



# SCHOOL PERFORMANCE REPORT

St Mark's College, Port Pirie

# 2022





## Context

St. Mark's is a Catholic, co-educational, Reception to Year 12 rural regional College for approximately 880 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.

The Secondary Bosco Campus is similarly well placed to provide a varied curriculum in well maintained, and some recently upgraded, classrooms. Amenities include a Home Economics Centre, a Music Suite, a state-of-the-art Resource and Information Technology Centre, STEM Centre and two basketball court gym.





The senior classes of recent years have distinguished themselves by very good results. 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. It provides a happy and safe environment for up to 36 students. Now conveniently situated on the school grounds, boarders can access both town and school educational and recreational facilities.

### **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

It is an honour and a privilege to be writing my reflection on our achievements in 2022 and my first year as Principal of St Mark's College. Despite the challenges presented by the COVID-19 pandemic, we have not only survived, we thrived as a College, and our community has proved to be incredibly resilient and resourceful. We are a community that is committed to being welcoming, inclusive and appropriately challenging for all.

St John Bosco taught his Salesians that love is the foundation of effective teaching and learning. We do not have to look for extraordinary ways to be good people but should just do ordinary things in an extraordinary way, with humility and generosity. Don Bosco called on us to 'Accept what the day brings,' do it well and offer it as a prayer. As I reflect on the achievements in the College in 2022, I cannot help but reflect on the ordinary things accomplished this year in extraordinary circumstances, and for that I am immensely grateful and very proud.

Our Diocesan theme this year has been 'Who is my neighbour?' with a call to love our neighbour as ourselves. We have seen countless acts of generosity this year in keeping with our mission and our values, supporting people in need in our local, national, and global community. This included fundraising for Caritas through Project Compassion, and the St

Vincent de Paul Society through the Winter Appeal and a very successful Sleepout carried out by the Year 11 students and staff, raising over \$12,000. Students also put together personal packs for the Share the Dignity Campaign, and staff and students regularly supported Fred's Van.

To further strengthen our Catholic identity, the Religious Education curriculum has been revised using Crossways, and a new SACE course introduced at Stage 1: Religion, Spiritualities and Meaning. All staff participated in a Spiritual Retreat at Bundaleer Forest, and there was strong engagement by staff in a Graduate Certificate in Catholic Education.







## OUR VISION

St Mark's College empowers students through excellent education to become curious, independent learners and just, compassionate global citizens.

## OUR MISSION

As a Catholic community founded in the traditions of the Salesians and Good Samaritan Sisters, we:

- Invite our community into an experience of faith and spirituality
- Celebrate diversity, inclusion, and the unique gifts of each person
- Foster a community based on respect, compassion, and service to others
- Provide a contemporary learning environment that promotes joyful learning enabling students to excel and thrive
- Value collegiality, collaboration and positive partnerships with students, families, and our wider community

Given the challenges faced, individually and collectively, the achievements of students and staff throughout the year have been extraordinary. We were fortunate to be able to hold our Sports Days, compete with great success in regional and knockout sports, enjoy whole school liturgies and Masses, camps and retreats, music and art exhibitions, and continue with the day-to-day business of teaching and learning that has enabled students to flourish and achieve success. This reflects the determination, perseverance, and resilience of our community.

2022 saw considerable work at the College to set the scene for development over the coming years. During the first half of the year there was significant consultation through meetings and surveys to inform the development of a new Strategic Plan 2022-2025 and an Annual Improvement Plan to guide our work in 2022. A major goal in the Strategic Plan was to develop new Vision and Mission statements that reflect who we are in contemporary times.





As we look back on 2022 and the Annual Improvement Plan, we can be proud of achieving most of what we set out to accomplish. Achievements included:

- The official opening of the Valdocco Centre on the Benedict Campus providing classrooms and flexible learning spaces for students in Years 3 and 4.
- Implementation of the Crossways Religious Education Curriculum.
- Refurbishment of rooms in our Salesian House boarding facility.
- Implementation of explicit learning intentions and success criteria across the curriculum.
- Implementation of reporting via SEQTA for R-6 to align with secondary practice.
- Formation of Steering Groups to develop innovative curriculum and develop new subjects.
- Implementation of a rigorous Annual Action Plan and Appraisal process for all staff.
- Appointment of an R-12 Wellbeing Office to support counsellors in enhancing mental health and wellbeing support for students and families.
- Consultation for a new Master Plan to plan for growth over the next ten years.

