



Eagleby Learning College

3711

Helensvale Learning College

Varsity Learning College

ANNUAL REPORT 2018

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

*Every student succeeding. State Schools Strategy 2017-2021
Department of Education*

Working together to lift learning and skilling outcomes for Queensland.

SER staff acknowledge and pay respect to the Traditional Owners and ongoing custodians of the lands on which our schools are built and where learning takes place. We pay our respects to Elders, past, present & emerging and recognise their continuing connection to Country and ways of learning over thousands of years



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School Overview

‘Success STARTS here...’

South East Region Learning College is an alternate Department of Education and Training centre. We focus on removing barriers for both school and mature age students.

We have 3 campuses located at Eagleby, Helensvale and Varsity Lakes.

The SERLC vision is based on the premise that everyone is entitled to an education. The purpose of our program is to offer an alternate and flexible EQ model that removes barriers to learning and allows for the inclusion of all students, regardless of their prior educational history, to access quality State education. The objective is to create an environment where these "second chance learners" can remain in study until they achieve a successful pass, meeting the DET goal of 'every student succeeding'. Working in conjunction with State Secondary Principals, this initiative targets students who have traditionally been marginalised, disengaged or ineligible for mainstream schooling.

Principal's Foreword

Introduction

School Progress towards its goals in 2018

Campus maximisation. In 2018 the Learning College model continued to maximise our offerings to second chance learners in Logan at our Eagleby and on the Gold Coast at Helensvale and Varsity to cater for the southern and northern Gold Coast students. The sites increased their subject offerings to enable the maximisation of student positions available to disengaged learners in these regions. The principles and culture of Learning College model are now operating at capacity, increasing our accessibility for both our community and our partner State High Schools and their students.

- **Review the data collection and analysis process to ensure consistency of practice in response to enrolment growth**

In 2018 the data collection process was continued to be reviewed and refined to reflect more accurately the relevant data. This includes more detailed data collection on such areas as the Student Transition data that tracks what happens to our students after they leave the College.

- **Investigate the development of a funding proposal to ensure the long term sustainability of the college and the continued quality student outcomes**

In 2018 there was ongoing collaboration between the SERLC Director Libi Coyer and our South East Region to ensure appropriate funding and support was provided in order for SERLC to continue to provide an alternate option for students.

- **Continue to provide opportunities for building teacher capacity in using**

The new QCE was the main focus for professional development in 2018. This was supported by our Deprivatisation program and collegial review of pedagogical practices. The college also had weekly Staff Briefings that included professional readings and discussions with a professional development focus.

In 2018 the teaching staff continued to have regular opportunities to undergo professional development in our start and end of term Student Free Days. This time allows our teachers who operate across multiple campuses to meet to moderate, review and plan across all curriculum areas in order to maintain high quality teaching and curriculum programs.

Ongoing Professional Development in 2019 will focus on the New Queensland Certificate of Education and its improvements for student learning along with our pedagogical focus of growth mindset and explicit teaching.

Future Outlook 2019

The future outlook for the College as it heads into 2019 will be on the following;

- 1. New QCE:** The College aims to work closely with the QCAA to deliver the new QCE model and successfully adapt it to our alternate setting.
- 2. Reflective Practice:** Teachers use a range of data such as our WAI's (Who am I document), and our WAI Wall, (student progress tracker), to regularly reflect on practice and inform their teaching along with Annual Development Plan Reviews and collaborative coaching and mentoring.
- 3. RTO:** The College aims to become a Registered Training Organisation to better provide comprehensive and accessible Vocational Education and Training Certificate courses.
- 4. Student Directed Goals:** Activate students as owners of their learning by helping them collect evidence of their progress towards their learning and performance goals.

There is an explicit improvement agenda continuing from 2018 to align current curriculum delivery to the New QCE to ensure pedagogical practices directly improve performance and ensure all students learning outcomes are relevant and transitional. This includes the continuation of growth mindset in all of our learning.

- 5. The Legacy:** In 2019 there will be a continuation of the explicit development of staff culture led by the College Principal based on James Kerr's "The Legacy". These principles will guide staff to exhibit and model the key principles. This ensures that both students and teachers will build on a culture that promotes belonging and buying into their success. It has a 'sweeping the sheds' mentality and a focus on leaving things better than how you found them.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	CCSE Centre for Continuing Secondary Education
Year levels offered in 2018:	Year 10, 11 & 12
Student enrolments for this school:	As at Day 20 = 471

	Total
2016	363
2017	418
2018	471

Student counts are based on the Census (August) enrolment collection.

