2023 Annual Report

Arcadia Public School

Arcadia PUBLIC School
Be Outstanding, Be Inspired

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Introduction

The Annual Report for 2023 is provided to the community of Arcadia Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Arcadia Public School
140 Arcadia Road
ARCADIA, 2159
https://arcadia-p.schools.nsw.gov.au
arcadia-p.school@det.nsw.edu.au
9653 1207

School vision

Considerate, reflective learners actively engaged in an inclusive environment of high personal expectation and achievement.

School context

Arcadia Public School is situated on the lands of the Darug people in a beautiful, semi rural environment. Our school's educational philosophy is underpinned by the values of respect, responsibility and personal best.

Arcadia Public School is a vibrant learning community and an active member of the Small Schools Learning Alliance. Environmental and music education, student leadership and voice, and public speaking are strong features of the school in an excelling culture of learning and well-being. The school is robustly supported by the wider school community and enjoys strong links to the history and cultural traditions of the area.

At our school, lifelong friendships are forged, families connect and the community grows together.

The motto for our school is 'Be Outstanding, Be Inspired' where a passion for learning, the confidence and knowledge to take responsibility and be actively involved in their own learning is evident every day in our students.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Consistent quality differentiated teaching practices across the school
- Data driven practices

Resources allocated to this strategic direction

Professional learning
AP Curriculum & Instruction
Socio-economic background
QTSS release
Low level adjustment for disability
English language proficiency

Summary of progress

The systematic and deliberate gathering and analysis of data played a pivotal role in enabling the school to enhance and assess its literacy and numeracy practices. The continuous collection of student performance data, paired with ongoing professional development, allowed teachers to tailor their teaching strategies to meet the diverse needs of all students. Data from check-in assessments was crucial for planning teaching and learning sprints, ensuring the school could address any widespread areas of need. The Learning and Support Teacher and the Covid Intensive Learning Support Program provided targeted assistance. Reading intervention programs were emphasised for students in Kindergarten through to Year 3. Furthermore, the school's Assistant Principal and Instruction used assessment data to create specialised teaching programs for students in Year 3 and 4 focusing on writing, and for students in Year 5 and 6 concentrating on mathematics.

As a result, evidence indicates that the school has achieved most 2023 targets and is achieving above state averages in all areas:

Year 3 numeracy- Arcadia students achieved 68.5% compared to 65.9% state.

Year 3 reading- Arcadia students achieved 62.7% compared to 58.1% state.

Year 4 numeracy- Arcadia students achieved 71.1% compared to 65.6% state.

Year 4 reading- Arcadia students achieved 83.6% compared to 65.7% state.

Year 5 numeracy- Arcadia students achieved 70.6% compared to 65.7% state.

Year 5 reading- Arcadia students achieved 64.8% compared to 56.2% state.

Year 6 numeracy- Arcadia students achieved 66.5% compared to 63.3% state.

Year 6 reading - Arcadia students achieved 57.5% compared to 57.2% state.

Next Steps:

We will continue to upload writing data in PLAN and add further data for analysis. The continuation of careful monitoring of whole school and system assessments will guide our intervention programs and further funding will be allocated to support intervention programs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the mean scaled score of Years 3, 4, 5 and 6 students from 2022 to 2023 in Numeracy Check-in assessment.	The Check-in Assessment mean scale score indicates the percentage of students in Year 6 achieving growth in numeracy has **decreased** by 3.05%. The Check-in Assessment mean scale score indicates the percentage of students in Year 5 achieving growth in numeracy has **increased** by 1.02%. The Check-in Assessment mean scale score indicates the percentage of students in Year 4 achieving growth in numeracy has **decreased** by 0.15%. The Check-in Assessment mean scale score indicates the percentage of students in Year 3 achieving growth in numeracy has **increased** by 0.1%.
Increase the mean scaled score of Years 3, 4, 5 and 6 students from 2022 to 2023 in Reading Check-in assessment.	The Check-in Assessment mean scale score indicates the percentage of students in Year 6 achieving growth in reading has **decreased** by 4.8%. The Check-in Assessment mean scale score indicates the percentage of students in Year 5 achieving growth in reading has **increased** by 3.9%. The Check-in Assessment mean scale score indicates the percentage of students in Year 4 achieving growth in reading has **increased** by 10.49%. The Check-in Assessment mean scale score indicates the percentage of students in Year 3 achieving growth in reading has i**ncreased** by 2.9%.
90% of students reach their individual expected targets for Reading as mapped against the progressions. **90% of students reach their individual expected targets for Numeracy as mapped against the progressions.**	The rise in the percentage of students consistently using feedback in literacy and numeracy to establish specific learning objectives and enhance learning outcomes is reflected in the adoption of individualised learning goals across all stages. These goals are clearly communicated to students and celebrated once achieved. Goals are individualised to ensure student success and 95% of students are consistently meeting their expected targets.

