



ANNUAL REPORT TO THE SCHOOL COMMUNITY

St Mark's Catholic Parish Primary School
Fawkner

2018

REGISTERED SCHOOL NUMBER: 1398



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Contact Details

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Minimum Standards Attestation

I, Peter Wilson, attest that St Mark's Catholic Parish Primary School, Fawkner 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

24 May 2019

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, physically and academically.

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 155 students divided amongst eight 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 a 30-minute drive 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 and has a strong history with the Italian community.

The school leadership team is comprised of the Principal, Deputy Principal/Learning & Teaching/Literacy Leader, Religious Education Leader, Maths Leader, Inquiry Learning Leader and Wellbeing Leader. In addition to the eight classroom teachers the school has a Reading Recovery/Junior Literacy Teacher, Numeracy Intervention Teacher, specialist Physical Education, Performing Arts (Music, Dance, Drama), Visual Arts and Italian Teachers, a part time Library Technician, four 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 and a School Education Board.

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 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.

Our Family School Partnership Convener continues to play a vital role in creating and improving partnerships and the community's understanding that, "it takes a village to raise a child".

Principal's Report

2018 was another great year of learning and progress at St. Mark's, Fawkner. The school continues to acknowledge the crucial importance of wellbeing and parental engagement as the cornerstone of our Learning & Teaching philosophy. Student Wellbeing and social and emotional learning are central to the school's approach to teaching and learning. St Mark's is an officially accredited and fully registered KidsMatter School, one of a small number of schools given this recognition in Victoria.

The school continues 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 strengthen our understanding of effective pedagogy in the early years of education. To further strengthen our Kindergarten to Prep Transition Program the school introduced 'Steps 2 Prep' in 2018. This is six session orientation program where our future Prep students attend St Mark's to become familiar with the people they will meet and their new environment, enabling a smooth transition to school.

Our Saints Club was once again pivotal in enabling our students to live their faith by reaching out to those in need in our local community, and beyond. Initiatives led by our students in 2018 included our Kinder Outreach Program, cooking for Hope Café and organising our annual Caritas fund raiser as well as our St Vincent de Paul collection drive.

Our Kids Matter @ St Mark's Action Team again made a significant contribution to the school by assisting with a variety of events such as: Italian Day, organising a Mother's Day and Father's Day stall, convening our Cybersafety and Transition Community Conversations, recognising teachers on World Teachers Day, organising Easter and Christmas raffles, our annual Family Disco and other social occasions.

There was again a significant improvement to facilities in 2018 with the upgrade of our Sandpit area and construction of our new Long Jump Pit. 2018 also saw the commencement our \$1.7M Building Program which entails the refurbishment of our main building to provide modern flexible learning spaces for our students. These spaces will enable our students to work collaboratively in all areas of the curriculum. This Program was made possible through the school being the recipient of a Commonwealth Government Capital Grant. It is anticipated the program will be completed by the end of Term 2, 2019.

An absolute highlight of 2018 was our wonderful Whole School Performance of 'This Is Me' in September at Penola Catholic College. This event brought our community together in an amazing celebration of our Performing Arts Program.

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

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

Staff continued to work collaboratively with three similar schools in the northern suburbs of Melbourne in our Pentagonal Maths Collective. The purpose of this initiative is to provide Professional Learning for teachers in the area of Digital Technologies to further improve student outcomes in mathematics.

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

The school also continued to support St Mark's Parish in a variety of ways, including preparing our students for the receipt of 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 Hope Café volunteers to feed the people of Fawkner who find themselves in need of support.

Our Insight SRC Data remains strong in the school survey data. The school has continued to strengthen its partnerships by networking with the community agencies in Fawkner and Moreland 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.

Education in Faith

Goal

To shape an authentic Catholic learning community that builds relationship with God and others and engages in our contemporary world.

Intended Outcomes

That opportunities for staff and students to deepen their knowledge and understanding of the Catholic faith and tradition and its place in their lives are enhanced.

That the prayer life of the school community be meaningful and inclusive.

That staff and students develop a greater understanding of the teachings and traditions of the Church as it relates to social justice.

Achievements

Masses

In 2018, all classes attended one weekday Parish Mass each term. As a whole school St. Mark's staff and students attended the Ash Wednesday Mass, the Assumption Mass, Feast of the Sacred Heart of Jesus Mass and our Opening and End of Year Masses.

Sacraments

For 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 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.

Social Justice

St. Mark's supports Catholic welfare agencies. These include Caritas Australia, St. Vincent de Paul and CatholicCare. St. Mark's donates generously to all agencies. In 2018 the school raised awareness and funds through CatholicCare's Coin Trail Fundraiser. Students involved in the Saints Club also contributed to Social Justice initiatives by cooking for Hope Café, attending local Aged Care Facilities as well as assisting at Fawkner Kindergarten.

