



St Mark's

ANGLICAN COMMUNITY SCHOOL

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A School of the Anglican Schools Commission Inc.

Annual Report: January to December 2019

About this Report

This Annual Report is intended to provide a picture of St Mark's Anglican Community School in terms of various indicators of performance including the composition and engagement of the staff, the attendance and outcomes for students, community satisfaction and funding for the 2019 calendar year.

Our School

With its foundation in 1986 by the Anglican Schools Commission, the clear vision of St Mark's Anglican Community School is to be a Christian school in which students are able to grow in character and ability, developing strong values and gaining skills through a wide range of educational experiences both within and outside of the curriculum.

Values of *Respect, Knowledge, Confidence, Responsibility* and *Community* are touchstones upon which the School continues to build a caring community for students, parents and staff.

The School's broad education emphasises literacy and numeracy skills, as well as encouraging flexible minds, a positive self-concept and resilience, together with helping students acquire the personal resources with which to lead a full life. The School endeavours to cater for children with a wide range of abilities through both academic extension and learning support.

Our Students

Our students have opportunities to explore a wide variety of endeavours including academic, sporting, artistic and cultural activities, underpinned by a strong Pastoral Care system.

St Mark's is a Kindergarten to Year 12 coeducational school with a total student population of 1,749. In 2019, the Federal government funded 649 students in Primary, and 992 in Years 7 to 12, based on data from the August 2019 census.

In addition to the 1,686 students eligible for Federal per capita funding in 2019, the School had 50 Kindergarten students, 12 full fee paying overseas students enrolled from Year 8 to Year 12 and one international exchange student (Year 11). Four students have identified as Indigenous. 97 students were eligible to receive additional Federal funding for students with disabilities.

Student Composition	Male	Female	TOTAL
KG - Year 6	378	366	744
Year 7 to Year 12	504	501	1,005
TOTAL	882	867	1,749

Our Staff

All teachers at St Mark's are appropriately qualified and registered with the Teacher Registration Board of Western Australia.

We have teachers who have over 30 years of teaching experience, as well as several who are new to the profession. St Mark's is an Equal Opportunity Employer. When appointing staff, we do not discriminate along gender, racial or religious lines. We are a Christian school, but we welcome people of all faiths, as well as people with no religious beliefs.

- The total staff of St Mark's in 2019 was comprised of 135 Teaching staff and 92 Administration and Support staff.
- No staff identified as indigenous.
- The average rate of attendance at School, by Teaching staff in 2019 was 94.6%.
- All Academic staff participated in relevant Professional Learning during 2019.
- The average expenditure per staff member for Professional Learning was \$899.
- A further \$489 was expended per staff member on teacher relief costs, where needed, to cover for staff who were out of School on Professional Learning activities.

Staff Composition	Male	Female	TOTAL
Teaching Staff	38	97	135
Non-teaching Staff	20	72	92
TOTAL	58	169	227

The types of Professional Learning undertaken by staff during 2019 were varied. Many activities were focussed on specific areas of curriculum development across the Primary, Middle and Senior schools. Development of teachers' skills and knowledge in the broad area of information technology and its many applications in teaching and learning, was also a significant focus for professional learning. Professional Learning activities came in many forms, including in-house seminars and workshops for large and small groups, courses and conferences provided at external venues.

Community Satisfaction

Supportive relationships between staff, parents and students are seen as integral to the success of the School. We endeavour to communicate regularly with parents, for example, through the weekly newsletters, a regular magazine, Semester reporting, parent-teacher interviews and information evenings.

St Mark's believes that the ultimate indicator of community satisfaction is expressed by student and staff retention rates:

- The average student retention rate in 2019 was 92%.
- The percentage of teaching staff retained (2018 - 2019) was 95%.

In addition, satisfaction is also demonstrated through an active and involved community. One example of this is our growing Old Scholars' Association, which now has a database of more than 2,500 members. The thriving Parents & Friends' Association is one of many avenues through which parents can engage with staff and other School families and get involved in community activities.

In 2019, St Mark's conducted a detailed survey of staff, students and parents. In total, just under 2000 responses were received and have provided the School with much data to consider. The responses will allow the School to look at what is working well, what could work better and what new things we might need to implement over the coming years.

