



ANNUAL REPORT TO THE SCHOOL COMMUNITY



St Mark's Primary School
Dingley

2019

REGISTERED SCHOOL NUMBER: 1710

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Contact Details

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Minimum Standards Attestation

I, Debbie Darvell, attest that St Mark's 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

15th May 2020

Our School Vision

VISION

St. Mark's is a Catholic learning centred school.

We acknowledge God's presence in our daily lives.

We work to create meaning and value to the celebration of our community within a global world.

MISSION

St. Mark's provides a contemporary curriculum and safe environment that challenges and supports learners to continually raise personal achievement and promotes a growing sense of self.

TEACHING & LEARNING

S – Self Esteem is nurtured

T – Teaching and Learning is open and varied

M – Making informed decisions is valued

A – Achievement of daily success is made possible

R – Relevant & reflective learning opportunities are offered

K – Know that life long learning is for everyone

S – Strive for self sufficiency – Be your best

School Overview

St Mark's has 465 students enrolled at the school in Years Foundation to Year 6. The school is located on Lower Dandenong Road, Dingley, opposite Braeside Park. The school and the parish share the site with a new church blessed and opened in April 1999. The school has spacious grounds, with the entire property securely fenced.

The school of St Mark's exists to share, nurture and transmit values for living and to promote a faith relationship with Jesus. The staff strive to ensure our students are adequately prepared to meet the challenges that await them. Many of our students will be going into jobs that don't presently exist, using technology that has not even been invented. Education, like most fields, is constantly changing and striving to meet the needs of today and tomorrow.

Academically children need to develop as independent lifelong learners and this ability is essential, as they will constantly need to acquire new skills. However, it is paramount that as educators we ensure the development of the total child.

As a Catholic school we have a mandate to ensure that the children in our care develop a personal relationship with God that is centred in a community, which gathers to celebrate the presence of Jesus in the Eucharist. Each child at St Mark's is seen as an individual, a child who needs to achieve and know the feeling of success. This personal sense of worth is developed when we assist students, through challenging activities, to understand responsibility, set goals and be motivated, and where we provide a secure, safe environment and pastoral programs that model Jesus' love for everyone.

At St Mark's, Dingley, we aim to provide the most up-to-date and comprehensive curriculum for our students. All school buildings have been recently refurbished and incorporate flexible learning spaces. Teaching and learning is based on the guiding principles within the Horizons of Hope Framework and there is comprehensive monitoring of student learning from Foundation - Year 6.

Information technology and learning technologies are incorporated into the program. These recognise the importance of technological experiences, providing students with opportunities to gain skills necessary for their future. Information technology is integrated into all aspects of the curriculum, with all students having access to technology, and Years 3 – 6 accessing a 1:1 chrome device. All desktops, laptops and iPads are networked and connected to wifi, with access to Google Apps for Education.

At St Mark's we believe that Physical Education/Health are essential to the total development of the child. Each class has weekly specialist Phys. Ed. lessons. The Year 5/6 classes have a camp with an outdoor education focus, inter-school Sport during Terms 1 and 4 and the opportunity to compete in the swimming squad, the cross-country squad and sport clinics from outside

agencies. This offers opportunities for children to reach district and state levels in a variety of sports. Bike education & life saving is offered to Years 5 & 6 and the swimming program from Foundation to Year 4.

A Performing Arts teacher provides a balanced program to develop, create and encourage an enjoyment of The Arts in all children. Where appropriate, an integrated approach is used to incorporate these skills, and presentations at assembly offer the opportunity for children to perform. A major school concert is conducted every two years.

Our school offers Japanese (F – 6) as the LOTE program, which provides a practical experience for students to learn about Japanese culture and to become familiar with the Japanese language, society and tradition.

Principal's Report

This year marked the 50th anniversary of St Mark's Parish with the first mass being held at Harold Box hall in Dingley and the 20th anniversary of the consecration of the current church. There were two celebrations on the last weekend in April with Archbishop Peter Comensoli celebrating the mass on the Saturday evening which was followed by a supper. The school hosted a barbecue after the Sunday morning mass.



Over the year have had a strong focus on STEM with three major events.

At the Catholic Education Melbourne STEM MAD expo our students presented their designs for a biodiversity garden that will hopefully get underway in our school later this year. The idea came from our Year 6 Environment Leaders, Andrew, Tony and Dante, who wanted to create an area in our school that would attract more pollinators in particular bees. We then teamed with past student and landscape gardener Chris Mangoni to develop the idea. Through inquiry learning in Term 2, 3/4 students used science, technology, engineering and maths to design a biodiversity garden. They learnt about plants through biology, researched, designed and prototyped in 2D digital and 3D physical models. Some designs included mechanical engineering such as water pumps. This project will come to life in 2020.



