

The crest of St. Laurence's College is partially visible on the left side of the page. It features a yellow and black design with a central sunburst, a banner with the word 'DOCERE', and the letters 'T' and 'Ω' in small boxes. The word 'COLLEGE' is written in a semi-circle, and 'E'S' is visible at the bottom.

ST LAURENCE'S COLLEGE

A Catholic School for boys in the Edmund Rice Tradition

ANNUAL REPORT

2018

Edmund Rice Education Australia

System: **Edmund Rice Education Australia (EREA)**

Principal: **Mr Chris Leadbetter**

Address: **82 Stephens Road**

South Brisbane

QLD 4101

Total enrolments: **1855 (Domestic) 35 (International)**

Year levels offered: **Years 5-12**

Type of School:

St Laurence's College, founded in 1915, is an inner city, boy's Catholic School in the Edmund Rice Tradition. It draws strength from more than 220 years of educational mission of the Christian Brothers nourished by the Charism of Blessed Edmund Rice. It is part of a national association, Edmund Rice Education Australia (EREA), comprising more than forty schools including a number of flexible learning centres under the banner of Youth+ and an increasing number of Associate Schools across Australia and New Zealand.

As a member school of EREA, we strive to offer a *liberating education*, based on a *gospel spirituality*, within an *inclusive community* committed to *justice and solidarity* as expressed in the Charter for Catholic Schools in the Edmund Rice Tradition.

(access: <https://www.erea.edu.au/about-us/the-charter>)

As a Catholic School in the Edmund Rice Tradition, St Laurence's (Lauries) is more than a classroom experience. We strive to meet the needs of all students and their families by creating opportunities that provide for their spiritual, academic, cultural, service and sporting needs within a strong community environment.

In terms of organization, the College has three distinct schools:

- Primary School for students in Years 5 and 6,
- Middle School for students in Years 7-9 and
- Senior School for students in Years 10-12.

The Academic and Pastoral Programs seek to engage staff and students in teaching and learning that is appropriate for the developmental and age level of the students in the College. Students are encouraged to be involved in all areas of College life, including the many offerings of co-curricular activity at Lauries – Sports, Music and the Arts, Faith in Action – Service and Advocacy.

Curriculum Offerings

Distinctive Curriculum Offerings

St Laurence's College continues to offer a broad range of curriculum offerings to ensure that all students have a pathway to academic success. In the Primary and Middle Schools, curriculum offerings are in line with Australian Curriculum, Assessment and Reporting Authority (ACARA) recommendations. In the Senior School, through the QCAA, students can study a variety of subjects that will see them able to move to Tertiary Studies or Vocational Education and Training pathways beyond the school. In 2018, areas of the curriculum which were the focus include:

Primary School:

In the Primary School, substantial change and innovation has taken place since the start of 2018. All Primary classes have moved to a model of co-teaching in flexible learning spaces. Teachers operate in partnerships on a fulltime basis to deliver the curriculum to a combined class. Targeted programs are run in Reading, Writing, Mathematics, Science and Inquiry. The focus is on the development of 21st Century Skills and building confident learners to equip them for future learning opportunities.

Middle School:

Throughout 2018, key staff engaged in investigating an alternative model for the delivery of curriculum in the Middle School. Interstate visits assisted the team to create a new model for the delivery of Mathematics and English in 2019, with teaching teams established and new agile learning spaces developed to support student learning.

Senior School:

- In 2018 a distinctive Year 10 curriculum was developed and implemented which largely mirrored the new senior curriculum being introduced in Queensland for 2019. This saw the inclusion of subjects such as Psychology into the Science curriculum and the expansion of vocational learning to include a Certificate II in Sport and Recreation and an Arts in Practice subject which combined the elements of Drama, Media and Visual Art.
- Additionally, in partnership with two other Colleges, St Laurence's College developed a pilot program for implementation in 2019 called Catholic Studies. Catholic Studies seeks to strengthen the relationship between formal classroom learning (religious literacy) and faith formation. As students transition to adulthood and take senior leadership positions within our schools, their roles as learner changes. Catholic Studies complements this transition and provides students with authentic opportunities to make connections between classroom practice and the religious life of the school, preparing students as they transition to be active members of a wider faith community and become living witnesses to Christian leadership. The program was given provisional approval through Brisbane Catholic Education (BCE) and most students have elected to undertake this subject as part of their Year 11 studies in 2019.
- Under the direction of the Heads of Faculty, senior curriculum programs were redesigned to support students to adapt to the new QCE curriculum being introduced in 2019. Assessment practices were significantly altered across many disciplines to ensure that students will be well prepared for the senior external examinations they will need to sit to qualify for an ATAR.