St Mark's College students achieved success in the South Australian Certificate of Education (SACE) with 100% SACE completion. To complete the South Australian Certificate of Education takes dedication and commitment over three years of schooling beginning with completion of the Personal Learning Plan in Year 10. During that year students discern their possible career pathways, and their aspirations have motivated them to achieve success. College DUX for 2022 was Ryan Finlay who achieved an outstanding ATAR of 98.70. Ryan achieved A+ Merit in Nutrition, A+ in Research Project, A+ in Mathematical Methods, A in Specialist Mathematics and A in Physics. DUX Proximus was Nirav Rajput with an ATAR of 98.65. Nirav achieved A grades in Chemistry, Mathematical Methods, Specialist Mathematics and Physics.

I congratulate Bree Farrugia, Tom Fox, Kalan Hayes, Sheridan Jones and Tyla McNamara who also achieved ATARs in the 90s, a very commendable achievement

in a year that has been impacted by the disruptions associated with the COVID-19 pandemic. I am delighted with the efforts and achievements of all Year 12 students, who should feel justifiably proud of completing the SACE which is a passport to so many future opportunities. The cohort of 2022 were a wonderful group of students, always helping and wanting the best for each other.

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. It was wonderful throughout 2022 to congratulate students on gaining apprenticeships and embarking on the career journeys they have dreamed of throughout school.

We have much to be thankful for in all that has been achieved in 2022.







## 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	60.8	68	19.9	21	0	0	40.9	47	0	0
Non-Teaching	21.9	31	7.8	8	0	0	13.9	22	0.2	1
<b>Total</b>	<b>82.7</b>	<b>99</b>	<b>27.7</b>	<b>29</b>	<b>0</b>	<b>0</b>	<b>54.8</b>	<b>69</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
1	11	5	72	0	0	0	12	10

## Length of Service

	< 5 years	5 - 10 years	11 - 20 years	21 - 30 years	> 30 years	Total (includes staff on Parental Leave)
Teaching	30	11	13	13	4	71
Non-Teaching	18	8	2	6	0	34





## School Sport

<b>Total</b>	<b>48</b>	<b>19</b>	<b>14</b>	<b>16</b>	<b>3</b>	<b>106</b>
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	Number of teams	Number of participants
Tennis	6	40
Football	3	93 18 (Auskick)
Hockey	3	31
Soccer	15	120
Netball	18	127 20 (Net Set Go)





## Student Enrolments

### Enrolment Numbers, Benedict Campus

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Male	42	23	20	32	26	29	29	201
Female	39	18	21	28	29	21	20	176

### Enrolment Numbers, Bosco Campus

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
Male	49	48	49	38	38	27	249
Female	43	39	48	48	49	25	252

### Indigenous Students

Benedict Campus	15
Bosco Campus	17





## NCCD Data

Sum of FTE	QDTP	Substantial	Supplementary	Grand Total
Cognitive	29	6	133	168
Physical	0	0	1	1
Social-emotional	8	2	22	32
Sensory	1	0	1	2
<b>Total</b>	<b>38</b>	<b>8</b>	<b>157</b>	<b>203</b>





## 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	87.5
Year 1	88.1
Year 2	86.1
Year 3	88.9
Year 4	85.8
Year 5	88.3
Year 6	85.4
Year 7	84.1
Year 8	81.4
Year 9	80.0
Year 10	80.3
Year 11	78.7
Year 12	81





## Student Learning Outcomes

% of students who achieved above National Minimum Standard in the NAPLAN

	Year 3	Year 5	Year 7	Year 9
Reading	100	98	99	97
Writing	100	96	93	88
Spelling	100	100	94	97
Language Conventions	100	93	95	94
Numeracy	100	100	95	99

## Senior Secondary Outcomes

- 45 applied for university and 45 received offers
- 52 students completed Year 12 in 2022
- 100% SACE completion in Year 12
- College Dux- 98.70





