



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

2024

Queensland State School Reporting

Realising the potential of every student

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

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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 Department 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 2024

Culture and Inclusion - *Embed the culture to create an inclusive, positive environment which drives equity and a sense of belonging for our diverse community.*

- Implementation of First Steps, Kick Start and Readiness Programs to ensure that in 2024 all students were able to access their level of education.
- Established multiple levels of academic program in the senior program to ensure success for all.
- Continued rolling enrolments to ensure no student has to wait extended periods to access our programs.
- Continue to focus on the wellbeing of our students to ensure they can concentrate on their progress.
- Embedded the internal School Support structure with the addition of an Inclusion HOD to work beside the teaching and training staff in 2024.
- Management continued to lead the staff culture 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.

Wellbeing and Engagement - *Embed the importance of engagement and wellbeing for staff and students in achieving learning outcomes. Focus on the individuality of our students and what Success means to them.*

- Continue to refine our process to ensure maximisation of student learning days.
- Continued focus on 100% Literacy, Numeracy and Core for all students in the Senior program.
- 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.

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. This was supported by microcredentialing across all campuses in 2024 to reinforce the transition of the behaviours as students move into Year 13. We will continue to expand microcredentialing into the First Steps and Kick Start programs in 2025.

Educational Achievement - *Embed the common goal of differentiation to ensure each student builds on their strengths to best prepare for Year 13.*

In 2024 we focus on our policies and procedures of

- Reducing barriers
- Recognise and embrace difference
- No Excuse Re-engagement
- Intentional Collaboration

The Centre 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 consistency 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 utilising pre and post moderation. Instructional coaching continued to pursue growth coaching conversations with a member of the Executive to reflect on their pedagogical practices to improve student outcomes.

In 2024 the data collection process continued to be reviewed and refined to reflect more accurately the relevant data needed to focus on areas of improvement to ensure our students access genuine pathways after graduation.

The 2024 focus for staff 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 2025.

In 2024 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 to maintain high quality teaching and curriculum programs.

QCE partnership Project

At times students may require flexibility in meeting the required 20 QCE points for several reasons. In 2024 we continued to work in partnership with schools across the region to access our RTO scope for students to enrol in a selection of our certificates.

Students were enrolled with Eagleby Learning Centre as the RTO (45494) and were able to access course materials in a multiple of modes to suit the students individualised need. Our modes of delivery included a combination of online learning with school-based staff support, and compressed delivery with face-to-face training and assessment. All assessment was provided by our qualified VET trainers and assessors in partnership with 16 schools. This project enrolled 623 students in 2024 with 82% gaining the necessary qualification to contribute to their QCE.

Growth Mindset

In 2024 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. We will continue to discover what each student articulates as their goals. This individualised definition of what "success" means to them will assist all staff to connect with each student and personalise their growth whilst at the school.

Non-Negotiables

In 2024 each classification within the College, developed a set of Non-Negotiables for us all to set a clear expectation of everyone's role and accountability. Staff utilised these to self-check as well as the Head of School holding all staff accountable. These tools will continue to be the basis for Positive Performance management in 2025.

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	2022	2023	2024
71	112	176	203	241	251	363	418	471	585	564	555	547	618	722

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	139
Both Aboriginal and Torres Strait Islander	9
Torres Strait Islander	7
Non-Indigenous	1351
Total enrolments for 2024	1506

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 2024 including 2 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 must 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, Head of Inclusion, and a Social worker. 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:	2019	2020	2021	2022	2023	2024
this is a good school	99%	100%	97%	93%	90%	100%
their child likes being at this school*	97%	92%	93%	93%	81%	98%
their child feels safe at this school*	95%	95%	93%	96%	88%	97%
their child's learning needs are being met at this school*	100%	95%	92%	96%	84%	97%
their child is making good progress at this school*	100%	100%	97%	96%	82%	100%
teachers at this school expect their child to do his or her best*	100%	100%	97%	95%	94%	100%
teachers at this school provide their child with useful feedback about his or her schoolwork*	97%	100%	92%	91%	86%	97%
teachers at this school motivate their child to learn*	98%	95%	92%	91%	86%	98%
teachers at this school treat students fairly*	100%	92%	98%	96%	88%	95%
they can talk to their child's teachers about their concerns*	97%	91%	95%	95%	93%	95%
this school works with them to support their child's learning*	98%	90%	88%	91%	87%	93%
this school takes parents' opinions seriously*	98%	94%	91%	95%	89%	92%
student behaviour is well managed at this school*	99%	91%	95%	98%	87%	97%
this school looks for ways to improve*	100%	100%	97%	92%	89%	96%
this school is well maintained*	100%	97%	97%	98%	93%	100%

Table 4: Student opinion survey – note that the HLC and VLC student surveys were not collated in data

Percentage of students who agree# that:	2019	2020	2021	2022	2023	2024
they like being at their school*	94%	98%	93%	96%	84%	81%
they feel safe at their school*	95%	98%	95%	95%	98%	85%
their teachers motivate them to learn*	91%	98%	88%	91%	89%	88%
their teachers expect them to do their best*	100%	98%	92%	97%	95%	95%
their teachers provide useful feedback about their schoolwork*	91%	98%	92%	94%	93%	93%
teachers treat students fairly at their school*	91%	100%	93%	95%	91%	86%
they can talk to their teachers about their concerns*	85%	88%	83%	84%	74%	82%
their school takes students' opinions seriously*	89%	98%	88%	94%	65%	85%
student behaviour is well managed at their school*	84%	98%	93%	89%	86%	83%
their school looks for ways to improve*	96%	100%	93%	95%	81%	72%
their school is well maintained*	98%	100%	92%	94%	91%	90%
their school gives them opportunities to do interesting things*	93%	97%	84%	92%	70%	88%

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2019	2020	2021	2022	2023	2024
This school has an inclusive culture where diversity is valued and respected	98%	-	98%	96%	94%	95%
staff are well supported at their school	97%	96%	91%	94%	84%	95%
they feel that their school is a safe place in which to work	100%	98%	100%	100%	86%	98%
their school looks for ways to improve	98%	98%	100%	100%	94%	98%
they enjoy working at their school	98%	NA^	100%	98%	94%	98%
they receive useful feedback about their work at their school	95%	NA^	91%	96%	90%	97%
students are encouraged to do their best at their school	100%	NA^	96%	100%	96%	98%
students are treated fairly at their school	100%	NA^	100%	98%	96%	98%
student behaviour is well managed at their school	100%	NA^	96%	96%	90%	97%
their school takes staff opinions seriously	95%	NA^	85%	88%	86%	97%
their school is well maintained	100%	NA^	96%	92%	82%	98%
their school gives them opportunities to do interesting things	100%	NA^	93%	96%	92%	97%

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 continues to look for new ways to engage with the community and acknowledges that good communication and relationships are the key to successful outcomes for the students. Each Head of Campus establishes these vital links with the local community via parent communication, newsletters, webpage, and Facebook. Our graduation ceremonies each term at each campus and our Open Days continue to be our best opportunity to engage with our communities.

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	2018 – 2019	2019 – 2020	2020 - 2021	2021-2022	2022-2023	2023-2024
Electricity (kWh)	154 382.76	161 152.3	147 034.94	112 271.00	102 886.02	122 887.43

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, Deputy Principal, Head of School Support, Head RTO and VET and Business Manager

Strategic Support: HOD Inclusion

Each Campus: Head of Campus, Dean of Students, Guidance Officer, HOD of Curriculum, Teachers, Trainers, Administrators and Teacher Aides

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

Our staffing for 2024 included 45 Teaching and Classified Staff and 28 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 94% of staff believe the staff morale is positive which is above both State and Secondary school percentages.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	45	28	3
Full-time equivalents	48.03	20.84	2.26

*Teaching staff includes School Leaders.

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

Qualification of all staff.

Highest level of qualification	Teaching Staff Number of qualifications	Non-Teaching Staff Number of qualifications
Doctorate	0	0
Masters	12	0
Graduate Diploma etc.*	20	0
Bachelor degree	42	1
Diploma	9	6
Certificate III & IV	60	24

*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 2024 were \$17 000.00.

The proportion of the teaching staff involved in professional development activities during 2024 was 100%.

Staff participation in professional development

The major professional development initiatives were as follows:

Building High Performance Teams for best outcomes for young people
TRUE Rainbow Matters PD
QAMT State Conference - effective maths teaching & learning
Build positive relationships & positive work environment with Admin/Office team
Computer Skills Program - Teacher Aide Intro to Microsoft Excel
Creating Positive Learning Environments Dyslexia and SpLD's
Cultural Knowledge - Yarning Circles
Curriculum Leaders Day
De-escalation Skills for Teacher Aides Program 8.30am to 3pm
Embracing Resistance Workshop 9.30am to 4.30am
First Aid and CPR
Flagship Teacher Aide Program 12 months
G.O conference
Mathematics P - 10 Masterclass
Mind Management for Time Management
On pathway to retirement
Redeveloped Literacy & Numeracy Short Course 2025
Rehabilitation and return to work coordination PD
Rural and Remote Teaching Experience
School Improvement Tool Training (2 days)
School leaders Psychological First Aid
Schools Officer State Conference 2 days
Self-Regulation for Wellbeing and Engagement
Suicide Prevention in School's Project
Supporting the Mental Health of children who engage in bullying behaviour
Technical Masterclass (Microsoft and excel) & Orange Card Support IT
The Self-Aware Leader
Transitioning to a new leadership role from peer to boss.
Understanding & Managing Challenging Behaviours in Adults

Staff attendance and retention

Table 10: Average staff attendance for this school as percentages

Description	2019	2020	2021	2022	2023	2024
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	78%	95%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff were retained by the school for the entire 2024.

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 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** for 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 2024 for all South East Region state secondary schools was 86.2 %

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

Table 11: Overall student attendance at this school

Description	2019	2020	2021	2022	2023	2024
Overall attendance rate* for students at this school	80.3%	80.4%	79.5%	69.7%	70.9%	73.9%
Attendance rate for Indigenous** students at this school	78.2%	78.9%	79.3%	69.9%	69.5%	72.1%

* Student attendance rate = the total timetabled class 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.

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 Head of Campus, Dean of Students, Head of Inclusion, Inclusion teachers and the Campus Guidance Officer, meet regularly to monitor and review students of concern. These students are highlighted to their teachers for monitoring as well as support plans that need to be put in place to maximise student learning days.

In 2024, the Centre included in its Student Code of Conduct, an EQ aligned process for extended non-attendance that has impacted on a student's academic progress. This process includes multiple modes of contacting both parent/carers and student to establish a re-engagement in their program. Continued non-attendance may result in the cancellation of enrolment.

Grade 12 Outcomes

Tables 13–15 show for this school:

- a summary of Grade 12 outcomes
- the number of Grade 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Grade 12 are available in the annual [Year 12 outcomes report](#). It is important to note that because our classes are multi-age, there are younger students graduating Grade 12.

Additional information about the AQF is available at www.aqf.edu.au.

Table 13: Outcomes for our Year 12 cohorts

Description	2019	2020	2021	2022	2023	2024
Number of students who received a Senior Statement	259	207	238	205	248	248
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	179	188	219	202	245	245
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	82%	92%	100%	100%	98.8%
Number of students awarded one or more VET qualifications (including SAT)	257	204	237	205	248	248
Number of students awarded a VET Certificate II or above	130	189	226	194	201	200
Number of students who were completing/continuing a SAT	36	26	25	35	63	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	99%	98%	98%	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	66.7%	82%	76%	100%		
Percentage of UniStart students received a tertiary offer.					100%	100%

Notes:

- The values above:
 - are as at 05 February 2024
 - 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	2019	2020	2021	2022	2023	2024
Certificate I	246	188	224	151	149	149
Certificate II	65	147	196	136	197	197
Certificate III or above	25	91	156	180	200	200

Note:

The values in table 15:

- are as at 08th December 2024
- 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.

We continue to hold our students to high standards of attendance and academic progression. In 2024 a small number of students had their enrolment cancelled due to continued non-participation in their program of study. A key policy to these cancellations in our student code of conduct is they know that they are welcome to return to us and reengage with their schooling in the future.

Data from Early Leavers

Next Step — Post-school destinations

The results of the 2024 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2023), has been uploaded to this school's website in September 2024.

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

School improvements 2024

The major improvement for South East Region Learning Centres was the long-anticipated move to our new Helensvale campus. Both staff and students were instrumental in the decanting of one campus and move to another. The campus was officially opened with an amazing Indigenous ceremony welcoming us all to Yugambeh speaking country.

Eagleby campus was further enhanced with a Yarning Circle established and we celebrated this amazing safe together space with a smoking ceremony.

Our amazing Art students continue to brighten the walls of all 3 campuses with their amazing artworks.

All 3 campuses continue to provide welcoming, safe places for our students to attend.