



Marden Senior College

2022 annual report to the community

Marden Senior College Number: 583

Partnership: Central East

Signature

School principal:

Ms Nikki Kotrotsos

Governing council chair:

Mr Les Dennis

Date of endorsement:

27 March 2023



Government
of South Australia
Department for Education

Context and highlights

Marden Senior College is a high performing innovative college that champions equity and success for all learners. Our caring and supportive community showcases our uniqueness. The college is an unzoned school of choice located east of Adelaide that provides a wide range of SACE Stage 1 & 2 subjects and, as a Registered Training Organisation (RTO), a range of VET certificate courses. Our newly endorsed MSC 2023 to 2025 Strategic Plan positions Marden for continued growth and success as we work together to 'inspire and empower students to develop the capabilities for personal excellence and successful futures'.

As a specialist secondary college, our cohort typically consists of students over 16 years of age, who make the choice to study at Marden because they are ready for an environment that helps them take independent responsibility for their progress with support from quality teachers.

Over 600 students attended the college in 2022 (See Appendix 1) including over 250 students enrolled at 'home' schools other than Marden. The college caters for a diverse cohort of students in age, cultural background, school background, interests, pathway goals and geographic location. Marden has full and part-time students attending day or evening classes, and specific courses in flexible delivery modes. Each year sees an influx of new students, with approximately 75% being new to the college in 2022.

SACE and VET student achievement, was again outstanding in 2022. SACE Stage 2 results were particularly impressive with 47% of students achieving an A grade band result (See Appendices 1 & 4). As an RTO we also have a large number of students undertaking VET certificates. This year 47% of college based students studied VET as part of their SACE completion.

Within the unpredictability of the COVID-19 pandemic, Marden staff have continued to deliver in a flexible and responsive way so that teaching and learning remained at the forefront and as a result our SACE achievement was even better than expected and this has set the tone for the future. Teachers provided high quality learning differentiated to individual needs in an inclusive and mutually respectful learning environment. A responsive counselling team, mentoring program, increased parent communication and an active Student Government Association all contributed to the success of the school year.

We continue to work towards improving the facilities and resources to provide the best learning environment for students. Plans are finalised for a significant new contemporary learning centre signalling the start of this project early 2022. This is part of a 5-10 year site masterplan developed in collaboration with the Open Access College.

Governing council report

The Vision of Marden Senior College "To inspire and empower students to develop capabilities for personal excellence and successful futures" as proposed in the Colleges Strategic Plan for 2023-2025 is fully endorsed by the Governing Council.

The outstanding 2022 SACE and VET results that are recorded elsewhere in this report reflects the outstanding college leadership, teaching staff and all support staff. The Governing Council are continually inspired to witness the achievements of students as reported during the year and especially at the end of year Awards night. The special attention of staff to help students meet their pathway to success is noted and acknowledged.

All teaching staff are mentors to small groups of students who are 18 and under. The mentoring program has operated over successive years is highly appreciated by parents and students.

The issue of sufficient FTE enrolments to meet budget expectations continues to be a concern of the council given the specialisation and charter of the college. The Governing Council would like to see a budget model that differentiates the site.

The opening and full utilisation of the new Visual Arts learning space funded from college funds after a long gestation has proven to be a valuable learning environment. This replaces old 1950's school portables. The staff input to the design and internal fitting out was very helpful to ensure its functionality.

I am pleased to be able to report that Governing Council has met and dealt with business in accordance with the requirements, and I thank the members for their voluntary involvement to the business of the council and staff for keeping us informed on matters relative to college operations, student wellbeing, and financial management.

The Student Government Association conducted several successful events including their formal and charitable causes, as well as representation on the Governing Council. The commitment of the Pastoral Care Worker is acknowledged as he cares faithfully for the wellbeing of students and staff. His practical efforts and well-versed reports are helpful and notable.

We look forward to 2023 being another year of excellence for Marden Senior College.

Les Dennis OAM
Chair.

Quality improvement planning

Improvement planning has been a feature of the college's annual cycle for many years through a strategic planning process involving all staff as well as interested parent, student and governing council representatives. This includes a dedicated planning day undertaken late in the year to evaluate the impact of our work over the year towards achieving improvement goals using student outcome data and survey feedback. This process then inform updates to our improvement plan for the following year. This year was a transition year where we incorporated established improvement planning processes and documentation into the state-wide quality school improvement planning arrangements.