## Student Learning Outcomes - VET

### School VET Student Numbers

	Number of VET Students
Male	33
Female	9
<b>Total</b>	<b>42</b>

Qualification	Number of VET Students
Certificate II in Salon Assistant	1
Certificate II in Automotive Servicing	3
Certificate II in Engineering Pathways	8
Certificate II in Electrotechnology (Career Start)	7
Certificate II in Construction Pathways	8
Certificate III in Beauty Services	4
Certificate II in Shearing	7
Certificate III in Information, Digital Media and Technology	1
Certificate III in Screen and Media	2
Certificate III in Dance	1





## Perception Survey - Student

### Student Perceptions Survey (Living Learning Leading)

Survey participants:

- 215 participants from Benedict, Yr 2-6
- 376 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	4.73	4.23
	At school, I learn that it is important to help others	4.69	4.02
<b>Learning and Wellbeing</b>			
<b>Learning Support</b>	My teachers give me extra help if needed	4.55	4.33
	My teachers are good at the subjects that they teach	4.59	4.34
	My teachers support me to improve my schoolwork	4.58	4.14
	My teachers believe that I can succeed	4.62	4.32
<b>Community</b>			
<b>Welcoming School</b>	I feel welcome at school	4.42	3.96
	I feel safe when I am at school	4.45	4.12



## Perception Survey - Parent and Caregiver

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

Survey participants:

- 73 participants from Benedict
- 82 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	4.62	4.35
	My child/ren is encouraged to care for the environment	4.68	4.24
	My child/ren is encouraged to help those in need	4.86	4.56
<b>Learning and Wellbeing</b>			
<b>Learning Support</b>	The teachers understand my child/ren's needs	4.39	3.91
	The teachers believe that my child/ren will succeed	4.59	4.34
<b>Enjoyment of school</b>	My child/ren enjoy going to school	4.67	4.04
<b>Autonomy and Independence</b>	My child/ren are expected to take responsibility for their learning	4.56	4.68
<b>Welcoming School</b>	The staff are welcoming to my family	5.04	4.55
	My family's culture and background are respected	5.03	4.59
<b>Community</b>			
<b>Parent-School Partnerships</b>	Communication between the school and my family is sufficient	4.29	4.18
<b>Safe School</b>	The school creates an environment that helps my child/ren to feel safe	4.70	4.37
	My child/ren feel safe at school	4.68	4.27
<b>Resourcing and Infrastructure</b>			
<b>Infrastructure</b>	The school's facilities and grounds are well maintained	5.32	5.10
	The school's facilities and grounds provide a stimulating and welcoming environment	5.18	4.90



## Perception Survey - Teaching and Leadership

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

Survey participants:

- 11 participants from Benedict
- 25 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	5.00	4.28
<b>Development</b>	Students are involved in a range of social justice activities	4.00	3.78
	Students are encouraged to care for environment	4.64	4.00
	The school helps students to understand the lives of people who are less fortunate than they are	4.82	4.17
	Students are taught to recognise the effects of their actions on others	5.00	4.28
<b>Learning and Wellbeing</b>			
<b>School Support</b>	There is a shared vision for learning	4.45	4.44
	Teachers collaborate in planning, revising and assessing the curriculum	4.55	4.17
	Teachers are expected to evaluate their teaching practice	4.91	4.61
<b>Personal Competence</b>	My teaching practices effectively support the diverse learning needs of my students	4.60	4.88
	I effectively incorporate a variety of teaching styles in my classroom	5.00	5.18
	I effectively adapt the curriculum to meet the needs of my students	4.70	5.00
<b>Partnership and Agency</b>	The school has a strong partnership with families	4.55	4.61
	The school has a strong partnership with the broader community	4.64	4.67
	There are structures to ensure the families collaborate in developing the schools strategic direction	4.82	4.65
<b>Welcoming and Inclusive School</b>	There is a welcoming culture	5.00	4.89
	Staff encourage parents and caregivers to approach them with queries or concerns	5.36	5.24
	Staff are welcoming to parents and caregivers	5.27	5.17





