School Name  St Mark's Primary
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Email  pinala@bne.catholic.edu.au
School website  www.stmarksinala.qld.edu.au
Contact Person  Mr Garry Montgomery

Principal’s Foreword
Introduction
In 2012, St. Mark’s Catholic school community sought to build on the successes of previous years. Our vision to "build success together" took substance through the day to day practices, routines and rituals that frame the learning experiences provided by a dedicated staff, working to target the needs of all children and employing a wide range of educational approaches, programmes and resources.

With National Partnership funding, teachers have been further up-skilled in a number of programmes and educational approaches, are data informed and focussed on children with English as a second language and from a low socio-economic background. The consolidation of these initiatives has been at the heart of much of the work done this year.

We have taken the GROWTH model of coaching teachers to raise teacher capacity and performance. The school enjoys strong community support and is valued as a place of learning.

We look forward to the continuing benefits that will come through the various initiatives as outlined in this report.

School Profile
St Mark’s, Inala is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.
Coeducational  ✔ or Single Sex  ☐
Year levels offered:  Primary  ✔  Secondary  ☐  P-12  ☐
Total student enrolments for this school  488.

Total Enrolment  488  Girls  234  Boys  254
Characteristics of the student body

The student body of St Mark's is a highly multi-cultural one. Our students are predominantly from a Vietnamese cultural background, in 2012 making up 54% of the student population. The second largest cultural group, 18%, are students with a Pacific Islander heritage, in particular Samoan. Other cultures represented within our student population are Anglo-Saxon 10%, African 7%, Indigenous 3%, Filipino 4%, Spanish 2%, and other 2%.

Due to their cultural backgrounds the majority of our students have English as a second language. Their first language, and the one that they speak at home, is from the cultural background of their parents. Some of our African students already have two languages prior to English and they have also suffered from some dislocation prior to arriving in Australia.

Predominantly, our students come from a low-socio economic background and many parents work shift-work.

Our distinctive curriculum offerings

St Mark's Primary consists of eighteen classes from Prep to Year Seven. Our specialist staff comprise of a LOTE (Spanish) teacher (years prep-7) three days per week, a music/choir teacher (years prep-7) three days per week, a visual arts specialist (years 4-7) two days per week, a physical education teacher (years prep-four) three days per week, a Guidance Counsellor two days per week, a full-time teacher/librarian, three English as a Second Language teachers (one full-time, two part-time), a Support Teacher Literacy Numeracy Improvement and a Support Teacher Inclusive Education, both full-time. Our school curriculum is based on the nine key-learning areas of Religious Education, English, Mathematics, Science, History, The Arts, Information Technology, LOTE and Health and Physical Activity. 2012 saw St Mark's follow the new Australian Curriculum in the areas of English, Mathematics, Science and History.

Distinctive curriculum offerings at St Mark's include:-
- an oral language speech program for students in Years Six and Seven;
- a swimming program in Terms One and Four;
- a Sacramental program in Year Three;
- the Bluearth activity approach which develops and integrates body, mind and spirit through participation in physical activity;
- the RoleM Mathematics approach in Years Prep to Year Three;
- the Reading to Learn approach;
- a dance program in Term One.
Extra curricula activities

St Mark's attempts to offer extra-curricula activities to cater for a variety of interests:-
- Creative Kidz instrumental music program;
- school choir and choral festival;
- involvement in the Ipswich Poetry Eisteddfod;
- a camp program for Years Five and Seven;
- an inter-school sports program involving touch, basketball, netball, soccer and cross-country;
- Sinnamon Village Aged Care visits;
- a Minnie-Vinnie’s program.

How Information and Communication Technologies are used to assist learning

At St Mark’s all children have available to them a network of computers throughout the school, all of which have access to a wireless internet and modern software programs. This network includes a bank of 16 computers in the library which are available during library lessons and during lunch times. Staff and students also have access to a bank of portable laptops which are capable of accessing the school’s Cisco wireless network and teachers have also been allocated their own laptops to use within the classroom. In addition to this, every classroom has 3-4 pc's/laptops connected to the school network.

Computers/IPads are valuable tools that are used creatively at St Mark’s to enhance student learning outcomes. Our students are taught how to use the internet critically and efficiently within research and problem solving processes. The staff are constantly being in-serviced in how to integrate ICLT’s into the curriculum. 2012 saw the purchase of nine charging trolleys for 63 new laptops and 20 new Ipads housed within the year 6 and 7 classrooms, the learning support centre, library and the Prep classrooms.

All classrooms from Prep-Year 3 have interactive whiteboards and data projectors are in all Year 4-7 classrooms. 2012 saw the addition of an interactive whiteboard for the library and there are two portable data projectors for use throughout the school.

Additional ICLT equipment used by our teachers and students include iTouches, digital cameras and video cameras.

