



PRINCIPAL'S UPDATE

Jingeri Parents and Caregivers,

As we come to the end of another remarkable year, I would like to take this opportunity to reflect on the growth, success, and resilience demonstrated by our students throughout 2024. Their dedication to learning, personal development, and wellbeing has been truly inspiring. It has been heartening to see how they have embraced the Arcadia way, fostering meaningful relationships with their peers and teachers and contributing to our vibrant school community.

To our parents and caregivers, thank you for your unwavering support of Arcadia College. Your involvement and encouragement have been integral to the achievements and growth we celebrate today. Together, we have nurtured a space where young people can thrive academically, socially, and emotionally.

This year's highlights include the magnificent Year 12 Formal, where we celebrated the culmination of our seniors' high school journey. It was a night to acknowledge their unique talents, academic successes, and personal growth, as well as to express gratitude to the staff who have supported them every step of the way. Equally, our award ceremonies for Distance Education, Junior, and Senior schools were moments of immense pride, showcasing the achievements of our students and the dedication of their families. With hundreds of parents and carers joining us, these events reinforced the strength of our school community.

In our Distance Education program, we have experienced unprecedented growth, both in student enrolments and staff numbers. This exciting expansion has enabled us to embark on a new chapter with the opening of a dedicated Distance Education site. This facility will allow us to continue innovating and delivering a flexible, high-quality learning experience tailored to the unique needs of our students.

Finally, I extend my heartfelt thanks to our incredible staff. Your tireless efforts to provide alternative pathways, welfare programs, and tailored educational opportunities make a profound difference in the lives of our young people. Your commitment ensures that every student at Arcadia College is given the tools to succeed and flourish.

As we close this chapter and prepare for 2025, I wish all our families a joyful Christmas and a restful holiday break. I look forward to welcoming everyone back on Tuesday, 28th January, for another exciting year of learning, growth, and achievement.

Best Wishes,

Abbey Walsh
Acting Principal

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YR 7 & 8 COORDIATOR

Ev Sasin

This semester, students engaged in a range of hands-on learning activities to delve deeper into the application of learning in the real world.

In English, the Year 7s completed a close study of the play *'The Honey Spot'* by Jack Davis, which focussed on the themes of discrimination, friendships and celebrating diversity. Students were also exposed to Polynesian narratives and mythology through the traditions of the Polynesian people. In Year 8, the students used their persuasive skills to write a letter to the principal addressing why *'mobile phones should not be banned in schools,'* and argued for or against this notion. Students also investigated an influential figure that has guided, shaped and changed society over time through drive, determination and brilliance by developing a bibliography and presentation on a Hero or Heroine.

In Maths, students used real world approaches to investigate mathematical problem-solving capabilities. In Year 7, students explored Cartesian Planes and the classification of Quadrilaterals. Students also explored mean, median, mode and range to find the averages of amounts. In Year 8, students tackled practical problems involving rates and ratios and made connections between expanding and factorising algebraic expressions. Students also modelled real-life scenarios through statistics and probability analysis.

In Science, the Year 7 and 8s focused on Energy and Forces. The Year 7s explored Newton's Law of Motion and applied their newfound knowledge through the design and construction of Balloon Powered Cars. This hands-on practical approach towards their learning enabled them to build on their scientific knowledge and understanding. In Year 8, students investigated Energy Forms and Transformations, including chemical reactions. Students built and constructed their own Vinegar and Bi-Card Soda Rockets and applied their knowledge in mixing chemical compounds for greater results.

In History, the Year 7 students explored *Mungo Man* and *Mungo Woman* and how these discoveries impacted the Indigenous Australians as one of the oldest cultures and civilisations on Earth. Students also explored the Ancient Egyptian civilisation and how the effects of change in society affected Egypt. The Year 8s were immersed in The Viking Age and the Shogun Era investigating their livelihoods of their time and how these roles justified their effects



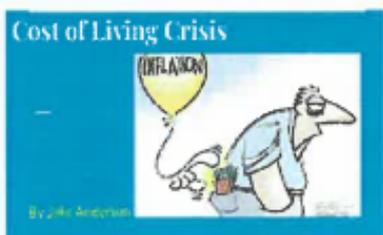
YR 9 COORDINATOR

Ben Sauvao

Students in science explored the pH scale through hands-on experiments using turmeric as a natural indicator to test the acidity and alkalinity of everyday substances. This practical approach not only reinforced their understanding of the pH scale but also demonstrated its real-life applications in areas such as food preservation and environmental monitoring.

