



# SCHOOL PERFORMANCE REPORT

St Mark's College, Port Pirie

**2023**





## Context

St. Mark's is a Catholic, co-educational, Reception to Year 12 rural regional College for approximately 930 students. Set on 100 hectares on the outskirts of Port Pirie, South Australia, it has the advantage of being part of a residential area yet overlooks a golf course and farm paddocks. St. Mark's traditions can be traced back to 1890. It has links with the Australian Sisters of the Good Samaritan and the Italian founded Salesian Order of Don Bosco. Now administered through the Catholic Education Office of the local Port Pirie Diocese, the College still follows the charter of its original founding religious orders, endeavouring to be a home, a parish, a school and a place where friends meet and enjoy their learning. As such, St. Mark's strives to be a welcoming and supportive Christian community that empowers young people to respect everyone as a part of God's creation and to acknowledge their part in God's world.

Our values find expression in the Pastoral Care program that is implemented on both campuses. Here each person is encouraged to genuinely respect others and to demonstrate that respect by their actions. All school policies are underpinned by Gospel values, and the belief in the goodness and growth of each person. Our Primary school, Benedict Campus is a well-resourced school with modern facilities that include a recently refurbished library and technology centre augmented by a Multi-Purpose Hall erected

under the auspices of the BER. New classroom facilities for Years 3 and 4 were completed and opened in 2022. A Mini Mark's Playgroup and OSHC support families within and beyond our College.

The Secondary Bosco Campus is similarly well placed to provide a varied curriculum in well maintained, and some recently upgraded, classrooms. The senior classes of recent years have distinguished themselves by very good results. Amenities include a Home





Economics Centre, a Music Suite, a state-of-the-art Resource Centre, STEM Centre and a two basketball court gym. All students have access to the grassed ovals and an artificial turfed hockey field. The school is unique for having its own sporting teams compete in the local associations. Students play soccer, hockey, football, tennis and netball against local under-age sides.

The Agricultural Skills Centre with its 80 Ha of crops, its machinery, animal yards and shearing stand provides a range of large scale agricultural educational experiences involving conservation and land management as well as horticulture and viticulture. St. Mark's has been providing boarding for students from the Mid North and Flinders Ranges since 1986. During that time, boarders have made a valuable contribution to the academic, cultural and sporting life of the school. Our current boarding house, Salesian House, was opened in 2007 and caters for five-day boarders, enabling them to re-join their families and local communities on weekends. Designs for a new boarding house have been approved and it will be built in 2024.

### School Governance

The Principal is supported by the College Board, an advisory board with a deep commitment and dedication to St Mark's College. Our Parish Priest is President of the Board and a parent acts ably as Chair of the Board supported by elected and nominated representatives from the local community.







## School Report

I cannot really put into words what a privilege it is to be Principal at St Mark's College, walking alongside students, staff, and families in the experiences that shape a year of learning. Whilst leadership has its challenges, as does teaching, there is great joy in watching students grow and flourish and I cannot imagine doing any other job or in any other place.

Our Diocesan theme in 2023 has been 'Called to Community'. As written in Colossians 3:12-17, we were entreated to 'above all else, put on love, which binds the rest together and makes them perfect', and 'whatever you do, whether in speech or action, do everything in the name of Jesus our Saviour, giving thanks to God through Christ'. In keeping with our values of Faith, Compassion, Service, Respect, and Resilience, we have seen countless acts of love, service, and generosity this year aligned with our mission. Year 11 students raised over \$22,000 for the St. Vincent de Paul Society in their sleepout, a core component of the Stage 1 Spiritualities, Religion, and Meaning course, while Year 9 Rite Journey students donated 63 bags of essentials to local women in need. These are just two examples of mission in action and there were many more including Mission Day and fundraising for Project Compassion.

The Call to Community in 2023 aligned very well with the Salesian Strenna, as we were called to be as yeast

in our community, fulfilling our capacity to grow, to change and to be more. The growth in students continued to astound us during the year, and their willingness to embrace every opportunity was a joy to see.