Our three targets, organised into one goal and for 2022 focused on improvement in Stage 1 achievement, Stage 2 achievement, and VET achievement. Five interrelated actions, identified to achieve these improvements were, in summary: better knowing and targeting students, working collaboratively to develop and implement feedback and differentiation strategies, increased use of data to improve student outcomes, monitoring and intervention strategies, and strengthening mentor connections. We successfully achieved, or near achieved, each set target as summarised in the next paragraph.

Goal 1, Stage 1 achievement, rose to 87.2% C or better results against our ambitious target of 95% (was 85.7% in 2021). Cohort fluctuation could be part of the explanation, but we believe it was also due to the more effective student progress tracking, monitoring and intervention as detailed in our key actions. Goal 2, focused on Stage 2 achievement, saw 83.9% achievement in the A&B grade band, just under our target of at least 85% of results in the A and B grade bands. Goal 3 based on VET achievement rate saw 86% achievement exceeding our target of at least 85% VET achievement rate across the college.

Informed and consultative strategic planning in semester 2 has led to refinements to our improvement plan. Our targets, remain the same. We have strengthened our challenge of practice, and, due to the unique nature of our senior college, have elected to use this as the key organiser for our 2023 site improvement plan. This challenge of practice, with a brief summary of key actions associated is:

1. If we track, monitor and intervene in a timely manner, with best practice quality teaching then we will improve outcomes for all students
 - Literacy Improvement Strategy
 - Data Analysis
 - Monitoring and Intervention
 - Differentiated Teaching and Learning Design

Ongoing improvement for effective implementation of engaging, challenging and innovative teaching learning requires staff participation in professional learning, reflection, and collaboration. This will continue through a refined PLC process and ongoing use of student feedback to inform teacher practice.

As a non-zoned school of choice, marketing is a high priority for the college. We do this from a position of strength due the college's outstanding SACE Stage 2 results, and diverse and high quality VET course provision as an RTO, supported by positive word of mouth.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Intervention & Support

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Aboriginal students (13 Marden 2 Other providers) were identified with specific goals for SACE completion and pathway planning and were supported with a mentor. The appointment of an Aboriginal Education Teacher in Term 3 provided an additional support mechanism to assist students with their attendance, engagement and achievement. However, mentors continued to provide support with regular contact and progress checks.

The BKSB program introduced in 2021 was utilised again at the start of the 2022 school year to determine literacy and numeracy starting points prior to placing in General English or Mathematics or Essential classes. The BKSB information was used by Learning Area leaders, and subject teachers to monitor and track progress. Data was shared on Daymap to assist differentiation, and support strategies by each teacher for each individual students as part of their learning plan.

Individual and group targeted sessions were offered to build literacy skills in class time using mentors, SSO's and teachers. Teachers were able to work face to face and online to support drafting of SACE work, to build skills and capacity to ensure successful completion of compulsory subjects.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Staff Professional learning on strategies to support learning and individualised planning processes
Staff PD and upskilling in providing feedback to students by using a range of programs including Doctopus and Scribo
Students with Level 2 or below ACSF score utilise learning support SSOs where necessary 1:1 and small groups in classroom environments supervised by SACE teachers - Implementation of a literacy support program for students with pre-level 1 and level 1 results
Students utilise learning support SSOs where necessary 1:1 and small groups in classroom environments supervised by SACE teachers
Students access Literatu Scribo to self-check writing for improvement across selected subjects
Increasing the prominence of Aboriginal learners in school improvement conversations
Building flexibility into systems to cater for Aboriginal learners who are experiencing complex circumstances
Guiding proactive discussions about relevant support mechanisms
Ensuring that families are knowledgeable and involved in their young person's progress and support
Ensuring the college supports a whole-school approach, which is culturally sensitive
Staff to attend partnership network meetings

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2019	2020	2021	2022
94%	97%	98%	97%

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2019	2020	2021	2022
A+	5%	19%	16%	17%
A	13%	17%	17%	14%
A-	13%	15%	13%	11%
B+	13%	11%	15%	16%
B	14%	12%	11%	14%
B-	12%	8%	12%	9%
C+	11%	9%	6%	9%
C	8%	6%	5%	6%
C-	4%	2%	3%	2%
D+	4%	1%	1%	1%
D	1%	1%	0%	0%
D-	1%	0%	0%	0%
E+	1%	0%	0%	0%
E	0%	0%	0%	0%
SACE Not Completed (Modified SACE)	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2019	2020	2021	2022
99%	99%	99%	99%

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	95%	94%	93%	91%
Percentage of year 12 students undertaking vocational training or trade training	42%	46%	52%	58%

2021	2022
96%	97%
49%	47%

Adult Education Provision (AEP)

Number of students enrolled under the Adult Education Provision

2018	2019	2020	2021	2022
NA	NA	74	44	12

*NOTE: Students in scope are 21 years and older, have not achieved their SACE and have not been enrolled and attending a school for more than 6 months.