In English, students visited a nursing home to engage with residents and learn about oral history. By listening to personal stories and experiences from the elderly, students gained valuable insights into different historical periods and developed a deeper connection with the past. This interaction had a profound impact on both students and residents, fostering empathy and mutual understanding.

In Mathematics, students partook in The World of Maths program which provided an engaging platform for students to see how maths applies to everyday life. In small teams, students solved real-world problems through hands-on activities. They communicated their ideas, collaborated on solutions, and explored key mathematical concepts from their curriculum. The session emphasised that maths is everywhere, can be fun, and is essential for everyday problem-solving.



YR 10 COORDINATOR

Ali Baker

In Year 10 English, students were asked to research social justice issues and create a persuasive presentation and email about an issue they were passionate about. Students covered a range of topics, including bullying, climate change, and personal issues such as mental health and treatments for autism. They presented their information through written presentations, videos and live presentations, and it was great to see the progress of the students from Semester 1, with several students now having the confidence to present their information to the entire class. In Year 10 Mathematics, students engaged in practical measurement tasks, focusing on 3D shapes and real-world applications. They built clinometers and used trigonometric ratios to determine the heights of various buildings around the college, enhancing their understanding of angles and measurements in real-life contexts. A highlight of the term was the "Room Design with Accurate Measurements" task, where students used physical tape measures to gather dimensions of their rooms and furniture before creating realistic room layouts using the Ikea room design software. This task helped students understand scale factors and the importance of accurate scaling in design. These activities emphasized precise measurement, trigonometry, and the application of mathematical concepts to design, allowing students to represent 3D shapes accurately in both physical and digital environments.

This term, Year 10 participated in an excursion to the Botanic Gardens in Benowa. We learned about the health of the waterways, by examining the bug life in the water. We learned that the presence of certain bugs indicated healthy water and if we only found mosquitos and other low-level bugs, the water was quite polluted. We then learned about reproduction by discussing earthworms and mealworms, which we got to examine. We then met a couple of stick insects, which we got to hold, and we learned about how they reproduce. After lunch, we went for a guided walk through the gardens, learning about the conditions different plants require to grow. Finally, we were asked if we would like to look after our own baby stick insect! So, we now own two pet stick insects called *Twiggy Smalls* and *Donny*, who are growing very well. In their Year 10 Media Art project, students applied their knowledge of editing techniques, colour, lighting, and sound to create impactful short videos raising awareness about climate change. Using a variety of approaches, including stop motion, expositional storytelling, and informative clips, students crafted thoughtful and engaging narratives. This project challenged them to use the power of media to highlight one of the most critical global issues, demonstrating their creativity and technical skills in the process:



YR 11 COORDINATOR

Elisha Crossfield

The Year 11 cohort had an outstanding Term 3, with students engaged in working toward achieving their QCE and setting a solid pathway for their futures. In English, students explored *Text and the Human Experience* and investigated both individual and collective experiences and perspectives of the world. They analysed how different perspectives, ideas, attitudes, values, and/or beliefs are communicated through textual representations of a range of human experiences. For their assessment, students wrote a creative story about a human experience. The quality of work was outstanding in some of these pieces! In Mathematics, students engaged in the topics of time and motion, including speed and distance. They completed a real-world task of planning a day's work as a traveling professional to various locations around the Gold Coast, using speed, distance, and time calculations, and factoring in the cost of fuel and incorporating this into their working budgets.

In Social and Community Studies, students explored relationship and work environments as they investigated relationship skills, including respectful and healthy relationships, communication skills, acknowledging and respecting diversity, and balancing their own interests with those of others. For their assessment, they selected a conflict scenario and were required to provide expert advice to support conflict resolution and maintain healthy and constructive relationships. In SEL, students began completing a *Short Course Self* unit, which will earn them one QCE point upon completion. The unit covers six different modules: discovering your unique identity, emotional intelligence, the truth about your values, your purpose and passion, using choice and responsibility, and personal well-being. At the end of each module, students completed a self-reflection to gain a deeper understanding of themselves and what they learned in that module.

In Science in Practice, students enjoyed engaging in forensic science as they explored the scientific processes used in the field, such as fingerprinting, casting, and blood typing. Students attended an excursion to the QLD Police Museum in Brisbane, where they engaged in a presentation about a true crime story, '*The Suitcase Murders*,' which detailed the forensic processes used by the Queensland Police Service to solve the case.