A highlight of the year was undoubtedly our musical extravaganza, School of Rock, which was an outstanding experience for all involved. Miss Ebony Bennier did a fantastic job in her first year as Director of the musical. Students flourished in the Arts proudly showcasing their talents at Music Performances and Art Exhibitions, and we were delighted when our students won an award for their textiles work when it was exhibited in the Adelaide Show.





In 2023, as ever, we sought to be responsive to the needs of students and introduced our WRAP Program to support students with wellbeing, relationships, agency, and personal responsibility. This initiative shapes how days start in Homegroup, and through two dedicated lessons each week we saw growing confidence, participation, and responsibility. A variety of new subjects were also introduced in 2023 including Crime and Punishment, Sports Science, and Women's Studies to name a few, and our senior students were among the first in the state to participate in the pilot of two SACE subjects: Exploring Identities and Futures (the PLP) and Activating Identities and Futures (Research Project). At the heart of curriculum development is the desire to provide varied opportunities for students to excel in their interests and pursue a range of possible career pathways.

I congratulate the class of 2023 on their success in the SACE, with eligible students achieving 100% SACE completion. Whether students achieved their SACE, gained an ATAR, or pursued apprenticeships, traineeships, or work opportunities, we congratulate them all. Our College DUX in 2023 was Aslin Spolding who achieved an ATAR of 96.95 with outstanding results in Research Project A+ Merit (2022), A+ English, A+ Psychology, A Biology, A General

Mathematics, and A- Integrated Learning (Religious Education).

DUX Proximus, achieving an ATAR of 96.20, was Bella Porta who achieved an A+ Merit in Activating Identities and Futures, and A grades in Food and Hospitality, Biology, English, Nutrition, and Integrated Learning.

Schooling provides a pathway to future success, and I commend all students on their dedication and hard work. The Year 12 cohort were incredibly supportive of each other and built memorable relationships with their teachers who worked so hard to support them throughout the year.

In a year still somewhat impacted by student absences and challenges appointing staff, I am grateful for the support, hard work, and enthusiasm of all the teaching and non-teaching staff at St Mark's College who worked so hard and with grace and wisdom.

During the year we said farewell to staff, some of whom were with us for a short while, and some who have dedicated many years to our community. Long-serving staff member Mr Robert Cronin (known as Sir to many) retired mid-year, along with Mrs Louise





Richards. Mr Joe Murdock concluded as Director of Boarding in Term 1, and Ms Ellen Tefanis, Mrs Rupinder Kaur, Miss Sophie Liang, Mrs Nicky Welch and Mr Runar Bjaaland also left during the year to pursue opportunities elsewhere. At the end of 2023, we said farewell and expressed our sincere thanks to Mr Matt Sullivan, Ms Emily March, Miss Danae Holyman, Mrs Lyn Howell, Mr Bret Swensson, Mr Beau Allen, Ms Toni Freer and Mrs Amy Law. We wish them all the best for whatever the future holds.

A school does not run itself, and I am grateful for the work of the College Board in supporting a new Master Plan and approving a building program to replace the boarding house. Fr Jimmy sits on the Board as President, and I am appreciative of the close relationship we have with the Parish and for the ongoing support of Bishop Karol Kulczycki SDS, Fr Jimmy, and Deacon Gary. I also extend my thanks to the Executive Team in 2023: Mrs Katie Pole (Bosco Deputy), Mrs Sarah Freer (Benedict Deputy), Mrs Joanne Court (Business Manager), and Mrs Annie Olsen (APRIM) for their tireless commitment and support.



In keeping with the spirit of St John Bosco, 'education is largely a matter of the heart'. St Mark's provides a home that welcomes, a Parish that evangelizes, a playground where friends meet, and a school that prepares for life.

Thank you for making St Mark's College what it is.

*Dr Sandra Hewson,*

**Principal, St Mark's College**







## The Staff

I also acknowledge the leadership teams who have been committed and visionary with a capacity to work hard for young people.

I acknowledge the work of teachers and those who support the learning in various administrative and maintenance capacities. There is something very special about our team and the way we are committed to the students.

