

ST LAURENCE'S COLLEGE

2020

ANNUAL  
REPORT

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EDMUND RICE EDUCATION  
AUSTRALIA



# OUR COLLEGE

<b>SYSTEM:</b>	Edmund Rice Education Australia (EREA)
<b>PRINCIPAL:</b>	Mr Chris Leadbetter
<b>ADDRESS:</b>	82 Stephens Road South Brisbane QLD 4101
<b>TOTAL ENROLMENTS:</b>	1924 (Domestic) 18 (International)
<b>SCHOOL TYPE:</b>	Catholic School
<b>CO-EDUCATIONAL OR SINGLE-SEX:</b>	Single sex
<b>YEAR LEVELS OFFERED:</b>	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<sup>+</sup> 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 subjects and educational experiences 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 Queensland Assessment and Curriculum Authority (QCAA) and via Certificates under the Australian Skills Quality Authority (ASQA), students can study a variety of subjects that will see them able to move to Tertiary Studies, employment or Vocational Education and Training pathways beyond school.

## COVID 19

2020 was a significant disruption for students due to the restrictions placed on schools for face-to-face learning. The College enacted its Learning @Home Framework, which outlined key curriculum and pastoral expectations for online learning. In essence, that College was committed to providing a similar experience of learning, via Microsoft Teams, to students.

## PRIMARY SCHOOL:

In the Primary School, substantial change and innovation has taken place since the start of 2020 and has consolidated throughout the year. All Primary classes have consolidated their model of co-teaching in flexible learning spaces. Teachers continue to operate in partnerships on a fulltime basis to deliver curriculum to a combined class. Targeted programs are conducted 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 2020, key staff engaged in investigating an alternative model for the delivery of curriculum in the Middle School. Teachers in key subject areas trialed curriculum initiatives focused on middle school engagement. Even though 2020 was a disruptive year, each middle school student was able to access a Learning Mentor who analysed their personal data, established SMART goals as well as developing a relationship whereby the mentor was able to understand each student's personal story.

## SENIOR SCHOOL:

In the Senior School, curriculum is largely governed by the QCAA and to a smaller extent - ASQA. It is our hope and mission that each student leaves the College at the end of Year 12 as capable learners, who have achieved some form of qualification, whether that be a QCE, an ATAR or a Certificate. Throughout their senior schooling and particularly at the College, all students are called to be 'Lauries Gentlemen'. A 'Lauries Gentleman' is a respectful young man of faith who is willing to serve others.

- In 2020, Year 10 curriculum was continually developed and implemented which largely mirrored the new senior curriculum. This assists in the preparation of students starting each unit within the applicable senior syllabi for Years 11 and 12. A Senior Education and Training Plan (SETP) interview was also conducted with each student in order to refine their subjects and discuss future pathways.
- In 2020, students experienced Units 3&4 of senior subjects for the first time. This included both internal and external assessment. Staff also experienced the endorsement and confirmation process with a number of staff volunteering to be QCAA Assessors for endorsement and confirmation which reviews the work from other schools across the state.
- Also in 2020, Year 12 students participated in the External Assessment process for the first time.

# 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

To engage students, staff and their families in an experience of Church, we offer multiple opportunities to encounter the mission and outreach of the Church, especially through pastoral care and the experience of Catholic Christian community. In order to promote knowledge, deep understanding and skills about the Catholic and broader Christian tradition within the broader evangelising mission of the Church, we provide the following types of activities and communications:

- Service program
- Engagement with Liturgical Music to enhance worship
- Whole School Masses throughout the year
- Commissioning ceremony and Graduation Mass and ceremony
- Ritual for welcome and farewell for staff
- Retreat program across the school

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.

### Catholic Studies

In 2020 our Catholic Studies program was presented to Brisbane Catholic Studies for approval and was fully endorsed. This involved two presentations to a specially formed committee where and a "critical friend" chosen by the College. The process allowed us to review our program and see the gaps we needed to cover. With full endorsement from Brisbane Catholic Education, we can now confidently continue to offer this program going into the future. 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 should complement this transition and provide students with authentic opportunities to make connections between theory and learning and be living witnesses to Christian leadership. A leadership element was also added to this program to link in with the Year 11 transition into leadership of the College.

