Success STARTS here…

Eagleby
Helensvale
Varsity Lakes

South East Region Learning Colleges 3711

Eagleby Learning College
Helensvale Learning College
Varsity Learning College

ANNUAL REPORT
2021

Queensland State School Reporting

Every student succeeding
State Schools Improvement Strategy
Department of Education

Working together to lift learning and skilling outcomes for Queensland.

Queensland Government

Postal address	161 Herses Road EAGLEBY QLD 4207
Phone	Headquarters (07) 3382 9222 Eagleby Campus (07) 3382 9222 Helensvale Campus (07) 5562 9888 Varsity Campus (07) 5553 8300
Fax	(07) 3382 9200
Email	info@eaglebylc.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website. Webpages: www.eaglebylc.eq.edu.au https://eaglebylc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/AnnualReports.aspx
Contact person	Ms Libi Coyer - Director

From the Director

'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. This year completed the relocation of our Varsity campus to new premises in Varsity Lakes. This facility provided the opportunity for maximisation of subject offerings and the provision of a supportive and welcoming environment.

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, disenfranchised or ineligible for mainstream schooling.

Our vision and values are outlined in our **STARTS**;

Second chance learners

     Teachers and staff who care

          Advanced programs

               Recognition of difference

                    To graduate

                         Step up

School progress towards its goals in 2021

Accountability

In 2021 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.

In 2021 the focus was firmly on closing the gap for indigenous and marginalised students. A subject coordinator position was created to focus on Indigenous perspectives. This was further supported by the appointment of a teacher aid at each campus with an indigenous focus. We aim to assist SERLC Indigenous students connect to their community, improve academic outcomes, link to career options, as well as offering support and mentoring into Year 13.

Culture

Management continued to lead the staff in the principles identified in the book, '**The Legacy'**. This ensures that both students and staff will build on a culture that promotes belonging and buying into their success.

This culture was also supported through the induction process for new staff with a teacher taking ownership of this process at each campus.

Professional development days had a commitment to continue with creating a team culture with a wellbeing focus and the wellbeing committee remains active across the campuses fostering staff connectiveness and positivity.

ISV – Reduction of In-School Variation

The College continued the focus on consistency of practice in policy and procedures. Our commitment to this was supported by the appointment of 2 curriculum Heads of Department (HOD) for 2021. A HOD of English and Humanities and a HOD of Maths and Science joined our existing HOD of Vocational Education. 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.

The College built on this with our focus on quality pedagogy within our peer coaching program and our professional learning teams. This was a process whereby the teaching staff work with their colleagues to get into each other's classrooms and pursue growth coaching conversations with each other to reflect on their pedagogical practices in order to improve student outcomes.

ISV also entails the operational systems that underpin the running of the College. This is essential for the good order and management of the College and is considerably more complex due to the satellite campuses. The College achieved the creation of a College "**Operations Manual**" that addresses the internal policies and procedures of the running of the College.

In 2021 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. (Year 13 data)

RTO – Registered Training Organisation

The College went into its second full year of being our own a **Registered Training Organisation** to continue with offering our students a great range of Certificate courses along with our QCAA approved ACARA programs.

We introduced additional certificates and multiple lines of these offerings to allow more students to access this pathway. This has led to an increase in the number of certificates being awarded and access to the attainment of a QCE. The success of our VET programs was reinforced by our QCAA feedback in the Term 2 audit.

The progress of the Learning College model and the development and growth of our capacity have increased our accessibility for both our community and our partner State High Schools and their students.

Continue to provide opportunities for building teacher capacity

The new curriculum along with improved pedagogical practice continued to be a main focus for professional development in 2021. This was supported by our Peer Coaching program and collegial review of pedagogical practices with a particular focus on building a professional learning culture. The staff established their own goals which were established via our peer growth coaching conversations. The professional development in this area aimed to embed a common language amongst our teachers and establish professional learning teams to promote excellence in teaching and learning.

The pedagogical focus in 2021 built on our Explicit Instruction framework with the introduction of the work of Lyn Sharratt and the Assessment Waterfall Chart. Teachers and leaders utilised learning walks to ask "the five questions".

This focus was driven across the College through our professional discussion time during our Staff Briefings and linked into the individual staff members' Annual Performance and Development Review. Thus, these goals were in line of sight and prioritised across the year. The outcomes and reflections from the staff on how they went with achieving their set goals was discussed in their final meeting of the APDR's. This helps establish a clear starting point for professional growth in 2021.

