



# SCHOOL PERFORMANCE REPORT

St Mark's College, Port Pirie

# 2024



## Context

St Mark's is a Catholic, co-educational, Reception to Year 12 rural regional College for approximately 950 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. St Mark's College in its current identity came together as a result of the amalgamation of four Catholic school sites in 1975.

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 each person as a part of God's creation and to acknowledge their part in God's world. These values find expression in the Pastoral Care WRAP (Wellbeing, Responsibility, Agency and Personal Responsibility) programme 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 these essential Gospel values and aligned with CESA Policies and Procedures.

Our Primary school, Benedict Campus, is a well-resourced school with modern facilities that include a library and technology centre augmented by a multi-purpose Hall erected under the auspices of the BER. A leadership team, led by a dedicated Deputy Principal, supports the Principal in the operational and strategic leadership. Similarly, on the secondary Bosco Campus, the Principal is supported by a Deputy Principal and leaders of faith, learning and wellbeing.

The College follows the Australian Curriculum from Reception to Year 10, offering a range of elective subjects in the middle years that meet Achievement Standards in each curriculum area. Amenities include



a Food Technology Centre, a Music Suite, a Resource Centre, STEM Centre and two basketball court gym. The Student Hub supports student wellbeing and is a place where students can take some quiet time at recess and lunch or work independently during lessons where a different learning environment is beneficial.

The senior classes of recent years have distinguished themselves by very good results. 2024 marked the fourth consecutive year where students achieved a 100% SACE completion. Success comes in many forms and St Mark's celebrates students who achieve apprenticeships or work placement as an alternative to mainstream schooling.

All students have access to 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 sides. The Agricultural Skills Centre with its 80 Ha of crops, 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 when the first boarding facility was opened in Crystal Brook, supported by the local community. Boarding moved to the secondary campus in 2007. Boarders

make a valuable contribution to the academic, cultural and sporting life of the school. Our five-day boarding offers an excellent balance between home and school, enabling students to stay connected to families, sports and local communities at the weekend. A new boarding house is under construction in 2024, opening in 2025.

The College offers OSHC through YMCA at Benedict Campus and a Study Centre for secondary students four days per week until 4.30pm in the Student Hub. A bi-ennial school musical is a highlight of our calendar. Each campus offers learning support as needed to students, with intervention programs and a team of Educational Support Officers coordinated by an Inclusion and Diversity Leader.

### **School Governance**

St Mark's College is one of 14 schools in the Diocese of Port Pirie under the governance of the Bishop of Port Pirie and the South Australian Commission for Catholic Schools. The Principal is supported by the College Board, an advisory board with a deep commitment and dedication to promoting the vision and mission of Catholic education and the strategic directions of the College. Our Parish Priest is President of the Board and a parent presides as Chair of the Board supported by elected and nominated representatives from the school community.





## School Report

We have turned another page in the history of St Mark's College.

We are blessed to be part of a Catholic educational community that nurtures not only the mind but also the heart and spirit. Our school is a place where academic excellence is pursued with passion, and where each student's unique gifts and talents are recognized and developed. Catholic education at St Mark's offers so much more than just academic learning. It provides a holistic approach to education, where values such as compassion, integrity, and respect are woven into the fabric of our daily lives. Our students are encouraged to grow in their faith, to serve others, and to become responsible, caring members of society.

In 2024, we saw remarkable achievements across all areas of school life. Our students excelled in academics, sports, the arts, and community service. As always, students embraced opportunities to help others and notable achievements included the Year 11 Vinnies Sleepout, cooking for Fred's Van and raising over \$12000 in the Day for Daniel Walkathon at Benedict campus, an incredible achievement. Students demonstrated resilience, creativity, and a commitment to growth that makes us all proud.

