



Success STARTS here...

Eagleby  
Helensvale  
Varsity Lakes

# South East Region's Learning Centres 3711

Eagleby Learning Campus  
Helensvale Learning Campus  
Varsity Learning Campus

# ANNUAL REPORT

# 2022

Queensland State School Reporting

*Every student succeeding*

*State Schools Improvement Strategy*

Department of Education

Working together to lift learning and skilling outcomes for Queensland.

SERLC 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

## Contact information

<b>Postal address</b>	161 Herses Road EAGLEBY QLD 4207
<b>Phone</b>	Headquarters (07) 3382 9222 Eagleby Campus (07) 3382 9222 Helensvale Campus (07) 5562 9888 Varsity Campus (07) 5553 8300
<b>Fax</b>	(07) 3382 9200
<b>Email</b>	info@eaglebylc.eq.edu.au
<b>Webpages</b>	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul> <p>Webpages: <a href="http://www.eaglebylc.eq.edu.au">www.eaglebylc.eq.edu.au</a> <a href="https://eaglebylc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/AnnualReports.aspx">https://eaglebylc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/AnnualReports.aspx</a></p>
<b>Contact person</b>	Ms Libi Coyer – Head of School

## From the Head of School

### **‘Success STARTS here...’**

South East Region’s Learning Centres 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. All 3 facilities 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 2022**

#### **Accountability**

In 2022 the Learning Centres 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 2022 the focus was firmly on the introduction of Curriculum Heads of Department to ensure we improve academic outcomes, provide authentic curriculum with strong pedagogy that is inclusive and flexible to provide every opportunity for our students to succeed.

#### **Culture**

Management continued to lead the staff in the principles identified in the book, ‘**The Legacy**’. This ensures that staff will build on a culture that promotes belonging and buying into the student’s success. This culture was also supported through the induction process for new staff with the Dean of Students 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.

The students continue to be guided by the principles of being Present, Positive and Productive in class and on campus. These principles provide the student with a positive model for behaviour and the basic tools for taking responsibility for their own successes.

#### **ISV – Reduction of In-School Variation**

The Centre continued the focus on consistency of practice in policy and procedures. Our commitment to this was supported by the appointment of an additional 3 Heads of Department for Continuing Education (HOD) for 2022. A HOD of English, HOD of Humanities and a HOD of Strategic Developments joined our existing HOD of Vocational Education and HOD of Maths and Science. 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 Centre 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 Centre. This is essential for the good order and management of the Centre and is considerably more complex due to the satellite campuses. The Centre achieved the creation of an **"Operations Manual"** that addresses the internal policies and procedures of the running of the Centre.

In 2022 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 Centre. (Year 13 data)

## **RTO – Registered Training Organisation**

The Centre went into its third 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 continued to build on the current 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 progress of the Learning Centre model and the development and growth of our capacity have increased our accessibility for both our community and our partner 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 2022. 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 2022 built on our Explicit Instruction framework with the continuation of the work of Lyn Sharratt and the Assessment Waterfall Chart that were introduced in 2021. Teachers and leaders utilised learning walks to ask "the five questions" and to improve line of sight.

This focus was driven across the Centre 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 2022.

In 2022 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 2022 our team continued our journey in Growth Mindset. The Leadership and Management teams expanded with an extensive Growth Coaching program. 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 202w we continue to embed the common language of being "Positive, Present and Productive" to describe the expectations for our learners. This was supported by the introduction of microcredentialing at the Varsity Campus as a pilot to reinforce the transition of the behaviours as students move into Year 13.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	CCSE Centre for Continuing Secondary Education
<b>Year levels offered in 2020</b>	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	2022
71	112	176	203	241	251	363	418	471	585	564	555	547

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	101
Both Aboriginal and Torres Strait Islander	16
Torres Strait Islander	4
Non-Indigenous	901
<b>Total enrolments for 2021</b>	<b>1022</b>

## 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 also has offerings in 2022 including 3 Applied 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 Centre. 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 model.