In 2021 the teaching staff continued to have regular opportunities to undergo professional development in our 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 2021 our team continued 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

Positive Actions for Adult Learning

In 2021 we introduced the common language of being "Positive, Present and Productive" to describe the expectations for our learners. This was supported by the introduction of microcredentialing to reinforce the transition of the behaviours as students move into year 13

Queensland Government

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 2020   Year 10, 11 and 12

Characteristics of the student body

Student Enrolment as at Day 20

2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
71	112	176	203	241	251	363	418	471	585	564	555

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 disenfranchised from mainstream school. The demographics of our students are also extremely diverse. A proportion of our students are homeless, from juvenile detention, disenfranchised from mainstream schooling for numerous reasons or marginalised 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 reflects the diversity of reasons why students choose to attend SERLC however they come with a passion to complete their schooling.

Aboriginal	107
Both Aboriginal and Torres Strait Islander	10
Torres Strait Islander	4
Non-Indigenous	889
Total enrolments for 2021	**1010**

Average class sizes

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

Phase of schooling	2018	2019	2020	2021
Prep – Year 3	N/A	N/A	N/A	N/A
Year 4 – Year 6	N/A	N/A	N/A	N/A
Year 7 – Year 10	16.0	15.2	15.5	12.9
Year 11 – Year 12	15.0	15.4	13.6	14.7

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.

Queensland Government

Curriculum implementation

Our approach to curriculum delivery

SERLC delivers flexible, compressed QCAA approved programs and nationally accredited Certificate courses.

SERLC not only delivers the core of English, Math in both Applied and General subjects but has offerings in 2021 also including 3 Applied subjects, 2 General 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 over their duration of enrolment with the College. This is achieved through the following;

Inclusivity is at the core of our philosophy.
The model 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 support 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.

* Nationally agreed student and parent/caregiver items.

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2018	2019	2020	2021
this is a good school	100%	99%	100%	97%
their child likes being at this school*	100%	97%	92%	93%
their child feels safe at this school*	100%	95%	95%	93%
their child's learning needs are being met at this school*	100%	100%	95%	92%
their child is making good progress at this school*	100%	100%	100%	97%
teachers at this school expect their child to do his or her best*	100%	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work*	98%	97%	100%	92%
teachers at this school motivate their child to learn*	96%	98%	95%	92%
teachers at this school treat students fairly*	98%	100%	92%	98%
they can talk to their child's teachers about their concerns*	98%	97%	91%	95%
this school works with them to support their child's learning*	100%	98%	90%	88%
this school takes parents' opinions seriously*	100%	98%	94%	91%
student behaviour is well managed at this school*	100%	99%	91%	95%
this school looks for ways to improve*	100%	100%	100%	97%
this school is well maintained*	100%	100%	97%	97%

Table 4: Student opinion survey

Percentage of students who agree# that:	2018	2019	2020	2021
they like being at their school*	98%	94%	98%	93%
they feel safe at their school*	99%	95%	98%	95%
their teachers motivate them to learn*	99%	91%	98%	88%
their teachers expect them to do their best*	98%	100%	98%	92%
their teachers provide them with useful feedback about their school work*	96%	91%	98%	92%
teachers treat students fairly at their school*	95%	91%	100%	93%
they can talk to their teachers about their concerns*	88%	85%	88%	83%
their school takes students' opinions seriously*	96%	89%	98%	88%
student behaviour is well managed at their school*	89%	84%	98%	93%
their school looks for ways to improve*	98%	96%	100%	93%
their school is well maintained*	97%	98%	100%	92%
their school gives them opportunities to do interesting things*	88%	93%	97%	84%

Queensland Government

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2018	2019	2020	2021
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas	97%	88%	83%	84%
staff are well supported at their school	100%	97%	96%	91%
they feel that their school is a safe place in which to work	100%	100%	98%	100%
their school looks for ways to improve	100%	98%	98%	100%
they enjoy working at their school	100%	98%	NA^	100%
they receive useful feedback about their work at their school	96%	95%	NA^	91%
students are encouraged to do their best at their school	98%	100%	NA^	96%
students are treated fairly at their school	100%	100%	NA^	100%
student behaviour is well managed at their school	100%	100%	NA^	96%
their school takes staff opinions seriously	100%	95%	NA^	85%
their school is well maintained	98%	100%	NA^	96%
their school gives them opportunities to do interesting things	98%	100%	NA^	93%

Parent and community engagement

The 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 inks 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 available via our **#Activ8u** created by our Student Services Support team. 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.

