



St Mark's School Fawkner

2022 Annual Report to the School Community



Registered School Number: 1398

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Minimum Standards Attestation

I, Peter Wilson, attest that St Mark's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

27/04/2023

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our School Vision

St Mark's School, guided by the person of Jesus and by our Catholic tradition, seeks to build a learning community enriched by diversity and united in faith, where all are welcomed, valued and respected.

Our school community strives to develop happy, resilient children with a passion for lifelong learning. We aim to engage our students in a rich, relevant curriculum that caters for their needs

We will provide a safe supportive and effective environment that inspires all to excellence.

St Mark's is a collaborative community where all work together.

Our Common Purpose

We exist to provide an opportunity to help each individual child to grow spiritually, socially, emotionally, academically and physically.

School Overview

St. Mark's Primary School was established in 1934 and in the 1950's had an enrolment of over 800 students. The school currently has an enrolment of 150 students divided amongst seven classes. St Mark's School was founded by the Sisters of Mercy and their legacy lives on strongly today. The Mercy Educational Values of Compassion, Courage, Hospitality, Justice, Respect and Service are at the heart of all we do.

The suburb of Fawkner was established after the First World War and before 1945 was predominantly a rural area. Today the suburb is only 30 minutes from the heart of Melbourne and is well serviced by major roads such as Sydney Road and the Western Ring Road. It is also close to train and tram transport. The suburb reflects the multi-culturalism of Melbourne..

The school Leadership Team is comprised of the Principal, Deputy Principal/Learning & Teaching Leader, Religious Education Leader, Maths Leader, Inquiry Learning Leader and Wellbeing Leader. In addition to the seven classroom teachers the school has a Literacy Leader, Junior Literacy Teacher, Middle/Senior Literacy Teacher, Numeracy Intervention Teacher, Numeracy Extension Teacher, Digital Technologies/Coding Teacher, specialist Physical Education, Performing Arts (Music, Dance, Drama), Visual Arts and Italian Teachers, a part time Library Technician, six part time Learning Support Officers, two School Administrative Officers and a Canteen Manager. There is also an active and vibrant KidsMatter @ St Mark's Action Team (km@smat) and a School Advisory Council (SAC).

St Mark's School is at the heart of the Parish of St. Mark's Fawkner and the school looks to support the life and work of the wider Parish. The school is committed to the faith development and ongoing support of students and families.

St Mark's is a BeYou (KidsMatter) school where Social and Emotional Learning (SEL) is central to the school's long term vision and strategic planning. The school has a highly effective Wellbeing Team that works in partnership with the KidsMatter @ St Mark's Action Team to support staff & parents in the implementation of the KidsMatter Framework to support students spiritually, socially, emotionally, academically and physically.

Principal's Report

2022 was year of transition back to onsite learning after the significant impact of the worldwide COVID-19 Pandemic throughout 2020 and 2021. Despite the extensive challenges of supporting students, staff and the wider community through the return to onsite learning, it was without doubt another great year of learning and progress at St. Mark's, Fawkner. Our staff, students and families once again rose to every challenge and worked in partnership in the best interests of all. The school's acknowledgement of the crucial importance of wellbeing and parental engagement as the cornerstone of our Learning & Teaching philosophy came to the fore once again in 2022. Student Wellbeing and Social and Emotional Learning are central to the school's approach to teaching and learning and provided a solid foundation in 2022. St Mark's is an officially accredited and fully registered KidsMatter (BeYou) School, one of a small number of schools given this recognition in Victoria.

The school continued to work closely with Fawkner Kindergarten. The Kindergarten is located at St Mark's Parish and our partnership continues to enable a smooth transition from Kindergarten to Prep, and to strengthen our understanding of effective pedagogy in the early years of education. To further strengthen our Kindergarten to Prep Transition Program the school was able to implement the full six sessions of 'Steps2Prep' in October/November 2022 after its very successful introduction in 2018. 'Steps2Prep' is a six session orientation program where our future Prep students attend St Mark's to meet their teachers, support staff and new friends and to become familiar with their new environment, enabling a smooth transition to school.

