

Arcadia College Annual Report

2025 (Based on 2024 data)



Version: FINAL



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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 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 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 seek to promote ongoing learning, openings, future pathways and happy, healthy functioning young adults.

‘Ohana means family; no-one left behind.’

CONTEXTUAL INFORMATION

Arcadia College is a co-educational, independent secondary school offering a safe, inclusive and future-focused educational and wellbeing program. Arcadia College was accredited as a Special Assistance School (SAS) in 2013 and is regulated by the Queensland Non-State Schools Accreditation Board (NSSAB). It is governed by a Board of community and educational leaders under the Advantaged Thinking Philosophy.

Arcadia College in 2024 had an enrolment of 525 students across the six cohorts (Years 7-12). Student demand for enrolment at the College continues to exceed available spaces, especially within

our middle school program. In order to cater for this growing need, the College is currently offering a Distance Education mode of delivery for Years 8-12 students, in order to ensure students are engaged in an educational and wellbeing program. In 2024, there were 233 students enrolled in this mode across Years 8-12.

Arcadia College staff create, implement and evaluate high quality, responsive and supportive programs with respect to the ages, abilities, aptitudes and development of our students.

In accordance with the Alice Springs (Mparntwe) Education Declaration, Arcadia College **aims** to:

1. Promote excellence and equity in education and
2. Assist our students become confident and creative learners; successful lifelong learners and active and informed members of the community.

The College supports all young people through an individualised approach to learning, wellbeing and community engagement. Through targeted programs and tailored curriculum and pedagogy, the College fosters all of our students to become confident and creative individuals, successful lifelong learners and active and informed members of the community (*Alice Spring Mparntwe Declaration*, 2019). The College recognises individual needs, interests and abilities, offering high quality teaching and welfare support.

CHARACTERISTICS OF THE STUDENT BODY

Arcadia College is a Coeducational Independent Secondary, Special Assistance School (SAS) currently based at Robina on the Gold Coast. The College is governed by a Board of community and educational leaders under the Advantaged Thinking Philosophy. 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 student 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 51% female, 46% male students and 3% non-binary. Currently, 8% 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 identifies and provides individualised support for all

students, depending on their needs and circumstances. Students are given a variety of pathways and opportunities that cater to the needs, interests and abilities of our young people. All students are encouraged to unlock their passions and purpose; tailored programs and pathways enable such opportunities for our young people. The College offers a suite of educational and wellbeing programs that expose students to enriched learning experiences, indicative of societal expectations, curriculum imperatives and the complex demands of 21st-century life. Arcadia College is one of many Special Assistance Schools (SAS) across Queensland that caters for students who have disengaged from mainstream schooling and are returning to learning through an alternative educational program. Student wellbeing is a key focus of the SAS community, as students transition back into education. This is often a challenging journey, due to the very complex and sometimes traumatic experiences, which have shaped their attitudes and beliefs and impacted on their learning. Arcadia College ensures that this transition is not only successful, but a safe place to land; all students deserve the right to access education.

TOTAL ENROLMENTS

Arcadia College has maintained steady growth over the past 5 years with 152 students enrolled in 2016, to 292 students enrolled on campus Term 3, 2024. The consistent increase in enrolments encouraged the need for our own building to ensure that we could cater for more students in need of specialised schooling and support. As such, the College was fortunate enough to build a state-of-the-art facility, which was completed in 2020 at our new Robina campus; a building with specialised facilities to cater for the needs, interests and abilities of our young people. The building was designed to not only meet educational outcomes but also tailored to embed programs such as Adventure Based Learning, the Arts, Community Engagement and Project-Based Learning.

The total enrolment numbers from 2015-2024 are as follows:

Year	Total number of students
2015	150
2016	125
2017	192
2018	186

2019	212
2020	229
2021	272
2022	303
2023	388
2024	525

OUR STAFF

At the end of 2024, the Arcadia College total staff number was 111. This included 66 part-time, 5 casual and 40 full-time staff members. This total included 41 registered teachers and 66 professional and support staff with backgrounds and qualifications in leadership, administration, welfare, educational support, youth worker support and special education. Our total included 4 indigenous staff members (3 teachers and 1 professional staff member).