Social climate inclusive of pastoral care and our response to bullying

A strong sense of community exists within the staff, P & F and Parish, promoting the involvement of all families. Events such as the Welcoming, Mother's Day and Father's Day barbeque’s help to create an atmosphere of welcoming, care and concern within our community. 2012 saw St Mark's continue to embrace Kids Matter to assist in the social and emotional well-being of our students and their families by enhancing the development of positive relationships within the school. All children at St Mark’s are treated equally and afforded the same opportunities. The staff have developed the 5R’s - Relationships, Respect, Responsibility, Resilience and Reverence and a school mascot of Markus to represent these values and we use them in conjunction with the school expectations and the Student Behaviour System as the basis of our behaviour management. We have also set up a ‘thinking room’, lunchtime club, homework club and breakfast club to assist students with their social and emotional development. A close relationship with our adopt-a-cop has provided opportunities for discussions about cyber-bullying with our older students.
Parent, student and teacher satisfaction with the school

Our parents value the commitment which the St Mark’s staff put into encouraging their children to achieve their personal best in a nurturing, friendly and inclusive environment. They are excited by the amazing opportunities available, especially access to technology. They appreciate that Christian values are taught and the traditions of the Catholic faith are shared within a close-knit community. Our students appreciate the friendly and welcoming atmosphere within the school where they feel safe and cared for by their teachers, as well as the learning experiences provided, especially Religious Education. They value all the different activities on offer, notably the sporting opportunities and different celebrations at St Mark’s. According to feedback gained through our 2012 school renewal process, our teachers acknowledge the high standard achieved at St Mark’s within the following areas:- In meeting the additional needs of students with difficulties within the community, the growth, development and richness in prayer with staff, students and parents, the spirituality-based professional development opportunities offered, and the outreach provided to the wider community through both welcoming relationships and missionary actions.

Parent involvement in their child’s education

School decisions are supported by the P & F and relevant community groups. The participation of parents at St Mark’s is encouraged and supported through a number of programs including:- Parents and Friends Association initiatives, classroom support, parent information morning teas, parent/teacher introduction nights, parent/teacher interviews, our Multi-Cultural Fiesta, St Mark’s Day and the Poetry/Art Festival, class/school liturgies, weekly prayer assemblies and fortnightly learning teams assemblies. Both the school newsletter and school website are used to communicate to the parents what is occurring around St Mark’s in relation to their child’s education. This is achieved using both articles and photos. Each year level/class makes a regular contribution to the newsletter. On many occasions we use a Vietnamese and/or Pacific Islander translation so that the parent body understands the information distributed. Where feedback from parents is required we translate the questions and also make a personal approach to parents both before and after school.

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>34</td>
<td>17</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>7.4</td>
<td>10.8</td>
</tr>
<tr>
<td>Indigenous</td>
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<td></td>
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Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
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</tr>
<tr>
<td>Masters</td>
<td>25%</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>20%</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>39%</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>16%</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning
The total funds expended on teacher professional learning in 2012 was $115,252.
The major professional development initiatives were as follows:
- the integration of ICT into classroom practice, particularly iPads;
- the Blueearth Approach which promotes an awareness of self, others and the environment;
- Mathematics, including the RoleM Program and Maths Inquiry;
- Reading to Learn;
- data collection - PAT-R, PM Benchmarking, Bandscaling;
- Looking Forward;
- REAP, Catching Fire and Kids Matter;
- Coaching with teaching staff.

School Income by Funding Source
School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.
To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:
‘Find a school’ text box.
Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.
School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page.

Average staff attendance rate
The staff attendance rate was 97.29% in 2012.

Proportion of staff retained from the previous school year
From the end of the 2011 school year, 93.5% of staff were retained by the school for the 2012 year.

Key Student Outcomes

| Whole School Attendance Rate | 94.7% |
| Prep Attendance Rate         | N/A   |
| Year 1 Attendance Rate       | 93.9% |
| Year 2 Attendance Rate       | 95.4% |
| Year 3 Attendance Rate       | 91.5% |
| Year 4 Attendance Rate       | 95.3% |
| Year 5 Attendance Rate       | 97.0% |
| Year 6 Attendance Rate       | 96.5% |
| Year 7 Attendance Rate       | 94.6% |
Policy and practice to manage student attendance

Student attendance is constantly monitored via our electronic attendance system. School administration and classroom teachers share managing student attendance. If parents notify the school as to the reasons for student absences, this information is entered into the system for future reference. If students are missing from class for a period of time without notification from the family, the first procedure is for the classroom teacher to make a phone call home to obtain an explanation. If a prolonged absence is noted the Principal will contact the family and an interview will be sought. The Principal also manages late arrivals to school on a daily basis.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following

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