

2014



# St Laurence's College

## EREA

# ANNUAL SCHOOL REPORT

82 Stephens Road,  
SOUTH BRISBANE Q 4101

# CONTENTS

Preamble

Section 1: EREA INDIGENOUS POLICY COMPLIANCE REPORT

Section 2: FORMATION

2.1 EREA PROGRAMS

2.2 SCHOOL BASED EXPERIENCES

Section 3: SCHOOL RENEWAL

Section 4: TEACHING & LEARNING

Section 5: EDUCATING FOR JUSTICE AND PEACE

Section 6: STRATEGIC DIRECTIONS

Section 7: SCHOOL BOARD REPORT

Section 8: NARRATIVE FOR THE EREA ANNUAL REPORT

Section 9: OTHER COMPLIANCE DATA

9.1 INCOME BY FUNDING SOURCE

9.2 RETENTION RATES & ATTENDANCE

9.3 NATIONAL ASSESSMENT PROGRAM

9.4 YEAR 12 OUTCOMES

9.5 STAFF QUALIFICATIONS

## **PREAMBLE:**

St Laurence's College founded in 1915 is a single sex boy's Catholic school in the Edmund Rice tradition. It draws strength from more than 200 years of educational mission of the Christian Brothers nourished by the Charism of Edmund Rice. It is part of a national association of forty schools which include a number of flexible learning centres.

The distinctive education provided to all students is describe in, *The Charter: A Proclamation of an authentic Expression of Edmund Rice education as Applied to Catholic Schools in the Edmund Rice Tradition.*

This can be viewed on line via the St Laurence's Website at

<http://www.slc.qld.edu.au/index.pho?option=comcontent&view=article&is+11&Itemid+12>

The total 2014 enrolment (taken from August Census) of the College in full time equivalent students was 1580. The breakdown of the numbers is shown below.

<b>Year Level</b>	<b>Day Students</b>	<b>Boarding Students</b>
<b>5</b>	121	0
<b>6</b>	121	0
<b>7</b>	118	0
<b>8</b>	267	0
<b>9</b>	261	0
<b>10</b>	231	0
<b>11</b>	238	0
<b>12</b>	223	0
<b>Total</b>	1580	0

	<b>Teachers</b>	<b>Non-Teaching</b>	<b>TOTAL</b>
<b>Full-time</b>	114	46	160
<b>Part-Time</b>	12	34	46
<b>TOTAL</b>	126	80	206

2014 is the 98th year of the College. The College began in 1915 on the site of St Kilian's School which had closed over 10 years previous.

The vibrant and complex school of 1580 boys today is a stark contrast to the 200 primary boys of those foundation years.

One aspiration of the Queensland government in those days was universal primary education or all. In contrast there is an expectation in 2014 of secondary education to Year 12 or its equivalent by varied alternate pathways for everyone. The College curriculum and practice reflects that diversity. The options available to students to engage in Vocational Education, including school-based apprenticeships is important to the ongoing sustainability of the College in providing a successful pathway for each individual boy.

The diversity of opportunity reflected in Edmund Rice's first schools challenged the accepted practice of early 19th century education. Edmund Rice's quality, relevant and critical education offered his formative experiences that aimed to nurture personal meaning, ethical living, upward social mobility and national transformation. This was subversive. His schools were at odds with the prevailing idea of Ireland in early 1800's that the lower one's social status the less education was needed. In this context, the provision of clothing and quality schooling brought transformation. The middle class came to realise the superior education offered at Edmund Rice's schools and readily sent their children to be schooled alongside children of the poor.

As the world leader of the Christian Brothers Br Phillip Pinto wrote in 2002 "*Whenever our students learn to relate to one another, are able to work side by side and recognise their common humanity irrespective of cultural differences, the school is true to its founders vision.*"

## **SECTION 1: EREA INDIGENOUS POLICY COMPLIANCE REPORT**

### **(a) Number of Indigenous Students by year group:**

<b>Number of Students</b>	<b>Year Group</b>
7	Year 5
3	Year 6
2	Year 7
3	Year 8
0	Year 9
2	Year 10
0	Year 11
3	Year 12

### **(b) Number of Indigenous Teaching Staff:**

Jen Lyons, Head of Learning Support

### **(c) Number of Non-Teaching staff and their role(s):**

Tony Ghee, Indigenous Support Officer **Number of Indigenous students who completed Year 12:**