Our Saints Club was once again pivotal in enabling our students and community to put faith into action by reaching out to those in need in our local community, and beyond. Initiatives led by our students in 2022 included cooking for Hope Café and organising our annual Caritas fundraiser as well as our St Vincent de Paul Christmas collection drive.

Extra-curricular activities available to students at lunch time continued throughout 2022. These include: Saints Club, Student Action Team, Gardening Club, Chicken Club, STEM Club, Drawing Club, Chess Club, Choir, and ICT/Coding Club.

The school continued a professional development focus on Evidence Based Learning, Inquiry Learning, Play Based Discovery Learning, Education in Faith, Digital Technologies/Coding and Social and Emotional Learning, under the guidance of school leaders and learning consultants.

Our partnership with three other local schools in our Evidence Based Learning Collective continued in 2022. The purpose of this Collective is to enhance student outcomes through the consistent whole school approach of consolidating Learning Intentions, Success Criteria and Learning Dispositions. Our collaborative work will continue in 2023.

In 2019 St Mark's undertook a School Review under the Catholic Education Melbourne School Improvement Framework. This review enabled us to pinpoint all the great initiatives that are in place at St Mark's under the spheres of Religious Dimensions, Leadership & Management, Learning & Teaching, Student Wellbeing and School Community and to determine areas for further development. The review process enabled us to develop our 2020-2024 strategic School Improvement Plan. Our 2022 Annual Action Plan emanated directly from the School Improvement Plan and drove all initiatives in order to further enhance learning opportunities and outcomes for the children of St Mark's and the wider school community.

St Mark's will undertake our next Melbourne Archdiocese Catholic Schools (MACS) School Improvement Framework Review in Terms 1 & 2 of 2023 in order to develop our 2024-2028 strategic School Improvement Plan.

Back in 2020 St Mark's School transitioned to the Integrated Catholic Online Network (ICON) and was part of the process in establishing the Melbourne Archdiocese of Catholic Schools Ltd (MACS). These are two significant transitions that took place in 2020 during very uncertain times, and 2022 continued to be extremely challenging for the staff of St Mark's in the implementation of ICON. Administrative staff are to be commended on the way they took on a significant increase in work demands, while at the same time ensuring the ongoing learning and wellbeing of all students and families remained the primary focus.

The school also continued to support St Mark's Parish in a variety of ways, including preparing our students for the receipt of the Sacraments of Initiation through our Sacramental Program and weekly Class Mass attendance. Vegetables grown by our Gardening Club and eggs collected by our Chicken Club were used by the parish Hope Café volunteers to feed the people of Fawkner who are in need of support.

The school has continued to strengthen its partnerships by networking with the community agencies in Fawkner and MerriBek Council and with local government and non-government schools.

Our Parish Priest, Fr Colin Xavier continues to guide us in our faith formation. Fr Colin is a wonderful support to our school community and we thank him for his guidance and leadership.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal

To build an effective Performance and Development Culture, focussed on improved students outcomes.

Intended Outcomes

That teachers capacity to negotiate the interconnections between faith, culture and life through dialogue and encounter with diversity is strengthened. That Catholic beliefs, teachings and values permeate learning experiences for all, giving witness to the schools Catholic Identity.

Achievements

Achievements

Masses

In 2022, all classes were able to attend one weekday Parish Mass per term. As a whole school St. Mark's staff and students attended the Beginning of School Year Mass, and the Ash Wednesday Mass celebrated by Fr Colin. Our Yr 6 students, their families and staff celebrated the Yr 6 Graduation Mass and celebration in December.