Extracurricular Activities

Sport

St Laurence's College is a member of the Associated Independent Colleges (AIC) Sporting Competition. This competition caters for sporting competition for Years 5-12 across a number of sports throughout the year. Sports played include AFL, Cricket, Swimming, Volleyball, Cross Country, Football (Soccer), Rugby, Rugby League, Athletics, Basketball, Tennis and Chess. In addition to these sports Golf, Water Polo and Touch Football are offered to students in selected year levels.

The Arts

The College has an extensive and internationally recognised music program which works together with curriculum music to develop skilled and confident musicians. Students can participate in the instrumental tuition program during the school day and join orchestras, bands, ensembles and choirs which practice outside school hours. Ensembles perform with groups including the University of Queensland Orchestra and the Queensland Conservatorium Orchestra. Students also enjoy performances with other school groups, as well as in both national and international festivals. Music ensembles periodically tour interstate and overseas. The College is proud of its reputation in this area and encourages all students to be involved in the music program.

The College also offers a range of creative and cultural activities including Art Club, Film and Television Club, debating, public speaking, musicals, dance and drama productions.

Faith in Action Program including service

St Laurence's College has the commitment to provide an education that is 'inclusive, relevant and outreaching'. Faith in Action is based on service learning pedagogy in which students have leadership roles in thoughtfully organised service experiences that meet real needs in the community. Service is integrated into students' academic studies with structured Catholic Social Teaching, social justice themes and activities that allow students to engage in, reflect, discuss and connect their curriculum learning to lived experiences.

Faith in Action at St Laurence's endeavours to be an agent of change by empowering students to be active, aware and engaged young men who will question the status quo and transform society to be a more just and equitable place. Through their involvement in Faith in Action, St Laurence's students build relationships in solidarity with our local and global community while demonstrating true Christian values of compassion, respect and dignity.

Primary school: students are engaged through connection with the Mini Vinnies program and work to support various organisations and charities, advocating for better outcomes, particularly for young children locally and globally.

Middle and Senior School: In Years 7-10, students engage in a Social Justice theme that is linked to curriculum studies to learn about the issue so that they are then able to advocate through campaigns and real action to benefit others. In Years 11 and 12, students are invited to participate in a number of advocacy and service opportunities across the College.

	Theme and CST	Curriculum Focus	Action
Year 7 Peace The Common Good	Promoting an Inclusive Community	<ul style="list-style-type: none"> Refugees and Asylum Seekers Subjects involved: Geography, Maths, English, Religion	<ul style="list-style-type: none"> Welcome Packs for refugees Advocacy campaign Debating competition
Year 8 Justice Preservation Stewardship of Creation	Developing Ecological Sustainability	<ul style="list-style-type: none"> Sustainable development Other topics include: <ul style="list-style-type: none"> Daily sustainable practices Water conservation Sustainable food practices Subjects involved: Geography, Business, Religion, History, Science	<ul style="list-style-type: none"> Solar Buddies Urban Garden curricular and co-curricular service. Global Food banquet and Awareness Campaign
Year 9 Peace Justice Preservation Dignity of the Human Person	Engaging in a Global Community	<ul style="list-style-type: none"> Global citizenship and multiculturalism Subjects involved: Geography, History, Business, Religion	<ul style="list-style-type: none"> Edmund Rice Beyond Borders – Nine is Mine Campaign Establishment of a social enterprise.
Year 10 Peace Justice Solidarity	Walking in Solidarity	<ul style="list-style-type: none"> Human Rights and Freedoms Subjects involved: Health and Physical Education, History, ITAD, Geography	<ul style="list-style-type: none"> Advocacy campaigns BBQ for the Homeless Social Justice Immersions x5

Students are also invited to participate in other Faith in Action initiatives that are not directly linked to a specific year group focus. These include the following:

- Caritas (Term 1)
- FoodBank (Term 2)
- Walkathon (Term 3)
- Mini Vinnies (Primary)
- Super Chef (Primary)
- St Laurence’s College Homework Help in local primary schools (Terms 1-3, Years 7,8 and 12)
- Special Schools Sports Day (Term 3, Years 10-12)
- Sony Camp (Term 3, Years 10-12)
- Nursery Road Special School Dance (Term 4, Year 10 and 11)
- BBQ for homeless (Term 1-4, Year 10-12)
- Head 2 Heart Camps (Term 1 and 2, Year 10-12)
- Social justice immersions x 4 (Year 10, Term 1 and 2)
- Yr 7 Social justice immersion days
- International immersions- Vietnam

Also in 2018, work on developing the Houses in Action program took place in preparation for the changes to the Pastoral System in the College in 2019.

Social Climate

Strategies to Promote a Positive Culture

Primary School: The Religious Education program follows BCE guidelines with a focus on teaching Catholic values and Social Catholic Teachings. The Lauries Journey, a Pastoral Care and well-being program, is offered featuring age appropriate topics and positive relationship education. This includes providing students with the intellectual knowledge and the practical skills to pro-actively avoid bullying behaviours, to resolve conflict and develop positive relationship behaviours.

In the **Middle and Senior Schools**, students are positively engaged through House formation programs and the Lauries Journey program that provides engagement in social and emotional well-being activities, including topics such as the safe use of social media, anti-bullying strategies and servant leadership in order that they leave school as a 'Lauries gentleman'. The school has also embarked on a mentoring program so that a teacher (usually a Middle Leader or House Mentor) can walk with them in their learning journey and use data to establish targeted learning and life goals.

Whole school Programs

- 1. College Assemblies – once a fortnight**
 - Creating belonging and school community – all students Years 5-12
 - An awareness of whole school activities
 - Celebration of individual achievement and success
 - Notification of student/staff involvement in significant school events.
- 2. Home Class Pastoral Care Sessions – 8 x 20 minutes per fortnight which include**
 - Creating a sense of class community
 - Expectations and organisation and goal setting
 - Individual and class problem solving
 - Special class projects – collections etc
 - Sharing ideas/friendship/experience
 - Time for one-to-one/getting to know each plus personal and social skills
 - Academic skills,
 - An appreciation of each individual
 - Home Class representatives and student leadership
 - Organisation study plans including how to use student diaries correctly and time management.
- 3. School Camps** – improving resilience, teamwork and leadership, offered for Years 5-9 and 11.
- 4. Parent information evenings and guest speakers**

Guest Speakers – Secondary School

TOPIC	WHO/WHERE
Life Skills	Middle School
Brett Lee: Cyber Safety	Year 7-10 presentation
John Coutis	Whole Secondary
Dangers of Social Drinking	Year 11/12
Year 7 – Unleashing Personal Potential (Luke McKenna)	Middle School
The Resilience Project	Yr 7 and 9
Elevate Education	Yr 11
Paul Stanley – one punch can kill	Yr 11
John Doyle	Yr 11
Resilience Project	Yr 7 and 9
Susan McLean	All student and Parent information evening

5. Retreats

6. PEAK program – see below

2017		2018	
Term 1	<ul style="list-style-type: none"> • 'Face Your Fears' Team Building Project • Excursion to Planet Commando • Guest Speaker – Social Media/Girls • 'My Story' chat 	Term 1	<ul style="list-style-type: none"> • Peak MEN-tor Training Day • 'Boating, Camping, Fishing' Project • "BDF" Camp at Teewah Beach • Treetop Challenge – Tamborine Mountain • Room Escape Alive – West End
Term 2	<ul style="list-style-type: none"> • Car Maintenance & Servicing Project • Ferrari Car Experience at SLC • Go-Carting at Kingston Park Raceway • SLC Staff Car Wash 	Term 2	<ul style="list-style-type: none"> • Rock & Water Project • 'My Story' chat
Term 3	<ul style="list-style-type: none"> • Hospitality & Cooking Project • Urban Farm Tour • Food Safety Booklet • RUOK? Day 	Term 3	<ul style="list-style-type: none"> • Hospitality & Cooking Project • Shore Inn Restaurant Visit • Food Safety Booklet • RUOK? Day
Term 4	<ul style="list-style-type: none"> • PEAK Retreat at Runcorn – Emmaus Story • PEAK GRADUATION CEREMONY 	Term 4	<ul style="list-style-type: none"> • Urban Farm Project • PEAK Retreat at Runcorn – The Road Less Travelled • PEAK GRADUATION CEREMONY