Staff Meetings

In 2018 there were two dedicated staff meetings with an Education in Faith focus each term. Our annual Staff Faith Development Day was an opportunity to deepen the staff's knowledge of Christian Meditation. This was then passed onto students through regular class Christian Meditation sessions.

VALUE ADDED

There has been much value added in the sphere of Education in Faith. The Catholic Culture from the Insight SRC data reflects this value. In areas of importance, opportunity, compassion and social justice our data for the staff, students and parents has remained strong. 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 & Teaching

Goals

To enhance student engagement by personalising the learning through contemporary teaching practices in order to improve student outcomes.

Intended Outcomes

That student outcomes in Literacy and Numeracy improve.

That student engagement in learning and capacity to co-create the learning environment will improve.

That a shared understanding of personalised learning and contemporary teaching is developed and implemented across the school.

That teacher capacity is developed in data analysis to effectively inform planning.

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.
- Continued engagement in the Mathematics Pentagonal Cluster with three other like schools to develop teacher capacity in implementing challenging Maths tasks through Digital Technologies.
- Ongoing development of personal Maths Investigations through the medium of Maths Talent Quest.
- 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 a Learning Consultant.
- Continued participation in the Prep-2 Discovery Cluster in order to further develop Play Based Discovery Learning.
- 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.

- Continued opportunities for students to study sacred stories, signs/symbols and rituals of the Catholic tradition.

STUDENT LEARNING OUTCOMES

Proportion of Students meeting National Minimum Standard

	Year 3			Year 5		
	2016	2017	2018	2016	2017	2018
Reading	95.8%	100%	100%	96.7%	100%	92.3%
Writing	100%	100%	91.7%	96.7%	100%	84.6%
Spelling	91.7%	100%	91.7%	90%	100%	100%
Grammar & Punctuation	95.8%	94.1%	95.8%	100%	91.7%	96.2%
Numeracy	91.7%	100%	95.7%	93.3%	100%	96.2%

The 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 and a fortnightly Literacy/Maths PLT and fortnightly Literacy/Maths Facilitated Level Planning sessions. In 2019 all staff will be involved in Professional learning that focuses on Multiplicative Thinking. In 2019 there will be a continued focus on Evidence Based Learning, Literacy and Maths so that explicit teaching can occur to improve student outcomes.

Student Wellbeing

Goal

To provide a safe and challenging learning environment that contributes to improved student outcomes.

Intended Outcomes

That student engagement will be improved to optimise student outcomes.

That consistent student management practices will be evident throughout St Mark's.

That leadership opportunities for all students will be further enhanced.

That relationships between staff and students are further enhanced.

Achievements

ORIENTATION/TRANSITION

Introduction of the 'Steps 2 Prep' Kinder to School Transition Program

Whole School Transition 'Step Up' Morning in December where students spent a morning in their 2019 classrooms to meet their new teacher and classmates.

Enhanced Yr6 – 7 and Kindergarten – Prep Transition Programs, incorporating extra sessions for students with additional needs

Welcome Picnic in The Park

Getting To Know You Parent Teacher Interviews in February.

Better Buddies Program

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

SCHOOL/COMMUNITY PARTNERSHIPS

Enhanced relationships with local Secondary Colleges

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

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

Wellbeing/KidsMatter Newsletter entries.

Community Conversations in Cybersafety and Transition

School Choir sang at the Fawkner RSL ANZAC Day Dawn Service

Student Action Team participated in the Moreland Youth Summit

Saints Club Outreach Program at Fawkner Kindergarten and Hope Café

PROGRAMS

Whole School Production of 'This Is Me!' in Partnership with Nadia's Youth Dance Company

SEL planning each term with teachers and Student Wellbeing Leader.

CASEA Early Intervention Program for P-3 Students + Whole School Focus

Blueearth 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.

Social Skills program for years 1 & 2 planned and lead by Wellbeing Leader

Seasons For Grief & Loss Program

EARLY INTERVENTION

Peaceful Kids Program

Cybersafety and Safe Use of the Internet Contracts – Parent & Student sessions.

Parent Cybersafety Session – Community Conversation

Red Flag 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 when students arrive each morning.

Soft Start commencement to each day to optimise readiness to learn.

CASEA Program Parent Sessions

INTERVENTION

CASEA Program in Semester 2 + Parent Sessions

Seasons Grief and Loss Program

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

Parent Support Group Meetings

Availability of a CatholicCare School Counsellor onsite

Yard Behaviour Tracking Sheets

Record of Restorative Conversation Sheets

SCHOOL CONNECTEDNESS

St Mark's Whole School Performance of 'This Is Me'.

Camp Australia Before and After Care Program

Student Action Team P-6, Saints Club, Choir, Knitting Club, Library Club, Drawing Club

Extra curricula programs – ICT Club, Choir, ABC Music, 5/6 Interschool Sport

Special Events Celebrations – Mother's Day, Father's Day, Grandparent's Day, Harmony Day,

National Better Buddies Day, RUOK Day, Christmas Concert, Reconciliation Week, NAIDOC

Week, ANZAC Day, Remembrance Day, Walk Safely to School Day

Weekly Learner of the Week Awards

Maths Talent Quest

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 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 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 the Walk Safely to School Day. These events 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 utilize the strategies of the early intervention program CASEA which was initiated in 2013 with the support of the Royal Children's Hospital through social skills programs and circle times.

Extra-curricular activities in 2018 included: Computer Club, Reading Club, Garden Club and Chicken Club. Students could also access keyboard and guitar lessons through ABC Music at the school every Tuesday. The continuation of interschool sports for students in Years 3 - 6 contributed to an improvement in student's health, wellbeing and connectedness to their school and peers.

STUDENT SATISFACTION

Results from our Insight SRC data showed that:

79% of students experience high level of motivation, and connectedness to school is at 72%. 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 Seasons For Grief and Loss program 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.

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.

Child Safe Standards

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. 870.

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:

All students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect.

Our school works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.

All students have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers.

All adults in our school, including teaching and non-teaching staff, clergy, volunteers and contractors, have a responsibility to care for children and young people, to positively promote their wellbeing and to protect them from any kind of harm or abuse.

The policies, guidelines and codes of conduct for the care, wellbeing and protection of students are based on honest, respectful and trusting relationships between adults and children and young people.

Policies and practices demonstrate compliance with legislative requirements and co-operation with the Church, governments, the police and human services agencies.

All persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity and respect.

Staff, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety, knowing these will be taken seriously by school leadership.

Appropriate confidentiality will be maintained, with information being provided to those who have a right or a need to be informed, either legally or pastorally.

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

Leadership & Management

Goal

To continue to develop a Professional Learning Community.

Intended Outcomes

That staff engagement and capacity will be enhanced leading to improved student outcomes.
That contemporary teaching strategies will be evident throughout the school.
That resources will be allocated according to school priorities that are focussed on improved students outcomes.

Achievements

In 2018 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. The whole staff participated in professional learning in the development of effective teams led by Leading Teams.

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 were significantly upgraded to the stage that there is now approximately one device per two students (iPads, netbooks and laptops). Further resources were purchased to support learning in all areas of the curriculum.

In 2018 the school further strengthened its partnerships throughout the community. The school continued to host and support the Fawkner Service Provider's Network which has now become a template for other regions. Highlights in 2018 were the continuation of several joint activities between St. Matthew's, North Fawkner, Corpus Christi, Glenroy, St Brendan's, Flemington and St Mark's, Fawkner.

The school also continued working in collaboration with three other schools in the northern suburbs of Melbourne in an Evidence Based Learning Collective 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 PL UNDERTAKEN IN 2018

Attendance at CEM Network Meetings for the Principal, Deputy Principal, Religious Education Leader, ICT Leader and Student Wellbeing Leader
 Working in Teams – Leading Teams
 Ready Set Prep Program
 Inquiry Learning
 Discovery Learning Cluster
 Professional Coaching
 Social Justice
 Restorative Practices
 LOTE – CLIL
 Level 2 First Aid
 Mandatory Reporting Module for all staff
 Emergency Management Procedures - Dynamiq
 Maths – Pentagonal Collective – Digital Technologies
 ACER PAT-M, PAT-R, Essential Assessments, YARC & SPAT Analysis
 CEM Wellbeing Conference
 Wellbeing – Berri St Model & CASEA Early Intervention Program
 Seasons For Grief & Loss
 Autism Spectrum Disorder – Sue Larkey
 Dyslexia
 North Central Zone Principal Conference – Principal Wellbeing
 Deputy Principal Conference & Religious Education Conference
 Evidence Based Learning Collective
 National Consistent Collection of Data (NCCD)
 Reportable Conduct Scheme
 Anaphylaxis Management
 School Officer's Forum
 CEM Finance Cluster

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

18

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1397.44

TEACHER SATISFACTION

Our Insight SRC results showed a continued upward trend. Our parents rated student motivation at 80% (up from 79% in 2017) and teacher approachability at 85% (up from 82% in 2017). This is just below the top 25% of the state. The schools "School Improvement Focus" was rated at 80% (up from 79% in 2017). Staff rated their individual morale at 66%. The staff rating on "supportive leadership" remains high at 70% while the staff rating on "parent partnerships" remains high at 74% (up from 72% in 2017).