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

Utility category	2017 – 2018	2018 – 2019	2019 – 2020	2020 - 2021
Electricity (kWh)	107 673	154 382.76	161 152.3	147 034.94

Note: Consumption data is compiled from sources including ERM, Ergon, CS Energy reports and utilities data entered into One School* 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.

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

Queensland Government

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, and Business Manager

Curriculum Team: - Head of School Curriculum and Pedagogy. HOD VET and HOD Maths and Science

Each Campus: - Head of Campus, Dean of Students, Guidance Officer, Teachers, Administrators and Teacher Aides,

The College continued to fund additional wages for the casual grounds and maintenance staff. Our staffing has increased in 2021. This number includes staff contracted to cover for permanent staff on leave and temporary contracts. We continue with permanent EQ employees that are continuing to relieve at level 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	37	28	<5
Full-time equivalents	39.68	13.19	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Teaching Staff Number of qualifications	Non-Teaching Staff Number of qualifications
Doctorate	0	0
Masters	11	3
Graduate Diploma etc.*	23	2
Bachelor degree	47	5
Diploma	11	8
Certificate	59	29

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

Note: Many of our staff have multiple qualifications, hence the number outlined in the table far exceeds the actual number of staff.

Queensland Government

Professional development

Expenditure on and staff participation in professional development

The total funds expended on teacher professional development in 2021 were $17 154.00

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff participation in professional development

The major professional development initiatives were as follows:

- QCAA - new QCE and curriculum development Peer Coaching and Pedagogical development
- Professional Learning Teams and Professional Learning Communities
- Mandatory Training
- Leadership Development Program
- Giving & Receiving Feedback
- Student management System
- QCAA AARA's & the EA's Webinar
- BM Conference
- Chemical management Training
- Asbestos Management
- Mandatory Cleaners Training
- Mandatory Training and Student Protection
- First Aid + CPR
- Understanding Traumatised Child
- Student Management training
- One School training
- Supervising Preservice teacher training
- Indigenous Champions Workshops
- Workplace Rehabilitation Training
- All staff – Systemic College Partnerships PD

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2018	2019	2020	2021
Staff attendance for permanent and temporary staff and school leaders.	96.1%	97.1%	95.8%	95.8%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2021.

Performance of our students

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

The overall student attendance rate in 2021 for all Queensland state secondary schools was %

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

Table 11: Overall student attendance at this school

Description	2018	2019	2020	2021
Overall attendance rate* for students at this school	83.3%	80.3%	80.4%	79.5%
Attendance rate for Indigenous** students at this school	81.6%	78.2%	78.9%	79.3%

* 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.

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).

Our MGM roll marker sends a text to the registered parent or carer when a student has an unexplained absence on the same day. Parents and carers are alerted to absences in real time.

The College has an attendance officer at each campus who tracks and follows up on student absences. The teaching staff are required to contact the student on the second absence of the student from their class. The HOC, DOS and Attendance officer meet weekly to review and follow up on student absences.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- 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	2018	2019	2020	2021
Number of students who received a Senior Statement	235	259	207	238
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	108	179	188	219
Percentage of Indigenous students awarded a QCE at the end of Year 12	64%	100%	82%	92%
Number of students awarded one or more VET qualifications (including SAT)	231	257	204	237
Number of students awarded a VET Certificate II or above	110	130	189	226
Number of students who were completing/continuing a SAT	43	36	26	25
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98%	99%	98%	98%
Percentage of QTAC applicants who received a tertiary offer.	84.6%	66.7%	82%	0
Number of students awarded a QCIA	N/A	N/A	N/A	N/A
Percentage of Indigenous students who received an OP	N/A	N/A	N/A	N/A
Number of students who received an OP	N/A	N/A	N/A	N/A
Number of students awarded an IBD	N/A	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	N/A

Notes:

- The values above:
  - are as at 05 February 2020
  - 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	2018	2019	2020	2021
Certificate I	220	246	188	224
Certificate II	109	65	147	196
Certificate III or above	45	25	91	156

Note:

The values in table 15:

- are as at 17 November 2021
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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

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.

Data from Early Leavers

Next Step — Post-school destinations

The results of the 2021 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2022.

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