## School Finances

### 2022 Annual Financial Statements

Statement of Profit and Loss	Actual 2021	Actual 2022	Budget 2022	Actual 2022 per student
Student Numbers FTE				878
<b>Recurrent Income</b>				
Fee Income	\$2,888,835	\$2,708,909	\$3,006,673	\$3,290
Boarding Income	\$200,843	\$164,502	\$226,157	\$229
Other Income	\$543,111	\$883,901	\$418,531	\$619
Recurrent Capital Income	\$267,646	\$279,222	\$0	\$305
<b>Total Private Income</b>	<b>\$3,900,435</b>	<b>\$4,036,534</b>	<b>\$3,651,361</b>	<b>\$4,442</b>
Australian Govt General Recurrent Grant	\$10,414,374	\$10,750,612	\$10,220,624	\$11,861
Australian Govt Specific Grants	\$124,709	\$197,356	\$21,000	\$142
State Govt General Recurrent Grant	\$3,249,775	\$3,402,077	\$3,227,565	\$3,701
State Govt Specific Grants	\$131,263	\$192,533	\$158,818	\$150
<b>Total Government Grant Income</b>	<b>\$13,920,121</b>	<b>\$14,542,577</b>	<b>\$13,628,007</b>	<b>\$15,854</b>
<b>Total Recurrent Income</b>	<b>\$17,820,556</b>	<b>\$18,579,112</b>	<b>\$17,279,368</b>	<b>\$20,297</b>
<b>Recurrent Expenditure</b>				
Tuition Salaries and Oncosts	\$9,076,028	\$9,210,760	\$9,464,005	\$10,337
Tuition Resourcing Costs	\$868,818	\$873,581	\$1,125,062	\$990
<b>TOTAL TUITION EXPENDITURE</b>	<b>\$9,944,847</b>	<b>\$10,084,342</b>	<b>\$10,589,067</b>	<b>\$11,327</b>



Admin, Grounds and Mtce Salaries and Oncosts	\$1,624,432	\$1,708,525	\$1,723,538	\$1,850
Buildings and Grounds Maintenance Costs	\$432,342	\$500,107	\$527,352	\$492
Administration Resourcing Costs	\$681,978	\$975,022	\$1,025,803	\$777
Utility Costs	\$251,914	\$275,983	\$287,675	\$287
Levy Costs	\$761,613	\$926,623	\$698,615	\$867
Loan Interest	\$192,780	\$148,662	\$131,034	\$220
Depreciation	\$1,471,834	\$1,550,278	\$1,729,639	\$1,676
<b>Total Administration Expenditure</b>	<b>\$5,416,895</b>	<b>\$6,085,201</b>	<b>\$6,123,656</b>	<b>\$6,170</b>
Boarding Salaries and Oncosts	\$153,712	\$176,822	\$152,066	\$175
Other Boarding Costs	\$275,307	\$224,547	\$257,723	\$314
<b>Total Boarding Expenditure</b>	<b>\$429,019</b>	<b>\$401,368</b>	<b>\$409,789</b>	<b>\$489</b>
<b>Total Recurrent Expenditure</b>	<b>\$15,790,761</b>	<b>\$16,570,911</b>	<b>\$17,122,512</b>	<b>\$17,985</b>
<b>NET Recurrent Income</b>	<b>\$2,029,795</b>	<b>\$2,008,201</b>	<b>\$156,856</b>	<b>\$2,312</b>
<b>Non Recurrent Income</b>				
Trading Income	\$102,051	\$65,295	\$148,260	\$116
Profit from Sale of Equipment	\$2,493	\$6,543	\$0	\$3
<b>Total Non Recurrent Income</b>	<b>\$104,544</b>	<b>\$71,838</b>	<b>\$148,260</b>	<b>\$119</b>
<b>Non Recurrent Expenditure</b>				
Trading Expenditure	\$85,549	\$51,886	\$142,245	\$97
Purchase of Minor Assets and Loss on Disposals	\$33,799	\$22,091	\$15,000	\$38
<b>Total Non Recurrent Expenditure</b>	<b>\$119,348</b>	<b>\$73,976</b>	<b>\$157,245</b>	<b>\$136</b>
<b>NET Non Recurrent Income</b>	<b>(\$14,804)</b>	<b>(\$2,139)</b>	<b>(\$8,985)</b>	<b>(\$17)</b>
<b>Profit / (Loss)</b>	<b>\$2,014,991</b>	<b>\$2,006,063</b>	<b>\$147,871</b>	<b>\$2,295</b>