7. Lauries Mates program – connecting students who may not have a male role model in their lives.

8. PEER mentors – formal training for Year 12 students to mentor younger students in the College.

9. Student Leadership – including opportunities for formal leadership in Years 12, 9 and 6.

10. Faith and Advocacy in Action - see Extracurricular activities section

11. Student Surveys - including topics such as Respect, Responsibility and Bullying

Cyber Safety and Anti-Bullying Strategies

All members of the St Laurence’s College community work to establish a welcoming and inclusive environment so all are safe and supported. The community also continues to work together to improve the strategies used for safety and anti-bullying within the community. These are clearly outlined in the St Laurence’s College Anti-Bullying Policy and procedures document.

In relation to dealing with cyber safety, there are internal targeted lessons delivered by teachers to promote healthy on-line interactions, with a focus on creating a positive culture in the cyber-world similar to that of the real school environment. Topics also cover on-line responsibilities and acceptable behaviour. External speakers and presenters are also engaged to deliver detailed workshops for students and parents around on-line behaviours, risks, where to get help if required, legal obligations and responsibilities etc.

Strategies for involving parents in their child's education

St Laurence's College provides opportunities for parents to be involved in many and varied ways within the community. Many mediums are used to inform parents in relation to key events and initiatives including the newsletter, College app and emails.

College Board:

The College Board is an advisory board with members comprising parents, past parents and friends of the community. The focus of their work is to provide long-term strategic advice to the College through the Principal. They meet nine (9) times per year. The Board assists the College Principal with strategic decisions and assists the EREA Board with its due diligence and compliance.

The current Chair is Mr Paul Begg who is an Old Boy and former staff member. Currently Mr Begg is leading a process of renewal of membership for the Board.

St Laurence's College Parents and Friends Association:

The Parents and Friends Association is a parent led body. It has an executive structure with representatives from the parent body taking up the key roles within the structure. All parents are invited to attend the meetings that provide a forum for parent-related issues to be heard and discussed as well as providing opportunities for building a strong sense of community. They meet nine (9) times per year. In 2018, discussions took place relating to the structure and focus of the PandF for the future. A new structure – the LCC (Laurie's Community Committee) – was proposed and accepted. Development of this new structure ensued ready for implementation in 2019.

Academic Progress: Through reporting and Parent teacher interviews, parents can connect and work with staff to inform and improve educational outcomes for the students (their sons) at the College. Staff also regularly communicate with parents of students in their respective classes through email, phone contact and diary use as required. There are also Parent Information evenings scattered throughout the year around key events and calendar dates to keep parents informed; for example, Subject selection evenings, Primary/Middle School/ Senior School parent information evenings etc.

Primary School: Many events are run to include parents and other supporting adults in building a strong community, for example Mothers' Day, Fathers' Day, Grandparents' Day and Liturgies. Formal opportunities also exist for parents to meet with staff, be involved on committees and support groups and attend presentations from external providers to assist parents and connect with student education.

Middle and Senior Schools: Year Level Masses, information evenings, Mother and Son Dinner (Mother's Day), Father and Son Activity Afternoon and BBQ (Father's Day), College Sports Day, Co-curricular involvement and the Year 11 leadership camp all provide an opportunity for parents to engage with the community and their son's education.

Parent Supporter Groups: These are groups of parents who support the various Co-curricular programs operating within the College – Music, Rugby, Volleyball etc. Parents meet with the Directors of these co-curricular programs and CLT members throughout the year. The meetings take place over the course of the program and their aim is to promote community engagement in the wider school curriculum.