4 Year 12 students graduated from St Laurence's College in 2014.

### **(d) Formation opportunities provided for staff :**

- Oceania Northern Region Cross-Cultural Course – 2 staff attended
- Palm Island Immersion – 2 staff members attended
- QCEC Forum: Pathways for Aboriginal & Torres Strait Students – 1 staff attended
- Aboriginal Story of South East Queensland – 2 staff attended
- ASREAP Conference 2014 – 2 staff attended
- EREA Congress – 2 staff attended
- ER Advocacy and Change Forum – 2 staff attended
- Career Development for Indigenous Australians – 1 staff attended
- Indigenous Cross Cultural Course – 2 staff attended

### **(e) Indigenous celebrations experienced during the year:**

- Acknowledgement of Country fortnightly at College assemblies as well as at full school gatherings, parent meetings, staff meetings, Eucharistic celebrations
- Formal prayers for National Reconciliation Week and NAIDOC week
- Solidarity Eucharist in August – standing in solidarity with Australian Indigenous peoples and refugees
- Attendance at and participation in FIER festival at St James College – staff and students involved
- Graduation ceremony for Year 12 Indigenous students held at St Stephen's Cathedral, Brisbane

### **(f) Involvement of the local indigenous community in the school:**

- Indigenous support group is developed (previously referred to as a Committee) This group consisted of Aboriginal and Torres Strait Islander students working with the Indigenous Support Officer to look at issues for students and to also engage them culturally.
- 
- Indigenous students with parents involved in the preparation of the Opening for Presentation Night 2014. Two students (brothers in Year 10 and 12) prepared a bollard to tell their family story through art. They then presented that as part of the acknowledgement on Presentation night.

### **(g) Formal or informal partnerships with indigenous organisations e.g. Dare to Lead**

- In partnership with Dare to Lead
- In partnership with BCE – indigenous Support Office

## **SECTION 2: FORMATION**

### **2.1 EREA PROGRAMS**

During 2013, staff members from the school participated in EREA & OCEANIA Formation Programs:

(a) GALILEE: (Induction)	9 staff members attended
(b) INTO THE DEEP: (Middle Leadership)	21 staff member attended
(c) MT SINAI: (Long serving staff)	2 staff member attended
(d) BREAK EVERY YOKE	2 staff members attended

#### OCEANIA PROGRAMS – NORTHERN REGION:

New Street Revisited:	1 staff member attended
Mt Sion Revisited:	2 staff members attended
Cross-cultural course:	3 staff members attended
An Emerging Spirituality for the 21 <sup>st</sup> Century	2 staff members attended

Comment: The feedback from staff members was positive from their participation in all of these programs. One of the most beneficial aspects of the programs was the opportunities for networking and for connecting with staffs in the EREA organisation and the ER network as well as a deeper connection with the Edmund Rice charism.

### **2.2 SCHOOL INITIATED FORMATION EXPERIENCES AND IMMERSIONS**

Throughout 2014, the school was involved in a number of formation programs for its community. The Formation centred around the College theme for the year – One Spirit, One Voice:

#### **(a) STAFF:**

- Formation of College Leadership Team and Middle Leaders using the 2014 College Theme - A one and a half hour presentation at the beginning of the full day Professional Development program at the start of the year – focus was the representation of the Touchstones of the Charter in relation to the work of our community particularly within their sphere of influence. This was followed with a Staff Mass presenting the College Theme for the start of the year.
- Staff Induction program – Formation in the ER story and connection with the Jesus story as a means of welcoming to the College community
- Charter for Catholic Schools in the Edmund Rice Tradition – prayer and reflection at staff meetings. Engagement of staff in breaking open the touchstones for their work in our school community.
- ER Charism and the SLC Vision and Mission workshop – Associate teachers (50 minute session)
- Non-teaching staff were engaged in a half day Formation program ‘God is in the Ordinary’ delivered through Oceania Ministries (Gerard Keating). 35 staff members attended.

#### **(b) STUDENT:**

- Year 12 students attend a Three day retreat program; Journey to the Heart – passion and possibility
- Year 11 students participate in formation experience as part of their Leadership Camp
- Year 8-10 students participate in a One day retreat experience with external presenters eg. NET team and Michael Fitzpatrick
- Year 11 and 12 students engaged in the SONY camp participate in a formation day following the experience. This is an engagement in Reflective practice and

connection with the Jesus story and our calling as Catholic/Christians to active service.