Number of Adult Education Provision students who completed their SACE

2018	2019	2020	2021	2022
NA	NA	0	1	1

School performance comment

SACE Completion

Many students study one or two subjects at Marden Senior College and their SACE completion is recorded in future years and/or at their home school. Of the 349 students who completed at least one Stage 2 subject at Marden Senior College, 90 students were potential SACE completers at Marden, of which 87 successfully completed. Representing a 97% completion rate.

Stage 1 SACE Results

A total of 556 individual results were recorded in 2022, compared to 640 in 2021. The results achieved by this increased number of students included 98% at C- and better. Teacher response to student and peer feedback, as well as review of task design and teaching approaches has resulted in a gradual improvement in student outcomes. Work in this area of retention and engagement continues to be part of staff professional development.

Stage 2 SACE Results

A total of 642 individual Stage 2 results were recorded in 2022 and student achievement was outstanding again this year. The number of high achievers was most impressive with:

- 48% of students achieved an A grade band result (compared to 31% state wide)
- 125 students achieved an A
- 48 students were resulted as A with merit in: Activating Identities and Futures (1); Biology (1); Essential Mathematics (14); General Mathematics (1); Health and Wellbeing (3); Integrated Learning B (3); Mathematical Methods (2); Nutrition (1); Physics (1); Psychology (2); Research Project (3); Women's Studies (1); and Workplace Practices (15).

These outstanding results are a credit to the students and their families. They also confirm the expertise and confidence teaching staff have in their subject area, and their dedication and hard work at an individual student level. The College continued to offer a wide-ranging Stage 2 curriculum during 2022 and monitored enrolment trends in response to the implementation of the SACE at this level. See Appendix 3: Stage 2 SACE Results for further information.

SACE recognition of community learning

A coordinated approach to the SACE recognition of community learning continued in 2022. This recognition of learning is a flexible way for students to gain credits towards their SACE completion through evidence gathering and interview processes to potentially lead to recognition and SACE credits. This year 35 students gained 760 credits in total towards their SACE.

The college closely monitors the number of students resulted in both SACE and VET areas. Strategies to increase these numbers and retention levels include a continual review of curriculum offerings and student retention rates, and ongoing improvement of teaching and learning strategies used by teachers. These are part of the Site Improvement Plan and are central to the professional learning undertaken by staff each year.

Attendance

Year level	2019	2020	2021	2022
Year 10	N/A	N/A	N/A	N/A
Year 11	N/A	N/A	N/A	N/A
Year 12	N/A	N/A	N/A	N/A
Secondary Other	N/A	N/A	N/A	N/A
Total	NaN	NaN	NaN	NaN

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Wellbeing leaders and Student Services follow up attendance using SMS, phone and email reminders. 'Letter of concern' notifications provide a tool to discuss attendance concerns after extended absences, and recorded as a report on Daymap for ongoing monitoring. This process has seen an overall improvement in attendance and follow up reasons documented.

Significant numbers of students with complex mental health needs require ongoing monitoring and checking in by Wellbeing leaders and Learning support staff, to reduce barriers to learning and improve access to educational outcomes.

Behaviour support comment

Behaviour management is not a significant issue for the college. In 2022, there were two minor suspensions and no exclusions, or formal complaints of bullying. The two students returned to college with no further incidents for the year. Staff are supported by a Behaviour support team, responding to concerns. Daymap records are used to document behaviour and responses.

Outlining student expectations is an important part of the enrolment process, including rights and responsibilities associated with working in a safe and inclusive environment, free from harassment and bullying. The policy is revisited throughout the year by mentors and teachers. The college has documented policies on Behaviour Management, Managing Complaints, and Bullying and Harassment.

The Wellbeing and Engagement student explorer data (WECS) 2022 clearly states no reports of bullying or harassment at the college throughout the year.