## 2022 Annual Financial Statements

Statement of Cashflow	Actual 2021	Actual 2022	Budget 2022	Actual 2022 per student
<b>NET Recurrent Cashflow from Operations</b>	<b>\$3,605,783</b>	<b>\$3,269,900</b>	<b>\$1,895,500</b>	<b>\$4,107</b>
<b>Capital Expenditure</b>	\$3,508,730	\$497,332	\$790,905	\$3,996
Proceeds from Sale of Equipment	\$2,493	(\$3,000)		\$3
<b>NET Cash Used in Investing Activities</b>	<b>\$3,511,223</b>	<b>\$494,332</b>	<b>\$790,905</b>	<b>\$3,999</b>
Net Loan Repayments (Drawdowns)	\$716,292	\$4,752,580	\$778,038	\$816
Net Distribution to Catholic Education Office	\$0	\$0	\$0	\$0
<b>NET Cash Used in Financing Activities</b>	<b>\$716,292</b>	<b>\$4,752,580</b>	<b>\$778,038</b>	<b>\$816</b>
<b>Cash Retained (Used) to Support College Development</b>	<b>(\$621,732)</b>	<b>(\$1,977,012)</b>	<b>\$326,557</b>	<b>(\$708)</b>

Statement of Financial Position	Actual 2021	Actual 2022	Budget 2022	Actual 2022 per student
Cash and Cash Equivalents	\$7,265,689	\$5,288,677	\$7,355,451	\$8,275
Investments	\$0	\$0	\$0	\$0
Debtors	\$470,265	\$490,783	\$253,583	\$536
Long Service Leave Receivable from Catholic Ed Office	\$1,699,445	\$1,455,193	\$1,581,301	\$1,936
Prepayments	\$426,176	\$463,736	\$237,783	\$485
<b>Total Current Assets</b>	<b>\$9,861,575</b>	<b>\$7,698,389</b>	<b>\$9,428,118</b>	<b>\$11,232</b>
Long Service Leave Receivable from Catholic Ed Office	\$228,678	\$194,651	\$275,734	\$260
Property, Plant and Equipment	\$27,319,167	\$26,261,206	\$25,845,983	\$31,115
<b>Total Non Current Assets</b>	<b>\$27,547,845</b>	<b>\$26,455,857</b>	<b>\$26,121,717</b>	<b>\$31,376</b>
<b>Total Assets</b>	<b>\$37,409,420</b>	<b>\$34,154,246</b>	<b>\$35,549,835</b>	<b>\$42,608</b>
Revenue in Advance	\$173,148	\$168,404	\$100,000	\$197
Creditors	\$174,141	\$240,757	\$64,629	\$198
Loans	\$787,934	\$0	\$799,434	\$897
Provision for Employee Entitlements	\$2,534,285	\$2,365,371	\$1,145,620	\$2,886
Other Liabilities	\$542,606	\$171,868	\$57,097	\$618
<b>Total Current Liabilities</b>	<b>\$4,212,114</b>	<b>\$2,946,400</b>	<b>\$2,166,780</b>	<b>\$4,797</b>

Loans	\$3,964,646	\$0	\$3,187,411	\$4,516
Provision for Employee Entitlements	\$228,678	\$194,651	\$1,622,540	\$260
Enrolment Deposits	\$15,150	\$18,300	\$10,925	\$17
<b>Total Non Current Liabilities</b>	<b>\$4,208,474</b>	<b>\$212,951</b>	<b>\$4,820,876</b>	<b>\$4,793</b>
<b>Tota Liabilities</b>	<b>\$8,420,588</b>	<b>\$3,159,351</b>	<b>\$6,987,656</b>	<b>\$9,591</b>
<b>NET Assets</b>	<b>\$28,988,832</b>	<b>\$30,994,895</b>	<b>\$28,562,179</b>	<b>\$33,017</b>
<b>Equity</b>				
Accumulated Funds to Support College Development	\$25,890,765	\$28,058,615	\$25,625,899	\$29,488
Required Retained Reserves	\$3,098,067	\$2,936,280	\$2,936,280	\$3,529
<b>Total Equity</b>	<b>\$28,988,832</b>	<b>\$30,994,895</b>	<b>\$28,562,179</b>	<b>\$33,017</b>