- Reflective practice – journaling and formal conversation that occurs after service opportunities that year 10-12 students engage in.
- Preparation for Eucharist – staff members of various year levels assist in the preparation of students in the liturgical life of the College.
- Music Department actively engages students in formation opportunities in preparation of support for the liturgical life of the College as well as embedding sacred music throughout the coursework in Years 9-12.

### **2.3 IMMERSIONS**

- 4 students from Year11 accompanied by 1 staff member joined students and staff from St Edmund's College (Ipswich) and St Patrick's College (Shorncliffe) had an extraordinary immersion experience of 5 days in Timor Leste. This experience continues with the building initiatives in remote communities so that young people can continue to access education close to home. The staff and students interacted with local Timorese and engaged them in the building process with them. They saw firsthand the work of the Christian Brothers and the Edmund Rice Network in the area in working with locals to give them hope for a better world.
- 10 students and 4 staff members visited Palm Island in the year 10 Immersion program in June 2014 for four days.
- 20 students and 4 staff members visited Vietnam working with locals on housing projects. They also worked with a deaf school. Specialist staff from the Mater Hospital (Brisbane) also joined the experience and delivered hearing care for the young people at the deaf school.

## **SECTION 3: SCHOOL RENEWAL**

In 2013, St Laurence's College once again undertook a renewal process through EREA to inform the Strategic Directions of the College. The following are excerpts from the *achievements* and *aspirations* noted in the School Renewal Report 2013 aligned to the touchstones of *Liberating Education; Inclusive Community; Gospel Spirituality & Justice and Solidarity*.

### **1. Liberating Education**

#### **Achievements:**

- The curriculum review recommendations were implemented to establish
  - Staff professional learning groups (PLGs)
  - Introduction of the ITC Thinking Skills Framework across the school
  - Professional partnership with QUT to develop the curriculum middle management teams expertise in data analysis particularly the CCE/QCS interface.
- The introduction of e-learning into the College with:
  - Head of E-Learning
  - Staff development programs including SLOODLE, One-Note, Lynda.com, Diigo, Windows 8
- The development of gifted and talented education with:
  - Director of Gifted and Talented
  - Gifted and Talented Centre
  - Programs for over 200 boys
- Development of ICT Plan for the College which incorporates a strategic plan for the rollout of student devices (tablets) beginning in 2014 with all the necessary infrastructure support.
- Extensive development and refurbishment of facilities has promoted the growth of learning pathways.

#### **Aspirations:**

- Develop individual professional learning plans for staff formation based on performance reviews for staff.
- Strategic implementation of the National Curriculum to continue.

### **2. Inclusive Community**

#### **Achievements:**

- Strong, effective and strategic pastoral care in the College which includes:
  - Human resources – Heads of Year and Assistant Heads of Year supported by counsellors and external agencies
  - Pastoral team meetings including special care management meetings
  - Lauries Journey program and resources
  - Student tracking program
- Strategic programs for minority groups:
  - Indigenous support with Indigenous support worker, staff committee, immersion, outreach, curriculum embedding and rituals.
  - Chinese international student support team and special senior home room.
  - African support with African support worker, case management, cultural events.
- Special collaborative programs for parents and boys in curriculum and career development such as set planning, course selection and reporting.
- Outstanding specialist programs for boys:
  - Peer Mentoring
  - Laurie's Mates
  - TEAM Project
- A powerful cultural tradition which is welcoming, inclusive, celebrating difference and valuing effort over outcome.

- Annual ritual celebrations of significant events eg; Mother's Day; Father's Day; Grandparent's Day; Year Level Liturgies (primary); Year 11 Leadership Camp Mass; Graduation; Open and Orientation Days.

**Aspirations:**

- Develop further the culture of pastoral care to include all staff.
- Develop strategic processes to engage more parents in College programs.
- Develop special programs to address depression and anxiety for year groups to complement existing individual programs.
- Expand the formal pastoral care program to address a broad range of 'life skills' (including mental health, drug and alcohol awareness, personal safety etc) in a developmental and sequential way.