Responses (measured as 'satisfaction') were:

- 5 Strongly Agree
- 4 Agree
- 3 Neutral
- 2 Disagree
- 1 Strongly disagree

961 parents completed the survey instrument. 1003 students (from Years 3-12, inclusive) completed the survey instrument. Statements were grouped under different categories and an average response for each group of statements was determined.

PARENT SURVEY RESULTS	
Key Area	Satisfaction Scale 1-5
Co-curriculum	4.03
Curriculum	4.00
Homework	3.70
Leadership and direction	3.93
Learning and extension	3.74
Learning environment	4.33
Parent engagement	3.99
Pastoral Care/Wellbeing	3.98
Reporting	3.87
Resources and facilities	4.26
School communication	4.01
Student engagement	3.87
Student transition	3.78
Teaching standards	3.88
Values and culture	4.03
Average score	3.95

STUDENT SURVEY RESULTS	
Key Area	Satisfaction Scale 1-5
Behaviour	3.45
Co-curriculum	3.91
Curriculum	3.51
Environment	3.59
Homework	3.39
Leadership and direction	3.75
Learning	3.82
Parent engagement	3.39
Reporting	4.21
Resources and facilities	3.88
School communication	3.90
Student engagement	3.93
Student transition	3.93
Teaching	3.73
Values and culture	3.95
Average score	3.77

Takeaways from the **Parent Surveys**, across all sections of the School, included:

- Staff care about children, their learning and their wellbeing.
- Students are well rounded and happy.
- Student learning and engagement is provided for in a variety of ways.
- Communication is a little inconsistent – some personal communication is excellent, but the variety of information sources can be confusing.
- There is a wide range of activities with which students can engage in outside of their curricular learning.
- The values of the School are important and emphasis on these must continue.
- Buildings and grounds are of a high quality.
- There is a variety of opinion of how much students should be immersed in the faith of the School and the Anglican Church.
- There is some worry around rising fees.
- Class sizes are bigger than expected.
- Some believe that Year 6 should be in the Primary School.
- More playground space could be provided.
- Student respect for others is important.
- Regular feedback on student progress is important.
- Care must be taken to maintain the community feel of St Mark's.
- Traffic flow in and around St Mark's is difficult.

Takeaways from the **Student Surveys** included:

- Teachers are kind, helpful, supportive, care about student learning and maintain good relationships with students.
- Students are supportive and able to form genuine relationships. Students help others.
- There are engaging ways to learn.
- A variety of subjects and courses are available.
- Many co-curricular activities are available, including sport, the Arts, technology, Thinking Differently and Wellbeing Days, camps and tours. There are opportunities to be part of something.
- Students like reaching out to others, within and outside of our community.
- The grounds and facilities are very comfortable, modern and safe.
- There must be less litter around the campus.
- There could be more playgrounds.
- Celebration and support of both General and ATAR pathway students in Year 11 and 12 is important.

Student Outcomes: Student Attendance

In 2019, the attendance rates reported to Federal Government's Department of Education, Skills and Employment from Years 1 to 10 was 93.6%. In Primary, attendance rolls are taken twice daily, in the morning and after lunch. In Secondary, attendance rolls are taken continuously during every class during the day. Absentee information is then transferred to an electronic database.

An absentee phone line, with voice mail facilities, provides parents with the means to lodge information about student absences, and a dedicated email address gives parents the means to provide written notification of absentees. Text messages are sent to parents/guardians of students who are absent from School, where the absence is not explained by earlier contact or a note. Parents are requested to provide a written explanation of their child's absence on their return to School. The return of notes and/or medical certificates is recorded, hard copies kept and archived. If notes or medical certificates are not provided, parents can be formally requested (in writing) to supply the supporting documents.

Student Outcomes: NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9 across Australia. NAPLAN tests four areas of learning, including Reading, Writing, Language Conventions (spelling, grammar and punctuation) and Numeracy.

It is important to note that the skills tested by NAPLAN develop over time through the school curriculum. More importantly, it provides the School and the School community with an overall snapshot of how the student body is progressing. As there are students of differing learning abilities in each cohort, results will vary each year.

