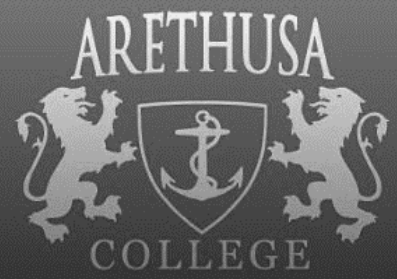
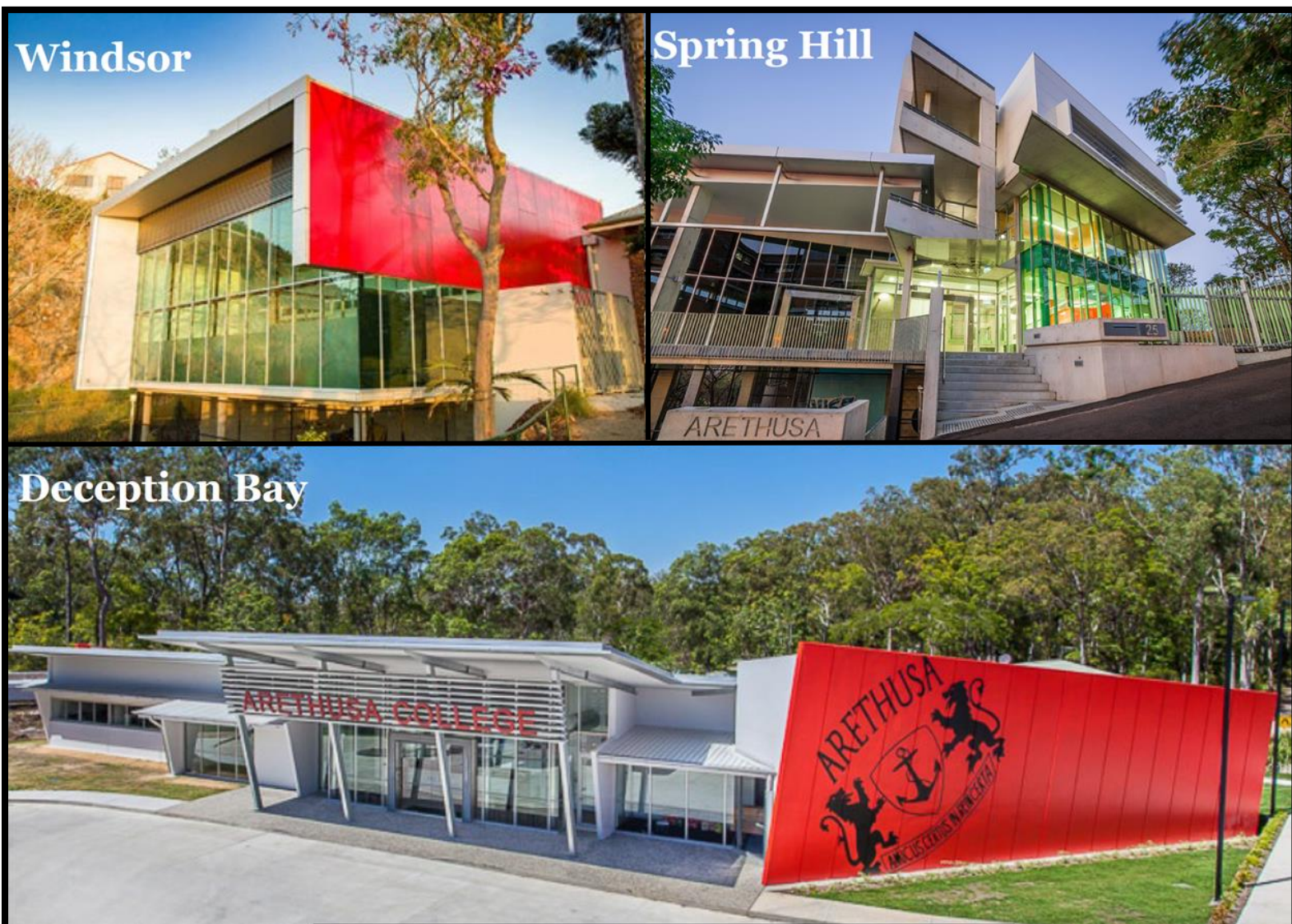


*Believe Expect Celebrate*



# Arethusa College Annual Report 2020



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## Introduction

### ***Arethusa College***

Arethusa College is an independent, co-educational school catering for students from Year 7 to Year 12. Arethusa College is accredited as a Special Assistance School with three campuses located at Spring Hill, Windsor and Deception Bay. Total enrolment in 2020 was 522 students with 11.49 % identifying as having Aboriginal or Torres Strait Islander heritage.

