our young people through a variety of strategies and programs. We prioritise student engagement through tailored educational and enrichment programs targeting individual needs, interests and abilities. We nurture and guide individual achievement by providing alternative opportunities and pathways that seeks to promote ongoing learning, openings, future pathways and happy, healthy functioning young adults.

'Ohana means family; no-one left behind.'

CONTEXTUAL INFORMATION

School Sector:

Independent

Year Levels Offered:

7-12

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

Arcadia College is a Co-educational Independent Secondary, Special Assistance School (SAS) currently based at Robina on the Gold Coast. Arcadia College offers a safe, inclusive and future-focused educational and well-being program, targeting the individual needs, interests and abilities. As a special assistance school, we cater for a diverse range of students' learning, emotional, psychological and physical needs, in order to give our students the best opportunity to build their future pathways and lives. The College demographic is 48% female, 52% male students. Currently, 6.5% of the student population identify as Indigenous.

Students attend Arcadia College with a variety of complex, individual needs and circumstances, that have led to difficulties participating in mainstream education. Students attending Arcadia College are accepted based on the criteria that they are at significant risk of, or have disengaged from other formal avenues of education. The College provides individualised support for all students, depending on their circumstances. Students are given a variety of pathways and opportunities that cater their need, interests and abilities.

Total Enrolments:

2015- 150
2016- 152
2017-192
2018-186
2019- 212
2020- 229
2021- 272

OUR STAFF

At the end of 2020, Arcadia College's staff total was 66. This included 37 part-time and 29 full-time staff members. This total included 20 registered teachers, and 46 professional and support staff with backgrounds and qualifications in welfare, educational support, youth worker support and special education. All staff collaboratively work towards promoting a high quality of education and welfare support for our young people, targeting an individualised model for success. Arcadia College values the diverse cultural backgrounds of its staff, total 3 staff members identifying as Indigenous.

Arcadia College provides continual professional development for all staff, with the opportunity for individualised study and professional learning. During 2020, staff were given the opportunity to complete a range of professional development courses including, Curriculum Planning, Pedagogy, Digital Innovation & Development, Individual Curriculum Planning, NCCD, Modifying and Adjusting the Classroom, Child Protection, Disability Standards for Education, Professional Boundaries Training, Mental Health First Aid, Leadership, High Ropes & Canoeing and The Arts. The total professional development expenditure budget for 2020 was \$31, 500 and the average expenditure on teacher PD per year based on 20 teachers was \$1,575.

Qualifications of all Teachers:

Qualification	Detail the number and/or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	0
Masters	5
Bachelor	27
Diploma	18
Certificate	39

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
66	205	225	96%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 96% in 2020.			

Proportion of Teaching Staff Retained from the Previous Year

Number of permanent teaching staff at the end of the previous year	Number of these staff retained in the following year (the program year)	% Retention Rate
20	19	95%
From the end of 2019, 85% of staff were retained for the entire 2020 school year		

SOCIAL CLIMATE

Arcadia College fosters student growth and achievement through an individualised, inclusive and innovative approach to education. Students are encouraged to build positive relationships, attitudes and behaviours through a range of supports included in the College's positive behaviour model. At Arcadia, all students are encouraged to be accountable, respectful and caring members of the Arcadia community. Students are given the opportunity

to demonstrate and build these skills through a tailored social emotional learning framework, focusing on personal growth and development, resilience and social skills.

Parent, student and teacher satisfaction

Arcadia College has grown extensively over the past five years and is regarded in the area as one of the best Special Assistance Schools. The College is often referred to parents from local GP's, specialists and other schools who acknowledge the high level of expertise and service the College offers to young people in most need. The College is also well supported by Federal, State and local members, who continually engage and acknowledge the efforts of the College. This positive reputation is also reinforced by the extensive waiting list and continued parent satisfaction, student and staff satisfaction data.

Arcadia College values the importance of promoting and developing partnerships between the College, parents/caregivers and the wider community, in order to ensure proactive support and understanding of our young people. Parent/caregiver communication is communicated via letters, email, text messages, social media (Facebook) and regular newsletters, providing specific information targeting the College opportunities, successes and information to foster a College Community.

Student, parent and staff surveys were undertaken in 2020 for the purposes of school improvement using targeted questions to gather evidence and ideas to focus on areas for improvement. Overall, students, parents and staff responded positively in all areas of the satisfaction survey, acknowledging the authentic approach to both educational and welfare needs, demonstrating the success of the individualised approach to schooling. Throughout the year, via emails, letters and social media comments, overall parents and caregivers indicated that students felt well supported, safe, happy, cared for and nurtured in all areas of their schooling. For some students, Arcadia College is the first school to which they've actually enjoyed attending. Parent satisfaction data scored an average across all areas, between 5-6 (6 being the highest). Areas included teaching and learning, welfare support, behaviour management, communication, programs and opportunities offered, ICT and facilities.