Characteristics of the Student Body

Overview

SERLC students are aged from 15 to mature age.

The characteristics of the student body at SERLC are very diverse. The students are those who are marginalised from mainstream school. The demographics of our students are also extremely diverse. A high proportion of our students are homeless, from juvenile detention, disengaged from mainstream schooling for numerous reasons or disenfranchised in the community. We have students who are experiencing severe poverty and others that come from affluent families with great support.

The diversity of the student body is a reflection of the diversity of reasons why students choose to attend SERLC however they come with a passion to complete their schooling.

Curriculum Delivery

Our Approach to Curriculum Delivery

SERLC delivers flexible, fast-tracked QCAA approved programs and nationally accredited Certificate courses.

SERLC not only delivers the core of English, Math and Science but has offerings in 2018 including 4 SAS, 4 Authority subjects and 9 Certificate courses.

The SERLC environment empowers students to unleash their potential through the policy of 'no pass, no progression'. The flexible delivery enables students to remain in study if necessary, until they achieve a successful pass in their chosen program. At SERLC, graduating means graduating with a pass.

Year 10 is offered over a 6 month duration. One term = one semester.

Year 11 and 12 is offered over a 12 month duration. One term = one semester

Note: Students may take longer due to our 'no pass, no progression' policy.

A new intake of Yr 10, 11 and Certificates occurs every term. Thus every term we have classes beginning and graduating. The rolling intake reduces the chance of disengagement due to delays waiting for the traditional intake of once per year.

Our Approach to Curriculum Delivery

- All staff model and embed a **growth mindset** with all students.
- **MASLOW** is the cornerstone of our approach to curriculum as without meeting students' basic needs we cannot assist them to achieve success.
- Our pedagogical framework the Symphony of Learning is based **Bloom's Taxonomy**.
- **Explicit teaching of cognitive verbs** has been a focus as we prepare for the implementation of the new QCE.
- Pedagogical improvement is data based and measured through the **cycle of inquiry** linked to peer mentoring.

How Information and Communication Technologies are used to Assist Learning

SERLC embeds ICT's into our curriculum. The pedagogical framework of Symphony of Learning, overlaid by Bloom's Taxonomy and Marzano's Taxonomy, allow for a student-focused enquiry approach to teaching and learning.

Every student has access to ICT's in their classes at every campus and the curriculum necessitates that the students develop ICT skills within their programs.

Besides offering stand-alone Certificate courses, SERLC also embeds a Certificate I Digital Media and Technology within the English Communication and Authority English program.

Social Climate

Overview SERLC has a strong culture based on our vision and values evident in our **STARTS** from our '**Success STARTS here...**' motto.

Second chance learners, Teachers who care, Advanced programs, Recognition of difference, To graduate, Step up

This vision is based on the premise that everyone is entitled to an education. The Learning College offers an alternate and flexible DET model that removes barriers to learning and allows for the inclusion of all students, regardless of their prior educational history, to access quality State education.

Inclusivity is at the core of our philosophy. This inclusivity is demonstrated in the model's ability to differentiate their needs of our students and then to tailor an educational program that provides the scaffolding to work towards their individual idea of success. Underpinning the whole school approach is **Maslow's Hierarchy of Needs**. Taking into consideration our students and the issues they face, these basic needs must be addressed before significant educational success can be achieved.

The College prioritises a safe learning environment for all stakeholders so there is a zero tolerance for bullying or any behavior that impacts on the good order of our College. Students must be here to learn and are made accountable for their own behavior.