YR 12 COORDINATOR

Brent Henson

SDuring Term 4, Year 12 students engaged across a variety of curricula and extra-curricular activities. In the classroom, students analysed how the structures, language features, and language of popular culture texts shaped meaning and created their own texts that reflect on Australian identities; enhanced their mathematical knowledge and problem-solving abilities in probability and finance, whilst gaining an understanding of loans, compound interest and making decisions based on probability; conducted three social investigations: rights and responsibilities in regard to voting and driving, the court system (with a focus on family law), and available criminal support services and rights and responsibilities when travelling overseas; created digital musical pieces, sculptures/models, anaglyphs, physical timelines, digital drawings and short films; designed and created model cars, awareness posters and presentations, and completed a range of crash tests; and were given the opportunity to apply a range of training methods and principles, and evaluate the impact these have upon their performance of the sport-related fitness elements.

Outside of the classroom, there was a wealth of opportunities for our students including: our 30 days to go - 'Anything but a bag day', our 20 days to go - 'Dress as what you want to be when you grow up', Spirit Week celebrations, Blurred Minds VR workshop, Butterfly Foundation Presentation, Summer Sports Day, Farewell Breakfast, and last but not least the Year 12 Graduation Formal. This was an excellent opportunity for our 2024 graduates to celebrate their achievements with their Distance Education peers. Overall it was an excellent wrap up for our Year 12 students and we wish them all the best in their future endeavours.



SUMMER SPORTS DAY

Summer Sports Day Success

On Tuesday 5th November we held our Summer Sports Day, it was a fantastic event filled with energy, teamwork, and community spirit! Every student brought their best effort and demonstrated true sportsmanship, making it an unforgettable day.

A huge congratulations to Guruman and Gurgany on their well-deserved wins! Your determination and team spirit shone through.

A big thank you to everyone who participated and cheered from the sidelines, creating an uplifting atmosphere for all. Special shout out to Brad for all the hard work in organising the even, your dedication made this day smooth and enjoyable for students and staff.



DUKE OF EDINBURGH

Elisha Crossfield

In Term 3, the Year 10 Bronze Duke of Edinburgh students have been working extremely hard to complete the Award, with some students very close to finishing! For the Service component, students continued their engagement at Mudgeeraba State School within the Buddy Reading Program, where they worked with and supported students with their reading and in the classroom setting. The students have loved the experience of engaging with the younger students by helping them and being role models, and they have said that they will miss their little buddies.

In class, students have been learning the sport of Orienteering and participating in different Orienteering excursions each week to build and develop their navigation, teamwork, and communication skills. The students have done exceptionally well at this, with very few getting too '*geographically embarrassed*' on these courses.

At the end of the term, the students went on an Adventurous Journey to Springbrook National Park where they camped for one night. The hikes and waterfalls were amazing, with the students delighted by the sights of the waterfalls and comparing them to scenes from a movie. The hikes were challenging, with students covering over 12 km in two days, including a hike with an incline of 298 m over 3 km (a few students said they would be skipping leg day the next day!). The campsite was also a bit tough, with no hot water, showers, or electricity. However, the students barely noticed as they played games on the field in the afternoon, cooked their dinner on their Trangia stoves, played Spotlight at night, and told scary stories by torchlight before bed. For some students, it was their *Qualifying Journey*, and for others, it was their *Practice Journey*. It was great to see the qualifying students helping and supporting the Practice students with their tents, stoves, and mattresses, as well as assisting some staff. The students loved the camp, as they made some fantastic memories, and all students demonstrated strong levels of resilience, self-organisation, leadership, teamwork, a sense of adventure, and care toward each other.

We are looking forward to the end of the year as students finalise and achieve their Bronze Duke of Edinburgh Awards.



CAREERS

Michelle Hoffman

As Term 4 commences, Arcadia College's Certificate II in Cookery students are just weeks away from completing their qualifications. This program, run in partnership with Aurora Training Institute, has been an incredible journey for our students, equipping them with practical skills and career pathways in the hospitality industry.

Throughout the course, students have balanced online learning modules on campus with hands-on cooking sessions off-site, demonstrating valuable life skills that will support their future career ambitions. The relationship with Aurora has enabled us to provide an on-site trainer every Friday, ensuring that our students receive consistent, high-quality instruction. Arcadia staff are present each week to offer additional support, helping students remain engaged and motivated.

Currently, 22 students are enrolled in the program, with 17 Year 12 students working hard to complete their certification just before graduation. This pathway has been especially beneficial for students who may feel anxious or overwhelmed in other training environments, offering a supportive and familiar setting in which to achieve their qualifications.