Similarly, student survey results ranged between 5.1-6 (6 being the highest). Areas included teaching and learning, welfare support, behaviour management, communication, programs and opportunities offered, ICT and facilities.

Satisfaction Data Project 2021

Student, staff and parents satisfaction surveys were emailed out in June, 2021 and results are yet to be collated and distributed.

DISTINCTIVE CURRICULUM OFFERINGS

The curriculum is enhanced through other learning opportunities, such as electives, experiential learning, service learning and cross curricular activities. Subjects are linked through a common theme or topic for each term, with an overall project (PBL) attached to incorporate cross curricular areas such as, The Arts, Technologies, and HASS, in an attempt to promote continuous engagement and supporting student learning needs.

Project-Based Learning

Project Based Learning (PBL) is a student-centred learning approach, engaging students in a variety of curriculum areas, concepts and ideas. Fostering students to develop their potential as independent learners, creative and critical thinkers and collaborators, PBL explores a variety of issues through a range of projects related to 'real life,' experiences. This teaching and learning framework, encourages students to navigate their own learning journeys, whilst gaining skills and knowledge to assist their future career and employment aspirations.

The Arts

Linked heavily to the guiding principles of PBL, an Arts-based pedagogy is also embedded throughout learning in several cohorts, acting not only as a tool for re-engagement, but also as a powerful therapeutic tool. The Italian pedagogy of Reggio Emilia suggests that the classroom environment acts as 'the third teacher,' (Malaguzzi 1998) and, as such, learning areas must be aesthetically pleasing, stimulating, filled with light and the constant display and documentation of students' work and thinking. As such, students are encouraged to participate in the active creation of their learning environments and transform their classrooms to reflect the themes or topics each semester. Staff encourage students to equally participate in this process, to ensure that they are the architects of their own learning spaces, and they have autonomy over their work. This process is also linked to the 'entry event,' PBL activity, that is held at the beginning of each topic to promote interest and gain student buy in. Students will contribute to the learning environment during each term, where they can visibly see their efforts and track their own learning.

Adventure-Based Learning/Experiential Learning

In addition, students will engage in social and emotional learning through a structured, targeted framework, incorporating developmental needs of students, as well as through Adventure-Based Learning (ABL) programs in the Health and Physical Education Key Learning Area (KLA). ABL is based on a philosophy that, in essence, states that individuals are usually more capable (mentally, emotionally and physically) than they perceive

themselves to be and if given the opportunity to participate in a supportive atmosphere, can discover this excellence within themselves. ABL utilises learning initiatives, low and high challenge programs and activities to facilitate individual capabilities, team building, problem solving, creativity, critical thinking, trust and communication. The experience allows the individual and team to approach physical, social, mental and emotional challenges in a safe and secure setting.

Service Learning/Community

Through a structured, targeted learning model, service learning is an educational approach that actively involves students in a wide range of experiences, which often benefits others and the community, whilst advancing the goals of the curriculum. Community-based activities are delivered through a progressive learning experience and are often paired with structured preparation and student reflection. Students have the opportunity to engage in a variety of community-based projects, integrating meaningful learning experiences with the curriculum outcomes.

STUDENT OUTCOMES

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

Total number of students	Number of possible attendance days	Total number of days absent	Total attendance days
243	45441	8468	36973

The average student attendance rate for the whole school in 2020 was 81%

Average student attendance rate for each year level:

Year Level	Total number of students in year level	Number of possible attendance days for year level	Total number of days absent for year level	Total attendance days for year level
Year 12	29	5133	1918	3215
Year 11	64	11648	1775	9873
Year 10	47	8554	1564	6990
Year 9	50	9350	1533	7817
Year 8	37	6919	1200	5719
Year 7	16	2992	478	2514

Year levels	Average attendance rate for each year level as a percentage in 2019
Year 12	63%
Year 11	85%
Year 10	82%
Year 9	84%
Year 8	83%
Year 7	84%

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

As a school dedicated to re-engaging students with education, Arcadia College is committed to supporting our students and their parents/caregivers in maintaining attendance rates above 85%. Daily management of absences see students marked as absent 'unexplained,' which produces a list that administrative staff send through an 'Absentee,' text to parents. The roll call occurs at three checkpoints per day. This list is cross checked by administration staff to filter excused absences such as suspension, medical etc. This list is then checked by the Deputy Principal before text messages are sent