St Mark's also partnered with Nazareth College and other local catholic primary schools, to develop our learning and teaching of STEM, in particular, using STEM to develop literacy skills. 26 students from Years 3-6 presented 7 different projects, for which they had developed design solutions by working through the engineering design process. Their ideas were all amazing and all students were articulate and able to describe and justify their solutions brilliantly.



We participated in a national event bringing together STEM professionals, parliamentarians and schools to celebrate STEM careers in science, technology, engineering and mathematics. St Mark's welcomed Dr Christian Doblin from CSIRO who spoke to the students about his journey as a scientist and the type of projects he had been involved in. Each level then participated in a STEM activity focussing on innovation which allowed the students to put their knowledge into action.



In September we had our biennial school concert over two nights which was based on circus skills titled *Circus De St Mark's* at Kingston Town Hall.

In October the school migrated to the Integrated Catholic Online Network (ICON) which centralised a range of administrative processes into one system. This rollover will continue into 2020 with a range of educational functions.

Education in Faith

St Mark's is committed to providing a strong faith based R.E. curriculum. Units of work that are based on the Inquiry model are being taught throughout the school and emphasis is placed on making active connections between the Christian faith and contemporary life.

St Mark's continues with a strong Sacramental program consisting of a student program, parent education night, family night and Sacramental celebration. The school works closely with the Parish sacramental teacher Stella Constantino to ensure our strong parish/school relationship is maintained. This year, Rev Brendan Hayes confirmed 68 candidates from the school and parish. The Confirmation student reflection day was at the Mary McKillop Centre and Br Louis gave the students a tour of St Patrick's Cathedral. Our staff, student and parent feedback indicate that the sacramental program is very much valued as part of our Religious Education.

The RE Focus project was a two year school based professional learning inquiry into practice in Religious Education. St Mark's focussed on the Pedagogy of Encounter and linking with inquiry units as well as assessment for the new guidelines. The staff have continued to work with Margaret Waldeck (CEM RE advisor).



The whole school celebrated through song and stories with Michael Mangan who has written and performed many songs that are sung by the students at Mass and liturgies.

Christian meditation is now in the fifth year of implementation and is well embedded into the daily routine. This year we renewed our meditation focus with Jude Caspersz who led the staff and students in Christian meditation.



The school has whole school celebrations throughout the year – beginning of school year, St Mark's Feast Day as well as celebrating the feast days of Kolbe, Clare, Francis and Brigid (School Houses), Feast of the Assumption, Sacred Heart Mission, Blessing of the Animals and End of Year and family year level school masses. This year the Easter story was re enacted using the Caritas reflection 'Way of the Cross'.

In addition to these celebrations the Year 6 leaders attended the St Patrick's Day Mass at St Patrick's Cathedral and enjoyed the concert at the Fitzroy gardens.

Learning & Teaching

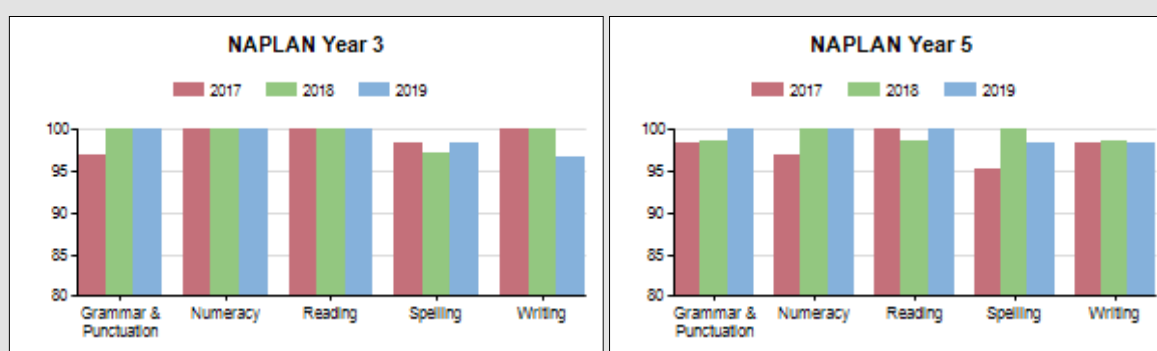
This year we began a two year project with Melbourne University and the Mathematical Association of Victoria (MAV) focussing on Problem solving in Maths. A Maths team attended professional development throughout the year and Ellen Corovic from MAV ran a whole school PD on problem solving strategies. The Educator Impact focussing on teacher feedback was also linked with the Maths project. Curriculum leaders and teachers visited classrooms to observe Maths teaching and learning practices and to provide quality feedback. This project will continue into 2020.

The school has had a focus on Growth Mindset over four years and we have introduced Habits of Mind to provide students with skills and dispositions which assist them to think and behave more intelligently particularly when faced with challenging learning or problem solving. James Anderson facilitated a whole school professional development.