Sacraments

After two years impacted by COVID, we were very pleased that the celebrations of the Sacraments were able to go ahead as normal in 2022. For each of the Sacrament of Reconciliation, Eucharist and Confirmation the families attended the Parent and Child Information Nights. These evenings provided opportunities for the families to learn about the biblical and historical origins of Sacraments in order to further support their children on their faith and spiritual journey. For each of the Sacraments, all children in the relevant year levels participated in a Retreat Day at Hope Café in St. Mark's Parish.

Liturgies

School liturgies were celebrated to deepen our understanding of the Lenten, Easter and Advent Seasons. For the Lenten and Easter Season each year level was allocated a day to commemorate. These Holy Days include: Palm Sunday, Holy Thursday, Good Friday and Easter Sunday. For the Advent Season each year level was allocated one of the Sundays of Advent to lead the school community in prayer.

Prayer

Prayer was celebrated in many ways and forms throughout the year. Christian Meditation, morning classroom prayer, student leaders led St Mark's School Prayer at school assemblies, Staff Admin/Leadership and Staff Meetings began with prayer connected to our Mercy Values and specific Liturgical celebrations, and prayers were regularly included in our school newsletter.

Social Justice

St. Mark's supports many Catholic welfare agencies. These include Caritas Australia, St. Vincent de Paul and Catholic Care. St. Mark's donates generously to all agencies. Students involved in the Saints Club also contributed to Social Justice initiatives by cooking for Hope Café, as well as assisting at Fawkner Kindergarten and co-ordinating the annual St Vincent de Paul Christmas Appeal. **Staff Meetings**

In 2022 there were two dedicated staff meetings per term with an Education in Faith focus, as well as regular collaborative planning with year level teams facilitated by the Religious Education Leader.

VALUE ADDED

There has been much value added in the sphere of Education in Faith. The school community is committed to providing meaningful opportunities to take action on social justice matters both locally and globally. The staff will continue to lead the community to a rich prayerful life in our everyday practice.

Learning and Teaching

Goals & Intended Outcomes

Goals

To build an effective Performance and Development Culture, focussed on improved students outcomes. To embed an Evidence based learning philosophy throughout St Mark's

Intended Outcomes

That St Mark's establishes and maintains a high-performing culture of organised and responsive professional learning, which concentrates on: cyclical and developmental feedback, collaborative, data-informed and research-based action; empowering and capability building

That St Mark's has a visible, comprehensive and explicitly planned approach to whole-school improvement, where collective responsibility for improved student outcomes are evident through co-operative internal and external partnerships that are data informed, evidence based and co-constructed action with openly collaborative and aligned processes

Achievements

Achievements

- The school Leadership Team promoted a shared vision and set of goals consistent with the use and understanding of data to inform teaching.
- A set of shared, high and appropriate expectations for student performance based on rigorous and consistent use of data was articulated.
- Teacher capacity was enhanced through the use of Pre and Post assessment data analysis.
- Teacher capacity to read and analyse student data through the use of Excel documents that track student growth continues to grow.
- Teacher capacity to understand purposeful teaching within a personalised learning environment was improved.
- Continued development of Numeracy lessons that promote explicit focused teaching.
- A learning community where staff collaborate with parents to engage in their child's learning was promoted.
- Continued formative and summative assessment analysis through PAT-R and PAT-M assessment.
- Oral language strategies, such as Play Based Discovery Learning in the daily classroom teaching and learning cycle continue to be incorporated.
- Level Teams plan together to develop shared understandings, based on data, to cater for student needs.
- The school implemented all Government, DHS and MACS requirements and guidelines to ensure strong learning for all students continued throughout 2022.