Reducing the school's environmental footprint

There are a number of ways in which the College endeavours to reduce its impact on the environment:

- Grey/tank water is used in all cisterns in the toilets in the College's Performing Arts Centre (ERPAC)

- Energy saving lamps are fitted in ERPAC and the STEM building
- All waste produced by the College is transported to a Depot which segregates it into recyclable and non-recyclable. The recyclable material is then separated into specific piles i.e. cardboard, glass, plastics etc.
- The College has installed 10 KW of solar panels to reduce energy consumption.
- The Urban Farm on site in the area between the College and the car park has implemented a number of activities to reduce consumption and recycle where possible. These include:
 - Water reuse: water is collected from the Duhig building and is stored in tanks in this area. The water is used for all the activities that take place in the Urban Farm
 - The farming activities involve a local waste management strategy and these are essential in achieving sustainability through minimising the environmental impact and ecological footprint of a product's life cycle. These initiatives include:
 - Coffee Pod Recycling - Pods are collected from staff areas, disassembled to separate the coffee grinds, plastic and aluminium components. Grinds are used as an additive to garden beds and the worm farm, while the outer shells are sorted and sent away to specialist recycling plants
 - Shredded Paper - Clean shredded paper is collected from the print room approximately once a month, mainly for use in the worm farm as a food additive
 - Food Scraps - Fruit and vegetable scraps and eggshells are collected from the canteen every day during the lunch break. Scraps are taken to the Urban Farm on Wednesday and Friday afternoons where they are sorted to use as worm and chicken food. Some teachers bring in their household food scraps on an informal basis. Australian Catering Services deliver food scraps to the farm gate on an informal basis
 - Egg Cartons - All of the egg cartons used by The Urban Farm are donated by the households of the young urban farmers and some school staff
 - Plastic Drink Containers - The organic liquid fertilizer produced by the worm farm is bottled in empty, clean, plastic milk and juice containers (usually 1, 2 or 3 litres). Containers are collected and donated by households of the urban farm team
 - Plastic Ice Cream Containers - 10 litre containers are cleaned and donated by Café Edmund. They are used for general storage and coffee pod collection containers that are placed in staffrooms throughout the school.

Characteristics of the Student Body

St Laurence’s College is an inner city school drawing students from a wide area across Brisbane, creating a diverse College community in terms of social, economic, cultural and faith/religion backgrounds. It is this great diversity that enriches the life of the St Laurence’s College community.

School Demographics in 2018:

Total number of students at the College – domestic and international	1,890
Number of students in Year 5/6 (Primary School)	320
Number of students in Year 7-9 (Middle School)	831
Number of students in Year 10-12 (Senior School)	739
Number of suburbs represented from where students attend SLC	168
Number of feeder schools	120
Number of Indigenous students	27
Number of students from African nations and Middle Eastern Backgrounds	52
Number of international students	35
Percentage of students with a language background other than English spoken as first language in the home	15 %
Number of students with a disability (according to census data)	269
Primary	50
Secondary (Years 7-12)	219

Average student attendance rate (%)

The average student attendance rate for 2018 was **95.6 %** as calculated from the 4-31 May 2018. This number includes only non-approved absences and excludes students who were absent for extended explained absence such as serious illness.

Management of non-attendance

- There is an expectation that parents/care givers will notify the College via email or phone if their child is absent from the College on a particular day. This is then recorded electronically. Parents have access to this information via the Parent Lounge and staff have access to this information through the Staff Portal in TASS.

There is a system in place to track student attendance in classes throughout the day and this is monitored.

- Home Class Teachers mark an electronic roll for their class during morning Administration time
- Where a student is absent, an SMS message is sent to parents/care givers to advise of absence if there has been no notification of absence provided to the College
- Teachers of each class are required to mark a class roll electronically
- Where a student needs to leave a class for any reason, the teacher is required to confirm this movement in the student’s diary. Movement to meetings, music lessons, Health Centre, Counselling etc require a student to sign-out of class at either the Student Reception, Primary School Office, music or VET offices and this is recorded on their profile electronically
- Student attendance is monitored through the respective Head of Year and Assistant Head of Year and steps taken to ensure the whereabouts of students are known throughout the day.
- Behaviour Management processes are followed where a student is missing from classes with no good reason.