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

In order to ensure all members of our school community Connect, Thrive and Succeed, we will align evidence-based procedures around quality teaching and data use for all teachers to follow.

Working purposefully and deliberately to create a collaborative, positive, enriching school culture with high expectations for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Inclusive and Engaging community
- Planned approach to well-being

Resources allocated to this strategic direction

Aboriginal background
Location

Summary of progress

Our community sporting events, organised in collaboration with our small school alliance, achieved resounding success. Positive feedback from parents and the community highlighted the increased competition and enhanced opportunities for students to forge friendships beyond the school boundaries. The school hosted the program Interrelate, extending invitations to all schools in our alliance, thereby fostering another engaging community event. The professional development initiatives within our small schools alliance were strategically aligned, ensuring high-impact, quality learning experiences for staff and facilitating valuable networking opportunities.

Our proactive approach to well-being resulted in a steady overall attendance rate of 92%. Notably, 69.1% of students maintained attendance above 90%, surpassing both state and similar school averages of 67.8%.

Next steps:

We plan to continue combining sporting events to provide students with ongoing opportunities to build connections within the wider community. The small schools alliance aims to incorporate more joint community events into the school calendar.

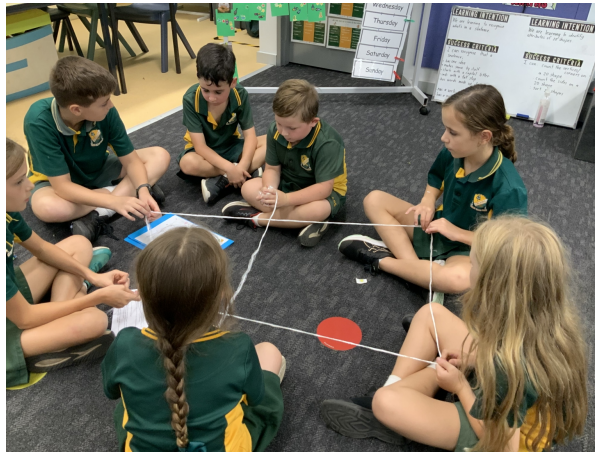**Progress towards achieving improvement measures**

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending > 90% of the time by 3%.	The number of students attending school 90% of the time or more has decreased by 3%. However, our overall attendance rate remains steady at 92% which is above State and Similar school average of 87.8%.
Tell Them From Me survey data with growth in students reporting a sense of belonging, expectations for success and engagement in learning. Tell Them From Me survey data indicates a growth in Wellbeing by 2%.	Tell Them From Me data indicates 80% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school) which is an increase of 28%, and 92% of students indicated that they have friends at school they can trust and who encourage them to make positive choices, this is well above the State norm of 85%.
School Excellence Framework. the school will self assess against the following elements:	Self-assessment against the School Excellence framework shows the element of Learning Culture to be excelling. Self-assessment against the School Excellence framework shows the

Learning Culture: Excelling.	element of Wellbeing to be excelling.
Wellbeing: Excelling.	

