



St Mark's School, INALA

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**

Contact information

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Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St Mark's School is founded on the traditions of the Mercy Order and their founder Catherine McAuley. With the child at the centre of our mission, St Mark's School values the faith, academic, communal and environmental aspects of education. Having a large English as an Additional Language and/or Dialect (EAL/D) population, the school's focus is on developing literacy skills to enable the students to go forward in hope and optimism ready to engage in a diverse and complex world as responsible Christian citizens. To assist in achieving this we have several EAL/D teachers and support teacher, inclusive education and a dedicated teaching staff teaching students to achieve to the best of their ability. We are situated on approximately twenty hectares of land which presents many opportunities for environmental understandings. At St Mark's, our motto is "Clearly and Boldly" where we are confident to continue the work of Catherine McAuley (founder of the Sisters of Mercy) who followed Jesus by serving people in need in order to create a more just society. Our Vision for Learning focuses on the 5 R's: Reverence, Relationships, Responsibility, Resilience, Reverence and Respect where students of St. Mark's. We are a supportive, safe and inclusive community that values life-long learning.

School progress towards its goals in 2021

Goal	Progress
Align the teaching activities and strategies to the RE Achievement Standard and continue to develop multi-level assessment.	Teachers have planned with the leadership of the Assistant Principal Religious Education to develop multi-level assessment. This is an ongoing activity and will continue into 2022.
By the end of 2021, there will be a school-wide approach in the implementation of a differentiated reading and writing program so that: <ul style="list-style-type: none">• 50% of Prep students will have achieved a PM level of 5-8• 56% of Year 1 students will have achieved a PM level of 14-18• 59% of Year 2 students will have achieved a PM level between 22-26	<ul style="list-style-type: none">• 27% of Prep students achieved a PM level of 5-8• 59% of Year 1 students achieved a PM level of 14-18• 47% of Year 2 students achieved a PM level of 22-26• 68% of Year 3 students achieved a PM level of 22-26• 70% of Year 4 students achieved a PM level of 30• 88% of Year 5 students achieved a PM level of 30

Goal	Progress
<ul style="list-style-type: none"> • 68% of Year 3 students will have achieved a PM level of 22-26 • 72% of Year 4 students will have achieved a PM level of 30 • 80% of Year 5 students will have achieved a PM level of 30 • 88% of Year 6 students will have achieved a PM level of 30. 	<ul style="list-style-type: none"> • 77% of Year 6 students achieved a PM level of 30.
Establish collaborative cultures across all staff.	School has established the Staff Charter which is a subset of the Code of Conduct and provided support to use the Charter.
By the end of 2021, there will be a significant reduction in school lateness, so all students start the day on time in order to be fully engaged with the daily timetable from the first bell.	Attendance has improved especially arriving late and leaving early. Parents are responsive to attendance procedures where were introduced and reinforced.
To understand and implement trauma-informed practices so that all students are well-supported.	Students are more readily able to regulate a co-regulate emotions; all teachers are using Zones of Emotional Regulation and trauma-informed practices including Welcome Circle.

Future outlook

The explicit improvement agenda for 2022 will focus on gaining improvements in spelling, reading, oral language and writing levels of achievement. There will be a specific whole school spelling approach developed by the end of Term 4.

Our school at a glance

School profile

St Mark's School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	489	231	258	14

Student counts are based on the Census (August) enrolment collection.

The student body of St Mark's is a highly multi-cultural one. Our student population are from 67 cultural backgrounds including Vietnamese (50%), African (20%) and Samoan (20%). Other cultures represented within our student population include Anglo-Saxon, Aboriginal and/or Torres Strait Islander, Chinese, Indian, Cambodian, Filipino and Spanish. The diverse backgrounds of our students assist everyone in 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. The students of St Mark's, Inala are drawn mainly from the suburb of Inala and the surrounding suburbs of Forest Lake, Richlands, Durack and Doolandella. The students are interested in sport of all kinds, learning musical instruments, the Arts, drama and outdoor activities. Our Year 6 students enter a variety of secondary schools including St. Thomas More's College, Sunnybank; St Peter Claver College, Ipswich; St Augustine's College, Augustine Heights; Corinda High School and Our Lady's College, Annerley.

Curriculum implementation

Curriculum overview

The curriculum is delivered in the 8 learning areas according to the Australian Curriculum.

Planning for literacy cycles involves use of reading data and planning differentiated teaching strategies for all students. Planning for writing is linked to student data and real-life purposes.

- Curriculum planning and delivery begins with Australian Curriculum and class and school context. Units of work use an integrated subjects approach combined with inquiry-based learning.
- Reading, writing, letter-sound knowledge and concepts of print student progress is tracked through data collection and displayed on the school data wall. EAL/D data wall tracks progress for students where English is a second language.
- School leadership participate in learning walks and talks to gain insight to student understanding of explicit learning intentions and their success.
- Books in different languages are available for borrowing through the library.
- Teaching of social competence skills occurs through the Positive Behaviour for Learning framework of behaviour teaching and support focusing on the three school rules and through use of the Zones of Emotional Regulation.