- Where a student is disengaging with school, mediation with parents, students, Heads of Year/Assistant Head of Year, Home Class Teacher and Heads of School will occur. A range of strategies can be put into place such as modified timetables, modified assessment and withdrawal from subjects to enable success in others if required. Counsellors and specialist programs, such as Lauries mates, PEAK and survival group attempt to reengage students and provide further positive strategies for students in dealing with school avoidance.

Year 10 to 12 Apparent Retention Rate

The completion of Year 12 is recognized as a significant factor in ensuring that students are well placed to enjoy success in their future work and life. The Year 10 to 12 apparent retention rate in 2018 was **97.3 %**.

Staffing Information

The staff of St Laurence's College are a highly qualified, experienced and generous group of professionals who consistently contribute more than would otherwise be expected both within the classroom and beyond. The distinctive skills / qualifications and experience of the staff include:

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	149	91	1
Full-time equivalents	144.4	74.5	1

Qualifications of all Teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	2 %
Masters	21 %
Bachelor Degree	98 %
Diploma	58 %
Certificate	38 %

Major Professional Development Initiatives

The percentage of teacher participation in professional development in 2018 was 100%.

In 2018, St Laurence's College undertook an extensive range of professional development activities. A brief summary of the key strategic initiatives is given below:

- **Developing and Embedding the Learning Framework:**
A series of workshops was conducted with Senior Leadership, Middle Leaders and Teaching Staff. Utilising the data collected through the workshops, Middle Leaders were guided through a discernment process which resulted in the formalization of a Learning Framework for the College. The framework has a clear Vision, Belief about Learning statement, and Visual Model of the big ideas which underpin its operation within the school. Subsequent to the launch of the framework, faculty leaders conducted workshops within their faculty to discern the Agreed Practices which support their work.
- **Leaders of Literacy Learning (LLL):**
This committee operates as a professional learning community (PLC) with members drawn from each of the faculties within the college. The group developed a Literacy Checklist as a precursor to a whole school Literacy Plan. Members of the group developed professional learning activities for all teaching staff in the form of videos; twilight sessions; annotation key, reading strategies etc. Each term, elements of the checklist were highlighted in whole staff meetings and LLL's led discipline specific workshops within their faculty. As a result of the activities of this PLC, the St Laurence's College Literacy Plan was finalised in November 2018.
- **Meeting 2 Learn (M2L):**
The M2L mini-conference was held in June 2018. This 'in-house' conference featured 23 SLC teachers creating workshops based on their practice and linked to the theme of Literacy Learning. Additionally, a keynote presentation was conducted by a Literacy Consultant, Terri Campbell. Follow-up M2L In-Review sessions were conducted to enable staff to reflect on what had been presented and discuss implementation strategies for their own classroom. Feedback from the conference indicated that the keynote presentation was exceptional with 30 individual comments requesting the speaker be invited back to future M2L sessions.
- **Using Data to Improve and Inform Practice (UDiiP):**
The UDiiP professional learning group developed a Data Placemat for teachers and delivered professional learning sessions for staff on (i) Understanding and utilizing data analytics software and (ii) Interpreting systemic data (such as NAPLAN).
- **Lesson Observations:**
Members of the TPD (Teacher Performance and Development) committee began to trial processes to enhance teacher observations. Research was conducted into models such as Japanese Lesson Study, with further trials formalised for Semester 1 2019.
- **Quick Shares:**
Quick Shares were introduced in Term 4 2018 as a mechanism for connecting the newly developed Learning Framework with the broader professional learning activities within the College. Four separate Quick Shares were delivered as a 10-minute segment of a whole staff meeting. These were well received and generated further professional dialogue within the teaching staff.
- **Preparation for ATAR:**
All teachers undertaking the first year of implementation of the new QCE curriculum, undertook extensive professional learning throughout the year including a full day network meeting hosted through QCAA. Within faculties, Teaching Learning and Assessment Plans were developed and resources to support the implementation of the curriculum were developed in collaborative teams. All teaching staff received regular updates on the progress of this initiative.

Total funds expended on Professional Development

In 2018, the total of funds expended on teacher professional development was \$171,428.

Average Staff Retention

The Percentage of teaching staff retained from the previous school year was 83%.

School Income

St Laurence's College derives income from a variety of sources as indicated in the table below.

