



South East Region Learning Colleges 3711

Eagleby Learning College
Helensvale Learning College
Varsity Learning College

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Strategy

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



**Queensland
Government**

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Contact person	Mr Miles Karipa (Principal)

From the Principal

‘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.

School Progress towards its goals in 2019

Accountability - . In 2019 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.

RTO – Registered Training Organisation

The college also underwent the process of becoming a **Registered Training Organisation** so we can offer our students a great range of Certificate courses along with our QCAA approved ACARA programs. The principles and culture of Learning College model are now generally at capacity, increasing our accessibility for both our community and our partner State High Schools and their students.

Culture – In 2019 the Principal continued to lead the staff in the principles identified in the book, ‘The Legacy’. Professional development days had a commitment to continue with creating a team culture with a wellbeing focus.

ISV – Reduction of In-School Variation

The College continued the focus on consistency of practice in policy and procedures. The same focus was given to improving our quality and effectiveness of pedagogy in our classrooms. The aim of improving ISV is based on extensive research that indicates such an environment increase the success of student outcomes.

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

In 2019 the data collection process 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.

• Continue to provide opportunities for building teacher capacity in using

The new QCE continued to be a main focus for professional development in 2019 along with improved pedagogical practice. This was supported by our Peer Coaching program and collegial review of pedagogical practices with a particular focus on Direct Instruction. The college also had weekly Staff Briefings that included professional readings and discussions with a professional development focus.

In 2019 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.

• Growth Mindset

In 2019 our team began started our journey in Growth Mindset. This is improving students’ performance by reducing barriers and teaching them to understand that their talents and abilities can be developed through effort, good teaching and persistence. They can expand and improve talents and traits thought to be out of their reach and achieve goals previously not attainable

Future outlook

Continued improvement priorities for 2020 have been extensively outlined in our **Explicit Improvement Agenda** and include;

In School Variation

Staff use a range of evidence to regularly reflect on practice and inform their decisions, ADPR's and collaborative work that is consistent from classroom to classroom and Campus to campus

ACCOUNTABILITY

Activate students as owners of their learning by helping them collect evidence of their progress towards their learning and performance goals

CULTURE

Staff exhibit and model the key principles noted in the readings of the "Legacy". This ensures that both students and staff will build on a culture that promotes belonging and buying into their success

Our school at a glance

Our **4 core pillars** of the College are based on (1) Maslow, (2) our shorter school days, (3) small school environment and (4) our alignment with EQ requirements.

Coeducational or single sex	Coeducational
Independent public school	CCSE Centre for Continuing Secondary Education
Year levels offered in 2019	Year 10, 11 & 12
Student enrolments	2019 as at Day 20 = 585

Student Enrolment as at Day 20

2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
71	112	176	203	241	251	363	418	471	585

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 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.

Our Indigenous enrolment as at end of Semester 1, 2019 equates to 9.5% of our total enrolments.

Curriculum delivery

Our approach to 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 2019 including 5 SAS, 4 Authority subjects and 10 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.

Social climate

SERLC is committed to maintaining a safe, supportive and disciplined learning environment. We have a zero tolerance to bullying which is explicitly outlined to every student and their parent/carer upon enrolment. Our focus on the individual and the systems we have to support this means our differentiation strategies for every student is clearly documented and monitored their duration of their enrolment with the College. This is achieved through the following;

Inclusivity is at the core of our philosophy.

The program was created to address the gap for students in our society who don't 'fit' mainstream schooling. This inclusivity is demonstrated in the model's ability to differentiate the needs of our students and then to tailor an educational program that provides the scaffolding to work towards their individual idea of success. The **diversity of our students** from a range of backgrounds, experiences and age, highlights the **inclusive** nature of our school.

Maslow

The College has built its foundations on the principles of MASLOW. As a result, each campus offers students the access to food, bathrooms, laundry facilities and support via our student support team to get assistance with housing and the like.

The WAI's – Who Am I

This system identifies the students' progress. It aims to inform the teacher so early intervention and assistance can be put into place to assist the student. It then provides continued close monitoring information including the intervention and pedagogical strategies employed by the teacher to support the student to their most successful outcome.

The WAI Wall is a snapshot of the WAI document. It placed accountability on the Learning College team to work together to support and differentiate to reduce barriers and increase successful outcomes for our students. It is a holistic view of any one student at that point in time in their learning journey.

Wellbeing – Student Support Services

The College provides each campus with Student Support Staff. This is headed up by our Head of School Support which aims to provide the access to multiple support services for all students. Along with this, our executive team has a commitment to the wellbeing of all our staff and have formed a wellbeing committee and have a commitment to embedding wellbeing into all our professional development and student free days besides our day to day support of staff.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	100%	98.5%
• their child likes being at this school* (S2001)	100%	100%	96.9%
• their child feels safe at this school* (S2002)	100%	100%	95.4%
• their child's learning needs are being met at this school* (S2003)	100%	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%	97.9%	96.8%
• teachers at this school motivate their child to learn* (S2007)	100%	95.9%	98.4%
• teachers at this school treat students fairly* (S2008)	100%	98%	100%
• they can talk to their child's teachers about their concerns* (S2009)	97%	97.9%	96.7%
• this school works with them to support their child's learning* (S2010)	97.1%	100%	98.4%
• this school takes parents' opinions seriously* (S2011)	97.1%	100%	98.3%
• student behaviour is well managed at this school* (S2012)	100%	100%	98.5%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	100%	100%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	98.7%	94.8%	100%
• they like being at their school* (S2036)	98.7%	98.2%	93.9%
• they feel safe at their school* (S2037)	98.7%	99.1%	95.1%
• their teachers motivate them to learn* (S2038)	100%	99.1%	91.4%
• their teachers expect them to do their best* (S2039)	97.3%	98.2%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	95.5%	91.3%
• teachers treat students fairly at their school* (S2041)	100%	94.6%	91.4%
• they can talk to their teachers about their concerns* (S2042)	94.6%	88.2%	85.2%
• their school takes students' opinions seriously* (S2043)	97.3%	96.4%	88.9%
• student behaviour is well managed at their school* (S2044)	85.1%	89.3%	83.8%
• their school looks for ways to improve* (S2045)	95.9%	98.2%	96.3%
• their school is well maintained* (S2046)	100%	97.3%	97.5%
• their school gives them opportunities to do interesting things* (S2047)	98.6%	88.4%	92.5%