Arethusa College provides an alternative approach to education for students where previous schooling in a mainstream setting has not been successful due to social, emotional, physical, educational, family or situational difficulties.

The College believes that engagement in education has the potential to empower marginalised students. The aim of Arethusa College is to provide Christ-centered education in an atmosphere of love, respect and peace – encouraging students to achieve their full potential.

### ***Arethusa's Values***

Arethusa's values motivate us today to seek social justice, serve others and transform communities through putting our Christian faith into action. We are an inclusive Christian school, which values diversity and welcomes people of all faiths and none.

We believe that it is Jesus' desire to be a part of everyone's life. Through His example, we see that those on the margins are loved and fully accepted by God. The life of Jesus motivates us to serve others, pursue justice and demonstrate His love, freely given to all. While society often discriminates against people due to disability or social circumstances, Arethusa College values the unique worth of all individuals and works to give people dignity, opportunities and choices to fulfil their God given potential. We aim to deliver services of the highest quality. We work closely with a range of regulatory and advisory bodies to ensure that we promote and retain this excellent service. Arethusa College has a commitment to a high level of professionalism. Our staff are dedicated to those who use our services ensuring that we maximise our impact as a College.



### ***Distinctive Curriculum Offerings***

Arethusa College prides itself on being innovative, flexible and agile in its approach to teaching and learning. We aim to respond in service of our students in a way that stubbornly reflects their value and the immeasurable potential they carry; where we prioritise their needs above what is easy, traditional or expected.

By placing students firmly at the centre of everything we do, we ask new questions around curriculum, pedagogy, staffing, and resourcing. We draw upon research and the expertise of others while also investing into developing new paths that hold to our mission and values.

Arethusa offers students from Years 7-12 individualised and personalised educational and vocational pathways. Students are included in the development of their own educational journeys where staff seek to empower them to achieve their goals and fulfil their potential.

By providing flexible learning environments, with targeted and diverse curriculum programs, Arethusa College strives to support and develop its students physically, emotionally, socially, spiritually and academically. All programs are underpinned by elements of quality pedagogy, targeted literacy and numeracy development, 21st Century skills, problem-based learning and the development of responsible, global citizenship.

In Years 7-10, students engaged in a modified version of the Australian Curriculum, designed for students to work at their own level and pace and cover any gaps in their learning. They study English, Mathematics, HPE and rotate through a term each of other subjects such as History, Science, Technology and The Arts. Students can also choose from several electives such as Art, Cooking, Music, Woodwork, Outdoor Education, ICT and Sport.

In the Senior School, Year 11 and 12 students can work towards completing their Queensland Certificate of Education (QCE). Students have a variety of options available to them to meet the requirements of the QCE including both school-based subjects and vocational options. Currently the following school-based subjects are offered; General English, Essential English, Essential Mathematics, Sport and Recreation, Social and Community Studies, Visual Arts in Practice, Information Communication and Technology and Business Studies. Short courses in literacy and numeracy are also an option for students. Additionally, students can participate in life skills and employment programs and certificate courses in Automotive or Construction. Work experience placements are offered to Senior Students and our Pathways Department supports students in securing traineeships or other vocational pathways.

Arethusa College - Spring Hill Campus, with an inner city feel, allows easy access to cultural, artistic and educational centres and services which are regularly accessed as part of the curriculum program. The Campus provides a flexible learning experience and extra curricula

activities such as Café Discussions, a cooking program, and opportunities for individual projects.

Arethusa College – Windsor Campus, provides a unique learning experience for students in Years 7 and 8. The small size allows for innovative programs to be run that are student directed and focus on the skills and interests of the students. This year, a trial was established from the Windsor Campus for the Anywhere Learning Team (ALT).

Arethusa College - Deception Bay Campus, nestled amongst 86 acres of mature eucalypts, provides students opportunities to participate in certification programs in Automotive and Construction. The Campus also offers programs in Outdoor Education and Camping as well as extra-curricular activities such as photography, cooking, animal care and gardening projects. The Arethusa Sporting Academy (ASA) provides students the opportunity to learn the Australian Curriculum through a sporting lens.

