Principal’s Foreword
Introduction

The St. Mark’s Catholic school community continued to strive to reach its goals throughout 2014. We are proud of our work and successes. To challenge every child to see themselves as a learner and celebrate successes set the tone throughout the school. Our vision to “build success together” was given expression through refined data collecting, analysis of the data, setting goals, making necessary and strategic adjustments and using the best resources available.

With National Partnership funding and a dedicated staff, we worked to meet the needs of all children and challenge them as learners using a range of approaches, programmes and pedagogies. We continued with our strong emphasis on working in the community to engage all learners knowing that many in our school are with English as a second language and from a low socio-economic background.

The GROWTH model of coaching teachers to raise their capacity and performance was consolidated. The school enjoys strong community support where families see the value of education delivered in the Catholic tradition. We look forward to future successes as we engage with various initiatives as outlined in this report.

School Profile

St Mark’s 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 507

Total Enrolment 507 Girls 253 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 2014 making up over half of the student population. The second largest cultural group are students with a Pacific Islander heritage, in particular Samoan. Other cultures represented within our student population include Anglo-Saxon, Indigenous, Filipino and Spanish, with an increasing African enrolment.

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.

The diverse backgrounds of our students assists in them learning to value difference and, as a community, we embrace and celebrate this richness. Our parents value education and a large number of our students participate in language education lessons each Saturday.

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

Our distinctive curriculum offerings

In 2014 we had nineteen classes from Prep to Year Seven. Our specialist staff comprised 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-five) three days per week, a Guidance Counsellor two days per week, two part-time teacher/librarians, 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. 2014 saw St Mark’s follow the new Australian Curriculum in the areas of English, Mathematics, Science, History, Geography, The Arts and the new Religious Education curriculum. Distinctive curriculum offerings at St Mark’s include:-
- a drama program for students in Years Six and Seven;
- a swimming program in Terms One and Four;
- a Sacramental program in Year Three;
- the Blueearth activity approach which develops and integrates body, mind and spirit through participation in physical activity;
- the RoleM Mathematics approach in Years Prep to Four;
- the Reading to Learn approach;
- an instrumental music program for all Year Four students;
- 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 and talents amongst our students:
- Creative Kidz instrumental music program (guitar, keyboard, drums);
- school choir and choral festival (Queensland Catholic Primary Schools Choral Festival);
- involvement in the Ipswich Poetry Eisteddfod(years 6 and 7);
- a camp program for Years Five (country experience) and Seven (beach experience);
- an inter-school sports program involving touch, basketball, netball, soccer and cross-country;
- Tri-Care, Jindalee Aged Care visits;
- faith and mission projects.

How Information and Communication Technologies are used to assist learning

At St Mark's, information communication and learning technologies are used within all areas of our school curriculum and are often the focus of teachers’ goals. This year, we trained all of our classroom teachers in how to incorporate the use of Weeblies into the curriculum. We also employ an ICTL school officer to assist with maintenance and development.

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. 2014 saw the purchase of further charging trolleys to extend the 2:1 ratio from year 4-7.

All classrooms from Prep-Year 3 have interactive whiteboards and data projectors are in all Year 4-7 classrooms. In addition we have 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 inclusiveness of all. Events such as the Welcoming, Mother’s Day and Father’s Day bbq's help to create an atmosphere of welcoming, care and concern within our community. 2014 again saw St Mark's 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 also use a lunchtime club, homework club and breakfast club, as well as wrap-around meetings to assist students with their social and emotional development. Throughout the year we provide opportunities for discussions about cyber-bullying with our older students and specific lessons are also covered through the library lessons.
Parent, student and teacher satisfaction with the school

Our parents value the hard working ethos of the staff which they feel is demonstrated daily. They enjoy the numerous activities on offer within the curriculum to engage their children. They value the school culture which has been developed and the rich and strong emphasis placed on social justice and inclusion. Our parents appreciate the school’s P & F and their work, in unison, with the staff. Our students appreciate the friendly and welcoming atmosphere within the school where they feel supported by their teachers in achieving their goals. They value all the different learning experiences on offer, and how teachers use different methods to explain topics until students gain an understanding. According to feedback gained through our 2014 school renewal process, our teachers acknowledge the high standard achieved at St Mark’s within the following areas:- The St Mark’s staff have many opportunities for spiritual and faith formation. Transition processes and pathways for learners are responsive, flexible and effective. The professional learning of staff is directly informed by teacher professional goal setting and contemporary research.

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, induction for new parents, make and take workshops, our Multi-Cultural Fiesta, St Mark’s Day, various sporting events, excursions, 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. On many occasions we use a Vietnamese 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>38</td>
<td>18</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>9.6</td>
<td>9.3</td>
</tr>
<tr>
<td>Indigenous</td>
<td></td>
<td>0</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>
<td>0%</td>
</tr>
<tr>
<td>Masters</td>
<td>21%</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>21%</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>45%</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>13%</td>
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Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2014 was $93,750.00. The major professional development initiatives were as follows:
- implementation of new curriculums;
- RoleM Maths Program;
- Reading to Learn;
- data collection;
- First Aid;
- REAP, Catching Fire, Net Ministry, Ignite, Leading Learning;
- coaching, mentoring and feedback programs;
- Kids Matter.

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 96.51% in 2014.

Proportion of staff retained from the previous school year

From the end of the 2013 school year, 91.5% of staff were retained by the school for the 2014 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>94%</th>
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<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>N/A</td>
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<tr>
<td>Year 1 Attendance Rate</td>
<td>91%</td>
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<tr>
<td>Year 2 Attendance Rate</td>
<td>93%</td>
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<tr>
<td>Year 3 Attendance Rate</td>
<td>95%</td>
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<tr>
<td>Year 4 Attendance Rate</td>
<td>95%</td>
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<tr>
<td>Year 5 Attendance Rate</td>
<td>94%</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>94%</td>
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<tr>
<td>Year 7 Attendance Rate</td>
<td>97%</td>
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</tbody>
</table>
Policy and practice to manage student attendance

Student attendance is recorded twice daily by the classroom teacher using eMinerva, an electronic attendance system. School administration and classroom teachers share managing student attendance. New staff and relief staff are inducted into the roll marking process. Staff are constantly reminded about the roll marking process. 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 and support offered. The Principal also manages late arrivals to school on a daily basis. Student attendance is also recorded on the semester report cards.

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.

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