Percentage of students who agree# that:	2017	2018	2019
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* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	100%	100%	98.3%
• 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)	100%	95.7%	94.9%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87.5%	96.6%	88.2%
• students are encouraged to do their best at their school (S2072)	100%	97.8%	100%
• students are treated fairly at their school (S2073)	97.5%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	97.6%	100%	96.6%
• their school takes staff opinions seriously (S2076)	97.6%	100%	94.9%
• their school looks for ways to improve (S2077)	100%	100%	98.3%
• their school is well maintained (S2078)	100%	97.9%	100%
• their school gives them opportunities to do interesting things (S2079)	97.5%	97.8%	100%

* 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 however the College Principal is our main representative with our local communities and beyond.

Respectful relationships education 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.

Reducing this school's environmental footprint

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	197 178	107 673	154 382.76

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

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 School Support.

Each Campus:- Head of Campus, Dean of Students, Administrator and Teacher Aides,

The Support team:- Dean of Staff Support, 3 Guidance Officers. Note: the HOC of VLC plays a dual role of Head of Curriculum. Each campus has their team of teachers also.

The College continued to fund additional wages for the casual grounds and maintenance staff at the Eagleby campus. Our staffing has increased with 14 new employees in 2019. This number includes staff contracted to cover for permanent staff on leave and temporary contracts. 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.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	36	20	<5
Full-time equivalents	39.3	8.02	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	Non – Teaching Staff
Doctorate		
Masters	6	
Graduate Diploma etc.*	16	
Bachelor degree	43	1
Diploma	5	1
Certificate	9	7

*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 2019 were \$29 111.42

The major professional development initiatives are as follows:

- New QCE and curriculum development
- Peer Coaching and Pedagogical development – Direct Instruction
- TAE or TAE upgrade for staff
- Professional Learning Teams and Professional Learning Communities
- EduTECH International Congress and Expo
- VET Network Professional Development Forum
- Fundamentals of Coaching Practice
- Beginning Teacher Conferences and Workshops
- Mandatory Training
- Guidance Officer training
- Finance and Business Manager Training
- First Aid Training
- Middle Leaders Program QELI
- IT Training – Orange Card

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	96.1%	

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2019.

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** 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.

Key student outcomes

Student attendance

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	86.5%	83.1%	
Attendance rate for Indigenous** students at this school	86.9%	81.6%	

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2017	2018	2019
Year 7 – Year 10	100%	100%	100%
Year 11 – Year 12	91%	96%	100%

Note:
The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Table 12: Average student attendance rates for each year level at this school

Year level	2017	2018	2019
Year 10	88.1%	85.1%	ELC 83% HLC 83% VLC 80%
Year 11	86.6%	84.2%	Senior Program
Year 12	85.4%	82.4%	ELC 78% HLC 83% VLC 79%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Description of how this school manages non-attendance

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).

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band – Table 14 Not Applicable
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2017	2018	2019
Number of students who received a Senior Statement	174	235	259
Number of students awarded a QCIA	N/A	N/A	N/A
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	57	138	188
Percentage of Indigenous students awarded a QCE at the end of Year 12	5	6	
Number of students who received an OP	1	N/A	N/A
Percentage of Indigenous students who received an OP	N/A	N/A	N/A
Number of students awarded one or more VET qualifications (including SbAT)	154	220	246
Number of students awarded a VET Certificate II or above	92	167	
Number of students who were completing/continuing a SbAT	24	43	0
Number of students awarded an IBD	N/A	N/A	N/A
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	N/A	N/A	N/A

Description	2017	2018	2019
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	89%	98%	99%
Percentage of QTAC applicants who received a tertiary offer.	100%	79%	

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	134	220	246
Certificate II	61	109	65
Certificate III or above	31	45	25

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

The VET Certificates available to students from the College RTO include; (RTO ELC #45468)

- Cert I Digital Media and Technology which is embedded into our Essential English program
- Cert II Digital Media and Technology
- Cert II Business
- Cert III Business
- Cert III Visual Arts

Students are also able to access the following Certs from outside providers;

- Cert II Construction Pathways (RTO Formula Student #41124)
- Cert II Engineering Pathways (RTO Adapt #5811)
- Cert II Logistics (RTO Strategix Provider #31418)
- Cert II Health Support Services (RTO Strategix Provider #31418)
- Cert in First Aid (RTO Embark College #0699)

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2019
Year 10 student enrolment combined across all 3 campuses	69%
Senior Program (11 & 12) enrolment combined across all 3 campuses	55%

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

This College works closely with a range of external agencies to support students who left school early. Our Principal, Heads of Campus, Deans of Students, Regional Transitions Officer or Guidance Officer liaises with early

school leavers and their parents/carers, providing a service 'beyond the College to assist early leavers make a successful transition to other educational pursuits or employment.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study but with the knowledge that they are welcome to return to us and proceed with their schooling in the future.

Our Guidance Officers supported these students into alternative training pathways

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at www.eaglebylc.eq.edu.au