Parent opinion survey summary

We had a relatively low level of response to the Parent Engagement Survey of 12%, despite regular reminders to our parent body. This may partly be because as a Senior College many of our students are independent learners. Nevertheless, we have analysed and discussed the results of the survey and were very encouraged to see several key features of our strategic directions – providing feedback to students on their learning, and helping students with their career pathway planning – come through as positives in the survey.

When asked “I feel equipped to help my child plan what they will do after school”, 83% of respondents agreed in 2022 compared to 73% of respondents agreeing in 2021. This may be related to our increased focus in 2022 on careers and industry connections for our students and parents.

Other stand out positive results included those for “Teachers and students are respectful” (91% agree – 2% disagree), and “My child receives useful feedback” (90% agree – 5% disagree). We were encouraged particularly by the 90% agreement rate re useful feedback as incorporating ongoing use of formative feedback as a pedagogical strategy was a key focus for us throughout 2022.

These good results also shone through when comparing our school with other Metro Secondary Category 2 schools (comparison group).

- Teachers and students are respectful – 91% agree vs 62% agree in comparison group
- Receives useful feedback – 90% agree vs 59% agree in comparison group
- Equipped to plan pathways – 81% agree vs 70% agree in comparison group.

We received a total of 63 written comments from parents. The key themes of these comments included praise for our positive school climate, our strengths in supporting wellbeing and mental health, the flexibility of timetable the we offer, our provision of timely feedback and the positive engagement of students with their learning. Parents also mentioned challenges for their students in managing their organisation. Selected positive comments include:

- All of the teachers I have encountered at the school are passionate about their work ... I am grateful my son found this school.
- We as parents feel Marden has been much better than a lot of other high schools in that the school seem to care more and guide the students much better than your standard high school.
- It was the best move my child made!
- The school has surpassed my expectations.

Despite the small response rate, we were very encouraged to see these positive results from our Parent Engagement Survey and will continue to seek the involvement of parents in the College going forward.

Intended destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	15	9.6%
IL - ILLNESS	14	8.9%
NG - ATTENDING NON-GOV SCHOOL IN SA	24	15.3%
OV - LEFT SA FOR OVERSEAS	3	1.9%
PA - PARENTING/CARER	2	1.3%
PE - PAID EMPLOYMENT IN SA	18	11.5%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	6	3.8%
QL - LEFT SA FOR QLD	2	1.3%
SM - SEEKING EMPLOYMENT IN SA	26	16.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	33	21.0%
U - UNKNOWN	7	4.5%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	6	3.8%
VI - LEFT SA FOR VIC	1	0.6%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

The College complies with Departmental screening through DCSI processes, superseded by the Working with Children Check (WWCC). As well as the established processes for all staff, we ensure that volunteers within the school, community groups who use the site, and students enrolling over 18 years of age (and out of education for more than 6 months), have the relevant screening submitted and cleared.

Current process for submitting applications is efficient and clearly documented, with an associated database maintained and monitored.

During 2022, MSC had reduced enrolments for adult Spoken and Written English classes, and therefore significantly less screening checks. 26 student applications were submitted and cleared in 2022.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	67
Post Graduate Qualifications	27

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	31.3	0.0	13.9
Persons	0	40	0	17

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$5,161,601
Grants: Commonwealth	\$0
Parent Contributions	\$289,134
Fund Raising	\$0
Other	\$273,221

Data Source: Education Department School Administration System (EDSAS).

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Mentor time allocated weekly	Student tracking enabled to monitor wellbeing and referral to counsellors
	Improved outcomes for students with an additional language or dialect	SSO support provided in class for non-CSWE students. Provision of specialist teachers within the CSWE program.	Increased engagement in learning and completion and grade level improvement.
	Inclusive Education Support Program	IESP student numbers increased significantly with 20% of total cohort identified with functional or complex needs, but not funded due to age or coming from private schools. 20% of all partnership IESP students are located at Marden.	SSO support allocated in class; intensive teacher support allocated to improve completion of compulsory subjects.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	<p>Aboriginal students (13 Marden 2 Other providers) identified with specific goals for SACE completion, pathway planning and FLO courses. Leader time allocated to assist students, develop One Plans and pathway options and SSO in class support.</p> <p>Ongoing tracking by SACE Coord, Mentor manager, FLO leader and Learning Support leader.</p>	<p>Traineeships and pathway support provided to re-engage Aboriginal students; refer for housing, funding for independent living to increase access to education.</p> <p>Improved access to health care and family counselling.</p>
Program funding for all students	Australian Curriculum	NA	NA
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	NA	NA
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA