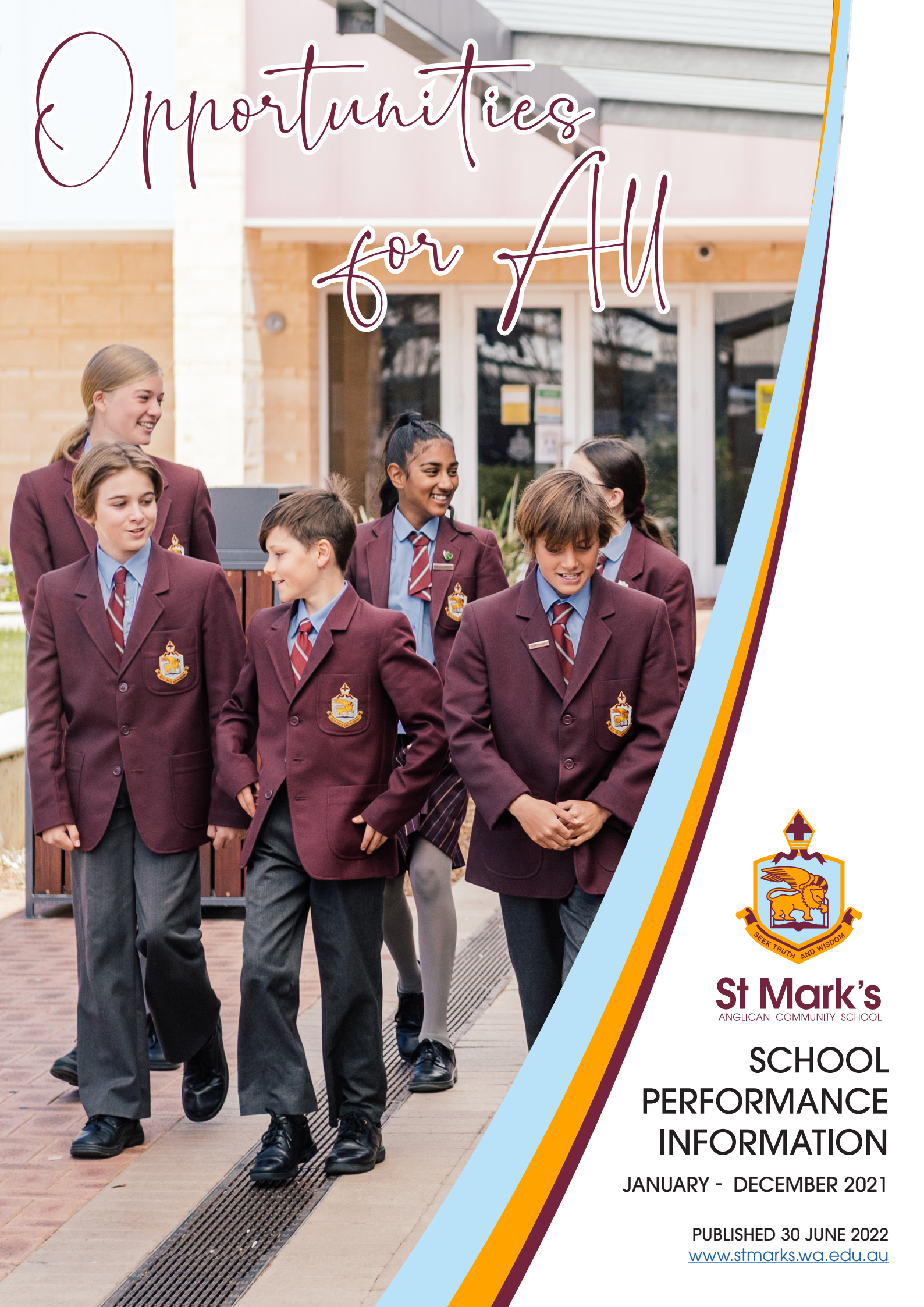


Opportunities for All



St Mark's
ANGLICAN COMMUNITY SCHOOL

SCHOOL PERFORMANCE INFORMATION

JANUARY - DECEMBER 2021

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www.stmarks.wa.edu.au

School Performance Information

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 **2021** 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, develop strong values and gain 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, and helping students acquire the personal resources 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 1,794 enrolled at the August 2021 census date.

The Federal government funded 736 students in Primary and 999 in Years 7 to 12. In addition to the 1,735 students eligible for Federal per capita funding, the School had 50 kindergarten students and six full fee paying overseas students enrolled from Year 1 to Year 11. Five students have identified as Indigenous. 106 students were eligible to receive additional Federal funding for students with disabilities.

Student Composition	Male	Female	TOTAL
KG - Year 6	401	389	790
Year 7 to Year 12	498	506	1004
TOTAL	899	895	1,794

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, and 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, sexuality 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 2021 was comprised of 138 Teaching staff and 108 Administration and Support staff.
- No staff identified as indigenous.
- The average rate of attendance at School by Teaching staff in 2021 was 94.3%.
- All Academic staff participated in relevant Professional Learning during 2021.
- The average expenditure per staff member for Professional Learning was \$924.
- A further \$486 was expended per staff member on teacher relief costs, where needed, to cover for staff out of School on Professional Learning activities.

St Mark's works to ensure that all its staff are supported as lifelong learners who are part of a culture of professional learning in which the St Mark's strategic priorities are embodied for staff as well as students, and in which people are supported in their sense of belonging, connectedness, and shared purpose. Our approach to staff learning balances high support and high challenge and supports the needs of the individual as well as the School. St Mark's provides for its staff access to high-quality professional learning in the context of professional standards, ongoing registration requirements, and each staff member's development and career aspirations. In 2021, professional learning across the School included

Staff Composition	Male	Female	TOTAL
Teaching Staff	40	98	138
Non-teaching Staff	24	84	108
TOTAL	64	182	237

compliance training as well as a focus on child safety, curriculum, wellbeing, inclusivity, differentiation, technologies, and leadership.

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, online platforms including the School App and social media, 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 2021 was 94.32%.
- The percentage of teaching staff retained (2020 - 2021) was 84%.

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 2021, St Mark's conducted a detailed survey of students and parents. In total, just under 1900 responses were received providing 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

1144 parents and 565 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	3.92
Curriculum	3.98
General	3.83
Homework	3.68
Leadership and direction	3.77
Learning and extension	3.68
Learning environment	4.19
Parent engagement	3.86
Pastoral Care/Wellbeing	3.87
Reporting	3.92
Resources and facilities	4.12
School communication	3.89
Student engagement	3.78
Student transition	3.72
Teaching standards	3.79
Values and culture	3.95
Average score	3.86

STUDENT SURVEY RESULTS	
Key Area	Satisfaction Scale 1-5
Behaviour	3.34
Co-curriculum	3.82
Curriculum	3.47
Environment	3.48
General	3.80
Homework	3.47
Leadership and direction	3.65
Learning	3.86
Parent engagement	3.33
Reporting	4.15
Resources and facilities	3.95
School communication	3.84
Student engagement	3.84
Student transition	3.81
Teaching	3.66
Values and culture	3.85
Average score	3.73

Student Outcomes: Student Attendance

In 2021, the attendance rates reported to the Federal Government's Department of Education, Skills and Employment from Years 1 to 10 was 92%. 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, and hard copies are 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. NAPLAN was not conducted during 2020 due to COVID-19.

The School's NAPLAN results in 2021 showed:

- Year 3: 99% of students were at or exceeded the benchmark in Spelling and 100% of students were at or exceeded the benchmark in Grammar and Punctuation.
- Year 5: 97% of students were at or exceeded the benchmark in Spelling and 94% of students were at or exceeded the benchmark in Grammar and Punctuation.
- Year 7: 97% of students were at or exceeded the benchmark in Spelling and 96% of students were at or exceeded the benchmark in Grammar and Punctuation.
- Year 9: 98% 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 2021	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 (2019 in brackets)	26 (21)	32 (29)	29 (28)	34 (40)	24 (38)	21 (33)	31 (29)	26 (33)	29 (31)	31 (36)	28 (41)	27 (29)
Percentage in bottom 20% of the nation (2019 in brackets)	13 (12)	10 (6)	7 (8)	10 (6)	12 (10)	11 (4)	3 (5)	8 (4)	9 (7)	7 (4)	4 (4)	7 (5)
Percentage meeting benchmark	100	100	100	99	98	100	100	99	98	100	99	97
<i>Variation from 2020 results</i>	NAPLAN was not conducted during 2020 due to COVID-19											
<i>Variation from 2019 results</i>	+1	0	0	0	-2	+1	0	-1	0	+1	-1	-1
<i>Variation from 2018 results</i>	0	0	+1	-1	+1	+5	0	-1	-1	+1	-1	+2
<i>Variation from 2017 results</i>	0	+1	0	-1	+1	0	0	0	-1	0	+1	+2
<i>Variation from 2016 results</i>	0	0	+7	+1	0	+2	0	-1	0	0	-1	+1
<i>Variation from 2015 results</i>	+2	0	0	-1	-1	+5	0	-1	-1	0	-1	0
<i>Variation from 2014 results</i>	+3	+5	+3	-1	-2	+2	0	-1	-1	+2	0	-2
<i>Variation from 2013 results</i>	0	0	0	-1	-2	+2	0	-1	-1	+2	0	-2

Student Outcomes: Year 12 Results

Last year's Year 12 students faced some challenging circumstances through the year as a result of some uncertainty created by COVID-19 restrictions in our community. Despite that uncertainty, our students committed themselves to their study and were successful in achieving pleasing academic results across a number of measures.

In 2021, 100% of eligible students achieved their Western Australian Certificate of Education (WACE). The median ATAR score achieved by St Mark's students was 90.95 and we were ranked 8th in the state compared to other TISC schools. This was an incredible improvement on 2020, it is the first time in St Mark's history that it has been in the top ten. In 2021, one student achieved an ATAR of 99.00 or higher, while twenty students achieved an ATAR of 95.00 or higher.

St Mark's aligns with the view of AHISA, the Association of Heads of Independent Schools of Australia, in WA that believes the 'league table' of median ATAR scores is but one, narrow measure of student achievement when there are so many other characteristics of our students that we value and of which we are very proud.

While all students in the General Pathway completed at least one Certificate II or higher, the 2021 cohort completed 62 VET certificates over their Years 10-12, which is a significant achievement. In many cases, achievement of a VET certificate will lead directly to further study or training at TAFE, an apprenticeship or traineeship, employment, or to university entrance and study.

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

- Biology
- Business Management and Enterprise
- Food Science and Technology
- Health Studies
- Human Biology
- Mathematics Applications
- Physical Education Studies
- Physics

Our students received 4 x Subject Certificates of Excellence, 16 x Certificates of Distinction and 30 x Certificates of Merit.

In 2021, Rhianna Hepburn was the St Mark's ATAR Dux and Tess Moon the General Dux. Congratulations to Sarah Leenaars who received a Duke of Edinburgh Gold Award. This is the first time a St Mark's student has received this award. Congratulations also go to Meganne Betteridge whose visual art piece was selected as part of the Pulse Perspectives Exhibition at the Art Gallery of WA. William Brook was the recipient of the WA Youth Parliament Award and the ADF Long Tan Leadership and Teamwork Award.

100% of our 2021 Year 12 students achieved the required standard in OLNA in each of the three components (Reading, Writing, Numeracy) by the end of their Year 12.

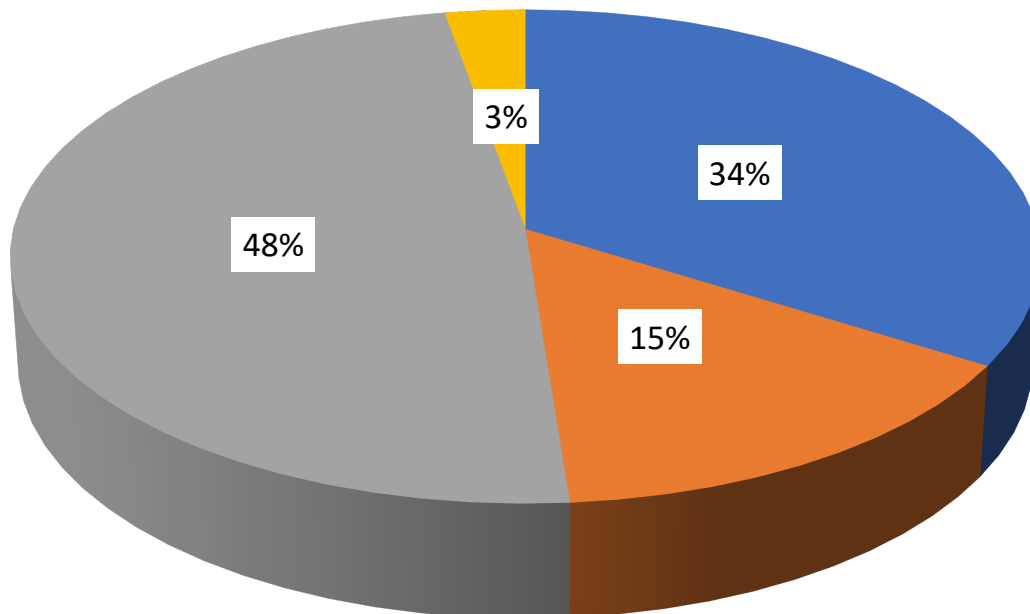
ATAR Score	TOTAL
90 - 99.95	46
80 - 89.95	22
70 - 79.95	16
60 - 69.95	4
55 - 59.95	0
Less than or equal to 54.95	1
Total	89

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 \$33.3 million or \$19,173 per student (\$18,304 per student in 2020 excluding unforeseen Australian Government grants).

Total per capita recurrent funding received from State and Federal Governments increased by \$441 per student year on year. Income from fees and charges increased by \$329 per student since 2020, and income from other sources increased by \$100 per student from 2020. The year on year increase in fees, charges and income from other sources is in part due to greater Covid-19 disruptions in 2020 than in 2021, as well as the 2% fee increase in 2021.

Sources of Recurrent Income



Key:

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

Capital expenditure in 2021 was \$1.4m. Key capital projects during the year focused on:

- installation of 100KW solar energy system
- refurbishment of the Performing Arts Complex foyer
- refurbishment of the Early Learning Centre ceilings and skylights
- installation of airconditioning in the Chapel
- refurbishment of the Dunsborough I Science laboratory
- construction of a shelter on the Junior School oval
- upgrade to LED lights in the Performing Arts Complex

Capital expenditure in 2021 was wholly funded by the School. The School's Strategic Plan for 2021 - 2025 together with the Capital Master Plan being developed in conjunction with EIW Architects will determine the nature and timing of future strategic capital projects.

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A School of the Anglican Schools Commission Inc.

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