The College has a whole school approach to differentiation with our personalized differentiation plans through our WAI system. The WAI stands for "Who Am I" and every student's academic progress is monitored across the duration of their program. This initiative identifies their personality type, links this with their preferred learning style and then is structured so that the teacher adjusts their pedagogy to best meet the needs of each student and improve their academic outcome.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2016	2017	2018
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	96.9%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	97.9%
teachers at this school motivate their child to learn* (S2007)	100%	100%	95.9%
teachers at this school treat students fairly* (S2008)	96%	100%	98%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	97.9%
this school works with them to support their child's learning* (S2010)	100%	97.1%	100%
this school takes parents' opinions seriously* (S2011)	100%	97.1%	100%
student behaviour is well managed at this school* (S2012)	96.7%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2016	2017	2018
they are getting a good education at school (S2048)	95.5%	98.7%	94.8%
they like being at their school* (S2036)	100%	98.7%	98.2%
they feel safe at their school* (S2037)	100%	98.7%	99.1%
their teachers motivate them to learn* (S2038)	95.5%	100%	99.1%
their teachers expect them to do their best* (S2039)	98.5%	97.3%	98.2%
their teachers provide them with useful feedback about their school work* (S2040)	93.9%	100%	95.5%
teachers treat students fairly at their school* (S2041)	93.9%	100%	94.6%
they can talk to their teachers about their concerns* (S2042)	92.4%	94.6%	88.2%
their school takes students' opinions seriously* (S2043)	91%	97.3%	96.4%
student behaviour is well managed at their school* (S2044)	83.3%	85.1%	89.3%
their school looks for ways to improve* (S2045)	100%	95.9%	98.2%
their school is well maintained* (S2046)	96.9%	100%	97.3%
their school gives them opportunities to do interesting things* (S2047)	87.9%	98.6%	88.4%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2016	2017	2018
they enjoy working at their school (S2069)	93.8%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	90.6%	100%	95.7%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88.9%	87.5%	96.6%
students are encouraged to do their best at their school (S2072)	96.9%	100%	97.8%
students are treated fairly at their school (S2073)	96.9%	97.5%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	97.6%	100%
their school takes staff opinions seriously (S2076)	93.8%	97.6%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	96.9%	100%	97.9%
their school gives them opportunities to do interesting things (S2079)	96.9%	97.5%	97.8%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

The Learning College involves all stakeholders, be that parents or carers, along with the student from the first interaction, which is the enrolment interview. This interview is multifunctional in that it both outlines the policies and procedures of the College but it also allows a consultation between all stakeholders to establish an individual program for each student designed specifically to meet their educational needs, requirements and goals. At this interview the student is made aware that they are responsible for being an active participant in their learning. Parents and carers will be kept informed of attendance via our notification system and with end of semester reports issued every term.

The College actively engages with community stakeholders in order to maintain good communication and relationships. Each Head of Campus establishes these vital links with the local community.

Respectful relationships programs

The College has well-developed and implemented programs that focus on appropriate, respectful and healthy relationships. Maslow's Hierarchy of Needs underpins the College philosophy. Our programs are delivered via our curriculum and by our Student Services Support team programs. The College motto of Success STARTS here... embodies the approach that respect for the safety and wellbeing of all individuals is at the core of what we do.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

Environmental Footprint

Reducing the school's environmental footprint'

The College continues to make efforts to reduce its environmental footprint through a variety of ways across all 3 campuses. Students and staff are instructed to ensure the responsible use of air conditioners and all usage of power in the classrooms. Teachers are responsible for monitoring this usage and for shutting all items down at the completion of each lesson. Heads of Campus are responsible for monitoring the staff and student usage and addressing issues in order to be environmentally sustainable.

ENVIRONMENTAL FOOTPRINT INDICATORS	
Years	Electricity kWh
2014-2015	196 334
2015-2016	185 163

ENVIRONMENTAL FOOTPRINT INDICATORS

Years	Electricity kWh
2016-2017	197 178

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

South East Region Learning College Administration and Support Services staff includes:
 The Executive:- Director, Principal and Associate Principal, Head of Support Services
 Each Campus:- Head of Campus, Dean of Students, Administrator and a Teacher Aides,
 The Support team:- Dean of Staff Support, 2 Guidance Officers and a Youth Support Coordinator

The College continued to fund additional wages for the casual grounds and maintenance staff at the Eagleby campus. Our staffing has increased with x new employees in 2018. We continue with 4 permanent EQ employees that are continuing to relieve at level in the Associate Principal, 2 DOS and 1 HOC position as they are not substantive positions.

Both the teaching and non-teaching staff are stable and the School Opinion Survey indicates an above State average on all indicators.

2018 WORKFORCE COMPOSITION

Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	32	16	<5
Full-time Equivalents	31.8	11.2	<5

Qualification of all teachers

TEACHER QUALIFICATIONS

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	12
Bachelor degree	32
Diploma	4
Certificate	32

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2018 were **\$16235.26**

The major professional development initiatives are as follows:

- Queensland Curriculum Professional Development
- Guidance Officer PD
- Staff Light Vehicle Bus Licences

- Principal conferences
- Principal Finance Management Training
- End of term Wellbeing Activities
- Inclusiveness Training – Awareness, identities and Needs LGBTIQAP
- VET training
- First Aid
- Teacher Aide Training

The proportion of the teaching staff involved in professional development activities during 2018 was **100%**.