Funding sources	Impact achieved this year
Socio-economic background $9,529.92	Socio-economic background equity loading is used to meet the additional learning needs of students at Arcadia Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Consistent quality differentiated teaching practices across the school **Overview of activities partially or fully funded with this equity loading include:** • staff release to allow time to focus on the new curriculum and research that underpins the pedagogy. **The allocation of this funding has resulted in the following impact:** All staff have had extensive professional learning to deepen their understanding of, and practice in, Explicit Direct Instruction. **After evaluation, the next steps to support our students will be:** Continued Explicit Direct Instruction will be evident in all classrooms.
Aboriginal background $1,642.71	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Arcadia Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Inclusive and Engaging community **Overview of activities partially or fully funded with this equity loading include:** • staffing release to support development and implementation of Personalised Learning Pathways (PLP) **The allocation of this funding has resulted in the following impact:** 100% of Aboriginal students have a quality personalised PLP that directly align with their social, academic and cultural goals. **After evaluation, the next steps to support our students will be:** Continue to refine and support our Aboriginal students through quality PLPs and staff release time to meet with families to establish goals.
English language proficiency $2,400.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Arcadia Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data driven practices **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives **The allocation of this funding has resulted in the following impact:** EAL/D teacher working with class teacher to assess and differentiate individual goals. **After evaluation, the next steps to support our students will be:** Continued support for identified students.

Low level adjustment for disability $32,146.60	Low level adjustment for disability equity loading provides support for students at Arcadia Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data driven practices **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers **The allocation of this funding has resulted in the following impact:** Employing SLSO to work with identified students to access the curriculum in class and in small group work. **After evaluation, the next steps to support our students will be:** Continue to employ SLSO staff to work with identified students individually and in small group lessons, as well as class based activities.
Location $1,355.31	The location funding allocation is provided to Arcadia Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Inclusive and Engaging community **Overview of activities partially or fully funded with this operational funding include:** • subsidising student excursions to enable all students to participate **The allocation of this funding has resulted in the following impact:** Students were able to participate in competitive swimming and athletic carnivals that brought the wider community together. **After evaluation, the next steps to support our students will be:** Continuation of the small school alliance to ensure student participation in competitive swimming and athletic carnivals.
Professional learning $8,721.99	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Arcadia Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Consistent quality differentiated teaching practices across the school **Overview of activities partially or fully funded with this initiative funding include:** • teacher relief for staff engaging in professional learning • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing **The allocation of this funding has resulted in the following impact:** All staff attending a range of Professional Learning at our combined PL through our Small School's Learning Alliance. These covered topics such as: New syllabus implementation / Mandatory training/ Assessment and Reporting/ Complaint Handling procedures.

Professional learning $8,721.99	**After evaluation, the next steps to support our students will be:** Continue Professional Learning with the staff from our Small School's Learning Alliance Ensure Professional Learning is current and applicable to current educational trends which will improve the quality of teaching and learning.
QTSS release $15,387.84	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Arcadia Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data driven practices **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives **The allocation of this funding has resulted in the following impact:** Principal delivered new syllabus implementation RFF for staff to develop a clear understanding of the documents and how to effectively trial them in literacy and numeracy tasks. Teachers track student progress in writing through PLAN 2. **After evaluation, the next steps to support our students will be:** Continued new syllabus implementation RFF to build teacher capacity, knowledge and understanding of current trends and implement them into classroom practice. Expand data uploading in PLAN 2 from writing to reading.
COVID ILSP $14,749.88	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • development of resources and planning of small group tuition **The allocation of this funding has resulted in the following impact:** Identified students have been able to work with a specific teacher to target specific skills in both literacy and numeracy Identified students have shown improvement in both school based data and PLAN2 data. **After evaluation, the next steps to support our students will be:** Students identified will continue to work with our Learning support team on specific literacy and numeracy programs. Parents will be informed about our specific programs and how they can help their child at home.
AP Curriculum & Instruction $31,017.60	Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