The Catholic Leadership program had significant involvement from the Head of Faculty and Assistant Head of Faculty of Religious Education.

The Catholic Studies provides:

- Provide a direct link between classroom practice and the religious life of the school, preparing students as they transition to be active members of a wider faith community;
- Provide a rigorous focus for assessment that is consistent with other senior subject syllabi, but also provides clear and informative feedback to students and parents about the learning and formation;
- Provide opportunities for senior students to give witness to their faith, through leading and mentoring younger students;
- Allow students to have agency in their learning as they transition to become independent self-directed learners;
- Allow for differentiation of instruction based on student need and for variable progression rates;
- Inclusive and accessible to all students whether they choose to study other areas of Religious Education.

### **Faith Life:**

During the Lockdown period last when students were learning from home, we provided ways students could still be involved with the faith life of the College. Weekly masses were streamed to students so they could participate with their families. One of our greatest impacts came with the streaming of the Anzac Day Liturgy which was open to networks outside of our College including the Old Boys network. This also led to an article from the Catholic Leader acknowledging the work we did in streaming this to our wider networks.

### **Student Development**

Student Development is run in year 10 on a fortnightly basis and encompasses four offerings per term of Service at some of our local Special Schools and Primary Schools. It is also split into other programs that include Personal Development and Study Skills. Current pedagogical thinking associated with 'service learning' indicates that embedding awareness, advocacy and action into curriculum or problem-based learning processes allows for more engagement and higher levels of critical thinking skills to be developed. The aim is for a more creative approach to student development that will assist in developing students in a holistic manner in alignment with our ethos and touchstones.

This program is run over 4 terms and developed by the Faith and Justice team in conjunction with Heads of Faculty and Head of Senior School and the Pastoral Team (skills). Due to the COVID pandemic in 2020 we were only able to do 7 weeks of service. As a result of this we adjusted to have sessions that involved personal skills around mindfulness and developing empathy. This involved outside groups including Sound off for Schools who ran regular meditation sessions with the students. An internal review was done of the Student Development program to ensure things such as Risk Assessments were up to date for when the program commences with the service element in 2021.

### **House in Action**

The House in Action program supports the overall FIA program at St Laurence's and aims to develop students holistically, through critical thinking, advocacy, service, faith, and ritual. This program connects the history and story of each House with a social justice focus and House Mission. These Missions guide the learning, advocacy, service, and partnerships each house engages in and develops. In 2020 we began to redevelop and realign the organisations that Houses linked with in order to create more concrete goals for the students to connect to.

## Faith in Action Term Planner

Term	House	Mission	Advocacy/Action
Term 1	Callan	<i>Building Inclusive Communities</i>	<ul style="list-style-type: none"> <li>• Caritas</li> </ul>
	Waterford	<i>Endorsing an Integral Ecology</i>	<ul style="list-style-type: none"> <li>• Sustainability Symposium</li> <li>• Planting project</li> </ul>
	Other	Nagle  Duhig	<ul style="list-style-type: none"> <li>• International Women's Day</li> <li>• SVDP Soccer Starters</li> </ul>
Term 2	Duhig	<i>Agents for change in our local community</i>	<ul style="list-style-type: none"> <li>• Foodbank</li> <li>• SVDP Soccer Starters</li> </ul>
	Rice	<i>Walking with the Marginalised: Refugees</i>	<ul style="list-style-type: none"> <li>• MDA Lantern Parade</li> <li>• Ramero Centre Breakfast</li> </ul>
	Hogan	<i>Promoting Reconciliation</i>	<ul style="list-style-type: none"> <li>• National Reconciliation Week</li> </ul>
	Other	Killian  Duhig	<ul style="list-style-type: none"> <li>• DanDeLoin Friends event</li> <li>• SVDP Soccer Starters</li> </ul>
Term 3	Treacy	<i>Agents of change in our global community</i>	<ul style="list-style-type: none"> <li>• Edmund Rice Head2Heart Camp</li> </ul>
	Sion	<i>Building a just and inclusive Community</i>	<ul style="list-style-type: none"> <li>• Sion Sleepout</li> </ul>
	Other	  Killian	<ul style="list-style-type: none"> <li>• Sony Camp</li> <li>• Special School's Sports Day</li> <li>• Assist Seton College Walkathon</li> </ul>
Term 4	Nagle	<i>Advocating for Women in our community</i>	<ul style="list-style-type: none"> <li>• Best Foot Forward campaign</li> <li>• Micah Projects Packs</li> </ul>
	Killian	<i>Working in solidarity with aged and infirm.</i>	<ul style="list-style-type: none"> <li>• Nursery Road Special School Dance</li> </ul>
	Xavier	<i>Supporting the Development of all Humanity</i>	<ul style="list-style-type: none"> <li>• Social Justice Expo</li> </ul>
	Other	Arts in Practice	<ul style="list-style-type: none"> <li>• Arts for Social Justice Exhibition</li> </ul>