Net recurrent income	Total
Australian government recurrent funding	\$13,419,724
State / territory government recurring funding	\$4,598,285
Fees, charges and parent contributions	\$18,395,308
Other private sources	\$1,123,867
Total gross income	\$37,537,184
Less deductions	\$7,692,515
Total net recurrent income	\$29,844,669
Capital expenditure	Total
Australian government capital expenditure	\$0
State / territory government capital expenditure	\$0
New school loans	\$1,950,433
Income allocated to current capital projects	\$2,634,279
Other	\$37,253
Total capital expenditure	\$4,462,965

Further details pertaining to derived income are available on the Federal Government's My School website. Please use the link below to peruse this information and search for St Laurence's College:

<http://www.myschool.edu.au/>

National Assessment Program – Literacy and Numeracy Results

In late August, the results of the Years 5, 7 and 9 NAPLAN testing were released by ACARA. An analysis of the results indicates that there has been considerable growth for our students, particularly in the area of Grammar and Punctuation. This growth reflects the school wide emphasis in the area of Literacy that has been undertaken throughout 2017/18 and some specific targeting of sentence structure within the English curriculum.

A summary of the results is reproduced below:

		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
YEAR 5	SLC	532	465	500	516	519
	State	506	454	497	501	487
	National	509	464.6	502.5	503.6	494.2
	SLC - % At or above National Benchmark	99	95	95	96	99
YEAR 7	SLC	560	513	548	566	570
	State	536	493	541	542	540
	National	541.5	505.3	545.2	543.9	548.2
	SLC - % At or above National Benchmark	99	97	97	97	99
YEAR 9	SLC	602	553	600	614	620
	State	577	526	580	579	588
	National	583.8	542.3	583.3	580.1	595.6
	SLC - % At or above National Benchmark	98	86	97	95	99

All available NAPLAN results can be located at the My School website at www.myschool.edu.au.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Key Student Outcomes and Value Added

St Laurence's College commits to providing a structure to support the growth of each individual student during their time at the College so that students achieve the best possible outcomes from their study. This is realized through the tracking of students' academic attendance, performance and engagement from Years 5-12. Specialist staff members are allocated to this work – Head of Senior School Studies, Head of Middle School Studies and Head of Primary School – to ensure that there is growth for each student across each of his subject areas and intervention provided if required.

Year 12 Outcomes

Outcomes for our Year 12 cohort of 2018	(Data are available to schools from the QCAA secure website using your existing security code)
Number of students awarded a Senior Statement	257
Number of students awarded a Queensland Certificate Individual Achievement (QCIA)	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	244
cNumber of students awarded one or more Vocational Education and Training (VET) qualifications.	71
Number of students who are completing a School-based apprenticeship or Traineeship (SAT)	23
Number of students receiving an Overall Position (OP)	191
Percentage of OP eligible students with an OP 1-15	88.5%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE or VET qualification.	97.3%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	97.3%

Strategic Improvement: Progress and Next Steps

Strategic progress in 2018

The 2018 improvement goals stem from the St Laurence's College Strategic Plan 2018-2020. During 2017 staff, parents and students were involved in a full consultation involving survey data, workshops and planning data to set the direction for the future. The five Strategic imperatives include:

- Faith in Action
- Student Excellence
- Staff Growth and Capacity
- Productive Partnerships
- A Confident Future

Each strategic imperative has several associated initiatives to be completed during the life of the plan.

The table below shows the progress of these initiatives throughout 2018 including the four key developments in the College:

- a) The development of a new model of pastoral care for implementation in 2019
- b) The development and implementation of a new Teaching and Learning Framework
- c) The development of a student mentoring program for every student to be fully implemented in 2019
- d) The development of a collaborative institute with Iona College and Padua College called The Learning Exchange (LEX).