This year we also consolidated the ALL Autonomous Language Learners (Japanese) professional development which focuses on classroom teachers integrating Japanese language into classroom interactions throughout the day. A teacher from each level works with Susan Taylor (Japanese teacher) to design Japanese language structures used in the classroom.

Overall our NAPLAN results have continued to show strong results compared with students from similar schools. The student gain from Year 3 to Year 5 (2017 – 2019) is also pleasing with St Mark's showing an above gain in reading and a well above gain in numeracy compared to similar schools. There was a drop in writing particularly in Year 3 which will be monitored.

STUDENT LEARNING OUTCOMES



E1280
St Mark's School, Dingley

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	96.8	100.0	3.2	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	98.4	97.2	-1.2	98.3	1.1
YR 03 Writing	100.0	100.0	0.0	96.7	-3.3
YR 05 Grammar & Punctuation	98.4	98.6	0.2	100.0	1.4
YR 05 Numeracy	96.9	100.0	3.1	100.0	0.0
YR 05 Reading	100.0	98.6	-1.4	100.0	1.4
YR 05 Spelling	95.2	100.0	4.8	98.3	-1.7
YR 05 Writing	98.4	98.6	0.2	98.3	-0.3

Student Wellbeing

St Mark's has a strong focus on student wellbeing and there is a wellbeing team which has a teacher from each level represented, specialist teachers and Learning support officers who meet fortnightly with the principal and well being leader.

The St Mark's Keystones were based on the Habits of Mind skills and dispositions and are integral to the values of the school. Each month a keystone is a focus in the classroom and it is celebrated with awards each week.

The school is in the fourth year of the funded National Chaplaincy Program with a focus on working with teachers in developing resilience as well as assistance in the development of the social and emotional curriculum for Year 5/6 students. We also had a social work placement teacher focus on social skills with junior students through games at recess and lunch.

The 'tinker yard' which was installed last year for students to construct in a quiet area of the playground, has continued to provide a different play environment and many students have enjoyed this area.

The school is continuing the implementation of Positive Behaviour for Learning previously known as School Wide Behaviour Positive Support to establish a common purpose and approach to discipline and a clear set of positive expectations and behaviours as well as procedures for on – going monitoring and evaluation. This

The Seasons program for students experiencing loss and grief has also continued to be offered this year.

The school has continued to offer the services of a psychologist provided by OnPsych once a week and this is accessed through a referral system.

This year we have consolidated the Better Buddies Program. Each Foundation child has a buddy from Year 6 and each fortnight they work together on a specified activity and have a shared lunch. Some of the highlights throughout the year are the weekly newsletter buddy items and the Foundation students' presenting the graduation bears to their Year 6 buddy at the carols night.

We have a Student Representative Council (SRC) with representatives from Years 3 – 6. They meet with the Wellbeing coordinator fortnightly to discuss student issues around the school. This is a very good forum to ascertain student wellbeing particularly in the playground and to work together on providing solutions. In Term 4 we run a concurrent program for the Year 5 and Year 6 students – a transition to Year 7 program for the Year 6 students and a leadership program for the Year 5 students to prepare them for leadership roles the following year.

The Year 6 school leaders include the school captains, House Captains (Kolbe, Clare, Brigid and Francis). The Leadership positions include leaders across the following areas, Sport,

Environment and Sustainability, Social Justice, Performing Arts, Library, Buddies and Technology.

The Foundation Transition program for the incoming Foundation students has continued as well as visits from the local feeder kindergartens throughout the year. We work closely with the feeder kindergartens in the transition program which is over four one hour sessions in November.

We have a strong whole school emphasis on celebrating and acknowledging events and achievements across the school. We have student news each week presented by the Year 5 & 6 students through a live recording from the multimedia studio. There are also whole school and level weekly assemblies.

The Year 5 students had a 3 day urban camp to the city which was a fun and educational experience and the Year 6 students had a 5 day adventure camp at Coonawarra Farm Resort.



STUDENT SATISFACTION – 64%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.5
Y02	93.3
Y03	93.3
Y04	92.9
Y05	92.2
Y06	94.0
Overall average attendance	92.9

STUDENT ATTENDANCE

Non attendance for students is followed up with an SMS or phone call to parents for unexplained absences. Classroom teachers notify leadership with extended unexplained absences and a follow up is made with parents. Further meetings will follow if there is a particular reason for school refusal and further assistance is offered through the school or outside agency where appropriate.

Child Safe Standards

The leadership team aligned current policies with the child safe standards and Catholic Education Melbourne guidelines. All staff were inducted in a staff meeting and signed the agreement. The Parish Education Board also had input into the development of the policies. These policies have been recorded and updated when required on the Safesmart portal.