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)
- Social justice immersions Years 7-10
- Retreat Days (7-10): Facilitated by NET Ministries, Just Motivation, Project Hatch, Michael Fitzpatrick.

Many of our service activities unfortunately could not take place due the pandemic including our international immersion to Vietnam. Plans were made in late 2020 to link with Red Earth Immersions for an Indigenous Immersion to North Queensland to take place in 2021.

Our Faith in Action program began to link with Emmanuel City Mission, a respite place for the homeless and vulnerable, where students initially fundraised and made some visits.

## SOCIAL CLIMATE

### STRATEGIES TO PROMOTE A POSITIVE CULTURE

The pastoral care system ensures that each boy is known by key staff, providing a stronger sense of belonging, and encourages support and camaraderie amongst peers. Students are positively engaged through House formation programs and the Lauries Journey program which provide engagement in social and emotional well-being activities. Age-appropriate topics are taught, including well-being lessons and relationship education, providing students with knowledge and skills to contribute to a positive community culture. These programs include 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 college delivers a mentoring program each term so that every teacher can walk with our students in their learning journey, utilising both internal and external data (such as NAPLAN, PAT testing and student engagement data) to establish individual targeted learning and life goals. The Religious Education program complements the pastoral care of the college, following BCE guidelines with a focus on teaching Catholic values and Social Catholic Teachings.

Events form part of the college culture to include parents, grandparents, and additional support people on the Lauries Journey. Opportunities are also created for student leadership and committee participation. Community celebrations and events are calendarized to build community and partnerships between students and adults.

### WHOLE SCHOOL PROGRAMS

#### 1. College Assemblies – weekly

- 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 – 7 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 and mentoring
- An appreciation of each individual
- Student leadership
- Organisation study plans including how to use student diaries correctly and time management.
- Mentoring and support roles for older students for younger students.

#### 3. House and year level assemblies – once per week

- Promoted by each Head of House in conjunction with student leaders
- Celebration of House success and individual students within the House
- Promotion of inter-house activities such as:
  - Inter-House Choral Competition
  - Academics
  - Co-curricular activities
  - Lunch time sporting competitions
  - eSports
  - Chess

4. **Celebrating and embracing cultural awareness**
  - NAIDOC week celebrations
  - African and Middle Eastern parent evening
  - Providing student voice
5. **Extensive co-curricular offerings**
  - Service, Cultural, Sport, Music, Drama,
  - Urban Farm
  - Emergency Service Cadets
6. **School Camps** – improving resilience, teamwork and leadership, offered for Years 5-9 and 11.
7. **Parent information evenings and guest speakers**

#### Guest Speakers

TOPIC
Brett Lee: Cyber Safety
Dangers of Social Drinking
The Resilience Project
Elevate Education
Paul Stanley – one punch can kill
Red Frogs – Schoolies Preparation
Resilience Project
Susan McLean – Cyber Safety and Digital Awareness
Mark Schofield - Consent
Jennifer Mason – life work in progress (sexuality and personal development)
Past Brothers, Staff and Students – shared experiences

8. **Retreats** – Year level co-ordinated programs specifically designed to foster spiritual growth and development.
9. **PEAK program** – a program specifically targeted to 'at risk' students
10. **Lauries Mates program** – connecting students who may not have a male role model in their lives.
11. **PEER mentors** – formal training for Year 11 students to mentor Primary students within the College.
  - Support at year level camps
  - Attend morning admin with Primary students
12. **Student Leadership** – including opportunities for formal leadership in Years 12, 9 and 6.
  - Students can promote the college through events such as Open Day and College Tours with the Principal
13. **House in Action** - see extra-curricular activities section



#### 14. Community Events – The College conducts a range of community events including but not limited to,

- Mother/Son evenings
- Father/Son Afternoon
- Grandparents' morning tea
- College Sports Day
- Open day
- Music events
- Gala/Award evening
- Parent Ball
- Past student reconnections

#### 15. Student, Parent and Community Surveys

- Including topics for students such as Respect, Responsibility and Bullying
- Parent and community surveys for engagement within the community and clarity of educational practice

## 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 which promotes all students to be up-standers.

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 further 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.