REPORTING PROFORMA 2018

Legend:	1 = no progress/stalled,	2 = slow progress,	3 = some progress,	4 = good progress,	5 = completed and to be removed,	6 = completed but ongoing
Projects	Time Frame	2018				
		Term 1	Term 2			
A.1 Faith formation plan	T4 17 to T4 18	4	4			
A.2 Living out our Catholic identity and the Edmund Rice ethos	T4 17 to T1 19	3	3			
A.3 Service learning and social justice	T4 17 to T4 18	6	6			
A.4 Renewal Process	T4 17 to T3 18	4	4			
B.1 Teaching and learning framework	T4 17 to T3 18	6	6			
B.2 Pastoral structure and systems	T4 18 to T1 19	4	4			
B.3 Student improvement and mentoring	T4 17 to T1 19	4	4			
B.4 Responses to changes in education	T4 17 to T4 18	6	6			
B.5 Alternative Pathways Leadership Program	T4 17 to T3 18	4	4			
B.6 AIC Review and Recommendations	T4 17 to T4 18	5	5			
C.1 Targeted professional development for teaching staff	T4 17 to T4 18	6	6			
C.2 Structure and roles of CLT	T4 17 to T3 18	2	2			
C.3 Structure and roles of middle leadership	T4 17 to T1 19	6	6			
C.4 Leadership development	T4 17 to T4 18	3	3			
C.5 Restructure of learning support	T4 17 to T2 19	4	4			
C.6 Support staff engagement	T4 17 to T2 19	4	4			
D.1 Partnering with parents in the education of their sons	T4 17 to T4 18	3	3			
D.2 Marketing Plan and profile raising	T4 17 to T4 18	6	6			
D.3 Learning Institute and collaboration	T4 18 to T2 19	6	6			
D.4 Community connections and engagement	T4 18 to T4 10 Ongoing	3	3			
E.1 Future forecasts and modelling	T4 17 to T4 18	4	4			
E.2 Master Plan	T4 17 to T4 18	4	4			
E.3 Maintaining affordability	T2 17 to T4 19	4	4			

Strategic priorities for 2019

This College continues to implement the St Laurence's College Strategic Plan 2018-2020.

The specific priorities for 2019, based on the College's learning data and new pedagogical framework, include:

1. **Mathematics** – specifically the Extended Mathematical Thinking and Reasoning project. St Laurence's College has adjusted the pedagogical and structural framework for Year 7 Mathematics to improve opportunities for teachers to work in teams and encourage inquiry learning
2. **Year 7 Pedagogy for English and Mathematics** – monitoring the progress of the English and Mathematics learning spaces and team teaching dynamics. Consideration of how to extend this project into other middle school learning areas for 2020
3. **Professional Learning** – Specific PD programs for Middle Leaders; Exploration of the possibility of a joint LEX (Learning Exchange) M2L (Meeting to Learn) day or half day (if there is alignment of school priorities); Enhancing 'Clarity' (based on the work of Sharrat) with Curriculum Leaders

4. **Learning Walks** – Building a culture that enables Learning Walks to occur across sites
5. **Catholic Studies** – Monitoring the implementation of the Catholic Studies pilot and assisting the College with compliance obligations through BCE.

Other school-based initiatives:

1. **Literacy** – Implementation of the Literacy Plan at St Laurence’s College
2. **Pastoral System** – implementation of House structure
3. **ATAR** – Faculty based sharing across campuses with LEX Colleges
4. **The Final Year of QCS** – some sharing of best practice
5. **Consolidation of our Primary Learning approach**
 - Staff focus is on writing units with a stronger inquiry lens including the templates used for planning to reflect the inquiry process more explicitly
 - Review of all assessment, focus on quality assessment, types of assessment and teacher judgement regards assessment
 - Implementing the College Literacy plan and term focus

Other significant initiatives across the College:

6. **Mentoring** – Mentoring for all boys from Year 7 -12 in our mentoring weeks
7. **Agreed Practice supporting the Learning Framework**
8. **Timetable restructure to consider the best model for our learning**
9. **College Tutoring Program**
10. **Web book and Trackone** - refining our progressive reporting and replacing paper based mentoring with Electronic records
11. **Refurbishing spaces to suit our pedagogical Framework.**

Parent, teacher and student satisfaction with the school

The College uses data from Student and Staff via surveys to consider directions for the future.

Feedback from parents and students is regularly sought in a variety of ways. These include:

1. Consultation with the College Board
2. Consultation through the Parents and Friends Association
3. Staff working parties
4. Staff surveys
5. Staff committee
6. Staff appraisals and reviews.
7. Student survey such as bullying survey, exit survey
8. Student mentoring data both qualitative and quantitative is used to set future directions.

The School Renewal Documentation is also used as basis for future action.

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