All policies are available on the school website under Student Wellbeing – Child Safety.

Teachers were inducted in the Child Safe Standards, read all policies and signed their understanding of agreement (this is done at the beginning of the school year and is incorporated into the staff handbook)

- On-line Mandatory Reporting Modules (Annually)
- PROTECT – Responding to Suspected Student Sexual Offending
- Reportable Conduct Scheme Requirements
- All parents are required to have WWCC
- All contactors and extra curricula personnel to have WWCC
- Background checks on recruiting staff will be as the suggested CEM guidelines
- Organisational Duty of Care
- Risk Management – Excursions & Camps

Review of child safety practices and policies will be updated as required and/or every two years.

Leadership & Management

The leadership team meets weekly to review day to day events, processes in the school and professional learning. Leadership days have focussed on the aligning ACER school review and the development of the School Improvement Plan 2019 – 2022 and the 2019 Annual Action Plan. The 2019 Annual Action Plan included the introduction of a two year professional development association with the Mathematical Association of Victoria and Melbourne University on problem solving in Maths. A team has been formed which includes the Maths Leaders and classroom teachers from each level of the school to ensure consistency across the school.

James Anderson presented to all staff on latest research on growth mindset and linking the Habits of Mind dispositions. As the staff had already engaged in growth mindset, this professional development extended their knowledge and language in presenting strategies to students.

The Autonomous Language Learners (ALL) focussed on integrating Japanese across the school within the classroom setting in addition to the weekly specialist class. This project also has a team which is representative of teachers across the school.

This year we participated in the CEMSIS surveys (Staff, students and parents) for the first time and these surveys replaced the previous Insight SRC surveys.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

- Curriculum Networks – Religious Education, Middle leaders Literacy & numeracy, Teaching and Learning, Learning Framework in Number, Diversity, Wellbeing, Specialists and Technology
- Principal Network
- Deputy Principal Network
- Southern Graduate Network
- MAV Problem Solving in Maths
- Habits of Mind– James Anderson
- Autonomous Language Learners
- Learning Framework in Number - Year 1
- Developing Mathematical Understanding F – 2
- Developing mathematical Understanding Year 3 – 6
- Improving Reading and Writing years 7 – 10
- Integrating Science learning through STEM and Languages
- Understanding significant Difficulties in Reading and Dyslexia
- Administrative Officers Conference Intervention Framework
- Building Capabilities with STEM skills and dispositions

- National Consistent Collection of Data (NCCD) briefings
- ResourceSMART
- Dynamic Emergency Management Training
- Reportable Conduct & Mandatory Reporting
- CPR & Anaphylaxis training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

42

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1700

TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	23.3%
Graduate	20.0%
Graduate Certificate	3.3%
Bachelor Degree	73.3%
Advanced Diploma	33.3%
No Qualifications Listed	0.0%

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	86.1%
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ALLSTAFF RETENTION RATE

Staff Retention Rate	93.2%
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STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	37
Teaching Staff (FTE)	30.2
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	15.1
Indigenous Teaching Staff (Headcount)	0

TEACHER SATISFACTION – 74%

School Community

Parent engagement and involvement in all facets of the school is an important feature at St Mark's. Throughout the year the school has the assistance of many parents through being a literacy helper, assistance with transporting students to numerous interschool competitions, excursions, organisation of weekly fruit, and general help in classrooms.

This year the annual ICT parent information and family night was presented through a webinar to assist parents who are unable to attend the night presentation and this was well received. As a result a webinar was also put together to assist parents in understanding the new report format.

Crazy Sock Day which raised money for the 'Make a Difference' based in Dingley Community Centre . Cr Steve Staikos, the Kingston City Mayor also called in to see the students.

The Stephanie Alexander Kitchen Program in Years 3& 4 has benefitted from the input and assistance of parents throughout the year.



The Parent Helpers Thank you morning tea acknowledges over 100 helpers throughout the year and the Stella Costantino award for Community Spirit was presented to Jacqui Smythe for her contribution to the Parent's Association and her fundraising endeavours in organising silent auction items for social events and the parish school fete over many years.

The school choir *The Glee Club* continues to perform at assemblies, school concert, school sacrament masses and in the community. They also perform for and with the local schools in Dingley.



The Parent's Association headed by the president Tania Micallef has continued to support the social and fundraising activities in the school. The Parents Association have coordinated many events throughout the year:

- Beginning of the year school picnic
- Children's disco
- Cocktail Night
- Mother's Day breakfast and stall
- Father's Day breakfast and stall
- Entertainment Book fundraiser

- Cadbury Chocolate Drive
- Bunnings sausage sizzle
- Second Hand Uniform Stall
- Family Carols Night

PARENT SATISFACTION – 78%

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