### 3. Gospel Spirituality

**Achievements:**

- Liturgical life of the College is strong and distinctly Catholic
  - Weekly Eucharist
  - Four College masses each year with individual themes
  - Variety of rituals for Primary, Easter, Anzac and Remembrance Days, Graduation
  - Daily prayer, staff prayer and the Angelus
- Spiritual life of the College is particularly enriched by retreat days and programs across the College in a culture that owns its mission.
- Religious Education Program is engaged in Face to Faith international program.
- Expression of community and College ethos themed each year with specific symbols eg; 'Circle of Friends'

**Aspirations:**

- Need for the embedding of social justice initiatives in the Religious Education curriculum so bridge the divide that exists between the curriculum and social justice programs, especially advocacy
- Extend the interfaith dialogue that already exists in visits and immersions especially with Islam.
- Develop symbolic and sacred spaces in the College precinct, including Catholic, Edmund Rice and indigenous icons.
- Build a Chapel that can seat a year level and ensure it is the centre of the faith life of the school.

### 4. Justice and Solidarity

**Achievements:**

- Service Learning Program is extensive and well managed. Boys are connecting personally with people in need as equals, in a transformational way eg; Sony Camp & Special Olympics
- Boys are active in participation and leadership of groups like ERA for change; mini-Vinnies; Door Knock appeals; St Vincent de Paul; Caritas and Catholic mission.
- Students and staff are participants in immersions to Palm Island, Mt Isa, Africa, Timor Leste and Vietnam/Malaysia.
- Advocacy programs are in their infancy but the College is established as the leading UN Youth Advocacy School in Brisbane.

**Aspirations:**

- Develop peace and justice initiatives embedded in the curriculum.
- Investigate sustainability opportunities in the curriculum, in service learning and across the College campus.
- Develop ecojustice in curriculum, in service learning and advocacy groups. Expand our partnerships with groups such as Catchment Care, Clean Up Australia, Land Care, Healthy Waterways or Bulimba Creek Catchment.

## **SECTION 4: TEACHING & LEARNING**

**Please provide a response to the following:**

### **(a) The priorities for teaching and learning during 2013**

#### **PRIORITY 1: CONTINUING IMPLEMENTATION OF THE ITC THINKING SKILLS FRAMEWORK**

In response to the SLC Curriculum Review completed in 2010, a teaching and learning framework was introduced to the teaching community in Semester 2, 2010 and implemented in 2011 and 2012. Teaching staff completed training in understanding the framework's thinking levels and incorporating the accompanying teaching strategies in their classroom practice. Key teachers in the Primary and Secondary years have been identified to work with Heads of Department to build capacity.

#### **PRIORITY 2: READING TO LEARN (R2L)**

Training continued for 8 more teachers across departments for secondary and primary year levels The Reading to Learn (R2L) classroom program. R2L is a set of carefully designed strategies that enable teachers to integrate skills in reading and writing with their normal curriculum teaching, across all year levels and subject areas. Training costs are supported by the Literacy and Numeracy National Partnerships Funding and the program aims to increase average literacy gains in the middle school curriculum areas.

#### **PRIORITY 3: INTEGRATION OF ICTs IN THE CLASSROOM**

- SLC ICT Committee's development of the Strategic Plan 2013-2015
  - Introduction of 'SLOODLE'.
  - Development of a numerous specialist classroom incorporating the provision of IT to enhance subject related activities such as mapping, through a variety of tools.
  - Expansion of the wireless network.
  - Engagement of eLearning professional development programs and external providers
  - Development of the College 1:1 Laptop Program ready for implementation in Years 10 and 11 in Semester 1, 2014.

#### **PRIORITY 4: IMPLEMENTATION OF THE NATIONAL CURRICULUM**

In 2013 implementation of National History Curriculum was a priority with staff engaged in a number of professional learning workshops and collaborative planning. English, Mathematics and Science expanded their implementation within the lower secondary years. Industrial Technology staff have begun creating units of work based on the draft of the Technologies national curriculum and will be leaders in the implementation within this region. A number of staff from a range of faculties have engaged in professional development activities provided through QSA; ACARA etc.

#### **PRIORITY 5: RE-DEVELOPMENT OF THE QUEENSLAND CORE SKILLS TEST PREPARATION PROGRAM**

Redevelopment of the Core Skills Test Preparation Program continued. Its purpose is to:

- i. improve outcomes in students' demonstration of skills contained in the test's 'Theta' and 'Pi' basket of CCE's and
- ii. to effectively use the data collected from practice tests and from previous cohorts to better target the learning needs of current OP eligible students undertaking the preparation program.