The School's NAPLAN results in 2019 showed:

- **Year 3:** 99% of students were at or exceeded the benchmark in Spelling and 99% of students were at or exceeded the benchmark in Grammar and Punctuation.
- **Year 5:** 100% of students were at or exceeded the benchmark in Spelling and 99% of students were at or exceeded the benchmark in Grammar and Punctuation.

- **Year 7:** 100% of students were at or exceeded the benchmark in Spelling and 99% of students were at or exceeded the benchmark in Grammar and Punctuation.
- **Year 9:** 99% of students were at or exceeded the benchmark in Spelling and 98% of students were at or exceeded the benchmark in Grammar and Punctuation.

The School monitors the progress of individuals and year cohorts from Year 3 to Year 9 and uses this data, along with other benchmarked data, to assist in identifying particular student needs at each end of the performance scale and general cohort capabilities. It is also useful in monitoring changes in progress for individual students.

NAPLAN RESULTS 2019	Year 3 Numeracy	Year 3 Reading	Year 3 Writing	Year 5 Numeracy	Year 5 Reading	Year 5 Writing	Year 7 Numeracy	Year 7 Reading	Year 7 Writing	Year 9 Numeracy	Year 9 Reading	Year 9 Writing
Percentage in top 20% of the nation (2018 in brackets)	21 (33)	29 (31)	28 (59)	40 (21)	38 (26)	33 (18)	29 (35)	33 (24)	31 (27)	36 (35)	41 (38)	29 (27)
Percentage in bottom 20% of the nation (2018 in brackets)	12 (8)	6 (5)	8 (1)	6 (12)	10 (8)	4 (9)	5 (1)	4 (3)	7 (6)	4 (2)	4 (5)	5 (5)
Percentage meeting benchmark	99	100	100	99	100	99	100%	100%	98%	99%	100%	98%
Variation from 2018 results	-1	0	+1	-1	+3	+1	0	0	-1	+1	0	+3
Variation from 2017 results	0	+1	-1	0	0	-5	0	+1	0	-1	+2	0
Variation from 2016 results	0	-1	+7	+2	-1	0	0	-1	+1	0	-2	-1
Variation from 2015 results	+2	0	-7	-2	-1	+3	0	0	-1	0	0	-1
Variation from 2014 results	+1	+5	+3	0	-1	0	0	-1	-1	-1	-1	-1
Variation from 2013 results	-3	-5	-3	0	0	-1	-4	+4	-2	+18	+17	-1

Student Outcomes: Year 12 Results

In 2019, 154 of 155 (99.35%) full time eligible students achieved their Western Australian Certificate of Education (WACE). The median ATAR score achieved by St Mark's students was 77.40. This figure was against the School's upward trend in this measure over the past few years.

The School's leaders and teachers will carefully review the results to make meaning of the data in order to identify any measures that should be taken with subsequent cohorts of students in order for them to maximise their ATAR, giving them greater choice about a pathway through university. In 2019, two students achieved an ATAR of 99.00 or higher, while eight students achieved an ATAR of 90.00 or higher.

While all students in the General Pathway completed at least one Certificate II or higher, the 2019 cohort completed 136 VET certificates over their Years 10-12, which is a significant achievement. Students on an ATAR Pathway are also able to include a VET certificate in their academic program.

One of our students, Jesse Morris-Parmer, was the recipient of the Beazley Medal: VET for 2019, the State's top honour in student achievement for vocational education and training. Jesse was recognised for demonstrating the most outstanding overall performance for a Year 12 student in a VET Certificate II or higher, as well as his other WACE achievements. Jesse achieved a VET Exhibition for the area of Primary, Environmental and Animal Care Industries.

In five of the WACE courses taught at St Mark's, the School was named as having the highest performing students in

	Cert II	Cert III	Cert IV	TOTAL
Completed Certificates in Years 10 - 12	72	55	9	136

ATAR courses, based on the percentage of students who had Year 12 ATAR course combined scores in the top 15% of all students in that course. These courses are: Business Management and Enterprise, Food Science and Technology, Health Studies, Philosophy and Ethics, and Physical Education Studies

In addition, two students were awarded a Subject Certificate of Excellence (top 0.5% of candidates based on the examination mark) for Mathematics Methods and Physical Education Studies, nine students were awarded Certificates of Distinction and twenty four were awarded a Certificate of Merit for their Year 12 studies.