## COUNSELLING ANNUAL SUMMARY

Emotional wellbeing strengthens one's ability to learn at their best. Adolescence is often a tumultuous time, where peer interactions, family relationships, self-understanding and confidence can be significantly impacted on any given day. St Laurence's recognises that our young people perform at their best academically when their wellbeing is of focus and in balance. Our diverse and well-resourced team of personal and careers counsellors strive to understand support, encourage, and challenge young people to re-establish their balance and reach their full potential. We help our gentlemen to express themselves, manage problems, make decisions, set and achieve goals. Sometimes, we are simply there to do the most important thing: listen.

The Laurie's culture promotes help-seeking as both positive and necessary for all people, particularly those traversing adolescence. Resultingly, approximately 20% of new clients are student self-referrals. We have a supportive community of parents and caregivers who represent another 20% of our referrals. Finally, 60% of referrals stem from our incredible pastoral team.

Personal counselling focuses on the individual needs of students. Our students most often present with concerns around bullying, anxiety, depression, grief, relationship challenges, self-esteem, stress, time-management, anger management, peer pressure, peer conflict, transitioning to a new school, family concerns and sexuality.

Our personal counselling is complemented by exceptional group therapy programs such as: *Survival Group*, *Social Skills* and *Transitioning to Secondary*. Group programs provide an environment that further challenges students to: build self-awareness; heighten resilience; develop skills in anger management, relationships, and emotional regulation; and recognise the complexity of moving through the grades.

Our service aims to assist students, families, and the school community to feel empowered, connected and to strive towards becoming the best version of themselves.

## CAREER COUNSELLING SUMMARY

At St Laurence's College all students have access to Careers Counselling. Within this, students are given the opportunity to explore their interests, skills and values to help determine their pathways. The Careers Counselling service provides students with the opportunity to extend their knowledge base, trial different pathways and can assist with problem solving around school subjects, future direction and motivation, all of which impact behaviour and emotional wellbeing.

## 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.

### Lauries Community Committee:

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 six (6) times per year.

**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 campall 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 staff rooms throughout the school.

## TITLE OF A SCHOOL-BASED CONTACT PERSON FOR FURTHER INFORMATION ON THE SCHOOL AND IT'S POLICIES

Ben Lowrie – Deputy Principal

# 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 2020:

Total number of students at the College – domestic and international	1,942
Number of students in Year 5/6 (Primary School)	337
Number of students in Year 7-9 (Middle School)	805
Number of students in Year 10-12 (Senior School)	800
Number of suburbs represented from where students attend SLC	112
Number of feeder schools	86
Number of Indigenous students	33
Number of students from African nations and Middle Eastern Backgrounds	63
Number of international students	20
Percentage of students with a language background other than English spoken as first language in the home	11 %
Number of students with a disability (according to census data)	311
Primary	36
Secondary (Years 7-12)	275

## AVERAGE STUDENT ATTENDANCE RATE (%)

- The average student attendance rate for 2020 was 94.1% as calculated at Term 3, 2020. This number includes only non-approved absences.

## 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 during each lesson.
- 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 House 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, Head of House, 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, Head of Student Engagement, and specialist programs, such as Laurie's mates and PEAK 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 2020 was 93.7 %.