**(b) The process to determine the priorities in (a) above**

- In response to external agencies directives – QSA’s implementation guidelines for implementation of National Curriculum; QCEC & EREA’s guidelines for National Partnerships Projects
- CLT consultation with:
  - SLC Board sub-committee (Education)
  - Heads of Department and Heads of Year

**(c) Programs/strategies that were in place to enhance educational outcomes for all students**

- Queensland Core Skills Preparation Program for senior students intending to sit the CST. Two lessons/week, Year 11, Term 4, Year 12, Terms 1 -3.
- Senior Service Learning Program – Teaching and learning for Justice and Peace. Two lessons/week. Year 11, Terms 1 – 3, Year 12, Term 4.
- Year 10 Student Development – Senior Study skills preparation and Career Development. One lesson/week.
- Lauries Journey Pastoral Program for Years 8 – 12. One lesson/fortnight.
- Structured Work Placement Program for Years 11 and 12 students. Three weeks per year.
- TEAM Monitoring and Mentoring Program combined with delivery of Certificate I Work Education for Year 10 students with specific learning needs to support work transition.
- ESL Support Program
- International Students Tutoring Program
- Eddie’s Reading Bites Reading Intervention and Peer Mentoring Program for Middle School students. Offered two mornings per week
- SLC Gifted and Talented Programs – Coordination of Enrichment and Extension opportunities for Year 8 – 12 students.

**(d) Provision made to support staff in their professional learning during the year.**

- Opportunity to apply for SLC Professional Learning Grants
- Calendared Professional Learning Days
- Introduction of PLGs (Professional Learning Groups) to develop Professional Learning Communities at SLC

## **SECTION 5: EDUCATING FOR JUSTICE AND PEACE**

### **General:**

- Prayer focus for fortnightly Assembly embedded with Justice Themes.
- Newsletter articles written by Dean of identity regularly embedded with themes on Justice and Peace
- Support Officer for Middle Eastern students (MES) engaged staff and students in initiatives to encourage further integration of MES into the school community

### **Service Learning:**

- Service Learning Program – structured program that engages head, hands and heart through active service, reflective practice and advocacy for the marginalised. Eg. Homework help, Café Edmund, Collections, Aged Care and Special School Visits, Immersions, HELP for Timor Leste, Sony Foundation Camp, Special Olympics
- Caritas and St Vincent de Paul collections – information sharing in a variety of formats for all members of the community relating to the work of these organisations and the issues that they address. The emphasis is on raising awareness of our responsibility as members of the Church in sharing for the common good
- Engaging speakers for Advocacy & Awareness Program for Year 11 Student Development
- Partnership developed with FOODBANK to support their work
- Participation in MDA ‘Lantern Parade’ that extends welcome to Refugees and Asylum Seekers
- Participation in ERA for Change initiatives throughout the year
- Hosting of the Welcome Hub at SLC – included staff and students from St Patrick’s, Nudgee, St James’ and St Laurence’s Colleges – engaging in Sports activities on Sundays with unaccompanied minors (Refugees and Asylum Seekers) supported by the Red Cross.

### **Staff Development opportunities:**

- RI Equity Network Meeting
- Social Justice and Human Rights – engagement of staff in workshops with people from organisations such as MDA, Micah projects, Recognise, etc to explore SJ issues in Australia and beyond
- ACU Social Justice Youth Forum
- Indigenous Cross Cultural Course
- Social Justice breakfasts and twilight activities with other schools in the Brisbane area.

## **SECTION 6: STRATEGIC DIRECTIONS**

### **(a) Liberating and Inclusive Education**

- The college developed and launched new mission and vision statements
- The staff indigenous education committee supported the student indigenous committee to initiate many new celebrations.
- The supported growth in the number of Sudanese refugee students in the College was outstanding.
- The College issued a formal apology for past injustices.

### **(b) Effective Relationships**

- The partnerships with Special schools increased through service learning projects.
- Peer mentoring program by seniors flourished especially in their support of younger boys.
- The College established further employer and tertiary provider partnerships.
- The College enhanced partnerships with refugee and indigenous families.