School Community

Goal

To deepen parents' understanding of, and engagement in the learning process.

Intended Outcomes

That parent awareness of and engagement in their children's learning will improve.

That communication between the school and home will be contemporary, varied, relevant and meaningful.

That we develop opportunities to engage in dialogue with diversity.

Achievements

Partnerships and opportunities for families to engage in their child's learning continued to be a key theme for the school in 2018. The staff participated in numerous staff meetings and Professional Learning sessions led by our Family School Partnership Convenor with the focus on improving effective partnerships.

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.

Partnerships with local Catholic Secondary Colleges continued in 2018 with St Mark's hosting students from Penola and Mercy Colleges for Work Experience and Christian Service. Our Grade 4 & 5 students also visited Penola, Mercy and Parade Colleges for Discovery Days and to familiarise themselves with life as a secondary student.

The school continued to host the monthly Fawkner Service Provider's Network Meeting.

PARENT SATISFACTION

The Insight SRC results under the title "Community Engagement Aggregate Indicator" continue to remain high and increased to 80% (up from 78% in 2017). The parents at St Mark's rated four of the five areas in Community Engagement at 77% or higher (up from 74% in 2017), this places the school in the top 30% of the state. The four areas of strength were 1) Approachability – 85%, (up from 82% in 2017); 2) Parent Partnership – 83% (up from 78% in 2017); 3) School Improvement – 80% (up from 79% in 2017); 4) Parent Input – 79% (up from 74% in 2017); 5) Reporting 77% (77% in 2017). The school will continue to explore strategies to improve parent perception in the area of School Improvement.

Future Directions

In 2019 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 2019 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.

Our 2018 Insight SRC Data has again highlighted a need for increased student voice and engagement. As a result there will be an emphasis on Inquiry Learning in 2019 for all of our students. Staff will work on a regular basis with Education and Curriculum Consultants to depth 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 continue to play a key role in our school improvement along with our School Education Advisory Board.

Professional development for staff will continue to focus on our understanding of the importance of oral language and play. The staff will work closely with support staff from the Northern Region Office and participate in team development sessions led by a consultant from Leading Teams. The school will continue to strengthen partnerships with community groups such as Moreland City Council and Merri Health.

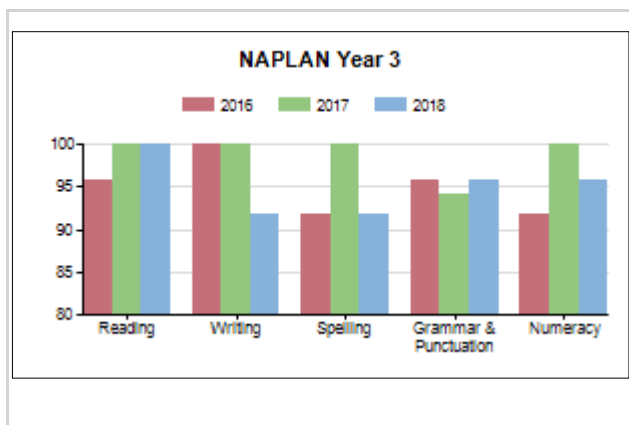
Further improvements will be made to the school with the completion of the refurbishment of the Junior Learning Area, Staffroom and Teacher Preparation areas to be completed by the end of Term 2. The school will build on its relationship with the Kindergarten ensuring there are ample opportunities for 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.

School Performance Data Summary

E1140 St Mark's School, Fawkner
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PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	95.8	94.1	-1.7	95.8	1.7
YR 03 Numeracy	91.7	100.0	8.3	95.7	-4.3
YR 03 Reading	95.8	100.0	4.2	100.0	0.0
YR 03 Spelling	91.7	100.0	8.3	91.7	-8.3
YR 03 Writing	100.0	100.0	0.0	91.7	-8.3
YR 05 Grammar & Punctuation	100.0	91.7	-8.3	96.2	4.5
YR 05 Numeracy	93.3	100.0	6.7	96.2	-3.8
YR 05 Reading	96.7	100.0	3.3	92.3	-7.7
YR 05 Spelling	90.0	100.0	10.0	100.0	0.0
YR 05 Writing	96.7	100.0	3.3	84.6	-15.4



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.4
Y02	91.4
Y03	91.9
Y04	93.2
Y05	94.9
Y06	89.5
Overall average attendance	92.0

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.4%

STAFF RETENTION RATE

Staff Retention Rate	82.4%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	35.7%
Graduate	42.9%
Graduate Certificate	0.0%
Bachelor Degree	64.3%
Advanced Diploma	50.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	20
Teaching Staff (FTE)	11.9
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	5.4
Indigenous Teaching Staff (Headcount)	0

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