# 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	153	87	2
Full-time equivalents	150.6	73.9	2

## QUALIFICATIONS OF ALL TEACHERS

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	3.2%
Masters	21 %
Bachelor Degree	98.7 %
Diploma	55.5 %
Certificate	34.6 %

## MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES

The percentage of teacher participation in professional development in 2020 was 100%. In 2020, St Laurence's College undertook an extensive range of professional development activities. A brief summary of the key strategic initiatives is given below:

- In 2020 at SLC, we launched the Professional Learning Framework (see image right) to align personal and Faculty efforts with two key imperatives from our previous Strategic Plan: Growth and Capacity and Student Excellence
- Professional Learning Teams (PLTs): In 2020, faculty-based Professional Learning Teams (PLTs) were introduced following a comprehensive consultation period. Facilitated by PLT Learning Leaders, the PLT initiative's main purpose was to embed the Learning Framework and develop teacher professional expertise through collaborative inquiry. In 2020, all PLT's focused their inquiry cycle on one of two strategic priorities: literacy or clarity. PLT Learning Leaders received regular professional development throughout the year to develop their pedagogical, leadership and data literacy skills, as well as provide the opportunity to build and share knowledge across the community.
- Teacher Driven Observation (TDO): In 2020, in support of the PLT initiative, teams of teachers engaged in voluntary TDO to examine classroom practice and gather evidence of the impact of their planned interventions. TDO aligns with andragogic learning principles: it is unique in that the observer gathers agreed-upon evidence in response to a targeted inquiry question focused on teacher action and student learning.



- **Learning@Home Professional Learning:** In response to COVID-19's online teaching and learning model, an agile Learning@Home group researched, designed and facilitated in-house, differentiated, 'just in time' professional development workshops to prepare teachers in using a variety of online platforms (such as Teams and OneNote) to drive synchronous and asynchronous learning. Due to the workshops' popularity, the Learning@Home group also offered a second round of professional development sessions called 'Learning Conversations' where teachers pooled expertise after having engaged in online teaching and learning, with a focus on equity, connection, and differentiation.
- **PLT Evaluation & Celebration:** Aligned to AITSL APST 6 & 7, the PLT Committee developed a reflection strategy to allow teachers at SLC to review, question, connect, share, and celebrate their experience and learnings in PLT this year. At the conclusion of the 2020 school year, PLTs across the Primary and Secondary schools showcased their work in tripods, with a set of emerging recommendations used to inform and improve the PLT initiative in 2021 and beyond.
- **Graduate and Early Career Teacher Program:** The graduate and early career teacher program sees all first- and second-year teachers provided with multifaceted mentorship. Key features of the program include induction, development and actualisation of Professional Learning Plans (PLPs), Term 2 Graduate observation program (bespoke 5 week observations blocks responsive to PLPs), monthly Afternoon Conversations (led by a rotating panel of expert staff on targeted topics such as behaviour management), Teacher Driven Observation, and preparation for full teacher's registration application and interview.
- **Lean In Circles:** Introduced in 2020 to enrich an inclusive community, Lean In Circles are groups of 8-12 female staff of varying roles, age, experience who meet twice per term to network, articulate professional aspirations, support one another, and learn new skills. Conceptualised by Facebook's CEO Sheryl Sandberg, there are over 50,000 circles in 184 countries across the world. At SLC, Lean In Circles build a sense of empowerment that complements professional agency.

## **TOTAL FUNDS EXPENDED ON PROFESSIONAL DEVELOPMENT**

In 2020, the total of funds expended on teacher professional development was \$54,390. It should be noted that this figure was significantly decreased as a result of the impact of COVID-19 and the ability to professionally meet and collaborate beyond the College precinct.

## **AVERAGE STAFF RETENTION**

The Percentage of teaching staff retained from the previous school year was 90.85%.

## **AVERAGE STAFF ATTENDANCE FOR THE SCHOOL, BASED ON UNPLANNED ABSENCES OF SICK AND EMERGENT LEAVE FOR PERIODS OF UP TO 5 DAYS**

The average staff attendance for staff based on unplanned absences is 96%.

# SCHOOL INCOME

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

<b>Net recurrent income</b>	<b>Total</b>
Australian government recurrent funding	\$14,816,459
State / territory government recurring funding	\$5,126,816
Fees, charges and parent contributions	\$18,565,849
Other private sources	\$592,371
<b>Total gross income</b>	<b>\$39,101,495</b>
Less deductions	\$7,323,658
<b>Total net recurrent income</b>	<b>\$31,777,837</b>
<b>Capital expenditure</b>	<b>Total</b>
Australian government capital expenditure	\$0
State / territory government capital expenditure	\$0
New school loans	\$0
Income allocated to current capital projects	\$2,145,230
Other	\$24,710
<b>Total capital expenditure</b>	<b>\$2,169,940</b>

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 are usually released by ACARA. Due to the COVID-19 lockdown and implications for learning and testing, students were unable to sit the NAPLAN Test in 2020.