### Maslow

The Centre 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 Centre 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 Centre provides each campus with Student Support Staff. This is headed up by our Head of School Support and the commitment of a full-time Guidance Officer at each Campus. This team 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	2022
this is a good school	100%	99%	100%	97%	93%
their child likes being at this school*	100%	97%	92%	93%	93%
their child feels safe at this school*	100%	95%	95%	93%	96%
their child's learning needs are being met at this school*	100%	100%	95%	92%	96%
their child is making good progress at this school*	100%	100%	100%	97%	96%
teachers at this school expect their child to do his or her best*	100%	100%	100%	97%	95%
teachers at this school provide their child with useful feedback about his or her school work*	98%	97%	100%	92%	91%
teachers at this school motivate their child to learn*	96%	98%	95%	92%	91%
teachers at this school treat students fairly*	98%	100%	92%	98%	96%
they can talk to their child's teachers about their concerns*	98%	97%	91%	95%	95%
this school works with them to support their child's learning*	100%	98%	90%	88%	91%
this school takes parents' opinions seriously*	100%	98%	94%	91%	95%
student behaviour is well managed at this school*	100%	99%	91%	95%	<b>98%</b>
this school looks for ways to improve*	100%	100%	100%	97%	92%
this school is well maintained*	100%	100%	97%	97%	98%

Table 4: Student opinion survey

Percentage of students who agree# that:	2018	2019	2020	2021	2022
they like being at their school*	98%	94%	98%	93%	96%
they feel safe at their school*	99%	95%	98%	95%	95%
their teachers motivate them to learn*	99%	91%	98%	88%	91%
their teachers expect them to do their best*	98%	100%	98%	92%	97%
their teachers provide them with useful feedback about their school work*	96%	91%	98%	92%	94%
teachers treat students fairly at their school*	95%	91%	100%	93%	95%
they can talk to their teachers about their concerns*	88%	85%	88%	83%	84%
their school takes students' opinions seriously*	96%	89%	98%	88%	94%
student behaviour is well managed at their school*	89%	84%	98%	93%	89%
their school looks for ways to improve*	98%	96%	100%	93%	95%
their school is well maintained*	97%	98%	100%	92%	94%
their school gives them opportunities to do interesting things*	88%	93%	97%	84%	92%

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2018	2019	2020	2021	2022
This school has an inclusive culture where diversity is valued and respected	100%	98%	-	98%	96%
staff are well supported at their school	100%	97%	96%	91%	94%
they feel that their school is a safe place in which to work	100%	100%	98%	100%	100%
their school looks for ways to improve	100%	98%	98%	100%	100%
they enjoy working at their school	100%	98%	NA^	100%	98%
they receive useful feedback about their work at their school	96%	95%	NA^	91%	96%
students are encouraged to do their best at their school	98%	100%	NA^	96%	100%
students are treated fairly at their school	100%	100%	NA^	100%	98%
student behaviour is well managed at their school	100%	100%	NA^	96%	96%
their school takes staff opinions seriously	100%	95%	NA^	85%	88%
their school is well maintained	98%	100%	NA^	96%	92%
their school gives them opportunities to do interesting things	98%	100%	NA^	93%	96%

## Parent and community engagement

The Centre involves all stakeholders, be that parents or carer, 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 Centre 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 Centre 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 Director of Campuses is our main representative with our local communities and beyond.

## Respectful relationships education programs

The Centre has well-developed and implemented programs that focus on appropriate, respectful and healthy relationships. Maslow's Hierarchy of Needs underpins the Centre philosophy. Our programs are available via our **#Activ8u** created by our Student Services Support team. The Centre 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 Centre 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	2021-2022
Electricity (kWh)	107 673	154 382.76	161 152.3	147 034.94	112 271.00

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.



## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

South East Region Learning Centre Administration and Support Services staff includes:

The Executive: Head of School, Director of Campuses and Deputy Principal, Head of School Support, Head of Curriculum and Pedagogy and Business Manager

Strategic Support: HOD RTO and HOD of Strategic directives

Each Campus: Head of Campus, Dean of Students, Guidance Officer, HOD of Curriculum, (Humanities@ELC, English@HLC and Maths&Science@VLC), Teachers, Trainers, Administrators and Teacher Aides

Across College: Technical Officer, Finance Officer, Grounds and Facilities Officer and Maintenance Officer

Our staffing for 2022 included 39 Teaching and Classified Staff and 25 Non-Teaching Staff. This number includes staff contracted to cover for permanent staff on leave and temporary contracts. The Centre is committed to progressing all eligible staff from temporary contracts to permanent 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	39	28	0
Full-time equivalents	39.44	12.05	0

\*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	14	0
Graduate Diploma etc.*	24	0
Bachelor degree	40	2
Diploma	6	6
Certificate	38	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.

## Professional development

### Expenditure on and staff participation in professional development

The total funds expended on teacher professional development in 2022 were \$14 729.00

The proportion of the teaching staff involved in professional development activities during 2022 was 100%.