### ***Social Climate of the School***

Underpinning everything we do is a genuine care and concern for students as well as a stubborn commitment to set them up for success. The College upholds the framework of Restorative Practices, which has a focus on promoting safe and supportive learning environments through active problem solving, ownership of behaviours and choices, and restoring relationships.

We **Believe** in our students; we do not define them by their past experience but rather their future potential and possibilities. We **Expect** great things of our students; as a result we raise the bar, we invest and journey with them and we **Celebrate** our students; because they are absolutely worthy of being celebrated, as they step out of their comfort zones and towards the goals they set for themselves.

## Students

### **Characteristics of the Student Body**

Arethusa College caters for students who have disengaged, or are at significant risk of disengagement, from mainstream schooling. The central criteria for admission to the College is that the student has disengaged from schooling due to social, emotional or behavioural factors. The College prides itself on providing education which is innovative, and which meets the needs of students with a wide range of learning difficulties and disabilities. Thirteen percent of students have been verified as meeting the criteria of Students with a Disability. Many students who attend Arethusa College have demonstrated a desire to re-engage in education, often against the odds. The desire to overcome obstacles to gaining an education is a common characteristic of the student body at Arethusa.

### **Student Outcomes**

#### **Attendance**

The average attendance rate for the whole school as a percentage in 2020 was 58.36%. Students who attend Arethusa College have various contributing factors which influence attendance. In 2020 the primary reason for non-attendance was mental health factors impacting on students.

Average attendance rates for particular year levels					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
64.64%	54.59%	58.3%	56%	60.31%	58.36%

#### **Non-attendance management**

Student attendance at Arethusa is monitored through the use of attendance software. Parents and carers are required to report non-attendance on the morning of the student's absence. A staff member contacts parents and carers of students who have been unaccounted for through the delivery of an SMS alert. The Principal monitors students who have been away for a number of consecutive days, or where a pattern of absenteeism is emerging. The Principal works with teachers to ensure that students are followed up, and that the College provides support to students as required. The College has clear processes for recording the reasons for absences, and follow-up to report student attendance to government agencies as required (e.g. Centrelink).

#### **Student retention rates**

In 2020 the student retention rate represents the number of students who were enrolled in

Year 10 (2018) and then in Year 12 (2020). The Year 12 student retention rate across these 2 years was 66% with 56 Year 10 students in 2018, and 37 Year 12 students in 2020.

This figure accounts for a number of students who transitioned to employment before completing Year 12, those who re-engaged in mainstream education, enrolled in full-time TAFE, or those that were unsuccessful in re-engaging in education for a variety of reasons. New enrolments of Senior Students in Year 11 and 12 occurred in 2018 and 2019.

### **NAPLAN 2020 benchmark data**

The NAPLAN results for Years 7 and 9, and information can be found by visiting the My School website at [www.myschool.edu.au](http://www.myschool.edu.au)

### **Year 12 outcomes**

Outcomes for the 2020 Year 12 Cohort

Number of students awarded a Senior Education Profile (SEP)	37
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	1
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students who received a Senior Statement only	35
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	3
Number of students awarded one or more Vocational Education and Training (VET) qualifications	16
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET	46%
Percentage of Queensland Tertiary Admissions Centre applications receiving a tertiary offer	0



## Post-school destination information from the current Next Step Survey

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.

## School Response Rate to the Survey from the 2019 Year 12 completers

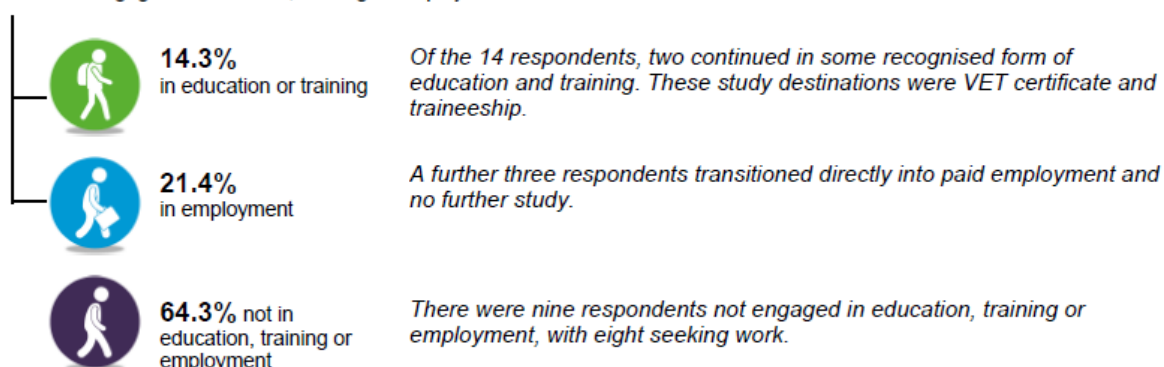
Number of Year 12 students in 2020	Number of responses received from students	Percentage response rate
20	14	70%