The program, which spans 12 months, has been a resounding success, and we look forward to continuing our collaboration with Aurora Training Institute to deliver this qualification for future senior students at Arcadia College.



UNI START PROGRAM

Tahlia McGahey

14 Year 12 Students have completed the UniStart program and eagerly await their final results. Students have completed 5 assessments including an *Annotated Bibliography* and *Research Report*. So far, two of our students are in the running to finish in the top three out of 150 students completing the program on the Gold Coast. Students have learned valuable skills throughout the program which will support them as they transition from high school to university. Students will select a degree of their choice in Term 4, to enrol in for a 2025 admission.

DISTANCE EDUCATION

Julie, Carmen & Sarah

Semester Two has been a successful and rewarding semester for our students. We now have 240 students learning through our Distance Education program and a dedicated teaching and support team. During Term 4, our fantastic Youth Worker, will also be implementing community programs that focus on social skills and wellbeing. It has been fantastic to see the growth in our program and our students achieving academic and personal success.

Our student numbers have continued to grow this term, with us welcoming our new group of Year 8 students. In Year 8, our students have learned about Vikings, Indigenous languages and have been overcoming their fear of algebra. In Year 9, our students have created a community project, researching what is available for youth in their local areas and coming up with other innovative ideas for youth participation. In Geography, they have been learning about sustainable farming. Our Years 8 & 9 students also had the chance to participate in the Science Factory expo, with our on-campus students and to mark the end of term they will have the opportunity to connect with their peers in person at our Bounce excursion.

Our Distance Education program for Year 10-12 students has continued to grow and thrive this term. New staff and students have settled in well, and it's been great to see our students working hard and flourishing in the DE setting. We've received many positive comments from parents, which is a testament to the dedication and effort of our students and staff. Our Year 11 and 12 cohorts have been particularly proactive, making excellent progress in their studies and actively pursuing QCE points. Students have been busy completing *Short Course Numeracy, Literacy, and S.E.L.F.*, as well as the Barista course, and are now focused on finishing their final assessment items. With the formal just around the corner, the Year 12 students are also looking forward to celebrating this important milestone. To mark the end of term, students attended Bounce, which was a fantastic opportunity for students and staff to connect, have some fun, and take a well-deserved break. We're proud of the progress our students have made this term!



IMPORTANT DATES FOR TERM 1 2025

TUESDAY 28TH JANUARY

TERM 1 COMMENCES FOR ALL YEAR LEVELS

WEDNESDAY 19TH FEBRUARY

FAMILY INTERVIEW NIGHT

FRIDAY 21ST FEBRUARY

SCHOOL PHOTOS

FRIDAY 28TH FEBRUARY

PUPIL FREE DAY

FRIDAY 4TH APRIL

LAST DAY OF TERM 1

HAVE YOU MOVED, CHANGED YOUR PHONE NUMBER OR EMAIL ADDRESS?

**A QUICK AND EASY WAY TO UPDATE YOUR DETAILS IS
THROUGH PARENT LOUNGE. IT ONLY TAKES A MINUTE
AND SAVES YOU TIME ON THE PHONE OR COMING INTO
THE OFFICE.**

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Term Dates 2025:

Term 1: Tues 28 January to Fri 4 April
 Term 2: Tues 22 April to Fri 27 June
 Term 3: Tues 15 July to Fri 19 September
 Term 4: Wed 8 Oct to Fri 5 December

Year 12 Last Day: Fri 21 November
 Year 10 & 11 Last Day: Fri 28 November
 Year 7, 8 & 9 Last Day: Fri 5 December

School Events 2025:

Family Interview Nights: Wednesday 19 February
 Wednesday 30 July
 School Photos: Friday 21 February
 Challenge Days: Tuesday 24 June
 Tuesday 11 November
 Year 12 Graduation/Formal: Friday 21 November
 Whole School Awards Day: Friday 28 November
 Junior School Excursion: Wednesday 3 December

Queensland Public Holidays 2025:

Wednesday 1 January New Year's Day
 Sunday 26 January Australia Day
 Monday 27 January Australia Day substitute
 Friday 18 April Good Friday
 Monday 21 April Easter Monday
 Friday 25 April Anzac Day
 Monday 5 May Labour Day
 Friday 29 Aug TBC Gold Coast Show
 Monday 6 October King's Birthday
 Thursd. 25 December Christmas Day
 Friday 26 December Boxing Day

SCHOOL HOLIDAYS

PUPIL-FREE DAY (Staff Professional Development)