	TOTAL		MALE				FEMALE			
	FTE	Head Count	Total		Indigenous		Total		Indigenous	
			FTE	Head Count	FTE	Head Count	FTE	Head Count	FTE	Head Count
Teaching	61.96	71	16.32	17	0	0	45.74	54	0	0
Non-Teaching	26.58	39	8.09	10	0	0	18.49	29	0.2	1
<b>Total</b>	<b>88.54</b>	<b>110</b>	<b>24.41</b>	<b>27</b>	<b>0</b>	<b>0</b>	<b>64.23</b>	<b>83</b>	<b>0.2</b>	<b>1</b>

### Teacher Qualifications

Doctoral Degree	Masters Degree	Honours Degree	Bachelor Degree	Associate Degree	Associate Diploma	Graduate Diploma	Diploma	Graduate Certificate
2	9	2	72	0	0	7	7	18

### Length of Service

	< 5 years	5 - 10 years	11 - 20 years	21 - 30 years	> 30 years	Total (includes staff on Parental Leave)
Teaching	43	9	12	15	2	81
Non-Teaching	31	6	2	3	1	43





School Sport

Total	48	19	14	16	3	106
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	Number of teams	Number of participants
Tennis	8	56
Football	3	55 20 (Auskick)
Hockey	3	21
Soccer	18	177
Netball	18	130 22 (Net Set Go)





## Student Enrolments

### Enrolment Numbers, Benedict Campus

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Male	36	35	27	21	31	23	31	<b>204</b>
Female	53	30	20	23	27	33	23	<b>209</b>

### Enrolment Numbers, Bosco Campus

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
Male	36	52	52	48	38	25	<b>251</b>
Female	31	40	38	46	42	48	<b>245</b>

### Indigenous Students

Benedict Campus	19
Bosco Campus	17





## NCCD Data

Sum of FTE	QDTP	Substantial	Supplementary	Grand Total
Cognitive	37	6	154	197
Physical	1	0	0	1
Social-emotional	10	6	21	37
Total	48	12	175	235

(Census Summary Report August 2023)





## Student Attendance

### Process for Non-Attendance

Teaching staff record students' daily attendance on SEQTA. SMS messages are sent to parents from 9am if their child is absent and the College has not been notified. Phone calls and text messages are a means of communication between the College and Parents. Year Level Coordinators follow up with prolonged continual absences and long-term absences.

Year Level	% Present
Reception	88.87
Year 1	89.25
Year 2	88.95
Year 3	88.42
Year 4	89.91
Year 5	88.96
Year 6	87.18
Year 7	83.5
Year 8	85.0
Year 9	82.8
Year 10	84.6
Year 11	84.1
Year 12	83.4