It is important that students, staff and parents/caregivers have a shared understanding of the importance of attending school. To ensure this Arcadia College implements the following:

- Implementation of Attendance Policy and Attendance Plan
- Dedicated Youth Worker roles focusing on Attendance and Engagement
- Monitoring school attendance data to identify absenteeism trends and individual students with high levels of absenteeism
- Consistently recording and following up on unexplained absences and repeat absences of all students
- Provide interventions for students and families for students with attendance rates lower than 85% including individual attendance support plans for High Concern. This includes students with patterns of late arrivals or early departures.
- Daily Youth Worker Check Ins with students of concern
- Daily/Weekly communication with parents/caregivers
- High Concern meetings and individualised support options
- Implementation of a Home Visit program
- Access to Flexible Arrangement options to support individual student needs
- Students who require additional support can apply for college transport to school. This is assessed on a case-by-case basis
- Development of a safe and supportive school environment that promotes positive relationships including the implementation of programs to develop social skills, resilience and positive wellbeing for our students

- Provide strong support networks, both internal and external, for students and their families, including access to onsite Psychologists to address barriers to attendance/engagement
- Reward system for students with positive attendance rates above 85%
- Incentive system for students with low attendance rates who meet their attendance goals throughout the term
- Youth Workers provide morning wake-up calls for students who require additional support
- Failure to Attend process as per Government Legislation.

NAPLAN results for Years 7 & 9 students Arcadia College- 2019 data

Benchmark Data for Year 2019- *Note: This data represents a small cohort sample size and therefore is not a true indication of mean scores across cohorts). 2020 NAPLAN data is not available, as students were not required to sit NAPLAN due to COVID-19.*

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2019)	493	546	88%
Year 9 (2019)	518	581	77%
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2019)	473	513	75%
Year 9 (2019)	434	549	52%
Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2019)	486	546	63%
Year 9 (2019)	527	582	83%
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2019)	468	542	63%
Year 9 (2019)	492	574	57%
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 7 (2019)	461	554	75%
Year 9 (2019)	539	592	86%

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2020	
Number of students awarded a Senior Education Profile	28
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	0
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	6
Number of students awarded one or more Vocational Education and Training (VET) qualifications	23
Number of students awarded a Queensland Certificate of Education at the end of Year 12	18
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	85%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

Post-school Destination Information

At the time of publishing this School Annual Report, the results of the 2020 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. Data from 2019 is available as per *Appendix 1*.

Background on how the Next Steps survey was conducted:

The survey was emailed and promoted on the College Facebook page to all previous Year 12 students who had left Arcadia College in 2020. The 2020 data was requested in April, 2021 and will be available on the website in September, 2021.

FUNDING INFORMATION

The College's income broken down by funding source can be found on the MySchool website at www.myschool.edu.au.

CONTACT US

This Annual Report is available on our college website: www.arcadia.qld.edu.au. For further information about Arcadia College, please contact Tahlia McGahey (Principal) on 075655 1800 or via email – principal@arcadia.qld.edu.au

Next Step 2020 Post-School Destinations

Arcadia College



This is a summary of the post-school destinations of students from Arcadia College who completed Year 12 and gained a Senior Statement in 2019. The results are from the *Year 12 Completers Survey*, which is conducted approximately six months after students completed Year 12.



For more information about the survey visit the *Next Step* website www.qld.gov.au/nextstep. Regional and statewide reports will be available from November 2020.



57.1% response rate
16 out of 28 Year 12 completers from this school responded to the 2020 survey.
Due to the low response rate, care should be taken interpreting these results.

Post-school destinations



In 2020, 11 Year 12 completers from Arcadia College were engaged in education, training or employment in the year after they completed school.



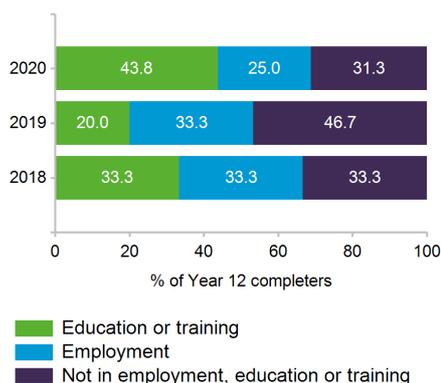
Of the 16 respondents, seven continued in some recognised form of education and training. The most common study destination was VET certificate.



A further four respondents transitioned directly into paid employment and no further study.

All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Engagement over time



Main Destination in 2020