All available NAPLAN results from previous years can be located at the My School website at [www.myschool.edu.au](http://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 and personal excellence of each individual student during their time at the College so that students achieve the best possible outcomes from their study. This is realised 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 Studies – 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 2021	(Data are available to schools from the QCAA secure website using your existing security code)
Number of students awarded a Senior Education Profile (SEP)	252
Number of students awarded a Queensland Certificate Individual Achievement (QCIA)	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	226
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	109
Number of students who are completing or completed a School-based apprenticeship or Traineeship (SAT)	22
Number of students receiving an Australian Tertiary Admissions Rank (ATAR)	157
Percentage of ATAR eligible students who achieved an ATAR of >90	20.7%
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.	96.5%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	96%

# STRATEGIC IMPROVEMENT: PROGRESS AND NEXT STEPS

## STRATEGIC PROGRESS IN 2020

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

Based on Review of College operations and data concerning student outcomes to following priorities as established.

1. Continue to implement the new models of learning in Primary, Middle and Senior Schools to ultimately meet the needs of boys study the new QCE.
2. Development of the Professional Learning Team approach to improve Pedagogical practices.
3. Review and implement of Catholic Studies
4. Continue to review the House Structure with the College.
5. Finalise and review practices in Senior School to support the new QCE
  - Subject Selection
  - Mentoring
  - Timetable
  - Staff Development
6. Continue work to allow parents to access assessment data for the sons using TASS database.
7. Our Master Plan and Strategic Plan developed.
8. Improvements to Moogerah and Runcorn campuses
9. Reassess approaches in Pedagogy, Finances and Staffing due to COVID-19
10. Analysis of demographic and enrolment tools.

Please see over for the progress statement

## REPORTING PROFORMA 2020

Legend:	1 = no progress/stalled,	2 = slow progress,	3 = some progress,	4 = good progress,	5 = completed and to be removed,	6 = completed but ongoing
<b>Projects</b>						<b>2020</b>
A.1	Faith formation plan					4
A.2	Living out our Catholic identity and the Edmund Rice ethos					4
A.3	Service learning and social justice					6
A.4	Renewal Process					6
B.1	Teaching and learning framework					6
B.2	Pastoral structure and systems					6
B.3	Student improvement and mentoring					6
B.4	Responses to changes in education					6
B.5	Alternative Pathways Leadership Program					6
B.6	AIC Review and Recommendations					5
C.1	Targeted professional development for teaching staff					6
C.2	Structure and roles of CLT					4
C.3	Structure and roles of middle leadership					6
C.4	Leadership development					4
C.5	Restructure of learning support					5
C.6	Support staff engagement					6
D.1	Partnering with parents in the education of their sons					4
D.2	Marketing Plan and profile raising					6
D.3	Learning Institute and collaboration					6
D.4	Community connections and engagement					6
E.1	Future forecasts and modelling					6
E.2	Master Plan					4
E.3	Maintaining affordability					6

# STRATEGIC PRIORITIES FOR 2021

During 2020 staff, parents and students were involved in a full consultation involving survey data, workshops, and planning data to set the direction for the future for a continuation and adjustment to our Strategic Plan 2021-2023.

## Strategic Essence

Building the profile of St Laurence's College and developing clear, consistent, and innovative procedures to ensure continued excellence in boys' education.

The six Strategic imperatives include:

### Faith in Action

- Strong Catholic Identity
- Living the Touchstones
- Recognition of Indigenous Culture

### Student Excellence

- Culture of academic and personal excellence
- Student engagement and support
- Teaching and learning processes and platforms

### Staff Growth and Capacity

- Attraction and engagement of staff
- Staff Development
- Organisation and Structure

### Profile and Reputation

- Parent Partnerships
- Industry Partnerships
- Education Partnerships

### Productive Partnerships

- Competitive differentiation
- Marketing Planning

### Confident Future

- Master Plan
- Environmental Sustainability
- Compliance



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# ST LAURENCE'S COLLEGE

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