Student learning and growth reminds me of the

Parable of the Sower, a timeless story told by Jesus of a sower who went out to sow seeds. In the context of our Catholic education, this parable holds profound meaning. Each person is like a seed, full of potential and promise. The educational experience students are offered at St Mark's College is the fertile soil that nurtures their growth. But just as in the parable, the outcome depends on where and how the seed is sown. Our Salesian Strenna in 2024 was 'the dream that makes you dream'. We heard of Don Bosco's dream when he was 9, in which he found himself in a field full of rowdy children, fighting and swearing. He wanted to stop them with force, but a mysterious figure, whom we later understand as Jesus, told him: "Not with blows will you help these boys, but with kindness and love." He was also shown a majestic Lady, Mary, who said, "Make yourself humble, strong, and energetic." This dream is like the parable of the sower. We share the mission of St John Bosco of nurturing with kindness and love and turning rocky ground into fertile soil.

There are so many opportunities for students to excel and gain recognition for their talents at St Mark's. Congratulations to our first cohort of students in Year 3 to Year 8 who graduated from Children's University facilitated by the University of Adelaide, and to Year 10 student Lili Bowman for being one of the winners of the 2024 Premier's Anzac Spirit School Prize. We again had success at the Adelaide Show with prizes

in agriculture and textiles, and I congratulate all our sports teams for their sportsmanship and success in extra-curricular and weekend sports. These opportunities would not be possible without the support of fantastic coaches and volunteers, including our Parents and Friends group coordinated by Jade Joyce. Thank you all for making St Mark's College what it is.

Congratulations and thank you to our student leadership group across both campuses. They have facilitated many initiatives, including recycling programs under the guidance of Ecology Leader Megan Congdon, and House activities led by Jo Wilsdon and Matt Mead at Benedict. Our College Captains in Year 6 and Year 12 represented our school with pride at several events throughout the year including the Anzac Day dawn service, Remembrance Day service, and Soroptimists luncheon. Thank you to Benedict Captains Madison Burford and Braxton Camporaale and Vice Captains Anna Frkic and Archie Reddaway.

Our Year 12 cohort this year was an amazing inclusive group of young people who worked together under the leadership of Bosco Captains Zara Bowman and Adam Smith, and Vice Captains Isabella Martlew and

Blake Nicolson. Congratulations to our graduates on their achievements in the South Australian Certificate of Education. Our Dux in 2024 was Zara Pansini-Clark who achieved an ATAR of 96.9. Zara achieved A+ in Society and Culture, A+ in Psychology, A in English, and A in Spiritualities and Meaning. Zara also achieved A+ Merit in Year 11 for Activating Identities and Futures. DUX Proxime Accessit was Jessica Doyle with an ATAR of 95.4. Jessica achieved A+ in Creative Arts, A in Spiritualities, Religion and Meaning, A in Physical Education, A in General Mathematics and A- in Biology. Our students are supported in diverse pathways and success comes in many forms. We are proud of them all, whether an ATAR was their goal to enrol in tertiary study, or they successfully completed SACE through Vocational Education and Training and are working towards a trade pathway.

I express my thanks to the staff here at St Mark's for the many gifts they bring to our community. In the ever-evolving landscape of education, the challenges we face are numerous and complex. From constant improvements in teaching, supporting students to take responsibility for their behaviour, fostering student wellbeing, administrative responsibilities, and meeting the diverse needs of our students, the demands on our educators and support staff have



never been greater. All our staff do an amazing job, and I thank them for their tireless efforts, creativity, and belief in the potential of every child.

It is always sad when long-serving staff who have shown tremendous loyalty and given incredible service to a community move on. I extend heartfelt thanks and recognition to Mr Mark Murphy, Ms Melissa Gadaleta, Mrs Angela Jordan, Mr John Gibson and Mrs Jane Gibson who are leaving St Mark's College after many years of teaching and leadership. Their collective years of service have had an immeasurable impact on the College and the wider community, and I know many students and families will share my gratitude for all they have done. I'd also like to acknowledge the work of several staff who left during or at the end of 2024: Mrs Margaret Fantinel after over 30 years of service, Sarah Grapentin, Emma Paparella, Alana Zubrinich, Sue Holze, Morgan Cullen, Ellie Hunter, Jada Hill and Olivia Carslake from our ESO team, and Brodie Nugent, Bree Williams, Bridget McInnes, Scott Wouter, Emily Donoghue, Neive Jones and Eric Padman from our teaching staff. I also wish Kris Sjostrom, Niall Ashby, Stacey Hier and Vyanah Lethbridge all the best for their leave for part or all of 2025, and thank Sophie Donnellan who takes maternity leave in 2025, and Nikki Edwards and Elke Adams who will resume parenting leave in 2025 after returning to help us out in 2024.