- NCCD funding was utilised to employ additional Learning Support Officers to support student learning. Each of the seven classes now has an LSO in the class for a minimum of four of the five days each week.
- A Tutor Learning Teacher was employed during T2 to support those students who were impacted by the extended periods of Remote Learning in 2020/21. The Tutor Learning Teacher focussed on the development and consolidation of Literacy skills.
- The school continued involvement in our Evidence Based Learning Cluster with three other schools to develop our understanding and implementation of Evidence Based Learning to improve student outcomes.
- Continued development of, and facilitated planning of Inquiry Learning Units under the guidance of our Inquiry Learning Leader and a Learning Consultant.
- Continued participation in the Prep-2 Discovery Cluster in order to further develop Play Based Discovery Learning.
- Regular facilitated planning with classroom teachers in Education in Faith to plan, teach and assess student learning throughout the year.
- Religious Education Tracking Tool used as the classroom teacher's assessment guide to monitor learning. When planning, teachers referred to the Learning Descriptors within the RE Framework Scope and Sequence to ensure they covered each of the content areas.
- Explored possibilities for linking Inquiry and R.E. when planning units.
- Continued opportunities for students to study sacred stories, signs/symbols and rituals of the Catholic tradition.

STUDENT LEARNING OUTCOMES

2022 NAPLAN Data shows that 100% of Gr5 students are at or above the National Minimum Standard in all 5 Test Areas and 100% of Gr3 students are at or above the National Minimum Standard in Reading, Writing, Grammar & Punctuation and Numeracy and 88% of Gr3 students are at or above the National Minimum Standard in Spelling. As there was no NAPLAN testing implemented in 2020, data is unavailable to show the percentage of students that remained at or above the National Minimum Standard in Test Areas from when they were in Gr3 in 2020 to Gr5 in 2022.

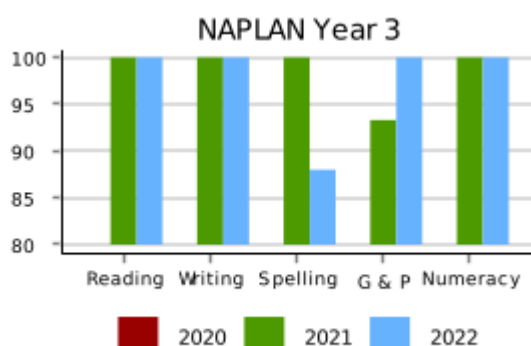
Previous NAPLAN data has identified that the school will need to continue to focus on the importance of oral language with a particular focus on Writing, Spelling and Grammar & Punctuation. The school will continue its planning and support structure in the area of Literacy and Maths for our students. This will include continuing to fund a Maths Intervention Program, a fortnightly Literacy/Maths PLT and a fortnightly Literacy/Maths Facilitated Level Planning sessions. In 2023 the funding from the Tutor Learning Program will be utilised to employ an experienced teacher to support the learning of those students with additional learning needs, who were impacted through the periods of Remote Learning in 2020/21. 2023 there will be a continued focus on Evidence Based Learning, Literacy and Maths so that explicit teaching can occur to improve student outcomes.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	93.3	-	100.0	6.7
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	88.0	-12.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	100.0	-	100.0	0.0

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

Goal

To strengthen relationships between all partners of the St. Mark's community focussed on authentic engagement, empowerment and improved student outcomes.

Intended Outcomes

That approaches to student/teacher relationships and classroom environments are positive and consistent throughout the school and are focussed on the whole child.

That students' voice in their learning is strengthened.

Achievements

Achievements

Orientation/Transition

Implementation of a six session 'Steps 2 Prep' Kinder to School Transition Program in October. Whole School Transition 'Step Up' Morning in December where students spent a morning in their 2023 classrooms to meet their new teacher and classmates. Enhanced Yr6 – 7 and Kindergarten – Prep Transition Programs, incorporating extra sessions for students with additional needs.

Getting To Know You Parent Teacher Interviews in February.

Better Buddies Program

Use of 'Snapshots' for each student to pass onto a student's new teacher.

Prep Enrolment Interviews to enable a strong transition process.

School/Community Partnerships

Continued to work with Fawkner Service Providers Network to tap into local services (Merri Health, Melbourne City Mission, City of MerriBek).

Continued support from the Kidsmatter @ St Mark's Action Team.

Wellbeing/KidsMatter Newsletter entries.