Staff Attendance and Retention

Staff Attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96.6%	97%	97.6%

Proportion of Staff Retained from the Previous School Year.

From the end of the previous school year, 99.1% of staff was retained by the school for the entire 2018.

Performance of Our Students

Key Student Outcomes

The College has a policy of 'no pass, no progression' to support key student outcomes. This provides flexibility and individual differentiation to every student in order to provide the best possible opportunity for them to succeed. However, success at the Learning College can be measured in many ways from **increasing student attendance** from previous school refusers, to providing the environment where **students reengage in learning** for those who had previously never had academic achievement and to feeling **safe and supported** in so they can develop both socially and academically. All our key student outcomes focus on reengaging students into education and creating a solid foundation for their future pathways.

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018			
Description	2016	2017	2018
The overall attendance rate* for the students at this school (shown as a percentage).	93.2%	86.5%	83.1%
The attendance rate for Indigenous students at this school (shown as a percentage).	92.6%	86.9%	81.6%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Teachers

MGM Roll Marker is a next generation student attendance and welfare management solution designed specifically to manage complex timetables and student movements.

Teachers are responsible for marking their class rolls for every class. They are to accurately record their students for the first 30 minutes of the class commencing. Teachers can mark the students as **Present**, **Unexplained Absence (U)** and **Other Approved (O)**.

- **Minimum 65% attendance** is stipulated at every interview and enforced or students will need to address their attendance and refocus on their academic learning.
- Late arrivals and early departures are considered as part of absenteeism. Regular and punctual attendance and consistent application is required.

Students

Students are expected to attend classes punctually and regularly. Staff are expected to follow up on extended student absence using the following process:

- Any student that has missed 2 lessons in a row will be contacted by the Teacher.
- If explanation given by student then attendance is recorded as explained.
- If the absence continues then Teachers can request that the DOS follow up with the student.
- All contact with students and/or guardian needs to be recorded via email and sent through to the DOS.

Students who drop below the required 65% attendance face repeating the Semester as part of the SERLC 'no pass, no progression' policy.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2016	2017	2018
Number of students receiving a Senior Statement	154	174	235
Number of students awarded a Queensland Certificate of Individual Achievement.	N/A	N/A	N/A
Number of students receiving an Overall Position (OP)	N/A	1	N/A
Percentage of Indigenous students receiving an Overall Position (OP)	N/A	0	N/A
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	19	24	43
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	106	154	230
Number of students awarded an Australian Qualification Framework Certificate II or above.	63	92	167
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	27	53	129
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	13%	38%	64%
Number of students awarded an International Baccalaureate Diploma (IBD).	N/A	N/A	N/A
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	N/A	0	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.	62%	89%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	65.2%	100%	79%

As at 05 February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2016	73	36	27
2017	134	61	31
2018	101	65	44

As at XX February 2018. The above values exclude VISA students.

Students can access the following Certificates;

Certificate I in Construction (only at ELC campus) Going to Cert II in 2019
Certificate II in Engineering Pathways (only at ELC campus)
Cert I in Information Digital Media and Technology
Cert II in Business
Cert II in Logistics
Cert II in Health Support Services
Cert II in Information Digital Media and Technology (available 2019)
Cert III in Business
Cert III in Visual Arts (available 2019)

Student Destinations

Post-school destination information

The results of the 2018 post-school destinations survey, Next Step – Student Destination Report (2018 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at: www.eaglebylc.eq.edu.au

Conclusion

In 2018 we continued to build on the success of our college. We continue to focus on the building blocks that will ensure the continued sustainability and growth of the College.

Collegial Engagement: We pride ourselves on our reflective culture. It is characterised by respect, trust, growth mindset, shared moral purpose and a belief that all students can learn.

Consistency of Practice: The leaders, teachers and staff invest in processes and practices that build consistency and clarity of expectations, including making time and resources available for planning, sharing, observing, and feedback. We recognise that verifying the quality and consistency of high-impact practice is key to improving all students' achievement.

Collaborative Work: We deliberately structure time every term to build a culture so that purposeful collaborative learning is embedded as an operating norm for all staff.

Finally the mental health and wellbeing of our staff and students is the foundation from which our successful outcomes are built. It is and will continue to be the starting point from which we ensure

Success STARTS here...