All staff collaboratively work towards promoting a high quality of education and welfare support for our young people, targeting an individualised model for success. As evident through the success of our programs and student outcomes, all staff employed at Arcadia are wholeheartedly invested in the mission, vision, aims and values of the College. Arcadia College values the diverse cultural backgrounds of its staff, total 3 staff members identifying as Indigenous. The College promotes and values ongoing professional learning for all staff and as such, provides continual opportunities for staff to participate in professional development opportunities. During 2024, staff were given the opportunity to complete a range of professional development courses including, Advantaged Thinking, Behaviour Management, CANVAS Training, Curriculum Planning and Design, Pedagogy, Integrated & Thematic Approaches to Planning & Development, Individual Curriculum Planning, NCCD, Modifying and Adjusting the Classroom, Child Protection, Disability Standards for Education, Professional Boundaries Training, Indigenous Mental Health First Aid, Leadership, Outdoor Educational Leadership and The Arts. The total professional development expenditure budget for 2024 was **\$74,765**. The College encourages a culture of continuous learning to nurture all staff to strive for individual success.

Qualifications of all Teachers

Qualification	Detail the number of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	0
Masters	8
Bachelor	33
Diploma	0
Certificate	0

FUNDING INFORMATION

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

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 College, 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. Within each cohort, staff and students focus on tailored, developmental goals, aligned to the Australian Curriculum and individual student needs. This is achieved through the staff adopting and implementing strategies, supports and programs reflective of the Advantaged Thinking philosophy. An Advantaged Thinking approach is about working with young people to develop and invest in their talents and aspirations, thereby enabling them to thrive, rather than focusing on their immediate needs. Through this framework, the College seeks to promote the creation of opportunities and works to break down any structural barriers that may be inhibiting those opportunities for our young people. This philosophy is evident throughout the documentation and processes implemented across the College.

In addition, students are encouraged to focus on their strengths and interests; an opportunity for students to find their niche and flourish within their schooling environment.

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, GO'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 Government 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, 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 information is communicated regularly via letters, email, text messages, social media (Facebook) and semester newsletters, providing specific information targeting the College opportunities, successes and information to foster a College Community.

Student, parent and staff surveys were undertaken in 2024 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, the average score was 5.0 (6.0 being the highest). Areas included teaching and learning, welfare support, behaviour management, communication, programs and opportunities offered, ICT and facilities.

The student survey results averaged above 4.0 for most categories (6.0 being the highest). Areas included teaching and learning, welfare support, behaviour management, communication, programs and opportunities offered, ICT and facilities.

Staff survey results averaged above 4.8 for most categories (6.0 being the highest). Areas were also identified for improvement, to which were embedded within the Arcadia College Annual Improvement Plan. All data recorded assists to inform school improvement agenda, to ensure a student, staff and wider College community voice within all of the programs and opportunities offered at Arcadia College. Positive feedback and the continual increase in enrolment numbers, including reaching capacity well before the beginning of the schooling year, prompted Arcadia College to design a

Distance Education mode of delivery, to ensure that all young people who require alternative approach to schooling are well-catered for and are not being left behind. The Distance Education offering serviced 25 students on inception and has continued to grow throughout 2024.

STUDENT OUTCOMES

Average student attendance rate (%) for the whole school (On-campus and Distance Education:

Total number of students	Number of possible attendance days	Total number of days absent	Total attendance days
534	98,391	20,196	78,195
The average student attendance rate for the whole school in 2024 was 79.4%			

Average student attendance rate for each year leve across on campus and Distance Education:

YEAR 7

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
19	3,553	703	2,850

Year 7 average student attendance rate **80.2%**

YEAR 8

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
78	14,586	2,945	11,641

Year 8 average student attendance rate **79.8%**

YEAR 9

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
131	24,497	5,149	19,348

Year 9 average student attendance rate 79.0%

YEAR 10

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
140	25,760	4,997	20,763

Year 10 average student attendance rate 80.6%

YEAR 11

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
105	19,320	3,854	15,466

Year 11 average student attendance rate 80.1%

Year 12

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
61	10,675	2,548	8,127

Year 12 average student attendance rate 76.1%

Description of how non-attendance is managed by the College

The core mission of Arcadia College is to support young people in re-engaging with education. To achieve this, we are committed to helping students and their parents or caregivers maintain attendance rates above 85%.