Community Conversation in Transition

Saints Club Outreach Program at Hope Café and support for St Vincent de Paul.

School Advisory Council meetings.

Weekly Assembly hosted by student leaders.

KM@SMAT Welcome Picnic in The Park

Programs

Introduction of the EXCEL Wellbeing for Learning in Catholic School Communities was continued.

SEL planning each term with teachers and Student Wellbeing Leader.

Blue Earth Program - to build teacher and student capacity in Teamwork and Resilience.

Continued whole school planning of SEL.

Better Buddies Program continued P-6.

Continuation of Circle Time to optimise student voice and connectedness.

Student Action Team P-6.

Continued Restorative Practices Approach to conflict resolution and the restoration of relationships.

Initiation of staff development in the Berry Street Educational Model – trauma based SEL strategies.

Implementation of School Expectations through Positive Behaviour Support Social Skills program for years 1/2 and 3/4 planned and led by Wellbeing Leader Cool Guys and Girlosophy Programs were introduced for senior students.

Early Intervention

Peaceful Kids Program

Cybersafety and Safe Use of the Internet Contracts – Parent & Student sessions. Student Handover Day was allocated to identify individual social and emotional needs of each child and plan appropriate pathways for the children.

Regular Safety Survey to enable student voice.

Daily Feelings Check In.

Soft Start commencement to each day to optimise readiness to learn. Implementation of 'Team Around The Child' Prep Transition Intervention

Intervention

Record keeping of learning adjustments made for students funded through NCCD was further refined.

Continued tracking of classroom and playground behaviors to help plan for prevention and early intervention.

Parent Support Group Meetings.

Availability of a School Counsellor.

Yard Behaviour Tracking Sheets.

Record of Restorative Conversation Sheets.

Continued use of Behaviour Plans and Safety Plans for at risk students.

Accessing external health professionals to further support students with additional learning needs.

Learning Support Officers were supported to upskill in their use of ICT to enable accurate record keeping of adjustments in line with NCCD requirements.

Learning Support Officers were assigned Playground Support Duty to support at risk students.

School Connectedness

Youth Leadership Victoria Before and After Care Program

Student Action Team P-6, Saints Club, Choir, Knitting Club, Library Club, Drawing Club, STEM Club, ICT/Coding Club

Extra curricula programs – ICT/Coding Club, Choir, ABC Music

ANZAC Day & Remembrance Day celebrations

Weekly Learner of the Week Awards based on St Mark's Learning Dispositions

Acknowledgement of student academic achievement – Maths Investigation Projects, Passion Projects (Gr 3-6), Whole Class Inquiry (Prep-2)

VALUE ADDED

Once again, there has been much value added in the sphere of Wellbeing. The BeYou (KidsMatter) umbrella has been the impetus for strengthening the Student Action Team which has been responsible for giving all students a voice in what matters most to them. The KidsMatter @ St Mark's Action Team (KM@SMAT) achieved stronger connections with staff and families through initiatives such as the Transition Conversation Hour, providing informative resources to new families at the start of the year, developing working parties to assist with special events such as Day for Daniel. The Steps2Prep and Orientation Programs enabled the new Prep students and families to become familiar with their school and the people they will meet. These initiatives have helped create a smoother transition for Prep students and families and helped build upon our positive school culture of welcome and parent engagement.

St Mark's lived out the KidsMatter vision by strengthening its commitment to Component 4 of the framework - Early Intervention for Children Experiencing Mental Health Difficulties. St Mark's continued to utilise the strategies of the early intervention program CASEA which was initiated in 2018, with the support of the Royal Children's Hospital through social skills programs and circle times.

Extra-curricular activities in 2022 included: ICT/Coding Club, STEM Club, Reading Club, Garden Club, Drawing Club and Chicken Club. Students could also access keyboard and guitar lessons through ABC Music.