AP Curriculum & Instruction $31,017.60	• Consistent quality differentiated teaching practices across the school • Data driven practices **Overview of activities partially or fully funded with this Staffing - Other funding include:** • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • support teachers with new English and Mathematics syllabus implementation. • develop whole school scope and sequences and run Professional Learning for staff **The allocation of this funding has resulted in the following impact:** Staff have become very familiar with the new syllabus documents. Staff are continuing to work collaboratively and support each others pedagogy. Staff are becoming more willing to talk about current teaching practices and how they can change. **After evaluation, the next steps to support our students will be:** Continue to use Learning Walks and classroom observations as a way of developing best practice in classrooms.. Continue to implement new syllabus in teaching and learning programs and developing best practice

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	47	45	45	44
Girls	39	32	32	27

Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.6	93.8	88.0	94.9
1	96.6	87.5	92.8	90.9
2	94.8	93.6	86.7	95.1
3	94.0	95.4	91.5	89.5
4	96.6	90.3	89.8	91.4
5	96.1	94.7	84.6	90.6
6	86.6	95.2	94.5	87.2
All Years	94.0	93.2	89.4	91.5
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

* Families evacuating and relocating due to NSW floods

* Sick students staying at home until a negative COVID-19 test was returned

* Household members testing positive to COVID-19

* The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See https://education.nsw.gov.au/schooling/covid-19/advice-for-families for advice).

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	2.42
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2023 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 **Actual** ($)
Opening Balance	325,492.33
Revenue	949,608.02
Appropriation	875,473.82
Sale of Goods and Services	1,884.57
Grants and contributions	62,918.32
Investment income	9,331.31
Expenses	-892,621.36
Employee related	-802,639.48
Operating expenses	-89,981.88
Surplus / deficit for the year	56,986.66
Closing Balance	382,478.99

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 **SBAR Adjustments** ($)
Targeted Total	0
Equity Total	45,719
Equity - Aboriginal	1,643
Equity - Socio-economic	9,530
Equity - Language	2,400
Equity - Disability	32,147
Base Total	715,150
Base - Per Capita	20,040
Base - Location	1,355
Base - Other	693,754
Other Total	66,439
Grand Total	827,308

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent/Carergiver Feedback

The 2023 TTFM parent survey has shown that 100% of parents either agree or strongly agree that APS is a culturally safe place. This achievement is the result of our concerted efforts in areas such as explicit instruction, setting personalised student goals, offering targeted tuition before school, and cultivating robust connections between home and school. These initiatives ensure that every student can thrive to their fullest potential in an environment that is both nurturing and culturally affirming.

The process of creating clear and consistent learning objectives, tailored for each student in partnership with their families through termly three-way conferences, plays a crucial role in fostering a productive learning collaboration between the school and our students' homes. This collaborative approach has notably increased parental engagement in activities like 'Meet the Teacher' nights and three-way conferences. Such a strong partnership between home and school is crucial for the academic, emotional, and social success of our students. We deeply value and actively encourage our families' involvement in their children's education, recognizing it as a key element of their overall success.

Student Feedback

According to our 2023 Tell Them From Me (TTFM) survey results, 92% of our students experience positive relationships at school, surpassing the state average of 85%. Additionally, our school achieved a high score in creating a positive learning environment, with a 7.6 rating against the state average of 6.9. Students at Arcadia have access to a variety of academic, sporting and artistic extra curricula opportunities. The 2023 TTFM student survey indicated that 100 percent, compared to state norm of 83%, of students had a high rate of participation in sports with an instructor at school, other than in a physical education class and students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee scored 88% compared to a state norm of 55%.

Teacher Feedback

A recently completed 360° Leadership Survey indicated that the school leadership communication and interpersonal skills scored at a 5, being the highest. Arcadia also scored highly in the area of building positive and trusting relationships, which was also a 5 across all participants. This teacher feedback demonstrates the values of a positive and trusting school culture that ensures best outcomes for all within the school community.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.