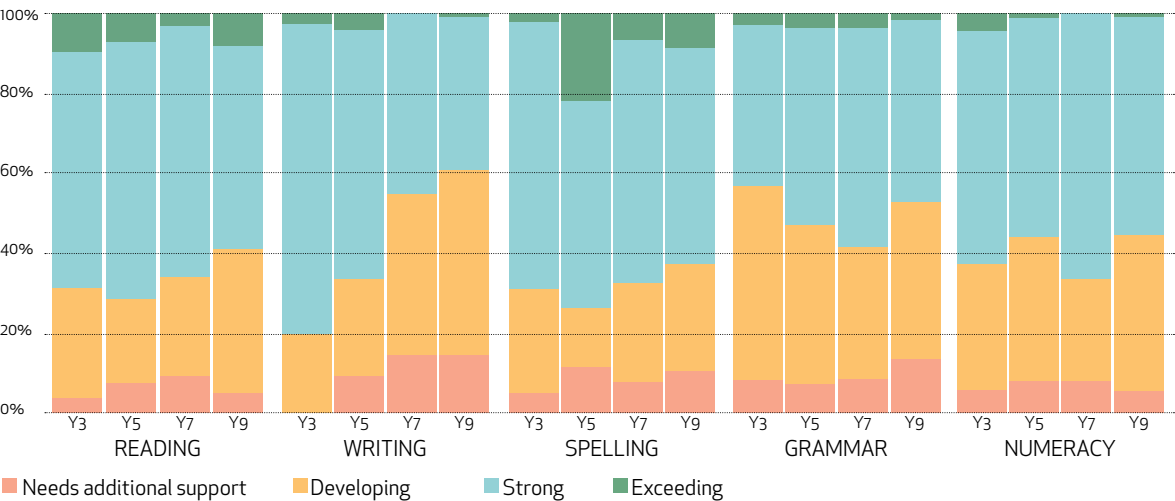


## Student Learning Outcomes

NAPLAN Average Student Results 2023

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	392	412	400	398	397
Year 5	476	474	485	473	464
Year 7	518	504	520	520	520
Year 9	557	531	549	531	554

NAPLAN Proficiency Standard 2023 (%)



## Senior Secondary Outcomes

- 40 applied for university and 38 received offers
- 72 students completed Year 12 in 2023
- 100% SACE completion in Year 12
- College Dux- 96.95





## Student Learning Outcomes - VET

### School VET Student Numbers

Number of VET Students	
Male	41
Female	8
<b>Total</b>	<b>49</b>

Qualification	Number of VET Students
Certificate II in Automotive Servicing	9
Certificate II in Construction Pathways	4
Certificate III in Beauty Services	2
Certificate III in Assistant Dance Learning	1
Certificate III in Early Childhood Education and Care	1
Certificate III in Fitness	1
Certificate III in Design Fundamentals	1
Certificate II in Construction Pathways - White Card	30





## Perception Survey - Student

### Student Perceptions Survey (Living Learning Leading)

Survey participants:

- 232 participants from Benedict, Yr 2-6
- 356 participants from Bosco, Yr 7-12

responded providing ratings out of 6 as follows:

Domain		Bosco Campus	Benedict Campus
<b>Catholic Identity</b>			
<b>Catholic Education</b>	At school, I learn to care for the environment	4.15	4.53
	At school, I learn that it is important to help others	3.89	4.625
<b>Learning and Wellbeing</b>			
<b>Learning Support</b>	My teachers give me extra help if needed	4.17	4.39
	My teachers are good at the subjects that they teach	4.11	4.68
	My teachers support me to improve my schoolwork	4.03	4.44
	My teachers believe that I can succeed	4.15	4.60
<b>Community</b>			
<b>Welcoming School</b>	I feel welcome at school	3.83	4.40
	I feel safe when I am at school	3.92	4.30



## Perception Survey - Parent and Caregiver

### Parent and Caregiver Perceptions Survey (Living Learning Leading)

Survey participants:

- 73 participants from Benedict
- 50 participants from Bosco

responded providing ratings out of 6 as follows:

Domain		Bosco Campus	Benedict Campus
<b>Catholic Identity</b>			
<b>Catholic Education</b>	My child/ren is encouraged to develop their faith and spirituality	4.38	4.67
	My child/ren is encouraged to care for the environment	4.22	4.61
	My child/ren is encouraged to help those in need	4.60	4.69
<b>Learning and Wellbeing</b>			
<b>Learning Support</b>	The teachers understand my child/ren's needs	3.26	4.22
	The teachers believe that my child/ren will succeed	3.56	4.66
<b>Enjoyment of school</b>	My child/ren enjoy going to school	3.36	4.61
<b>Autonomy and Independence</b>	My child/ren are expected to take responsibility for their learning	4.44	4.59
<b>Welcoming School</b>	The staff are welcoming to my family	4.20	4.71
	My family's culture and background are respected	4.41	4.81
<b>Community</b>			
<b>Parent-School Partnerships</b>	Communication between the school and my family is sufficient	3.94	4.04
<b>Safe School</b>	The school creates an environment that helps my child/ren to feel safe	3.54	4.49
	My child/ren feel safe at school	3.92	4.73
<b>Resourcing and Infrastructure</b>			
<b>Infrastructure</b>	The school's facilities and grounds are well maintained	4.80	5.22
	The school's facilities and grounds provide a stimulating and welcoming environment	4.62	5.08



## Perception Survey - Teaching and Leadership

### Teachers and Leadership Perceptions Survey (Living Learning Leading)

Survey participants:

- 12 participants from Benedict
- 21 participants from Bosco

responded providing ratings out of 6 as follows:

Domain		Bosco Campus	Benedict Campus
<b>Catholic Identity</b>			
<b>Experiencing</b>	The school encourages students to develop their faith and spirituality	4.71	5.08
<b>Development</b>	Students are involved in a range of social justice activities	4.19	4.42
	Students are encouraged to care for environment	4.29	4.58
	The school helps students to understand the lives of people who are less fortunate than they are	4.19	4.58
	Students are taught to recognise the effects of their actions on others	4.33	4.67
<b>Learning and Wellbeing</b>			
<b>School Support</b>	There is a shared vision for learning	4.62	4.25
	Teachers collaborate in planning, revising and assessing the curriculum	4.71	4.42
	Teachers are expected to evaluate their teaching practice	4.57	4.67
<b>Personal Competence</b>	My teaching practices effectively support the diverse learning needs of my students	4.68	4.50
	I effectively incorporate a variety of teaching styles in my classroom	4.95	4.58
	I effectively adapt the curriculum to meet the needs of my students	4.95	4.50
<b>Partnership and Agency</b>	The school has a strong partnership with families	4.24	4.42
	The school has a strong partnership with the broader community	4.33	4.50
	There are structures to ensure the families collaborate in developing the schools strategic direction	4.76	4.36
<b>Welcoming and Inclusive School</b>	There is a welcoming culture	4.86	5.00
	Staff encourage parents and caregivers to approach them with queries or concerns	5.19	5.08
	Staff are welcoming to parents and caregivers	5.43	5.08





## School Finances

### 2023 Annual Financial Statements

Statement of Profit and Loss	Actual 2023	Actual 2022	Budget 2023	Actual 2023 per student
Student Numbers FTE				909
Income				
Student Fees	\$2,847,896	\$2,960,088	\$2,957,340	\$3133
Other Income	\$857,665	\$1,135,046	\$1,022,600	\$944
<b>Total Private Income</b>	<b>\$3,705,561</b>	<b>\$4,095,134</b>	<b>\$3,979,940</b>	<b>\$4077</b>
Commonwealth Government grant funding	\$12,044,105	\$10,947,968	\$10,909,577	\$13,250
South Australian Government grant funding	\$3,712,929	\$3,594,610	\$3,678,295	\$4,085
<b>Total Government Grant Income</b>	<b>\$15,757,034</b>	<b>\$14,542,578</b>	<b>\$14,587,872</b>	<b>\$17,334</b>
<b>Total Income (excluding interest income)</b>	<b>\$19,462,595</b>	<b>\$18,637,712</b>	<b>\$18,567,812</b>	<b>\$21,411</b>
Expenses				
Employee benefits expenses	\$11,342,116	\$10,775,997	\$12,054,477	\$12,478
Maintenance expenses	\$628,703	\$556,889	\$663,638	\$692
Levies	\$649,373	\$728,750	\$430,508	\$714
Depreciation	\$1,583,060	\$1,550,280	\$1,563,814	\$1742
Other expenses - tuition	\$1,081,375	\$1,076,473	\$1,358,548	\$1190
Other expenses - administration	\$1,988,388	\$1,807,837	\$1,993,420	\$2187
<b>Total Expenses (excluding interest income)</b>	<b>\$17,273,015</b>	<b>\$16,496,226</b>	<b>\$18,064,405</b>	<b>\$19,002</b>

Operating Surplus / (Deficit) for the year	\$2,189,580	\$2,141,486	\$503,407	\$2409
Interest income	\$20,162	\$13,239	\$10,000	\$22
Interest Expense	\$0	\$148,662	\$0	\$0
Net Financial Cost	\$20,162	(\$135,423)	\$10,000	\$22
Total Surplus / (Deficit)	\$2,209,742	\$2,006,063	\$513,407	\$2,431
Other comprehensive income for the period	\$0	\$0	\$0	\$0
Profit / (Loss)	\$2,209,742	\$2,006,063	\$513,407	\$2,431
Total surplus/(deficit) and comprehensive income				