In addition, three students were awarded a Subject Certificate of Excellence, fourteen students were awarded Certificates of Excellence and twenty eight were awarded a Certificate of Merit for their Year 12 studies.

ATAR Score	Male	Female	TOTAL
90 - 99.95	12	9	21
80 - 89.95	11	12	23
70 - 79.95	8	18	26
60 - 69.95	12	11	23
55 - 59.95	1	1	3
Less than or equal to 54.95	12	4	16
Total	56	55	111
Exams & no ATAR	7	5	

University Offers (compared to State figures)

Over the last five years, St Mark's has consistently seen the majority of its students head to university after completing Year 12 at the School. 96 students applied for university, with a median ATAR of 77.40.

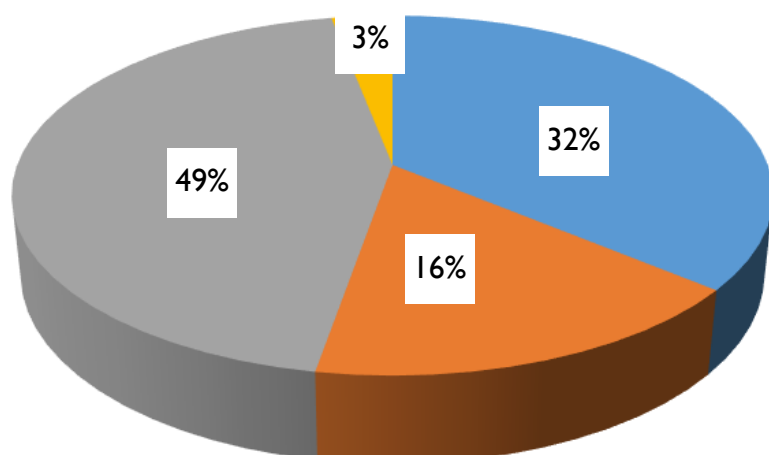
The table below provides information on the number of students offered places at the universities in WA (excluding Notre Dame). There are also a number of students who have headed interstate and overseas for various courses and/or gap years and may not be accounted for in these statistics.

	St Mark's					State				
	Number of students					Number of students				
	Total	Curtin	ECU	Murdoch	UWA	Total	Curtin	ECU	Murdoch	UWA
No of students with a 1st preference*	103	22	43	9	29	11,633	5,215	1,526	1,923	2,970
Offered 1st preference	72	13	35	5	20	7,837	3,364	1,017	1,352	2,050
Offered any preference	95	17	48	6	24	10,762	4,536	1,584	1,871	2,771
Enrolled	72	12	35	5	20	7,913	3,344	1,109	1,298	2,162
Deferred	9	2	5	1	1	539	539	162	306	265

* includes students without an ATAR

School Funding

Information on the School's finances, which will be provided on the My School website later in the year, indicates total income of \$31.5 million or \$18,549 per student (\$18,547 per student in 2018). Total income per student is consistent with 2018 despite State and Federal Government recurrent funding decreasing by \$456 per student year on year. Income from fees and charges has increased by \$375 since 2018, while income from other sources has contributed an additional \$82 per student compared to 2018.



Sources of recurrent income

Key:

- Australian Government Recurrent Funding
- State and Territory Recurrent Funding
- Fees, Charges and Parent Contributions
- Other Private Sources

Capital expenditure reduced in 2019 to \$0.9m as no major building projects were undertaken. Key capital projects during the year focused on completing refurbishments of the Busselton building, Wellness Centre and Barbara Godwin Performing Arts Centre, as well as ongoing upgrades of computer and technical equipment.

All capital expenditure in 2019 was fully funded by fees, as no Australian Government funds were received for capital projects.

The School has commenced development of the Strategic Plan for 2020 to 2024, which will assist in determining the nature and timing of future strategic capital projects.

ENDS