Daily lesson roll calls allow for student attendance to be monitored through the creation of an attendance data list. The data list is carefully reviewed by the Attendance Youth Worker and Student Support/Engagement officers. For students who are marked away as 'Unexplained', administrative staff will send 'Absentee' text notifications to parents and carers. Administrative staff cross-check this list to filter out excused absences such as suspensions or medical leave.

To support this, Arcadia College implements the following measures:

- Upholding the Attendance Policy and Attendance Plan
- Dedicated Youth Worker and Student Engagement/Support Officer roles focused on attendance, engagement and community support
- Monitoring school attendance data to identify trends and students with high absenteeism
- Consistently recording and following up on unexplained or repeated absences for all students
- Providing targeted interventions for students and families where attendance falls below 85%, including individual attendance support plans.
- Check-ins by Student Support/Engagement Officers, Youth Workers or School Psychologist
- Conducting Family meetings to offer individualised support options
- Implementing Flexible Arrangement options tailored to individual student needs
- Creating a safe and supportive school environment that fosters positive relationships through programs developing social skills, resilience and wellbeing
- Providing strong support networks internally and externally, including onsite Psychologists to help address barriers to attendance and engagement
- Rewarding students with attendance rates above 85% through a positive attendance reward system
- Offering incentives for students with low attendance who meet their attendance goals during the term
- Failure to Participate process implemented as per Government Legislation.

NAPLAN results for Years 7 & 9 students Arcadia College - 2024 data

“Benchmark Data for Year 2024 - Note: This data represents a small cohort sample size and therefore is not a true indication of mean scores across cohorts. In addition, multiple students were withdrawn or exempt from participation in NAPLAN for 2024. NAPLAN participation was 28% (down from 45% in 2023). Participation for all Australian students is 95%.”

<https://www.myschool.edu.au/school/52493/naplan/results/2024#results>

Reading				
Year (2024)	Average Score (Arcadia)	Average Score (Similar School)	Average Score (National)	% at or above National minimum standard
Year 7	566	546	535	n/a %
Year 9	549	555	565	n/a %
Writing				
Year (2024)	Average Score (Arcadia)	Average Score (Similar School)	Average Score (National)	% at or above National minimum standard
Year 7	419	430	540	n/a %
Year 9	539	535	574	n/a %
Spelling				
Year (2024)	Average Score (Arcadia)	Average Score (Similar School)	Average Score (National)	% at or above National minimum standard
Year 7	-	-	-	n/a %
Year 9	540	555	567	n/a %
Grammar and Punctuation				
Year (2024)	Average Score (Arcadia)	Average Score (Similar School)	Average Score (National)	% at or above National minimum standard
Year 7	-	-	-	n/a %
Year 9	520	540	555	n/a %

Numeracy				
Year (2024)	Average Score (Arcadia)	Average Score (Similar School)	Average Score (National)	% at or above National minimum standard
Year 7	490	513	540	n/a %
Year 9	535	549	565	n/a %

Percentage of students making above average progress Data not available for this special school

<http://www.myschool.edu.au/>

Year 12 Outcomes

Outcomes for our Year 12 cohort 2024	
Number of students awarded a Senior Education Profile	42
Number of students awarded a Queensland Certificate of Individual Achievement	N/A
Number of students who received an ATAR	N/A
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	5
Number of students awarded one or more Vocational Education and Training (VET) qualifications	48
Number of students awarded a Queensland Certificate of Education at the end of Year 12	35
Number of students awarded an International Baccalaureate Diploma (IBD)	N/A
Percentage of Year 12 students who received an ATAR above 90	N/A
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	92%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	N/A

Post-School Destination Information

At the time of publishing this School Annual Report, the results of the 2024 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, 2024 after the release of the information. Data from 2024 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 2024. The 2024 data was requested in March, 2025 and will be available on the website in September, 2025.

