

Arcadia College Annual Report 2018

Descriptive Information

School Sector:

Independent

School's Address:

1 Bellvue Drive Varsity Lakes Qld

Total Enrolments:

2014 - 109

2015 - 150

2016 - 152

2017 - 192

2018 - 186

Year Levels Offered:

Years 7 - 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 complement 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 Therapy
- Fishing
- Cross Fit
- Individual Study
- Beach Activities
- Driver Preparation
- Cooking
- Music Meditation
- Photography
- Yoga
- Basketball

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.

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

School Income Broken Down by Funding Source

Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.

Staffing Information

Staff Composition, Including Indigenous Staff:

Full time staff:

1 x CEO, 1 x Executive Principal, 1 x Deputy Principal, 1 x Head of Welfare, 1 x Head of Teaching, 2 x IT/Services, 1 x Admin/Enrolment Officer, 9 x Teachers, 8 x Youth Workers/Facilitators, 1 x Career Training Coordinator, 1 x Welfare Coordinator, 1 x Guidance Officer, 2 Admin Officers, 1 x CFO, 1 x HR/Finance Manager.

Part Time staff:

1 x Finance Officer, 1 x Payroll Officer, 1 x Tuckshop Convenor

Qualifications of all Teachers:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	0
Masters	3
Bachelor Degree	13
Diploma	10
Certificate	11

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
Bronze Medallion Training	8
Supporting Our Young People	11
ISQ Forum	11
School Law Conference	1
World Educational Leadership Summit	1
First Aid Training	14
Women of Influence	1
NESLI Principal Leadership Colloquium	1
Transformitive Practice LGBTIQAP	1
Principal Conference	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
14	\$17,799.01	\$1271.36
The total funds expended on teacher professional development in 2018		\$17,799.01
The proportion of the teaching staff involved in professional development activities during 2018		100%
The major professional development initiatives were as follows: Supporting Our Young People First Aid Bronze Medallion Training		

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
36	200	171	96%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 94% in 2018			

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
10	9	90%
From the end of 2018 91 % of staff were retained for the entire 2018 school year		

Key Student Outcomes

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

The average attendance rate for the whole school as a percentage in 2018 was 70.4%

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2018
Year Group 7/8	71.75%
Year Group 9	72.50%
Year Group 10	71.25%
Year Group 11	67.75%
Year Group 12	68.75%

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

Daily management of absences see 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.

In Term 4 of 2018, improved data capture and analysis processes were introduced. The Attendance Policy and Attendance Intervention Process were introduced informing the Youth Work, Wellbeing and administration teams of interventions for students presenting with unexplained or unapproved attendance or attendance rates lower than the 85% minimum attendance benchmark. Students below this benchmark are categorized into observation, significant or high concern categories with specific interventions developed for each category. The process includes weekly analysis of whole school attendance data informing whole school resource allocation along with analysis of individual cohort data and individual student data for students not meeting the 85% benchmark.

The introduction of the Attendance Policy and Attendance Intervention Process saw a dramatic increase in student attendance rates for Term 4 and has been continued throughout Semester One of 2019, again seeing improved attendance rates across the college. The process is again under review as of Term 3, 2019 and this review is informing improved data capture processes including a broader understanding of absenteeism across the college, improved attendance support interventions and improved resource allocation for addressing student absenteeism across the college.

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 12 student enrolment as a percentage of the Year 10 cohort is 141.37%

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2017	
Number of students awarded a Senior Education Profile	27
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)	16
Number of students awarded one or more Vocational Education and Training (VET) qualifications	19
Number of students awarded a Queensland Certificate of Education at the end of Year 12	1
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	70%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	33%

***Post-school Destination Information - Mandatory Information to be published by 30 September each year

Post-school destination information from the current Next Steps survey as follows:

Background information on how the Next Steps survey was conducted:

Background information: Survey was emailed to all students who had left Arcadia College in 2018.

School Response Rate to the Survey

Number of Year 12 students in 2018 (a)	Number of responses received from students (b)	Percentage response rate (b/a x100)
27	15	56.6%

Definitions of main destinations (see table below)

Summary of findings in relation to main destinations of students

School Year 2018	Number of Students in each category	
University (degree)	2	
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	1	
Working full-time	0	
Working part-time/casual	5	
Seeking work	6	
Not studying or in the labour force	1	
Total Year 12 students		