During 2024 our College Board were active in supporting the building of a new boarding house due to open at the beginning of 2025. I thank Daniel Lauder as Chair of the Board and all board members for their support and advice in governance of the College. I am also very appreciative of the great relationship we have with the Parish, and thank Bishop Karol Kulcyski, Fr Jimmy Pantin, Fr Sijo, Deacon Gary and Claire Conaghty for their wonderful support of the sacramental program and faith life of the College. Together we are working to realise our vision and mission as a Catholic school, and I am immensely proud and privileged to lead such an amazing College.

*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	64.28	75	18.8	19	0	0	64.28	56	0	0
Non-Teaching	33.26	47	10.68	12	0	0	22.56	35	0.2	1
<b>Total</b>	<b>97.54</b>	<b>122</b>	<b>29.48</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>86.84</b>	<b>91</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	36	14	10	10	3	73
Non-Teaching	21	10	4	1	2	38
<b>Total</b>	<b>57</b>	<b>24</b>	<b>14</b>	<b>11</b>	<b>5</b>	<b>111</b>



## School Sport

	Number of teams	Number of participants
Tennis	8	43
Football	3	62 20 (Auskick)
Hockey	1	7
Soccer	15	149
Netball	20	143 19 (Net Set Go)



## Student Enrolments

### Enrolment Numbers, Benedict Campus

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Male	50	22	33	27	24	35	22	213
Female	48	39	30	24	25	31	33	230

### Enrolment Numbers, Bosco Campus

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
Male	46	37	52	51	51	31	268
Female	40	33	39	45	46	41	244

### Indigenous Students

Benedict Campus	19
Bosco Campus	17



## NCCD Data

Sum of FTE	QDTP	Substantial	Supplementary	Extensive	Grand Total
Cognitive	59	7	171	2	239
Physical	1	0	0	0	1
Social-emotional	14	8	22	2	46
Total	74	15	193	4	286

(Census Summary Report August 2024)



## 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	89.7
Year 1	91.5
Year 2	92.1
Year 3	91.8
Year 4	90.7
Year 5	92.6
Year 6	89.7
Year 7	87.0
Year 8	80.8
Year 9	83.4
Year 10	80.6
Year 11	83.1
Year 12	84.1

