



Melbourne Archdiocese  
**Catholic Schools**

# 2024

## Annual Report to the School Community



### St Mark's School

118 Argyle Street, FAWKNER 3060

Principal: Peter Wilson

Web: [www.smfawcner.catholic.edu.au](http://www.smfawcner.catholic.edu.au)

Registration: 1398, E Number: E1140

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## Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 19 May 2025

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## About this report

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St Mark's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### **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.

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## School Overview

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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.

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## Principal's Report

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2024 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 2024. Student Wellbeing and Social and Emotional Learning are central to the school's approach to teaching and learning and provided a solid foundation in 2024. 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 once again implemented five sessions of 'Steps2Prep' in October/November 2024, after its very successful introduction in 2018. 'Steps2Prep' is an 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 2024 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 2024. 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 2024. 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 focus in this area will continue in 2025.



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.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### **Goal**

To build an effective Performance and Development Culture, focused 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 2024, all classes attended 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**

For each of the Sacraments 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 the 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 2024 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.

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## Learning and Teaching

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### Goals & Intended Outcomes

#### Goals

To build an effective Performance and Development Culture, focused 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 2024.
- NCCD funding was utilised to employ Learning Support Officers to support student learning. Each of the eight 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 Semester 2 to support those students who were impacted by the extended periods of Remote Learning in 2020/21. The Tutor Learning Teacher focused 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

2024 NAPLAN Data shows that 85% of Gr5 students are Strong/Exceeding in Reading; 70% are Strong/Exceeding in Writing; 85% are Strong/Exceeding in Spelling; 50% are Strong/Exceeding in Grammar & Punctuation; 55% are Strong/Exceeding in Numeracy. and that 72.2% of Gr3 students are Strong/Exceeding in Reading; 88.9% are Strong/Exceeding in Writing; 77.8% are Strong/Exceeding in Spelling; 72.2% are Strong/Exceeding in Grammar & Punctuation; 61.1% are Strong/Exceeding in Numeracy.

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 fortnightly Literacy/Maths Facilitated Level Planning sessions. In 2025 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. In 2025 there will be a continued focus on Evidence Based Learning and Literacy and Maths so that explicit teaching can occur to improve student outcomes.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	453	77%
	Year 5	483	50%
Numeracy	Year 3	414	65%
	Year 5	465	55%
Reading	Year 3	445	77%
	Year 5	485	85%
Spelling	Year 3	426	82%
	Year 5	482	85%
Writing	Year 3	455	94%
	Year 5	498	70%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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## Student Wellbeing

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### Goals & Intended Outcomes

#### Goal

To strengthen relationships between all partners of the St. Mark's community focused 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 five 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 2025 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

Continued use of the EXCEL Wellbeing for Learning in Catholic School Communities.

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 behaviours 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

nce 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 2024 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 2024 showed that:

The overall school positive endorsement % is 76%, which is 7% above the MACS Average of 69%.

73% of students experience high level of teacher-student relationships which is above the MACS Average, and School belonging is at 77% which is 8% above the MACS Average. Student Voice is at 62% which is 6% higher than the MACS Average of 56%. Student Safety is at 73% which is well above 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 2024 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	92.7
Y02	88.6
Y03	93.8
Y04	93.3
Y05	91.3
Y06	92.3
Overall average attendance	92.0

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## Leadership

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### 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 2024 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 2024 the school further strengthened its partnerships throughout the community. Highlights in 2024 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.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2024	
Attendance at MACS Network Meetings for the Principal, Deputy Principal, Religious Education Leader, ICT Leader and Student Wellbeing Leader  Multi Lit & Mini Lit Sage 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  Evidence Based Learning Collective  National Consistent Collection of Data (NCCD)  Reportable Conduct Scheme  Anaphylaxis Management  MACS Shared Services Forums  ICON PL  ABLES PL  The Intervention Framework  Graduate Certificate in Literacy  New EAL Continuum  Literacy - Phonics and Grammar in Context  Sharing of Information Scheme  Certificate IV in Education Support	
Number of teachers who participated in PL in 2024	18
Average expenditure per teacher for PL	\$1050.00

## Teacher Satisfaction

Results from our Staff MACSSIS data in 2024 showed that:

The overall school positive endorsement % is 81%, which is significantly higher than the MACS Average of 73%.

2024 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 (as was the case in 2022 and 2023). The staff rating on "Staff-leadership relationships" remains high at 87% which is above the 'MACS average school comparison % positive' at 86%.

Teacher Qualifications	
Doctorate	0
Masters	7
Graduate	5
Graduate Certificate	1
Bachelor Degree	14
Advanced Diploma	7
No Qualifications Listed	2

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	20
Teaching Staff (FTE)	13.6
Non-Teaching Staff (Headcount)	13
Non-Teaching Staff (FTE)	7.68
Indigenous Teaching Staff (Headcount)	0



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## Community Engagement

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### Goals & Intended Outcomes

#### Goal

To strengthen relationships between all partners of the St. Mark's community focused 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 continued rebuilding of family school partnerships, and opportunities for families to engage in their child's learning, were key foci for the school in 2024. The school worked closely with the families of students identified as vulnerable to ensure these children were supported in their 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 and the Whole School Performance of Boogie Wonderland were very well attended by our families as they connected with the wider school community.

Partnerships with local Catholic Secondary Colleges continued as a focus in 2024, particularly in supporting the Gr6 children with their transition to their secondary school.

### Parent Satisfaction

Results from our Staff MACSSIS data in 2024 showed that:

The overall school positive endorsement % is 76%, which is higher than the MACS Average of 69%.

MACSSIS Staff Data showed continued positive results in the Family Response Data Dashboard. Of note was School Climate, which was 92% positive, which is 8% higher than MACS Average. Communication was high at 83% positive, 10% higher than the MACS Average. Student Safety was also high at 81% positive, which is significantly higher than the MACS Average of 70%.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.smfawkner.catholic.edu.au](http://www.smfawkner.catholic.edu.au)