### Staff participation in professional development

The major professional development initiatives were as follows:

Student Management Webinar  
Analytical Dashboard Training  
Qlearn  
VET Forums  
Strategic Planning & Leadership  
NCCD Cross School Moderation Workshop  
AARA in senior schooling webinar  
QATSIF Scholarship info for ADTSI students  
Social & Emotional Wellbeing Trends in Young People  
Senior Secondary Pathways forum webinar  
GC Careers Update Southern Cross University  
LGBTIQ PD  
MAS central updated guidelines for SBT and Apprenticeships  
Culturally appropriate education for Indigenous culture  
Trauma and sensory-based interventions  
Triple P accreditation training  
Solution focused brief therapy  
Applying human rights and anti-discrimination in schools  
Promotion Panel Training (QTU panel rep)  
Tough Conversations for School Leaders  
Youth Employer Toolkit Launch Robina TAFE  
Youth Mental Health  
Understanding the Traumatized Child  
i-educate Digital Tech for Educators  
ATSI cross curricula perspectives into the curriculum  
Build capacity to support students with AD/ADHD online  
95AD/ADHD Evidence Based Strategies

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2018	2019	2020	2021	2022
Staff attendance for permanent and temporary staff and school leaders.	96.1%	97.1%	95.8%	77.5%	94.6%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff were retained by the school for the entire 2022.

## Performance of our students

The Centre 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 Centres 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 2022 for all South East Region state secondary schools was 85.6 %

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

Table 11: Overall student attendance at this school

Description	2018	2019	2020	2021	2022
Overall attendance rate* for students at this school	83.3%	80.3%	80.4%	79.5%	69.7%
Attendance rate for Indigenous** students at this school	81.6%	78.2%	78.9%	79.3%	69.9%
* 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).					
** <i>Indigenous</i> refers to Aboriginal and Torres Strait Islander people of Australia.					

#### Description of how this school manages non-attendance

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 Centre 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, GO 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](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2018	2019	2020	2021	2022
Number of students who received a Senior Statement	235	259	207	238	205
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	108	179	188	219	202
Percentage of Indigenous students awarded a QCE at the end of Year 12	64%	100%	82%	92%	100%
Number of students awarded one or more VET qualifications (including SAT)	231	257	204	237	205
Number of students awarded a VET Certificate II or above	110	130	189	226	194
Number of students who were completing/continuing a SAT	43	36	26	25	35
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%	100%
Percentage of QTAC applicants who received a tertiary offer.	84.6%	66.7%	82%	76%	100%
Number of students awarded a QCIA	N/A	N/A	N/A	N/A	N/A
Percentage of Indigenous students who received an OP	N/A	N/A	N/A	N/A	N/A
Number of students who received an OP	N/A	N/A	N/A	N/A	N/A
Number of students awarded an IBD	N/A	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	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	2022
Certificate I	220	246	188	224	151
Certificate II	109	65	147	196	136
Certificate III or above	45	25	91	156	180

Note:

The values in table 15:

- are as at 9<sup>th</sup> December 2022
- 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 Centre works closely with a range of external agencies to support students who left school early. Our Head of School, Director of Campuses, Heads of Campus, Deans of Students, Regional Transitions Officer and Guidance Officers liaises with early school leavers and their parents/carers, providing a service 'beyond the Centre 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 2022 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2022), will be uploaded to this school's website in September 2023.

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](http://www.eaglebylc.eq.edu.au)

## Campus Improvements 2022

### Eagleby Campus

At the end of Term 4 and into the summer vacation the Eagleby Campus saw a major upgrade to its amenities block. The original block including the student kitchen was demolished and the students and staff will return to a more efficient, effective and modern amenities.

In Term 2 the last of the asbestos for the Centre was removed as we replaced 2 older classrooms with 2 new ones. The Teachers and Students are enjoying their new spaces and maximising these new resources for the successful outcomes of the students.

The main administration building for all 3 campuses was also included in the government's commitment to update school amenities. This building was transformed and now includes a double classroom which can be opened up to comfortably sit 150 people. This has been used many times this year as all 65 staff can be accommodated in the one space for professional development days.

Our 2 school officers, together with the Certificate I Construction classes and their teacher continue to improve the grounds and do minor internal office changes. The students enjoy the opportunity to work for a client and the Eagleby facilities are well maintained and we have multipurpose spaces in which to extend the learning outside the classroom.

### Varsity Campus

This year the campus has been adorned with artwork from the Certificate III in Visual Art students and our main entrance now holds a 3-piece artwork from one of the students who has portrayed the diversity of the students in her work.

### Helensvale Campus

The campus also displays the students' Art work and continue to work with the wet weather. All the staff are to be congratulated for their constant readiness to work together to ensure the campus is always ready for the students.