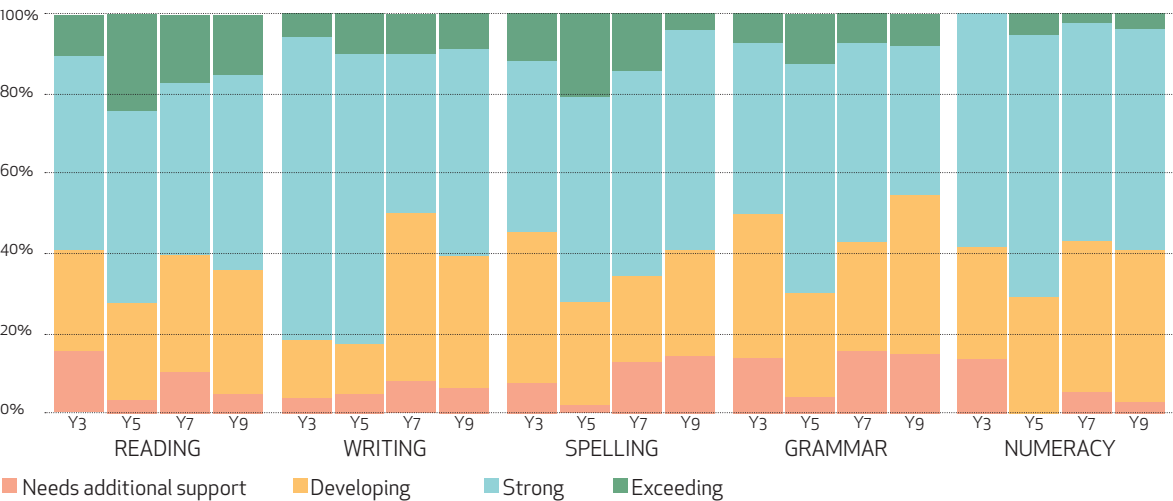


## Student Learning Outcomes

NAPLAN Average Student Results 2024

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	377	422	395	401	386
Year 5	502	498	497	501	486
Year 7	524	524	529	523	512
Year 9	562	568	545	535	558

NAPLAN Proficiency Standard 2024 (%)



## Senior Secondary Outcomes

- 44 applied for university and 42 received offers
- 71 students completed Year 12 in 2024
- 100% SACE completion in Year 12
- College Dux- 96.9



## Student Learning Outcomes - VET

### School VET Student Numbers

Number of VET Students	
Male	21
Female	14
<b>Total</b>	<b>35</b>

Qualification	Number of VET Students
Certificate II in Automotive Servicing	7
Certificate II in Construction Pathways	10
Certificate II in Electrotechnology	5
Certificate III in Beauty Services	5
Certificate III in Early Childhood Education and Care	4
Certificate III in Animal Care	4



## Perception Survey - Student

### Student Perceptions Survey (Living Learning Leading)

Survey participants:

- 104 participants from Benedict, Yr 2-6
- 280 participants from Bosco, Yr 7-12

responded providing ratings out of 6 as follows:

Domain		Benedict Campus	Bosco Campus
<b>Catholic Identity</b>			
<b>Catholic Education</b>	At school, I learn to care for the environment	4.29	4.37
	At school, I learn that it is important to help others	4.20	3.9
<b>Learning and Wellbeing</b>			
<b>Learning Support</b>	My teachers give me extra help if needed	4.51	4.21
	My teachers are good at the subjects that they teach	4.64	4.10
	My teachers support me to improve my schoolwork	4.51	4.23
	My teachers believe that I can succeed	4.62	4.22
<b>Community</b>			
<b>Welcoming School</b>	I feel welcome at school	4.02	3.91
	I feel safe when I am at school	4.17	3.86

## Perception Survey - Parent and Caregiver

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

Survey participants:

- 37 participants from Benedict
- 46 participants from Bosco

responded providing ratings out of 6 as follows:

Domain		Benedict Campus	Bosco Campus
<b>Catholic Identity</b>			
<b>Catholic Education</b>	My child/ren is encouraged to develop their faith and spirituality	4.9	4.43
	My child/ren is encouraged to care for the environment	4.77	4.54
	My child/ren is encouraged to help those in need	4.85	4.78
<b>Learning and Wellbeing</b>			
<b>Learning Support</b>	The teachers understand my child/ren's needs	4.88	3.71
	The teachers believe that my child/ren will succeed	5.18	3.98
<b>Enjoyment of school</b>	My child/ren enjoy going to school	4.50	3.85
<b>Autonomy and Independence</b>	My child/ren are expected to take responsibility for their learning	4.93	4.70
<b>Welcoming School</b>	The staff are welcoming to my family	4.94	4.39
	My family's culture and background are respected	5.00	4.47
<b>Community</b>			
<b>Parent-School Partnerships</b>	Communication between the school and my family is sufficient	4.24	4.22
<b>Safe School</b>	The school creates an environment that helps my child/ren to feel safe	4.39	4.22
	My child/ren feel safe at school	4.33	4.07
<b>Resourcing and Infrastructure</b>			
<b>Infrastructure</b>	The school's facilities and grounds are well maintained	5.09	4.89
	The school's facilities and grounds provide a stimulating and welcoming environment	4.94	4.76

## Perception Survey - Teaching and Leadership

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

Survey participants:

- 8 participants from Benedict
- 12 participants from Bosco

responded providing ratings out of 6 as follows:

Domain		Benedict Campus	Bosco Campus
<b>Catholic Identity</b>			
<b>Experiencing</b>	The school encourages students to develop their faith and spirituality	4.75	4.75
<b>Development</b>	Students are involved in a range of social justice activities	4.00	4.00
	Students are encouraged to care for environment	3.88	4.29
	The school helps students to understand the lives of people who are less fortunate than they are	4.50	4.19
	Students are taught to recognise the effects of their actions on others	4.63	4.33
<b>Learning and Wellbeing</b>			
<b>School Support</b>	There is a shared vision for learning	4.00	4.50
	Teachers collaborate in planning, revising and assessing the curriculum	4.75	4.08
	Teachers are expected to evaluate their teaching practice	4.63	4.42
<b>Personal Competence</b>	My teaching practices effectively support the diverse learning needs of my students	4.25	4.80
	I effectively incorporate a variety of teaching styles in my classroom	4.75	4.60
	I effectively adapt the curriculum to meet the needs of my students	4.63	4.80
<b>Partnership and Agency</b>	The school has a strong partnership with families	4.25	4.42
	The school has a strong partnership with the broader community	4.25	4.50
	There are structures to ensure the families collaborate in developing the schools strategic direction	4.13	4.10
<b>Welcoming and Inclusive School</b>	There is a welcoming culture	4.63	5.00
	Staff encourage parents and caregivers to approach them with queries or concerns	4.88	4.92
	Staff are welcoming to parents and caregivers	5.00	5.08



## School Finances

### 2024 Annual Financial Statements

Statement of Profit and Loss	Actual 2024	Actual 2023	Budget 2024	Actual 2024 per student
Student Numbers FTE				954
Income				
Student Fees	\$2,792,446	\$2,847,896	\$3,007,613	\$2,927
Other Income	\$717,500	\$857,665	\$814,282	\$752
<b>Total Private Income</b>	<b>\$3,509,946</b>	<b>\$3,705,561</b>	<b>\$3,821,895</b>	<b>\$3,679</b>
Commonwealth Government grant funding	\$13,337,175	\$12,044,105	\$12,042,318	\$13,980
South Australian Government grant funding	\$4,159,909	\$3,712,929	\$3,992,293	\$4,360
<b>Total Government Grant Income</b>	<b>\$17,497,084</b>	<b>\$15,757,034</b>	<b>\$16,034,611</b>	<b>\$18,341</b>
<b>Total Income (excluding interest income)</b>	<b>\$21,007,030</b>	<b>\$19,462,595</b>	<b>\$19,856,506</b>	<b>\$22,020</b>
Expenses				
Employee benefits expenses	\$12,493,445	\$11,342,116	\$12,818,024	\$13,096
Maintenance expenses	\$767,493	\$628,703	\$782,024	\$804
Levies	\$703,431	\$649,373	\$445,815	\$737
Depreciation	\$1,672,727	\$1,583,060	\$2,410,721	\$1,753
Other expenses - tuition	\$1,202,830	\$1,081,375	\$1,630,811	\$1,261
Other expenses - administration	\$2,570,015	\$1,988,388	\$2,370,869	\$2,694
<b>Total Expenses (excluding interest income)</b>	<b>\$19,409,940</b>	<b>\$17,273,015</b>	<b>\$20,458,264</b>	<b>\$20,346</b>

Operating Surplus / (Deficit) for the year	\$1,597,089	\$2,189,580	(\$601,758)	\$1,674
Interest income	\$43,317	\$20,162	\$10,600	\$45
Interest Expense	\$56,842	\$0	\$114,594	\$60
Net Financial Cost	(\$13,525)	\$20,162	(\$103,994)	(\$14)
Total Surplus / (Deficit)	\$1,583,564	\$2,209,742	(\$705,752)	\$1,660
Other comprehensive income for the period	\$0	\$0	\$0	\$0
Profit / (Loss)	\$1,583,564	\$2,209,742	(\$705,752)	\$1,660
Total surplus/(deficit) and comprehensive income				