STUDENT SATISFACTION

Results from our MACSSIS data in 2022 showed that:

83% of students experience high level of teacher-student relationships (up from 78% in 2021), and School belonging is at 71% which is equivalent to the MACS Average. Student Voice is at 59% which is 2% higher than the MACS Average of 57%.

A positive classroom climate was enhanced through the consistent implementation of our Behaviour Management procedures and a series of supporting strategies such as brain

breaks to encourage children to focus, be present, centred and grounded for optimal learning opportunities.

Social skills groups and peer support Better Buddies Program as well as the Seasons For Grief and Loss Program, revision of School Expectations and continuation of the Student Action Team have all contributed to strong student satisfaction and engagement with peers, teachers and community.

STUDENT ATTENDANCE

The school regularly reviews attendance data and includes reminders in the Newsletter that “It’s Not OK To Be Away”. If a pattern of absence is detected the classroom teacher is requested to contact the family. After that the school’s Student Wellbeing Leader and Deputy Principal and/or Principal will be called in to assist the family with school attendance.

The importance of regular and punctual attendance is also highlighted to new families at Prep Orientation Sessions in November/December of each year. Throughout 2022 the school continued to follow all MACS requirements for the keeping of accurate Attendance Records.

Those students who have a poor attendance and/or punctuality record also receive a reminder of the importance of regular and punctual attendance in the Semester 1 & 2 Reports.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	86.4%
Y02	89.4%
Y03	86.8%
Y04	86.4%
Y05	86.2%
Y06	89.6%
Overall average attendance	87.5%

Child Safe Standards

Goals & Intended Outcomes

Goals and Intended Outcomes

The School's Child Safety Policy and Code of Conduct demonstrate the strong commitment of St Mark's School to the care, safety and wellbeing of all students. They provide an outline of the policies, procedures and strategies developed to keep students safe from harm, including all forms of abuse, in our school environment, on campus, online and in other locations provided by the school.

Our Policy takes into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in Ministerial Order No. 1359.

This policy applies to school staff, including school employees, volunteers, contractors and clergy.

Achievements

The following principles underpin our commitment to child safety at St Mark's School:

At St. Mark's School we pride ourselves on being a BeYou (KidsMatter) School with the four BeYou Framework Components, Positive School Community, Social and Emotional Learning for Students, Working with Parents and Carers and Helping Children with Mental Health Difficulties, driving all that we do. The care, safety and wellbeing of all students within our school is the foundation upon which we make decisions and introduce policies and procedures.

The Victorian Government's 2013 Parliamentary Inquiry resulted in the Betrayal of Trust Report, which found that more could be done to strengthen existing approaches to child safety. In response, the Victorian Government has phased in child safe standards for organisations that work with children, including schools. On Thursday January 7th, 2016, the Victorian Parliament passed Ministerial Order 870, Child Safe Standards – Managing the Risk of Child Abuse in Schools. On July 1st, 2022 Ministerial Order 1359 came into being, replacing Ministerial Order 870.

The St Mark's, Fawkner Child Safety & Wellbeing Policy and Child Safety Code of Conduct explicitly list acceptable and unacceptable behaviours with regard to student care, safety and wellbeing. This Code of Conduct, that all staff, volunteers and contractors sign and are bound by, was developed in line with Melbourne Archdiocese Catholic Schools (MACS) guidelines and overtly details the school's expectations and standards that influence behaviour. The Code of Conduct applies to ALL who enter our school including parents, visitors, volunteers, clergy and staff as well as anyone here to work as a contractor in a consulting, counselling, tutoring or building/maintenance capacity. Our Child Safety Code of Conduct is available on the School Website – www.smfawkner.catholic.edu.au

Our Code of Conduct is based on 11 standards and these standards take into account the diversity of all children, including (but not limited to):

- the needs of Aboriginal and Torres Strait Islander children
- children from culturally and linguistically diverse backgrounds
- children with disabilities, and

- children who are vulnerable

The 11 Child Safety Standards are embedded in our school culture through:

1. Effective leadership arrangements
2. A Child Safety & Wellbeing Policy and CECV Statement of Commitment to Child Safety
3. A Code of Conduct that establishes clear expectations for appropriate behaviour with children
4. Screening, supervision, training and other practices which reduce the risk of child abuse by new and existing personnel
5. Processes for responding to and reporting suspected child abuse
6. Strategies to identify and reduce or remove risks of child abuse
7. Strategies to promote the participation and empowerment of children

In line with legislative requirements the Reportable Conduct Scheme continues to be implemented at St Mark's.