Extra-curricular activities

St Mark's provides these extra-curricular activities:

- School choir

- Creative Kidz instrumental music program (guitar, keyboard, drums)
- Camp program for Years 5 (country experience) and 6 (beach experience)
- Inter-school sports program involving touch football, basketball, netball, volleyball, soccer and cross-country
- Tri-Care and Jindalee Aged Care visits
- Faith and mission projects within the parish and Australia-wide
- Visiting authors and music groups.

How information and communication technologies are used to assist learning

All classes use information and communication technologies for learning. iPads are used throughout the school from Prep to Year 6. Students in Years 2 to 6 also use laptops. Teachers use digital technologies as a method of curriculum delivery via smart TVs, iPads and interactive whiteboards. Students use iPads, software, and laptops for research, as an assessment tool, for drill and practice activities, for creation of books and stories, for presentation of data, and to create PowerPoints to demonstrate their learning. They explore how digital systems are used at home and at school, how to communicate in online environments and how to develop and use interactive games, stories and animations.

Social climate

Overview

A strong sense of community exists within the staff, parent body 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. St Mark's embraced the Kids Matter program and use of the Zones of Emotional Regulation, Mindfulness and Circle Time to assist in the social and emotional wellbeing 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 the 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 support and management, and anti-bullying program. 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 cyberbullying with our older students and specific lessons are also taught from Prep to Year 6 on digital citizenship and cyber-awareness through the library lessons.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	2020
Percentage of parents/carers who agree [#] that:	
This school helps my child to develop their relationship with God	98.1%
School staff demonstrate the school's Catholic Christian values	93.9%
Teachers at this school have high expectations for my child	87.5%
Staff at this school care about my child	92.6%
I can talk to my child's teachers about my concerns	92.6%
Teachers at this school encourage me to take an active role in my child's education	85.2%
My child feels safe at this school	88.9%
The facilities at this school support my child's educational needs	88.9%
This school looks for ways to improve	79.6%
I am happy my child is at this school	90.7%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree [#] that:	
My school helps me develop my relationship with God	94.4%
I enjoy learning at my school	93.8%
Teachers expect me to work to the best of my ability in all my learning	97.7%
Feedback from my teacher helps me learn	93.2%
Teachers at my school treat me fairly	89.2%
If I was unhappy about something at school I would talk to a school leader or teacher about it	70.5%
I feel safe at school	83.5%
I am happy to be at my school	88.1%

BCE Listens Survey - Staff satisfaction

Performance measure	2020
Percentage of staff who agree [#] that:	
Working at this school helps me to have a deeper understanding of faith	84.6%
School staff demonstrate this school's Catholic Christian values	94.9%
This school acts on staff feedback	59.5%
This school looks for ways to improve	92.3%
I am recognised for my efforts at work	66.7%
In general students at this school respect staff members	87.2%
This school makes student protection everyone's responsibility	97.4%
I enjoy working at this school	97.4%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community engagement

Our parents value the hard-working ethos of the staff which they feel is demonstrated daily. They value the school culture which has been developed with the rich and strong emphasis placed on social justice and inclusion. According to feedback gained through our 2020 school consultation process, our parents acknowledge the high standard achieved at St Mark's within the areas of prayer and worship, social action and justice and the professional capacity of the staff. Parents are invited to regular drop-in afternoons and of special days to participate in class activities. Weekly Tiny Tots Reading for Under 6's is run in Term 4. The school joins with the parish for the bi-annual community Fiesta. Parents of students with diverse needs meet regularly with the school support team including Support Teacher: Inclusive Education and classroom teacher to co-plan for adjustments to student curriculum programs and to ensure access to the curriculum and all areas of school life. Ongoing individual curriculum plans are monitored regularly and reviewed on an annual basis.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	41	24
Full-time Equivalents	34.5	15.6

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	9
Graduate diploma etc.**	7
Bachelor degree	23
Diploma	2
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The major professional development initiatives are as follows:

- Short-cycle literacy planning
- Whole class curriculum planning
- Catholic Identity
- Religious Education Multi-Level Assessment
- Behaviour Support and Management
- Collaborative Writing Analysis
- Staff Collaborative Cultures: Staff Charter
- Trauma informed teaching
- Digital technologies.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.0%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	92.9%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	85.6%

Average attendance rate per year level			
Prep attendance rate	90.5%	Year 4 attendance rate	93.4%
Year 1 attendance rate	93.5%	Year 5 attendance rate	94.5%
Year 2 attendance rate	94.2%	Year 6 attendance rate	90.7%
Year 3 attendance rate	93.4%		

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how non-attendance is managed by the school

- Class rolls are marked twice per day by class teachers by 9am and 12pm and recorded electronically in the BCE database.
- Students arriving late are signed in through the front office and are issued with a late slip.
- Parents and carers are required to phone the school by 9 am if their child is absent for the day and a note is made in the data system with the date of the absence and reason for the absence.
- After marking, electronic class rolls are checked by the school secretary by 9:30am and at 12pm.
- If a parent or carer has not phoned the school by 9:30am and their child is absent without notice, an SMS is sent to the parent or carer requesting that they contact the school immediately.
- If no contact, the parent is phoned.
- Individual meetings are held between the Principal and family of students who have below average attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

5. Click on the [My School](#) link <http://www.myschool.edu.au/>.
6. Enter the school name or suburb of the school you wish to search.



7. Click on 'View School Profile' of the appropriate school to access the school's profile.

[**View School Profile**](#)

8. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.