## Engagement in education, training or employment.

Year 12 completers from Arethusa College – Deception Bay, have been categorised by their engagement in education and training, or employment. Survey respondents who are both working and studying are included in education and training. Apprentices and trainees are required to undertake a study component to their qualification so are also considered to be in education and training.

### Engagement in education, training or employment

**35.7%** engaged in education, training or employment



## Parent and Student Involvement and Satisfaction

Arethusa College values the importance of developing partnerships between the College and home in order to understand the individual needs of students and provide appropriate support to achieve the best possible educational outcomes for all. The College promotes open



communication between home and school, with teachers and the Principal, encouraging parents to attend the school to discuss student needs as required.

Parent information is communicated through letters home and the regular campus newsletters which provide specific campus-based information. Parent Information Sessions are held at each campus in a forum that best suits each individual campus' community, for example morning teas or information nights.

Parents and carers responded very positively (i.e. with an 'agree' or 'strongly agree' response) in all majority areas of the Satisfaction Survey, indicating that they appreciated the genuine care demonstrated for students' wellbeing, individual support provided, and feeling welcome at the school. Parents and carers indicated that students felt safe, supported and encouraged to participate in all areas of College life, and that they were given an opportunity to develop their strengths. The majority of students also reported that they felt that they had begun enjoying school for the first time since starting at Arethusa.

## Staff

### ***About our Staff***

The staff at Arethusa are hand chosen and have demonstrated excellence in their specialty area of teaching. Many of the teachers are experienced in working with young people who may not fit into a traditional classroom setting. Arethusa prides itself on the fact that our staff promote self-discipline, believing that the responsibility to change the future lies within the individual and is not found merely inside educational policy or by applying unfair discipline.

Arethusa employs 30 registered teachers and 97 support staff with backgrounds in various trades, youth support, and special education. All staff work collaboratively to promote a learning community which is based on Respect, Safety, Value, and Participation. Arethusa College values the diverse cultural backgrounds of its staff. Currently 3% identify as having Aboriginal or Torres Strait Islander heritage.

Qualifications of teachers and school leaders				
Doctorate	Masters degree	Bachelor degree	Diploma	Certificate
1%	15%	48%	29%	7%

### ***Staff Professional Development***

The total funds expended on teacher professional development in 2020 was \$17,202.00 The focus on Professional Development during the year included integrated units from the Australian Curriculum, Curriculum Planning & Development, Child Protection, and Professional Boundaries for Teachers, and Pastoral Care for Students. All staff participated in professional development during the year. The average expenditure on teacher PD per year based on 30 teachers was \$573.00 in 2020.

### ***Average staff attendance***

Average staff attendance based on unplanned absences of sick and emergency leave periods of up to 5 days during 2020:

Number of teachers	Attendance rate
30	97%

Number of teaching staff retained from previous year (2019):

Number of permanent teaching staff at the end of previous year	15
Number of these staff retained in the following year	7
Retention rate	50%

The College prides itself on promoting staff wellbeing and support for all staff. The College acknowledges that quality education only exists where there are quality educators, and therefore values the contributions made by its staff. Staff stability is also an important factor for providing students with a safe, supportive and consistent learning environment. Staff retention is an important factor in creating such an environment.

## School Income

School income broken down by funding source can be found on the My School website at [www.myschool.edu.au](http://www.myschool.edu.au)

## Contact Us

This Annual Report is available on our College website: [www.arethusa.qld.edu.au](http://www.arethusa.qld.edu.au). For further information about Arethusa College, please contact Mrs Lisa Coles on 1300 720 371 or via email - [executiveprincipal@arethusa.qld.edu.au](mailto:executiveprincipal@arethusa.qld.edu.au)



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