## 2024 Annual Financial Statements

Statement of Cashflow	Actual 2024	Actual 2023	Budget 2024	Actual 2024 per student
<b>Net Cash from operating activities</b>	<b>\$2,041,973</b>	<b>\$4,232,734</b>	<b>\$1,537,833</b>	<b>\$2,140</b>
Purchase property, plant and equipment	(\$6,495,354)	(\$1,806,471)	(\$8,986,634)	(\$6,809)
Proceeds from sale of equipment	\$535	\$1,770	\$0	\$1
<b>Net Cash Used in Investing Activities</b>	<b>(\$6,494,819)</b>	<b>(\$1,804,701)</b>	<b>(\$8,986,634)</b>	<b>(\$6,808)</b>
Net Loan Repayments / (Drawdowns)	\$2,886,740	\$0	\$2,846,654	\$3,026
<b>NET Cash Used in Financing Activities</b>	<b>\$2,886,740</b>	<b>\$0</b>	<b>\$2,846,654</b>	<b>\$3,026</b>
<b>Cash Retained (Used) to Support College Development</b>	<b>(\$1,566,107)</b>	<b>\$2,428,033</b>	<b>(\$4,602,147)</b>	<b>(\$1,642)</b>

Statement of Financial Position	Actual 2024	Actual 2023	Budget 2024	Actual 2024 per student
Cash and Cash Equivalents	\$6,150,603	\$7,716,710	\$2,880,595	\$6,447
Investments	\$0	\$0	\$0	\$0
Debtors	\$487,393	\$283,255	\$246,639	\$511
Long Service leave receivable from LSL Fund	\$1,371,695	\$1,233,893	\$1,455,193	\$1,438
Other Assets	\$1,116,356	\$383,807	\$463,736	\$1,170
<b>Total Current Assets</b>	<b>\$9,126,047</b>	<b>\$9,617,665</b>	<b>\$5,046,163</b>	<b>\$9,566</b>
Long Service leave receivable from LSL Fund	\$277,121	\$253,374	\$194,651	\$290
Property, Plant and Equipment	\$32,664,315	\$26,484,616	\$32,184,742	\$34,239
<b>Total Non Current Assets</b>	<b>\$32,941,436</b>	<b>\$26,737,990</b>	<b>\$32,379,393</b>	<b>\$34,530</b>
<b>Total Assets</b>	<b>\$42,067,483</b>	<b>\$36,355,655</b>	<b>\$37,425,556</b>	<b>\$44,096</b>
Income in Advance	\$151,849	\$239,786	\$168,403	\$159
Creditors	\$1,630,431	\$64,440	\$240,757	\$1,709
Loans	\$256,040	\$0	\$156,694	\$268
Provision for Employee Entitlements	\$2,166,294	\$2,380,010	\$2,108,234	\$2,271
Other Liabilities	\$144,972	\$197,458	\$171,870	\$152
<b>Total Current Liabilities</b>	<b>\$4,349,586</b>	<b>\$2,881,694</b>	<b>\$2,845,958</b>	<b>\$4,559</b>

Loans	\$2,639,921	\$0	\$2,689,960	\$2,767
Provision for Employee Entitlements	\$277,121	\$253,374	\$194,651	\$290
Other Liabilities	\$12,653	\$15,950	\$18,300	\$13
<b>Total Non Current Liabilities</b>	<b>\$2,929,695</b>	<b>\$269,324</b>	<b>\$2,902,911</b>	<b>\$3,071</b>
<b>Total Liabilities</b>	<b>\$7,279,281</b>	<b>\$3,151,018</b>	<b>\$5,748,869</b>	<b>\$7,630</b>
<b>Net Assets</b>	<b>\$34,788,202</b>	<b>\$33,204,637</b>	<b>\$31,676,687</b>	<b>\$36,466</b>
<b>Equity</b>				
Accumulated Funds to Support College Development	\$30,658,156	\$29,279,182	\$27,751,232	\$32,136
Required Retained Reserves	\$4,130,046	\$3,925,455	\$3,925,455	\$4,329
<b>Total Equity</b>	<b>\$34,788,202</b>	<b>\$33,204,637</b>	<b>\$31,676,687</b>	<b>\$36,466</b>