DISTINCTIVE CURRICULUM OFFERINGS

The curriculum is enhanced through multiple learning opportunities, such as enrichment electives, Adventure-Based Learning, The Arts, Service Learning, Social Emotional Learning and cross curricular activities. Subjects are linked through a common theme or topic for each term, with an overall project or outcome attached to incorporate cross curricular areas such as, *The Arts*, Technologies and HASS, in an attempt to promote continuous engagement and success, whilst supporting students' individual interests and needs. Below are examples of the additional engagement strategies used within the College.

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. This method is used predominantly across the junior school cohorts, to promote engagement.

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), thus, 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. Students will contribute to the learning environment throughout each term, where they can visibly see their efforts and track their own learning. This is an effective strategy for all year levels.

Students are also given access to extracurricular arts activities, through Music Group, Drama Club and Just Dance group. These groups are offered outside of the usual curriculum hours, to foster students' interests and abilities. In addition, the College uses music instead of school bells, as break/class transitions, where students are given the opportunity to select the song of the term to be played during these transitions.

Adventure-Based Learning

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.

LifeChanger

In 2024, Arcadia College was proud to continue its partnership with the **LifeChanger Foundation**, a national non-profit organisation that delivers preventative mental health and wellbeing education for young people. The program empowers students with essential tools to thrive by building emotional resilience, fostering positive identity and developing stronger connections with peers and mentors.

Throughout the year, all year levels from 7 to 12 participated in tailored workshops that aligned with their developmental needs and challenges. The LifeChanger curriculum draws on five key pillars—**Health, Skills, Self, Purpose and Tribe**—to build a strong foundation for personal growth.

Highlights of the program included:

- **Junior Years (7–10):** Students engaged in programs focusing on self-awareness, social connection, emotional regulation and goal setting. These workshops helped improve peer relationships and increase confidence in navigating adolescence.
- **Senior Years (11–12):** Students completed the *I Lead* and *The Street Less* workshops, aimed at strengthening leadership, understanding personal values and learning effective stress management strategies during their final years of schooling.
- **Mentor Development:** Selected Year 10 students participated in a peer mentoring initiative, learning how to support younger students and develop leadership and communication skills in a practical and meaningful context.

The feedback from both staff and students was overwhelmingly positive, with many reporting increased self-esteem, improved stress coping strategies and a greater sense of connection and purpose. The program was delivered onsite and integrated into the broader wellbeing strategy of the college.

Arcadia College is proud of the progress and engagement demonstrated by students in 2024 and is committed to continuing this impactful partnership in 2025. The LifeChanger Foundation remains a vital part of our proactive approach to student wellbeing and mental health education.

Rosies

Arcadia College continues to proudly partner with Rosies – Friends on the Street as part of our commitment to building social responsibility and empathy in our senior students. The Rosies Student Engagement Program offers our Year 11 and 12 students a meaningful opportunity to participate in community outreach and deepen their understanding of homelessness, social isolation and the power of human connection.

Through evening shifts alongside Rosies volunteers, students engage directly with vulnerable members of the community, offering conversation, support and a sense of dignity to those who need it most. These experiences are supported by preparatory sessions at school, where students explore themes of compassion, inclusion and respectful engagement.

This program continues to be a powerful part of Arcadia College's community-focused learning, fostering emotional growth, leadership and a sense of civic duty in participating students. It remains one of our most valued partnerships, reflecting our shared belief in kindness, connection and the importance of standing beside others.

We are incredibly proud of the students who take part and look forward to continuing this vital work with Rosies into the future.