Leadership

Goals & Intended Outcomes

Goal

To build an effective Performance and Development Culture, focussed on improved students outcomes.

Intended Outcomes

That the capacity of leaders to extend and support the growth of others and to lead and manage change is enhanced.

That St Mark's establishes and maintains a high-performing culture of organised and responsive professional learning, which concentrates on: cyclical and developmental feedback, collaborative, data-informed and research-based action; empowering and capability building.

Achievements

Achievements

In 2022 staff meetings, pupil free days and professional development programs for staff were planned so that there was a whole-of-school focus on purposeful teaching. The professional learning by staff ensured there is a shared understanding about successful pedagogy that is consistently used by all teachers with a special focus on the need for effective partnerships and the meaning of engagement in learning. The school continued to build teacher capacity and role clarity.

Staff were again provided training in Mandatory Reporting, First Aid, Emergency Management Procedures, CPR, Management of Anaphylaxis, Restorative Practices, the new AITSL standards for teaching and the importance of VIT accreditation. ICT resources continued to be upgraded. There is approximately one device per two students (iPads, netbooks and laptops). Further resources were purchased to support learning in all areas of the curriculum.

In 2022 the school further strengthened its partnerships throughout the community. The school continued to attend and support the Fawkner Service Provider's Network, which has now become a template for other regions. Highlights in 2022 were the continuation of the Evidence Based Learning Collective between St Oliver Plunkett's, Pascoe Vale, St Margaret Mary's, Brunswick North, Holy Name, Reservoir and St Mark's, Fawkner to develop our understanding and implementation of Evidence Based Learning in order to improve student outcomes

We also continued working in partnership with several other Fawkner schools in the Ready Set Prep Program under the guidance of Merri Health. The program is designed to support the children of Fawkner as they transition from Kindergarten to Primary School.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Attendance at MACS Network Meetings for the Principal, Deputy Principal, Religious Education Leader, ICT Leader and Student Wellbeing Leader

Ready Set Prep Program
 Inquiry Learning
 Discovery Learning Cluster
 Restorative Practices
 LOTE – CLIL
 Level 2 First Aid
 Mandatory Reporting Module for all staff
 Emergency Management Procedures - Dynamiq
 Autism Spectrum Disorder – Sue Larkey
 Dyslexia
 Evidence Based Learning Collective
 National Consistent Collection of Data (NCCD)
 Reportable Conduct Scheme
 Anaphylaxis Management
 CEM Finance Cluster
 ICON PL
 ABLES PL
 The Intervention Framework
 Graduate Certificate in Literacy
 New EAL Continuum
 Literacy - Phonics and Grammar in Context
 Sharing of Information Scheme

Number of teachers who participated in PL in 2022

17

Average expenditure per teacher for PL

\$1026

TEACHER SATISFACTION

2022 MACSSIS Staff Data showed very strong results in the Staff Response Data Dashboard with the 'School % positive endorsement' result being above 'MACS average school comparison % positive' in all fourteen of the Domains (up from 13 of 14 in 2021). The staff rating on "Staff-leadership relationships" was extremely high at 99% (up from 92% in 2021) which is significantly above the 'MACS average school comparison % positive' at 79%.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

88.9%

ALL STAFF RETENTION RATE

Staff Retention Rate	67.7%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	37.5%
Graduate	25.0%
Graduate Certificate	0.0%
Bachelor Degree	75.0%
Advanced Diploma	37.5%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	21.0
Teaching Staff (FTE)	14.3
Non-Teaching Staff (Headcount)	14.0
Non-Teaching Staff (FTE)	9.6
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goal

To strengthen relationships between all partners of the St. Mark's community focussed on authentic engagement, empowerment and improved student outcomes.