## 2023 Annual Financial Statements

Statement of Cashflow	Actual 2023	Actual 2022	Budget 2023	Actual 2023 per student
<b>Net Cash from operating activities</b>	<b>\$4,232,734</b>	<b>\$3,269,900</b>	<b>\$2,108,221</b>	<b>\$4656</b>
Purchase property, plant and equipment	(\$1,806,471)	(\$497,332)	(\$3,295,450)	(\$1987)
Proceeds from sale of equipment	\$1770	\$3000	\$0	\$2
<b>Net Cash Used in Investing Activities</b>	<b>(\$1,804,701)</b>	<b>(\$494,332)</b>	<b>(\$3,295,450)</b>	<b>(\$1985)</b>
Net Loan Repayments / (Drawdowns)	\$0	(\$4,752,580)	\$0	\$0
<b>NET Cash Used in Financing Activities</b>	<b>\$0</b>	<b>(\$4,752,580)</b>	<b>\$0</b>	<b>\$0</b>
<b>Cash Retained (Used) to Support College Development</b>	<b>\$2,428,033</b>	<b>(\$1,977,012)</b>	<b>(\$1,187,229)</b>	<b>\$2671</b>

Statement of Financial Position	Actual 2023	Actual 2022	Budget 2023	Actual 2023 per student
Cash and Cash Equivalents	\$7,716,710	\$5,288,677	\$4,643,743	\$8489
Investments	\$0	\$0	\$0	\$0
Debtors	\$283,255	\$490,783	\$446,463	\$312
Long Service leave receivable from LSL Fund	\$1,233,893	\$1,455,193	\$1,699,445	\$1357
Other Assets	\$383,807	\$463,736	\$113,175	\$422
<b>Total Current Assets</b>	<b>\$9,617,665</b>	<b>\$7,698,389</b>	<b>\$6,902,826</b>	<b>\$10,580</b>
Long Service leave receivable from LSL Fund	\$253,374	\$194,651	\$228,678	\$279
Property, Plant and Equipment	\$26,484,616	\$26,261,206	\$27,853,146	\$29,136
<b>Total Non Current Assets</b>	<b>\$26,737,990</b>	<b>\$26,455,857</b>	<b>\$28,081,824</b>	<b>\$29,415</b>
<b>Total Assets</b>	<b>\$36,355,655</b>	<b>\$34,154,246</b>	<b>\$34,984,650</b>	<b>\$39,995</b>
Income in Advance	\$239,786	\$168,404	\$135,261	\$264
Creditors	\$64,440	\$240,757	\$75,000	\$71
Loans	\$0	\$0	\$0	\$0
Provision for Employee Entitlements	\$2,380,010	\$2,365,371	\$2,724,378	\$2618
Other Liabilities	\$197,458	\$171,868	\$279,000	\$217
<b>Total Current Liabilities</b>	<b>\$2,881,694</b>	<b>\$2,946,400</b>	<b>\$3,213,639</b>	<b>\$3170</b>

Loans	\$0	\$0	\$0	\$0
Provision for Employee Entitlements	\$253,374	\$194,651	\$228,678	\$279
Other Liabilities	\$15,950	\$18,300	\$15,500	\$18
<b>Total Non Current Liabilities</b>	<b>\$269,324</b>	<b>\$212,951</b>	<b>\$244,178</b>	<b>\$296</b>
<b>Total Liabilities</b>	<b>\$3,151,018</b>	<b>\$3,159,351</b>	<b>\$3,457,817</b>	<b>\$3466</b>
<b>Net Assets</b>	<b>\$33,204,637</b>	<b>\$30,994,895</b>	<b>\$31,526,833</b>	<b>\$36,529</b>
<b>Equity</b>				
Accumulated Funds to Support College Development	\$29,279,182	\$28,058,615	\$28,590,553	\$32,210
Required Retained Reserves	\$3,925,455	\$2,936,280	\$2,936,280	\$4318
<b>Total Equity</b>	<b>\$33,204,637</b>	<b>\$30,994,895</b>	<b>\$31,526,833</b>	<b>\$36,529</b>