### **(c) Organisational Sustainability**

- The College staff commitment to ITC thinking skills framework.
- Enrolment Strategies and processes revised to increase integrity and road capture.
- College's compliance to policy for child protection were reviewed and staff development undertaken.
- College asset register finalised.
- Maintenance programs implemented.
- New buildings contained sustainability initiatives.

## **SECTION 7: SCHOOL BOARD REPORT**

During 2014 the College Board met on nine scheduled occasions to provide strategic advice to the Principal on a range of educational, financial and college development matters. The Board continues to see its role as assisting the Principal with effective college governance and strategic direction setting within the ethos and values of an Edmund Rice school.

The twelve members provide an inclusive mix of the necessary knowledge, skills and abilities required of the Board to meet the current and emerging college environment.

The Board's development, operation and consideration are within the Edmund Rice tradition and various strategies are employed to ensure members are conversant with what this truly means. The benefit of having a current Christian Brother (who at one time taught at the college) as a Board member is invaluable.

The College has contemporary policy on all strategic matters required for school operations. These are reviewed on an "as needs basis" and presented to the Board by the Principal for consideration and advice. The College currently operates within these approved policies. The school budget is approved and monitored throughout the year and the Principal brings all matters of strategic significance to the Board's attention.

Board members as individuals attend a range of sporting, social and other co-curricular events scheduled throughout the year. They receive copies of all newsletters together with significant documents that promote the college and inform the college and wider community. Each meeting the Principal provides a verbal report on recent "events" within the college. Thus Board members are fully informed on the "life of the school".

## **SECTION 8: NARRATIVE FOR THE 2013 EREA ANNUAL REPORT**

In 2013 we were proud of our students' and staff successes. The boys did well academically in OP and vocational courses, excelled in sporting events, made inspiring music and stretched themselves in many different ways. The staff developed their pedagogical expertise and increased participation in professional development and co-curricular activity.

The vibrant, Catholic culture within St Laurence's College contributed to the development of young men, providing an authentic Catholic education in partnership with staff, parents, families and the wider community. This authentic Catholic education promoted spiritual, moral, intellectual, emotional, physical, cultural and social aspects of life through the provision of a wide variety of faith experiences and academic, cultural, sporting and service opportunities. Our growth in service learning and College faith experiences continued in 2013.

The Vision and Mission statements are an authentic expression of our growth, the product of much reflection, consideration and discussions.

### **St Laurence's College Vision Statement**

St Laurence's College Vision is to be an authentic, dynamic, relational Catholic educational community.

### **St Laurence's College Mission Statement**

Summoned by the call of our College motto: *facere et docere*: To do and to teach, St Laurence's College strives to implement the Charter for Catholic Schools in the Edmund Rice Tradition so that it is the 'lived reality' in the community.

In tangible terms the formal opening of ERPAC was a celebration of achievement and opportunity. It is symbolic of the physical transformation of the campus. As our College gathering space it is symbolic of the strength of our community.

## **SECTION 9: OTHER COMPLIANCE DATA**

### **9.1 INCOME BY FUNDING SOURCE**

St Laurence's College derives income from a variety of sources. Specific details pertaining to derived income are available on the federal government's My School website. Please use the link below to peruse this information:

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

### **9.2 RETENTION RATES AND ATTENDANCE**

Senior cohort Year	Year 8 Base	Year 12 at exit	Retention Rate %
2007	199	191	96
2008	205	179	87
2009	216	212	99
2010	225	216	96
2011	239	226	95
2012	237	230	97
2013	236	228	97
2014	235	223	95

#### **RETENTION RATES YEARS 10-12**

Year 10		Year 12		Years 10-12 Apparent Retention Rate (%)
Year	Enrol	Year	Enrol	
2005	197	2007	193	98
2006	195	2008	179	91.8
2007	236	2009	214	90.7
2008	232	2010	226	97.4
2009	229	2011	227	99
2010	222	2012	220	99
2011	238	2013	231	97
2012	237	2014	223	94.1

The average student attendance rate for 2014 was 94.91%. This number excludes students who were absent for extended explained absence such as serious illness. The breakdown of average attendance by Year Level is given in the table below:

Year Level	Av. Attendance Rate (%)	Year Level	Av. Attendance Rate (%)
5	96.4	9	94
6	95.9	10	94.3
7	95.2	11	97.2
8	95.2	12	95.2

### 9.3 NATIONAL ASSESSMENT PROGRAM

A summary of the achievement of St Laurence's College students on the NAPLAN assessments is summarised in the table below:

<i>Year 5 - 2014</i>					
	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
SLC	<b>527</b>	<b>475</b>	<b>498</b>	<b>520</b>	<b>510</b>
State Average	495.9	409	489	499.9	481.4
State Boys Average	490	442	479	491	486
National Average	500.7	468.2	497.7	504.1	487.2
SLC at or above National Benchmark	99%	96%	96%	98%	99%
<i>Year 7 - 2014</i>					
	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
SLC	<b>551</b>	<b>502</b>	<b>538</b>	<b>547</b>	<b>563</b>
State Average	541.6	505.2	536.8	540.7	543.5
State Boys Average	537	490	526	532	547
National Average	548.8	511.5	545.3	543.9	545.9
At or above National Benchmark	98%	96%	96%	98%	98%
<i>Year 9 - 2014</i>					
	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>
SLC	<b>683</b>	<b>544</b>	<b>582</b>	<b>584</b>	<b>613</b>
State Average	571.4	543.6	575.1	567.8	580.3
State Boys Average	564	525	564	557	585
National Average	580.2	550.1	581.7	573.5	587.5
At or above National Benchmark	92%	78%	95%	91%	100%

### 9.4 YEAR 12 OUTCOMES

The table below provides a summary of the performance of OP eligible students over the last 5 years.

	<b>2010 (162)</b>	<b>2011 (169)</b>	<b>2012 (152)</b>	<b>2013 (164)</b>	<b>2014 (173)</b>
<b>OP 1-5</b>	41 25.3%	39 23%	26 17.93%	39 23.8%	39 22.5%
<b>OP 6-10</b>	43 26.5%	50 29.5%	41 27.59%	52 31.7%	56 32.4%
<b>OP 11-15</b>	46 28.4%	53 31.4%	48 31.72%	49 29.9%	43 24.9%

<b>Outcomes for Year 12 Students</b>	
<b>Number of students awarded a Senior Education Profile</b>	220
<b>Total number of QCIA's awarded</b>	0
<b>Total number of QCE's awarded</b>	195
<b>Percentage of Overall Position (OP) – eligible students with OP 1 - 15</b>	79.5%
<b>Percentage of students awarded QCE and awarded a Vocational Education and Training (VET) qualification</b>	23.2%
<b>Percentage of students awarded QCE with OP – eligibility or awarded a Vet qualification</b>	93.6%
<b>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</b>	98.8%
<b>The median score for OP - eligible students</b>	10
<b>Number of students completing or completed a SAT</b>	20

### **Year 12 Cohort 2013 Post School Destination**

At the time of publishing this School Annual Report, the results of the 2013 Year 12 post-school destinations survey have not been published. The Next Step – Student Destination Report for the school is also yet to be published. Information about the post school destinations of our students will be posted to our website as it becomes available.

The majority of students continue their study at University of Queensland, Queensland University of Technology or Griffith University. At each of these universities the College enjoys TOP 20 status i.e. in the top 20 secondary schools by numbers feeding students to these universities.

## **9.5 STAFF QUALIFICATIONS**

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

<b>Total number of teachers</b>	134
<b>Total number of Support staff</b>	72
<b>Total Number of Staff</b>	206

<b>Teaching Staff Qualifications</b>	<b>Number</b>
<b>Certificate</b>	76
<b>Diploma</b>	48
<b>Degree</b>	170
<b>Post Graduate Certificate</b>	11
<b>Post Graduate Diploma</b>	68
<b>Masters</b>	26
<b>Doctorate</b>	1
<b>Other</b>	5

The average attendance rate for teachers in the 2014 academic year was 97 %. This figure reflects a low rate of sick leave among the staff. This figure does not include staff absent from classes attending professional development activities or who would have been replaced whilst on other forms of leave such as long service or maternity leave. The College's remains committed to the continuous professional learning of staff. In 2014, the expenditure on professional development was \$204 422, which represents an average of \$992 per staff member.

The teaching staff retention rate expressed as a percentage is 95%. This indicates the percentage of teachers who have continued service at the school from 2013 into 2014.

For further information relating to the College and its policies, contact the Principal on 07 3010 1111.