Intended Outcomes

That approaches to student/teacher relationships and classroom environments are positive and consistent throughout the school and are focussed on the whole child.

That students' voice in their learning is strengthened.

Achievements

Achievements

The rebuilding of family school partnerships, and opportunities for families to engage in their child's learning, were key foci for the school in 2022. The school worked closely with the families of students identified as vulnerable to ensure these children were supported as they returned to full time onsite learning.

There were many opportunities offered for parents to learn more about how children learn at school and the importance of children's learning outside of school. The school offered information sessions for parents in Mathematics and Literacy. Parents also engaged in two Community Conversations which focused on Transition from Primary to Secondary School and Cybersafety.

Social events such as the Family Disco, Parent Trivia Night and the Whole School Performance recommenced in 2022 and were very well attended by our families as they reconnected with with the wider school community.

Partnerships with local Catholic Secondary Colleges continued as a focus in 2022, particularly in supporting the Gr6 children with their transition to their secondary school.

PARENT SATISFACTION

MACSSIS Staff Data showed continued positive results in the Family Response Data Dashboard. Of note was School Climate, which was 94% positive, up from 80% in 2021. Communication was high at 88% positive, up from 70% in 2021 and Student Safety was also high at 87% positive, up from 68% in 2021. The Overall School Positive Endorsement was at 77% compared with 67% for the MACS average Overall School Positive Endorsement.

Future Directions

In 2023 St Mark's will continue to be rigorous in the teaching of literacy and numeracy ensuring there are weekly Staff and Professional Learning Team Meetings. The school will continue to train staff and the parent community in an understanding of the Restorative Practices approach to relationship restoration, which forms the basis of the schools Behaviour Management and Pastoral Care Policies.

To better cater for the learning needs of all of our students, structures will continue to be in place to enable our staff to work in teams and plan collaboratively. In 2023 our students will learn in three levels; Junior (Foundation, Year 1 & Year 2); Middle (Years 3 & 4); Senior (Years 5 & 6). Teachers in each learning level will plan weekly with key curriculum leaders, utilising current data to determine focused teaching and improved outcomes for all of our students. High expectations of student academic achievement will remain a priority.

Staff Faith Development will continue as a priority to enable staff to develop the knowledge and skills to guide the faith formation of students.

Our MACSSIS Data from 2022 showed growth in school engagement. To further enhance growth in this area and to promote student voice, there will be a continued emphasis on Inquiry Learning in 2023 for all of our students. Staff will work on a regular basis with Education and Curriculum Consultants to deepen their knowledge in the Inquiry Process. In addition to this, our Junior Team will participate in a Discovery Play Based Learning Cluster to further enhance learning. St Mark's continues to explore collaborative professional learning and reflection in the area of Mathematics. We will continue to investigate and implement Evidence Based Learning to enhance student outcomes.

The Kids Matter @ St Mark's Action Team will once again play a key role in our school improvement along with our School Advisory Council. We will also continue to develop strategies to further support those in our local community.

Professional development for staff will continue to focus on our understanding of the importance of oral language and Discovery Learning. The staff will continue to work closely with support staff from the Northern Region Office of the Melbourne Archdiocese of Catholic Schools Ltd. The school will continue to strengthen partnerships with community groups such as MerriBek City Council and Merri Health.

Further improvements will be made to the school with the upgrade of our Reception and Office Admin spaces. The school will build on its relationship with the Kindergarten ensuring there are ample opportunities for conversations and joint Professional learning between the two staffs.

The school will continue to participate in the Glenroy District of School Sports Victoria to provide opportunities for our students in a variety of sports. These include Netball, Football, Soccer, Cross Country, Athletics and Swimming.