Resilience Project

Arcadia College continued to collaborate with The Resilience Project (TRP) to deliver an evidence based SEL program in 2024. The Resilience Project teaches positive coping strategies to prevent ill mental health and build young people's capacity to deal with adversity. Through an evidence-based Teaching and Learning Program and inspiring digital presentations for students, staff and parents/caregivers, our school partnership program aims to support mental health in the classroom, staffroom and family home. The research is clear; the more positive emotion you experience, the more resilient you will be. For that reason the focus is on key pillars that have been proven to cultivate positive emotion; Gratitude, Empathy, Mindfulness (GEM), with Emotional Literacy being a foundational skill to practise these strategies. The Resilience Project's School Partnership Program has been independently evaluated by both The University of Adelaide and The University of Melbourne. In-depth study of program participants versus non-program participants found students that had the benefit of The Resilience Project material benefited in a range of ways such as:

- Improved confidence and self-esteem
- Improved knowledge and ability to express emotions, at school and home
- More supportive classroom environments
- Significant increase in daily practice of gratitude strategies.

We are heavily focused on teaching our students that we all have the ability to choose and to give them more 'tools in the toolbox' to be able to do this successfully.

Duke of Edinburgh

Our Dukes students have continued their positive engagement and work hard towards gaining their Bronze Award. They have been completing their service hours at Mudgeeraba State School, supporting and listening to the junior students read. They have also had the opportunity to engage in the classroom with the students and have loved the connections they have made.

Students also engaged in their first Practice Adventurous Journey (Camp). For many students it was their first time camping, packing for themselves, hiking long distances and cooking and preparing their own food. Some students commented that it was their first time cooking vegetables or pasta for themselves, which are obviously extremely valuable and important life skills to develop. They were required to reflect extensively on their engagement in the camp, including how they demonstrated teamwork and leadership skills. It was fantastic to see students connecting with each other to support one another through challenges that Camping can bring, including tents breaking and freshly-made dinners being dropped on the ground!

Students are beginning to complete their sections and have sent them to their assessors for approval. This is a huge achievement and finishing sections this early in the year is something the students should be really proud of.

They will also complete their Qualifying Adventurous Journey (Camp), with this campsite being a little more challenging with no showers, hot water, power and only drop toilets. I have no doubt the students will be successful on the camp and learn some extremely valuable skills, as well as the most important factors: having fun and making lifelong memories.

Top Blokes

Junior Top Blokes returned for another successful year at Arcadia College. This program includes sessions that cover social issues that may impact young men's health. These sessions include:

- The overuse of Alcohol and Other Drugs
- Fostering positive Mental Health
- Anger Management
- Understanding Masculinities
- Peer Pressure and Risk Taking
- Online Behaviours
- Building Healthy Relationships
- Sexual Health
- Leadership and Teamwork

12 students participated from Years 9 and 10.

The feedback from students attending this program has been overwhelmingly positive and they are excited to be attending such a wonderful program.



CONTACT US

This Annual Report is available on our College website: www.arcadia.qld.edu.au. For further information about **Arcadia College**, please contact Kim Denny (Acting Principal) on 07 5655 1800 or via email – principal@arcadia.qld.edu.au.


Appendix 1- Next Step School Survey www.qld.gov.au/nextstep




Next Step
2024 Post-School Destinations


Arcadia College (Robina)


This is a summary of the post-school destinations of students from Arcadia College (Robina) who completed Year 12 and gained a Senior Statement in 2023. 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 October 2024.

 **50.9% response rate**
29 out of 57 Year 12 completers from this school responded to the 2024 survey.
Due to the low response rate, care should be taken interpreting these results.

Post-school destinations

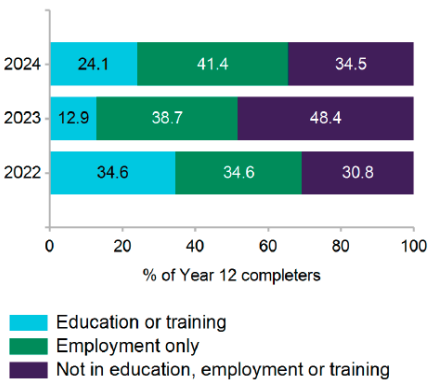
 In 2024, 65.5% of Year 12 completers from Arcadia College (Robina) were engaged in education, training or employment in the year after they completed school.

 Of the 29 respondents, 24.1% continued in education and training. The most common study destination was bachelor degree.

 A further 41.4% transitioned directly into paid employment only.

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 2024

